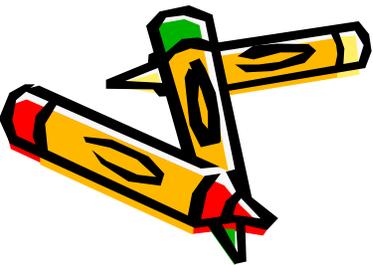


# EVERY CHILD READY TO READ IN ACTION

OLA Superconference  
January 2007

Helen Kelly - Youth Services Librarian  
Preschool Specialist



Hamilton  
Public Library

# ACHIEVING READING SUCCESS

[www.pla.org/earlyliteracy.htm](http://www.pla.org/earlyliteracy.htm)



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 name of things.

What You Do  
Helps Your  
Child Get  
Ready To Read



## Phonological Awareness

Being able to hear and play with the smaller sounds in words.



## Letter Knowledge

Knowing letters are different from each other, knowing their names and sounds and recognizing letters everywhere.



## Print Awareness

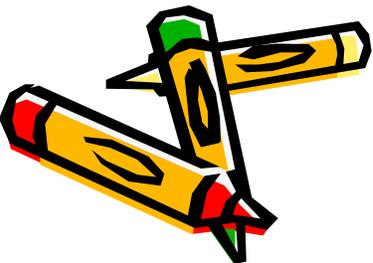
Noticing print, knowing how to handle a book and knowing how to follow the words on a page.

**A**  
According to research, there are six pre-reading skills that children must learn in order to learn to read.

Activities you do to support each of these skills will change as your child grows.

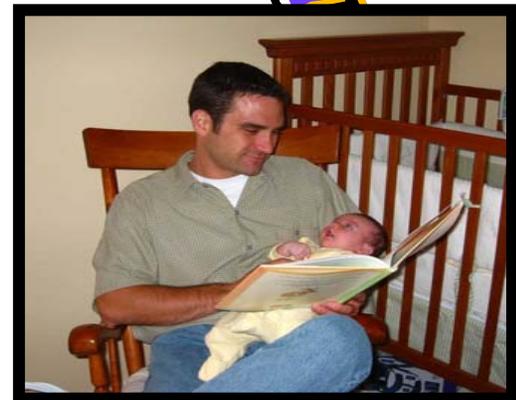
**B**  
*Every Child Ready to Read @ your library* is a project of the Public Library Association and the Association for Library Service to Children, divisions of the American Library Association.  
[www.pla.org](http://www.pla.org)  
[www.ala.org/abc](http://www.ala.org/abc)

**C**  
Every Child Ready To Read @ your library  
[www.pla.org/earlyliteracy.htm](http://www.pla.org/earlyliteracy.htm)



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# PARENTS ARE IMPORTANT...



- You know your children best.
- Children learn best when they are in a good mood and you know their moods best.
- You can help your children learn reading skills in ways that are easiest for them.
- Children learn best by doing things - and they love doing things with you. Take every chance you have to read with your children, tell and talk about stories, say nursery rhymes and sing songs.

Ask your public library for the names of books to read to babies and toddlers. Ask about library programs that you and your child can enjoy together.



# STAFF TRAINING



- Speak directly to parents during preschool programs.
- Take what we already do and frame it in a new light with attention to how we communicate and what skill sets we are modelling.
- Directly link a number of the stories and activities in their sessions to the six skills necessary for reading success.
- Become the coach not the entertainer.



# IMPLEMENTATION AT HPL

- In January 2005, Every Child Ready To Read was piloted at two library locations.
- During Family Story Times (for 2 to 5 year olds and their caregivers) staff introduced one pre-reading skill per week and distributed Tip Sheets.



# Weekly Tip Sheets

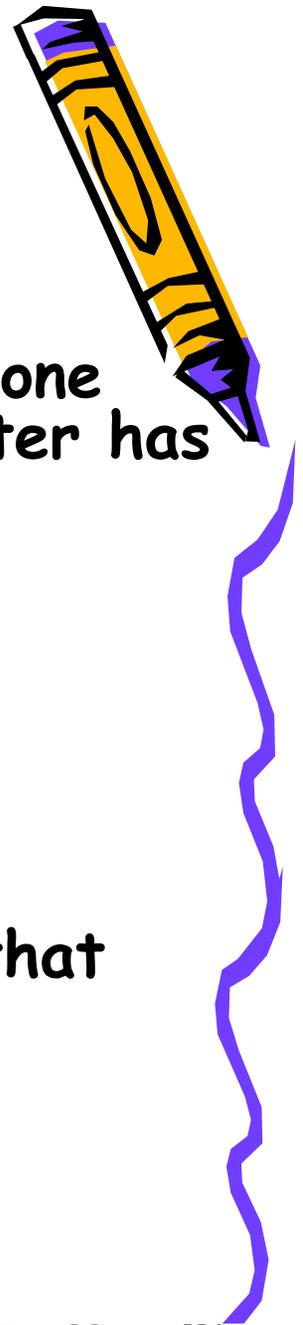
## Letter Knowledge

Letter knowledge includes learning that one letter is distinct from another. Each letter has its own name and unique sound.

- Develop letter knowledge by:
- Reading alphabet books
- Singing the alphabet song
- Looking for letters in signs
- Playing with magnetic letters

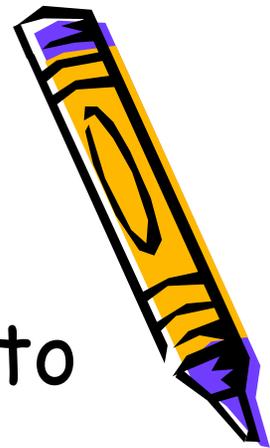
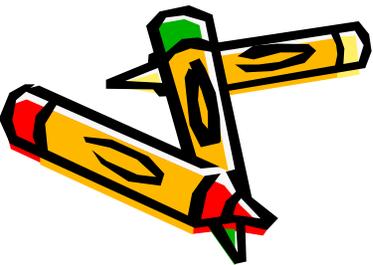
Try these great Canadian picture books that feature the alphabet:

- *ABC of Canada* by Kim Bellefontaine
- *Alphabeasts* by Wallace Edwards (2002 Governor General's Literary Award For Illustration)

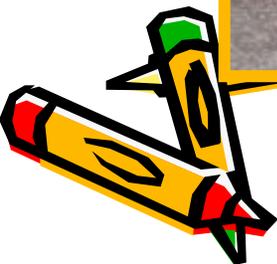


# The Challenge For Staff

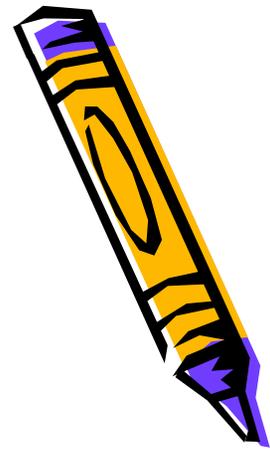
We are not teaching children how to read. We are introducing the pre-reading skills they need to become readers.



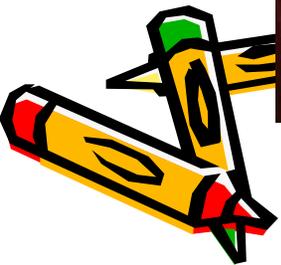
# The Six Pre-Reading Skills



# LETTER KNOWLEDGE



Letter knowledge includes learning that one letter is distinct from another. Each letter has its own name and unique sound.

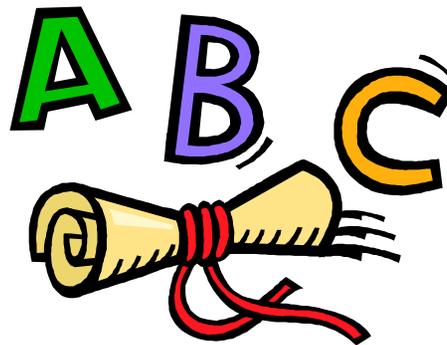
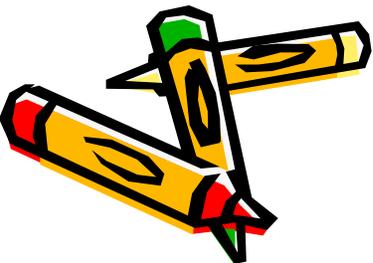


# Current Research :

"Knowledge of alphabet letters at entry into kindergarten is a strong predictor of reading ability in the 10<sup>th</sup> grade..."

(School Library Journal, "Howdy Partner", May 2006, p. 37)

Letter Knowledge



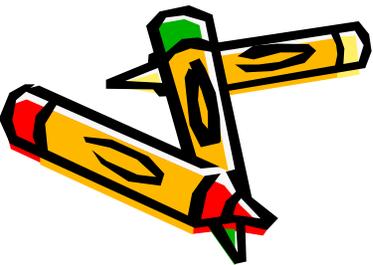
# The Name Song

- Bippity boppity  
bumble bee,
- Can you say your name  
for me?



Notice the “B” sound in this song. Do you know other words that start with this sound? (b-ed, b-ounce)

Letter Knowledge



# ABC/123

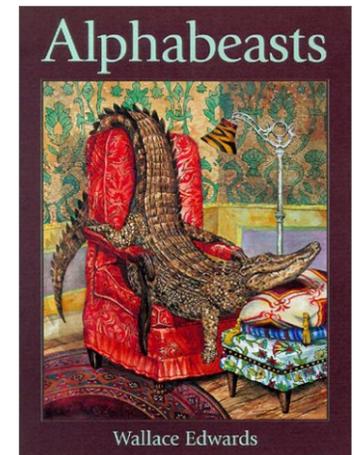
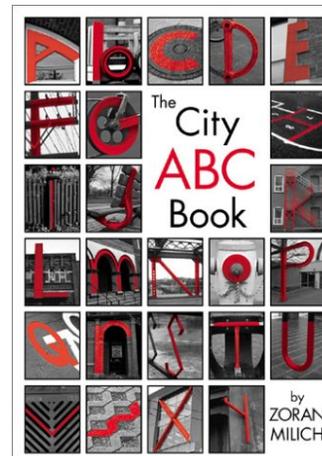
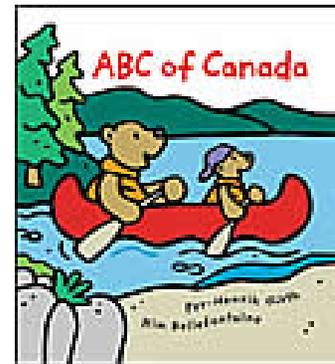
Learning Together  
@your library™



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# WHAT TO SAY TO PARENTS

- You can name the letters and sounds based on things you are doing throughout the day.
- Using signs, like STOP, help children learn the letters.

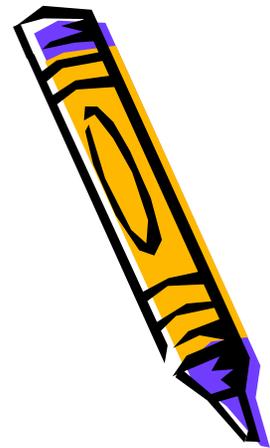


Letter Knowledge

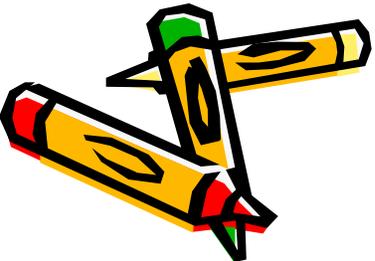


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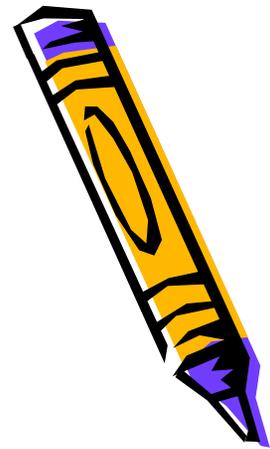
# TIPS FOR TALKING TO PARENTS



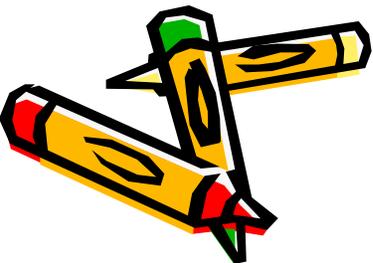
- Use prepared statements from the Appendix in Early Literacy Storytimes @ your library
- "Talk to the hand"
- Practise with a colleague
- <http://www.pla.org/ala/alsc/ECRR/ecrrinpractice/storytimeapplications/whatsay/whatsay.pdf>



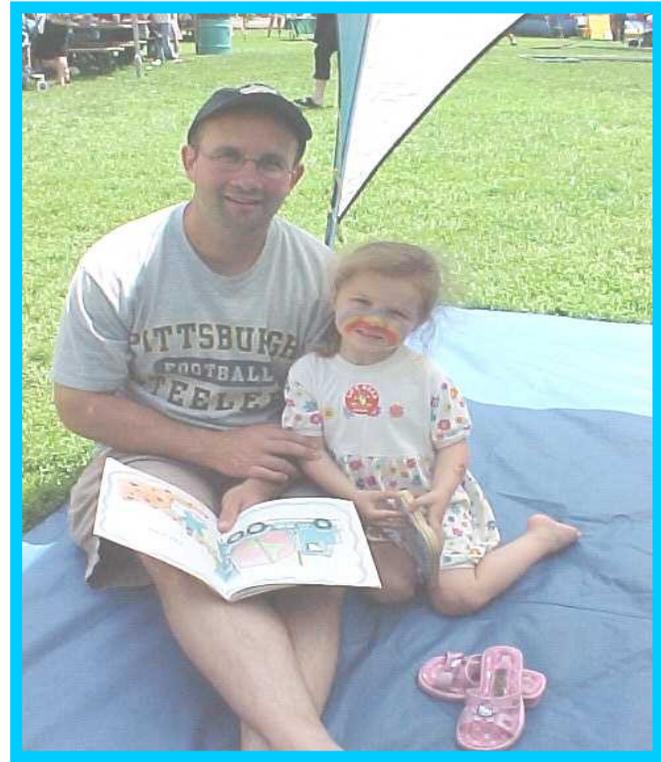
# MORE TIPS FOR TALKING TO PARENTS



- Storytime is fun! Just share one message during a session. (A couple of sentences about one skill is all you need).
- Parents really hear the message when it starts with: "Research says...."



- Narrative skills include being able to describe things and events as well as tell stories.
- Being able to tell or retell a story helps children understand what they read.
- Cumulative stories help develop narrative skill because they are repetitive and describe a sequence of events.

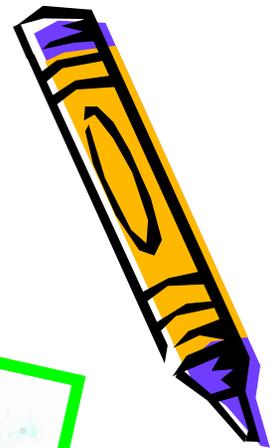
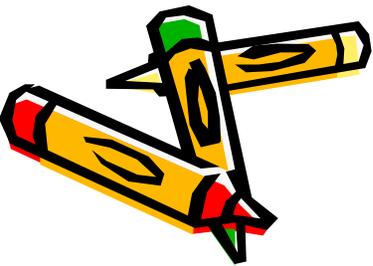


# NARRATIVE SKILLS

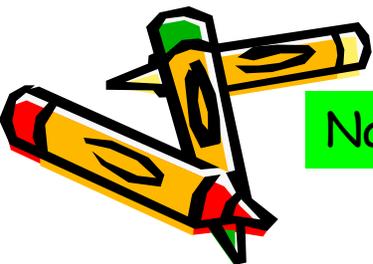
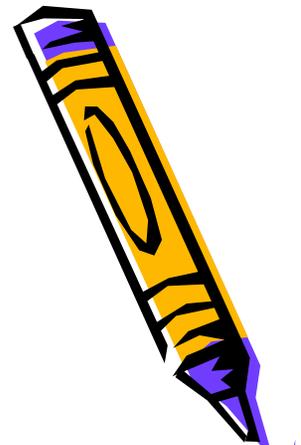


# PRINT MOTIVATION

- Print motivation is a child's interest and enjoyment of books.
- Children who enjoy books and reading will read more.



# Farmer Joe's Hot Day

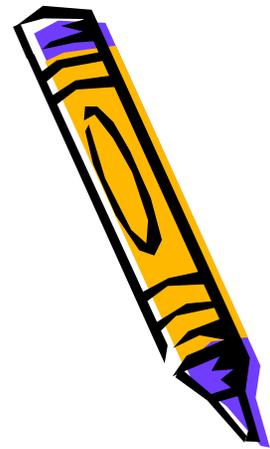


Narrative Skills and Print Motivation



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# What could you say to parents about Narrative Skills and Farmer Joe's Hot Day?



**How could you encourage Print Motivation at Storytime?**



Narrative Skills and Print Motivation



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# WHAT TO SAY ABOUT NARRATIVE SKILLS TO PARENTS



- Using a book that has been read many times, have your child retell a story in sequence.
- Encourage your child to recount events in order, like a trip to McDonald's.
- Have your child draw a picture and tell you the story.

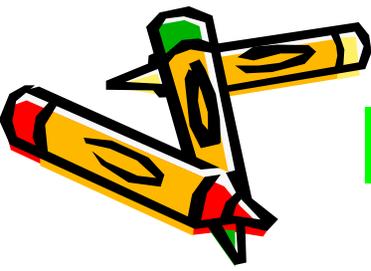
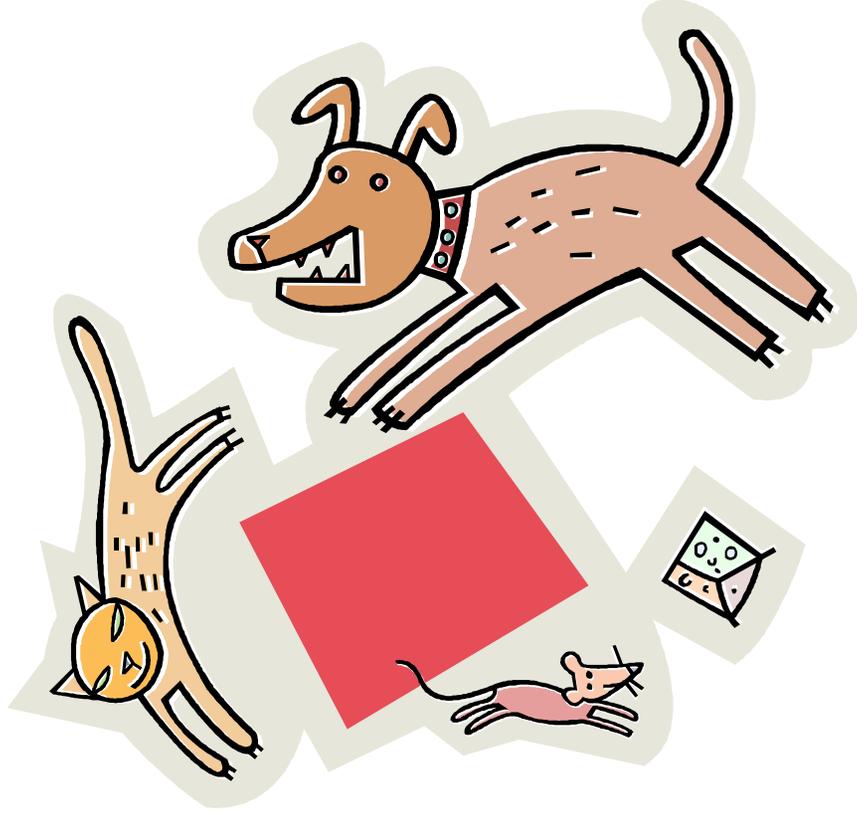
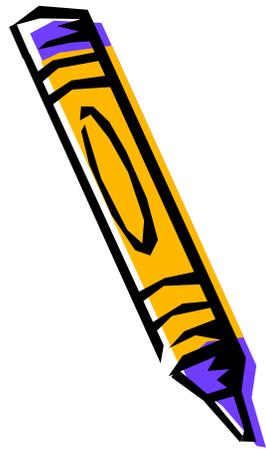


Narrative Skills and Print Motivation



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B-I-N-G-O  
E-I-E-I-O



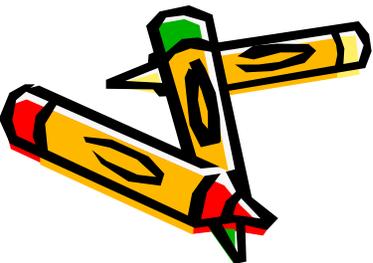
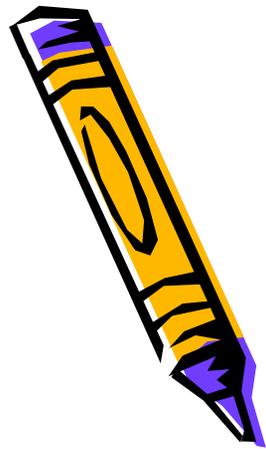
Narrative Skills and Print Motivation



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# PHONOLOGICAL AWARENESS

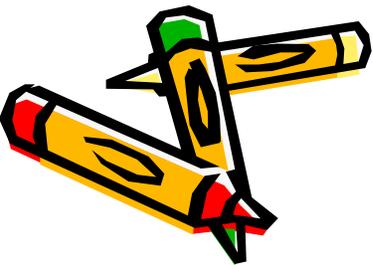
- Words are made up of smaller sounds.
- Rhyming words emphasize the same sound and encourage children to recognize language patterns.



# Segmentation

- "Breaking words into their parts, or syllables, is called segmentation. Being able to segment words will help your children later as they are learning how to read."

(Early Literacy Storytimes @ your library, Saroj Nadkarni Ghoting and Pamela Martin-Diaz, ALA, 2005, p. 176)



Phonological Awareness



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# The Gingerbread Man

M an  
C an  
R an



Run, run as fast as you can,  
You can't catch me, I'm the  
gingerbread man.



Phonological Awareness



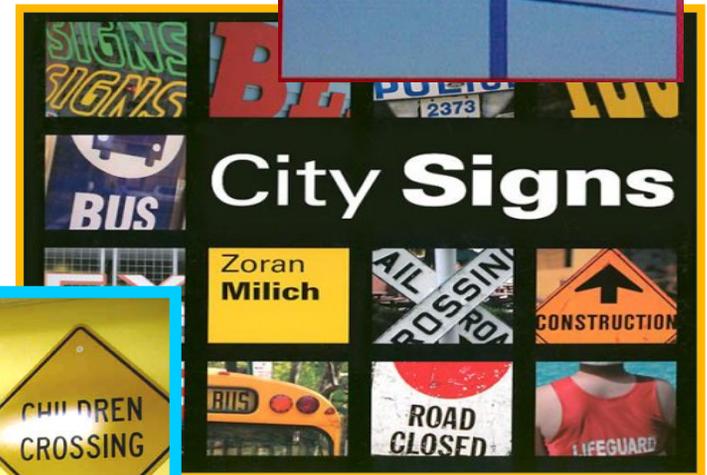
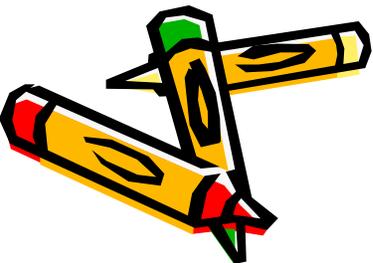
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# PRINT AWARENESS

Signs, labels, books and magazines are all around us.

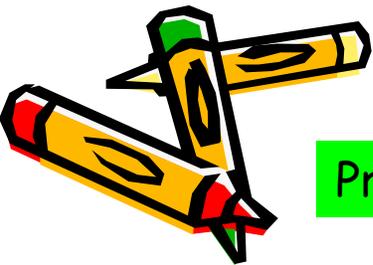
In English, print flows from top to bottom and from left to right.

(Roll Film)

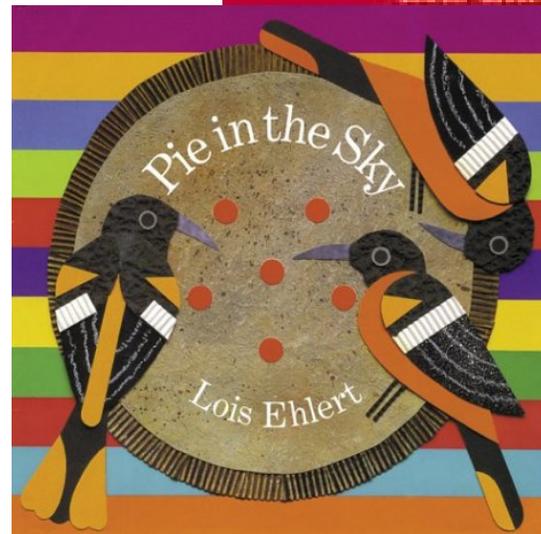
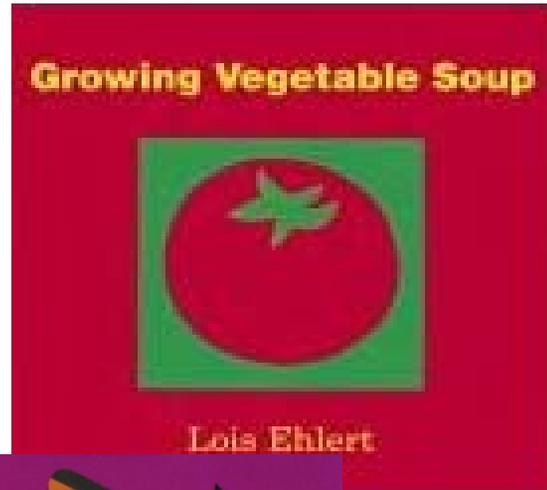


# WHAT TO SAY TO PARENTS

Make the grocery store a print experience by including your child in list making, reading food signs and identifying the first letter and sound in common words.

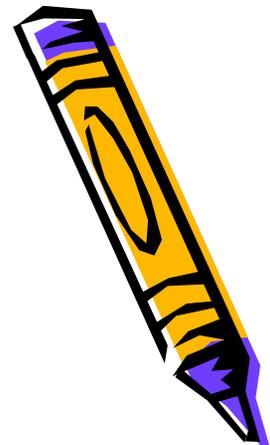
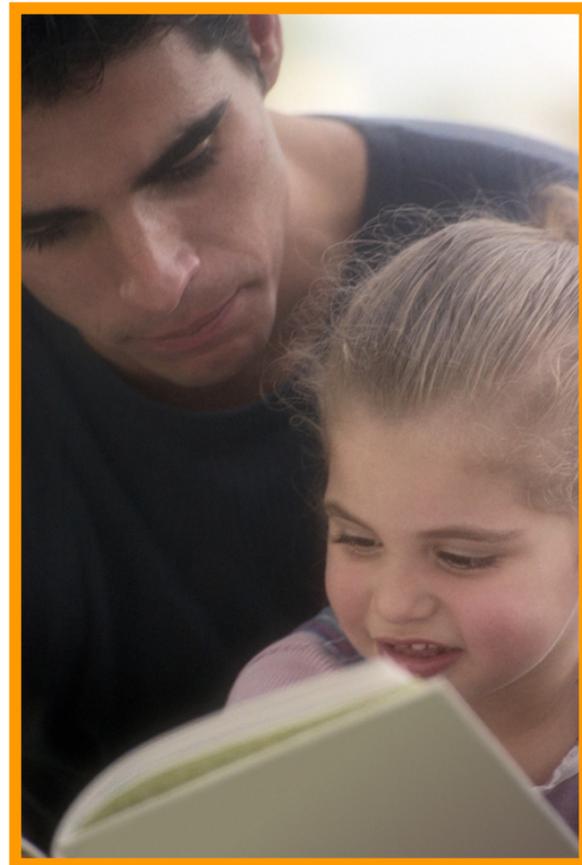
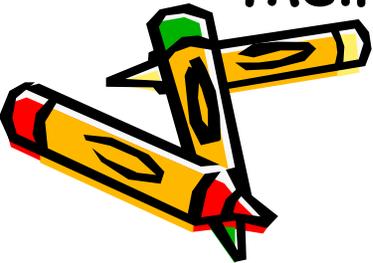


Print Awareness



# VOCABULARY

Vocabulary is knowing the names of things. When children know the meaning to the words, they understand what they are reading. The more words children hear, the more ready they will be to read on their own.



# Current Research:

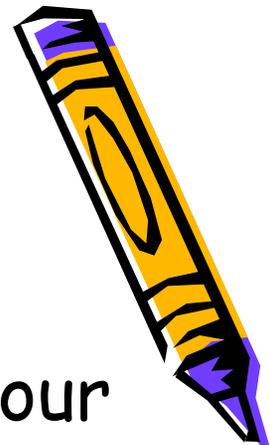
## Average words children hear

- Professional families: 2,153 words per hour
- Working class families: 1,251 words per hour
- Welfare families: 616 words per hour

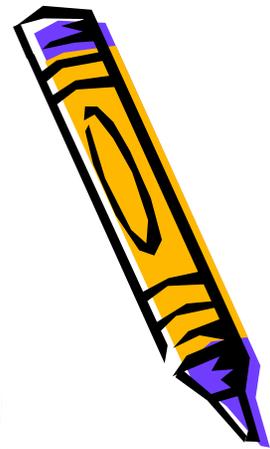
By kindergarten, a child from a welfare family could have heard 32 million words less than a classmate from a professional family.

Hart & Risley in [Meaningful Differences in the Everyday Experience of Young American Children](#) (reprinted in 2002).

[www.readingrockets.org](http://www.readingrockets.org)

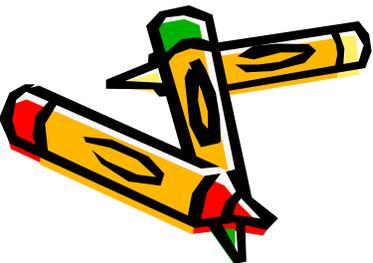


# Libraries For Everyone



"The most important thing I learned (about libraries) is that they are free. Any child from any kind of house in any kind of neighbourhood may walk into a building full of books meant just for him...and may take them home because they are free."

Cynthia Rylant

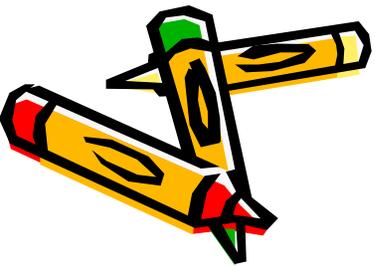
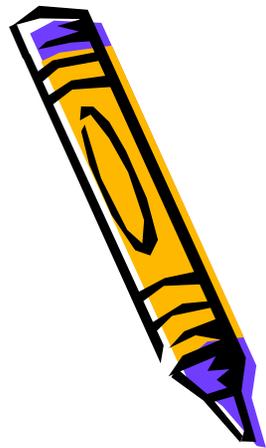
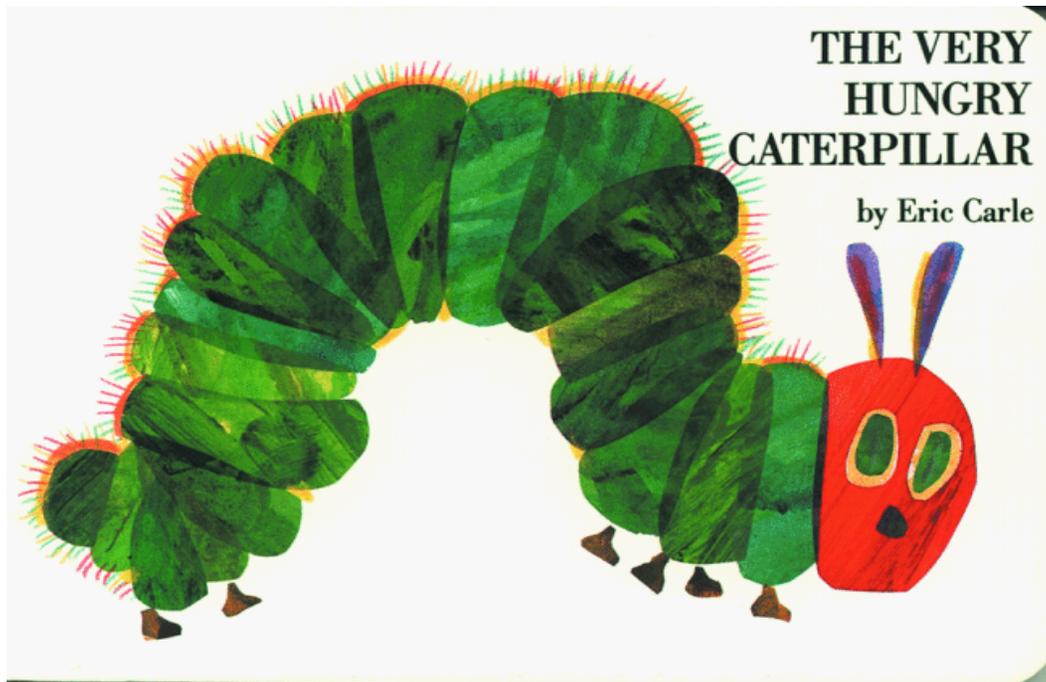


Vocabulary



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# VOCABULARY

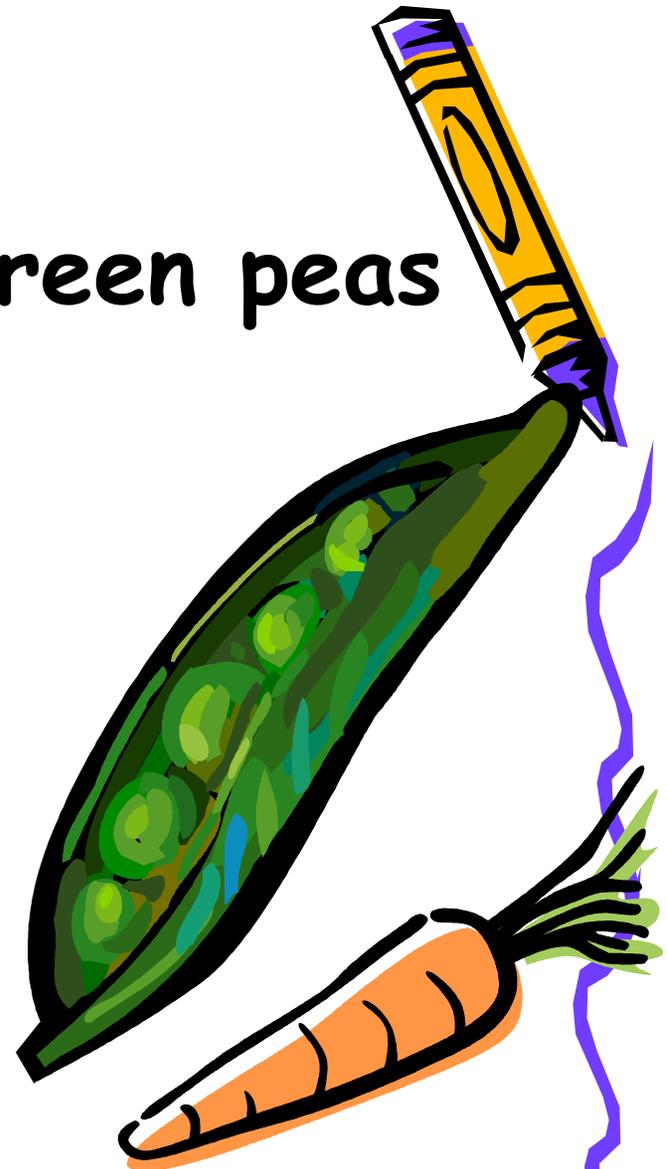


"If a book has a picture of an apple, talk about the apple in the picture, for example, its color. Then get a real apple and show it to your child...By showing the child the real object, you help your child realize that pictures represent real things. Later, they will also understand that printed words represent real things." Early Literacy Storytimes @ your library, p. 248.



Vocabulary

Green peas



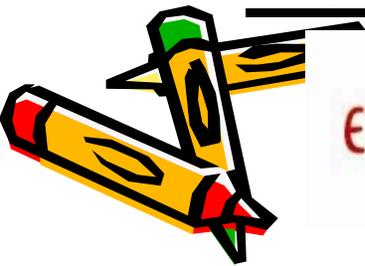
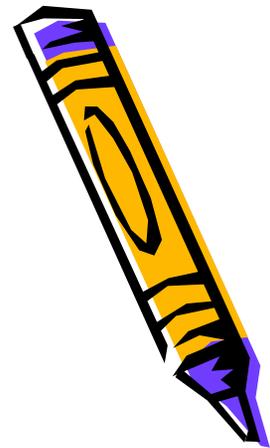
Orange carrots



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# Summary

- Using Every Child Ready To Read in storytime involves speaking directly to parents
- Taking what we already do and framing it in a new light with attention to how we communicate and what skill sets we are modelling
- You are the expert!



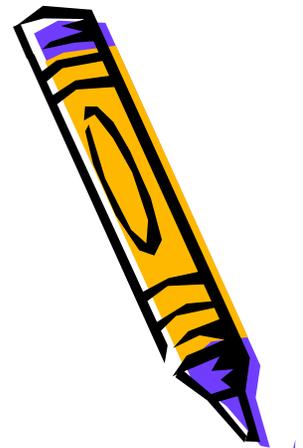
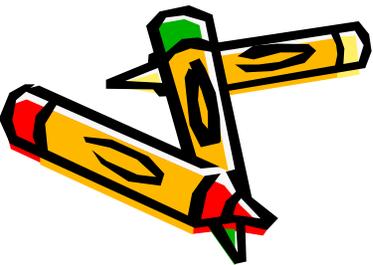
EVERY CHILD READY TO READ @your library®



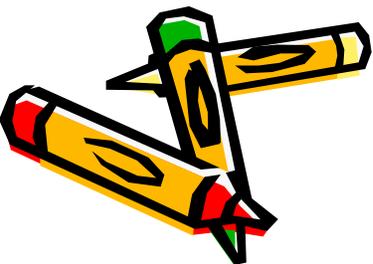
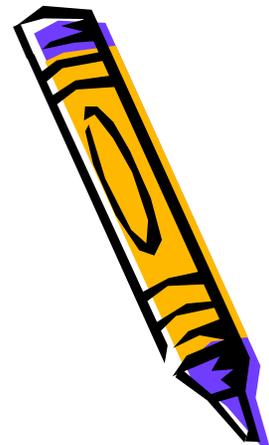
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# Recap: What Were Those 6 Pre-Reading Skills?

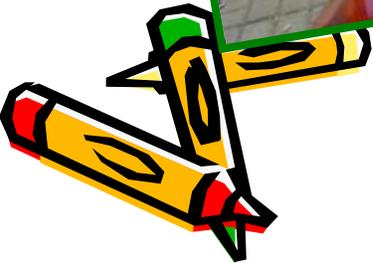
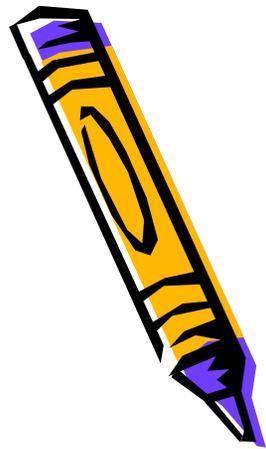
- Please turn to page 23 and see how libraries can help to Grow A Reader.



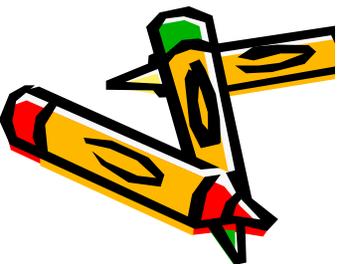
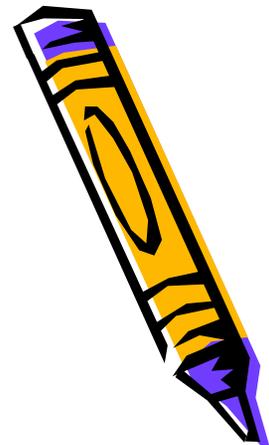
# It's All About Outcomes



# Discussion & Comments

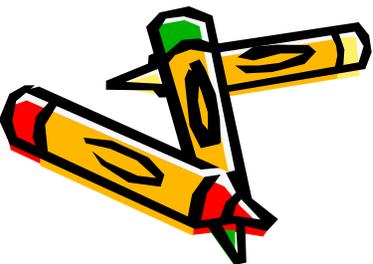
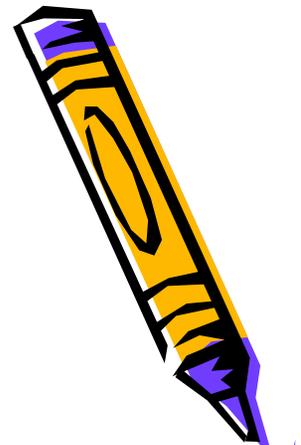


# Time For A Draw Prize



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# Take a break and return for another draw prize!



# THE END (and the beginning)

