



# Babies & Kids Books, Bits N' Tips

## WHY READ ALOUD TO CHILDREN?

*In an era when electronic information is at one's fingertips, when satellites bring the world's wonders and excitement into our living rooms, why read aloud to children?*

- The initial reasons are the same reasons you talk to a child: to reassure, to entertain, to inform or explain, to arouse curiosity, and to inspire - and to do it all personally, not impersonally with a machine. All those experiences create or strengthen a positive attitude about read-

*ing, and attitude is the foundation stone upon which you build appetites.*

- A secondary reason, and of great importance in an age of rising illiteracy, is the established fact that regular reading aloud strengthens a child's reading, writing, and speaking skills and thus the entire civilizing process.
- You read to children while they are still young enough to want to imitate what they are seeing and hearing.

- You keep the initial readings short enough to fit their attention spans and gradually lengthen both.

- When you read to a child, we're sending a pleasure message to your child's brain. You could even call it a commercial, conditioning the child to associate books and print with pleasure.

Excerpt from *The Read-Aloud Handbook* by Jim Trelease Seventh Ed.



Reading sends a pleasure message to your child's brain

### "The Reading Mother"

You may have tangible wealth untold;  
Caskets of jewels and coffers of gold.  
Richer than I you can never be-  
I had a mother who read to me.

Strickland Gillilan

*Best Loved Poems of the American People*

**Lapsit Infants of all ages Saturdays @ 11:00—11:30 AM**

**Call 248-758-3942**



## PONTIAC PUBLIC LIBRARY LAUNCHES READING WORKSHOPS

A significant number of children starting school are not ready to learn to read.

Research shows that:

- Learning to read begins at birth.
- Parents /caregivers are a child's first/best teachers.
- The best way to teach children early literacy skills is through their parents and caregivers.

Every Child Ready to Read® is a parent education initiative that provides strategies parents and caregivers can use to help chil-

dren from birth to age five develop essential early literacy skills and get ready to read.

Pontiac Public Library is offering a series of the Every Child Ready to Read workshops.

- **Balloons, Bubbles and Cookies Kick Off** is September 25, 2013 7-7:30 pm.

BYOC (Bring your own child) as we follow clues, hunt down letters, and end with a tasty treat. Parents or caregivers must be accompanied by a child aged two to kindergarten or bring a 'lovey'. We have extra 'lovey's' too!

- **Let's Take a Picture Book**

- **Walk Workshop** is October 9, 2013 6:30-7:30 pm

BYOC (Bring your own child) Research based tips on jump-starting your child's reading by 'pre-reading' a book. Open to parents or caregivers accompanied by a child aged three to kindergarten or bring a 'lovey'. We have extra 'lovey's' too.

- **Fun With Letters Workshop** is November 13, 2013 6:30-7:30 pm.

BYOC Parents or caregivers, use the magic of songs and games to teach children the sounds and names of letters.

**Toddling Into Reading for Ages 1—2**

**Wednesday 1:00 - 1:30 pm**  
**Songs, Fingerplays, Bubbles**

**Call 248-758-3942 to register**

**Ready, Set, Get Ready to Read Ages 3 to 5** **Wednesdays 1:30-2:30 pm**

**Crafts Songs Stories**  
**Call 248-758-3942 to register**

60 E. Pike Street  
Pontiac, MI 48342

248-758-3942  
248-758- 3990  
Pont@tln.lib.mi.us

"The fire of literacy is created by the emotional sparks between a child, a book and the person reading. It isn't achieved by the book alone, or by the child alone, or by the adult who's reading aloud -- it's the relationship winding between all three, bringing them together in easy harmony," Mem Fox



## THE FIVE PRACTICES THAT PROMOTE EARLY LITERACY

**Talking:** Talk with and listen to each child; add additional words to continue the conversation. Ask open ended questions. (Ones that can't be answered with a yes or a no).

Combine larger words with a simpler word to develop vocabulary.

Model taking turns with conversation.

**Reading:** Language in books has more complex words, ideas, and sentences.

Books have more rare words than normal conversation. Explain unknown words or let your child guess at the meaning of a word.

Talk about what you read for yourself with your child to help him understand how important reading is to your every day life.

Use alphabet books on topics your child enjoys—food, dinosaurs, plants, sea creatures.

**Singing:** Rhymes and songs have words not used in conversation.

Songs slow down language and separates sounds because different syllables have different notes.

This help children to break words into sounds and syllables when they start to read.

Make up your own silly songs using made up words that use different alphabet sounds.

Songs help children hear the rhythm and rhymes of language.

**Writing:** Encourage children to draw a picture about a book or story. Talk with them about what they drew or wrote. Remember that mark making, then scribbling, are the first two stages of writing!

Encourage children to write their own name on their picture/story, or write the starting letter yourself.

Ask questions and respond to what a child says about what he/she wrote or drew.

Repeat the words and add other words similar to or that describe further what they said or wrote.

Encourage children to write for things they enjoy—invitations, notes, thank you notes or to make a book.

Ask children to label parts of their own drawing, or write down what they say.

**Playing:** Use print as part of play—signs, menus, lists. Encourage pretend/dramatic play to tell and retell stories. Encourage role-playing of different situations.

## Six Early Literacy Skills to Help Your Child Learn to Read

### NARRATIVE SKILLS

Tell stories together.  
Encourage pretend and play.  
Let the child be storyteller.

### LETTER KNOWLEDGE

Help your child identify the  
First letter in his/her name.  
Find it in books and signs.

### PRINT AWARENESS

Help your child discover how to hold a  
book and turn the pages.

### VOCABULARY

Teach your child the specific names  
of things. Try fruits and vegetables  
at mealtimes.

### PRINT MOTIVATION

Find books on topics that interest your  
child and share them often.

### PHONOLOGICAL AWARENESS

Sing songs, play games and share  
rhymes to help your child play with  
the smaller sounds in words.



Getting Ready to Read Starts  
In Infancy—

The skills a child learns BEFORE school

## TRY THIS FINGERPLAY!

### Round the Garden

Round and round the garden (make a  
circle on child's palm).

Goes the teddy bear.

One step, two steps (walk your finger up  
your child's arm)

Tickle you under there! (gently tickle your  
child under the chin or under the arm)

Round and round the haystack (make a  
circle on your child's other palm).

Goes the little mouse.

One step, two steps (walk your finger up  
your child's arm)

Into his little house (gently tickle child  
under the arm).