

Sharing Books with ALL Children!

Patsy Pierce, Ph.D., N.C. Dept. of
Public Instruction, Exceptional
Children's Division



Birth to Around 6 months

1. Explore by listening: receiving language. Read books that “sound good”—that you enjoy reading. Sing songs.
Example: Mother Goose, lullabies, songs, poetry.
2. Exploring by feeling, reaching out. Read books that provide different textures.
Example: “Touch Books”
3. Exploring by looking. Try books with large, clear, pictures, especially those with faces.



Homemade books for birth-six month level

- ★ Accordion books



- ★ Squishy books



Six months to About One Year

1. **Small object play.** Let child hold a small object while you read; participation books.
Example: The Very Hungry Caterpillar
2. **Developing memory and “objective permanence”** (the concept that something does not go away even when covered). Pick an object illustrated book and let child find page on its own.
3. **Developing Curiosity:** Read stories that start on one page and end on the next page; book that ask questions.
Example: Ask Mr. Bear
4. **Learning names for things.** Point as you name things. Let baby point.
Examples: object picture books, ABC books
5. **Learning language.** Books with interesting sounds. Songs, lullabies, rhymes, repetitive books.



Literature for Toddlers

1. Learning to talk: one word; new worlds.
Books with key words, common word;
books to point at, name things, talk about.
Examples: books about animals, cars and trucks, or familiar objects.
2. Learning to talk: simple sentences. Books with very short, simple sentences and repetition.
Examples: Eric Hill books
3. Crawling, climbing, and running. Books should be stored in many places. Stories children can act out.
Examples: The Gunniwolf, Caps for Sale



4. Pride in accomplishments.
Growing independence.

Example: The Happy Egg

5. Developing a sense of
humor; curiosity; guessing.

Example: Rosie's Walk

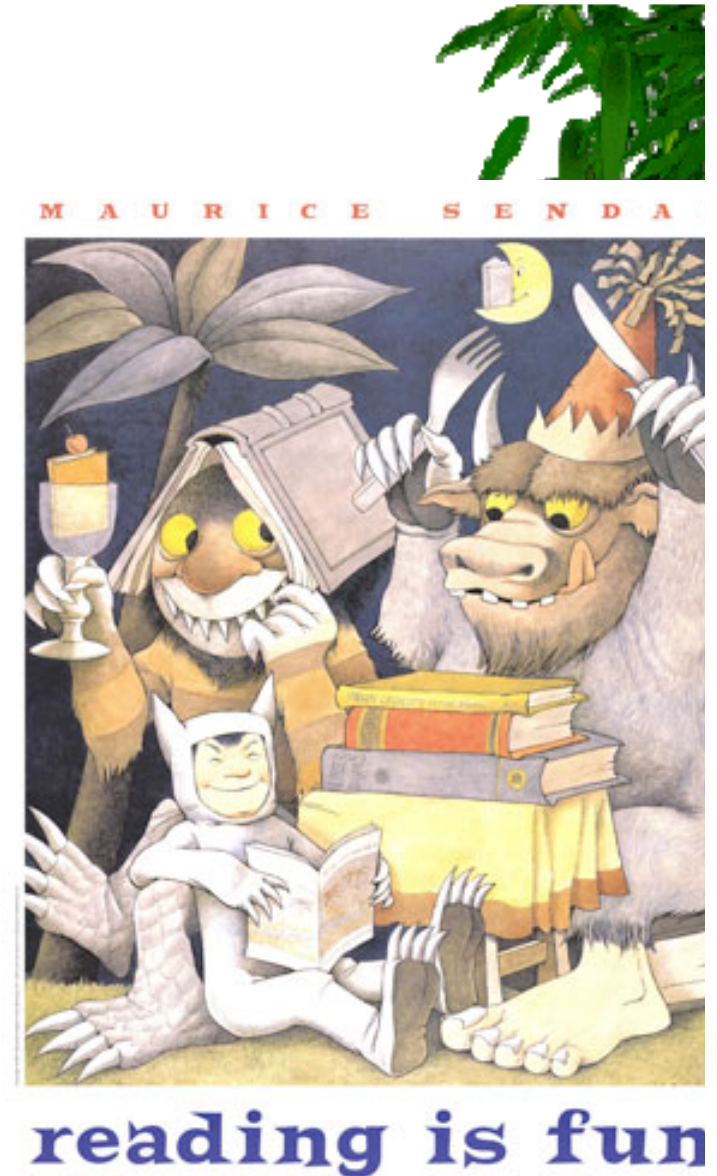
INFORMATION BOOKS

6. Social development;
character development.

Example: Corduroy

7. Exploring Objects;
manipulating things.

Example: Feed the Animals



Literature for Preschoolers

1. Rapid development of language.
Example: Mother Goose
 2. Very active, short attention span
Example: Who's There?
 3. Child is the center of the world: interest, behavior, and thinking are egocentric.
Example: Bedtime for Frances
 4. Curious about the world around him/her.
Example: Peter's Chair
- & INFORMATION BOOKS



Mike Wimmer
s t o r y t i m e

5. Building concepts through many firsthand experiences.

Example: Count and See

6. Child has little sense of time. Time is “before now,” “now,” and “not yet.”

Example: Seasons

7. Child learns through imaginative play.

Example: May I Bring a Friend?

8. Seeks warmth and security in relationships with adults.

Example: Goodnight Moon.



9. Beginning to assert independence. Takes delight in own accomplishments.

Example: The Carrot Seed

10. Beginning to make value judgments about what is fair and what should be punished.

Example: Titch

**Adapted from chart in Huck, Charlotte S. (2004) Children's Literature in the Elementary School, 8th ed. Boston: McGraw Hill.

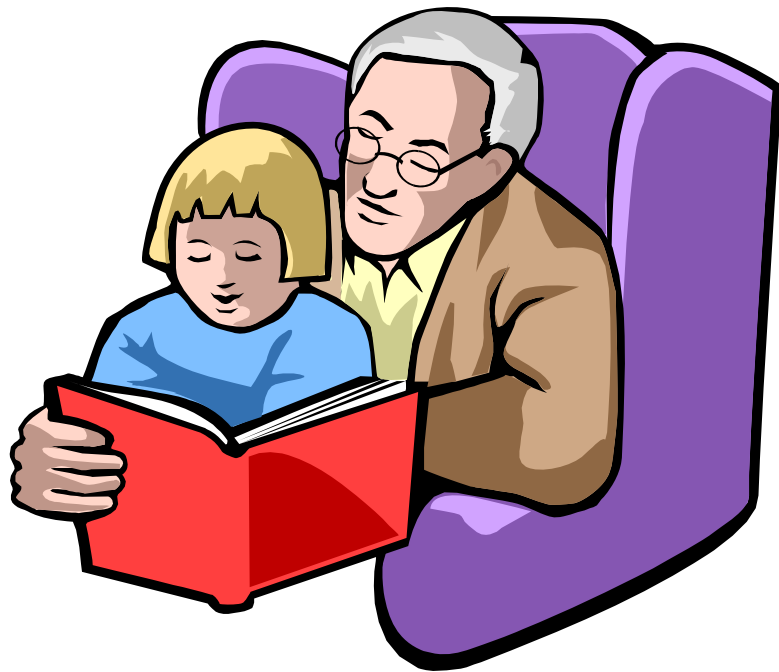


Now that we know about types of books,

- ★ Look at the book
- ★ What type might it be?
- ★ What child's age/developmental level might be appropriate for the book?
- ★ What might a child gain from looking at, feeling, hearing this book?



How do we share books with ALL children?



- ★ Follow the CAR:
- ★ Comment and WAIT (at least five seconds)
- ★ Ask questions and WAIT (at least five seconds)
- ★ Respond by adding a little more



Children with Disabilities

- ★ Book reading is a language-based activity and may be overwhelming for children with language delays & impairments (Kaderavek & Sulzby, 1998);
- ★ Children's enjoyment of story reading/sharing is dependent upon their active engagement (Justice & Kaderavek, 2002). Children with disabilities may not be as actively engaged (Marvin & Mirenda, 1993).



How can we help children with disabilities to become engaged with books?



Book Adaptations

- ★ ACCESS: Physical
- ★ Light Tech-High Tech: page fluffers, page tabs, velcro, binders, baggy books, books on slides, books on disk (Broderbund, 800-474-8840; Tom Snyder, 800- 342-0236; Scholastic, 800-325-6149; Computer Curriculum Corporation, 800-455-7910)



Physical Book Adaptations

- ★ Take books apart, laminate pages, add page fluffers



Adapted books

Page “turners”

- ★ Add “elongations” to pages to increase ease of turning and to emphasize desired word/symbol



Book with page turners

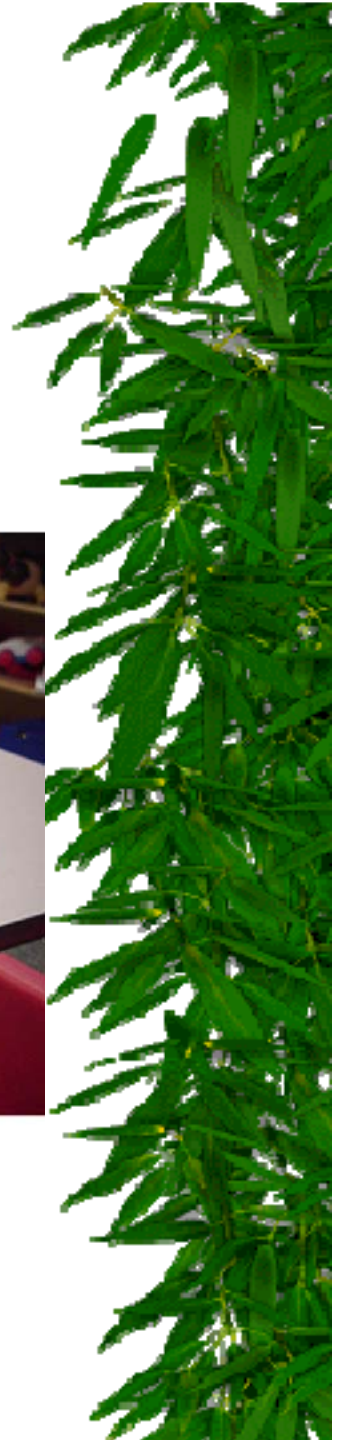


Angle it!

- ★ Books on an angle often make them more physically and visually accessible



With a slant board



Tactile Experience Books for Children with Visual Impairments (Lewis & Tolla, 2003)

- ★ Child must have had tactile contact with the items;
- ★ Items in the book must be real (no miniatures);
- ★ Use heavy cardboard for the cover; Put together with metal rings;
- ★ Place an object on each page;
- ★ Attach objects with Velcor, in a zip lock bag or with a string;
- ★ Include Braille created on heavy Braille paper and placed in a continuous line;
- ★ Include high quality print.



My Garden Walk by Mary

- ★ Brailled & print sentence at the bottom of each page.
- ★ P. 1: “I went for a walk in the garden. I found 1 piece of tree bark.” *Piece of tree bark attached to center of page.*
- ★ P. 2: “On the ground there were 3 stones. Count them with me.” *3 stones, small, medium, and large in ziplock bag, stapled to the page.*
- ★ P. 3: “I have 4 limbs from a tree.” *4 small tree limbs were kept near the book.*
- ★ P.4: “I picked up 3 leaves, one small, one medium, and one large.” *Three leaves arranged in ascending size order in a zip lock bag stapled to the page or leaves glued to the page.*
- ★ P. 5: “I petted one bunny.” *Fur found near cage in zip lock bag stapled to page.*



Cognitive & Linguistic Access

- ★ ACCESS: Cognitive: Predictable books, repeated line books, stories based on everyday & personal experiences, repeated readings
- ★ ACCESS: Linguistic: Paraphrase, relate to personal experiences, choose & use appropriate vocabulary



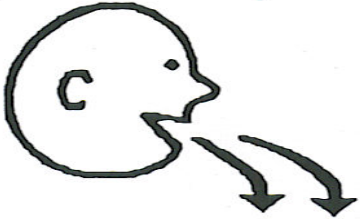
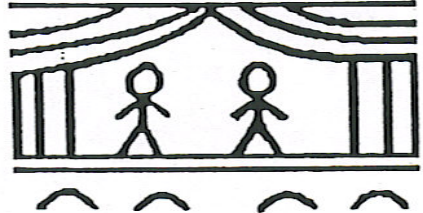
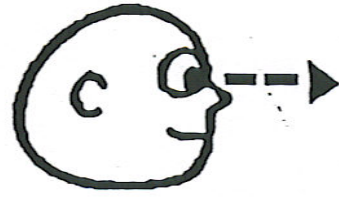
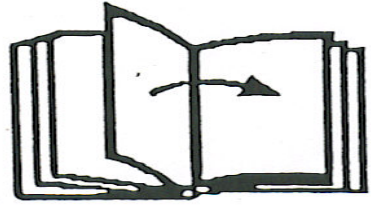

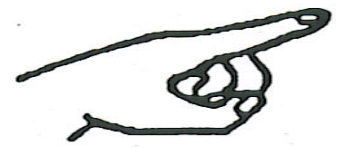

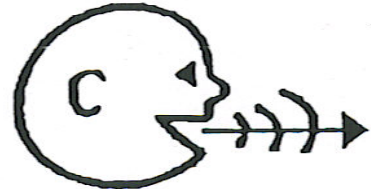
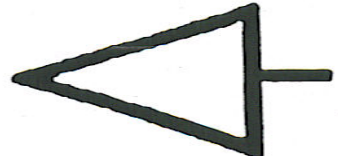
Communicative Access

- ★ ACCESS: Communicative: Let children choose books and reading locations; keep to under 3 lines of large, bold, redundant print; have only 5 words per page; print embedded in illustrations (Justice & Kaderavek, 2002);
- ★ Symbols on books associated with text and that give the child some control over the experience;
- ★ Remember to Follow the CAR and to collaboratively share a book/story!



ADAMLAB
Wayne County Intermediate School District
33500 Van Born Rd.
Wayne, MI. 48184
(313) 467-1610

General Interaction Board

<p>Read it again!</p> 	<p>Act it out!</p> 	<p>Show me!</p> 
<p>Turn the page!</p> 	<p>That's funny!</p> 	<p>What's that?</p> 
<p>I don't like that!</p> 	<p>Use a funny voice!</p> 	<p>Wait, go back!</p> 





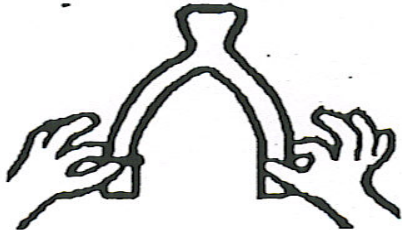



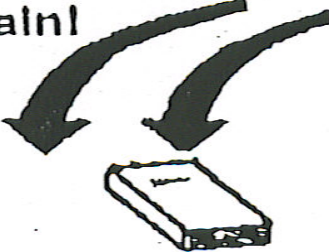
Wolf overlays were developed by ADAMLAB using the Boardmaker from the Mayer-Johnson Co.

Mayer-Johnson Co.
P.O. Box 1579
Solana Beach, CA. 92075
(619) 481-2489



ADAMLAB
Wayne County Intermediate School District
33500 Van Born Rd.
Wayne, MI. 48184
(313) 467-1610

Reaction to the Book

That's funny! 	That's crazy! 	That's yucky! 
That's scary. 	I wish I could do that. 	That would make me mad. 
That would make me happy. 	That was a good story! 	Please read it again! 

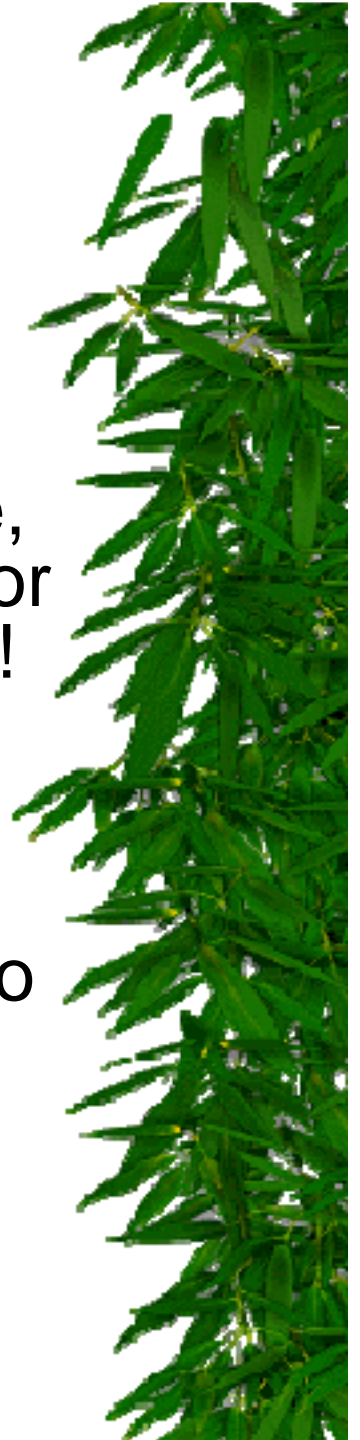
Wolf overlays were developed by ADAMLAB using the Boardmaker from the Mayer-Johnson Co.

Mayer-Johnson Co.
P.O. Box 1579
Solana Beach, CA. 92075
(619) 481-2489

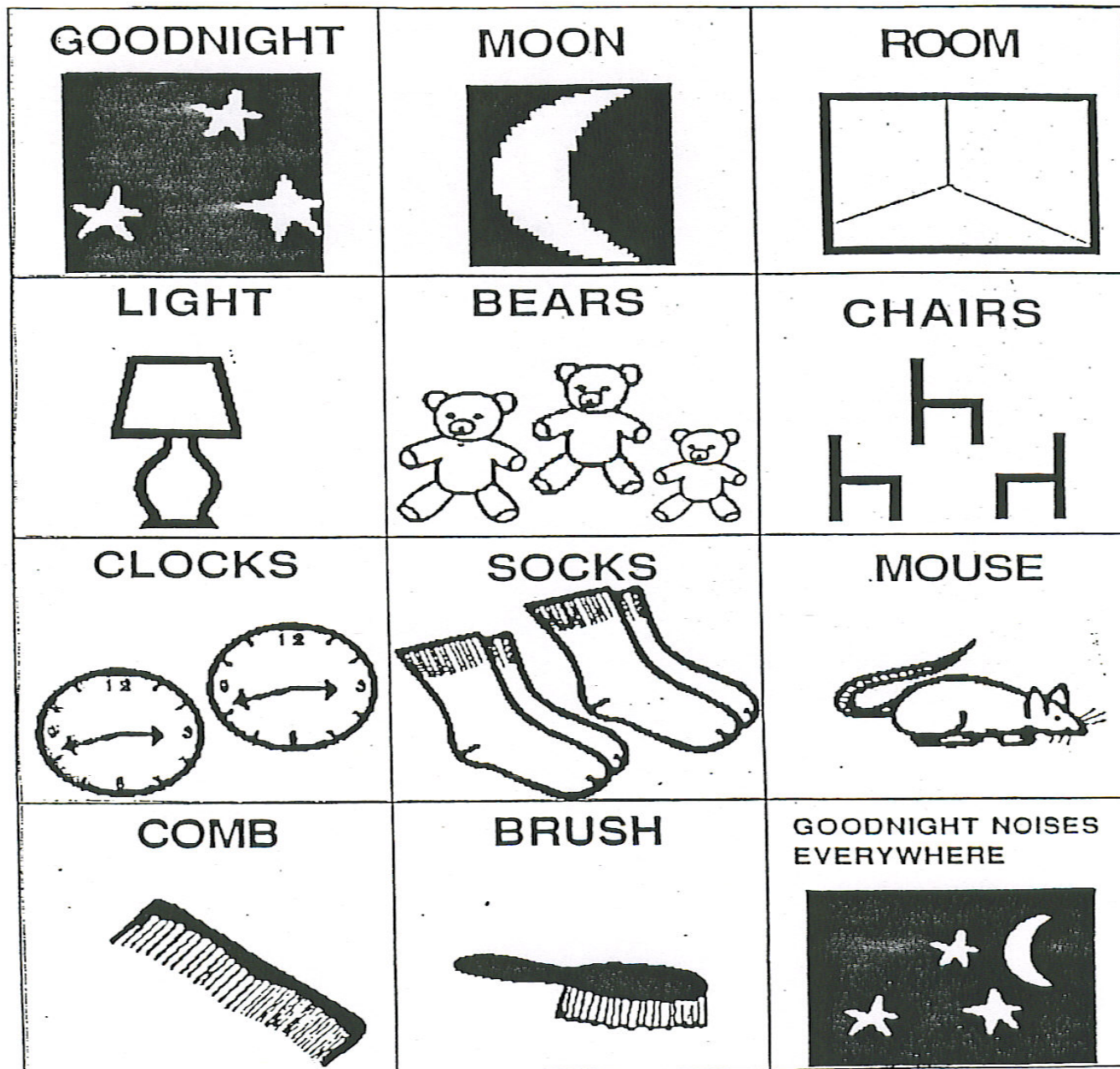


Make It Interactive!

- ★ Fill-in-the-blank from text, communication boards in sequence with story, simple communication boards: acts it out, turn the page...
- ★ Require some type of interaction: eye gaze, touching, single word/sign, phrase (verbal or augmented) Remember to Follow the CAR!
- ★ Ask open ended questions when appropriate, e.g., “What do you think will happen?”, “How did this happen?”
- ★ Increase the child’s opportunities/abilities to physically interact with the book through interactive books (e.g., lift the flaps; slots, predictable), props, and adaptations.



To be used with the book, GOODNIGHT MOON, by Margaret Wise Brown



Model

- ★ Literate role models, use literacy in real & play/pretend situations
- ★ Model functions of literacy (e.g., dictionaries, making lists, writing notes)
- ★ Print-reference
- ★ Words on the wall
- ★ Shared Reading
- ★ Shared Writing
- ★ LEA
- ★ Read!!



Words on the Wall

- ★ New words, logos learned through reading and every day experiences listed above/under first letter of the alphabet;
- ★ Use as a strategy when reading, writing



Sharing

- ★ Shared reading: A classroom strategy in which a teacher reads a Big Book with enlarged print and encourages children to read along on parts that they can remember or predict. Shared reading models the reading process and draws children's attention to print concepts and letter knowledge.
- ★ Shared writing: A classroom strategy in which the teacher writes down children's own stories about their everyday experiences. These highly contextualized stories are easy for children to read.



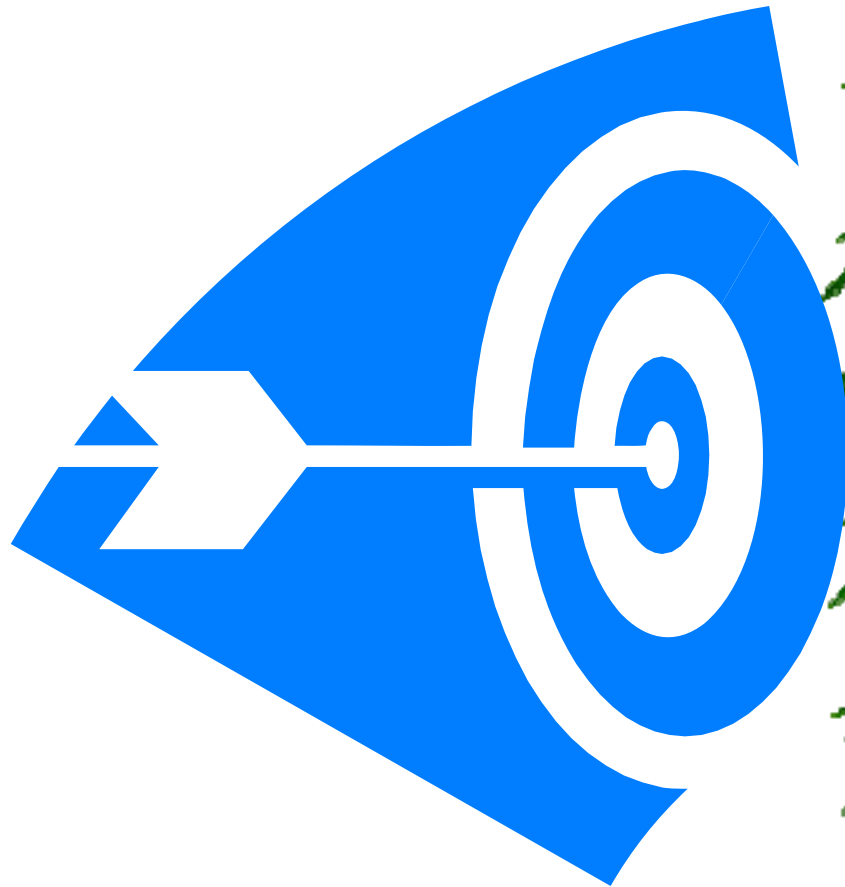
LEA

- ★ Language Experience Approach: An approach to language learning in which student's oral compositions are transcribed and used as materials of instruction for reading, writing, speaking, and listening.



In other words, AIM for Literacy

- ★ Access
- ★ Interaction
- ★ Modeling



“Cheap Treat”

- ★ \$5.00 video: Sharing Books with Children: Promoting Early Literacy in Early Care and Education.
- ★ Dept. of Pediatrics, Maternity Bldg., 5th floor, Boston Medical Center Place, Boston, MA 02118; (617) 414-3826.



Electronic Storybooks

- * www.storyplace.org (A service of the public library of Charlotte & Mecklenburg County. Has very simple preschool stories with text. I love the way that what the characters say is highlighted in text. The stories use rhyme and alliteration. The "games" are very drill and practice. Has print out "take home" activities.)
- * www.bookpals.net/storyline (Has famous actors and actresses reading wonderful children's literature. I saw many of my favorite authors like Bill Martin and Mem Fox. Each illustration is shown as you hear the voices, but you don't see the print. hmmm! Gives teacher ideas for activities, but would have to be adapted for preschoolers.)
- * www.sesameworkshop.org/sesamestreet (Has great stories and activities which include Sesame Street characters. Even though the activities are "drill and practice", the characters are nice about it when you choose the wrong answer (they say "oops") and you are given a clue (like "look at the color").
- * www.candelightstories.com (You have to pay \$9.95 for full access, but you can access some "e-books" for free. I liked it that some books are not read aloud, so that a reader would have to be with the child. Most of the books are for children older than preschoolers.)



Thanks, Y'all!

