

How to Read and Write with Your Child: Birth – The Teen Years

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Introductions and Getting Settled

- Who's here?
- Who I am
- Why I care about literacy

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Summary

Reading regularly with a child before bedtime is a time-honored practice for good reason; children who have been read with extensively are more likely to become readers and writers themselves than are children without such experience. Children with hearing loss who are learning to listen and speak benefit in multiple ways from participating in shared reading and writing experiences with an adult. This presentation provides guidance and hands-on practice for reading and writing with children from birth through the teen years.

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Abstract

Reading regularly with a child before bedtime is a time-honored practice for good reason; children who have been read with extensively are more likely to become readers and writers themselves than are children without such experience. Children with hearing loss who are learning to listen and speak benefit in multiple ways from participating in shared reading and writing experiences with an adult. This presentation emphasizes making reading and writing fun for the child and provides guidance and hands-on practice in carrying out shared reading and in creating and using Language Experience Books. Both practices align with Auditory-Verbal approaches and are based on helping children develop and use their background knowledge to create meaning as they learn to listen to, talk about, remember, and think about a story. Topics include conversational language, connections to the child's life experience, vocabulary, sounds, learning about textual language, thinking skills, and the importance of exploring emotions through stories. Participants are urged to bring a favorite children's or teen book, a pencil or pen, and a blank sheet of paper to use during hands-on practice.

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Questions

- When should reading and writing with a child begin?
- How does a child learn to read and write?
- Why is the bedtime story a good practice?

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Objectives

- List 3 aspects of a rich literacy environment
- Create 3 well-formed questions to ask a child or teen about a story of their choice
- List 3 ways a child or teen benefits from using a language experience book

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It's never too early to begin...



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Shared Book Reading: An interactive process



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What happens during shared reading?

- Vocabulary growth and phonological growth spur each other on
- Growth in vocabulary helps with segmented representation of words (Whitehurst & Lonigan, p. 19)
- Concepts of print develop
- Story grammars develop
- Closeness with the reading partner and love of reading develop

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Listening to and Retelling a Story Provides Important Practice

- Listening
- Speaking
- Thinking
- Interacting
- Matching
- Comparing
- Selecting and organizing information
- Remembering words and content
- Using language to learn about language
- Comprehending

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The Goal is Generative Reading

Generative reading uses processes that generate greater word and conceptual understanding based on a system that allows for flexible combinations of syllables, sounds, and meanings.

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Establishing a Rich Literacy Environment

- ❖ Frequent conversations with an adult
- ❖ Access to a wide range of reading materials
- ❖ Presence of an adult who talks about the materials
- ❖ Frequent opportunities to read with an adult

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**Mature readers and writers
make flexible use of
all the systems available to them:**

- Phonology
- Content
- Semantics
- Orthography
- Syntax
- Pragmatics

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**How to Build Background
Knowledge and Comprehension**

- ▶ Provide many learning experiences
- ▶ Include all the senses
- ▶ Use new vocabulary in ways that provide a bridge to it
- ▶ Talk with a child about what s/he finds interesting
- ▶ Concentrate on talking with a child as a way to get him/her to think
- ▶ Ask well-formed questions and use the child's answers to understand the child's view of the world

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**Practical Ideas for Helping
Children Learn to Read**

- Shared reading with the child
- Use a Language Experience Book
- An easy method of authentic assessment

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- ❖ In children with typical hearing, reading with them has long been associated with their learning to read (Durkin, 1966).
- ❖ Shared book reading leads to oral and written language capabilities in children with typical hearing (Bus et al., 1995).

Given what we can do to help our children listen, it should be no different for them

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Listening to and retelling a story provides practice in a variety of literacy skills:

- Listening
- Thinking
- Interacting
- Matching
- Comparing
- Speaking
- Selecting and organizing information
- Remembering words and content
- Comprehending
- Using language to learn about language

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Direct Teaching

- talking about and pointing to words and letters
- “do you know this letter?”
- “can you find an ‘m’ on this page?”
- “how many b’s can you find?”
- “this word is ‘Owen,’”
- “do you know this word?”
- “let’s follow the words with your finger while I read”

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- “what direction do we go in?”
- talking about how a book “works”
- “where is the title of this book?”
- “how do we turn the page?”
- “where should I read on this page?”
- “look at the words in the illustration”

(adapted from Piasta, Justice, McGinty, and Kaderavek, 2012, pp. 813-814)

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Indirect Teaching

Concepts About Print

- names for the parts of a book (front, cover, back)
- print tells a story (apart from the pictures)
- letter sequences make up words (concepts of first and last)
- letters can be in upper and lower case
- spaces are where they are for a reason
- punctuation carries meanings
- books are read from left to right and top to bottom

(Clay, 1993, p. 47)

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**When Reading with a Child,
Think about Building:**

- Conversational language
 - Turn taking
 - Question asking
 - Staying focused
 - Attunement
- Connections to the child's life experience
- Vocabulary
 - New words and phrases
 - New ways to use known words

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- Sounds
 - New combinations of sounds and syllables
 - Enjoyment of linguistic and environmental sounds
- Textual language
 - Longer sentences
 - Series of items
 - Story structures (story grammar)
 - Descriptions
- Thinking
 - Predicting
 - Problem solving

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- Emotions
 - Identifying and naming emotions in the characters and in the child
 - Helping the child talk about how she or he would feel in the situation of the character

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**Preparation for learning to read includes
read-alouds that:**

- help a child learn to listen, speak, and converse
- engage a child's attention about as much content as possible
- help a child understand multiple experiences and stories about the world

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Important Guidelines to Remember

- Read for several short periods for a total of 45 minutes each day
- Read a favorite, a familiar, and a new book each day
- Read with expression; use your voice to emphasize rhyme, pitch, rhythm, new words, emotion
- Converse about the pictures, the story, the characters, and anything that catches your child's attention
- Concentrate on reading for meaning

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- Concentrate on building language
- Play games with language
- Talk about the story, ask questions, and give explanations
- Remember that the child will learn something every time, but you may not be in control of what will catch the child's interest

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- Sit the child on your lap with the book in front of both of you
- Speak into the microphone of the hearing aid or CI
- Read the words on the page and stop to point to pictures and to make explanations, for example, point out instances of words in the pictures (those are all "flowers")
- Ask both explicit and implicit questions, and interact about the story, but don't quiz

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- Use different voices for different characters
- Use dramatic vocal intonations
- Play with rhymes and repetitions and get the child to repeat them with you
- Examples: clap syllables in nursery rhymes, use books that are songs
- Make a web or chart of how things relate in the story

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- Ask questions that get the child thinking:
 - "What do you think will happen next?"
 - "Why do you think she walked in without asking?"
 - "What would you be able to do if you were ten feet tall?"
- Ask the child to retell the story
- Act out the story with the child
- Use toys to act out the story
- Draw pictures of the actions in the story

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**Above all, share
language, construct
and create meaning,
and have fun!**

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The Role of the Language Experience Book in Reading and Writing Development

- Writing the child's dictation demonstrates how writing works
- Encourage the child to scribble, draw pictures, and write words and sentences as soon as she or he can start to do so
- Let the child see you writing
- Use the LEB regularly

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It's never too early to begin...



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Practical Ideas for Helping Children Learn to Write

- Make sure the child sees you writing for a variety of purposes
- Have the child help you in real tasks that require reading and writing. Use these times as opportunities to introduce new words.

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- Label drawings
- Make lists
 - Grocery lists
 - Children to invite to a birthday party
- Write letters and thank you notes to family and friends
- Write notes to mom, dad, the teacher
- Make a treasure hunt with written clues to follow

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- Role-play activities (pretending to be a server in a restaurant, a clerk in a store, a mail carrier, a doctor, a reporter...)
- Make a family tree
- Make books
- Match coupons to items in the store
- Write letters to grandparents
- Leave a note for a neighbor

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- Make sure your older child has and uses an assignment book. Look over homework and help the child by quizzing him/her, but make sure the child is doing the work, not you!
- ABOVE ALL--Have fun with reading and writing, and so will the child!

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A Bit of Practice

With a partner:

- ❖ Write a story about an experience
- ❖ Draw a picture
- ❖ One reads it
- ❖ One retells it
- ❖ Reflect on what you notice about the processes
- ❖ Share with the larger group

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Revisiting Today's Objectives

Take a few moments and see what you might say about each objective. Turn to a person near you and discuss. Then, I'll ask you to report out.

- List 3 aspects of a rich literacy environment
- Create 3 well-formed questions to ask a child or teen about a story of their choice
- List 3 ways a child or teen benefits from using a language experience book

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