



Schoenbaum Family Center
Crane Center for Early Childhood Research and Policy

Get the Most from Your Story Times with Your Young Child

Family Discussion will begin at 12:00 pm

Use “Q & A” feature to post questions during session

This webinar is being recorded



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Welcome

Kari Welch
Master Teacher

Samantha Peterson, M.S.
Assistant Principal



Did you know that reading just 5 books each day will expose your child to **over 1 million words** by the time they are five years old?



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**Making reading more
enjoyable!**



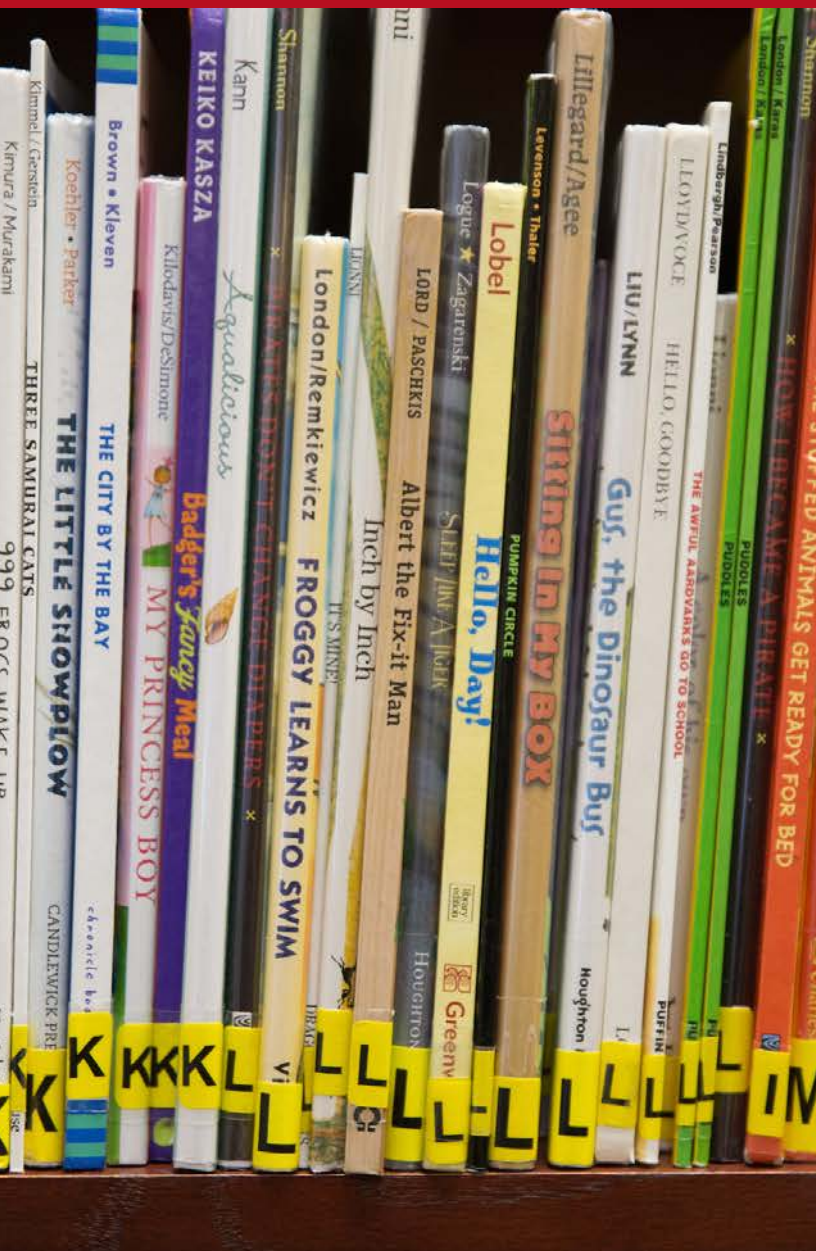
Keep Spaces Comfortable and Exciting

- Couches, beds, and floor cushions help make reading spaces comfortable



Take books to new spaces.

- On your porch
- To the playground
- The grocery store
- Restaurants
- Your car
- Different places around your house:
 - The kitchen
 - The bathroom
 - Build a fort
 - Your staircase



Choose books you both love.

- Make it a game.
- Make a plan for the number of books you are going to read and help your child count the books as you pick them out.
- Take turns picking out books together. You choose 1-2 of your favorites and have your child choose 1-2 of their favorites.

Let your child choose books.

- Reading the same book over and over can drive you crazy, but it is beneficial for your child's development.



Don't force your child to finish the book.

- Follow your child's lead
- Give them time to think through the story events
- And stop reading a book when your child shows they are ready





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Key Early Literacy Skills



Print Awareness:

Print awareness is simply knowing that letters, words, and numbers have a purpose.

- Point to the text as you read
- Talk about the words on the cover and find familiar letters as you read
- Talk about the front and back of the book, the title, and how we read from left to right and front to back.

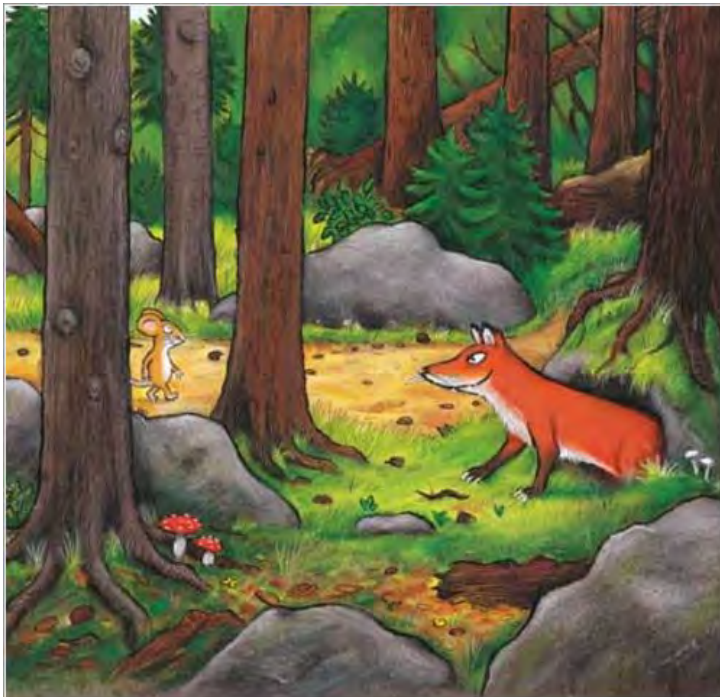




Phonological Awareness:

Phonological awareness is hearing the sounds within words and being able to break those sounds apart. They are skills you can practice in the dark

- Rhyming
- Syllables
- Phonemes (this is a high-level skill and comes as children enter kindergarten or later)
- Babies and toddlers begin practicing this skill through rhyming songs like *Twinkle Twinkle* and having rhyming words and syllables modeled for them
- Preschoolers develop these skills through modeling, repeating after you, and making up their own rhymes.



A mouse took a stroll through the deep dark wood.
A fox saw the mouse and the mouse looked good.
*"Where are you going to, little brown mouse?
Come and have lunch in my underground house."*



Number Sense:

This is simply finding ways to talk about math concepts as you read.

- Find number symbols on the page
- Count different objects in the illustrations or the number of letters or words in the title.
- Point out number symbols and words as you read
- Incorporate math language as you read:
 - Quantitative language – More than, less than, taller, shorter
 - Spatial language – over, under, above, next to, beside





Vocabulary

Vocabulary is something you likely do with your child every day. As you read, you are exposing your child to new and rich words on every page.

- Take time to explain new words to your child using short, child friendly explanations.
- If you come across a word you don't know, say that and work together to find the definition together.
- Use new words throughout the day with your child. This gives them context to draw from when trying out the word themselves.





Narrative

Narrative is the ability to tell the events of a story in order, including the characters and setting.

- Work together to identify the characters in stories as you read.
- Talk about the setting of the story.
- After you read, summarize the story events in order using words such as first, next, then, and last.
- Sequencing story events will translate into more skill in early math skills.

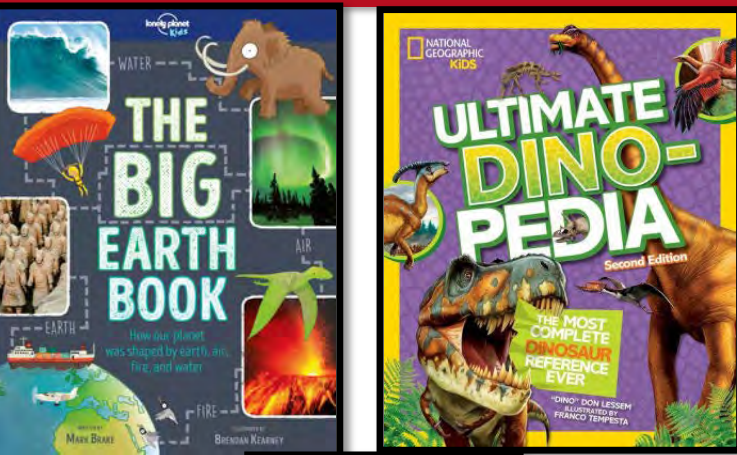


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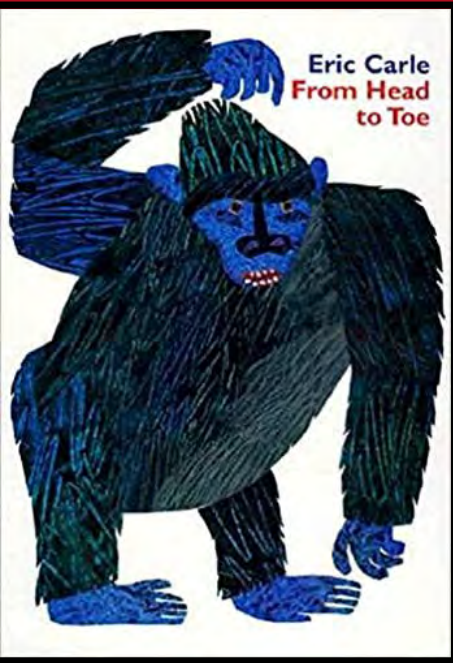
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Common Challenges

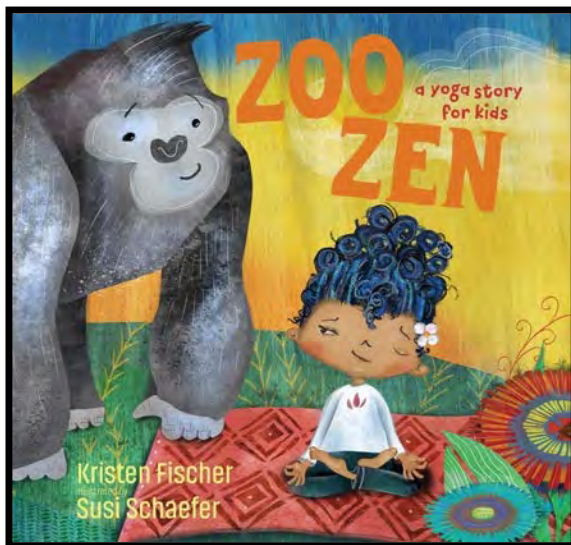


My child doesn't like books: This is a common feeling, especially among families with very active children.

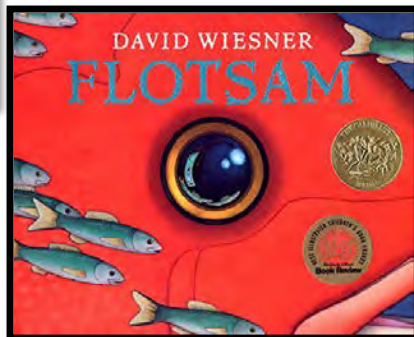
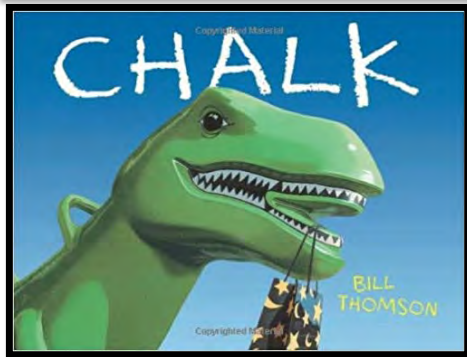
- Look for books about their interests.
- Incorporate nonfiction books.
- Keep it light and fun, try not to put too much pressure on reading.
- Remember, reading for fun not as a chore.



They just won't sit still!:
Children are not designed to sit still for long periods of time. Movement is normal and children learn through movement.



- Read as your child plays, call attention to things like letters and images that relate to their play.
- Look for books that incorporate movement
- Take advantage of first thing in the morning, bath time, and bedtime.



We can never finish a whole book!:

Remember, this is completely normal.

- Sit the book aside and try it again at a later time.
- Try taking a story walk and looking at the illustrations to tell the story.
- Try out wordless picture books for an interactive reading experience that will challenge both you and your child.



They don't take care of their books:

With young children this is a normal part of the process. For older children, try to redirect their behavior.



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- Give babies and young toddlers board books and bath books to practice and slowly incorporate paper books.
- Involve older children in the repair process when a book rips and model care of books.
- Talk about natural consequences and follow through with limits.



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Books as Windows and Mirrors



Books As Mirrors:

Choose books with familiar events
i.e. going to school, taking a
bath, playing outside

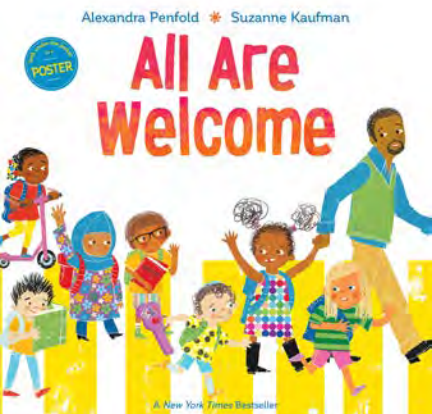


Books as Windows:

- Develops empathy
- Gives children insight into other's lives

We Need Diverse Books:

<https://diversebooks.org/resources-old/where-to-find-diverse-books/>





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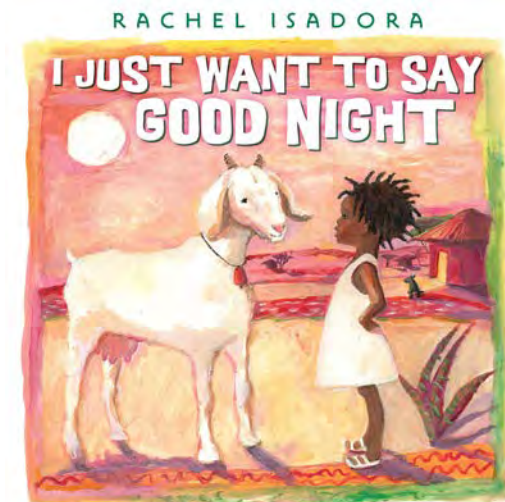
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Ohio Imagination Library:

<https://ohioimaginationlibrary.org/>





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FOR MORE RESOURCES:

<https://earlychildhood.ehe.osu.edu/school>

FOR VIDEOS ON HELPING YOUR CHILD, FIND US ON YOUTUBE:

Early Childhood at OSU