

Reading Aloud

Reading aloud to your child will develop emergent reading skills. Age Appropriate books are key developmental tools.

Emergent Skills:

1. How and why we use written words
2. Holding Books
3. Listening to Books
4. Pointing at Objects in Books
5. Interacting with the book



Dialogic Reading

- Dialogic Reading is reading with an adult in an engaging manner. Pausing and taking about the book with your child will contribute to this reading method.
- Dialogic Reading Tips:
 - Describe the Illustrations (“Look at that silly dog in the box.”)
 - Describe what you think is happening on the page (How many dogs are jumping out of the box?)
 - Predict what might happen next (“What kind of animals do you think will be on the next page?”)
 - Make a connection (“Remember when you were playing at the park with grandpa?”)
 - Share feelings about the story (This story made me laugh.”)

Jill Stamm, 2007



The Brain and Literacy

“Reading aloud and talking your child feeds the child’s brain 10 million words of rich data each year in the first three years of life.”

(J.R. Gentry, 2011).

Choosing the Right Book

Choose books that match your child's "Brain Level" of engagement. Certain kinds of books will grab your child's interest longer because they match his or her cognitive level.

Stage 1:

Children will point at pictures inside the book with little regard for the story itself.

Stage 2:

Children will make up their own story using pictures from the book. It may be off topic.

Stage 3:

Children use the pictures to tell a vivid story about the book they are reading.

Stage 4:

Children retell a story while pretending to read using print.



Stages of Development

Vocabulary

1+ Years

Letter Shapes and Sounds

2.5-5 years

Writing

4.5+ years

Reading

5+ years

Talk Time

The most important aspect of parent talk is its amount. Parents who just talk as they go about their daily activities expose their child to 1000-2000 words every hour (Hart & Risley 1999).



Children's academic success at ages nine and ten can be attributed to the amount of talk they hear from birth to age three (Hart & Risley, 1999).