

- Familiarize yourself with each book before reading it to your child. Remember, the more familiar you are with the story, the easier it will be for you to interpret the story and to ask meaningful questions about it, such as "What do you think will happen next?"
- Introduce each book to your child. Read the title of the book out loud, then look at and talk about the pictures on the cover. Invite your child to guess what the book will be about. Tell your child who wrote the book and who drew/painted the pictures.
- Try to match reading time to your child's attention span and comfort level. If your child becomes restless before the story is finished, you might say, "I like this story, but it's a little long. Let's finish tomorrow."
- Read familiar favorites over and over. As your child becomes more familiar with a book, he/she will begin to "read" it with you. Your child will learn to recognize certain words and phrases and will repeat them with you.



- Ask questions that have more than one answer. Ask questions that will encourage your child to think and talk.
 - "What do you think might happen if...?"
 - "How might the story have ended differently?"
- Ask questions that will encourage your child to give his/her opinion.
 - "What was your favorite part of the story?"
 - "Would you like to have (name of character) as a friend?" "Why or why not?"
 - "Did you enjoy this book?" "Why or why not?"
- Remember that your child's interests and preferences for certain types of books will change with age and development. Infants simply enjoy being read to, hearing the sound of your voice, and having you near. Toddlers enjoy board books, big books, and books that have few words on each page with pictures that are clear and easily identified.
- Remind your child: Be nice to your books, they are your friends!

Learning To Read Is A Family Affair



This information was produced with permission to CSHA to reprint by the Texas Speech-Language Hearing Association (TSHA). It is designed to inform the general public about the professions of Audiology and speech-language pathology and the help available from these professionals. For further information contact:

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Dear Families,

On behalf of the California Speech-Language-Hearing Association, we would like your help in one of the most important projects we've ever undertaken – helping young children learn to read. We all know the important role that reading plays in school and in life. We are now finding that the single most important activity for laying the foundation for literacy and learning to read is reading aloud to children, especially during the preschool years.

Reading begins in your home as you play the role of your child's first and most important teacher. While having fun as you read to your child, you are "teaching" the basic concepts your child needs in order to understand people, objects, events, thoughts, and feelings. You are also helping develop the language and literacy skills your child needs in order to express these concepts. Included in this brochure you will find some helpful hints for choosing books for children and for reading aloud to children.

While reading aloud from your child's favorite storybook is a wonderful way to spend quality time together and to lay the foundation for language, literacy, and reading, there are a number of ways you may help your child. You're helping your child when you

- Talk with your child and share stories, ideas, and information through conversation;
- Let your child see and hear you read and follow directions;
- Write the words for a picture your child draws;
- Ask your child to help you make lists and/or keep records;
- Read a note, memo, or letter you are writing to your child;
- Let your child see you reading for pleasure and/or business;
- Point out to your child that you are reading ingredients or contents of a package or container;
- Read signs to your child; and
- Share greeting cards with your child.

As you can see, there are many opportunities throughout the day for reading to your child. Take advantage of these opportunities and help your child get a head start on learning to read.



Choosing Books For Children

- Birth to One Year
 - Durable, "chew-proof" books made of cardboard or cloth with clear, colorful, realistic pictures
 - Books of nursery rhymes
- One to Three Years
 - Board and cloth books with pictures toddlers can name
 - Mother Goose books
 - Books that contain "fun-sounding" words and sentences
 - Books that contain words and sentences that are repeated over and over
 - Books about familiar people and things such as, families, babies, animals, toys, food
 - Books that ask children to do something such as "Pat the bunny"
- Three to Five Years
 - Predictable books such as "Brown Bear, Brown Bear"
 - Books that contain rhythm and rhyme
 - Books that encourage children to have fun playing with words and sounds
 - Books that contain a simple storyline or plot
 - Books that contain a small amount of print per page; more space devoted to pictures
 - Books that focus on children's interests
 - Books that are appropriate for the children's vocabulary
 - Books that contain pictures that are clear, colorful, and realistic
 - Books that you, the reader, will enjoy as well
 - Story length that matches children's attention spans
- Primary School-Age
 - Books that contain bright, realistic pictures
 - Books that contain more print per page than before
 - Books that contain plots that are more involved
 - Books about less familiar people and things, such as astronauts, children from foreign lands, experiences they've never had
 - Story length that matches children's attention spans



Tips For Reading Aloud To Children

- Begin reading to your child soon after he/she is born. Remember, children are never too young to spend time with books and have someone read to them, or tell them stories about pictures on a page.
- Set aside a special read-aloud time each day. Just before naptime and/or bedtime seem to be especially good times for reading aloud. Young children enjoy "reading" and splashing in the tub with plastic or vinyl books.
- Remember to make read-aloud time a "snuggle" time. Snuggling together as you share a book with a child is important in many ways.
- Have a variety of books available for your child.
 - Remember to include nonfiction books as your child gets older.
 - Choose books about topics your child may be curious about such as "how" or "why" things happen.
 - Consider making your own "books" by using photographs, pictures cut from magazines, or pictures you and/or your child draw.
- Choose good books.
 - Make sure the vocabulary and content are appropriate for your child.
 - Make sure the pictures are clear and realistic. You may tell the story by talking about the pictures.
 - Select books about familiar events and experiences your child has interest in or may relate to.
 - Select books that you may enjoy as well. Remember, much of your child's enjoyment of books is the result of knowing that you're also enjoying the book.
 - Help your child select a variety of books.
 - Look for books that have repetitive language, rhythm, or rhyme or plots that encourage your child to predict what will happen next.
 - Ask your child's librarian or teacher, as well as other parents for book suggestions for your child

