

The joy of reading, to succeed

**Stimulating development in children
0 to 5 with books.**



Acknowledgments

Initially developed as part of the “Parlons ensemble” project from the CONPARLE FAMILLE concertation table, this tool has been revised and improved by a team at Premiers Pas Champlain and a speech therapist from the CISSS de la Montérégie-Centre. This new edition is made possible thanks to funding from the Ministry of Education as part of the measures dedicated to reading and educational success. This initiative is funded by ARC Assistance and Referral Centre with financial contribution from Bright Beginnings through the CHSSN.



Québec 



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Introduction

It is never too early to instill the joy of reading in children. Books, when properly chosen and used, are valuable allies in supporting emotional and intellectual development, as well as language development in children. This booklet will provide tools to adults in order to guide them in choosing books and support them in their role as readers and storytellers. In this guide, you will find tips on how to use the books to their full potential, as well as language stimulation strategies to implement during reading time.

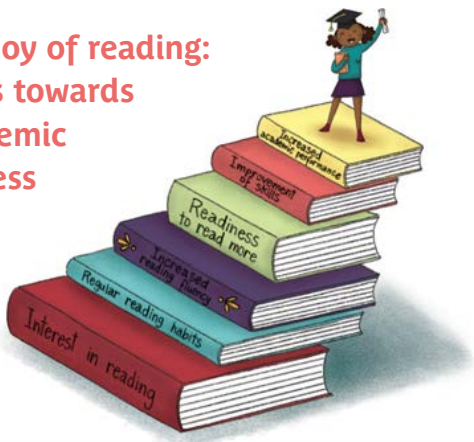


What is early literacy?

Early literacy does not begin when a child starts school; it begins well before that, within the family, right from birth. “Early literacy skills, are the acquisitions in reading and writing (knowledge, skills and [aptitudes]) that a child learns, without formal education, before reading in the traditional way”^{*}. However, to expose the child to writing is not to teach. It is important that reading becomes a part of a child’s routine. Taking the time to read a book, sitting close together, shows your child that he is important to you.



The joy of reading: steps towards academic success



Interest in reading

Development of regular reading habits

Increased reading fluency

Readiness to read more

Improvement of skills

Increased academic performance

<https://www.researeussitemontreal.ca/dossiers-thematiques/lecture-et-perseverance-scolaire/>

How to tell a story to a child?

- ▶ Place yourself at his height;
- ▶ Place the images and text in front of him;
- ▶ Modify your voice;
- ▶ Read the text as is or adapt it to the child's abilities.



How to integrate books into your daily life and interact with children while reading?

1. Make sure that books are within the child's reach;
2. Allow the child to use the book as an object (make a tower of books, wear it as a hat, etc.);
3. Read slowly and sometimes stop:
 - a. Observe the child in order to find out what interests him;
 - b. Wait, this allows the child to comment and ask questions about what he sees;
 - c. Listen to encourage communication.
4. Let the child tell the story in his own way;
5. Make a habit of bringing some books with you when you go somewhere (doctor, restaurant, trip, etc.);
6. Have fun with the books: make them fly over your child's head; transform them into a jaw that is trying to eat the child; tell your child what makes you laugh in the picture or story; etc.



Children between 0 and 2

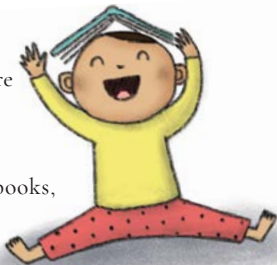
Reading stories to children between 0 and 2 allows them to:

- ▶ Observe that writing has a direction (left to right);
- ▶ Differentiate images from words;
- ▶ Enrich vocabulary with rhymes, sound imitations and repetition;
- ▶ Develop listening skills, attention and memory.



For children between 0 and 2, the ideal book is a book:

- ▶ With a theme that interests the child
- ▶ That he can chew or manipulate, containing contrasts (example: black and white), textures, sounds, tabs to manipulate;
- ▶ With a dozen pages;
- ▶ With a predictable and repetitive structure (example: same beginning of a sentence);
- ▶ With few words or few sentences per page;
- ▶ Different styles and formats: picture books, fairytales, documentaries, rhyming stories, lullabies and albums.



How to interact with a child between 0 and 2 during reading?

- ▶ Comment: “Ah yes, the monkey has fallen! Boom! Fallen!”;
- ▶ Play with words (nursery rhymes);
- ▶ Repeat the same words often and point to the pictures. *Example: “Oh! Did you see that? The little boy climbed the ladder to pick an apple. The apple is big. Did you see that? The apple is yellow.”;*
- ▶ Choose books that have themes related to what you are currently living at home. *Example: emotions, vacation, etc.;*
- ▶ Rephrase what the child says to show him a proper verbal model or enhance his statements.
- ▶ *Example 1: The child points to the book and says, “Dad!” The adult replies, “Yes, the father is driving a car.”*
- ▶ *Example 2: The child points and says, “Dad vroom!” The adult replies, “Car. Dad drives a car.”;*
- ▶ Feel free to: skip pages, talk about pictures without reading the text, and not finish the book. The important thing is to have fun.



Children between 3 and 5

Reading stories to children between 3 and 5 allows them to:

- ▶ Recognize that writing has a direction (left to right);
- ▶ Understand that a word is made up of letters;
- ▶ Distinguish the different types of characters in writing (example: punctuation, uppercase, lowercase, etc.);
- ▶ Develop their imagination and learn to express their emotions;
- ▶ Learn that a story has a beginning, a middle and an end;
- ▶ Lengthen their sentences and enrich their vocabulary;
- ▶ Develop listening skills, attention and memory.

For children between 3 and 5, the ideal book is a book:

- ▶ With a theme that interests the child;
- ▶ 12 to 24 pages;
- ▶ With longer and more complex sentences;
- ▶ Containing varied vocabulary (researched / literary), words that we do not hear every day;
- ▶ From different literary styles: albums, tales, documentaries, rhyming stories, comics, and encyclopedias.



How to interact with a child between 3 and 5 while reading?

- ▶ Let them interact and tell you what they like, feel or see during the story. Answer their questions;
- ▶ Comment: “Yes, the firefighter puts out the fire!”;
- ▶ Play with words (nursery rhymes);
- ▶ Let the child use his imagination to complete the story;
- ▶ Ask questions during or after the story (avoid interrogation to keep it fun). *Example: “What do you think the bear will do? Did you like the story? Why is the boy sad?”;*
- ▶ Help the child learn new words (literary vocabulary) by offering a definition, by miming, by using a synonym, by showing the image or by making a link with his own experiences;
- ▶ Be creative: modify your voice or tell the story in a different place (in a park, in a dark room with a flashlight, etc.);
- ▶ Integrate themes related to your life (example: tell a story about camping before your vacation);
- ▶ Rephrase what your child says to give him a good model or lengthen his statements
Example:
Child: “The little girl is crying.”
The adult: “Yes, the little girl is crying because her toy is broken.”



Don't forget to become a member and visit your local library!

The book, a precious ally in the language development of children

Language stimulation strategies with books:

1 Track the interest of the child

When choosing a book for a child, focus on a subject that interests them greatly. Does he prefer dinosaurs, animals, science or fairy tales? A child will be more attentive and enthusiastic if the subject fascinates him. Even if you feel like you always talk about the same thing or repeat the same story, this makes the child feel secure, lets them experience success and develops their vocabulary.



2 Slowing down your speech

Slowing down your speech during storytelling is important because it helps the child to hear all the syllables of the words and helps him understand that a sentence is made up of words. By hearing words more slowly, children are more likely to absorb sounds and acquire new vocabulary.

3 Observe, wait, listen

First, introduce the book cover and leave a few seconds of silence to allow the child to make comments. Repeat this strategy regularly. Let the child look and make observations about the illustration before starting to read. Let him talk about what he sees, what he thinks the story will be about.



Second, help the child express himself more by directing his attention to a specific element of the picture.

Example

Adult: "Oh, look at the sky."

Child: "Oon out."

Adult: "Yes! The mmmoon is out!"

4 Reformulate without repeating

If the child makes pronunciation or syntax (sentence structure) errors while commenting on the story, rephrase the sentence without asking him to repeat it. Asking the child to repeat can become frustrating for him. Offering a good model remains the best way for the child to learn.



5 Use the accurate words

The child must be exposed repeatedly to the same word in several different contexts in order to understand its meaning and be able to use it. Feel free to repeat a word and put it into different contexts. Repeating the word at least three times in a single interaction helps the child integrate the word.

Example

There is a little rabbit in the picture. The child says: “wabbit!”
The adult replies, “Rabbit! Yes! You see the white rabbit. Look, the rabbit jumps to his mom. Do you think the rabbit is soft?”



6 Stimulate sounds

Certain sounds are more difficult to pronounce depending on the age and the child's ability. If the child has difficulty with a particular sound, it can be emphasized throughout the reading.

Example

Parent: "The rrrred ball is rrround."

7 Stimulate communication

Does your child like to read the same story repeatedly, night after night? Take this time to stimulate his language by creating opportunities for him to communicate: open the book upside down, start at the end of the story or skip a few pages while reading. These small voluntary and funny mistakes will make your child react and question your actions. In other words, you provide opportunities for your child to express himself, while offering him the immense pleasure of correcting you!



Sajou and Salie's treasure hunt

Two early literacy activities

For 18 months to 3 years

Pick one or two books and find:

- | | |
|--|---|
| <input type="checkbox"/> something red | <input type="checkbox"/> a walking character |
| <input type="checkbox"/> something blue | <input type="checkbox"/> a character who is hiding |
| <input type="checkbox"/> something green | <input type="checkbox"/> a character who is playing |
| <input type="checkbox"/> something yellow | <input type="checkbox"/> an animal |
| <input type="checkbox"/> a happy character | <input type="checkbox"/> a toy |
| <input type="checkbox"/> a sad character | <input type="checkbox"/> a food |





For ages 4 to 5

Pick one or two books and find:

- | | |
|--|--|
| <input type="checkbox"/> 5 periods (.) | <input type="checkbox"/> 4 capital letters
(these are the letters that are often at the beginning of a sentence; they are larger than the others) |
| <input type="checkbox"/> 1 exclamation mark (!) | <input type="checkbox"/> a triangle shaped object |
| <input type="checkbox"/> 1 question mark (?) | <input type="checkbox"/> a square shaped object |
| <input type="checkbox"/> 2 numbers | <input type="checkbox"/> a circle shaped object |
| <input type="checkbox"/> 2 quotation marks (“ ”) | <input type="checkbox"/> a rectangle shaped object |
| <input type="checkbox"/> all the letters of your name
(ask your parent to write the letters of your first name on a piece of paper) | |

Suggested readings to guide you in your role as a reader

- ▶ **1001 Children's books you must read before you grow up**
Collectif, Universe
- ▶ **Reading to your baby: techniques that bring language alive
for your little ones**
Alison Davies
- ▶ **Every child ready to read : literacy tips for parents**
Lee Pesky learning center

For more information on language development and stimulation workshops, you can contact Premiers Pas Champlain:

450 923-4138

www.premierspaschamplain.org

Premiers Pas Champlain

Services and workshops for families with children (0-12).

Our activities are designed to provide information, accompany and support parents with their child's development.

Specialized parent-child workshops

- ▶ **Ateliers spécialisés de stimulation du langage (18 months to 5)**
Program for children experiencing language difficulties. Four different levels offered.
- ▶ **Jouer pour mieux grandir (2-5)**
Program for children with special needs based on exploring the world with their senses and developing their motor skills (neuro-sensorimotor).
- ▶ **Club 6-12**
Program that promotes the expression of emotions, social skills and prosocial behaviors.

Parent-child workshops for all

- ▶ **Parlons poupons (0-12 months)**
Program to help parents become aware of the skills needed to foster and support the emergence of language.
- ▶ **Sajou avec les sons et les mots (4-6)**
Play-based program to develop phonological awareness and writing skills.
- ▶ **Sajou en français**
Program made to expose allophone children to French in order to prepare them for their kindergarten entry.
- ▶ **Read and Play with Sajou and Salie (3-5)**
Early literacy program that introduces reading, writing and mathematics.



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