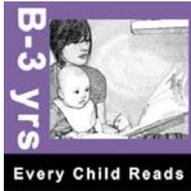


**Module IV**  
**Reading with Infants & Toddlers**  
**Using Interactive Strategies**



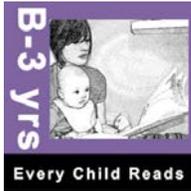
## Module IV Reading with Infants & Toddlers Using Interactive Strategies

### Key Topics/Strategies Taught in the Module

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At the conclusion of the module, participants will:

- Understand why it is important to read with infants and toddlers.
- Start or stop reading based on the infants' or toddlers' cues.
- Read at least one time each day with each infant and toddler.
- Include reading in routines, experiences and activities throughout the day.
- Identify reading strategies that will encourage infants and toddlers to interact with books.
- Read with infants and toddlers using an enthusiastic voice, different facial expressions and gestures.
- Point to pictures and label or talk about them when reading with infants and toddlers.
- Make comments, ask questions, respond to what the child says or does and add a little more information (CAR) when reading with infants and toddlers.

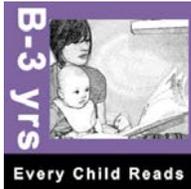


## Module IV Reading with Infants & Toddlers Using Interactive Strategies

### Notes to Trainer

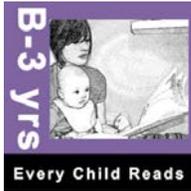
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1. This module is divided into four parts:
  - Part 1: “Read Often with Infants and Toddlers, Why and How” (Training Session 6 continued, page 7).
  - Part 2: “More Why’s and How’s of Reading with Infants and Toddlers” (Training Session 7, page 30).
  - Part 3: “Strategies to Use When Reading with Infants and Toddlers” (Training Session 7 continued, page 45).
  - Part 4: “More Strategies to Use When Reading with Infants and Toddlers” (Training Session 8, page 61).
  
2. When conducting two-hour training sessions, teach using the following plan:
  - Module IV, Part 1, “Read Often with Infants and Toddlers, Why and How” is taught following Module III, Part 3, “More Strategies to Encourage Language” in Training Session 6 (Module III page 54 – Module IV page 28).
  - Module IV Part 2, “More Why’s and How’s of Reading with Infants and Toddlers” and Part 3, “Strategies to Use When Reading with Infants and Toddlers” are taught in Training Session 7 (pages 29 – 59).
  - Module IV, Part 4, “More Strategies to Use When Reading with Infants and Toddlers” is taught in Training Session 8 (pages 60 – 93).
  
3. For Parts 2 and 3 of this module, which is Training Session 7, you will need 1 book for each participant to take home and read with infants and toddlers. If you can’t purchase books for the participants, consider having Training Session 7 at the library so they can check out books. Another alternative is to have participants bring books from their collections to the training session. This can be a problem if the books they bring are not appropriate for this age group. Have a few extra books available in case a participant forgets to bring one or brings one that is not suitable.



## Module IV Reading with Infants & Toddlers Using Interactive Strategies

4. There are several times during this module when you will need to model book reading strategies. Although it takes time to prepare these demonstrations, they are important to include. Research indicates that participants are more likely to learn new skills if they see them demonstrated “live” rather than on a DVD.
  
5. Role-plays (called “practice sessions”) are included in this module. It is important that all participants complete the role-plays so they can practice the strategies. You may want to invite them to do the practice sessions in another room or in the hallway. Some people may feel more comfortable role-playing if they can do so where they can’t be overheard.
  
6. Handout 34, “PowerPoint Notes: Module IV, Parts 1-4,” is a handout participants will use during all 4 parts of this module. At the end of each training session, remind participants to bring Handout 34 back with them.



## Module IV Reading with Infants & Toddlers Using Interactive Strategies

### Time

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Module IV approximate times include one 5-minute break per session. The times for each part are as follows:

Part 1, "Read Often with Infants and Toddlers, Why and How," one hour and 5 minutes (Training Session 6 continued, page 7).

Parts 2, "More Why's and How's of Reading with Infants and Toddlers," and Part 3, "Strategies to Use When Reading with Infants and Toddlers," two hours (Training Session 7, page 30).

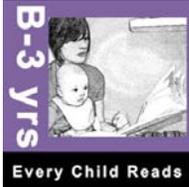
Part 4, "More Strategies to Use When Reading with Infants and Toddlers," two hours (Training Session 8, page 61).

The times listed for each of the 4 parts and the activities within each part are guidelines. Some groups may take more or less time.

### Materials Needed

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- *Supplemental Trainer Materials:*
  - First Words Project Session 6: Infant/Toddler Play Group. Session "Sharing Books with Your Child." Tallahassee, FL: Florida State University. Available at <http://firstwords.fsu.edu/infoParents.html>.



**Module IV: Reading with Infants & Toddlers  
Using Interactive Strategies  
Part 1: Read Often with Infants & Toddlers, Why & How**

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# **Session 6 cont.**

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## Module IV: Reading with Infants & Toddlers Using Interactive Strategies Part 1: Read Often with Infants & Toddlers, Why & How

### Key Topics/Strategies Taught in Module IV, Part 1 Only

At the conclusion of Part 1, participants will:

- Understand why it is important to read with infants and toddlers.
- Start or stop reading based on the infant or toddler's cues.
- Read at least one time each day with each infant and toddler.
- Include reading in routines, experiences and activities throughout the day.

### Notes to Trainer for Module IV, Part 1 Only

1. Participants will need Handout 5, "Developmental Milestones of Early Literacy," that was distributed at the first session. You may ask them to find it or duplicate another copy for them.
2. There is a lot of information to cover during Part 1. At times, you may need to stop the discussion and move to the next topic.

### Time for Module IV, Part 1 Only

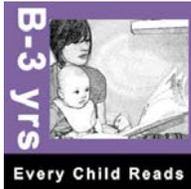
Module IV, Part 1 takes approximately 50 minutes to teach with no break. The times listed for the activities are guidelines. Some groups may take more or less time.



## Module IV: Reading with Infants & Toddlers Using Interactive Strategies Part 1: Read Often with Infants & Toddlers, Why & How

### Materials Needed for Module IV, Part 1 Only

- *Handouts (1 per participant unless otherwise indicated):*
  - H5: “Developmental Milestones of Early Literacy” (Optional: this handout was previously distributed in training session 1.)
  - H34: “PowerPoint Notes: Module IV, Parts 1-4”
  - H35: “Why Read with Infants and Toddlers?”
  - H36: “Using Stories Effectively with Infants and Toddlers”
- *Other Supplies and Materials Needed for Part 1 Only:*
  - Chart paper, different colored markers, tape
  - Computer
  - LCD projector with speakers
  - Screen
- *DVDs Needed for Part 1 Only:*
  - None



# Module IV, Part 1 Trainer Script



PPT #1

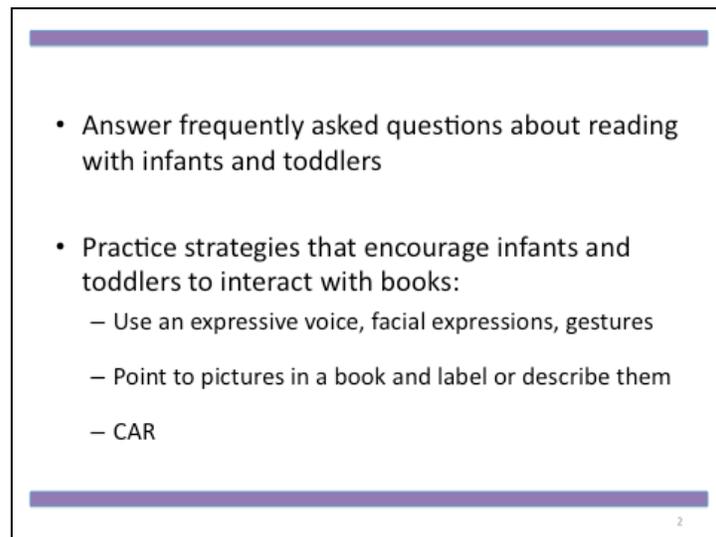


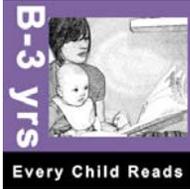
#34

Distribute Handout 34, "PowerPoint Notes: Module IV, Parts 1-4."



PPT #2





## Module IV, Part 1

# Trainer Script

1. During this module, we will:

- Answer frequently asked questions about reading with infants and toddlers.
- Practice strategies to use when reading with infants and toddlers to encourage them to interact with books.

2. Research suggests that children learn more new words and information from books if the reader makes comments and asks questions about the book when reading instead of reading the book from cover to cover without stopping.<sup>1</sup>

3. The strategies we will practice include:

- Using an expressive voice, facial expressions and gestures.
- Pointing to pictures in a book and labeling or describing them.
- Making comments, asking questions, responding to what an infant or toddler says or does and adding a little more information (CAR).



PPT #3

## Iowa Early Learning Standards

- Standard 4.2: Children engage in early reading activities.
- INFANT:
  - Explores or shows interest in books by picking them up, mouthing them, carrying them, or going through pages.
  - Focuses on a book or the reader when hearing stories read.
  - Points to or gazes at pictures in books.

4. Standard 4.2 of the Iowa Early Learning Standards is, “Children engage in early reading activities.” Some of the benchmarks for infants are that an infant:
- Explores or shows interest in books by picking them up, mouthing them, carrying them, or going through pages.
  - Focuses on a book or the reader when hearing stories read.
  - Points to or gazes at pictures in books.



PPT #4

- Toddler:
  - Points to pictures or names items in books on request.
  - Labels or talks about objects, events or people in books.

State of Iowa, Department of Education, Division of Early Childhood, Elementary, and Secondary Education, Bureau of Children, Family and Community Services, and Department of Human Services, Division of Behavioral, Developmental, and Protective Services for Families, Adults, and Children. (2006). *Iowa early learning standards*, 2006 (p. 37). Des Moines, IA: State of Iowa Department of Education and Human Services.

4

5. The toddler also:

- Points to pictures or names items in books on request.
- Labels or talks about objects, events, or people in books.<sup>2</sup>

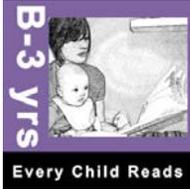
6. Why is it important to read with infants and toddlers?

Record responses on chart paper.



#35

Distribute Handout 35, "Why Read with Infants and Toddlers?"



## Module IV, Part 1 Trainer Script

7. This handout mentions many of your ideas. Please read it and look for ideas not on our list.

Give the participants 1-2 minutes to read the handout.

8. What new ideas did you find?



PPT #5

### Research has found children who are read with often from an early age

- “...usually enter school with more advanced language and better listening skills than those who have not had the same experience.”

(Greenberg, J., Parrish, H., & Jones, C. (2008). Celebrating language & literacy for infants, toddlers, and twos in Celebrating language & literacy for infants, toddlers, and twos: A user's guide (p 140). Washington, DC: Teaching Strategies.)

- “...have an easier time learning to read when they start school.”

(Wells, G. (1985) as cited in Neuman, S. B. (2002). What research reveals: Foundations for reading instruction in preschool and primary education (p. 4) [Booklet]. Washington, DC: Department of Education. Retrieved August 1, 2011 from [www.acf.hhs.gov/programs/occ/law/guidance/archives/acf118/2004-2005/wrr.pdf](http://www.acf.hhs.gov/programs/occ/law/guidance/archives/acf118/2004-2005/wrr.pdf))

(Bus, A., van Izaendoth, M., & Pellegrini, A. (1995) as cited in Neuman, S. B. (2002). What research reveals: Foundations for reading instruction in preschool and primary education (p. 4) [Booklet]. Washington, DC: Department of Education. Retrieved August 1, 2011 from [www.acf.hhs.gov/programs/occ/law/guidance/archives/acf118/2004-2005/wrr.pdf](http://www.acf.hhs.gov/programs/occ/law/guidance/archives/acf118/2004-2005/wrr.pdf))

## Module IV, Part 1 Trainer Script

9. Research has found that children who are read with often from an early age:
  - “Usually enter school with more advanced language and better listening skills than those who have not had the same experience.”<sup>3</sup>
  - Have an easier time learning to read when they start school.<sup>4,5</sup>
10. From the minute infants and toddlers enter your home or child care center, read with them. The age of the child does not matter. If he is one week, one month, one year old or older, read with him. It is never too late to start!
11. It is important to be advocates about reading with children of all ages but especially infants and toddlers because some people don't think it is important to read with them.
12. “Educators used to believe there was a particular age when children were ‘ready to read.’ One study, published in 1931, even determined this magic age to be 6.5 years.”<sup>6</sup>
13. In the past, some parents and educators did not read much to children between the ages of birth and 6.5 years because they thought children could learn nothing from books. They also thought it was the school's job to teach reading.

14. More recent thinking says that literacy 'emerges' from birth, which means that infants and toddlers learn a lot about books before they learn to read words. For example, when they are read to they learn how to hold a book, and turn pages as well as learn new words and information about their world.<sup>7</sup>
15. Please find Handout 5, "Developmental Milestones of Early Literacy," which you received during the first session.



#36

Distribute Handout 36, "Using Stories Effectively with Infants and Toddlers."

16. We talked about how children develop early literary skills during the first session. Let's do a quick review. Read Handout 5, and the *gray box only* on Handout 36.

After 4-5 minutes call the group back together.

17. What did you learn about reading with infants and toddlers from these 2 handouts that was new information or a reminder of something you knew but may have forgotten?
18. Questions or comments about either article?



PPT #6

## Reading for Infants/Toddlers

- Chew on books
- Wave arms & legs, wiggle, kick
- Point to a page or pat it
- Open and close a book repeatedly
- Treat the book like a toy
- Turn multiple pages at a time
- Look at one page over and over
- Look at pages out of order

19. At our first meeting, we defined what reading meant when talking about reading with infants and toddlers. Rather than sit and listen to an adult read as school aged children will do, infants and toddlers may:

- Chew on books.
- Wave arms & legs, wiggle, kick.
- Point to a page or pat it.
- Open and close a book repeatedly.
- Treat the book like a toy.
- Turn multiple pages at a time.
- Look at one page over and over again.
- Look at the pages out of order.

20. All of these behaviors are appropriate reading behaviors for infants and toddlers.



### As toddlers get older we hope they will

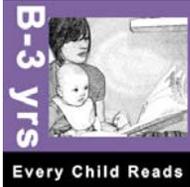
- Ask questions about the story
- Answer questions we ask them about the book
- Make comments or talk about the story
- Relate the story to their lives
- Point to pictures and name them

21. As toddlers get older we hope they will:

- Ask questions about the story.
- Answer questions we ask them about the book.
- Make comments, or talk, about the story.
- Relate the story to their lives.
- Point to pictures and name them.

## Module IV, Part 1 Trainer Script

22. We also talked about what reading with infants and toddlers is not. It is not reading:
- Every single word on every page without stopping to ask questions or to talk about the pictures.
  - For a half an hour at a time with a group of infants or toddlers or drilling them on letter names or sounds.
  - With a group of infants and toddlers sitting in a row on the couch or in infant seats quietly listening.
  - Every day at 9:15 a.m. whether the infants and toddlers want to or not.
23. Questions or comments?
24. It is appropriate to read with infants and toddlers for 5 seconds, 1 minute, 5 minutes, or for as long as the infant or toddler is interested. Reading the book from start to finish is not the goal.
25. Become comfortable with infants' and toddlers' unpredictable attention spans. Each child will be different. Some will want to read for 5 seconds and others for 5 minutes. Most reading experiences at this age will be short and sweet.



## Module IV, Part 1 Trainer Script

26. Watch the infants and toddlers and follow their lead. Their ability to listen will increase, as they grow older. Sometimes toddlers have shorter attention spans than infants. They want to move so let them roll on the floor, hop or walk around the room as you read. They are still listening.
  
27. You will also find the length of time a child is interested in reading will vary from day to day, hour to hour. That's OK, too—expect it to happen.
  
28. Iowa's proposed Infant/Toddler Quality Program Standards, NAEYC standards and FCCERS-R and ITERS-R all mention reading with children daily.<sup>8,9,10,11</sup>
  
29. None of these documents specify a certain number of times each day to read with infants and toddlers except to say "daily." So, read at least one time each day with each child and try to read more often.
  
30. Reading experiences may be initiated by the infant, toddler or by you. How do you know when an infant wants to read with you? What does he say or do?

## Module IV, Part 1 Trainer Script



Record responses on chart paper.

Mention the following if the participants don't:

- Looks at a book that is perhaps in the adult's hand or on the floor.
- Reaches for a book.
- Points to a book.
- Makes sounds when he sees a book.
- Crawls or walks to you.
- Sits in your lap.

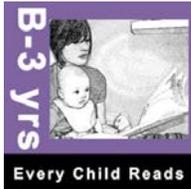
31. How do you know when a toddler wants to read with you?  
He will do what we have already listed that infants will do.  
What other cues will he give that are not on the infant list?



Record responses on chart paper.

Mention the following if the participants don't:

- Says "more" or "again" to the adult.
- Brings a book to the adult.



## Module IV, Part 1 Trainer Script

32. Be responsive to an infant or toddler who gives you one of these cues indicating he would like to read. If the child wants to read, do everything you can to honor that request at that time.
  
33. How do you know when an infant or toddler's interest in reading is starting to fade? What cues should you look for?

Refer to the chart paper created in Trainer Script #30 and #31.

34. Let's start with infants. Look at our list of cues that tell us infants want to read with us. What does an infant say or do that tells us he is *not interested* in reading anymore—that it is time to stop?



Record responses on chart paper, if you wish.

Mention the following if the participants don't:

- Arches back.
- Stiff, rigid body tone.
- Cries.
- Passive—no reaction, still.
- Averts eyes.
- Turns head.
- Pushes book away.
- Pushes reader away.
- Drops book.

35. Let's do the same for toddlers. Look at our original list. What are some cues a toddler would give us that would indicate he is *not interested* in reading? Tell me cues that we haven't already listed for infants.

## Module IV, Part 1 Trainer Script



Record responses on chart paper, if you wish.

Mention the following if the participants don't:

- Says "no" or shakes head.
  - Grabs book from you.
  - Frowns.
  - Throws book.
  - Walks or runs away. (Sometimes, he will return so the adult should wait a few minutes to see if he does.)
36. If you are reading and see signs that indicate the infant or toddler is no longer interested in the book, or you can tell you are raising your voice or becoming frustrated, stop reading. Say something like, "Oh, you are finished reading."
37. Don't punish the child for not wanting to read for a longer time. Avoid using a harsh or disgusted voice. Be calm, and gentle. Treat the child and the book nicely.
38. You can always read at another time. *Invite* children to read with you; don't force it. Reading together should be a pleasure—not a chore. Even a short time reading together is good.

## Module IV, Part 1 Trainer Script

39. Take 2 minutes to write what you want to remember when reading with infants and toddlers in your care on Handout 30.

After 2 minutes, call the group back together.

40. Sometimes you will want to initiate the reading experience and not wait for an infant or toddler to give you signals that he wants to read with you.
41. We are not saying that you have a set schedule for when to read. We usually don't schedule a "walking time" each day where we focus on teaching children to walk. Instead, throughout the day, we offer opportunities to experiment with walking, a safe environment and words of encouragement and praise.
42. We want to do the same with reading and other language and literacy activities. You want to read at times when it happens naturally during your daily routines.
43. Please read the *second paragraph* on Handout 36, "Adjust expectations to fit children's abilities and preferences."

After 1 minute, call the group back together.

## Module IV, Part 1 Trainer Script

44. What are some possible happy, low-stress times when an infant or toddler is usually well rested when you could initiate a reading experience with him? Think about the infants and toddlers you care. Keep in mind that what may be a happy, low-stress time for one may not be for another.

Record responses on chart paper.

Mention the following if the participants don't:

- Mealtime
- Playtime indoors
- Playtime outdoors

If you are short of time, do #45-#47 as a large, rather than small, group activity.



45. Please number off by 3's and join the others who have the same number as you.

Give the participants 2-3 minutes to do so.

Distribute chart paper and markers to each group of 3. Assign each group one of the following routines:

- Mealtime
- Playtime indoors
- Playtime outdoors



PPT #8

How could you include reading in the time your group is assigned?

- Choose a recorder.
- Write your ideas on chart paper.
- Be creative!

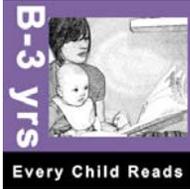
46. Discuss in your group how you could include reading in the time your group is assigned. Remember how we defined reading with infants and toddlers. It is not everyone sitting and listening to you read a book from beginning to end.
47. Be creative! Choose someone to be a recorder and write your ideas on chart paper. Take 5 minutes and then we will share our ideas.

## Module IV, Part 1 Trainer Script

After 5 minutes, ask the participants to tape their papers to the wall and discuss their ideas. Encourage them to add to the lists.

Mention the following if they don't.

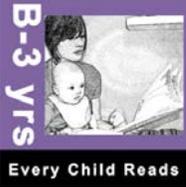
- **Playtime Indoors:**
  - Put books near the toys and/or in the play area in small, moveable bins.
  - Sit near the infants and toddlers and read to them as they play—they are listening.
  - Display pictures and pages from books at very low levels so infants and toddlers can see them. Talk about the pictures and/or read the words on the page.
- **Playtime Outdoors:**
  - Put washable books in a container outside near the children.
  - Sit near the infants and toddlers and read to them as they play.
- **Mealtime:**
  - Post laminated pictures of food, utensils used to prepare food and/or people eating in the kitchen or snack area at a level where infants and toddlers can see them. Point and talk about the pictures.
  - Do the same in the washing hands area.



## Module IV, Part 1 Trainer Script

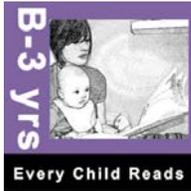
48. Please find Handout 30 and your postcard, "Talk with your kids! It helps them learn." On the back of your postcard, write some things you are going to try when reading with infants and toddlers in your care.
  
49. Our next session is (insert date, time, location of next class.) Please bring your "Back at Work" assignment, Handout 31, and the other handouts.

Tell participants to bring a book from their collection, if that is the option you have selected.



Module IV: Reading with Infants & Toddlers  
Using Interactive Strategies  
Part 2: More Why's & How's of Reading with Infants & Toddlers  
Part 3: Strategies to Use When Reading with Infants & Toddlers

# Session 7



**Module IV: Reading with Infants & Toddlers  
Using Interactive Strategies  
Part 2: More Why's & How's of Reading with Infants & Toddlers  
Part 3: Strategies to Use When Reading with Infants & Toddlers**

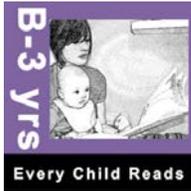
Key Topics/Strategies Taught in Module IV, Parts 2 and 3 Only

At the conclusion of Parts 2 and 3, participants will:

- Include reading in routines, experiences and activities throughout the day.
- Read with infants and toddlers using an enthusiastic voice, different facial expressions and gestures.
- Identify reading strategies that will encourage infants and toddlers to interact with books.

Notes to Trainer for Module IV, Parts 2 and 3 Only

1. Prepare demonstrations. See Trainer Script #98, page 51; #108, page 52; #116, page 55.
2. There is a lot of information to cover during Training Session 7. At times, you may need to stop the discussion and move to the next topic.
3. Collect a variety of books appropriate for infants and toddlers that participants can take to their work environment and read with infants and toddlers. Have at least 1 book per participant. You may want to hold this session in a public library.
4. Arrange the books on a table so, before the session begins, participants can each select 1 they want to read with children.
5. Watch DVD clip.
6. Post meeting guidelines.



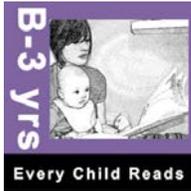
**Module IV: Reading with Infants & Toddlers  
Using Interactive Strategies  
Part 2: More Why's & How's of Reading with Infants & Toddlers  
Part 3: Strategies to Use When Reading with Infants & Toddlers**

### Time for Module IV, Parts 2 and 3 Only

Module IV, Part 2 and Part 3 together will take approximately two hours to teach with one 5-minute break. The times listed for the activities are guidelines. Some groups may take more or less time.

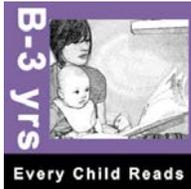
### Materials Needed for Module IV, Parts 2 and 3 Only

- *Handouts (1 per participant unless otherwise indicated):*
  - H37: Parenting Counts brochure, "Keep Talking!"
  - H38: "What I Want to Remember" (*Duplicate on colored paper.*)
  - H39: "Observation Form"
  - H40: "Back at Work: Reading with Expression"
  
- *Other Supplies Needed for Parts 2 and 3 Only:*
  - A variety of books appropriate for infants and toddlers so that each participant has at least one
  - Sticky notes for each participant
  - Chart paper, different colored markers, tape
  - Computer
  - LCD projector with speakers
  - Screen



**Module IV: Reading with Infants & Toddlers  
Using Interactive Strategies  
Part 2: More Why's & How's of Reading with Infants & Toddlers  
Part 3: Strategies to Use When Reading with Infants & Toddlers**

- *DVD Clips Needed for Parts 2 and 3 Only:*
  - "Celebrating Language and Literacy for Infants, Toddlers, and Twos," Video #2, "Strategies for Early Language and Literacy Development." Chapter: "Enjoying Stories and Books" segment 26:04-29:19 (#88 in script, PPT #12, page 46)



## Module IV, Part 2 Trainer Script



PPT #9



As the participants enter, ask them each to select a book they could read to the infants and toddlers in their care.

Welcome the group.

Review the meeting guidelines and agenda for the session.

50. Before we start tonight's topic, let's review what we discussed at our last session.



#37

Distribute Handout 37, Parenting Counts brochure, "Keep Talking!"

51. Please read and underline key words and phrases you want to remember.

After 3-4 minutes, call the group back together.



PPT #10

### Key Points

- THE MORE YOU TALK, THE MORE THEY LEARN!
- What you talk about isn't as important as how much you talk.
- Start talking with a child the day he is born.
- Everyday routines and experiences are opportunities to talk with children.
- Tell him what you are doing, ask questions, point out interesting things.

10



PPT #11

### Key Points Continued

- If a child says something silly or hard to understand, don't:
  - criticize
  - make fun of him
  - correct him
- Acknowledge what he said and restate it

11

52. These are the key points I identified.

53. Do you have others to add?

54. Please find Handouts 22, "Strategies to Use When Talking with Infants and Toddlers," and 31, "Back at Work: Strategies to Encourage Language—Self Talk and CAR."

55. What worked and what didn't when you used self talk?

56. How did the infants and toddlers respond?

## Module IV, Part 2 Trainer Script

57. Which of the 3 CAR strategies was the hardest to do? What made it hard?
58. How did the infants and toddlers respond when you:
  - Made comments?
  - Asked questions?
59. What happened when you responded to what they said or did and added a little more information?
60. What did you do to remind yourself to pause and wait for the child to respond?
61. What questions do you have about self talk or CAR?
62. What other language strategies on Handout 22 did you use?
63. How did the children respond?
64. Do you have any questions about them?
65. At our last session we also discussed how to weave reading experiences throughout your daily routines and activities.



66. We are not suggesting that you set a specific time each day when everyone must read. You know the children in your care and their routines. When do you think you could work in more times to read with them even if it is for only a few seconds or minutes? Think about what you do now and what more you could do. Talk with your neighbor for 2 minutes.

After 2 minutes, call the group back together and ask 2 or 3 participants to respond.



#38

Distribute Handout 38, "What I Want to Remember."

67. Please take a minute or two and write what you would like to remember on Handout 38.

After 1-2 minutes, call the group back together.

68. A question often asked about reading with infants and toddlers is, "Can you read with them in groups?" With infants, it is best not to do so. Hold them on your lap and read to each one individually. They like to be held during reading times. They like to feel the warmth of the caregiver and they like the attention they are given. You can also prop the infant against your arm. If an infant does not like to be held, use an infant seat.<sup>12</sup>

## Module IV, Part 2

# Trainer Script

69. Younger toddlers can sit on your lap or sit close to you. Some like to stand, walk around, lie on the floor, or play with a toy when you are reading with them. Let them do so. They are still hearing what you are reading.
70. "Most twos can sit and be a part of a small group of 2-4 children during a formal, but brief, story time."<sup>13</sup>
71. Invite them to join the group, but don't force them to do so. Let them decide how long they want to stay with the group.
72. If you do read with a group, keep it small so each toddler can be an active participant. One or a few toddlers "...can join in a story's refrain without (it) being too noisy or disruptive for the other children in the room. Small groups also make it easier to maintain children's interest through eye contact and gentle touches."<sup>14</sup>
73. Larger groups are not appropriate for toddlers and would require the adult to spend more time keeping order than sharing the story, which takes away from the enjoyment. You don't want to spend lots of time correcting behavior because the child may associate being disciplined with reading.
74. When reading with a group, make sure everyone can see the book and hear you.

## Module IV, Part 2 Trainer Script

75. Here is an example of what reading might look like when you are caring for both infants and toddlers. Close your eyes and visualize this setting.

You are sitting on the floor with a picture book. One infant is snuggled in your lap so you start reading with him, one-on-one. You read and talk about the book using an expressive voice. Another infant crawls over and pulls himself to standing by tugging at your arm. You are now reading with two infants. In toddlers a 2-year-old and plops beside you with a toy. She plays alongside you and the two infants. Your reading group just grew to 3 as the 2 year old is listening and occasionally looks at the pictures in the book. The 2 year old now moves across the room to investigate a toy and the group becomes two again.

76. All of a sudden, you get a whiff of an aroma that signals the end of reading as a diaper change takes priority. This has been a group reading experience!

77. Please open your eyes. Does any of this sound familiar? This scenario illustrates that group size can be a very fluid experience.

78. There are pros and cons for reading one-on-one with an infant or toddler or reading in groups especially when caring for more than one child and for children who vary in age. What are some?



Record responses on chart paper. Put a + in front of statements that are pros and a – in front of statements that are cons. It is possible that a pro for one person could be a con for another. Be prepared to acknowledge that not all situations are experienced the same way by all people.

Mention the following if the participants don't.

- One-on-One Pros:
  - Gives special attention to individual infant or toddler.
  - Easier to focus on cues and needs of one infant or toddler.
  - Easier to engage one infant or toddler.
  - Easier to appropriately interact with infants who are still too young to be mobile since holding them during reading is important.
  - Gives you the chance to personalize the story by using the child's name and experiences.
- One-on-One Cons:
  - Giving attention to one child could potentially leave others unsupervised.
  - Could be difficult to get one-on-one time with each child in your care.

## Module IV, Part 2 Trainer Script

- Group Pros:
  - If groups are allowed to form naturally by those who are interested, or when children are allowed to leave a group when they lose interest, you are able to read to more children throughout the day and avoid behavior problems that occur when a group is forced to form.
  - Shared experience; sense of community.
- Group Cons:
  - More challenging to read cues of multiple infants or toddlers.
  - Engaging multiple children is more challenging.
  - Urge to control group behavior leads to unpleasant experience.
  - Difficult to appropriately interact with more than one infant who is still too young to be mobile since holding them is an important part of the reading experience.

79. What do you do with the other children when you are reading with one child or a small group?



Record responses on chart paper.

Mention the following if the participants don't:

- Make sure the environment is safely set up for all the children. Interesting and safe activities must be available for children who are not involved in the reading so they are appropriately engaged in an alternative activity.
- Make sure you can see everyone in your care so no child is left unsupervised.
- Have "older" children read to the younger ones. A child who is 3 or 4 can "read" to infants and toddlers with your help, especially if the older child has had positive reading experiences of his own.
- Read one-on-one or in small groups when other children are napping.
- Arrange for volunteers to come in during playtimes and read to those who are interested. The volunteers could be family, friends, senior citizens, middle and high school students, etc.

80. "Interruptions" are going to happen when you are reading since infants and toddlers are active, social beings who want attention from caring, loving adults. Don't consider them interruptions. Think of them as opportunities to interact with children.

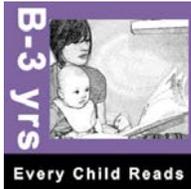


81. Whether you are reading, playing or eating lunch, you are constantly making quick decisions about how to act based on what is going on around you. What would you do if you are reading with one toddler and another infant or toddler starts crying or wants your attention?

Record responses on chart paper.

Mention the following if the participants don't:

- If crying is involved, make sure nobody is injured or in distress (i.e. diaper needs changed, someone is hungry, toddlers fighting over a toy, etc.) The health and wellbeing of children in your care take priority over reading. Feed them, change them, and acknowledge that the child needs you.
- For infants and toddlers who want your attention, have a variety of books and toys available and try to engage the child who is seeking your attention by bringing him into the reading experience or offering him alternative books or toys to play with nearby.
- Infants and toddlers do not understand "wait a minute" followed by an adult ignoring the plea for attention. It is much more effective to get them engaged in your activity or very near you in another activity.
- Stop reading. If reading has become unpleasant for the reader or those being read with, stop and try again at another time.



## Module IV, Part 2 Trainer Script

82. Questions about reading with an individual or groups of children?
  
83. Take 2 minutes to write what you want to remember on Handout 38.

After 2 minutes, call the group back together.

## Module IV, Part 3 Trainer Script

84. We have talked about the why's and how's of reading with infants and toddlers. Now, let's focus on strategies you can use when reading that will help them enjoy the reading experience and learn from books.
85. We want infants and toddlers to be active participants when they are listening to a story. We want them to look at the pictures, point to them, turn pages—even if they are not in order—laugh and think about the story. We want them to answer questions verbally or nonverbally. As they grow older, we want them to ask questions and make comments about the story.
86. If children are given opportunities to interact with the book, to be active participants rather than sit quietly and not move or say anything, they will learn more new words and background information from the book.<sup>15</sup>
87. The goal is to have conversations about books with children so they will learn more from the reading experience. With infants and toddlers, you are laying the groundwork—you are practicing with them so they will be able to have conversations with adults about books when they are preschoolers.



#39

Distribute one copy of Handout 39, "Observation Form" to each participant.

## Module IV, Part 3 Trainer Script

88. We are going to watch a DVD of adults reading with infants or toddlers. Write on your handout:

- What the adult does when reading to involve the child in the reading experience.
- How the child responds.



PPT #12



DVD clip from: "Celebrating Language and Literacy for Infants, Toddlers and Twos"



12

Show this clip twice, if you have time. Ask the participants to study what the adults and children are doing during the reading experiences.



89. Stand up, walk around and find someone new to visit with. Talk about what the adult did to involve the children in the reading experience and how the infants and toddlers responded. Take Handout 39 and a pen with you. If you hear a new idea, write it down. You have 4 minutes.

After 4 minutes, call the group together.

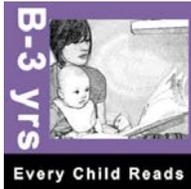
90. What did the adults do?



Record responses on chart paper.

Mention the following if the participants don't:

- Looked at the child as much as possible when reading.
- Pointed to pictures.
- Asked questions.
- Emphasized with her voice a phrase that was used throughout the book: "rapataptap."
- Used a hand motion when saying the phrase.
- Answered children's questions/responded to their questions.
- Read at an appropriate pace—not too fast or slow.
- Used an expressive voice.
- Connected the story to the child's life. The story was about a kitty and the boy talked about a dog. She said, "You have a dog."
- Repeated what the child said ("arf, arf, arf").
- Read one-on-one and in a small group.



## Module IV, Part 3 Trainer Script

- Small group reading experience, "Positives":
  - Adult was on the same level as the child.
  - Only 3 in the group.
  - Held the book so all could see.
  - Engaged the children.
- Small group reading experience, "Negatives":
  - Read every word on every page.
  - Did not follow the children's lead when they wanted a different book.

91. How did the infant or toddler respond to what the adult did?



Record responses on chart paper.

Mention the following if the participants don't:

- One of the girls in the small group told the adult what she wanted to do.
- Looked at pages.
- Pointed to something in the picture.
- Held book.
- Turned pages.
- Reached for book.
- Answered questions.
- Made comments ("arf, arf, arf").

92. What did you like about these examples of reading experiences?

93. What did you not like?

94. What other strategies could the adult have used?

## Module IV, Part 3 Trainer Script

95. Did you notice anything else that you want to mention or have questions about?

Mention allowing the child to blow bubbles during reading time if the participants don't.



PPT #13

### Encourage infants/toddlers to interact with books

- Read with enthusiasm!
- Use different voices.
- Vary the loudness of your voice.
- Make sounds of things you are reading about.
  - Encourage children to do the same
- Vary the speed with which you read.
- Use different facial expressions and gestures.
  - Encourage children to do the same

13

96. To encourage infants and toddlers to listen to the book and respond, be enthusiastic when you read with them. Use different voices for different characters. For example, when the lion is speaking, use a deep, low voice. When the bird is speaking, use a high pitched, squeaky voice.

97. Change how loudly you speak. Sometimes, speak with a loud voice and other times in a whisper, when it is appropriate to the story.

## Module IV, Part 3 Trainer Script

98. You can also read a word you think the child does not know, but is important to understanding the story, in a louder voice. This will call the child's attention to that word because you have emphasized it.

Demonstrate #98.

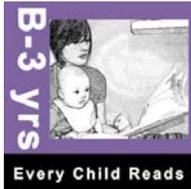
99. Make sounds of the things you are reading about. If you are reading the word, "moooo", draw it out so it sounds like the sound a cow makes. You can buzz like a bee or make a noise like a car horn.

100. Encourage the child to make sounds also. "Can you say 'moooo' with me?"

101. Vary the speed with which you read and sometimes read slowly and other times, quickly.

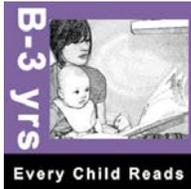
102. After you read a page, pause so the child can think and respond if he wishes. He may touch the page, babble, turn the page or stare at the picture. Give him time.

103. Use different facial expressions. Smile when you are reading about happy times. Act surprised or sad when the character in the book is surprised or sad. Your facial expressions should match what you are reading. You don't want to have a big smile on your face when reading about the dog in the story not having enough food to eat.



## Module IV, Part 3 Trainer Script

104. You can encourage a toddler to smile at happy times or look sad like one of the characters in the book does.
  
105. When reading some books, you can use gestures. You might clap if the characters in the story are clapping or raise your arms above your head to indicate how tall the building is.
  
106. Encourage the child to make the gestures also.
  
107. All of these techniques—using your voice in different ways, gestures and facial expressions—will make the book more interesting to the child and the reading experience more fun especially if you find ways to involve the child by having him make sounds, facial expressions and gestures. He is also likely to be more attentive.
  
108. I am going to read a few pages from a book and demonstrate some of these strategies. On Handout 39, write what strategies I use. Also, be ready to respond as toddlers would if I ask you to do so.



## Module IV, Part 3

# Trainer Script

Read a few pages of a book such as, "Quick as a Cricket" and model the strategies, if they are appropriate for the book:

- Reading with enthusiasm.
- Using different voices for different characters.
- Encouraging children to use different voices for different characters.
- Changing how loudly or softly you speak.
- Emphasizing an important word you think the child will not know.
- Making sounds of the things you are reading about.
- Encouraging children to make sounds of the things you are reading about.
- Varying your speed.
- Using facial expressions.
- Encouraging children to make facial expressions.
- Using gestures.
- Encouraging children to use gestures.

109. What did you hear or see me do?

110. Reading with expression comes naturally to some of us and not so naturally to others. Practice it and soon you will feel fine about doing it. Don't be embarrassed. Children are a wonderful audience and will love what you do.



#40

Distribute Handout 40, "Reading with Expression" and sticky notes.



111. Please find a partner and the book you selected earlier.

112. Your "Back at Work" assignment is to read your book with the children in your care.

113. At the top of the page write the:

- Title of the book.
- Age of the child or children who you will read with in months. You can read to one child or to a small group.

114. Complete these sections now.

After 1 minute, call the group back together.



PPT #14

### Find a partner and your book

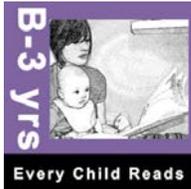
- Decide which strategies are the best to use
- Put a check by them in column #1
- Write what you will say or do on sticky notes

14

115. With your partner, decide which strategies are the best to use when you read your book. You don't need to use all of them. Keep in mind the book and age of the child or children you will read with as some of the strategies are more appropriate for older toddlers or for certain books.

116. Put a check by the strategies in column #1 you think you might use. Then, write what you will say or do on a sticky note. Put the sticky notes on the back of the book to remind you what to say or do.

Show the participants a book with sticky notes. Read what is written on some of the notes so they know what to write. Examples: "Smile when reading about the party." "Speak in a loud voice when the bear talks."



## Module IV, Part 3

# Trainer Script

117. Sticky notes are a great way to help you remember to use the strategies. However, sometimes we can't use all the strategies we planned because of the way the child responds.
  
  118. Always follow the child's lead. If you don't use all of the strategies you planned, that is fine. There will be another time.
  
  119. After you read the book, put a second check mark by those strategies you were able to use and complete columns #2 and #3.
  
  120. Work for 5 minutes on one person's book and 5 minutes on the other's. Complete only the first column.
- After 10 minutes, call the group back together.
121. When practicing these strategies, you may want to ask one of your co-workers who is taking this class, or who has taken it, to observe you and mark on Handout 40 what you said and did. Then, the 2 of you could discuss what your co-worker observed. You could also ask someone to record you. You could watch the video and write on Handout 40 what you did.

OPTIONAL: #122-128; PPT #15 and #16



PPT #15

### Find a new partner

- Take your book and Handout 40
- 4 minutes to read your book
  - Use your sticky notes
- Decide who will go first
- “Child” tell the reader how old you are
  - If you don’t finish, that is OK
  - Keep going until I tell you to stop

15



122. Find a new partner. Take your book and Handout 40 with you.
123. You have 4 minutes to read your book to your partner using the strategies you selected. Use your sticky notes.
124. Keep reading until I tell you to stop. If you don’t finish reading the book, that is fine.
125. Decide who will be the first reader. Then, reader, tell your partner how old he/she is so he/she will know how to respond.

Give them 1 minute to do so.

126. Start now. I will tell you when to stop.

After 4 minutes, call the group back together.



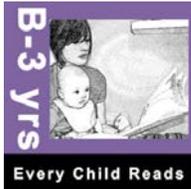
PPT #16

### Discuss:

- Reader, was it difficult to read with expression? Why or why not?
- Child, what kept you interested in the book?
- Both, did the reader pause and wait for a response from the child?
- Both, what else could the reader have done?

127. Discuss this reading experience for 4 minutes:

- Reader, was it difficult to read with expression? Why or why not?
- Child, what kept you interested in the book?
- Both, did the reader pause and wait for a response from the child?
- Both, what else could the reader have done to keep the child interested in the book?



## Module IV, Part 3 Trainer Script

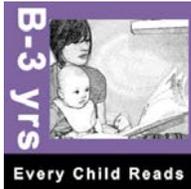
After 4 minutes, call the group back together and have them switch roles and repeat the practice session and discussion.

128. What did you learn from these practice sessions?

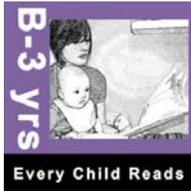
129. Find Handout 38 and write what you want to remember about reading with infants and toddlers. Then, circle 2 or 3 things you want to try with the children in your care before our next session.

After 2-3 minutes, call the group back together.

130. Our next session is (insert date, time, location of next class.) Bring your book, Handout 40, "Reading with Expression" and your other handouts.



# Session 8



## Module IV: Reading with Infants & Toddlers Using Interactive Strategies Part 4: More Strategies to Use When Reading with Infants & Toddlers

### Key Topics/Strategies Taught in Module IV, Part 4 Only

At the conclusion of Part 4, participants will:

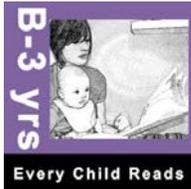
- Identify reading strategies that will encourage infants and toddlers to interact with books.
- Point to pictures and label or talk about them when reading with infants and toddlers.
- Make comments, ask questions, respond to what the child says or does and add a little more information (CAR) when reading with infants and toddlers.

### Notes to Trainer for Part 4 Only

1. Prepare demonstrations. See Trainer Script #148, page 71; #151, page 72; #180, page 81.
2. Prepare chart paper. You will need 4 pages of chart paper for the discussion starting at #161 in the Trainer Script. Divide 2 of the 4 pages into 2 columns. Title 1 page, "Comments" (see script #161, page 75) and the other page, "Questions" (see script #171, page 79). Title the other 2 chart pages, "Respond & Add More Information" (see script #178, page 80).

Tape the "Comment" page and 1 of the "Respond & Add More Information" pages next to each other on a wall before the session begins. Tape the "Questions" page and the second "Respond & Add More Information" page next to each other on another wall.

3. Leave 15 minutes at the end of the session for the self-assessment, Handout 47.



## Module IV: Reading with Infants & Toddlers Using Interactive Strategies Part 4: More Strategies to Use When Reading with Infants & Toddlers

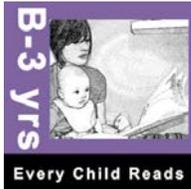
4. Watch DVD clips. Decide if you want to use the optional DVD, "Language is the Key: Talking and Books." The CAR strategy (Comment, Ask Questions, Respond and Add a Little More Information) is demonstrated. The children in the DVD are mostly preschool aged although there are a few two to three year olds. It is approximately 22 minutes.  
  
Do not use the DVD, "Language is the Key: Talking and Play," at this time.
5. Participants will need Handout 33, "Asking Questions," which was distributed during Training Session 6. You may ask them to find it or duplicate another copy for them.
6. Post meeting guidelines.

### Time for Module IV, Part 4 Only

Module IV, Part 4 takes approximately two hours to teach. The times listed for the activities are guidelines. Some groups may take more or less time.

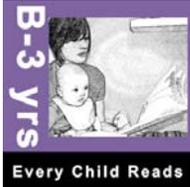
### Materials Needed for Module IV, Part 4 Only

- *Handouts (1 per person unless otherwise indicated):*
  - H33: "Asking Questions" (Optional: this handout was previously distributed in training session 6.)
  - H41: "Tips for Reading with Babies and Toddlers"
  - H42: "What I Want to Remember"
  - H43: "What Do I Do When I Read with Babies?"
  - H44: "What Do I Do When I Read with Toddlers?"
  - H45: "Back at Work: Reading with Infants and Toddlers—CAR"
  - H46: "Observation Form"
  - H47: "Every Child Reads: Birth to Three Self-Assessment."



Module IV: Reading with Infants & Toddlers  
Using Interactive Strategies  
Part 4: More Strategies to Use When  
Reading with Infants & Toddlers

- *Other Supplies and Materials Needed for Part 4 Only:*
  - OPTIONAL: Sticky notes for each participant
  - OPTIONAL: DVD "Language is the Key: Talking & Books"
  - DVD Player and TV
  - 1 postcard for each participant, "Read together. It helps kids learn!"
  - Chart paper, different colored markers, tape
  - Computer
  - LCD projector with speakers
  - Screen
  
- *DVD Clips Needed for Part 4 Only:*
  - OPTIONAL: "Language is the Key: Talking and Books" (#186 in script, page 82)
  - "Reading with Babies" segment 4:23-8:29 (#211 in script, PPT#29, page 89)



## Module IV, Part 4 Trainer Script



PPT #17



As the participants enter, ask them to sit with the person they worked with at the last session when completing Handout 40, "Back at Work: Reading with Expression."

Welcome the group.

Review the meeting guidelines and agenda for the session.



PPT #18

“Back at Work” Handout 40  
“PowerPoint Notes” Handout 34

- With your partner, discuss:
  - What worked and didn’t work when you read your book with children
  - What you would do differently next time

18

131. Please find Handouts 34, “PowerPoint Notes for Module IV: Parts 1-4” and Handout 40, “Back at Work: Reading with Expression.”



132. With your partner, take 4 minutes to discuss:

- What worked and didn’t work when you read your book with the children.
- What you would do differently next time.

After 4 minutes, call the group back together. Ask 3 or 4 participants to explain what worked or didn’t and what they would do differently.



#41

133. Comments or questions about reading with expression?

Distribute Handout 41, "Tips for Reading with Babies and Toddlers."

134. This brochure summarizes much of what we have talked about so far. Please read it.

After 2-3 minutes, call the group back together.

135. Questions or comments?



PPT #19

### Tips

- Before you start reading, get the child's attention.
  - Point to the book
  - "Let's read this book together"
- Run your finger under the words in the book.
- Pause to give the child time to think and respond.

19

136. Here are a few more tips. Please write them on Handout 41:

- Before you start reading, get the child's attention. Point to the book or say, "Let's read this book together."<sup>16</sup>
- Run your finger under the words in the book. This draws the child's attention to the words and helps him begin to make the connection between the written words and what you are saying.
- Pause after you make a comment, ask a question or before you turn the page to give the child time to think and respond.



PPT #20

### Tips

- Let the child:
  - Hold the book if he wants to do so
  - Look at 1 page again and again
  - Start at the back of the book or in the middle
  - Read in his own way. Watch for cues that tell you what he wants to do

20

- Let the child:
  - Hold the book if he wants to do so.
  - Look at 1 page again and again.
  - Start at the back of the book or in the middle.
  - Read in his own way. Watch for cues that tell you what he wants to do.

137. The brochure mentions that it is fine to read the same book again and again, if the child wants you to do so. Young children find comfort in hearing the same book read to them many times. They love knowing what is going to happen next.

138. The more times you read the book, the more new words and information they will learn from it.



#42

Distribute Handout 42, "What I Want to Remember."

139. Take 1 minute to write what you would like to remember.

After 1-2 minutes, call the group back together.



PPT #21

CAR

- C = comment
- A = ask questions
- R = respond and add a little more information

21

140. We can use the CAR strategies, which you learned in Module III, to encourage children to interact with books. CAR stands for:

C—comment

A—ask questions

R—respond and add a little more information<sup>17</sup>



#43 & #44

Distribute brochures, Handout 43, “What Do I Do When I Read with Babies?” and Handout 44, “What Do I Do When I Read with Toddlers?”

141. Please read these.

After 4 minutes, call the group back together.

142. These brochures are very similar. The differences are in the "General Tips" sections and in the examples used to explain CAR. Notice that the examples for toddlers use more words and give them more information. This builds knowledge about their world and helps them fill their trunk.
143. When using CAR when reading, you can make comments about the book before you read it, as you are reading it and after you have read it.



PPT #22

**C = comments**

- Point at what the child is looking at and name it.
- Describe the picture the child is looking at.
- Connect the picture or story to the child's real world/life.

22

144. There are several kinds of comments you can make. Point at what the infant or toddler is looking at and name it. For example, if the infant or toddler is looking at a picture of an child in a book, point to the child's nose in the picture and say, "nose".

## Module IV, Part 4 Trainer Script

145. Pointing to the picture helps the child focus. You are also modeling how to point which is a skill we want all children to learn when they are ready.

146. At about 11 months, children may point or pat the page before you do. In that case, make a comment about what he is pointing at.

147. A second kind of comment is describing the picture or object the child is looking at.

148. When you do so, use familiar words—words the infant or toddler will hear often. Then, expand on them. For example, use the word “big” before saying, “gigantic.”  
“This is a big dog. He is gigantic.”

Read a few pages from a book without pointing. Then, read the same pages and point to the pictures. Label some and describe others using familiar words.

149. Why do you think pointing to pictures is an effective strategy?

150. Why should you name or describe pictures?

## Module IV, Part 4 Trainer Script

Mention the following if the participants don't:

- Children learn more new words and information from the book if you stop and talk about what is happening in the story or picture rather than if you read the book straight through with out stopping.

151. A third kind of comment is to say something that connects the picture or the story in the book to the child's real world or life.

Model the above using an appropriate book.

152. Questions about these 3 kinds of comments?

153. It is fine to point and make comments on every page.

154. Keep your comments short. Don't go on and on. However, with toddlers, you can use more words than you would with infants.

155. Wait at least 5 seconds for the child to say or do something in response to your comment before saying something else.<sup>18,19</sup>

156. You can use the techniques we talked about in the language module to help you determine how long 5 seconds is:

- Count silently to self: "One-one thousand, two-one thousand," etc.
- Tap thumb to each finger two times.

157. Questions about comments?



#45

Distribute sticky notes and 1 copy of Handout 45, "Back at Work: Reading with Infants and Toddlers—CAR " to each participant.

158. Write the title of your book at the top of the Handout. Use the same book as you did for the last session's "Back at Work" assignment, Handout 40.

159. Then, think of an infant or toddler you might read this book with and write his age in months.

Give the participants 1 minute to do so.



PPT #23

### With your partner...

- On the back of Handout 45, write 3-4 comments you could make when reading the book to a child.
- Write the comments on sticky notes.

23



160. With your partner, write 3-4 comments on the *back* of Handout 45 that you could make when reading the book. Also write your comments on sticky notes and put them on the back of the book.

161. Work first on one person's book and then on the other's.

After 6 minutes, call the group back together.



Ask 2 participants to explain the comments they might say when reading their books with infants and 2 others to explain what comments they might make when reading with toddlers.

Write the comments on the chart paper titled "Comments," which you prepared ahead of time. Write the comments in the first column.

162. For the purpose of practicing this strategy, let's guess how the child might respond to a few of these comments. How might he respond to the first one?

Do 2 comments. Write the participants' answers in column 2 across from the comment.

163. The "A" in CAR is "ask questions" about what the infant or toddler is looking at or pointing to in the book. Asking questions is another way to encourage infants and toddlers to become interested, or stay interested, in the book. It encourages children to interact with the book because they usually will answer your questions with words, gestures and so on.

164. Find Handout 33, "Asking Questions," distributed in Training Session 6. Take 4 minutes to review it.

After 4 minutes, call the group back together.

165. Ask questions of infants even if they can't point or verbally tell you the answer. They are learning even if they cannot verbally respond.

## Module IV, Part 4 Trainer Script

166. You can ask questions before you read a book. For example, ask about what is on the cover of the book. You can also ask questions when you are reading the book and after you read it. As with comments, after you ask a question, wait 5 seconds to give the child time to respond.
167. "Yes/No", "What" and simple "Who" questions are good questions to ask young children when reading with them.
168. If the child does not answer a question in the way you expect, follow his lead. Acknowledge what he said and respond to him. You don't need to correct him.
169. Here is an example. You are reading about a dog taking a bath and you ask, "Is he wet?" The toddler answers, "Drink milk." Instead of saying, "That's wrong," or "No, he's not going to drink milk, he's taking a bath," what could you say? Remember, you are reading a book with the toddler.

Mention the following if the participants don't:

- That's an idea. Let's read more and find out.
- Let's turn the page and see.
- You like to drink milk. Do you think the dog likes milk?
- Do you want milk?



PPT #24

### When asking questions...

- Keep them short and simple
- Use words you think the child knows
- Ask questions about familiar items/activities
- Ask questions about the here and now
- Ask only one question at a time
- Do not be upset by answers you are not expecting
- Wait 5 seconds

24

170. When you ask questions, try to:

- Keep them short and simple.
- Use words you think the child probably knows.
- Ask questions about familiar items and activities.
- Ask questions about the here and now and not what the infant or toddler thinks will happen next week or what did happen yesterday.
- Ask only one question at a time.
- Be positive and not be upset by answers you are not expecting. When you get them, acknowledge the response, follow the child's lead and respond to him.
- Wait at least 5 seconds for the infant or toddler to answer before asking another question or answering yourself. The infant or toddler may know the answer if you give him time.



PPT #25



## With your partner

On the back of Handout 45:

- Write 2 questions to ask a child
- Use the guidelines for questions on Handout 33
- Write the questions on sticky notes

25

171. With your partner:

- Write 2 questions *on the back* of Handout 45 that you could ask the child.
- Use the guidelines for questions on Handout 33.
- Write your questions on sticky notes.

After 4-5 minutes, call the group back together.

Ask 2 participants to explain the questions they might ask when reading the book with infants and 2 other participants to explain questions they might ask when reading with toddlers.



## Module IV, Part 4 Trainer Script



Write the questions on the chart paper titled "Questions," which you prepared ahead of time. Write the questions in the first column.

172. Let's guess how the child might respond to a few of these questions. How might he respond to the first one?

Do 2 questions. Write the participants' answers in column 2 across from the questions.

173. Respond to what the child says or does and add a little more information is the "R" part of CAR. Let's say you are reading to a child and you can tell he is very excited when he sees a picture of a train. If you were using this strategy of "respond and add a little more information," you would do more than point to the picture and say, "train."

174. Because you observed how excited the child was, you would know that you need to add a little more information. You might say, "That is a long train," or, "The train says choo-choo." You are responding to the cues the child makes (sounds, movements, and/or facial expressions) by adding a little more information.

175. Responding and adding a little more information is a way to keep the conversation about the book going and will help the child learn more from the reading experience.

176. It is *not*:

- Repeating what the child said.
- Asking another question.

## Module IV, Part 4 Trainer Script

177. With the “R” strategy you can’t write what you will say ahead of time because you don’t know how the infant or toddler will respond to the comment or question. You have to observe his cues and then respond and add more information.

178. Let’s look at the comments. For the purpose of practicing this strategy, how might you respond to what the child said or did and add a little more information?

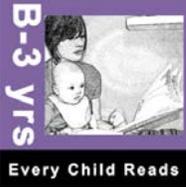


Do 2 comments. Write the participants’ answers on the chart paper titled, “Respond and add more information.”

Repeat #178 for 2 questions.

Do additional examples if needed.

179. I am going to read a book to you and model using CAR. Would 2 or 3 people volunteer to be toddlers and respond to my comments and answer my questions the way toddlers would?



## Module IV, Part 4

# Trainer Script

180. If you did not volunteer, take notes about the comments I say, questions I ask, and how I responded and added a little more information. Write on Handout 42, "What I Want to Remember."

Read a book and model the 3 strategies. When the "toddlers" respond to your comments and/or answer your questions, respond and add a little more information. Pause at appropriate times. Also model some of the other strategies such as "read enthusiastically."

If you don't have time to read the whole book, read enough pages so you can model each CAR strategy 2 or 3 times.

181. What are some examples of comments I made?

182. Look at Handout 33. Using the criteria listed on it, were the questions I asked appropriate? Why or why not?

183. What were some examples of "responding and adding a little more information?"

184. What did you notice about my pauses?

185. What other strategies did I use?

186. Questions or comments about CAR?



OPTIONAL: Show the DVD, "Language is the Key: Talking and Books," and discuss it.

187. Write what you want to remember on Handout 42.

OPTIONAL: #189-198, PPT #26 and #27



188. Find a new partner. Take Handout 45 and your book with you.

Give the participants 1 minute to do so.



PPT #26

### Find a new partner, Handout 45, and your book

- Read your book to your partner
- Say the comments and ask the questions on your sticky notes
- Observe how the child responds
- Respond and add a little more information
- You may need to adjust your comments and questions based on his response

26

189. Each of you will have an opportunity to read your book to your partner who will play the role of an infant or toddler who is under the age of 3. As you read, use the comments and questions you wrote on your sticky notes. Watch and listen to how the “child” responds to your comments and questions. Based on the child’s reaction, respond to her/him and add a little more information.

190. You may not make all the comments or ask all your questions. It will depend on the child’s response.

191. Questions?

192. Decide who will read first. If you are the child, tell your reader how old you are so the reader can decide how to respond to you during the reading session.

Give the group 1 minute to do so.

193. Start now. I will tell you when to stop.

After 3-4 minutes, tell the group to stop.



PPT #27

### Discuss with your partner...

- What was the most difficult part of using CAR when reading?
- What will you do differently the next time you use CAR?

194. Discuss the following with your partner:

- What was the most difficult part of using CAR when reading?
- What will you do differently the next time you use CAR?

After 3-4 minutes, call the group back together.

195. Switch roles. "Children" tell your reader how old you are.

Give the group 1 minute to do so.

196. Start now. I will tell you when to stop.

After 3-4 minutes, tell the group to stop. Ask them to discuss the questions on Slide #27.

197. Questions or comments about using the CAR strategy when reading?



#45

Distribute 2 more copies of Handout 45, "Back at Work: Reading with Infants and Toddlers—CAR" to each participant.



PPT #28

### “Back at Work: Reading with Infants and Toddlers—CAR”

- Read 3 different books with 3 different children
- Complete 1 form for each book
- Before you read, write comments, questions and other strategies you plan to say or use on sticky notes
- After you read, write on Handout 45:
  - What you actually said and did
  - How the child responded
  - How you responded to what the child said/did
  - What you would do differently/questions about the strategies

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198. For your “Back at Work” assignment, read 3 different books with 3 different infants and toddlers. You may read to one child individually or to a small group. Complete 1 of these forms for each book you read.
199. One of the 3 books you read can be the 1 you worked on today.
200. Before you read, write the comments, questions, and other strategies you plan to say or use on sticky notes and put them on the back of your book.
201. After you read the book, write in the first column the comments and questions you *actually did* say. As we have discussed, sometimes you may not be able to say or do what you planned because of what the infant or toddler wants to do or say.

## Module IV, Part 4 Trainer Script

202. That is fine. It is more important to follow the child's lead than to ask all the questions or say all the comments you have prepared.
  
203. In the second column, write what the infant or toddler said or did in response to your comments or questions. Notice that this handout does not have a checklist of responses. If you need ideas of what to write in this column, look at Handout 40 or one of the other handouts that has a checklist.
  
204. In the third column, write how you responded to what the infant or toddler said or did and what new information you added.
  
205. In column 4, write what you would do differently next time and questions you have about the strategy.
  
206. Questions or comments about how to complete this part of the handout?
  
207. Look at page 2 of Handout 45. Select strategies you think best fit the book and the age of the child you are reading with. You do not have to do all of them. Write the strategies you select on sticky notes as a reminder to use them.

208. After you read the book, put a check by the strategies you *really did use*. Write what you would do differently the next time you used the strategies and questions you have about them.

209. Comments or questions about this part of the assignment?

210. When completing this assignment, you may want to ask one of your co-workers who is taking this class, or who has taken it, to observe you. Then, the 2 of you could discuss what your co-worker observed. You could also ask someone to record you. You could watch the video and write on Handout 45 what you did.

Tell the participants when and where to turn in this assignment.

OPTIONAL: #211-217, PPT #29



#46

Distribute Handout 46, Observation Form.

211. We are now going to watch a DVD clip of children and adults reading. Write what the adult does when reading with the child and how the infant or toddler responded.



PPT #29



DVD clip from: "Reading with Babies"



29

Show this clip twice, if you have time. Ask the participants to study what the adults and children are doing during the reading experiences.

212. What did the adults do?

Mention the following if the participants don't.

- Watched for cues and responded to them:
  - Offered child a pacifier, snack, drink.
  - Played with the baby rather than read to him.
  - Tried another book.
- Followed the child's lead, which sometimes meant reading later.
- Didn't get mad if the child didn't want to read.

213. How did the children respond?

Mention the following if the participants don't:

- Stopped fussing.
- Calmed down.
- Wanted to read again.
- Giggled and wiggled.

214. What did you like about these examples?

215. What did you not like?

216. What other strategies could the adult have used?

217. Questions or comments?

218. Please write what you would like to remember on Handout 42.

OPTIONAL: #219-#220

219. What are some simple, easy things we have discussed during the reading module that you can do to when reading with infants and toddlers?



Record responses on chart paper.

220. These are all things you can do—starting tomorrow.

Distribute the postcards, "Read together. It helps kids learn!"



## Module IV, Part 4 Trainer Script

221. Find Handout 42, "What I Want to Remember." Think about what you wrote on Handout 42 and the things we brainstormed. Select some ideas you want to try with the infants and toddlers in your care and write them on your postcard.

After 2 minutes, call the group back together.

222. Put your postcard where you will see it every day so you are reminded of what you learned today and want to practice with your infants and toddlers.



#47

Distribute Handout 47, Every Child Reads: Birth to Three Self Assessment, to each participant.

223. This is the final evaluation for the Every Child Reads: Birth to Three training sessions.

224. Let's read the instructions together. "Read each statement. Circle the number on the corresponding scale that reflects your rating of your KNOWLEDGE and SKILLS related to early language and literacy for infants and toddlers both *before the training* (before Module 1) and at the *end of the training* (after Module 4). You will be circling two numbers for each statement. There is no right or wrong answer. This is not a test. Thank you for taking time to fill out this survey."

225. Let's do the first one together.

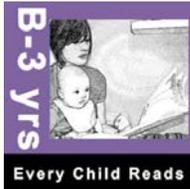
## Module IV, Part 4 Trainer Script

226. For the first statement, "I can describe what infants and toddlers are learning when they watch and listen to me," think about how you would have answered this statement BEFORE you started the training. Would you say you knew a lot, some, or nothing about this topic before the training? If you knew nothing, you would circle the number 1. If you knew a lot, you would circle the number 5. If you feel you knew somewhere between the two ends of the scales, you would circle the number (2, 3, or 4) that best describes what you knew before the training.
227. Circle a number for item number 1 now. Only think about what you knew before the training.
228. Now, think about today, after you have completed all of the training sessions. Ask yourself what you know now. Circle the number that best describes how much you know now.
229. Please complete the rest of the items in the same way. If you have questions, please let me know.
230. After you complete number 24, answer the question at the bottom of the form, "What other information or resources would help you provide quality experiences for infants and toddlers?"

Walk around to make sure everyone is completing the form correctly and answer any questions.

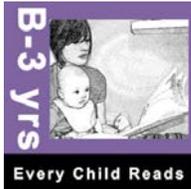
Collect the evaluation forms and thank the participants for completing the self assessment and attending the course.

Mention follow-up opportunities, if available.



## Module IV Endnotes

1. Whitehurst, G., Arnold, A., Epstein, J., Angell, A., Smith, M., & Fischel, J. (1994) as cited in Neuman, S.B. (2002). *What research reveals: Foundations for reading instruction in preschool and primary education* (p. 4) [Booklet]. Washington, DC: Department of Education. Retrieved August 1, 2011 from [www.acf.hhs.gov/programs/occ/law/guidance/archives/acf118/2004-2005/wrr.pdf](http://www.acf.hhs.gov/programs/occ/law/guidance/archives/acf118/2004-2005/wrr.pdf)
2. State of Iowa, Department of Education, Division of Early Childhood, Elementary, and Secondary Education, Bureau of Children, Family and Community Services, and Department of Human Services, Division of Behavioral, Developmental, and Protective Services for Families, Adults, and Children. (2006). *Iowa early learning standards, 2006* (p. 37). Des Moines, IA: State of Iowa Department of Education and Human Services. Retrieved July 27, 2011 from [www.dhs.state.iaus/doc/IELS\\_2-20-006.pdf](http://www.dhs.state.iaus/doc/IELS_2-20-006.pdf)
3. Greenberg, J., Parrish, H., & Jones, C. (2008). Enjoying books and stories. In *Celebrating language & literacy for infants, toddlers, and twos: A user's guide* (p. 140). Washington, DC: Teaching Strategies.
4. Wells, G. (1985) as cited in Neuman, S. B. (2002). *What research reveals: Foundations for reading instruction in preschool and primary education* (p. 4) [Booklet]. Washington, DC: Department of Education. Retrieved August 1, 2011 from [www.acf.hhs.gov/programs/occ/law/guidance/archives/acf118/2004-2005/wrr.pdf](http://www.acf.hhs.gov/programs/occ/law/guidance/archives/acf118/2004-2005/wrr.pdf)
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6. Bennett-Armistead, V. S., Duke, N. K. & Moses, A. M. (2005). *Literacy and the Youngest Learner: Best Practices for Educators of Children from Birth to 5* (p. 15). New York: Scholastic Inc.
7. Bennett-Armistead, V. S., Duke, N. K. & Moses, A. M., pp. 15-16.
8. State of Iowa, Department of Education, Early Childhood Services Bureau. (2011 draft). *Proposed Infant and toddler program standards*. Not yet adopted by State Board of Education. For more details, contact ECS Bureau at 515-281-3924.
9. Ritchie, S. & Willer, B. (Eds). (2005). What do you need to know about the curriculum standard? In *Curriculum: A Guide to the NAEYC Early Childhood Program Standard and Related Accreditation Criteria* (pp. 17-18). Washington DC: National Association for the Education of Young Children.
10. Harms, T., Cryer, D, Clifford, R. M. (2007). *Family Child Care Environmental Rating Scale, Revised Edition* (p. 34). NY: Teachers College Press.



## Module IV Endnotes

11. Harms, T., Cryer, D., Clifford, R. M. (2006). *Infant/Toddler Environmental Rating Scale, Revised Edition* (p. 34). NY: Teachers College Press.
12. Center for Early Literacy Learning (n.d.). *First picture books* (p1). Retrieved August 18, 2011 from [www.earlyliteracylearning.org/cellpract\\_pract/infant/PGPrac\\_I\\_1stPicBks\\_WM.pdf](http://www.earlyliteracylearning.org/cellpract_pract/infant/PGPrac_I_1stPicBks_WM.pdf)
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15. Same as 1.
16. Greenberg, J., Parrish, H., & Jones, C. (2008), pp. 152-153.
17. Notari-Syverson, A., Challomer, J., Rytter, K. & Hedlund, R. (2006). *Supporting early literacy in natural environments* (pp. 10-12). Retrieved August 3, 2011 from <http://www.wlearning.com/resources/infants/>
18. Same as 18.
19. Harms, T., Cryer, D, Clifford, R. M. (2007), p. 32.

# Handouts



## Module IV

### Reading with Infants & Toddlers Using Interactive Strategies

**Welcome**



Every Child Reads:  
Birth to Three

Module IV  
Reading with Infants and Toddlers Using Interactive Strategies

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- Answer frequently asked questions about reading with infants and toddlers
  
- Practice strategies that encourage infants and toddlers to interact with books:
  - Use an expressive voice, facial expressions, gestures
  - Point to pictures in a book and label or describe them
  - CAR

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**Iowa Early Learning Standards**

- Standard 4.2: Children engage in early reading activities.
- INFANT:
  - Explores or shows interest in books by picking them up, mouthing them, carrying them, or going through pages.
  - Focuses on a book or the reader when hearing stories read.
  - Points to or gazes at pictures in books.

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• **Toddler:**

- Points to pictures or names items in books on request.
- Labels or talks about objects, events or people in books.

State of Iowa, Department of Education, Division of Early Childhood, Elementary, and Secondary Education, Bureau of Children, Family and Community Services, and Department of Human Services, Division of Behavioral, Developmental, and Protective Services for Families, Adults, and Children. (2006). *Iowa early learning standards*, 2006 (p. 37). Des Moines, IA: State of Iowa Department of Education and Human Services.

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**Research has found children who are read with often from an early age**

- “...usually enter school with more advanced language and better listening skills than those who have not had the same experience.”  
(Greenberg, J., Parrish, H., & Jones, C. (2008). Celebrating language & literacy for infants, toddlers, and twos In *Celebrating language & literacy for infants, toddlers, and twos: A user's guide* (p 140). Washington, DC: Teaching Strategies.)
- “...have an easier time learning to read when they start school.”  
(Wells, G. (1985) as cited in Neuman, S. B. (2002). *What research reveals: Foundations for reading instruction in preschool and primary education* (p. 4) [Booklet]. Washington, DC: Department of Education. Retrieved August 1, 2011 from [www.acf.hhs.gov/programs/occ/law/guidance/archives/acf118/2004-2005/wrr.pdf](http://www.acf.hhs.gov/programs/occ/law/guidance/archives/acf118/2004-2005/wrr.pdf))

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**Reading for Infants/Toddlers**

- Chew on books
- Wave arms & legs, wiggle, kick
- Point to a page or pat it
- Open and close a book repeatedly
- Treat the book like a toy
- Turn multiple pages at a time
- Look at one page over and over
- Look at pages out of order

6

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As toddlers get older we hope they will

- Ask questions about the story
- Answer questions we ask them about the book
- Make comments or talk about the story
- Relate the story to their lives
- Point to pictures and name them

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How could you include reading in the time your group is assigned?

- Choose a recorder.
- Write your ideas on chart paper.
- Be creative!

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Welcome



Every Child Reads:  
Birth to Three

Module IV  
Reading with Infants and Toddlers Using Interactive Strategies

9

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### Key Points

- The more you talk, the more they learn!
- What you talk about isn't as important as how much you talk.
- Start talking with a child the day he is born.
- Everyday routines and experiences are opportunities to talk with children.
- Tell him what you are doing, ask questions, point out interesting things.

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### Key Points Continued

- If a child says something silly or hard to understand, don't:
  - criticize
  - make fun of him
  - correct him
- Acknowledge what he said and restate it

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DVD clip from: "Celebrating Language and Literacy for Infants, Toddlers and Twos"



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**Encourage infants/toddlers to interact with books**

- Read with enthusiasm!
- Use different voices.
- Vary the loudness of your voice.
- Make sounds of things you are reading about.
  - Encourage children to do the same
- Vary the speed with which you read.
- Use different facial expressions and gestures.
  - Encourage children to do the same

13

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**Find a partner and your book**

- Decide which strategies are the best to use
- Put a check by them in column #1
- Write what you will say or do on sticky notes

14

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**Find a new partner**

- Take your book and Handout 40
- 4 minutes to read your book
  - Use your sticky notes
- Decide who will go first
- “Child” tell the reader how old you are
  - If you don’t finish, that is OK
  - Keep going until I tell you to stop

15

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**Discuss:**

- Reader, was it difficult to read with expression? Why or why not?
- Child, what kept you interested in the book?
- Both, did the reader pause and wait for a response from the child?
- Both, what else could the reader have done?

16

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**Welcome**



Every Child Reads:  
Birth to Three

Module IV  
Reading with Infants and Toddlers Using Interactive Strategies

17

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**“Back at Work” Handout 40  
“PowerPoint Notes” Handout 34**

- With your partner, discuss:
  - What worked and didn’t work when you read your book with children
  - What you would do differently next time

18

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**Tips**

- Before you start reading, get the child's attention.
  - Point to the book
  - “Let’s read this book together”
- Run your finger under the words in the book.
- Pause to give the child time to think and respond.

19

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**Tips**

- Let the child:
  - Hold the book if he wants to do so
  - Look at 1 page again and again
  - Start at the back of the book or in the middle
  - Read in his own way. Watch for cues that tell you what he wants to do

20

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**CAR**

- C = comment
- A = ask questions
- R = respond and add a little more information

21

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**C = comments**

- Point at what the child is looking at and name it.
- Describe the picture the child is looking at.
- Connect the picture or story to the child's real world/life.

22

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**With your partner...**

- On the back of Handout 45, write 3-4 comments you could make when reading the book to a child.
- Write the comments on sticky notes.

23

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**When asking questions...**

- Keep them short and simple
- Use words you think the child knows
- Ask questions about familiar items/activities
- Ask questions about the here and now
- Ask only one question at a time
- Do not be upset by answers you are not expecting
- Wait 5 seconds

24

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**With your partner**

On the back of Handout 45:

- Write 2 questions to ask a child
- Use the guidelines for questions on Handout 33
- Write the questions on sticky notes

25

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**Find a new partner, Handout 45,  
and your book**

- Read your book to your partner
- Say the comments and ask the questions on your sticky notes
- Observe how the child responds
- Respond and add a little more information
- You may need to adjust your comments and questions based on his response

26

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**Discuss with your partner...**

- What was the most difficult part of using CAR when reading?
- What will you do differently the next time you use CAR?

27

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**“Back at Work: Reading with Infants and Toddlers—CAR”**

- Read 3 different books with 3 different children
- Complete 1 form for each book
- Before you read, write comments, questions and other strategies you plan to say or use on sticky notes
- After you read, write on Handout 45:
  - What you actually said and did
  - How the child responded
  - How you responded to what the child said/did
  - What you would do differently/questions about the strategies

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**DVD clip from: “Reading with Babies”**



29

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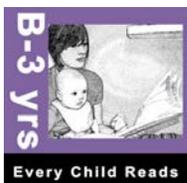
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## Module IV Reading with Infants & Toddlers

### Why Read with Infants and Toddlers?

It helps infants and toddlers:

- Learn new words. Children who know more words when they start school do better in school.<sup>1</sup>
- Learn about their world—objects, animals, people. Books encourage them to explore new ideas and think about things they may not have experienced. Books spark imaginations.
- Make sense of the things that happen in their lives.
- Anticipate and prepare for what could happen in the future.
- Learn to love books and reading—a life-long skill.
- Understand that pictures and print are symbols and represent or stand for something.
- Understand why people read, what they read and how books work. For example, they learn how to hold and open them.
- Learn the form of language used in writing. Book language is different from spoken language—it is more formal.<sup>2</sup>
- Strengthen relationships. Children enjoy the act of sharing books, the actual physical closeness involved when reading.<sup>3</sup>

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<sup>1</sup> Greenberg, J., Parrish, H., & Jones, C. (2008). Enjoying books and stories. In *Celebrating language & literacy for infants, toddlers, and twos: A user's guide*. Washington, DC: Teaching Strategies.

<sup>2</sup> State of Iowa, Department of Education, Division of Early Childhood, Elementary and Secondary Education, Bureau of Children, Family and Community Services. (2005). Principle 1. In *Every child reads 3-5 years* (p4). Des Moines, IA: State of Iowa Department of Education. Retrieved July 27, 2011 from [http://educateiowa.gov/index.php?option=com\\_content&view=article&id=637:3-to-5-every-child-reads&catid=798:early-childhood&Itemid=1266](http://educateiowa.gov/index.php?option=com_content&view=article&id=637:3-to-5-every-child-reads&catid=798:early-childhood&Itemid=1266)

<sup>3</sup> Birckmayer, J., Kennedy, A., & Stonehouse, A. (2008). *Lullabies to literature: Stories in the lives of infants and toddlers* (pp. 40-46). Washington, DC: National Association for the Education of Young Children.

## Using Stories Effectively with Infants and Toddlers

### Allow freedom and choice

Participating in story time should not be mandatory for very young children. Invite them to look at a book, but don't force them to do so. Also, pay attention to their cues of which story they may be interested in. Try to share stories with children throughout the day, not only at certain times (i.e., bedtime). Initiate stories when the situation seems right, and make time when children do the initiating.

### Adjust expectations to fit children's abilities and preferences

Timing is everything. A hungry child will not usually be interested in a story, even if that story is one of her favorites. A toddler busy pushing his doll in the stroller will probably not want to stop for a story, either. And even if it seems like the optimal time for sharing a story, when distractions seem minimal, toddlers often will wander away if they are not ready for the type of story being shared or if something else captures their attention.

### Show pleasure and enthusiasm

Our attitude as we share stories is critical if we want these experiences to be successful for infants and toddlers. Very young children are influenced greatly by our behavior, and they are keen observers of what we do and say. If we are enthusiastic, interested, and clearly enjoying the story, children will be more likely to feel these things, too. Pleasure is contagious – and so is boredom.

### Be expressive

Being expressive when sharing a story helps young listeners engage with what they are hearing. Being expressive might mean using a soft voice for a gentle bedtime story, or making your voice loud and growling like a tiger when telling a story about zoo animals. This also entails changing your tone of voice or accent for different characters. Another part of being expressive is using gestures, facial expressions, and body language in ways that support the storytelling.

### Follow children's cues

Children give many different cues or signs about how they like the stories we share with them. For the youngest children, those cues are likely to be conveyed through sounds and body language, such as gestures, wriggling, and facial expressions. As infants become toddlers, they can respond more explicitly by saying things such as, "Again," "More story," and "No," or even by getting up and simply walking away. Whenever possible, repeat a story that children express interest in hearing again. Depending on the length of the story and children's interest level, some story sharing could be quite long, while others will be much shorter. The desire for repetition, which is valuable for building vocabulary and developing language skills, shows that children are engaged.

### Progression of a Young Child's Learning to Use Books

- Looks attentively at pictures in a book
- Recognizes a particular book
- Is able to turn the pages of a board book
- Points to pictures in a book
- Holds a book right side up
- Looks at a book from front to back, or whatever way is appropriate for the language in which the book is written and the culture from which it comes
- Recognizes a book by the cover
- Has a favorite story or book
- Makes comments about pictures in books
- "Reads" the words in a book (telling the story by looking at the pictures)
- Uses a word or phrase that clearly comes from a book or story with which the child is familiar
- Indicates that an adult reading a book has left out or added some words or skipped a page in a favorite story
- Predicts what might happen next or what the book is about from looking at the cover
- Tells a simple story
- Pretends to be "reading" to other children or to a doll or teddy
- Takes notice of letters and words in a book by pointing to them or asking about the print

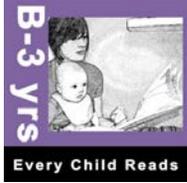
Based on Schickedanz 1999



## Module IV Reading with Infants & Toddlers

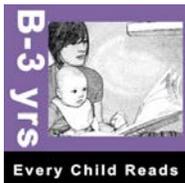
"Keep Talking!" Parenting Counts Brochure is located in a plastic sleeve at the beginning of the module.





**Module IV**  
**Reading with Infants & Toddlers**

What I want to remember

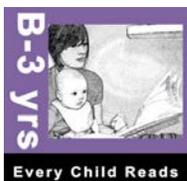


## Module IV

### Reading with Infants & Toddlers

### Observation Form

What did the adult do to involve the infant or toddler in the reading experience?	How did the infant or toddler respond to what the adult did when reading?



## Module IV

### Reading with Infants & Toddlers

#### Back at Work: Reading with Expression

Title of Book: \_\_\_\_\_ Age of child(ren): \_\_\_\_\_ months

Which strategies did you use? (check all that apply)	How did the child respond? What did he say or do? (Check all that apply)	What would you do differently next time? Questions about the strategies?
<p><i>Expressive voice:</i></p> <p><input type="checkbox"/> Used different voices for the characters</p> <p><input type="checkbox"/> Varied loudness of my voice</p> <p><input type="checkbox"/> Made sounds of things I read about</p> <p><input type="checkbox"/> Encouraged child/children to make sounds, if developmentally appropriate</p> <p><input type="checkbox"/> Varied speed with which I read</p> <p><input type="checkbox"/> Other (describe):</p> <p><i>Facial expressions:</i></p> <p><input type="checkbox"/> Made facial expressions</p> <p><input type="checkbox"/> Encouraged child/children to make facial expressions, if developmentally appropriate</p> <p><i>Gestures:</i></p> <p><input type="checkbox"/> Made gestures</p> <p><input type="checkbox"/> Encouraged child/children to make gestures, if developmentally appropriate</p>	<p><input type="checkbox"/> Smiled, laughed</p> <p><input type="checkbox"/> Cried, fussed</p> <p><input type="checkbox"/> Frowned</p> <p><input type="checkbox"/> Looked at page</p> <p><input type="checkbox"/> Looked away</p> <p><input type="checkbox"/> Pointed to or patted something on page</p> <p><input type="checkbox"/> Held book</p> <p><input type="checkbox"/> Kicked legs, waved arms, wiggled</p> <p><input type="checkbox"/> Walked, crawled away</p> <p><input type="checkbox"/> Got another book to read</p> <p><input type="checkbox"/> Made sounds/said words when I asked him/them to do so</p> <p><input type="checkbox"/> Made gestures when I asked him/them to do so</p> <p><input type="checkbox"/> Made facial expressions when I asked him/them to do so</p> <p><input type="checkbox"/> Other (describe):</p>	

# Tips For Reading With Babies And Toddlers



**The Iowa Department of Education, and federal partners, offer many services for children birth to 3 years old and their families. Some of these include:**

**Early ACCESS** is Iowa's system of early intervention services for infants and toddlers with or at risk for developmental delays. For help in getting connected call toll-free at 1-888-IAKIDS1 or e-mail [earlyaccessia@vnsdm.org](mailto:earlyaccessia@vnsdm.org).

**Early Head Start** is a locally operated, federally funded program that provides a comprehensive child development program serving pregnant women and children birth to three with guidance, information and direct services to foster healthy development of children and their families.

**Even Start** is a federally funded program that supports improving the educational opportunities of the nation's low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program.

For more information, contact the Iowa Department of Education, Bureau of Early childhood Services, 515/281-3924.

## References

1. **Read With Me: Birth to 3 Years.**  
[http://www.iptv.org/education/rtl\\_documents/ReadWithMe0to3.pdf](http://www.iptv.org/education/rtl_documents/ReadWithMe0to3.pdf)
2. **Everyday Ways to Support Your Baby's and Toddler's Early Learning.** [www.zerotothree.org/schoolreadiness](http://www.zerotothree.org/schoolreadiness)
3. **Center for Early Literacy Learning.**  
<http://www.earlyliteracylearning.org/pgparents.php#toddlers>
4. **Talaris "Spotlights".**
  - a. **Mommy, I Know A Word!**
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<http://www.talaris.org/synopsis.htm>
5. **Washington Learning Systems. Free Parent Materials.**  
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## An "Every Child Reads" Collaborative Initiative Among:

Iowa Department of Education  
Iowa Department of Public Health  
State Library of Iowa  
IPTV



## Why Should I Read To Children?

Children who have been read to have an easier time learning to read when they start school. When you read to them, you teach them:

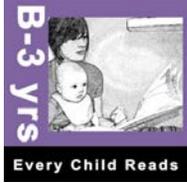
- New words, such as the names of people, animals and things
- Words they will use when they learn to talk
- About the world they live in
- To watch and listen
- That reading and sharing stories is a fun way to be with others

Reading and sharing stories can also be a way to calm children.



## When You Read, It's OK To:

- Read and share stories for only a few minutes at a time. Don't worry if you don't read the whole book. Sprinkle reading times throughout the day—when eating a snack, before naptime, and before the children go home.
- Read to children when they are sitting next to you and also when they are on the floor, walking around the room, or in the sandbox!
- Talk about the story and pictures in the book instead of reading all the words. Sometimes, children may want you to point to the pictures and name them instead of reading the words. Try to do what the children want to do.
- Start in the middle of the book or at the back. Do what the children want to do. There are great pictures to talk about on all of the pages.
- Let the children choose the books to read. You might show a child two and ask him/her to pick one.
- Read the same book again and again. That's one way children learn.
- Turn off the TV, computer, and cell phone when you are reading and sharing stories with children. Then, you can give the children your full attention and make them feel special!
- Let the children feel the books, turn the pages, and chew on them if they wish.
- Use different, funny voices when you read and share stories. It will keep the children interested. Make your time together fun for both you and the children!



**Module IV**  
**Reading with Infants & Toddlers**

What I want to remember

# What Do I Do When I Read With Babies?



## An “Every Child Reads” Collaborative Initiative Among:

Iowa Department of Education  
 Iowa Department of Public Health  
 State Library of Iowa  
 IPTV

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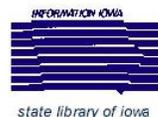
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## Why Should I Read To Children?

Children who have been read to have an easier time learning to read when they start school. When you read to them, you teach them:

- New words, such as the names of people, animals and things
- Words they will use when they learn to talk
- About the world they live in
- To watch and listen
- That reading and sharing stories is a fun way to be with others

Reading and sharing stories can also be a way to calm children.

### General Tips:

- Use funny, different voices when you read and share stories. It will keep babies interested. You can also sing the words!
- Point to pictures.
- Have fun reading with the babies in your care.

Reading books with babies helps them learn new words and information about their world. Each day, cuddle with every baby in your care and enjoy your time reading together.



**COMMENT** or talk about the story and pictures.

- Talk about the front cover of the book. Tell the baby what the story is about. “This book is about animals.”
- Talk about what the baby is looking at in the book. Point to what he/she is looking at. “That is a ball.” Or, “Tyler, look. A ball.” You will be teaching him/her a new word!
- Connect what is in the book to the baby’s life. Use real objects when possible. “You have a ball. Here it is!” Show the baby his/her ball.



**ASK** questions about what the baby is looking at in the book.

- Point to a picture in a book. Ask the baby what is going on. “What is that?”
- Wait and see if he/she does or says something. He/she might wave a foot, roll over, or say “baaaa.”



**RESPOND** by adding a little more. “That is a b-b-ball.”

# What Do I Do When I Read With Toddlers?



## An “Every Child Reads” Collaborative Initiative Among:

Iowa Department of Education  
 Iowa Department of Public Health  
 State Library of Iowa  
 IPTV

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Provider: 1/09



state library of iowa

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Children who have been read to have an easier time learning to read when they start school. When you read to them, you teach them:

- New words, such as the names of people, animals and things
- Words they will use when they learn to talk
- About the world they live in
- To watch and listen
- That reading and sharing stories is a fun way to be with others

Reading and sharing stories can also be a way to calm children.

### General Tips:

- Answer the children's questions. "Drink? You are right! In this picture the puppy is drinking water."
- Use funny, different voices when you read and share stories. It will keep the children interested. You can also sing the words!
- Read slowly so the children learn that the words you read go with the pictures in the book.
- Have fun reading with the children.

Reading books with children helps them learn new words and information about their world. Cuddle with the children and enjoy your time together.



**COMMENT** or talk about the story and pictures.

- Talk about the front cover of the book. Tell the children what the story is about. "This book is about a big black dog."
- Say the name of the book. "The name of the book is, Star, the Dog."
- You could also tell the children who wrote it and who drew the pictures.
- Talk about what the children are looking at in the book. Point to what they are looking at. "That is a puppy. It is a baby dog." You will be teaching them new words!
- Connect what is in the book to the children's lives. "Tommy has a puppy, too. He is black just like Star is."

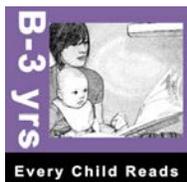


**ASK** questions about what the children are looking at in the book.

- Point to a picture in a book. Ask what is going on. "What is the puppy doing?"
- Wait and see if the children do or say something. One might say "Run". Another might point to the picture.



**RESPOND** by adding a little more to what the children say or do. "Yes, the puppy is running. Let's run like the puppy does." If possible, encourage the children to do what they see in the book.



## Module IV

### Reading with Infants & Toddlers

#### Back at Work: Reading with Infants and Toddlers—CAR

Title of Book: \_\_\_\_\_ Age of child: \_\_\_\_\_ months

Directions: Practice CAR (Comment, Ask questions, Respond and add more information) 3 times with 3 different children.  
Complete 1 form for each child.

<p>What <i>comments</i> did you make?</p>	<p>How did the child respond? What did he say/do?</p>	<p>What did you say to <i>respond</i> to what the child said/did AND add a little more information?</p>	<p>What would you do differently next time? Questions about the strategy?</p>
<p>What <i>questions</i> did you ask?</p>			



## Module IV

### Reading with Infants & Toddlers

What other strategies did you use when reading the book?

(Check all that apply.)

*Expressive voice:*

Used different voices for the characters

Varied loudness of my voice

Made sounds of things I read about

Encouraged child/children to make sounds, if developmentally appropriate

Varied speed with which I read

Other (describe):

*Facial expressions:*

Made facial expressions

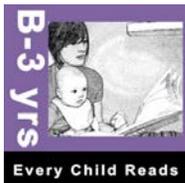
Encouraged child/children to make facial expressions, if developmentally appropriate

*Gestures:*

Made gestures

Encouraged child/children to make gestures, if developmentally appropriate

What would you do differently next time? Questions about the strategy?



## Module IV

### Reading with Infants & Toddlers

### Observation Form

What did the adult do to involve the infant or toddler in the reading experience?	How did the infant or toddler respond to what the adult did when reading?



## Module IV Reading with Infants & Toddlers

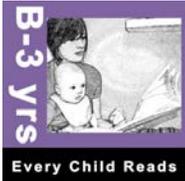
### Every Child Reads: Birth to Three Self-Assessment

Directions: Read each statement. Circle the number on the corresponding scale that reflects your rating of your KNOWLEDGE and SKILLS related to early language and literacy for infants and toddlers BOTH *before the training* (before Module 1) and at the *end of the training* (after Module 4.) You will be circling two numbers for each statement. There is no right or wrong answer. This is not a test. Thank you for taking time to fill out this survey!

Rating Scale:

	1	2	3	4	5
	No		Some		A lot of
	Knowledge/Skills		Knowledge/Skills		Knowledge/Skills

STATEMENT	Knowledge/Skills BEFORE the training					Knowledge/Skills at the END of the training				
1. I can describe what infants and toddlers are learning when they watch and listen to me.	1	2	3	4	5	1	2	3	4	5
2. I can describe why it is important to talk with infants and toddlers.	1	2	3	4	5	1	2	3	4	5
3. I can describe why it is important with read with infants and toddlers.	1	2	3	4	5	1	2	3	4	5
4. I include language and literacy in daily routines, experiences, and activities.	1	2	3	4	5	1	2	3	4	5
5. I listen to infant's/toddler's sounds, watch his/her movements, facial expressions, and the way he/she makes or avoids eye contact to determine his/her wants or needs.	1	2	3	4	5	1	2	3	4	5
6. I respond as quickly as possible to cues infants/toddlers give me.	1	2	3	4	5	1	2	3	4	5
7. I provide quality experiences that are real, developmentally appropriate and interesting.	1	2	3	4	5	1	2	3	4	5
8. I provide a supportive language and literacy environment.	1	2	3	4	5	1	2	3	4	5
9. I point to and talk with infants and toddlers about pictures, photos, signs, labels and other meaningful print in the environment.	1	2	3	4	5	1	2	3	4	5
10. I wait 5 seconds after making a comment or asking a question so the infant/toddler has a chance to respond.	1	2	3	4	5	1	2	3	4	5



## Module IV Reading with Infants & Toddlers

11. I talk individually with each infant/toddler every day about what the child is interested in.	1	2	3	4	5	1	2	3	4	5
12. I use rhymes and finger plays during routines, experiences, and activities throughout the day.	1	2	3	4	5	1	2	3	4	5
13. I use CAR (Comment, Ask, Respond) when talking with infants and toddlers.	1	2	3	4	5	1	2	3	4	5
14. I positively acknowledge infants' and toddlers' comments and responses and follow their lead.	1	2	3	4	5	1	2	3	4	5
15. I use parentese.	1	2	3	4	5	1	2	3	4	5
16. I use parallel talk.	1	2	3	4	5	1	2	3	4	5
17. I use self talk.	1	2	3	4	5	1	2	3	4	5
18. I read using an enthusiastic voice, different facial expressions and gestures.	1	2	3	4	5	1	2	3	4	5
19. When reading, I point to pictures and label or talk about them.	1	2	3	4	5	1	2	3	4	5
20. I use CAR (Comment, Ask, Respond) when reading with infants and toddlers.	1	2	3	4	5	1	2	3	4	5
21. I make comments to connect the book and pictures in it to the infants'/toddlers' real life.	1	2	3	4	5	1	2	3	4	5
22. I read at least one time each day with each infant/toddler.	1	2	3	4	5	1	2	3	4	5
23. I include reading in routines, experiences, and activities throughout the day.	1	2	3	4	5	1	2	3	4	5
24. I start or stop reading based on the infants'/toddlers' cues.	1	2	3	4	5	1	2	3	4	5

25. What other information or resources would help you provide quality experiences for infants and toddlers?