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Literacy for Littles

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Presenters: Mary Ellen Nevins and Ashley Garber

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>> Mary Ellen: Good morning, everyone. I would like to welcome you to our program this morning Literacy for Littles. I'm Mary Ellen Nevins and I am joined today by my colleague, Ashley Garber, for our contribution to the HOPE summer series. Certainly as we begin our program this morning, we are well aware of Cochlear America's Commitment to

Educational Outreach through the HOPE program.

Most often we are joined by Donna Sorkin, who is Cochlear America's Vice-President for Consumer Affairs, and she extends a welcome from Cochlear indicating that they are well aware of the need for continuing education for school-based professionals in the HOPE program, and it was uniquely designed for that purpose.

We have online seminars as well as face-to-face programs. And, in fact, this program is kind of a culmination -- or a distillation is a better term -- for one of the programs that we have given in regional seminars called, "Listening for Language Learning and Literacy." So we are pulling out some of the main points from that all-day presentation to share with you in this hour.

I'd like to tell you a little bit about Ashley and myself as your facilitators this morning. Ashley is a speech and language pathologist, and she's been in private practice for a number of years. She practices in aural rehabilitation services. She has more than 10 years of experience working with both children and adults who use cochlear implants.

Ashley and I have teamed now for the last two years in creating presentations for the HOPE program both, as I said, online and in person. And we have quite a library of recorded

and archived sessions we would direct you to when looking for additional programming. There are also a number of experts who have been recorded on topics of interest to school-based personnel as well. So we urge you to visit the Cochlear website. We'll give you a little bit more information about that at the end of our presentation.

I am a teacher of deaf and hard of hearing children and have also worked as a teacher educator and have been in the field since about 1987. That math makes it about 20 years in the field of implantation. And I've had the opportunity to write a number of books on children with cochlear implants.

Now, what we have planned for you today is to talk a little bit about reading development, especially the reading development that occurs before formal instruction because of our early intervention emphasis this summer, and we're going to be focusing on precursors to literacy. We will be highlighting book sharing and talking a little bit about reading aloud. And if the Video Gods are with us, we will share some video clips with you to help illustrate our points.

We will actually be making some real book recommendations by the end of the hour and, hopefully, we'll have some time for a little bit of discussion as we go through our program, and perhaps we'll have some time for those questions at the end.

So let us begin, if you will, by sharing this graphic. I'm very big on creating graphics that might provide the visual display of what we're trying to really communicate. And what I'd like to suggest is that when I think about reading development, I think about three different stages. The first is the precursor to literacy stage, and that really gives us an opportunity to think about filling the box with spoken language that will be important for students to bring to the reading task. So we'll spend the bulk of our time talking about those precursors to literacy today.

I would maintain that the smallest component in this stage is the breaking the code component. It has been my experience that children with hearing loss don't really have a problem breaking the code. But where the problem comes in, in that third stage, is whether or not they have the sophisticated and mature language vocabulary to help them read with comprehension. So we're going to talk a lot about what you can do in the preschool years that will help fill that box with skills that will be directly transferable to the reading-to-learn period that you see by the arrow at the top. We're suggesting precursors to literacy will be directly inputting into the reading-to-learn phase.

So let us begin our journey by talking a little bit about these precursor to say literacy. What exactly are these?

When we think about reading achievement, one of the things that we're going to take a careful look at is how language comprehension will set that stage so that we're going to talk individually about each of these components, the world knowledge that a child has, the understanding of time, sequence of events, whether or not the child understands causal relationships, can the child make inferences or predictions, can he take another's point of view and what is the important role of vocabulary early on in the process?

Now, I'd like to talk for a moment about background and world knowledge and just would like to share with you that I have recently attended a very wonderful conference in Washington, D.C., that A.G. Bell sponsored called "Talk for a Lifetime," and Ashley and I sat in on a number of very fine presentations. And during the course of that program I was able to attend a breakout session by a gal named Susan Lenihan that teaches at Bonfonte University, and she talked a little bit about this and did some work by Snowe (sp) that calls it fund of knowledge. And I think that is kind of an interesting concept. What are your funds and what are the child's funds that he brings to the reading class?

So what is this all about? Well, it is the objects, the people that are in a particular situation, and the language and vocabulary that are used to describe those situations that the child brings with him to any story listening or any later story

reading task. It is important for the child to have an understanding of what communication patterns are particular to a given situation and the expectations for behavior in that situation.

Now, the good news is, we can build these -- this background knowledge. We can add to the funds of knowledge either by direct experiences that is field trips, going to museums, going on activities that are sponsored by the parents, but they can also be indirect. So that we can use other books to help us build this fund of knowledge. It can be movie its, it can be pictures, so there is a lot of different avenues for adding to this store of funds.

Now, importantly a child will need to mature in his language and, also, present with understanding of time and causality. So in order to understand that a story unfolds over time, the child is going to look back on his own predictable life events. That really sets the stage for his understanding that one thing happens, it's followed by something else, and it's followed by a third event. So that in his own personal life, he begins to get this concept of the sequence of events and, then, can apply it to stories.

So in developing language, we look at really the child's ability to code point-in-time as in right now, the sequence, first this and then this, the duration of time for the next two days, the

frequency, something happens everyday, and something might happen suddenly or finally.

And then finally to look at causality. The child's concept in action and reaction will allow him to manipulate the language that will code it. In happens because something else happens. This happens so that something else will happen; or, if this happens, then something else will happen. So these are important language constructs that the child needs to have control of in order to make better use of the language that supports story understanding.

Now, another very critical role of language development is the language that will help the child organize his routines and events so that he can begin to make these predictions and make some inferences. So the idea being that the child gets a sense of what might be happening and can begin to predict a future event. It's not a guess, but it's really more of a learned prediction that occurs based on some evidence or clues.

The child will also think about this comprehension of time and sequence so that we are considering the language such as what if this happened? Or, I think this might happen. Who knows? Or it could be. These are all language phrases that the child's understanding will help him express his ideas about the stories to which he listens. And finally, when we combine our world knowledge with predictable events, we will begin to

develop inference skills. And inference skills are going to be critically important later on to move beyond third grade reading.

And very briefly, I just want to suggest that an inference skill is something that requires the child to use his or her own knowledge with some stated text or story and come up with something completely new that doesn't exist solely in the child's head and experiences or solely in the story. So it is really a coming together of some background knowledge and some story clues to come up with something new and something that will allow for that reading between the lines. Now, Ashley, I'm going to ask if you would take over at this point and tell us a little bit about point of view.
>> Melissa: Folks, we're going to get Ashley to turn her microphone on and she'll be joining us in just a moment.
>> Ashley: Okay, let me start again. There we go. Just talking a bit about taking another's point of view as another aspect of language comprehension that lends to comprehension of literature once children begin to read.

From a very early age, the children will monitor a speaker's intention and their emotion through the body language and facial expression that they use as they speak. So if Mamma says, no, no with a smile on her face, that is quite different than the very stern no, no with eyebrows lowered and maybe a finger wagging at the same time. Children learn the

difference between those two nos.

As they get older children will learn or realize that things happen to other people. They step outside of the bubble that has been the me-me, the my-my bubble experience, and it extends to other children now, and they learn that something happens to other children. And as they get older, they can begin to relate those events to other people so that they can describe things that happen to other children.

And then once they get into the preschool years, they are learning new words that will apply to these situations so that they can use words such as sad, angry, disappointed or nervous to describe the events that happened to other children. And, of course, this will play into their understanding of stories. When they realize that if something happens to someone else, then perhaps the character in the story feels they can relate that perhaps the character would feel the same way they would feel if that event happened to them. So they're beginning to lay their own emotion and understanding on to the -- to knowledge that something happens to someone else so that it comes together into understanding of a point of view of someone else.

And then the last aspect that we'd like to discuss would be vocabulary. Of course as children grow, they begin using lots of little baby words and their early vocabulary is made up, as

we know, primarily labels with some action words and some social words or modifiers. Social words are things like bye-bye, uh-oh and then other descriptive words as well.

And then that vocabulary of course will grow with -- through experience,where and whether that experience is direct or indirect, as Mary Ellen described to us in the discussion of world knowledge. Vocabulary grows from all of those experiences. Importantly we need to recognize that exposing children to multiple context will really broaden their understanding of particular words. They'll have a richer understanding of a particular word. And, so, that could be talking about not only we are giving them object labels, helping them to realize that we mean the real item, the toy that symbolizes that item, a picture, a puzzle piece, any of these things still mean cow, for example, or car. Different colors, different shapes, different sizes, we still mean car. There are lots of different representations that fall under that label of car.

And then, of course, in a more complex way, different context will give us a different meaning for a verb or for an expression, for example, and, so, children will grow their vocabulary through experience.

As we know, the more spoken language vocabulary a child bring to the reading task and, of course, we're talking now about reading aloud and reading to children, but it is these

steps now in building vocabulary inside and outside of book experience that will better serve them when the child does get to the age where they're learning to decode and understanding through reading text. So all of these things that we're talking about now are really laying the ground work for a child's success with decoding and with comprehension of text.

We'll go forward with our presentation by discussing literacy events and by that we mean the things that experienced every day through writing and through reading so as adults we can call attention to those literacy events that are occurring throughout the course of the day. And this will just serve to show children the value that we place on our reading skills what we use our reading skills for during the day, why we enjoy reading and why it is important to us. It really shows the attention and if we can do that throughout the day that involve reading or writing, then that will model for children the importance of those skills.

Now, perhaps that -- the most important of those literacy events that we can expose children to is the one that involves story books, whether that is sharing of a storybook or actually reading the book to a child. And, so, as we go forward now, we're going to talk about those two different, slightly different events, the first being book sharing and then from there we'll

move on into actually reading a book to a child.

So we'll start now with book sharing, we would like to discuss some of the aspects that makes book sharing an experience aloud to a child.

When a child is introduced to a book for a the first time it might be a good idea for the parent to share the book with the child. I have often heard this experience called taking a book walk. So enjoying the book at the child's pace and capitalizing on what the child is interested in. So you know our tendency might be to think that when we pick up a book and bring it to the child that we should be turning the pages one-by-one and reading every word on every page and proceeding in a very systematic way through the text.

But if -- if you -- you may have the experience that if you've introduced a new book to a child that they're very excited to jump right in and look at all the pictures and flip the pages and open the flaps, if it is -- lift -- if it is a lift the flap type of a book. We would suggest during this book sharing time you don't worry about reading the text on every page many in fact, don't worry that you read every single page or you even look at every page. We would want this to be a time that the child is a bit more in control and they're showing you what they're interested in so that you as the reader or as the parent could make comments relative to what the child is pointing out or

looking at. Use descriptive language to describe those pictures and the actions that the child sees and is excited about and perhaps limit questions to those that will further discussion about the text. And we will discuss that in a little bit more depth as we look at a videotape that we have for you today.

This is a first for me and Mary Ellen using a tape in our online session. Cross your fingers this will go very well. We would like to introduce you to Kevin. Kevin and his Mom will be sharing a book called "Jamberry," which if you are not familiar with, you will have it ringing in your ears after today's session.

Kevin and Mom will take a look at "Jamberry," a nice little board book about a boy who has an adventure with his friend, the Bear, as they go through nature with lots of berries.

Kevin was identified at birth with a profound sensorineural hearing loss. He has a history of Usher's syndrome so his family was ready for the diagnosis of hearing loss when he was born. He received a Nucleus 24 cochlear implant device at 11 months of age. So in this clip he's 3 years, one month of age. And he, therefore, has a hearing age of 2 years and one month. And as a point of interest, his parents are nonnative English speakers but they do speak English in the home full-time.

So now I will be share working with you a video clip of Kevin -- actually before we get into that I would like to just go with one more slide. And ask you to consider the following questions as you view this section of videotape.

First of all, how would you characterize the interaction between Kevin and the book and between his Mother and the book and between Kevin and his Mom? So look what you see in those aspects. And note how Kevin's Mother utilizes questions in this activity relative to what we described just a minute ago. And what strategies did Kevin's Mother use to keep his attention focused on the story? So those are some of the things that I would like you to think about as we go into this video clip with Kevin and his Mom. Here we go. You should be seeing the video clip come up. I'll begin to play it now.

[Video]

>> Oh, what's the bear picking? Look at the bear. Oh, what do they have? The boy is going in the canoe, too. They're going for a ride. Looky, he put the hat on his head. What do you think those are? Are those blueberries? Oh, woe, they're going down the waterfall. Is that fun?

>> Yes.

>> Watch out, watch out, little boy. Oh, no, the canoe flipped over. Oh, no.

>> Oh.

>> Look what this one is doing. He's fishing. What do you

think that is? Is that a polar bear?

>> I don't know. The bear --

>> This one is a bear. It must be a grizzly bear.

>> Oh -- ohhhhh!

>> Oh, help. He's relaxing and playing with his toes. The bear is playing with his toes. Yeah. Oh, I see the train. Is that the train track?

>> Yes.

>> You think? The bear and the boy listening to the train. What happened then? Look at that, what is that?

[Video Ends]

>> Ashley: Okay, so you're able to take a peek at Kevin there -- and if you'll just hold with me while I go back to our presentation -- Kevin and his Mom sharing a book for the very first time. So hopefully you notice that Kevin's Mother did not talk directly to Kevin, but she allowed him to thumb through the pages and take a look at the things that she was interested in. Let's see if I can get back to -- there we are. It did it for me, I think -- capitalize on the things that he was interested in and made comments on those things. She allowed him to turn the pages at his will and she did have some questions. But perhaps you noticed that she tended to ask questions that were a bit more open-ended. Occasionally she asked a question that we would consider a test question, and that is perhaps not the very best way to progress. We would suggest using more open-ended questions so that we encourage more discussion.

So let me share with you some of the strategies for book sharing that you either viewed or that you could consider for the opportunities that you have to share books.

First of all, read the title of the book and guess what the book might be about based on the title and on the cover picture. That would be an idea that you could utilize with your young readers to in-gender some interest in the book and to help them to kind of get excited about what might be inside.

As I mentioned, let the child control the pace of the activity of the book; describe pictures and any interesting details. Do avoid asking those testing questions. In other words, what is that? What is that there? What do you see? Those questions are usually questions that you know the answer to and the child knows that. So often it will shut down from that point. Instead ask more open-ended questions. Make comments that will encourage discussion such as the bear is playing with his toes. That is something that Kevin's Mother described and that is something that got things going a little bit for them.

Use an interesting voice. That will really engage the child as he looks through the text or pull his attention if there is something that you would like to focus attention on that maybe he had not seen, using an interesting voice or a drawing in of a breath will bring the child's attention to the things that you're

saying and what you're referring to.

You can also make some connections between the new book and the experiences that the child has had in the past. That is something that goes back to the language comprehension areas that we discussed earlier. You can pull together past experiences with the text to make connections for the child.

The same with other books as well and, now, I'll turn things back over to Mary Ellen who will share with you another video of -- once we get into the reading aloud text.
>> Mary Ellen: Thanks, Ashley. I'm hopeful that we will continue to have good luck in taking a look at the video clips because I think that they really help us visualize the kinds of points that we're attempting to make. So the first one involves the first read of "Jamberry" and let's see, I guess we're going to go right to that video clip. Let's see if I can manipulate --
>> Ashley: Mary Ellen, I'm going to go ahead and -- see if you got the video going here. Is this the correct video, Mary Ellen?
>> Mary Ellen: No, sorry, that is the wrong video. We apologize.
>> Ashley: Mary Ellen, I'm going to go ahead -- it was my mistake, I believe, from earlier. So I will pull the video that you need and get it started for you.
>> Mary Ellen: Great, thanks.
[Video]
>> Do you want to sit on my lap or see it like this?

>> I'll sit like this.
>> Okay. "Jamberry." "Jamberry." One berry, two berry, pick me a blueberry. One berry, two berry, pick me a blueberry. Hat berry, shoe berry, in my canoe berry. Under the bridge berry and over the dam. Looking for berries, berries for jam. Jam. Umm. Three berries, four berries, hair berry, strawberry. Finger and paw berry. My berry, your berry. Strawberry ponies, look. Strawberry ponies, strawberry lambs dancing in meadows, with strawberry jam. Quick berry. Quack berry. Pick me a blackberry. Plain berry, crack berry. Clickety-clack berry. Billions of berries for blackberry, jam. Raspberry. Raspberry, jazz berry, raz-ma-taz berry.
[Video End]
>> Mary Ellen: So we had an opportunity to see Kevin and his Mom in the first read of "Jamberry." And you noticed that was very different from the book sharing activity really from the get-go when Kevin jumped on to Mom's lap in a reading position. So did you also notice how Kevin's Mother connected him physically to the text? And that she used repetitive language to emphasize particular vocabulary and language structure. So over and over again emphasizing key words, using what might be called acoustic highlighting in some of our literature.

Kevin's Mother modeled attention to the mechanics of reading. I hope that you were able to see how she trailed the text with her finger and how she pointed to some of the pictures in the

text. And that Kevin at this time allowed his Mom to set the pace for this experience as opposed to the first encounter when he was really in control. So by viewing that videotape it becomes obvious that Kevin and his Mom have some scripts, if you will, for book sharing and book reading and that entails some very different behavior.

So if we were to take a look at the benefits of reading aloud, we could suggest that a number of things happen when we read-aloud to children, whether we're the parent or the teacher or speech and language pathologist.

Reading aloud to children will allow them to observe the mechanics of reading that books are opened from the right to the left. But at the same time we read from left-to-right, it will help them build vocabulary and world knowledge. Expose them to much richer language patterns than spoken language. They will begin to develop some familiarity with story structure and that is to understand that stories have beginnings, middles and ends, and will certainly emphasize that reading is pleasurable. So you can see from Kevin and his Mom that that was certainly a pleasurable activity.

So let's just take a careful look at these points so that you can follow along when you're thinking about doing reading aloud with your children. As I said, books are opened and pages are turned from right to left, sentences are read from top to bottom

and left-to-right. And importantly, a reader will continue with the next line or the next page when the end of a line of text is reached. So early on some of our most basic picture books only have one sentence on a page but as the child has longer and longer attention span will have more and more text on a page and we may even see that the text continues to the next page.

Now, one of the things that we know is that we will have more varied vocabulary introduced to children through text than we use in spoken language. One of the things that we know is that it is usually much easier to communicate with children using the words they already know as opposed to reaching for higher-level vocabularies. So what we're going to suggest is that the book reading activity is a great way to check on your ability to introduce higher-level vocabulary items. And certainly we want to highlight the important rhyming patterns and word play and "Jamberry" is certainly a great example of word play that is adding the word berry, one berry, two berry, pick me berry, hat berry, shoe berry in my canoe berry. So how fun that is to add the word berry to some already known words? So that is an example of word play.

When we talk about building world knowledge, you know that we talked earlier about the opportunity to use books to help expose children to experiences that they may not have in their daily lives. So not all experiences that we learn from need to

be direct. Many of those experiences can come through book reading. And certainly the illustrations that are provided in the text can provide a jumping off point for some further discussions. So if you would call Kevin and his Mom talking about the bear and asking if that was a grizzly bear. So here we are expanding that world experience by talking about different kinds of bears.

Ashley, I am wondering if I am at the time where I'm supposed to be turning this over to you with our slides not being numbered in our traditional fashion I have lost my place. Can you give me an indicator as to whether or not I will be turning this over to you?
>> Ashley: No, go ahead, Mary Ellen. I'll pick things up when we get to the next video, a new favorite.
>> Mary Ellen: Thanks for that. So then let me continue with the notion of exposing children to the rich language patterns that we can find in story books.

If you think about the way we communicate with children, we're often using very simple sentences. We're using, as I said earlier, vocabulary words that a child already knows. When we choose a storybook, one of the things that we may choose it for is because it has some rich language patterns. We will see that there is often greater use of expanded phrases and use of embedded clauses I think off the top of my head of the, if you give a moose a muffin. If you give a pig a

pancake. If you give a mouse a cookie. So that is really an example of the kind of complex language that we expose our children to when we choose story books.

One of the things that we see is that when we look at a storybook, usually we have very correct grammar and we have less run-on sentences and often our sentences seem to run right one into the other in our spoken language. But because we are using print, we see a lot more structure to the language. And that begins to be something that the child can attend to auditorially.

And probably most important is that a child can develop familiarity with story structure. Later on in later reading, that third box, one of the things that children are going to be asked to do is tell me what that story is about. Tell me the main idea of the story. And I think so knowing that that is in our child's future, one of the things that we might want to do is impress upon the child that books are about a topic and that sometimes the title of the story will give a clue to what the main idea of the story is. We also know that stories have different kinds of characters. Some characters are going to be heros and some characters are going to be villains, and that is something we certainly set the stage for.

And when we talk about stories, we know that stories begin in a time and place and you might want to talk about where the

story takes place. Does it take place on a farm? Have you ever been to a farm? If the child has been to a farm he will have a much greater story of knowledge with which to read and understand the story. A child who has not been to the farm is going to have a little bit more difficulty and I will recommend that we think about perhaps building some of that fund of knowledge, that background knowledge as we get ready to introduce the story.

Certainly stories of problems and solutions. And all we have to do is think about some of the classic Disney videos that our children may be watching and we know that there is a character that is introduced that has a problem. Something has happened to that character in trying to solve the problem. And finally at the end of the story, the problems are resolved and everyone lives, quote-unquote, happily ever after.

The other thing that we need to know is when we are reading a story to our children, we are going to use the language and create a mood for the story and I'm reminded of a story that Ashley has talked about in the past called "The Race." It is a retelling of the "Tortoise and the Hare." And in reading the script for the tortoise, we slow down to create that mood of the slow and steady tortoise who will win the race as opposed to speeding up our language when we are talking about the hare who is always running very quickly and using some shortcuts to try and win the race. So just the way we use that language

sets the mood for a story.

And, finally, we would emphasize that reading is pleasurable. Certainly taking a look at Kevin and his Mom sitting together so closely really sends the message that reading is a pleasurable activity in this busy world of ours. It is important to try to find the time that will just be Mom and child time or teacher and child time at the end of the day for a child, carving out an opportunity to read and share books together. Certainly I've been in classrooms where there are book-nooks with comfortable pillows so that we associate reading with a very positive and comfortable experience. And certainly when we model that reading is a worthwhile activity, we're communicating that to our children that it is important to spend time in reading.

So, Ashley, I guess now I'm going to ask you to really bring us on home with the new favorite "Jamberry" and see what it looks like after Kevin has had some time reading that story with his Mom.
>> Ashley: Sure, I'll go ahead and play the video and then we'll have a few moments of discussion about it. [Video clip]
>> He's falling down.
>> What happened to him?
>> This, this.
>> What happened?
>> He hurt his butt.

>> He hurt his butt, what does that mean?

>> It doesn't hurt.

>> No, what are they doing?

>> They're skating.

>> They're skating. Do you know how to skate.

>> Yes.

>> You know?

>> They're skating down. They fall down

>> He fell down.

>> He got a boo-boo

>> Where?

>> He wants his Mommy

>> He wants his Mommy. What is Mommy doing?

>> Mommy is skating.

>> Mommy is skating. Raspberry rabbits.

>> Raspberry, elephant.

>> Elephant skating. Where? On raspberry.

>> Jam! Strawberry.

>> No, first moon berry.

>> Star berry. Moon berry. Sun berry, moon berry.

>> Boom berry, zoom berry.

>> Rocket zoom by.

>> Rocket zoom by.

>> The mountains.

>> Rain down on me.

>> Is that strawberries?

>> It is grapes, pick grapes.

>> No, those are raspberry

>> Raspberry, eat them?

>> Yeah, you can eat it.

>> It is yuck. I got the squares to -- my mouth.

>> Mountains and fountains.

>> Mountain and mountain. Rain down on me.

>> Berries.

>> Rain down on me.

>> Yes, jam, jamboree.

>> Ashley: Okay, so hopefully you enjoyed that experience with Kevin and his Mom and "Jamberry." I did type in the chat session. I realize we didn't anywhere indicate the author of this book is Bruce Degen, and I did type that into the chat session in case you're interested and you don't know this book already. I think if it is -- it is a favorite of mine. I don't know if it might already be of yours.

So just to orient you quickly to that clip, because I didn't mention it beforehand, but originally the book sharing and the first reading of that book were taped on one date and I left the book with Kevin, with his Mom for a couple of weeks and just let them look at the book whenever it was of interest and a few weeks later I made this tape and that is how Kevin and his Mom now interact with their book. Now that it is a favorite, you could see hopefully that Kevin and his Mother used kind of a combination of reading aloud and natural discussion. There was sort of a melding of the read-aloud and the book

sharing opportunities together. So there were moments where text -- Mom was reading the text or Kevin who had in some ways memorized the text was repeating what he remembered and then they would stray to a picture and comment on what was happening or what was going on there.

Mom used lots of opportunities to expand vocabulary. For example, Kevin pointed to a picture and asked about the pink grapes and Mom said, no, those are raspberries. They're not grapes. They're raspberries.

Hopefully you noticed that Kevin made spontaneously some personal connections to the text. When we haw the bear, -- when he saw the bear or the elephant that had fallen down ice skating he said that he himself, he had a boo-boo and he wants his mommy. Of course as you remember with our discussion earlier, this is a connection to something that has happened before in Kevin's life, something that he knows about. He can take that character's point of view and say that he probably feels sad and wants his Mother because he remembers that is how he or thinks that is how he might feel in a similar situation. So he's really using some nice comprehension skills and relating in this case pictures, picture queues but he could do the same with text.

In this example, Kevin shows enough familiarity that he actually seems to be reading the text and he's actually of

course tracking with his fingers. We know that he's not really reading. He has really, you know, memorized or remembers some of the language of the story and is enjoying it so much that he repeats it and is in those cases wanting to be back in control of the text, brushing off Mom's hand so he can show what he needs. So this is really the culmination of lots of positive experiences with that book.

So what we would like to do now is pull all this together just a little bit and remind you a bit about some of the reading comprehension skills that we can jump start with read-aloud experiences. And again, we aren't talking about children actually reading yet but through discussions that occur with these read-aloud activities, we think that you can promote some of these thinking skills. As we mentioned making personal connections to -- between the text and things that have happened in the child's own world, predicting with that information, predicting what might happen next or inferencing how we think things are -- a character might feel or might be thinking. We can get the main idea of the story, talk about what is that story about, as Mary Ellen mentioned. Children can work on retelling it perhaps. And in our example, Kevin's father was not present for any of those book sharing activities or reading activities. And, so, Kevin could tell Dad about it later when he's at the dinner table so that his retelling skills are challenged.

We can help our children to draw conclusions from the information that they hear as we read to them, and also as I mentioned make inferences as well. And, so, all of these are language skills. They're comprehension skills. And they're reading comprehension skills that we're using text to develop them and as they get closer to reading themselves, they'll already have these skills in place.

So some of the benefits of repeated reading are what we would like to discuss next. If we expose the child to a story over and over again -- what we're doing is setting the stage for later reading in that we're allowing for frequent pairing of the auditory and the permutation of the story and that is going to reinforce the concept that print makes sense, that words are written on the page for a reason and that we can get information by reading those words.

A discussion that I've had with others is often this is an area where our children with hearing impairment have a real problem in that they don't realize that what they need to know is right there in front of them on the page. That the words are the meaning. And that through decoding the words, they'll learn what it is that they want to know or need to know in a text. And if we start early with this pairing and tracking, actually tracking and working with our fingers, this will really help with developing that skill.

The following two points are from -- comments from Novick in 1999 that rereading familiar stories will be complimented by growing interpretation of those picture queues. So putting the two together as we read over and over again will begin to build on itself. And that those who have taught themselves to read report that they have done so through teaching themselves to read from their favorite story books. So after having heard their parents read the same stories over and over and over again, they're using that memory and rhythm of what they remember to then learn to read some of the actual words on the page and pair the two together. So lots of benefits from reading over and over again with children.

And to that end, we would like to share with you some recommendations of particular books. Often for parents this can be hard to know which are good books and which books win, so we've got a couple of references for you.

The last one that I've pictured probably should have been first because it is a great handout. But "The Read Aloud H andbook" From Jim Trelease is great. And I will go through these quickly because we're nearing our end time. The first category is books with repetitive language and again tying into the points we were just making about repeated reading. So, too, are books with repetitive language that are good for helping children to get into a rhythm with the story, and very quickly they will know what language to expect from a story.

One of my favorites -- and I think it is a very popular choice -- would be "Brown Bear Brown Bear" by Bill Martin and Eric Carle. And most of you probably do know the language from this book. I see a red bird looking at me. I see a black cat looking at me. So we have repetitive language over and over again with a few small changes that go with the picture on the page. So children can really quickly get into a rhythm and can expect what to hear from page to page.

One that is a bit newer -- and you may not be familiar with -- we've tried in each of these categories to introduce you to something new. This one is called "Ollie" and it is by Olivier Dunrea. And some language from this story, this is Ollie and Ollie is waiting. He won't come out. He rolls to the left. He rolls to the right. He won't come out. The language is repeated over and over again in the story. And we see that Ollie is actually inside that egg. We do get to meet him by the end of the story, but for quite a while he won't come out. So that language is repeated over and over again.

Wordless books are a great resource for parents and for teachers and therapists as a way to, particularly in the book sharing stage, really hear what children have to say about illustrations. And there's no text so there is no wrong way to read this book. So it is a great tool for a therapist that is working with a family that is uncomfortable with the reading

aloud and isn't quite sure what to do and how to do it. There's no wrong way to read this. There is really only your imagination holding you back with a book like this. And each time that you read, it could be a little bit different. So we can use simpler language or more complex language, depending on our goals at a particular time or a mood or whatever.

So a popular choice would be "Pancakes for Breakfast" by Tomie DePaola. This is a very predictable story line about a woman who is making pancakes and looks for, one-by-one for, each ingredient but then things go a little bit awry in the story. And some things by Tomie DePaola is the hunters go awry and there are others with text, too.

Something that is perhaps new -- not a new book but I think one that is less well-known -- and this is a series actually by Gerda Muller, and these are illustrations of a child spending a spring day in the form in "Spring." But Gerda Muller also has "Summer, Autumn and Winter," and no words, lots of pictures to describe and make up your own story about.

And the last category would be what I've called picture books. What I mean by this is, this is along the lines of a story -- a very true story with a beginning, a middle and an end. Small conflict in resolution. So it has a real story structure using the higher level of vocabulary that we talked about but with very lovely pictures that will gain a child's interest and keep them

really interested in the text that you're reading.

A popular choice might be "Bear Snores On" by Karma Wilson and Jane Chapman. Some language in this book, cuddling in a heap with his eyes shut tight, he sleeps through the day, he sleeps through the night. So nice rhyming structure, lots of higher-level vocabulary to expose a child to through the reading aloud opportunity. And again, a story structure that will expose a child to a higher-level of language as well. Others by the same author and illustrator are "Bear Wants More." And there are some holiday books about Bear and several others.

One that might be something a little newer would be "Room on the Broom" by Julia Donaldson and Alex Scheffler. A language example from this book, the witch's half broomstick flew into a cloud and the witch heard a roar that was scary and loud, a nice Halloween story here. Again, great language. Higher-level vocabulary and lots of conflict in this story, but it is resolved nicely by the end. Also by Julia Donaldson is a book called "The Gruffalo," Another favorite for preschool kids.

So hopefully you have gotten some nice, new ideas for stories from those. If you would like even more, I would encourage you to check out the "Read Aloud Handbook" by Jim Trelease. This is a fantastic book filled with lots of discussion and rationale for reading aloud to children, ways that teachers

have incorporated reading aloud into their classrooms for very young children on up into the high school years. An excellent resource for parents as well as for professionals.

And a really nice feature of this book is a treasury, a read-aloud book that is at the end. And you'll find a list of other wordless books, other picture books and predictable books for children of all ages, young to again high school as well. So do check out the "Read Aloud Handbook" by Jim Trelease. It is a fantastic resource. And with that, we are right at the end of our time.

We had had one question earlier in the morning. Mary Ellen, if you would like to take a crack at Marcia's question, and we'll see if any others come in in the last one or two minutes that we have here before we close today.
>> Mary Ellen: Sure. Nicely done, Ashley, on all those resources. Some of those books are new to me so I appreciate hearing your reviews on them and will be angina to add those to my collection. Marcia wrote in with a question regarding the children with whom she works in Salem, Oregon, and Marcia is a speech pathologist and she works with children who are what I call, in a small instruction or self-contained class in the morning and then they go in to a mainstream class in the afternoon, a mainstream kindergarten class. And she reports that the children have difficulty keeping up in the afternoon class, especially during

the teacher's read-aloud. They're having some difficulty with the language and attention of the story. I'm thinking that capitalizing on some of the thing that we talked about today, that a number of things might be able to happen; number one, build background knowledge that will allow the child to follow the story more closely because it makes more sense; using other books by the same author builds familiarity with the style; or, introduce the book itself in advance of the teacher's reading the story.

We know that repeated reading has so many benefits that I don't think it would hurt a child to be in a classroom where he has some advanced knowledge of what the story is going to be about that will free him to maybe be a little bit more of an active participant. So just off the top of my head those are three thoughts that I had to Marcia's question. How can we help kids be better at attending and participating at read-alouds. Ashley, do you have anything that you would add to that?

>> Ashley: I don't know if you mentioned in your review of her question that she did state that only of the children she's referring to only one or two have personal FM systems and that a Soundfield system is being used in the classroom and I would recommend to you that you advocate for Soundfield systems for those kids. I don't want to give you an exact number but we know that children get a much better boost with those personal FM systems. In this particular example if

they're in a group and they're possibly further away from those Soundfield speakers then they may very well not be getting the acoustic information that they need to pay the best attention as well. So in addition to the excellent instructional strategies that Mary Ellen recommended, I would also suggest advocating for those personal FMs as much as you can.

And that will bring us to the one other question that we have had. Kimberly asks, if you're working with an older child who has not developed these skills, would you step back and revisit many of the steps you've discussed today. She's referring to, in her case, a child that is 10 years old. And I would say absolutely. Particularly in terms of building background knowledge and making connections and listening to oral stories, working on a lot of language through oral stories outside of the task that they may have that involve decoding and comprehension of written text so that you can really build some of the expectation for story structure, those sorts of things. So my answer would be, yes, to absolutely revisit some of these lunch-type topics. And Mary Ellen, maybe we'll have a word on that and then we can quickly take people through our last two slides and close up for the day.
>> Mary Ellen: Yeah, I did want to weigh in on the notion of, you know, a 10-year-old child and age-appropriate materials. You know, I kind of get a little worried when I consider talking animals for 10-year-olds and one of the things you might want to keep in mind is using more what we will call expository text

so there are lots of places where you can get some high interest reading materials that really are not narrative text but are expository text, whether they be about real live animals or how things work or visiting different places. Those are the kinds of informational text that really will present reading with less of the cumbersome embedded clauses that we find in our narrative text. It used to be in the past that we avoid expository text for deaf children because we thought it was too hard. I think the new thinking is expository has likely less of that embedded language, less of the complex language structure and a more simplistic pattern to follow. So I would urge you to take a look through Scholastic Reader, readers that are for older children that also have some challenges. I think you might find there is a wealth of materials out there.
>> Ashley: Great, Mary Ellen, thank you. I think that was an excellent point to add to that discussion. While Mary Ellen was speaking, hopefully you saw the slide come up regarding upcoming online sessions. We have a few more in our summer series. One next week I think is about, cochlear implants, "Where Do We Go From Here? Transition From Preschool." And then on the 15th coming up will be a topic about "Using Experience Books to Promote Reading Skills." So hopefully you can join us for those discussions. And if you do have any questions or comments about today's presentation, Melissa had mentioned at the beginning how you could save the two documents, the handout document as well as the feedback form that we've offered for you today.

And if you will send that feedback form to hopefeedback@cochlear.com, and you can use that for your continuing education needs. Of course the CEU test would also be available for those of you to whom that applies.

So we do thank you for joining us today. And as it is quite a bit past our time, we will have to quickly check out -- we had a quick check. Any information on how to save those? I believe if you double click on the title of the piece that you want. So, for example, if you want the feedback form, double click on that and then you'll be led through step to say save that on to your computer. You want to go ahead and save it on to your desktop or your hard drive in some way to access that to send it back to us a little bit later on. Yes, Melissa says click on the file name and select save to my computer. See if Melissa has an answer for Tina who says that hers is not saving.
>> Melissa: Okay, just go ahead in the file share pod, you're going to click on the name of the file and select save to my computer. A new window will open up and you will select click here to download. If any of you have any difficulty in doing that, please feel free to send a note with your e-mail address and we'll be happy to send those off to you.
>> Ashley: Okay, great. That worked for me. I did that as Melissa described the steps and it worked for me. We'll give another minute here for people to go ahead and save those files before we close down for the day. That will be the last word from me. I thank you all for attending today and for your

patience in following us through this new platform.

>> Mary Ellen: I would like to also thank you for spending your precious time with us today. We know that our days are busy and yet we have 30 folks who took a time out and spent an hour with us. We hope that you find it to be profitable. Thanks so much for joining us for this online session, and we'll continue to look for you online in the next school year. Bye now.

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