

# *Encouraging Children to Read*

Handout

Presented by:  
Hazel Osborn, M.A.

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NIH Child Care

<http://childcare.ors.nih.gov>

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### Benefits of Reading

- Reading to your children helps create a nurturing bond
- Improves your child's vocabulary and promotes good communication
- Helps children succeed school
- Promotes longer attention span, which is an important skill for your child to be able to concentrate

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### Benefits of Reading

- Reading can help regulate emotions and feelings
- Builds listening skills and imagination
- Sparks interests and feeds curiosity
- Books can teach your child about relationships, situations, personalities, cultures, etc. (fiction & non-fiction)

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## The Gift of Reading

- Give your child books as gifts
- Let your child stay up late to read as a special treat
- If you give rewards or incentives – make it a book
- Birthday gifts for friends
  - Books, magazines, or magazine subscriptions

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## Search for Fun Reading Activities

- Give your child a list of things to find in today's newspaper. Here are some ideas:
  - A map of the United States.
  - A picture of your child's favorite athlete.
  - The temperature in the city where a family member lives.
  - Three words that begin with "w".
  - A movie that is playing at a nearby theater.

Source: [www.Newsforparents.org](http://www.Newsforparents.org)

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## Essential Early Learning Reading Skills

- Phonemic
- Phonics
- Vocabulary
- Reading comprehension
- Fluency (oral reading)

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## Learning to Read – Associated Skills

- Talking
  - Use complete sentences
  - Use a vast vocabulary
  - Speak clearly and insist that your child do the same
  - Give clear instructions and keep communication calm
- Listening
  - Reward your child for listening
  - Ask questions to assess listening behaviors
  - Encourage your child to have good eye contact
  - Discourage behaviors such as interrupting

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## Reading – Birth to One Year

- Use small, chunky board books that your baby can easily hold onto
- Talk about the pictures with your little one
- Sing the text to keep baby's attention
- Play peek-a-boo with lift-the-flap books
- Help your baby touch and feel in texture books
- Read for short periods several times during the day
- Pay attention to how your child responds to the reading
- The American Academy of Pediatrics recommends daily reading to children beginning by six months of age

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## New York Public Library

- 100 Picture Books Everyone Should Know
- <http://kids.nypl.org/reading/recommended2.cfm?ListID=61>



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## Reading – One to Three Years Old

- Offer a selection of books and let your child choose what to read
- Let your toddler turn the pages
- Read expressively
- Use props – puppets, objects
- Substitute your child's name for the character's name
- Ask them
  - Questions
  - To point out things on a page
  - Complete the sentence when there are repetitive lines in the book

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## Reading – Elementary School

- Even when children can read on their own, keep reading to them
- Use flags for your child to highlight important parts of a book for an assignment
- Have your child write a summary as soon as they are finished with the book in order to remember important parts
- Let your child find books that are interesting to them
- Evaluate your child's comprehension

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## Reading – For Teens

- Read the same book as your teen and discuss it together
- Start a book club
- Invest in an e-reader
- Consider graphic novels
  - Twilight and Lightning Thief are both creating graphic versions
- Offer your child reading opportunities
  - Create space in your home, take trips to libraries, etc.
- Ask your teen to be a reading volunteer
  - Talk to your local library

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## Reading – For Teens

- Resources
  - Internet Public Library - [www.ipl.org](http://www.ipl.org) – “Teen” Section
  - [www.ala.org/yalsa/](http://www.ala.org/yalsa/) - 2012 Quick Picks for Reluctant Young Readers  
<http://www.ala.org/yalsa/booklists/quickpicks/2012>

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## If You Have Concerns...

- Early intervention is key to success
- Talk to a professional
  - Pediatrician
  - Teacher specialist
- Utilize school resources
  - Classroom teachers
  - Reading specialists
  - Guidance counselors

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## E-Books vs. Paper Books

- Early research shows that electronic books are as good as print versions.
- Sesame Workshop and Scholastic are currently researching these 2 methods and impact on reading skill development
- Many organizations are offering electronic versions of children focused literature and are creating apps including National Geographic and Scholastic
- Last 3 years have shown dramatic increases in electronic offerings

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## At All Ages – Summary

- Set clear guidelines and limit use of TV and video games
- Be a role model
- Read to your child
- Read with your child
- Make up your own stories together
- Look at homemade books, scrapbooks, and photo albums telling stories about what they are seeing

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## Seek Out Book Lists

- School and Public libraries
  - Public Library Search
    - <http://www.publiclibraries.com/>
- Reading is Fundamental
  - [www.rif.org](http://www.rif.org)
- International Children's Digital Library
  - <http://en.childrenslibrary.org/>
  - Featured books, local library news, etc.

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## Resources

- U.S. Department of Education
  - “Help My Child Read” reading resources
  - <http://www2.ed.gov/parents/read/resources/edpicks.jhtml>
- Scholastic for Parents
  - <http://www.scholastic.com/parents/>
  - Articles, free printable worksheets and activities, videos, newsletters, etc.
  - Tips for reluctant readers:
    - <http://www.scholastic.com/resources/collection/support-reluctant-readers/>

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# 17 Ways to Keep Your Middle Schooler Turning the Pages

Amidst the flurry of friends, homework, and hormones, your pre-teen may not feel like reading. Try these tips for keeping her interest and skills on track.

1. **Let your child choose what to read.** While you may cringe at his preferences, he may never touch a title if it's force-fed.
2. **Talk about what she reads.** Ask her what she thinks of a book and make connections with ideas or issues that are relevant to her life.
3. **If he's struggling or bored with a book, let him put it down.** Forcing him to stick with a difficult or dull book that's intended for pleasure will reinforce the idea that reading is a chore.
4. **Subscribe to magazines that will interest her.** Ask her to choose one or two titles and put the subscription in her name.
5. **Read the newspaper together.** Whether it's for 15 minutes over breakfast or on weekends, establish a routine and discuss what you each read.
6. **Be flexible with bedtime and chores when your child is reading.** Within reason, avoid asking your child to stop reading.
7. **Play games that utilize reading.** Word- and vocabulary-building games like Scrabble or Boggle are great, but many board games provide reading opportunities (even if it's just the instructions). Crosswords provide opportunities for learning new words and spelling practice, too.
8. **Encourage your middle-schooler to read to a younger sibling.** Letting him take over ritual reading at bedtime once a week will ensure he reads something, and he may find his sibling's enthusiasm for stories contagious.
9. **Visit the library together.** Try to make it an event where you share some quality one-on-one time and both choose a few books.
10. **Find an outlet for your child to "publish" a book review.** When she finishes a book, encourage her to write it up for a family or school newspaper, magazine, or Web site. She could also try posting a review at a local bookseller or an online retailer.
11. **Ensure he has a good reading space.** He should choose where it is, but you can make sure it's well lit and inviting so he stays a while.
12. **Keep up on what she's reading.** If you can, read a few pages of her books yourself so you can discuss them with her.
13. **Encourage writing.** Whether it's via snail- or e-mail, suggest that he keep in touch with distant friends or relatives. Keeping a journal or chronicling a family vacation will also provide reading practice.
14. **Provide a good dictionary.** She may not want to ask for your help with words anymore, so make sure she has a good reference.
15. **Suggest books from movies he liked.** He may enjoy getting even more detail in the book.
16. **Listen to books on tape in the car.** If you're heading on vacation, or even back-and-forth to school, try listening to a novel that will appeal to everyone.
17. **Model reading.** Your pre-teen will still follow your reading habits (though she'll never let you know it!). Let her see you reading, make comments, and share interesting passages with her.

Source:

<http://www.scholastic.com/resources/article/17-ways-to-keep-your-middle-schooler-turning-the-pages>

## Resources for Children -- Helping Your Child Become a Reader

<http://www2.ed.gov/print/parents/academic/help/reader/partx1.html>

Here's a sampling of books, computer programs, and Web sites that you and your child can enjoy together. Check with your local librarian for more suggestions.

### Babies

Brown, Margaret Wise. *Goodnight Moon*. Harper Collins, 1997. A little rabbit says goodnight to all the things in his room and, finally, to the Moon.

Johnson, Angela. *Mama Bird, Baby Birds*. Orchard, 1994. Joshua and his sister, two young African-American children, watch a mother bird feeding its babies.

Wells, Rosemary. *Max's Bedtime*. Dial, 1998. Even though Max's sister offers him her stuffed animals, he cannot sleep without his red rubber elephant.

### Play Books for Toddlers and Preschoolers

Carle, Eric. *The Very Busy Spider*. Philomel, 1984. Farm animals try to keep a spider from spinning her web, but she doesn't give up and she makes a beautiful and useful creation. Pictures may be felt as well as seen, making this a great book for visually impaired children.

Hill, Eric. *Where's Spot?* Putnam, 1980. In an interactive lift-the-flap book, children help Spot's mother, Sally, search the house to find him. This book has been translated into a number of languages, including a sign language version.

Kunhardt, Dorothy. *Pat the Bunny*. Golden Books, 1990. In this touch-and-feel book, Paul and Judy smell the flowers, feel Daddy's scratchy face, look in the mirror, play peek-a-boo, and, of course, pat the bunny.

Lacome, Julie. *Seashore*. Candlewick, 1995. Small fingers can poke through the holes in the pages of this board book about the beach, and seem to change into fins, wings, or crawling legs.

### Alphabet Books for Preschoolers-First-Graders

Kitamura, Satoshi. *From Acorn to Zoo and Everything in Between in Alphabetical Order*. Sunburst, 1995. Each page shows an assortment of things that begin with the same letter—all clearly labeled. For each page there is a question (and a clue) that can be answered only by looking carefully at the picture.

MacDonald, Suse. *Alphabatics*. Bradbury Press, 1986. The letters of the alphabet are transformed and placed in 26 illustrations so that the hole in b becomes a balloon and y turns into the head of a yak (an ox with long hair).

Rankin, Laura. *The Handmade Alphabet*. Puffin, 1996. This book presents the handshape for each letter of the manual alphabet (American Sign Language) accompanied by an object whose name begins with that letter.

Shannon, George. *Tomorrow's Alphabet*. Mulberry Books, 1999. A is for seed—what's going on here? The seed is tomorrow's Apple! An imaginative alphabet puzzle that encourages children to think and make predictions.

Shelby, Anne. *Potluck*. Orchard, 1991. A multicultural collection of friends having names starting with A-Z bring a variety of dishes to a potluck.

### Wordless Picture Books for Preschoolers-First-Graders

Carle, Eric. *Do You Want to Be My Friend?* HarperCollins, 1995. A little mouse asks all kinds of animals, "Do you want to be my friend?"

dePaola, Tomie. *Pancakes for Breakfast*. Voyager Books, 1990. A little old lady's attempts to have pancakes for breakfast are hindered by a lack of ingredients and the help of her pets.

Mayer, Mercer. *A Boy, a Dog, and a Frog*. Econo-Clad Books, 1999. A boy and a dog try unsuccessfully to catch a frog.

McCully, Emily. *School*. HarperTrophy, 1990. The eight oldest mice in a family prepare for the first day of school. After everyone leaves, and the house is too quiet, the youngest mouse decides to go discover what school is all about.

Wiesner, David. *Tuesday*. Clarion, 1991. One night a town is invaded by extraterrestrial frogs flying in on their lily pads.

### **Rhyming Books for Toddlers-Kindergartners**

Christelow, Eileen. *Five Little Monkeys Jumping on the Bed*. Clarion, 1989. This counting rhyme shows five little monkeys getting ready for bed and getting sidetracked by some serious bed-jumping.

Cole, Joanna, and Calmenson, Stephanie. *Eentsy, Weensty Spider: Fingerplays and Action Rhymes*. Morrow, 1991. This book, illustrated using children of diverse cultural backgrounds, includes fingerplays and action rhymes that have been chanted, sung, and loved by generations.

Dyer, Jane. *Animal Crackers: A Delectable Collection of Pictures, Poems and Lullabies for the Very Young*. Little, Brown, 1996. This picture book contains a collection of Mother Goose classics, modern poems, lullabies, and simple stories, many of which celebrate special times in a child's first years.

Martin, Bill, Jr., and Archambault, John. *Chicka Chicka Boom Boom*. Simon & Schuster, 1989. The rhythmical story of letters of the alphabet climbing and falling from a coconut tree.

### **"Predictable" Books for Toddlers-First-Graders**

Aardema, Verna. *Bringing the Rain to Kapiti Plain*. Dutton, 1993. Told in verse, this is the story of how Kipat, a herder, makes it rain on the dry Kapiti Plain.

Hutchins, Pat. *Rosie's Walk*. Macmillan, 1968. Rosie the hen goes for a walk and manages to avoid many attempts on her life by a predatory fox. Also available in Spanish.

Lowell, Susan. *The Three Little Javelinas*. Northland Pub., 1993. This southwestern tale, based on "The Three Little Pigs" and illustrated with Native American and Latino characters, is about three little javelinas as they try to outsmart the coyote who had hoped to eat them with red chili sauce.

Martin, Bill, Jr. *Brown Bear, Brown Bear What Do You See?* Holt, 1996. What children see is a surprising cast of animals!

McNaughton, Colin. *Suddenly!* Harcourt Brace, 1995. Time after time, Preston the Pig outwits a hungry wolf that is trying to catch and eat him.

### **Multiple-Language Books for Preschoolers-First-Graders**

Brown, Ruth. *Alphabet Times Four: An International ABC*. Dutton, 1991. Beginning with the letter A and ending with Z, this book offers a word that happens to begin with the same letter in four languages, English, Spanish, French, and German, accompanied by creatively bordered pictures.

Garza, Carmen Lomas. *Family Pictures*. Children's Book Press, 1990. In this bilingual text (Spanish and English), a young girl remembers her day-to-day family life while growing up in Texas in a Mexican-American culture.

Hirschi, Ron. *Seya's Song*. Sasquatch Books, 1992. A young S'Klallam girl follows the seasons of the salmon, interweaving aspects of the life and culture of her Pacific Coast tribe and using words from her native language.

Lee, Huy Voun. *In the Park*. Henry Holt & Co, Inc., 1998. Xiao Ming and his mother go to the park, where they see a variety of people of different cultures, ages, and disabilities. At the park, his mother teaches him how to draw and pronounce some Chinese characters.

Rattigan, Jama Kim. *Dumpling Soup*. Little, Brown, 1993. Marisa, a 7-year-old girl who lives in Hawaii, explains the traditions her family celebrates at the New Year. Hawaiian, Japanese, and Korean words and phrases add to the English text.

Stock, Catherine. *Where Are You Going Manyoni? Tomorrow*, 1993. Manyoni lives in Zimbabwe and on her way to school she passes many beautiful areas, wild animals, and birds. The book includes a picture glossary of wildlife and a key to pronouncing African words.

### **Beginning Readers**

Eastman, P. D. *Go, Dog. Go!* Random House, 1989. Big dogs, little dogs—black, white, yellow, and blue dogs—they are all very busy going places and doing things.

Krauss, Ruth. *The Carrot Seed*. Harper Collins, 1973. A little boy knows a carrot will grow from the seed that he planted no matter what anyone else may say or think.

### **Early Read-Aloud Chapter Books for Preschoolers-First-Graders**

Cameron, Ann. *The Stories Julian Tells*. Knopf, 1981. Julian tells great stories, He can make people, especially his younger brother Huey, believe almost anything, which sometimes leads to lots of trouble.

Milne, A. A. *The House at Pooh Corner*. Dutton, 1991. The book is about the timeless adventures of Pooh, Piglet, Christopher Robin, Owl, Tigger, and Eeyore in the Hundred-Acre Woods.

### **Children's Magazines**

#### *Babybug*

P.O. Box 9304

LaSalle, IL 61301-9897

(<http://www.babybugmag.com>)

Board-book magazine with illustrated rhymes and stories for parents to read with children. (Ages 6 months-2 years)

#### *Click!*

P.O. Box 9304

LaSalle, IL 61301-9897

(<http://www.clickmag.com>)

Contains science and social studies stories, both informational and fiction. (Ages 5-6)

#### *Sesame Street Magazine*

Children's Television Workshop

One Lincoln Plaza

New York, NY 10023

(<http://www.ctw.org/sesame/>)

Sesame Street characters are featured in stories, poems, puzzles, posters and more.

(Ages 2-6 years)

#### *Your Big Back Yard*

National Wildlife Federation

8925 Leesburg Pike

Vienna, VA 22184

(<http://www.nwf.org/yourbigbackyard/kzPage.cfm?siteId=2>)

Includes stories, poems, riddles, and games, with color pictures of animals. Simple text designed to encourage early reading. (Ages 3-6 years)

## Computer Programs

### *Living Books: Interactive Animated Stories* (Ages 3-7)

These programs provide a place for children to hear a story, read along with the narrator, or read by themselves. They also can interact with characters and objects and play games that teach the alphabet, simple words, rhyming, and other reading skills. Each program also comes with the matching book. Some examples of titles:

- *Just Grandma and Me*
- *The Cat and the Hat*
- *Arthur's Birthday*
- *Dr. Seuss's ABC*

Many include versions in Spanish, French, and German along with the English text.

For more information, contact:

Broderbund Software, Inc.  
Toll Free: 1-800-567-2610  
<http://www.broderbund.com/>

### *Bailey's Book House* (Ages 2-5)

This software features Bailey and his friends as they encourage young children to build literacy skills and develop a love for reading. It includes activities to help youngsters explore letters, words, sentences, rhyming, and stories. No reading skills are required; all directions are spoken.

### *Let's Go Read! An Island Adventure* (Ages 4-7)

Children join Robby Raccoon and his friends in their adventures on an island inhabited by the alphabet. Included are activities to help children learn reading basics such as letter sounds and how to sound out and build simple words. Children can command the computer with their voices and record and listen to themselves reading.

For more information, including Spanish titles and a catalog for children with special needs, contact:

*Riverdeep*  
Toll Free: 1-800-362-2890  
[http://www.riverdeep.net/pls/portal/url/page/RVDP\\_PO](http://www.riverdeep.net/pls/portal/url/page/RVDP_PO)

## Young Children and the Internet: Places to Learn and Play

Arthur: <http://www.pbs.org/wgbh/pages/arthur/>

Barney: <http://www.barneyonline.com>

Disney: <http://disney.go.com/park/bases/familybase/today/>

Dr. Seuss's Seussville: <http://www.randomhouse.com/seussville/university/>

PBS Homepage: <http://www.pbs.org/kids/>

Children's Television Workshop: <http://www.ctw.org>

Smithsonian Institution—National Zoo: <http://matzoo.si.edu/>

**U.S. Department of Education**  
Margaret Spellings  
*Secretary*

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This publication is also available on the Department's website at:  
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On request, this publication is available in alternative formats, such as Braille, large print, audiotape, or computer diskette. For more information, please contact the Department's Alternative Format Center (202) 260-9895 or (202) 205-0818.

Children's books and magazines are mentioned in this booklet as examples and are only a few of many appropriate children's books and periodicals. Other materials mentioned are provided as resources and examples for the reader's convenience. Listing of materials and resources in this book should not be construed or interpreted as an endorsement by the Department of any private organization or business listed herein.



Do you need help finding quality child care?

**1-800-777-1720**

NIH employees and contractors have  
free unlimited access to the  
NIH Child Care Resource & Referral Service.

A Work/Life Specialist can help you to assess your  
family's needs and find resources on a range of topics,  
such as:

- Evaluating care options
- Finding licensed providers
- Child Care Centers
- Family Child Care Homes
- Nanny care
- Pre-schools & Nursery
- Before & after school care
- Back-up care
- Summer camp
- Adoption resources
- Special needs resources
- College planning

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For more information, visit:  
<http://childcare.ors.nih.gov>



## Presenter Bio

Hazel Osborn, M.A.

Hazel Osborn holds degrees in psychology, sociology, and anthropology, and a graduate degree with a focus on research in work balance issues. Since 1991 she has worked in the DC metro area offering consulting and training seminars on a variety of workplace issues with a focus on personal and professional growth. She has provided services to over sixty corporations as well as hundreds of family care facilities. She has published several articles in professional journals, several adult training curricula and newsletters, and two books. Hazel also works with LifeWork Strategies to deliver trainings.