



# GOAL: Share a book with children/family

Contributed by Josephine Corlett,  
Alameda Free Library

## Introduction

Reading a book with a child – whether it’s your child, grand-child, niece, nephew or neighbor – is a wonderful way to spend time together. Children learn by example and will enjoy reading if they see the adults in their lives reading. Reading to your child is a fun way to share thoughts and learn new things. It is also a free activity that you can do every day for a few minutes or a few hours!

It’s never too early to start reading to a child; start right from the cradle! Reading aloud can help calm a fussing baby or entertain a quiet one, and it can do wonders for you, too. Reading aloud can give you and your baby many moments you will long treasure. Time spent reading a story to a pre-schooler will help prepare them for school. Reading with young children helps them to become better readers and to enjoy reading as they grow up. Children love to hear a story or to have their family listen to them read aloud. Reading together as a family will create special memories for you and for your children and it is a skill that everyone can learn. Let’s get started!

## Getting Started

Begin by choosing a text that you would like to share with your family. One way to choose a book might be to go to the library with your tutor and select something from the children’s department. This will also help introduce you to navigating the children’s department of the library in order to choose a book on a subject that your children would enjoy. For example, if you have a child who loves fire trucks, you could practice searching in the catalogue for books on that topic, or asking the reference librarian where books on the subject of fire trucks can be found. If you don’t know where to start, ask the reference librarian for some ideas on books that would be age appropriate for your child/children.

### **Families for Literacy**

If you have a pre-schooler in your life (could be a grand-child or niece or nephew too), talk to your Literacy Staff about the Families for Literacy program. If available at your library, Families for Literacy provides free, beautiful children’s books for literacy program participants with young children and holds special events to promote reading for families.

## Relevant Books & Materials

- Children's books (see suggestions on pages 4, 5 & 6)
- Children's Audio Books
- Audio Books with accompanying book
- Tape recorder

## Key Vocabulary

- |             |                   |                         |               |
|-------------|-------------------|-------------------------|---------------|
| ◆ Title     | ◆ Author          | ◆ Illustrator           | ◆ Cover       |
| ◆ Novel     | ◆ Chapter         | ◆ Fairytale             | ◆ Legend      |
| ◆ Moral     | ◆ Fable           | ◆ Storytime             | ◆ Mystery     |
| ◆ Romance   | ◆ Science fiction | ◆ Fiction               | ◆ Non-Fiction |
| ◆ Biography | ◆ Autobiography   | ◆ "Once upon a time..." |               |

## Reading Practice

**Practice Reading Aloud.** During your tutoring session, visit the children's room and select several children's books. Practice reading aloud from them with your tutor and choose a few that you like the best. Identify any new vocabulary words and practice those particular words so that when they show up in the book you can read them fluently. Your tutor can help you prepare to read with your family by posing as your audience while you read the story aloud.

**Pacing and Illustrations.** Your tutor can help you practice the pacing or speed of your reading and also encourage you to share the illustrations in the book with your family to support your reading. Use the illustrations to guide your storytelling and pause to ask your "audience" to notice details in the pictures, pose questions, and use the illustrations to predict what is going to happen next. A technique to support pacing might be to use a tape recorder. You can use the tape player to record and hear yourself reading aloud. Are you going to fast? Too slow? Another great option is to play a sound recording of the story being read aloud on tape or CD professionally. You can use the professional recording as a guide while you follow along in the written text of the book and as another example of how the story can be read aloud.

**Comprehension Questions.** Develop comprehension questions about the book that you are reading that you might want to ask your family. There are different levels of questions that you can pose about the text including:

- Factual Questions: who, what, where, when, how questions, such as "where did the story take place?"
- Interpretive Questions: implied meaning questions such as those beginning with "why did..." or "why do you think..."
- Applicative: questions that ask the reader to apply their own experiences to the story, Ex: "What would you do if...." or "Have you ever..."

**Summaries.** Practice first reading a story and then coming up with a quick summary of what you've read, including character names, locations, morals, and outcomes. This is just one way to check yourself to see if you can read with understanding, which is tricky when you're reading aloud!

**Predictions.** You can practice creative storytelling before you start the story by asking "what do you think this story is about?" In the midst of the story you might ask, "what do you think will happen next?" And when you're finished with the book, you might ask what events could follow the ending of the story, or what a character might do next.

## Writing Practice

**Write it Down.** Keep a notebook where you record information about the children's books that you have enjoyed. You can include the vocabulary words, questions, summaries, and predictions that you have developed in the reading activities above.

**Book Review.** Write a review or an opinion piece about a children's book that you are working on with your tutor. You can brainstorm to come up with main ideas and supporting examples for one book and follow up by turning the outline into a topic sentence, a paragraph, a short essay, a letter to a friend, or a newspaper-style story.

## Games & Activities

**Map the Story.** As a follow-up to reading aloud with your tutor you can make a story map to help recall the sequence of events in the story you just finished. You can use illustrations, flowcharts, arrows, or a numbered list to help you recreate the story in your own words and images.

**Crossword Puzzles & Word Search.** After choosing a few key words from the story, go online and turn your new vocabulary into a game! Make a custom crossword puzzle using a free online puzzle generator: <http://edhelper.com/crossword.htm>. Or, create a word scramble or a word search using the story vocabulary as inspiration: [http://www.teach-nology.com/web\\_tools/word\\_search/](http://www.teach-nology.com/web_tools/word_search/).

## Tips for Reading Aloud to Children

### Before Reading...

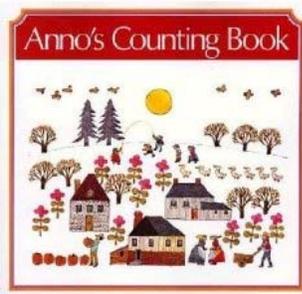
- Find a quiet and cozy place with good light.
- Make sure everyone is comfortable.
- Show the cover and read the title and the author of the book.
- Make some predictions: What do you think this book is about? Why?

### During the Story...

- Make sure your child can see the pictures as you read.
- Change your voice to fit the mood or action. Ham it up!
- Pace yourself; give your child time to process the story and pictures.
- Explain or change words to help kids understand more.
- Expect lots of questions, especially from young children. Take time to answer these as you go along.

### After the Story...

- Spend some time discussing the story with your child. What did they enjoy about the book?

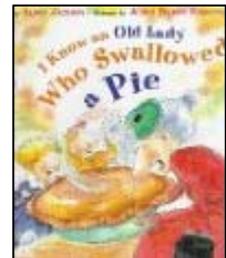


**Wordless Books.** Try using wordless picture books to develop stories of your own guided by illustrations. You can use the pictures to tell a story aloud or put your story on paper. Work together to dictate and write a story based on the illustrations in a wordless children's book. Try Pancakes for Breakfast by Tomie DePaola or Anno's Counting Book by Mitsumasa Anno for wordless stories or reread a book with words, but this time, cover the text to make up a different version of the story by putting it in your own words. More wordless books include:

- Changes, Changes by Pat Hutchins;
- Black on White and other books by Tana Hoban;
- Good Dog, Carl and other books by Alexandra Day;
- Rain and other books by Peter Spier;
- The Red Book by Barbara Lehman;
- Deep in the Forest by Brinton Turkle; and,
- A Boy, A Dog, A Frog and A Friend and other books by Mercer Mayer.

**Predictable Books.** Predictable books make use of rhyme, repetition of words, phrases, sentences and patterns in order to invite children to make predictions about what could come next in the story. They are fun to read aloud because your children can join in and “read” with you, once they understand the pattern. These books are also particularly good if you're new to reading aloud because you can also learn the pattern of the book which makes it easier to read. See pages 7 - 12 for a list of predictable books.

**Rhyming.** Many children's texts are based on song, rhythm, or rhyming. Sometimes, this can make the reading of a story a bit less daunting and a lot more familiar because you might discover sounds and rhythms that are already familiar to you. Also, picture books with strong rhyming patterns help to familiarize readers with letter combinations and sounds in a fun way that will reinforce spelling patterns. Try books such as I Know an Old Lady Who Swallowed a Pie by Alison Jackson or Sheep In a Jeep by Nancy E. Shaw, for fun rhymes and word patterns.



## Real World Practice

**Visit the Children's Room.** A great next step to test your learning in a real world setting would be a trip to the library for you and your children/grandchildren/nieces/nephews/etc! Take time to get to know the room, meet the children's librarian and handle some of the children's books. This is a good time to see which kinds of books your children gravitate toward. Additionally, attend a library storytime with your family and/or with your tutor to observe how the librarian shares a book with children; this will help reinforce what you have practiced with your tutor. (See the “Take children to library storytime” goal in this curriculum guide.)

**Gather Brochures & Flyers.** While at the library, collect information from the children's department about upcoming storytimes and/or children's events such as flyers and brochures. Together, you can go over the information and review new words as well as make a plan to

attend children's programs and workshops at the library. You can also pick up some excellent tips about storytelling and reading aloud from the resources provided at the library.

## Independent Practice/Homework Ideas

**Talk About Books!** Independent practice should include exploring books with your family through conversation, trips to the library, and to your child's bookshelf. Talking about what books your children are interested in or even just going to listen to a storytime together as a family is a great first step that you can continue on your own time.

**Flash Cards.** In your tutoring session create flash cards (index cards) each with a word you would like to practice on one side and the definition of the word on the other side. You can take these home and quickly review them for a few minutes each day to reinforce what you are learning and to commit the words to memory. Try using the flashcards for 15 minutes before work, or during commercial breaks when you watch television.

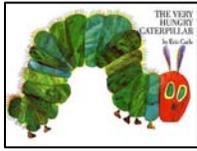
## Milestones

- ♦ **Initial Effort** – Initially, you and your tutor should work together to identify a text that you would like to share with your family to ensure that those first books are at an appropriate level for you and for your children. Practice reading aloud and start to become comfortable with your ability to share books this way.
- ♦ **Making Progress** – Expect to see a burst of confidence after a few weeks of practicing sharing books aloud. Milestones can be marked with story vocabulary flashcards that have been mastered and by books that have been tackled.
- ♦ **Accomplished** – Achievement of this goal would be reached when you feel confident enough to share a book with their your child. Afterwards, continue to initiate discussion about reading with your family and set aside a time to read together. At this point you have achieved your goal.

## Tips for Success

- Start low, aim high! Build your confidence and your abilities by beginning with a text that isn't too challenging. This way, you will see how you can exceed your own expectations and will be motivated and empowered, rather than discouraged, by the work ahead of you.
- Share stories about learning something new with each other. Everyone faces challenges when learning something new and it will help the tutor-learner relationship if you can see that everyone is a learner sometimes.
- Have fun! Children's literature is fun for everyone and there is a huge variety of books available to choose from; enjoy!

Here are some great children's titles recommended by children's librarians to get you started:

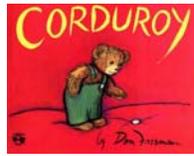
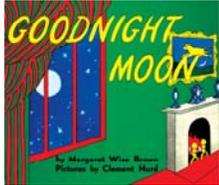


*The Very Hungry Caterpillar* by Eric Carle

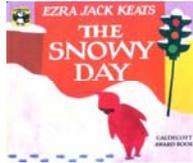
*Madeline* by Ludwig Bemelmans

*Good Night Moon* by Margaret Wise Brown

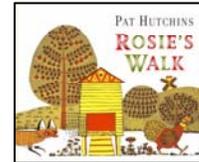
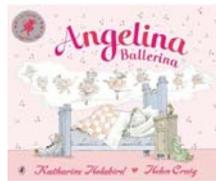
*Bark George* by Jules Feiffer



*Corduroy* by Don Freeman



*Angelina Ballerina* by Katharine Holabird

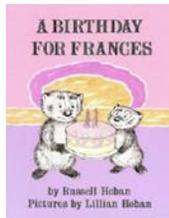


*Snowy Day* by Ezra Jack Keats

*Rosie's Walk* by Pat Hutchins

*Birthday for Frances* by Russell Hoban

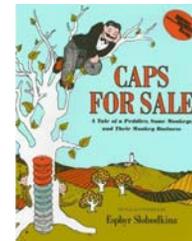
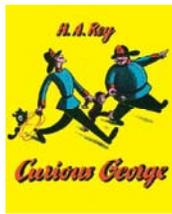
*Blueberries for Sal* by Robert McCloskey



*Curious George* by H.A. Rey

*Caps for Sale* by Esphyr Slobodkina

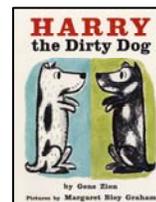
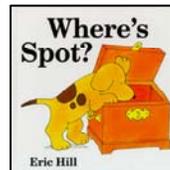
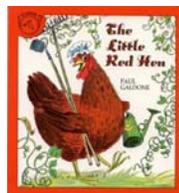
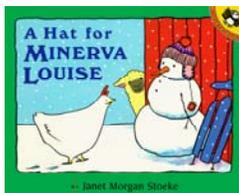
*A Hat for Minerva Louise* by Janet Morgan Stoeke



*Harry the Dirty Dog* by Gene Zion

*The Little Red Hen* by Paul Galdone

*Where's Spot?* By Eric Hill



### **Contributor's Biography**

**Josephine C. Corlett.** Josephine has been working for Alameda Reads, the adult literacy program for the Alameda Free Library, since January 2009 as an AmeriCorps member. Over the course of her service, Josephine has enjoyed working one-on-one with adult learners and has also had the opportunity to take on some of the family literacy initiatives in the program including a weekly summer storytime, reading at the Head Start preschools, and helping to organize the annual Family Fun Day at the library. Josephine came to Alameda Reads and AmeriCorps following her graduation from Wellesley College in May 2008 with a B.A. in English and French. She plans to continue her work in literacy education in the future and will pursue graduate study in Education and her teaching credential.

## **APPENDIX**

### **Predictable Book List**

These are the different categories of predictable books:

- Chain or Circular Story
- Cumulative Story
- Familiar Sequence
- Question and Answer
- Repetition of Phrase
- Rhyme
- Songbooks

Find book suggestions under each of these categories listed below. This is a huge list! Scan through to find the books that interest you and then ask your Children's Librarian for help locating them on the shelf.

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**Chain or Circular Story** – The plot is interlinked so that the ending leads back to the beginning.

- Aardema, Verna. Why Mosquitoes Buzz in People's Ears.
- Elkins, Benjamin. Why the Sun Was Late.
- Janovitz, Marilyn. Look out, Bird!
- Numeroff, Laura. If You Give a Mouse a Cookie.
- Numeroff, Laura. If You Give a Moose a Muffin.

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**Cumulative** – Each time a new event occurs, all previous events in the story are repeated.

- Arnold, K. Knock, Knock, Teremok!
- Bishop, Gavin. Chicken Licken.

- Brisson, Pat. Benny's Pennies.
- Burningham, John. Mr. Gumpy's Outing.
- Capucilli, Alyssa Satin. Inside a Barn in the Country.
- Carle, Eric. Today Is Monday.
- Chandra, Deborah. Miss Mabel's Table.
- Cole, Henry. Jack's Garden.
- Cole, Joanna. It's Too Noisy.
- Duff, Maggie. Rum Pum Pum.
- Dunbar, Joyce. Seven Sillies.
- Dunphy, Madeleine. Here Is the Southwestern Desert.
- Dunphy, Madeleine. Here Is The Tropical Rain Forest.
- Galdone, Paul. Little Tuppen: An Old Tale.
- Galdone, Paul. The Old Woman And Her Pig.
- Hutchins, Pat. Little Pink Pig.
- Lobel, Arnold. The Rose In My Garden.
- MacDonald, Elizabeth. Mike's Kite.
- McLeish, Kenneth. Chicken Licken.
- Neitzel, S. The Bag I'm Taking to Grandma's
- Ormerod, Jan. The Story of Chicken Licken.
- Oxenbury, H. It's My Birthday
- Pizer, Abigail. It's a Perfect Day.
- Polacco, Patricia. In Enzo's Splendid Gardens.
- Sloat, Teri. The Thing That Bothered Farmer Brown.
- Tolstoy, Alexei. The Great Big Enormous Turnip.
- Waddell, Martin. The Pig In the Pond.
- West, Colin. "Buzz, Buzz, Buzz," Went Bumblebee.
- West, Colin. Have You Seen the Crocodile?
- West, Colin. "I Don't Care!" Said the Bear.
- West, Colin. "Not Me," Said the Monkey.
- Zemach, Harve. The Judge.

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**Familiar Sequence** – Organized by recognizable theme, such days of week, months of year, etc. Scenes are repeated with some variation.

- Bucknall, Caroline. One Bear All Alone.
- Carle, Eric. Today Is Monday.
- Kraus, Robert. Come Out and Play, Little Mouse.
- Sendak, Maurice. Chicken Soup With Rice.
- Shiefman, Vicky. Sunday Potatoes, Monday Potatoes.
- Ward, Cindy. Cookie's Week.
- Wood, Jakki. Moo, Moo, Brown Cow.

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**Pattern Story** – Scenes are repeated with some variation.

- Banks, Kate. Peter and the Talking Shoes.

- Banks, Kate. Spider, Spider.
- Bender, Robert. A Most Unusual Lunch.
- Brown, Margaret Wise. The Runaway Bunny.
- De Regniers, Beatrice Schenk. Going For a Walk.
- Domanska, Janina. Little Red Hen.
- Dunbar, Joyce. Four Fierce Kittens.
- Dunbar, Joyce. Seven Sillies.
- Gag, Wanda. Millions of Cats.
- Galdone, Paul. The Gingerbread Boy.
- Galdone, Paul. Little Red Hen.
- Galdone, Paul. The Three Bears.
- Galdone, Paul. The Three Billy Goats Gruff.
- Hutchins, Pat. Little Pink Pig.
- Jennings, Sharon. Jeremiah and Mrs. Ming.
- Kalan, Robert. Stop, Thief!
- Krauss, Ruth. The Carrot Seed.
- Maris, Ron. Are You There Bear?
- Maris, Ron. I Wish I Could Fly.
- McNaughton, C. Suddenly!
- Nodset, Joan L. Who Took The Farmers Hat?
- Patron, Susan. Dark Cloud Strong Breeze.
- Wing, Natasha. Hippity Hop, Frog On Top.
- Zemach, Margot. The Little Red Hen.

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**Question And Answer** – The same or similar questions are repeated throughout the story.

- Coxe, Molly. Whose Footprints?
- Greeley, Valerie. Where's My Share?
- Guy, Ginger Foglesong. Black Crow, Black Crow.
- Janovitz, Marilyn. Is it Time?
- Kraus, Robert. Whose Mouse Are You?
- Martin, Bill. Brown Bear, Brown Bear.

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**Repetition of Phrase** – The same phrase or sentence is repeated.

- Alborough, Jez. Watch Out! Big Bro's Coming!
- Archambault, John & Bill Martin Jr. A Beautiful Feast for a Big King Cat.
- Brown, Margaret Wise. The Important Book.
- Brown, Margaret Wise. Goodnight Moon.
- Brown, Ruth. A Dark, Dark Tale.
- Butler, Dorothy. A Happy Tale.
- Carle, Eric. Do You Want To Be My Friend?
- Carle, Eric. Have you Seen My Cat?
- Coxe, Molly. Whose Footprints?
- Dale, Penny. Ten Out Of Bed.

- Day, David. King Of The Woods.
- De Regniers, Beatrice Schenk. Going For A Walk.
- De Regniers, Beatrice Schenk. How Joe The Bear And Sam The Mouse Got Together.
- Dunbar, Joyce. Four Fierce Kittens.
- Gordon, Jeffrie Ross. Two Badd Babies.
- Greeley, Valerie. Where's My Share?
- Grindley, Sally. Knock, Knock! Who's There?
- Guarino, Deborah. Is Your Mama A Llama?
- Guy, Ginger Foglesong. Black Crow, Black Crow.
- Hamsa, Bobbie. Dirty Larry.
- Hayes, Sarah. This Is The Bear And The Picnic Lunch.
- Hennesy, B.G. Jake Baked The Cake.
- Hoberman, Mary Ann. A House Is A House For Me.
- Hutchins, Pat. Little Pink Pig.
- Kahn, Joan. You Can't Catch Me.
- Kalan, Robert. Stop, Thief!
- King, Bob. Sitting On The Farm.
- Knowles, Tizzie. No, Barnaby.
- Kraus, Robert. Come Out And Play, Little Mouse .
- Kraus, Robert. Where Are You Going, Little Mouse?
- Krauss, Ruth. Big And Little.
- Lindbergh, Reeve. There's A COW In The Road!
- Lockwood, Primrose and Clara Vulliamy. Cat Boy!
- MacDonald, Elizabeth. Mike's Kite.
- Martin, Bill. Brown Bear, Brown Bear.
- McGilvray, Richard. Don't Climb Out Of The Window Tonight.
- Masurel, Claire & Marie H. Henry. Good Night!
- Masurel, Claire. No, No, Titus!
- Most, Bernard. If The Dinosaurs Came Back.
- Pizer, Abigail. It's A Perfect Day.
- Pryor, Ainslie. The Baby Blue Cat Who Said No.
- Rathmann, Peggy. Good Night, Gorilla.
- Rogers, Paul and Emma. What's Wrong Tom?
- Sawicki, Norma Jean. The Little Red House.
- Sendak, Maurice. Chicken Soup With Rice.
- Serfozo, Mary. Who Said Red?
- Shannon, George. Dance Away.
- Shannon, George. The Piney Woods Peddler.
- Shiefman, Vicky. Sunday Potatoes, Monday Potatoes.
- Sloat, Teri. The Thing That Bothered Farmer Brown
- Tafuri, Nancy. Have You Seen My Duckling?
- Van Laan, Nancy. A Mouse In My House.
- Van Laan, Nancy. Possum Come A-Knockin.
- Waddell, Martin. Sailor Bear.
- Watanbe, Shigeo. How Do I Put It On?

- West, Colin. "Buzz, Buzz, Buzz," Went Bumblebee.
- West, Colin. Have You Seen the Crocodile?
- West, Colin. "Hello, Great Big Bullfrog!"
- West, Colin. I Bought My Love A Tabby Cat.
- West, Colin. "I Don't Care!" Said the Bear.
- West, Colin. "Not Me," Said The Monkey.
- Wing, Natasha. Hippity Hop, Frog On Top.
- Wolkstein, Diane. Step by Step.
- Wong, O. From My Window
- Wood, Audrey. Silly Sally.
- Wood, Jakki. Moo, Moo, Brown Cow.
- Wylie, Joanne and David. A Big Fish Story.
- Wylie, Joanne and David. A More Or Less Fish Story.
- Zamorano, Ana. Let's Eat!

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**Rhyme** – Rhyming words, refrains, or patterns are used throughout the story.

- Ackerman, Karen. This Old House.
- Adlerman, Daniel. Africa Calling : Nighttime Falling
- Archambault, John And Bill Martin Jr. A Beautiful Feast for a Big King Cat.
- Brooke, Leslie. Johnny Crow's Garden.
- Capucilli, Alyssa Satin. Inside a Barn in the Country.
- Carlstrom, Nancy White. Rise and Shine.
- Chandra, Deborah. Miss Mabel's Table.
- Dunbar, Joyce. Four Fierce Kittens.
- Fleming, Denise. Barnyard Banter.
- Florian, Douglas. A Beach Day.
- Florian, Douglas. A Summer Day.
- Florian, Douglas. A Winter Day.
- Gag, Wanda. The ABC Bunny.
- Guarino, Deborah. Is Your Mama A Llama?
- Hayes, Sarah. This Is The Bear And The Picnic Lunch.
- Hennessy, B.G. Jake Baked The Cake.
- Hoberman, Mary Ann. A House Is A House For Me.
- Jaques, F. There Once Was a Puffin
- Janovitz, Marilyn. Is it Time?
- Leuck, L. Sun is Falling, Night is Calling
- Levine, Abby. You Push, I Ride.
- Lindbergh, Reeve. There's A COW In The Road.
- Mandel, Peter. Red Cat, White Cat.
- Marzollo, J. Sun Song
- Patron, Susan. Dark Cloud Strong Breeze.
- Pomerantz, Charlotte. Flap Your Wings and Try.
- Punnett, Dick. Our Brat Cat.
- Robinson, M. The Zoo at Night

- Samton, Sheila White. *Beside The Bay.*
- Shaw, Nancy. *Sheep in a Shop.*
- Shaw, Nancy. *Sheep on a Ship.*
- Siebert, Diane. *Train Song.*
- Sloat, Teri. *The Thing That Bothered Farmer Brown*
- Stickland, Paul. *One Bear, One Dog.*
- Wahl, J. *Cats and Robbers*
- Weiss, Nicki. *Sun Sand Sea Sail.*
- Wellington, M. *Night House Bright House*
- West, Colin. *I Bought My Love A Tabby Cat.*
- Winthrop, Elizabeth. *Shoes.*
- Wood, Audrey. *Silly Sally.*
- Zemach, Harve. *The Judge.*

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**Songbook** – Familiar songs with predictable elements, such as repetitive phrase.

- Emberley, Barbara. *One Wide River To Cross.*
- Hoffman, Hilde. *The Green Grass Grows All Around.*
- Keats, Ezra Jack. *Over In The Meadow.*
- King, Bob. *Sitting on The Farm.*
- Langstaff, John M. *Over In The Meadow.*
- Langstaff, John M. *Soldier, Soldier, Won't You Marry Me?*
- Turner, Gwenda. *Over On The Farm.*
- Zuromskis, Diane. *The Farmer In The Dell.*

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Compiled by Virginia Richey, MCPL Children's Dept. Head  
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