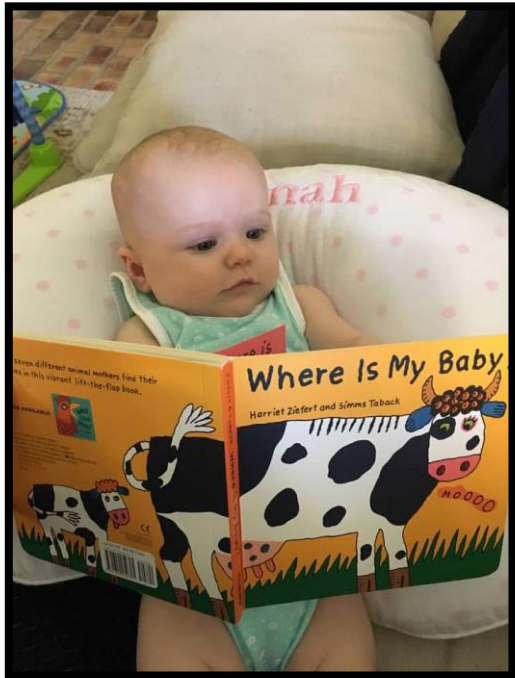




Babies Need Books, Good Books, and So Do Their Teachers



Making Early Connections Count

March 12, 2021

10:15 a.m. – 11:15 a.m.

Marilyn Peterson





Marilyn Peterson, M.S. Ed. Early Childhood, B.S. Elementary and Special Ed., over 40 years of experience as an award-winning classroom teacher, college instructor, teaching mentor, coach and professional development trainer.

I've worked as an independent consultant since 2012, often partnering with others, including The Book Vine for Children.

My passion is to empower teachers to change students' lives.

Agenda

- Read Aloud
- Language and Literacy Development
- Nursery Rhyme Books
- The 6 W's: Babies and Teachers Needing GOOD Books
- Resources
- It's a Wrap



“BETWEEN”

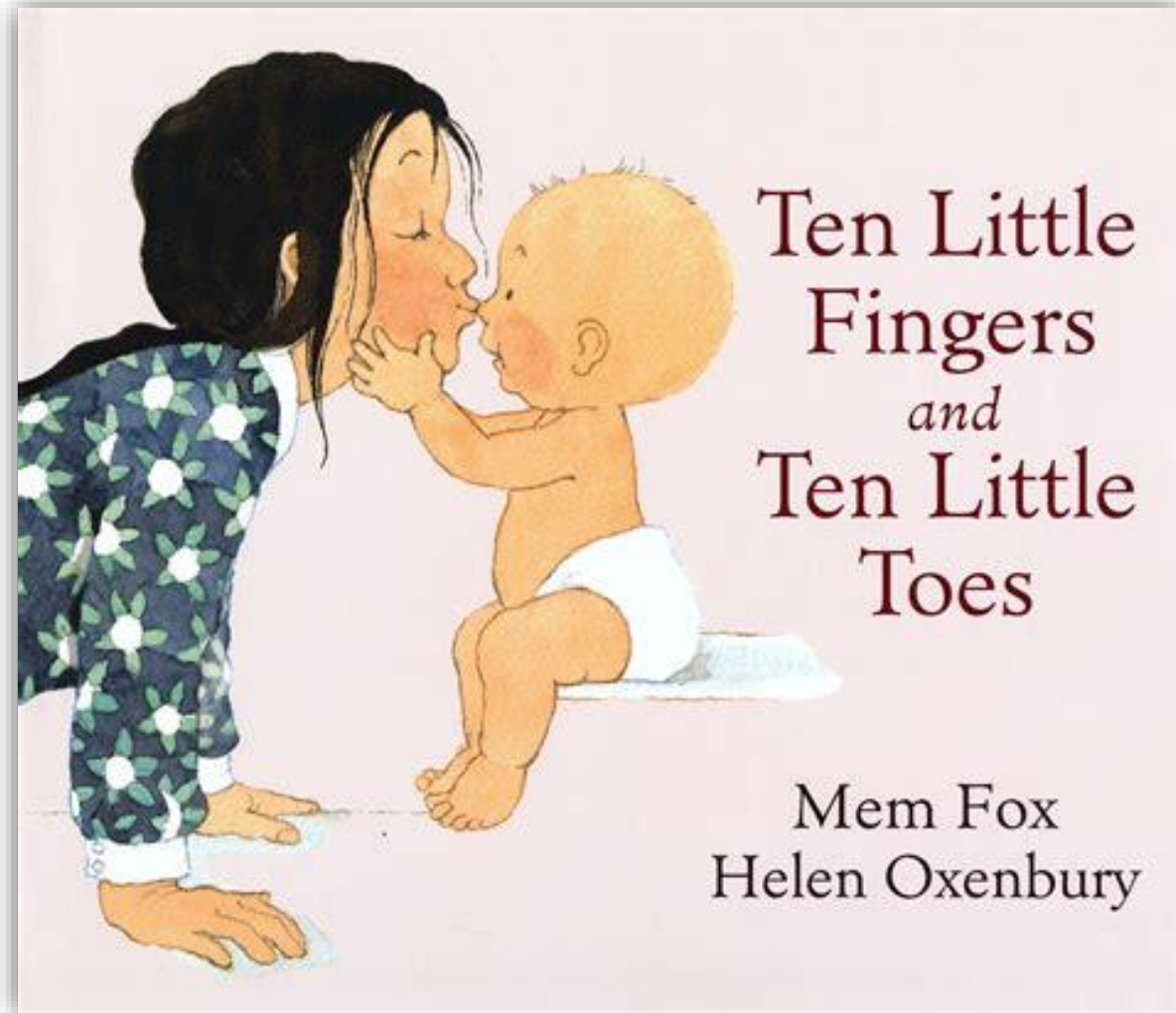
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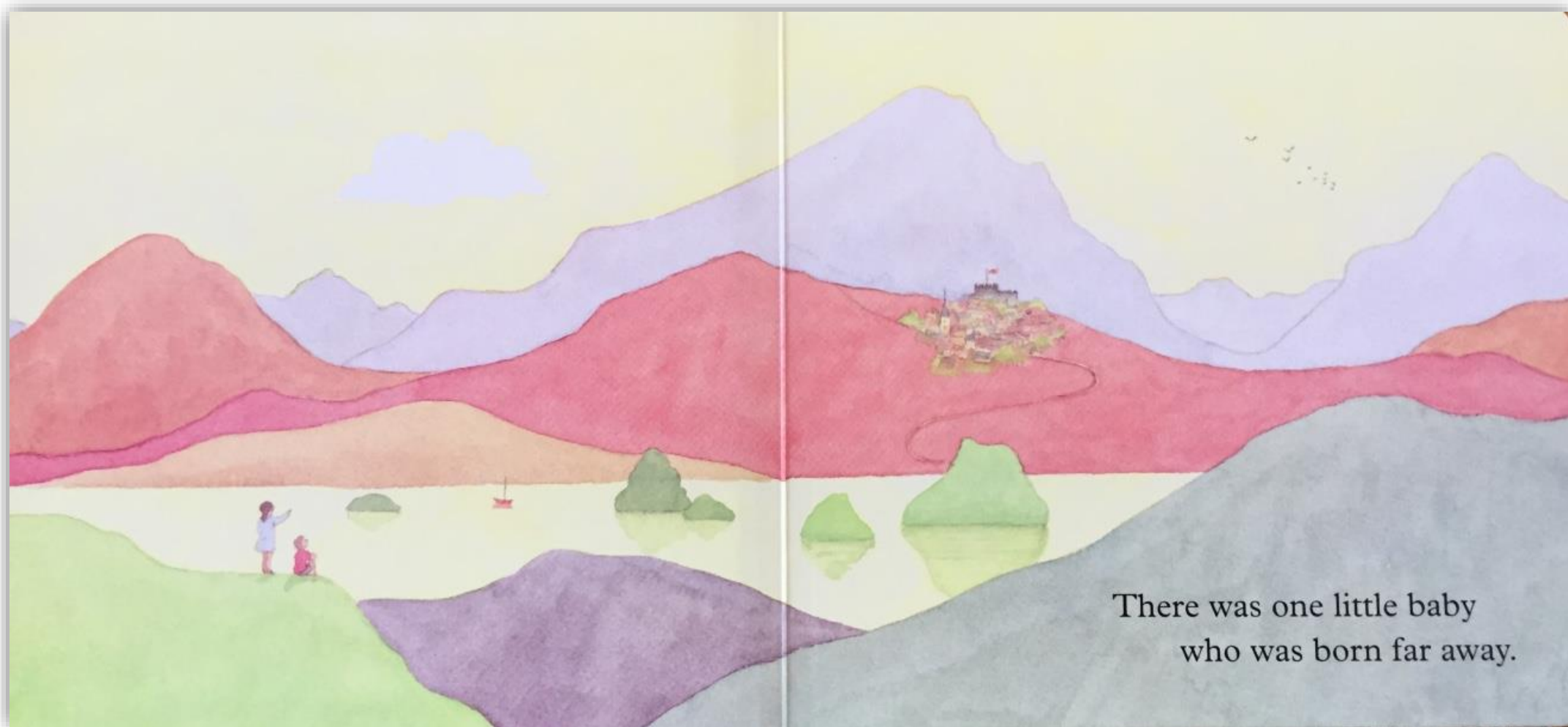


.....
a wonderful
PLACE TO BE

Ten Little Fingers and Ten Little Toes

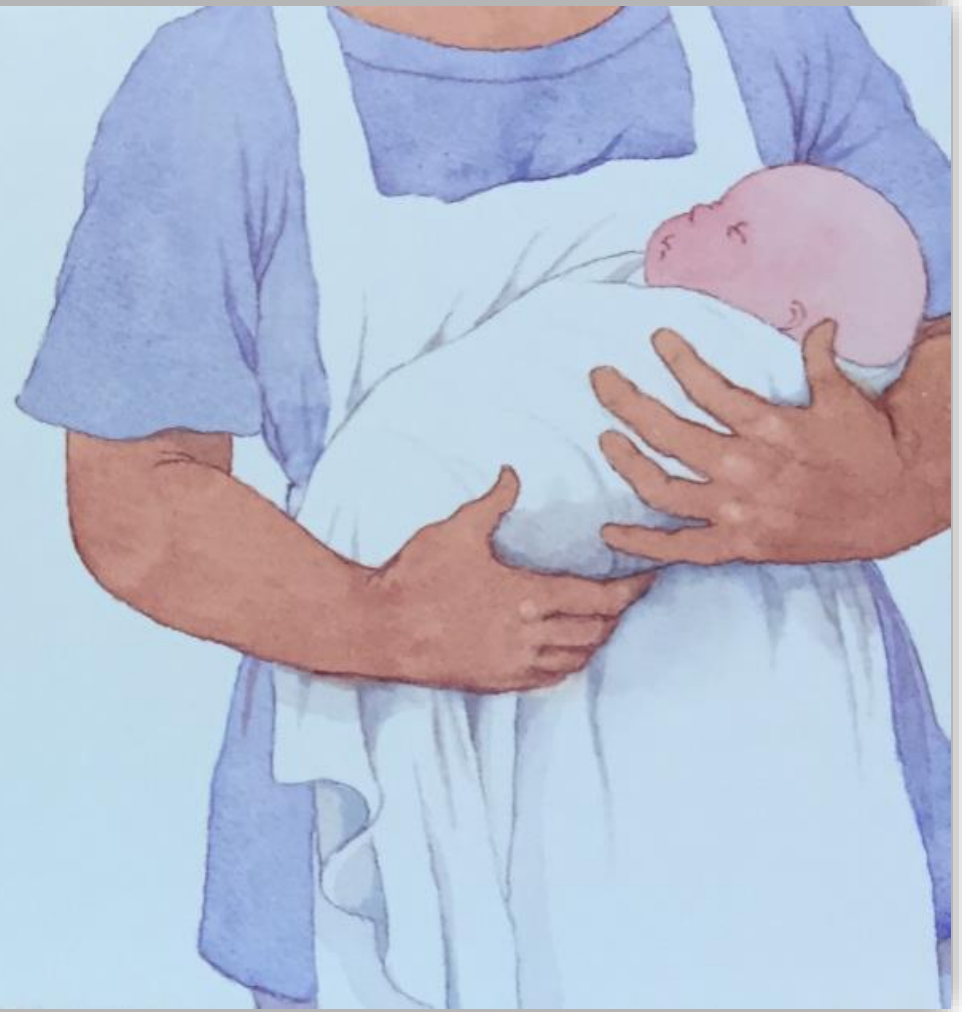
by Mem Fox and Helen Oxenbury





There was one little baby
who was born far away.

And another who was born
on the very next day.





And both of these babies,



as everyone knows,

had ten little fingers



and ten little toes.



There was one little baby who was born in a town.





And another who was wrapped in an eiderdown.



And both of these babies,



as everyone knows,

had ten little fingers



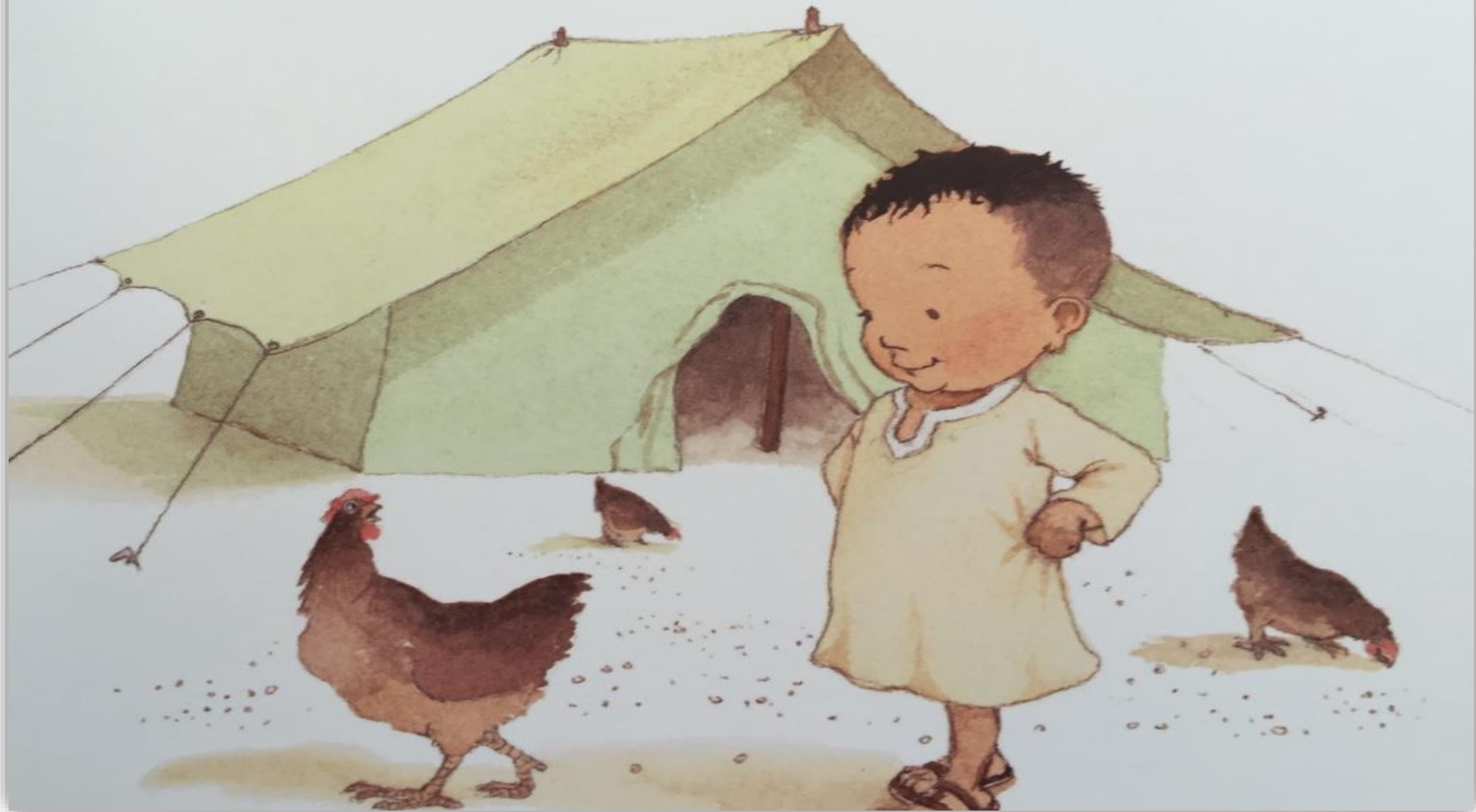


and ten little toes.



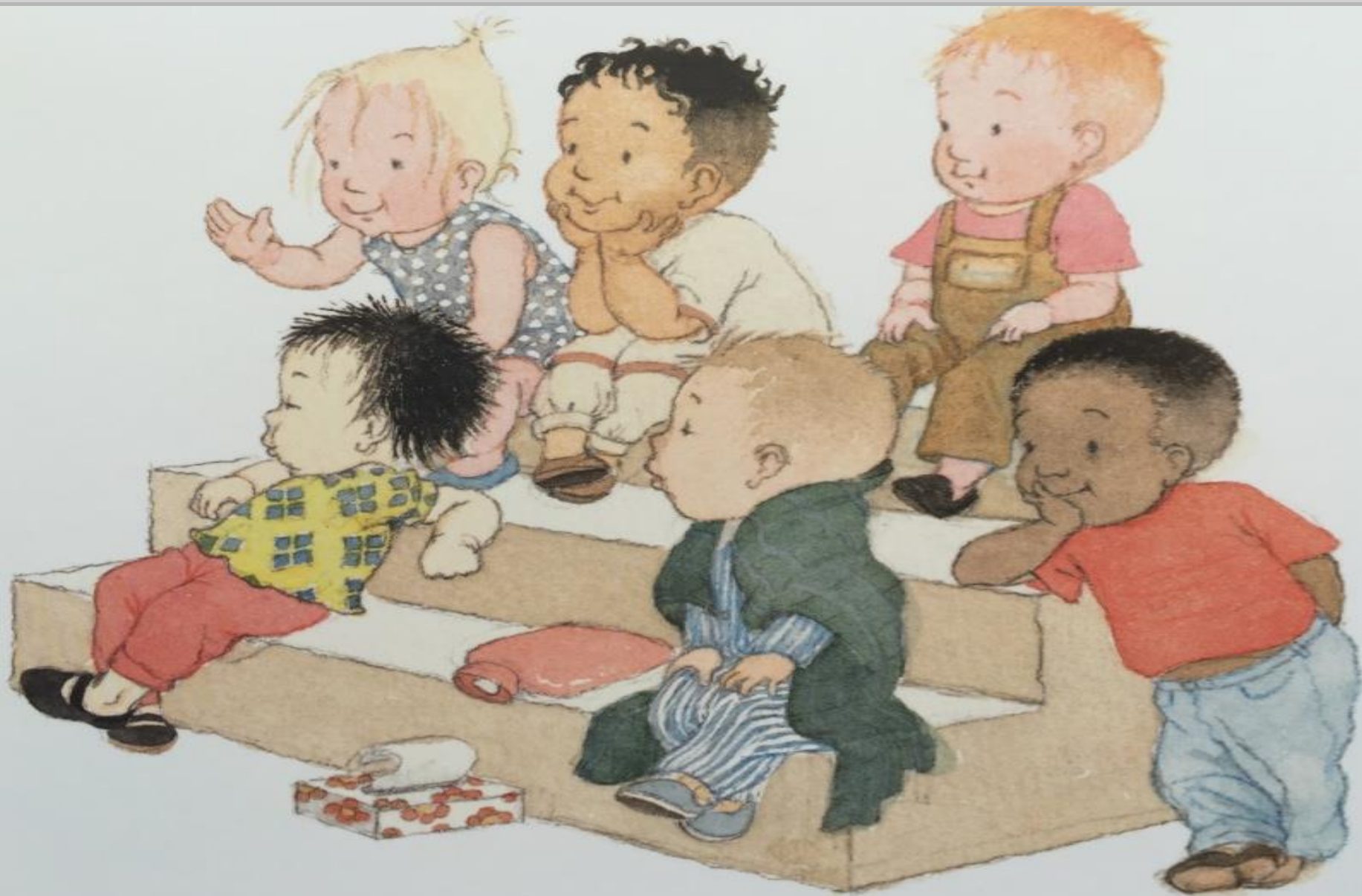
There was one little baby who was born on the ice.

And another in a tent, who was just as nice.





And both of these babies,



as everyone knows,



had ten little fingers



and ten little toes.

But the next baby born was truly divine,
a sweet little child who was mine, all mine.





And this little baby,



as everyone knows,



has ten little fingers,

ten little toes,





and three little kisses



on the tip of its nose.

Connecting Books to Language and Literacy Development

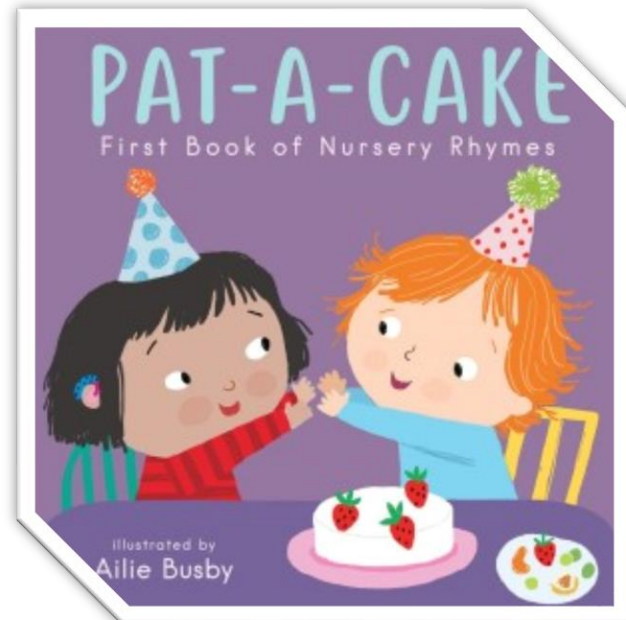
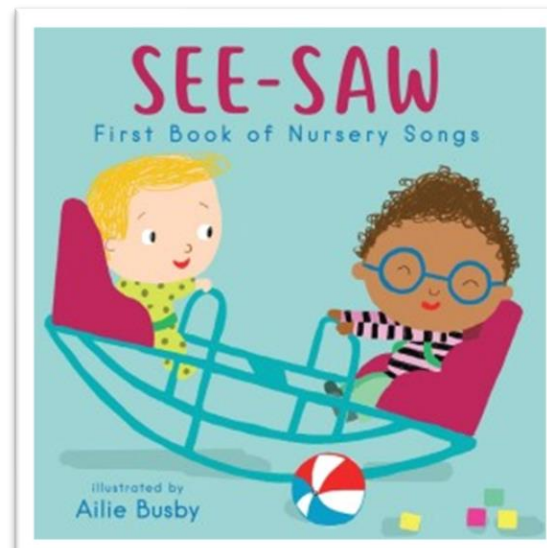
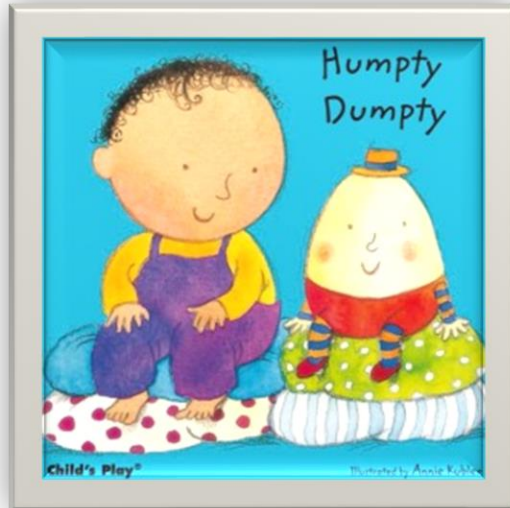
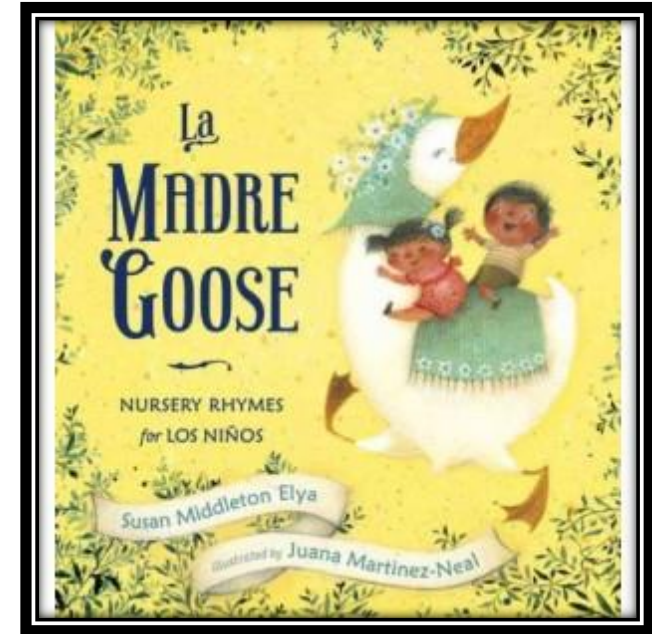
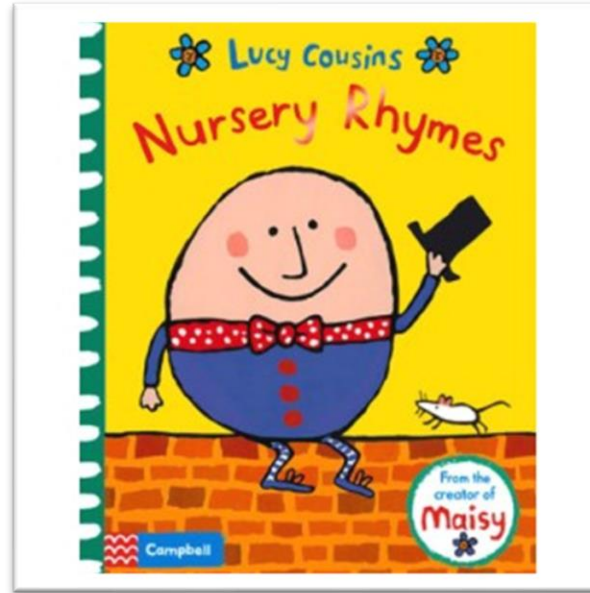
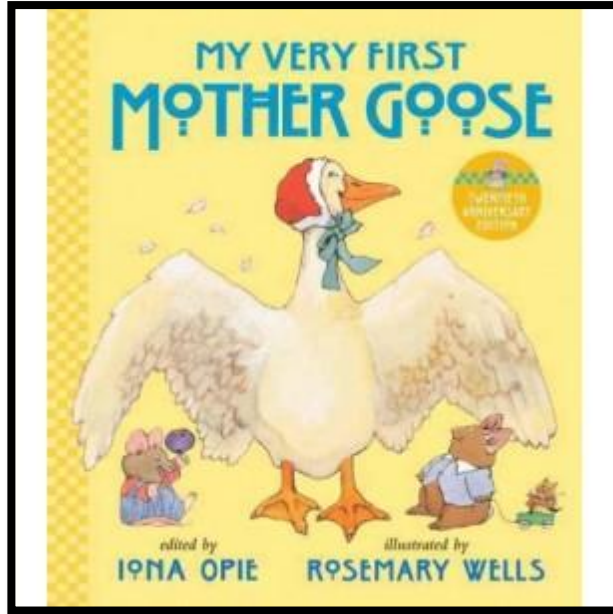
Babies:

1. Make sounds that imitate the tones and rhythms that adults use when talking, singing and reading books. Interaction increases language development.
2. Begin to associate words they hear frequently with what the words mean. Young children who are often read to gain a vocabulary bonus! GOOD books embed advanced vocabulary.
3. Look at pictures in books and realize they are symbols of real things they experience in their everyday world, increasing their concept development.
4. Recognize certain books by their covers and pretend to read books, often sharing books with an adult they enjoy being with.

Nursery Rhyme Books

- Senses
- Rhyme, Rhythm and Repetition
- Soothing and Secure
- Correlation ~ Nursery Rhymes and Success in Reading Development

Choosing Nursery Rhyme Books



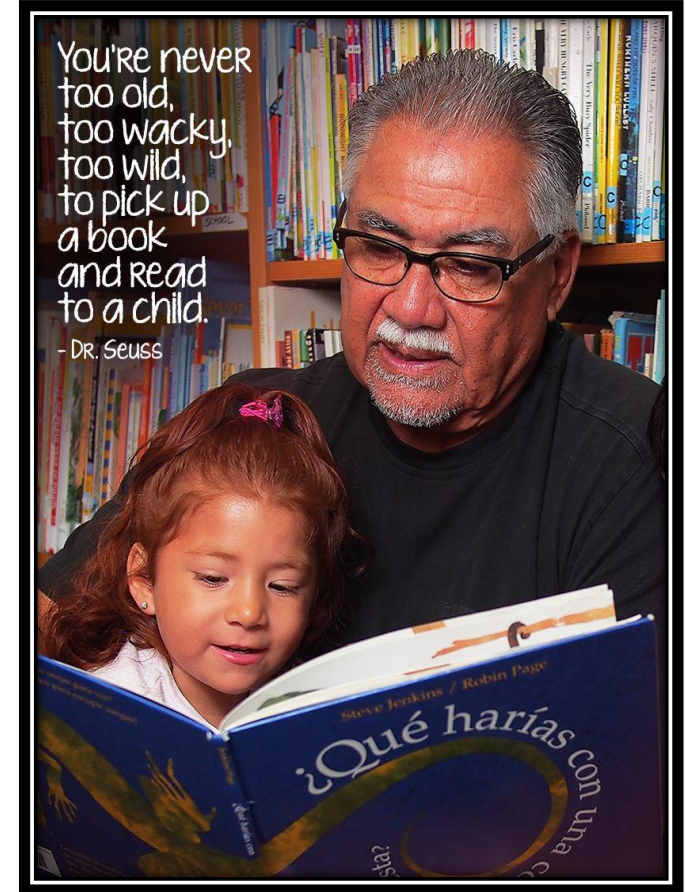
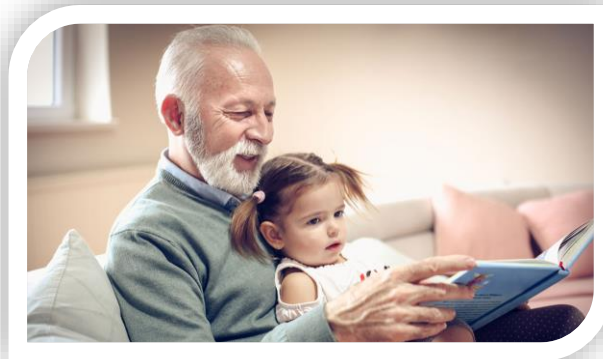
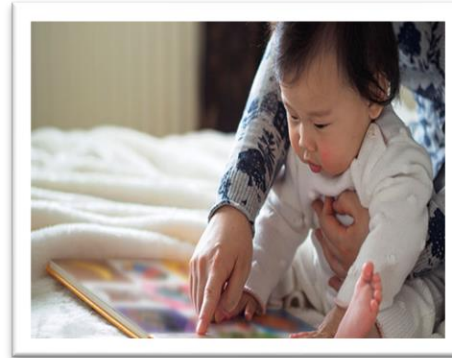
The 6 W's of "Reading GOOD Books to Babies"



Plus



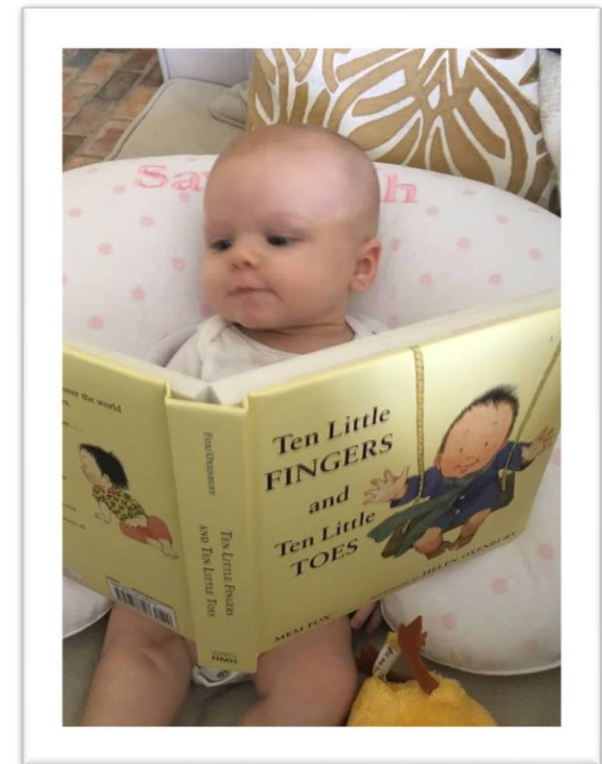
Who?

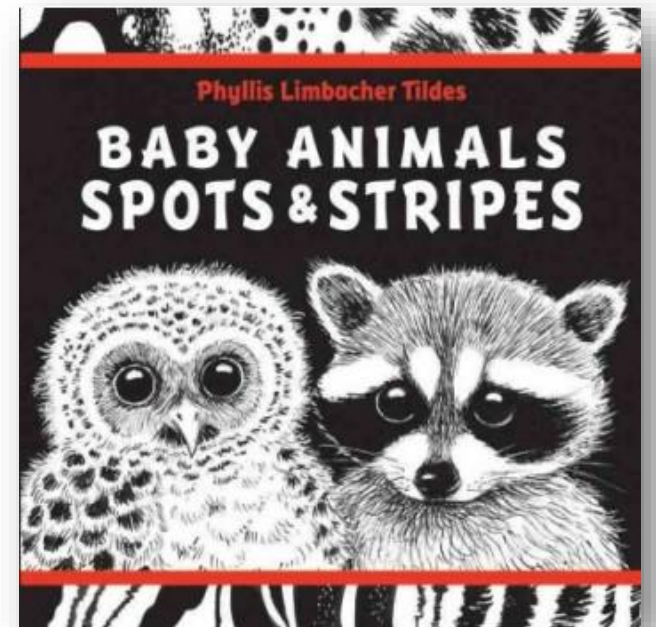
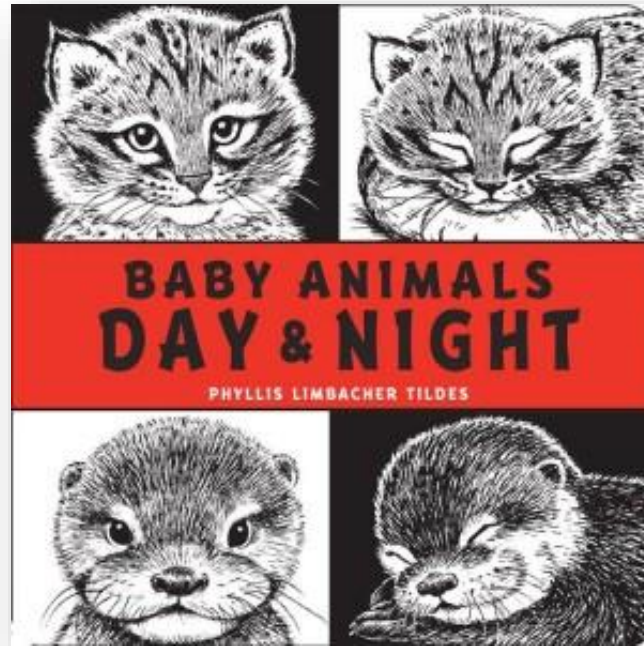


What should we read to our babies?



- So confusing! So much to choose from!
- What's best for the tiniest and newest baby?
 - Are they really attending anyway?
 - What do they understand?

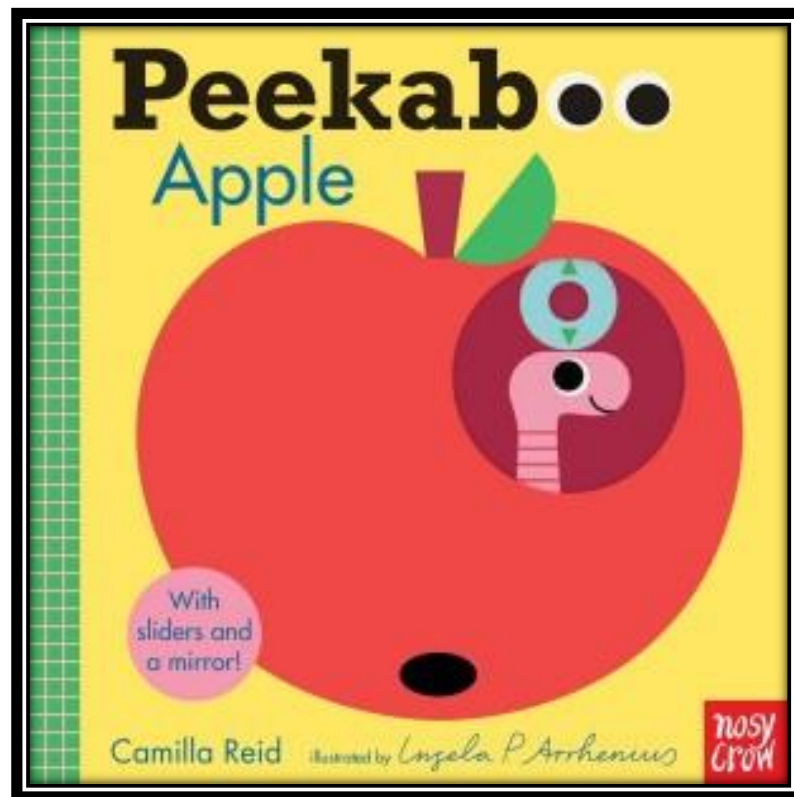
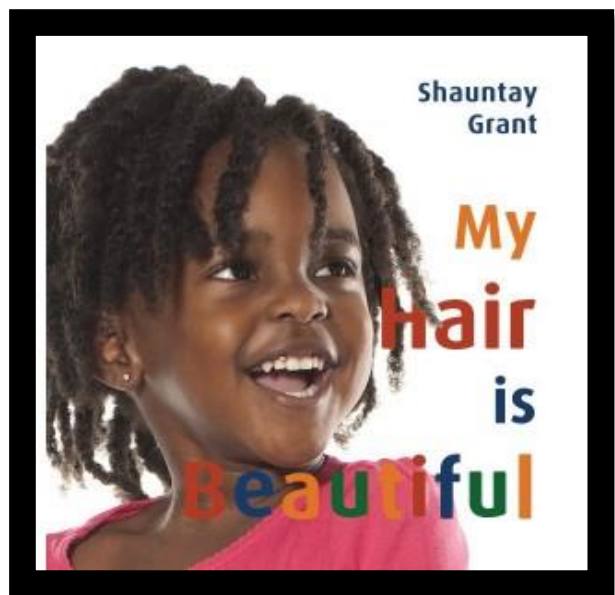


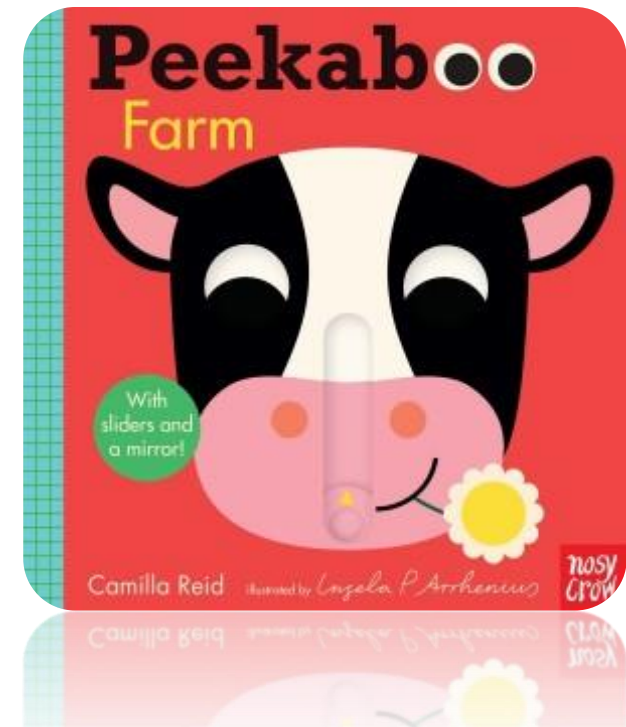
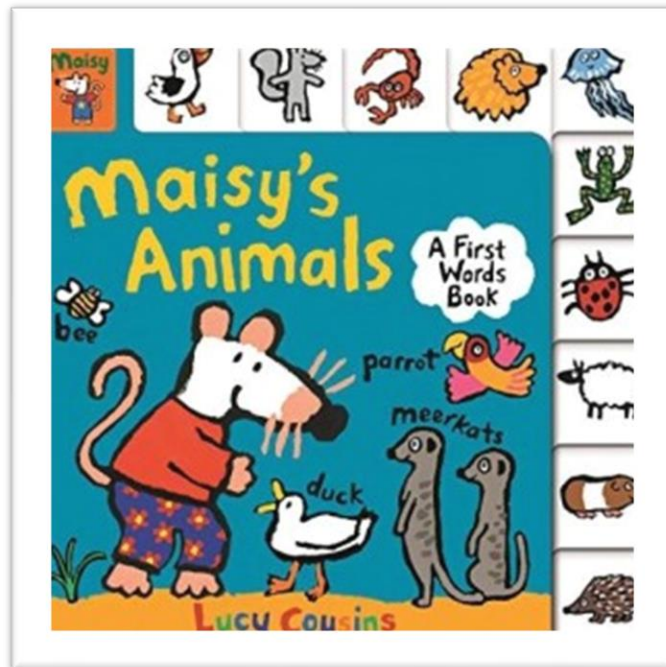
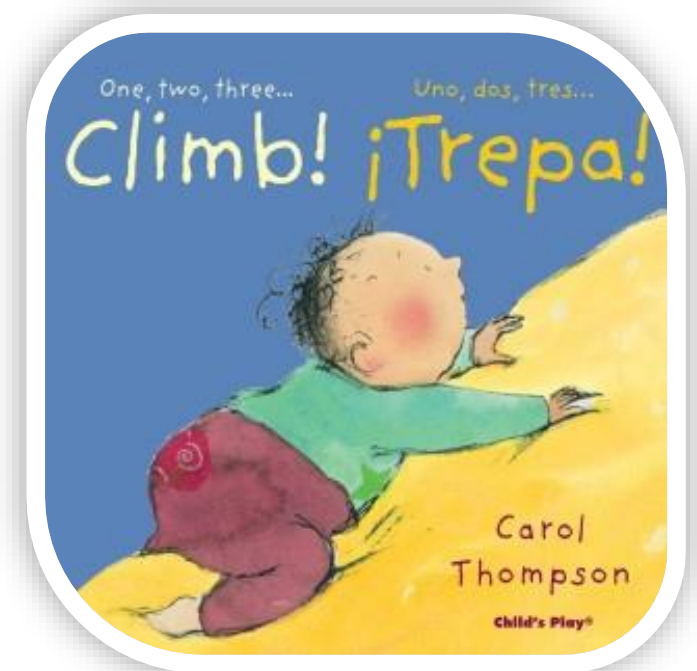
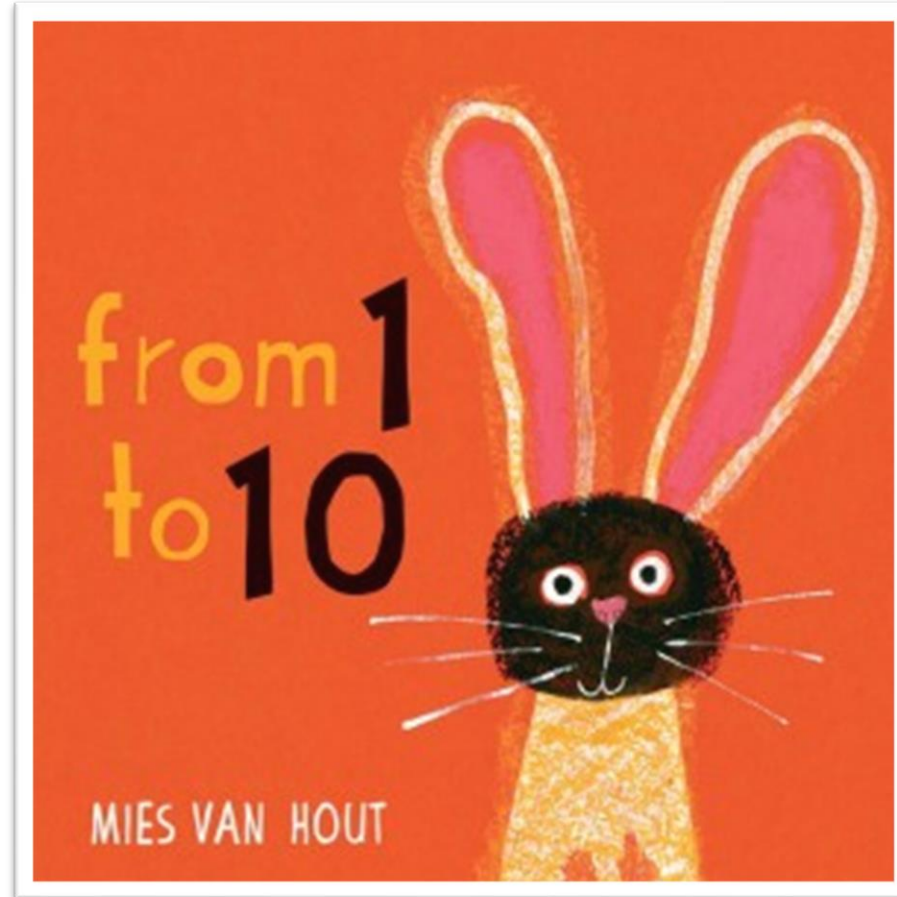
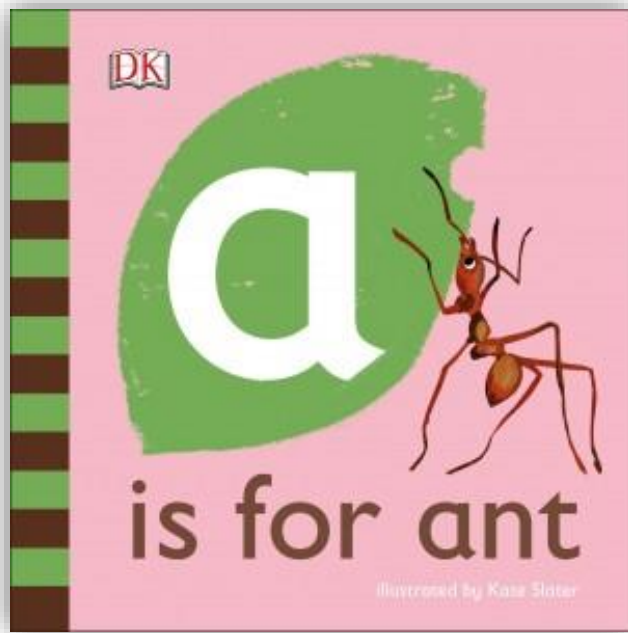


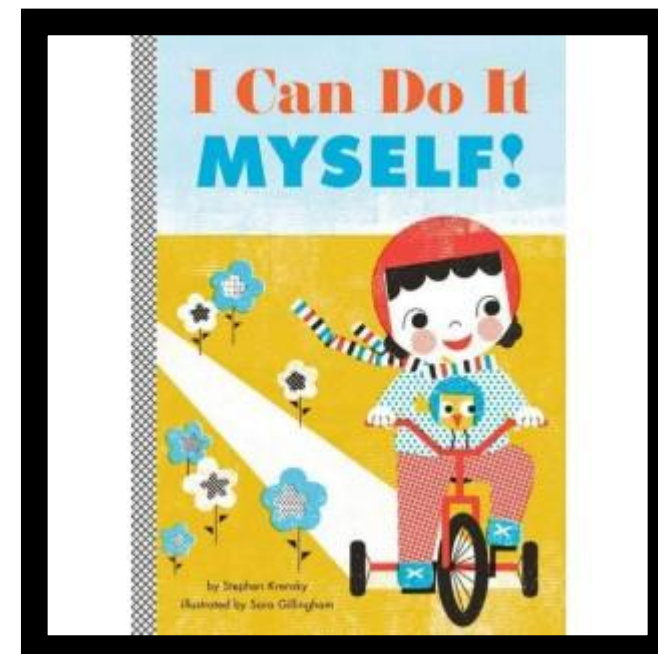
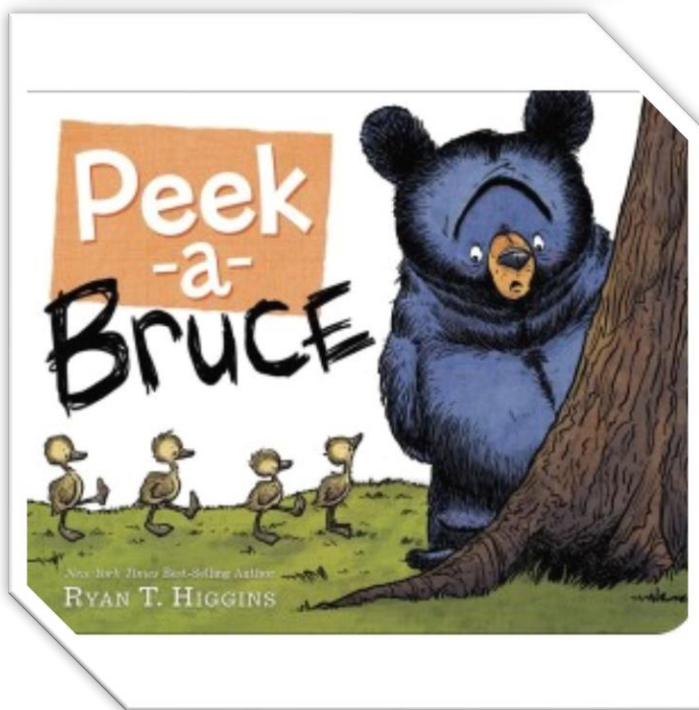
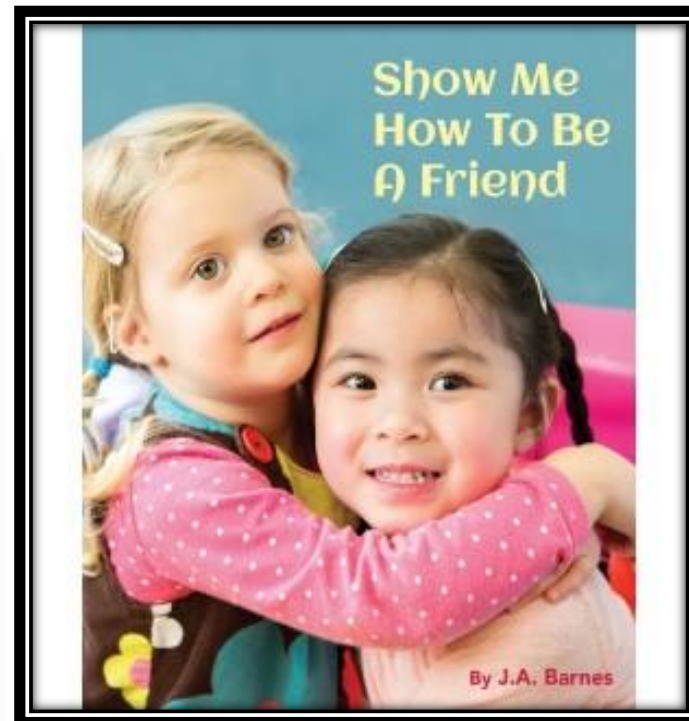
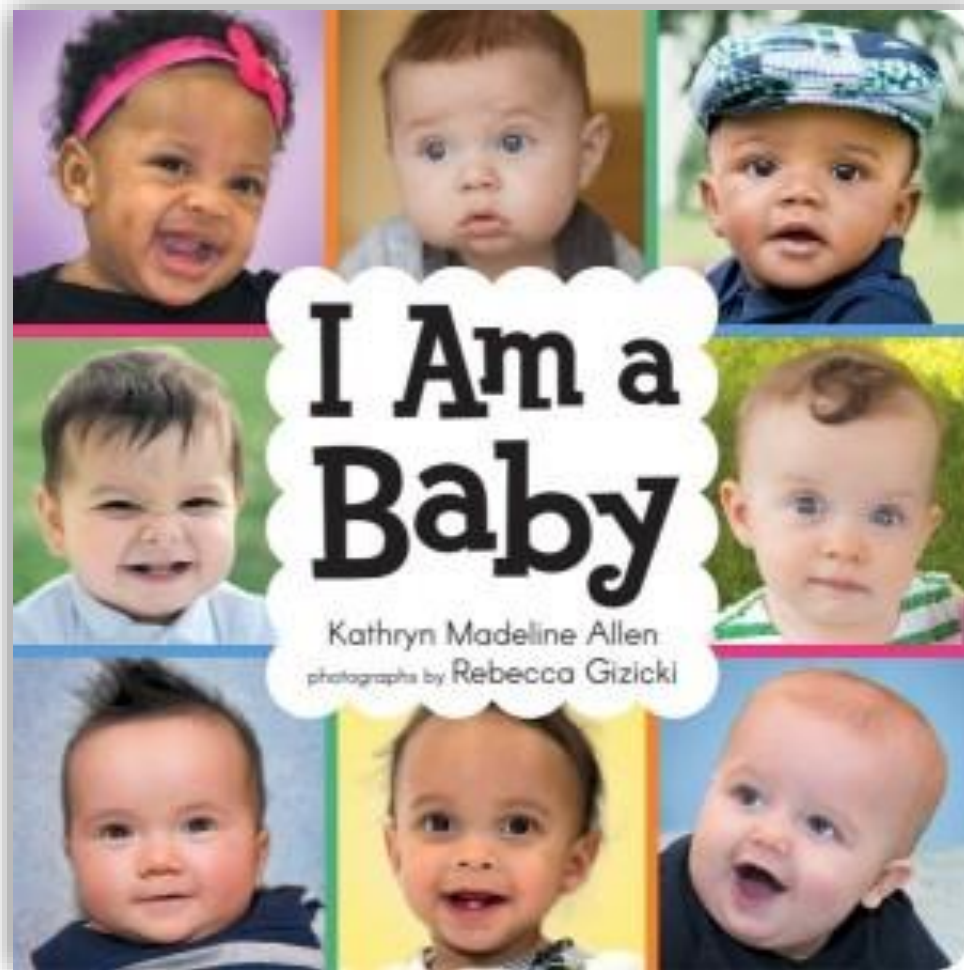
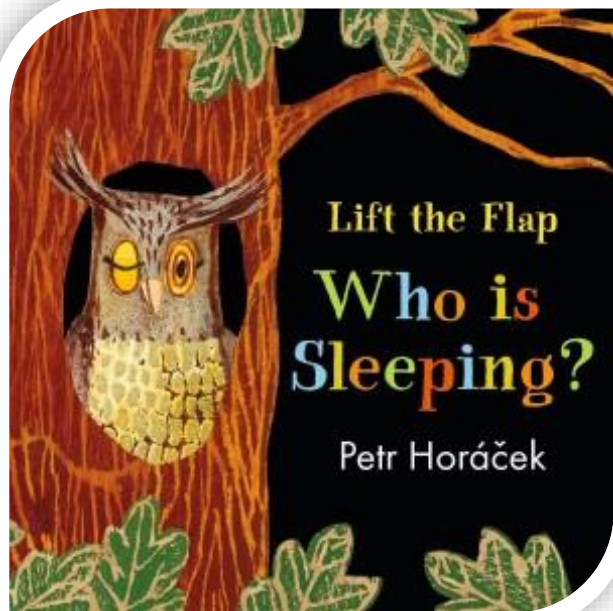
What constitutes a GOOD book for babies?

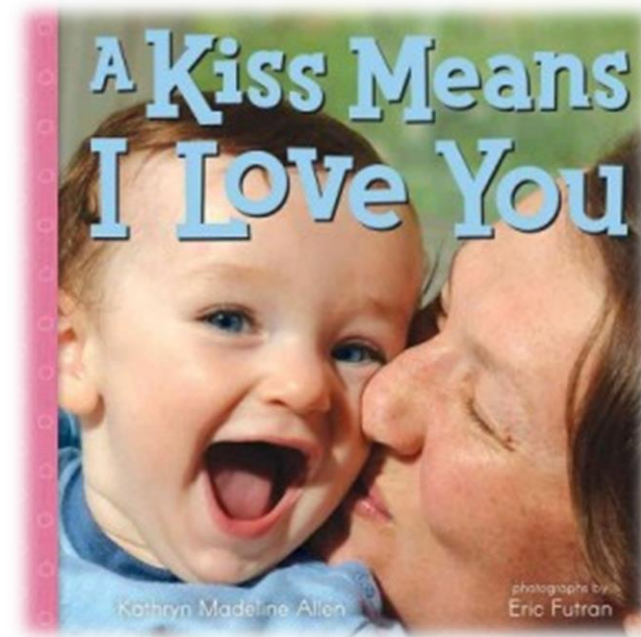
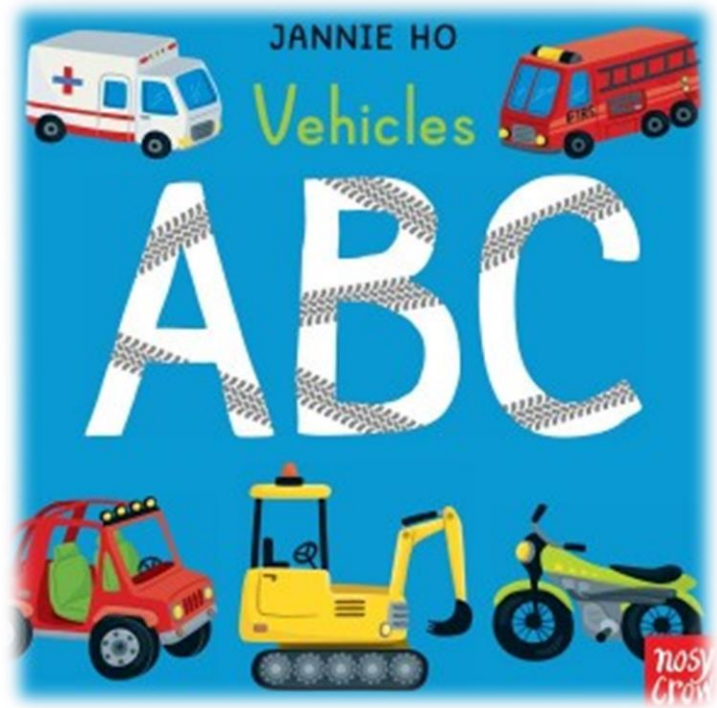
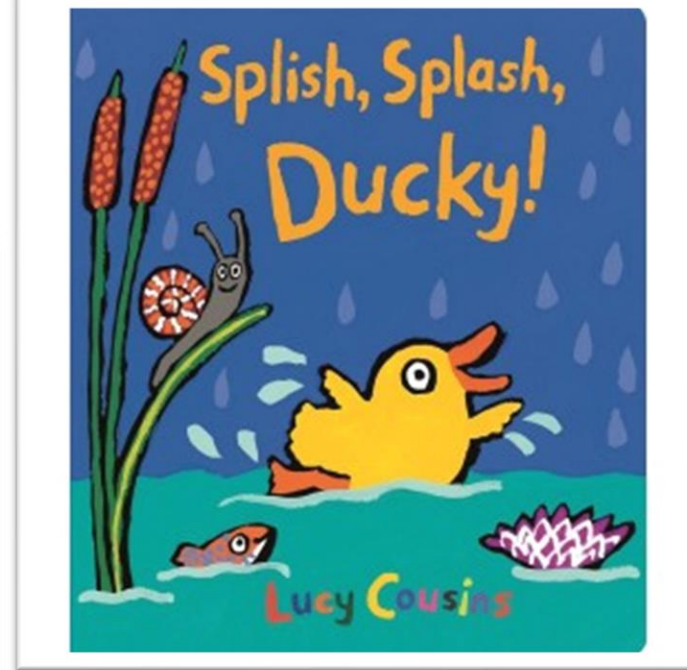
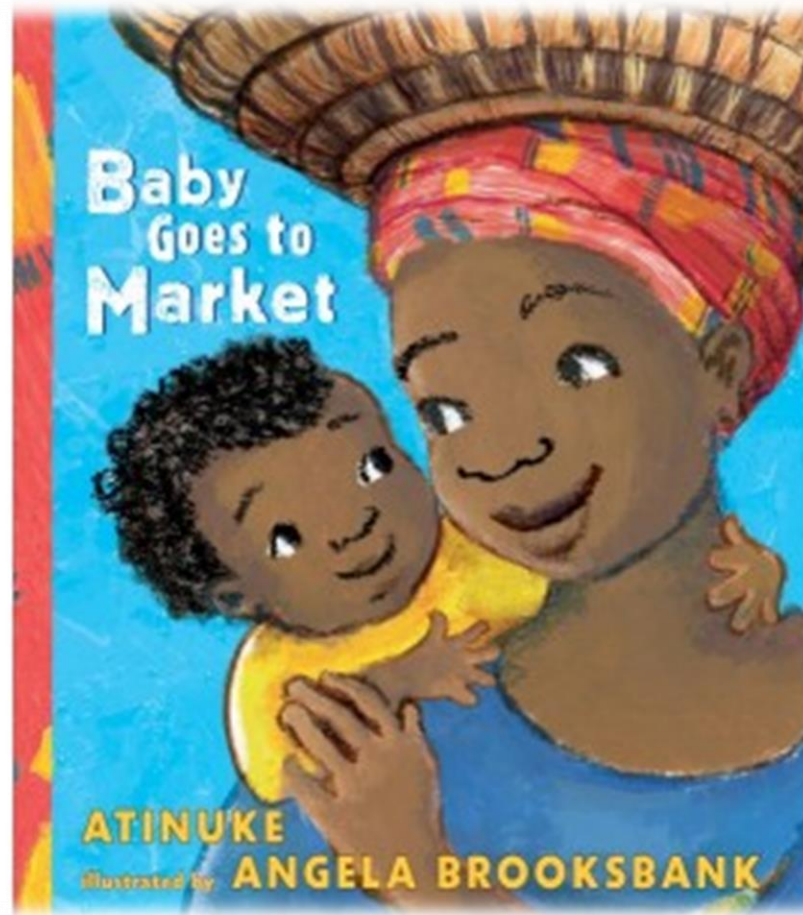
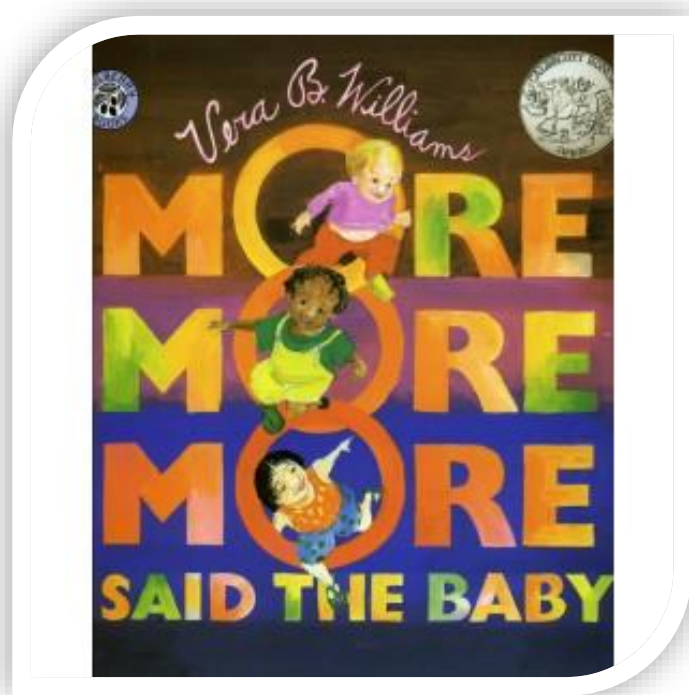
1. Brightly colored pictures of simple objects making it easier to focus.
2. Simple texts that match illustrations.
3. Rhyming, and repetition which is important for phonological development.
4. Informational books that introduce concepts including colors, shapes, animals, objects, counting, and letters.

5. Books that positively mirror the children you're reading to or provide a positive opportunity to notice differences in others.
6. Simple stories that introduce the concept of "story."
7. Photographs that show real faces, depicting a variety of emotions.
8. Touch and feel books to encourage exploration and the senses.
9. Board books for hands to manipulate and mouths to chew.









Reading to Babies (video clip)



www.youtube.com/watch?v=13WtBJAegR8&t=6s

Where should we read?



- There's no one way to think.
 - Create a space that is warm and comfortable for book reading.
 - Be open to thinking outside the box. Consider meal or nap times, outside on the playground or while playing with toys. These can work just as well as the place you have created.
- Once babies begin to move, they become movers.
 - Physical movement is important for brain development!
 - If children move away from you, they will return because they're interested in hearing you and seeing the book.



When is it best to read?



- Routines help babies feel safe and secure in their environment.
- If you find times that reading a book works, try to build it into everyday routines.
 - Before nap
 - During snack or a meal
 - Outdoors
- Look for opportunities to read. While children are playing with toys, it's likely that you'll get handed a favorite book to read.

Why read to babies?



- When children are read to, it increases positive social and emotional development and helps to build strong relationships with adults.
- Your interaction as you read sets the foundation for a LOVE of learning.
- The more language, the better prepared children are for school success.
 - 90% of brain development happens in the first 3 years

6th "W" **HOW?**

- There's no one right way but there are things to notice.
 - A happy baby responds to what you're doing.
 - Do they stay calm as you read?
 - Tune into you?
 - Ask questions if they are talking? Makes positive noises or words?
 - Do they want to explore the book using their senses?
 - Babies and toddlers have short attention spans.
 - Read *with*, not *to* babies.
 - Let them be in charge, turning the page, pointing to pictures. Pause and interact!
 - Notice what they are looking at and stop to notice it with them.

Reading to Toddlers (video clip)



www.youtube.com/watch?v=KneuGi7Q0IE&t=1s

Tips

- Read every day so it is a part of your daily routine.
- Be selective when you choose books. Does the book have the criteria for being a GOOD book?
- When you are the one to select a book to read, choose one that you like!
- Be yourself when you read. You can read with emotion. Your enjoyment of the book will come out naturally when you read.
- Ask questions. Even to an infant, you can say, “What do you think is going to be next?” before turning the page.
- Have fun!

Everyday moments: Extraordinary Learning ~ Literacy with Love



[www. Zerothreethree.org/Literacy with Love](http://www.Zerothreethree.org/Literacy%20with%20Love)

Resources

- **Book Vine for Children** www.bookvine.com
- **Head Start** eclkc.ohs.acf.hhs.gov
- **NAEYC** www.naeyc.org
- **Reading Rockets** www.readingrockets.org
- **Zero to Three** www.zerotothree.org
- **Erikson Institute** www.earlymath.erikson.edu
- [www.pop_pt4_Rhymers-are-Readers.pdf](#)
- www.startearly.org/post/12-tips-to-boost-early-literacy

- If you have any questions or need any additional resources,
please email me:

mpeterson601@sbcglobal.net

- **Thank you for attending!**
- Thank you Missouri Making Early Connections Count
- Thank you Book Vine for Children, Isabel and Amy!





Each child belongs to all of us and
they will bring us a tomorrow in
direct relation to the responsibility
we have shown to them.

— *Maya Angelou* —

