Chapter 9 Study Guide

Introduction
• How the child’s first home being-read-to experience can be seen as a curriculum
• Why reading aloud to the child is so important, and how it can benefit the child
• What picture books offer young children
• How the language of books differs from oral language

Age and Book Experiences
• What children younger than three enjoy about reading aloud with an adult
• What four-year-olds are more concerned about, in regard to the story that is being read

Brief History of Children’s Literature
• Where stories such as folk tales originated
• The reasons for storytelling during primitive times
• How primitive stories have survived in some form to modern times
• What happened in the 15th century that significantly affected the availability of books
• The historical significance of Aesop’s Fables
• Common themes of books in Victorian England
• How the English Puritans influenced the content of books for children
• What chapbooks were, and their characteristics
• Who John Newbery and Thomas Boreman were, and why they are important to the history of children’s literature
• How the Industrial Revolution led to a greater focus on teaching children to read
• How picture books changed toward the end of the 19th century
• Why illustrative color in picture books largely disappeared until the late 1920s and 1930s
• The effect that book awards had on American picture books
• The two most prominent awards for children’s books
• How American picture books for children began changing in the 1930s
• When the first book lists for preschool-aged children appeared
• How Russian information and “how-to” books of the 1940s and 1950s affected nonfiction picture-book production in the United States
• How and why multiculturalism has taken a more prominent role in children’s books over the last few decades
• What “therapeutic” picture books are, and when they began to appear
• The effect of the whole-language movement on children’s literature
• The role technology plays in modern books for children
Where to Start
- Where to find lists of books and other recommendations for books that are appropriate for young children

Quality
- What judging quality means
- The desirable/valuable features of books for young children
- Examples of quality books
- When you should start to introduce classics to young children
- Individual factors independent of book content that should influence your book selections, and why
- Types of awards given to young children’s books
- Why illustrations are important in young children’s books
- What a picture book is
- Different types of picture-book illustrations
- The benefits of illustrations in young children’s books
- Teacher interactive behaviors that may happen in read-aloud activities
- What “format” refers to
- How book formats can differ
- What genre is
- Examples of genres

If Only They Would Choose Books and Book-Related Activities
- Why many early childhood teachers worry that some families might not make books part of children’s lives
- How reading to preschoolers is believed to affect them as they begin elementary school
- How teacher planning and thoughtful analysis can affect children’s interest in books and reading
- What practitioners need to ask themselves when selecting books and book-related activities
- Why teachers spend considerable time in the classroom library

Reading Books to Young Children
- The primary goal of a read-aloud event
- What reading books aloud will encourage children to do
- Reasons why you might reject a book you review for a read-aloud
- Examples of resources for choosing books
- Why the teacher must encourage the children’s interest in books and reading
- The key to drawing reluctant children into the story
- How reading books to children can present them with knowledge
- Why comprehension is important, and what the teacher can do to aid it
- How teachers can show children that books can be resources
- Why “drill sessions” are generally unproductive
- How a child’s understanding of the features of books influences them
• What imitative reading is and why it should be encouraged
• Recommended techniques for encouraging imitative reading
• How a child transitions from seeing words and letters as meaningless squiggles to representations of language
• Why educators should encourage children to care for and respect books
• How literature can be used to aid conflict resolution skills

Book Selection
• Why book selection is not an easy task
• How the degree of a child’s interest in a book affects the success of a read-aloud
• Why children need different types of books
• The types of books and other materials that children need (in regard to their approach to the child)
• Selection criteria that are sensitive to intergenerational representation in picture books
• Why some parents and educators are concerned about many folk tales and fairy tales
• The benefits of reading many folk tales and fairy tales
• Why it is important to include books that depict people with disabilities
• Language use considerations when selecting books for young children
• Different types of books that are available for young children, and the characteristics of each
• The factors that should be taken into consideration when choosing children’s books
• The questions teachers should ask when choosing a child’s book

Culturally Conscious and Culturally Diverse Books
• What the term “multicultural literature” refers to
• The two primary factors that should be taken into consideration when evaluating multicultural children’s literature
• What multicultural books offer children
• Why you should not give special status when offering multicultural and multiethnic books
• The characteristics that are part of authentic multiethnic and multicultural literature
• What the term “Hispanic” does and does not refer to
• How various cultures are represented in children’s literature
• The recommended relationship between the books read to children and the children’s culture
• Why high-quality reading instruction and a cultural approach are important to building strong literacy skills
• Why it is important to help children make meaning of what they are reading
Moral and Nonviolent Education
- What to look for (in regard to moral conflicts) when selecting children’s books

Bibliotherapy
- What bibliotherapy is
- How books can help children cope with their emotional concerns

Reading Books to Young Children
- Places, in addition to the classroom reading area, where books can be displayed, and where reading activities can take place
- What teachers can do to make reading times exciting and personally relevant and rewarding to each young child
- Each of the steps in the step-by-step outline for conducting group story times, and what they involve
- Why it is important to ensure that children have time to pursue books independently
- The additional book-reading tips recommended by the author in this chapter
- Teachout and Bright’s nine steps for “walking” children through a teacher-led book reading session
- What teachers can do if they want to enhance children’s understanding of a book’s story line
- Ten things that preschoolers may know about books
- What paraphrasing is and why it may be done
- Why many professionals find paraphrasing objectionable and urge teachers not to do it
- What targeting is and how it is done
- Why it is important to plan for child participation when choosing stories to read
- How children benefit from active participation in read-alouds
- Recommended ways to promote child participation and active listening
- Why thinking aloud can be beneficial when reading to children
- The two teaching goals promoted by thinking aloud as you read
- Why one-on-one readings are important
- Why teachers plan times to be in the classroom’s book center
- Why children often want to re-read stories
- Considerations to take into account when deciding whether to re-read a story to the class
- How children are believed to benefit from re-reading stories
- What “I-can-read” behavior is and what it indicates
- How visuals can be incorporated into story time
- Why visuals might be incorporated into story time

After-Reading Discussions
- The two ways in which the teacher-mediator assists children during storybook readings
• How teachers can stimulate book discussions
• The sequence included in picture books, and why it is relevant to after-book discussions
• What early childhood teachers can expect when children make comments or have questions after book reading
• What the teacher’s focus in asking questions in an after-book discussion should be, and why
• How after-book discussions can aid comprehension
• The form a “story time talk” session might take, and what it might involve
• How after-book discussions can promote print knowledge

**Story or Book Dramatization**
• How enactment of a story aids children’s comprehension and recollection of details
• What planning for book enactment involves

**Picture Books as the Basis for Theme Instruction**
• How using picture books as the basis for theme program planning works

**Literature-Based Curriculum**
• What literature-based curriculum is and what it involves
• The characteristics of the literacy-based model described by Walpole and McKenna
• What is necessary for a literature-based language arts program to be implemented in an early childhood setting

**From Books to Flannel (Felt) Boards and Beyond**
• The five books that are often adapted into flannel board stories
• Other methods that teachers may use to “advertise” particular books in creative ways

**Library Skills and Resources**
• Why library trips are often planned for preschoolers
• Resources (in addition to books) that are often found at libraries
• How finding out about the authors of children’s books can benefit teachers
• Where teachers can go to find information about the authors of children’s books
• How and why early childhood centers might acknowledge/celebrate authors

**Child- and Teacher-Authored Books**
• The values of books authored by children or their teachers
• Examples of activities that encourage children to create their own books
• How a child’s story is recorded into text by the teacher, and then made into a book
• What caption books are and why they are recommended for use with young children
• Examples of topics that teachers can use for teacher-made books

Book Areas and Centers
• Why it is important for the book area to be attractive to the child
• Examples of materials and approaches that are used to attract children to the book area
• How books should be displayed
• The types of individual reading spaces that should be created, and why
• Why it is important to outline the rules and responsibilities of book handling, and what the rules should be designed to do
• What a well-stocked classroom library should have
• Why rotating books is often a good idea
• What a “Book Hospital” box is, why it might be necessary, and the message it sends to the children
• Why it is important for the teacher to spend time in the book area
• The factors that should be taken into consideration when organizing an area for a group reading session
• The common rule for children who want to leave the group before the book is over
• Why it is important for the teacher to model proper book care and storage behaviors

Resources for Finding Reading Materials
• Examples of places where teachers can go to find appropriate reading materials for young children

Favorite Children’s Books
• What you must do to develop your own list of favorite children’s books
• How falling in love with picture books helps children learn the value of reading

Influences on Children’s Reading-Like Behaviors
• What reading-like behaviors are
• Why it is important to encourage and support a child’s reading-like behaviors
• Ways in which the child’s family can influence his or her reading-like behaviors
• The three techniques for encouraging reading-like behaviors used by families that are also effectively used by teachers
• The forms that reading-like behaviors may take