

Take a look at more repeated reading

From Listening to "Reading"

Ms. Nelson's 3-year-old class is fascinated by the caterpillars that they find on the playground. During circle time one day she reads *The Very Hungry Caterpillar*, taking time to let the children enjoy each picture. When they reach the end of the story, one of the children asks Ms. Nelson to read it again. She opens the book to the first page. She begins reading to the group of children who are eager to hear the story again. This time she points out new things in the pictures. The next day, the children are happy when Ms. Nelson gets the book out. They quickly join her on the circle time rug. She reads it to them again, pausing at the end of each page to let the children enjoy the pictures. They talk about what is happening in the story and about "their" caterpillars on the playground. After a few days, Ms. Nelson hears some of the children "reading" the book aloud to each other or to themselves.



A Clear Favorite

Four-year-old Zara finds a book about a bear in the reading center of her classroom. She sits among the soft pillows on the rug and begins to look at the book. Noticing her interest, a teacher's aide in the classroom joins her. They look at the book together, with Zara "reading" the book to the aide. When they reach the end of the book, Zara hands the book to the aide. "You read it," she requests. The aide reads the book to Zara. She asks questions about the bear's adventures and points out interesting things in the pictures. When they are finished, the aide places the book on the shelf where it is easy to see. This helps support Zara's interest in reading the book again. They read the book together almost every day. With each reading, Zara remembers more details and takes over more of the "reading."

The Sign Says...

Three-year-old Jenny has severe language delays and uses signing to communicate. Jenny has a book about trains, and lately it is the only book in which she is interested. Jenny brings the book to her early interventionist, Ellen, while she is at their home visit. "Do you want to read the train book again?" Ellen asks as she makes room for Jenny next to her on the sofa. Jenny's mother begins to read. As she reads, she points to the pictures and engages Jenny by asking, "What is that?" Jenny smiles and gives the sign for "train." "Yes, that's the train," Ellen says, while signing and carefully articulating the sounds in the word. When they have finished the book Jenny signs, "Again!" This time, Ellen reads the story, asking other questions that Jenny can answer by signing.

