

## LESSON 3 » ASKING QUESTIONS



*I can help my child be a reader!*

LESSONS FOR PARENTS IN SUPPORTING EARLY LITERACY





## TRAINER'S NOTES

## LESSON 3 » ASKING QUESTIONS

*Whatever you do, wherever you are,  
talk and read with your child.*

### WHAT ARE THE OUTCOMES?

1. Parents will learn:
  - three kinds of questions (Yes/No, “WH”, Open-ended) to ask children when talking and reading with them.
  - to ask simple, age appropriate questions.
  - how to respond when their children answer questions in an unexpected way.
  - to use CAR (Comment, Ask questions, Respond and add a little more information) as a way to remember the strategies to use when talking and reading with children.
2. Parents will review how to:
  - start a conversation with a comment
  - give their children time to respond to a question
3. Parents will increase the number of times they talk with their children each day.
4. Parents will increase the number of times they read with their children each day.

### THIS LESSON LINKS TO THESE IOWA EARLY LEARNING STANDARDS

#### *Infant and Toddler Early Learning Standards*

#### Area 4 – Communication, Language, and Literacy

4.1: Language Understanding and Use

4.2: Early Literacy

#### *Preschool Early Learning Standards*

#### Area 10 – Communication, Language, and Literacy

10.1: Language Understanding and Use

10.2: Early Literacy



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### THIS LESSON LINKS TO EVERY CHILD READS MODULES FOR EARLY CARE AND EDUCATION PROVIDERS:

*Every Child Reads: Birth to Three*

Module III (Engaging in conversation with infants and toddlers)

Module IV (Reading with infants and toddlers using interactive strategies)

*Every Child Reads: Three to Five Years*

#### **Language Module, Principle 1**

(Children need to have many experiences and interactions to develop background knowledge and language skills.)

#### **Reading Module, Principle 1**

(Children need opportunities to interact with books.)

### MATERIALS/EQUIPMENT

### MATERIALS/EQUIPMENT WILL I NEED TO TEACH THIS LESSON?

- Handouts: L3-H1 (#53) and L3-H2 or H3 (#62)
- Chart paper, tape and markers
- DVD such as *Language is the Key: Talking and Play* (#46)
- TV and DVD player (#46)
- 3x5 index cards (#64)
- Sticky notes (#55)
- Books to distribute to families (#55)
- Materials for the parent-child activity (#73)



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### PREPARATION

### BEFORE TEACHING THIS LESSON

- Duplicate copies of “What Questions Could You Ask?” L3-H1 for each participant. Revise the scenarios to fit your audience, if necessary. (#53)
- Duplicate one copy of “What Do I Do When I Read With My Baby” L3-H2 or “What Do I Do When I Read With My Toddler,” L3-H3 for each participant based on the age of their children. Select the handout most appropriate for each participant. Use colored paper, if possible. (#62)
- Prepare chart paper for #16, #20, #45, #48-#52 in the script.
- For #46 in the script, you will need to select one or two clips, such as, *Language is the Key: Talking and Play*, Chapter 3, “Questions.”
- Prepare a book with sticky notes attached. (#56)
- Prepare a demonstration for #60 in the script using the book you will distribute to families this month. During the demonstration, model how to:
  - › use an expressive voice.
  - › make comments when reading books
  - › ask questions when reading books
  - › wait five seconds after asking a question or making a comment for the child to respond
  - › explaining what a word means
  - › point to pictures
- Prepare an activity for the parents and children to do together that will allow the parents to practice the strategies taught in this lesson. Examples of possible activities are in Trainer’s Script.



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### OUTLINE

### TRAINER'S OUTLINE

#### I. Standard Introduction

- A. Participant Introduction
  - 1. Name
  - 2. Child's name and age
  - 3. One activity your child really likes to do like ride in the car
  - 4. What you could talk with him about when doing that activity

#### II. Introduce the Topic

#### III. Review Parent Follow-Up Activity

- A. Were you able to talk more often with your child?
- B. What did you learn about your child when you talked with him?
- C. What new words did you teach your child or introduce him to when:
  - 1. talking with him as you did your daily activities?
  - 2. reading to him?
- D. Review the 3 types of comments.
- E. What comments did you make when reading and/or talking with your children since the last time we met?
- F. What did you do to remind yourself to wait after you made a comment?



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### IV. Present Key Points

- A. Why is it important to ask children questions?
- B. Three kinds of questions to ask:
  - 1. Yes/No
  - 2. “WH”
  - 3. Open-ended
- C. When is it developmentally appropriate to ask each kind of question?
- D. What do you do if you ask a question and your child gives you an unexpected answer?
  - 1. Keep your questions short
  - 2. Use words you think your child knows
  - 3. Ask only one question at a time
  - 4. Wait five seconds before asking a second question.

### V. Model the Key Points

- A. Show a clip of a parent and child having a conversation that includes the parent asking questions.
- B. Ask the families these questions about the clip:
  - 1. Give an example of a “yes/no” question the parent asked, a “WH” question, and open-ended question.
  - 2. How did the child respond when the parent asked a question?
  - 3. Did the parent wait five seconds before asking another question or making a comment?
  - 4. Which of the three kinds of questions seemed to get the child to talk more?
  - 5. What else did you notice about the questions the parent asked?
  - 6. If you had been the adult in this situation, what would you have done differently? The same?



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### VI. Conduct an Activity with the Adults to Reinforce Key Points

- A. Write questions you could ask your child when doing activities other than reading a book with him. (L3-H1)
- B. Write questions you could ask your child when reading the book distributed that session. (L3-H2 or L3-H3)

### VII. Reading a Book

- A. Demonstrate how to read the book using an expressive voice, making comments, asking questions, waiting for the child to respond and explaining what a word means.
- B. Discuss what strategies the parents saw you use during the demonstration
- C. Distribute handouts and discuss
- D. Explain how to use CAR to remember the strategies

### VIII. Summarize Lesson's Key Points and Assign Parent Follow-Up Activity

- A. Review the key points of the lesson
- B. Parent Follow-Up Activity:
  - 1. Write at least three times when you (parent) will have a conversation with your child and ask questions
  - 2. Write how many times you will read with your child and ask him questions about the book.

### IX. Conduct a Parent-Child Activity to Reinforce Key Points

- A. See Trainer's Script for examples.

### X. Closing Remarks



## TRAINER'S SCRIPT

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### CONDUCT A FOCUS ACTIVITY

**Introduce yourself.** (See introduction suggestions in the Manual Overview, “How do I begin each session?”)

1. Please tell us:
  - a. your name
  - b. your child’s name and age
  - c. one activity your child really likes to do like ride in the car, and
  - d. what you could talk with him about when doing that activity. For example, if my child and I were riding in a car, I could talk with him about what we see as we drive.

### INTRODUCE THE TOPIC

2. We have been talking about how important it is to talk and read **WITH** our children. The more you read and talk with children, the more words they will know when they start school which usually means they will do better in school.
3. Remember our slogan: *Whatever you do, wherever you are, talk and read with your child.*
4. After we review what we discussed at our last meeting, we will talk about questions you can ask your children when talking and reading with them.

### REVIEW KEY POINTS FROM LAST MEETING

5. Please find your index card.

**If the participants are not willing to talk in a large group, divide them into small groups and assign 2 or 3 questions to each group. After five minutes, call them back together and discuss the questions as a large group.**



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6. Were you able to talk more often with your child?
7. What did you learn about your child when you talked with her?
8. What new words did you teach your child or introduce him to:
  - when talking with him as you did your daily activities?
  - when reading with him?
9. At our last meeting, we discussed three kinds of comments you could say when talking and reading with children.
10. One type of a comment or statement is describing what your child is doing:
  - “You are playing with your dog.”
11. You can also describe what you are doing:
  - “I am sweeping the floor. Next, I am going to wash the clothes.”
12. A third type of comment is describing an object or person or what is happening at that moment:
  - “Our dog is big and brown.”
  - “Here comes the garbage man in his orange truck.”
13. You can also use comments to start a conversation with your child about the book you are reading:
  - “In this picture, the baby is smiling.”
14. What are some examples of comments you made to your children since our last meeting?



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15. When you were talking and reading with your child, what did you do to remind yourself to wait after you made a comment?

### PRESENT KEY POINTS

16. Another way to start a conversation is to ask questions.

**As you explain the following, write the reasons why we ask questions on chart paper:**

- **gets children talking.**
- **shows we are interested.**
- **find out what children are thinking about.**



17. We ask children questions *because it gets them talking*. It keeps them interested in what we are doing together. Children like to be active, to participate. They often don't like to just sit and listen. Most people (other than teenagers!) will answer, or respond in some way, when asked a question.
18. We also ask questions *because it shows our children that we are interested in what they are doing and thinking*.
19. The third reason we ask questions is because it is a good way for us to *find out what our child is thinking and what he knows*.
20. Get in the habit of asking questions of your infants and toddlers even though they won't answer with words. They will respond and "answer" you by looking at you, smiling, pointing, or nodding their heads. When you ask questions, your child is hearing you use words which is how she learns.



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As you explain the following, write the three kinds of questions on chart paper:

- Yes/No.
- “WH”.
- Open-ended.

21. There are three kinds of questions you can ask. The first is a question your child answers with a “yes” or “no.” An example is, “Do you want more milk?” Your child might say “yes” or “no,” or shake his head.
22. You can also ask “WH” questions—questions that start with *what, where, when, who*. These questions can usually be answered with one word or only a few words. An example is: “What do you want for lunch?” Your child could answer, “milk,” or she could make a gesture such as pointing to what she wants.
23. Other examples of “WH” questions are: “When do you want to eat lunch?” “Where do you want to eat lunch?” and “Who is eating lunch with you?”
24. Another kind of question you can ask is called an open-ended question. These are questions that have more than one answer. They are questions children usually need to think about before they respond.
25. Open-ended questions often start with “Why” or “How.” Examples might be, “Why didn’t you eat your lunch?” or “How do you think that happened?”



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26. They can also start with “what” such as “What will we do now?” All of these examples of open-ended questions have more than one answer. That is the difference between them and the other 2 kinds of questions.
27. Talk with your neighbor and think of an example of an open-ended question you could ask a child.

**After two minutes, call the group back together and ask a few participants to share their examples.**

28. “Yes/No” questions are the easiest to ask and the easiest for children to answer. Most children can answer “yes/no” questions by their first birthday. They may not say “yes/no” but they are able to point or gesture or indicate in some way that “yes” they want that toy or “no” they don’t. So, we can ask “yes/no” questions of children of all ages.
29. “WHAT” is the easiest “WH” question for children to answer. Most can answer a “WHAT” question when they are one year to one and one-half years old. They will usually answer it with one or two words or point to something. As they grow older, they will be able to answer other “WH” questions and they will use more words when they answer.
30. Simple “WH” questions you can ask children of any age are “What is that?”, “Who is that?” and “Where is \_\_\_\_\_?”
31. Children usually can’t answer open-ended questions that start with “WHY” or “HOW” until they are three to four years old. It is okay to ask younger children an open-ended question, but you may not get much of a response.



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32. Let's say you are talking or reading with your child and you ask him a question. He answers it but does so in a way you didn't expect. For example, you and your child might be reading a book about Clifford, a big, red dog who is taking a bath. You might ask, "What color is Clifford?" and your child answers, "Green."
33. Don't get upset! Your child is learning! Tell him the answer or help him figure it out.
34. You could say, "No, Clifford is red, not green. Let's find some other red things in this picture." Then point to the red things and say, "This is red." You could also look around the room and point to red things. Encourage the child to say the word, "red," with you.
35. You could also restate the question and make it easier for the child to answer. You could say, "What color is Clifford? Red or green?"
36. Why do you think your child might have answered "green" instead of "red?"

**Suggested response:** *He doesn't know his colors.*

37. You are right. One reason children have trouble answering questions is because they do not have the facts or background knowledge to do so.
38. Here is another example. You are reading about Clifford taking a bath and you ask, "What do you think will happen next?" Your child says, "Drink milk." Now, you have read this book at least 50 times with your child so you know Clifford is not going to drink milk and you're pretty sure your child also knows that. Instead of saying, "That's wrong," or "No, he's not going to drink milk, he's going to go to sleep," what could you say?



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### Suggested responses:

- **That's an idea. Let's read more and find out.**
  - **Let's turn the page and see.**
39. What we don't want to do is act angry because our child didn't answer the question the way we think she should. She is learning!
40. Another reason a child may not answer our question at all or answer it in a way we did not expect her to is that she may not understand what the words we use in our question mean. If you are reading a book about a bird who lives in a birdcage, she may not be able to answer the question because she doesn't know what a "birdcage" is.
41. Sometimes adults ask questions that are too long or complicated for a child to understand and answer. If we ask, "What do you want on your peanut butter sandwich that I will make for you early tomorrow morning before you wake up and come downstairs?" you may not get an answer.
42. Ask a shorter, less complicated, such as "Do you want jam on your peanut butter sandwich tomorrow?" and your child may respond.
43. Children also may have trouble answering our questions if we don't pause five seconds and give them time to think and respond.
44. If your child doesn't respond after five seconds, tell him the answer or help him figure out what the answer is. Or, ask another question that might be easier for him to respond to such as our example: "Is Clifford red or green?"



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**Write the following on chart paper.**

45. Try to:

- keep your questions short
- use words you think your child probably knows
- wait five seconds for the child to respond
- tell your child the answer, help him find the answer or restate the question so it gives your child a choice.

### MODEL THE KEY POINTS

**Point to the chart paper that lists the questions found in steps #48-52.**

46. Let's watch a DVD of a parent talking with his child. After we watch the DVD, we will discuss these questions so take some notes if you want to do so.



**Show a short clip that illustrates a parent and child having a conversation where the parent asks questions. You may have to show more than one clip in order to have examples of all three kinds of questions.**

**You may want to show the clips several times.**

47. Give me an example of a:

- yes/no question that the parent asked
- a “WH” question
- an open-ended question—a “why” or “how” question.

**If the clip you show doesn't model all three kinds of questions, ask the participants to brainstorm questions the parent in the clip could have asked. Then discuss the video clip with these questions:**

48. How did the child respond when the parent asked a question?



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49. Did the parent wait five seconds before asking another question or making a comment?
50. Which of the three kinds of questions seemed to get the child to talk more?
51. What else did you notice the parent doing when asking questions?
52. If you had been the adult in this situation, what would you have done differently? The same?

### CONDUCT AN ACTIVITY WITH THE ADULTS TO REINFORCE KEY POINTS

53. Please find a partner.



**Distribute the handout, “What Questions Could You Ask?” [L3-H1] and assign each pair a scenario to read and answer. Let them decide the age of the child in the scenario.**

**You may need to prepare more scenarios if you have a large group.**

**You can also read the scenarios to the parents and, as a large group, brainstorm questions to ask.**

**If the participants have only infants and toddlers, you may need to change some of the scenarios.**

54. With your partner, think of questions you could ask your child if you and he were in this situation. Write:
  - one yes/no question you could ask your child
  - one “WH” question and
  - one open-ended question that might start with “WHY” or “HOW”.



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55. Take about five minutes to do this and then we will ask you to share your questions. Work together.

**After about five minutes, ask three or four pairs to share their questions. Encourage the other participants to add additional questions. You may want to record the questions on chart paper.**

**Distribute the book you have brought and give several sticky notes to each participant.**

56. Please find a partner. Read the book and, with your partner, think of questions you could ask your child about the book. Write one question on each sticky note and put it on the page where you will ask it. This will remind you to ask the question.

**Show the group a book with sticky notes attached.**

57. With your partner, write:

- one yes/no question
- one “WH” question and
- one open-ended question you could ask your child when reading this book.

58. You don't need to ask a question on every page. Have some questions available but follow your child's lead. Questions can keep children interested in the book but you can also wear a child out if you ask too many.

**After about five minutes, ask three or four pairs to share their questions. You may want to record them on a chart paper.**

59. Questions about questions?



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### MODEL THE KEY POINTS

60. Please push the book away. I am now going to read this book and ask you some questions I thought of. Write what questions I ask and what other things you see me do when I'm reading. Please pretend you are a group of 2-3 year olds. When I ask a question, answer it like they would.



#### Read the book and model:

- using an expressive voice.
- making comments.
- asking questions.
- waiting five seconds for the child to respond after asking a question or making a comment.
- pointing to pictures.
- explaining what a word means.

61. What questions did I ask?

62. What else did you see me do when I was reading the book?



**Distribute “What Do I Do When I Read with My Baby” [L3-H2] or “What Do I Do When I Read with My Toddler?” [L3-H3]. Select the handout that matches most closely the age of each family’s child. Give the participants a few minutes to read it or read it to them. Then discuss the articles.**

63. One way to remember to use comments and questions is to think of the word CAR:  
C=Comment  
A=Ask questions  
R=Respond to your child and add a little more information.

We will talk about “R” at our next session.



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### SUMMARY AND ASSIGN PARENT FOLLOW-UP ACTIVITY

**Distribute one 3x5 index card to each person.**

64. We want to talk and read with our children often. One thing we can do when talking and reading with them is to ask them questions. It is good to ask questions because it makes the children respond in some way—pointing, nodding or answering. It shows the child we are interested in her and what she is doing. It lets us know what our child is learning and thinking about.
65. There are three kinds of questions we can ask:
  - a. Yes/no questions are the easiest. A child only needs to point, or nod, or say “yes/no.”
  - b. “WH” questions are questions that start with What, When, Who and Where. Children usually answer them with one word or a few words. “What” questions are the easiest “WH” question for children to answer. Most children can start answering them when they are about one and one-half. They probably won’t answer when, who and where questions until they are a little older.
  - c. Open-ended questions are the hardest for children to answer. They are questions which have more than one answer. Most children can answer them by ages 3-4. They are wonderful questions to ask children because they need to think about the answer. Open-ended questions often start with “Why” or “How.”
66. On your index card, write at least *three* times between now and when we meet again when you will have a conversation with your child and ask questions. For example, will you talk with her at dinner? When you are playing with blocks?



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67. Then write how many times you will read with your child and ask him questions about the book.

**Give the participants a few minutes to do so.**

68. Please put your card on your refrigerator or some place where you will see it so you will be reminded of what to do before our next meeting.
69. Your children will be coming soon and you will have a chance to do an activity with them.

**Explain the activity.**

70. When you do the activity with your children, ask questions and make comments. Practice looking at them when you are talking and waiting five seconds for them to respond before you make another comment or ask another question. Have a conversation with them!
71. What do you think your child will be interested in talking about when you do the activity with him?
72. What questions will you ask him?
73. Focus on talking with your child and not the other parents.

### **CONDUCT A PARENT-CHILD ACTIVITY TO REINFORCE KEY POINTS**

**In this lesson, the focus was asking questions when talking and reading with children. Plan an activity for children and parents to do together that will give them an opportunity to practice asking questions.**



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### Examples of parent and child activities:

- do a craft/art project such as decorate the parent follow-up index card with different colored questions, stickers, etc.
- do a craft/art project such as making big question marks to display in their homes.
- play a board game.
- take a walk outside.
- sort rocks, shells, etc.
- play at the sand or water table.
- play in the housekeeping or block center.
- play with toys.
- read a book.

As the activity is occurring, walk around the group. If you notice a parent not practicing the strategies correctly, try to find an opportunity when you can talk with the child, while his or her parent is watching you, and demonstrate how to use the strategies correctly. Do not call attention to the “mistake.” Instead, demonstrate another example of the correct way to use the strategies with a child.

If many parents are not using the strategies correctly, model it at the next session.

**END**

### CLOSING REMARKS

74. Thanks for coming! See you at the next session on \_\_\_\_\_. Please bring your index card with you.





# *Handouts*

LESSON THREE



## WHAT QUESTIONS COULD YOU ASK?



#1. A mother and her child are in a park. There are swing sets and a slide in the park. It is a warm day with blue sky and big, fluffy, white clouds.

**What questions could the mother ask her child that might encourage him to talk?**

#2. A mother and her twins are in a grocery store. They want to buy some milk, bread and apples.

**What questions could the mother ask her children that might encourage the twins to talk?**

#3. A father and his child are playing in a tent they made in the living room. The tent is a pink sheet on top of four chairs. The family's cat is also in the room.

**What questions could the father ask his child that might encourage her to talk?**

#4. A grandfather and his grandchild are in the kitchen making peanut butter sandwiches for lunch. They have just finished pulling weeds in the vegetable garden.

**What questions could the grandfather ask his grandchild that might encourage him to talk?**



## WHAT DO I DO WHEN I READ WITH MY BABY?

**WHY SHOULD I READ TO MY CHILD?**

Children who have been read to have an easier time learning to read when they start school. When you read to them, you teach them:

- New words, such as the names of people, animals, and things
- Words they will use when they learn to talk
- About the world they live in
- To watch and listen
- That reading and sharing stories is a fun way to be with others

Reading and sharing stories can also be a way to calm children.

**GENERAL TIPS:**

- Use funny, different voices when you read and share stories. It will keep your baby interested. You can also sing the words!
- Point to pictures
- Have fun reading with your baby

Reading books with babies helps them learn new words and information about their world. Cuddle with your baby and enjoy your time together.

*Every Child Reads – Infants and Toddlers: A Collaborative Initiative:*  
Iowa Department of Education • Iowa Department of Public Health  
State Library of Iowa • Iowa Public Television • Reach Out and Read Iowa



### **C** COMMENT OR TALK ABOUT THE STORY AND PICTURES.

- Talk about the front cover of the book. Tell your baby what the story is about. “This book is about animals.”
- Talk about what your baby is looking at in the book. Point to what he/she is looking at. “That is a ball.” Or, “Tyler, look. A ball.” You will be teaching your baby a new word!
- Connect what is in the book to your baby’s life. Use real objects when possible. “You have a ball. Here it is!” Show your baby his/her ball.

### **A** ASK QUESTIONS ABOUT WHAT YOUR BABY IS LOOKING AT IN THE BOOK.

- Point to a picture in a book. Ask your baby what is going on. “What is that?”
- Wait and see if your baby does or says something. He/she might wave a foot, roll over, or say “baaaa.”

### **R** RESPOND BY ADDING A LITTLE MORE. “THAT IS A B-B-BALL.”

## WHAT DO I DO WHEN I READ WITH MY BABY?

**The Iowa Department of Education, along with federal partners, offers many services for children birth to 3 years old and their families. Some of these include:**

**EARLY ACCESS** is Iowa's system of early intervention services for infants and toddlers with or at risk for developmental delays. For help in getting connected call toll-free at 1-888-IAKIDS1 or e-mail [earlyaccessia@vnsdm.org](mailto:earlyaccessia@vnsdm.org).

**EARLY HEAD START** is a locally operated, federally funded program that provides a comprehensive child development program serving pregnant women and children birth to three with guidance, information, and direct services to foster healthy development of children and their families.

For more information go to [www.iowaheadstart.com](http://www.iowaheadstart.com)

**For more information, contact the Iowa Department of Education,  
Division of Learning and Results, 515/281-3924.**

### References

1. Read With Me: Birth to 3 Years.  
<http://www.iptv.org/kids/grownups/resources/downloads.cfm>
2. Everyday Ways to Support Your Baby's and Toddler's Early Learning.  
[www.zerotothree.org/schoolreadiness](http://www.zerotothree.org/schoolreadiness)
3. Center for Early Literacy Learning.  
<http://www.earlyliteracylearning.org/pgparents.php#toddlers>
4. Talaris "Spotlights".
  - a. Mommy, I Know A Word!
  - b. Take A Break With Books!
  - c. Snuggle Up For Reading!<http://www.talaris.org/synopsis.htm>
5. Washington Learning Systems. Free Parent Materials.  
<http://www.wlearning.com/Guide.html>

## WHAT DO I DO WHEN I READ WITH MY TODDLER?

**WHY SHOULD I READ TO MY CHILD?**

**Children who have been read to have an easier time learning to read when they start school. When you read to them, you teach them:**

- New words, such as the names of people, animals, and things
- Words they will use when they learn to talk
- About the world they live in
- To watch and listen
- That reading and sharing stories is a fun way to be with others

**Reading and sharing stories can also be a way to calm children.**

**GENERAL TIPS:**

- Answer your child's questions. "Drink? You are right! In this picture the puppy is drinking water."
- Use funny, different voices when you read and share stories. It will keep your child interested. You can also sing the words!
- Read slowly so your child learns that the words you read go with the pictures in the book.
- Have fun reading with your child.

**Reading books with babies helps them learn new words and information about their world. Cuddle with your baby and enjoy your time together.**

*Every Child Reads – Infants and Toddlers: A Collaborative Initiative:*  
Iowa Department of Education • Iowa Department of Public Health  
State Library of Iowa • Iowa Public Television • Reach Out and Read Iowa

**C COMMENT OR TALK ABOUT THE STORY AND PICTURES.**

- Talk about the front cover of the book. Tell your baby what the story is about. "This book is about animals."
- Talk about what your baby is looking at in the book. Point to what he/she is looking at. "That is a ball." Or, "Tyler, look. A ball." You will be teaching your baby a new word!
- Connect what is in the book to your baby's life. Use real objects when possible. "You have a ball. Here it is!" Show your baby his/her ball

**A ASK QUESTIONS ABOUT WHAT YOUR BABY IS LOOKING AT IN THE BOOK.**

- Point to a picture in a book. Ask your child what is going on. "What is the puppy doing?"
- Wait and see if your child does or says something. He/she might say "Run" or point to the picture.

**R RESPOND**

by adding a little more to what your child says. "Yes, he is running. Let's run like our puppy does." If possible, encourage your child to do what he/she sees in the book.

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**The Iowa Department of Education, along with federal partners, offers many services for children birth to 3 years old and their families. Some of these include:**

**EARLY ACCESS** is Iowa's system of early intervention services for infants and toddlers with or at risk for developmental delays. For help in getting connected call toll-free at 1-888-IAKIDS1 or e-mail [earlyaccessia@vnsdm.org](mailto:earlyaccessia@vnsdm.org).

**EARLY HEAD START** is a locally operated, federally funded program that provides a comprehensive child development program serving pregnant women and children birth to three with guidance, information, and direct services to foster healthy development of children and their families.

For more information go to [www.iowaheadstart.com](http://www.iowaheadstart.com)

**For more information, contact the Iowa Department of Education,  
Division of learning and Results, 515/281-3924.**

### References

1. Read With Me: Birth to 3 Years.  
<http://www.iptv.org/kids/grownups/resources/downloads.cfm>
2. Everyday Ways to Support Your Baby's and Toddler's Early Learning.  
[www.zerotothree.org/schoolreadiness](http://www.zerotothree.org/schoolreadiness)
3. Center for Early Literacy Learning.  
<http://www.earlyliteracylearning.org/pgparents.php#toddlers>
4. Talaris "Spotlights".
  - a. Mommy, I Know A Word!
  - b. Take A Break With Books!
  - c. Snuggle Up For Reading!<http://www.talaris.org/synopsis.htm>
5. Washington Learning Systems. Free Parent Materials.  
<http://www.wlearning.com/Guide.html>