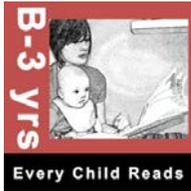


**Follow-Up Module
Selecting Quality Books for
Infants & Toddlers**



Follow-Up Module

Selecting Quality Books for Infants & Toddlers

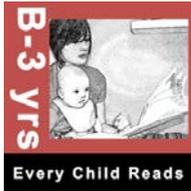
Key Topics/Strategies Taught in the Follow-Up Module

At the conclusion of this module, participants will:

- Review the reading strategies taught in Every Child Reads: Birth to Three.
- Identify different kinds of books to have in a collection for infants and toddlers.
- Identify characteristics of quality books for infants and toddlers.
- Identify cues that indicate a child's interest or disinterest in a book.
- Understand how to display books.
- Understand how to build a book collection on a budget.

Notes to Trainer

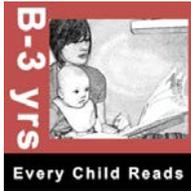
1. This module is intended for individuals who have completed the Every Child Reads: Birth to Three course.
2. Consider holding this session at a public library or in an infant/toddler setting that is NAEYC accredited or has received a QRS rating of level 4 or 5.
3. Ask a librarian to help present this module.
4. Gather information about library locations and hours as well as how long the libraries will lend books to child care providers. Some will lend them for longer periods of time than they will to the general public.



Follow-Up Module

Selecting Quality Books for Infants & Toddlers

5. Ask local librarians for a list of books in their collections for birth to three year olds. Duplicate the list for participants, if you wish. Or, check the following web site for book lists: www.reachoutandread.org/parents/booksforchildren/
6. Write the meeting guidelines on chart paper and post it in a visible place. Suggested guidelines are:
 - Keep an open mind.
 - Ask questions and make comments—share your ideas.
 - Only one conversation at a time (no conversations with your neighbor when the trainer or another participant is talking).
 - Give everyone a chance to talk—be brief with your comments.
 - Have fun!
7. Gather books to use as examples when explaining book features. See Trainer Script #44-#52, pages 28-30; #56, page 32; #62-#70, pages 34-36; #75, page 38; #106, page 47.
8. Find 1 or 2 books that depict bias or stereotypes to use in #108, page 47. Bias and stereotypes can also occur in books that have animals as the main characters. For example, some people object to *The Grouchy Ladybug* because the only animal the ladybug wants to be friends with is another ladybug—an animal that looks just like her.
9. Gather a variety of books for the participants to critique. These should be different books than the ones used as examples. Each participant will need 1 book. See Trainer Script #109, page 48.
10. Prepare to model how to complete the book inventory using books you use as examples. See Trainer Script #99, page 45.
11. Complete PowerPoint slide #22, page 51.
12. Prepare chart paper. See Trainer Script #18, page 19.
13. Two optional DVD clips (PPT slides #12 and #13) and questions to ask after watching them (script #28-#41) are included in this script. There are also 2 additional scripts and 1 additional activity in the Supplemental Trainer Materials section to use if you want to conduct a longer follow-up session.



Follow-Up Module

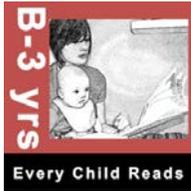
Selecting Quality Books for Infants & Toddlers

Time

The Follow-Up Module will take approximately three hours with one 10 minute break. This does *not* include the optional DVD clips or additional scripts in the Supplemental Trainer Materials section. The times listed for the activities are guidelines. Some groups may take more or less time.

Materials Needed

- *Handouts (1 per participant unless otherwise indicated):*
 - H1: "PowerPoint Notes for Every Child Reads: Birth to Three Follow-Up Module. Selecting Quality Books to Read with Infants and Toddlers"
 - H2: "Strategies to Use When Reading with Infants and Toddlers"
 - H3: "What I Want to Remember" (*Duplicate on colored paper.*)
 - H4: "Observation Form"
 - H5: "Book Inventory"
 - H6: *Two copies* per participant of "Quality Books for Infants and Toddlers: A Review Tool"
 - H7: "What Young Children Like in Books" (Previously distributed in Module II, training session 4, of Every Child Reads: Birth to Three.)
 - H8: "Displaying Books in Your Child Care Environment"
 - H9: "Building a Book Collection on a Budget"



Follow-Up Module

Selecting Quality Books for Infants & Toddlers

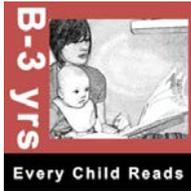
- *Other Supplies and Materials Needed:*
 - A variety of books to use when explaining book features. See Trainer Notes #7 and #8 on page 3 for details.
 - A variety of books for participants to critique. Each participant will need 1 book. See Trainer Notes #9, page 3 for details.
 - If you are going to teach Supplemental Script B in the Supplemental Trainer Materials section, you will need several copies of *Big and Little* by Samantha Berger and Pamela Chanko.
 - Chart paper, different colored markers, tape
 - Computer
 - LCD projector with speakers
 - Screen



Follow-Up Module

Selecting Quality Books for Infants & Toddlers

- *DVD Clips Needed:*
 - "Making Everyday Moments Count!" Chapter: "Dad's Club" (#3 in script, PPT#4, page 11)
 - "Reading with Babies" segment 15:42-18:00 (#21 in script, PPT#11, page 20)
 - OPTIONAL: "Reading with Babies" segment 8:29-13:45 (#28 in script, PPT#12, page 22)
 - OPTIONAL: "Reading with Babies" segment 0-4:21 (#35 in script, PPT#13, page 25). This clip was shown in Module I; however, the participants focused on what the children were doing instead of the adults.
- *Supplemental Trainer Materials:*
 - Supplemental Script A: Review of Language Strategies Taught in the Every Child Reads: Birth to Three course. (Included at end of module).
 - Supplemental Script B: Additional Review of Reading Strategies. (Included at end of module).
 - Supplemental Activity C: Making Books for Infants & Toddlers. (Included at end of module).
 - "Ten Quick Ways to Analyze Children's Books for Sexism and Racism" by L. Derman-Sparks and the A.B.C. Task Force. Retrieve from Anti-Bias Curriculum: Tools for Empowering Young Children, www.teachingforchange.org/node/101.
 - "Ten Quick Ways to Analyze Children's Books for Ableism" by C. Myers and H. Bersani, Jr. *Rethinking Schools Online*. Vol. 23, #2. Winter, 2008-2009. Retrieved August 16, 2011 from www.wou.edu/~bersanh/MY%20PUBLICATIONS/Ableism.htm



Follow-Up Module Trainer Script



PPT #1



As participants arrive, ask them to select a book they might read with the infants and toddlers in their care, and sit in groups of 3.



#1

Distribute Handout 1, "PowerPoint Notes for Every Child Reads: Birth to Three Follow-Up Module. Selecting Quality Books to Read with Infants and Toddlers."

Welcome the participants and introduce yourself.

Review the agenda and meeting guidelines.



PPT #2

During this Module...

- Review reading strategies from Every Child Reads: Birth to Three
- Discuss
 - Different kinds of books to have in a collection for infants/toddlers
 - Characteristics of quality books
 - Cues that indicate a child's interest/disinterest in a book
 - Displaying books
 - Building a book collection on a budget

1. During this follow-up session we will:

- Review reading strategies from Every Child Reads: Birth to Three.
- Discuss:
 - The kind of books to have in your book collections.
 - Characteristics of quality books for infants and toddlers.
 - Cues that indicate a child's interest or disinterest in a book.
 - Displaying books.
 - Building a book collection on a budget.



PPT #3

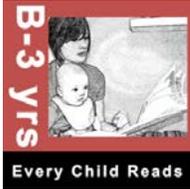
Name, Age of Children You Care For

What do you do to make reading with infants and toddlers an enjoyable experience for you?

Think about you and not the children.

3

2. Introduce yourself to the others in your small group. Tell them:
 - Your name.
 - The age of the children you care for and educate.
 - What you do to make reading with infants and toddlers an enjoyable experience for you. Think about you and not the children. For example, for you to enjoy reading with children, you might like to sit in a comfortable chair or position on the floor.



Follow-Up Module Trainer Script

After 3-4 minutes, call the participants back together and ask some to report what they do to make the reading experience fun.

Mention the following if the participants don't:

- Have the right size of book so you can hold the book with one hand and hold the infant with the other.
- Have few distractions. Infants and toddlers are easily distracted so decrease the distractions in the area where you are reading. Mute the phone, turn off the TV, radio, computer.
- Select a calm time to read.
- Have activities ready to keep other children engaged.
- Accept the fact that you may be reading the same book for the 100th time or reading a book you don't like but the child does.
- Understand that you might get everything arranged to read and the infant or toddler will only be interested for 5 seconds.



PPT #4



DVD clip from: "Making Everyday Moments Count!"

Dads' Club

Show the DVD clip.

3. The dads in this DVD clip appear to enjoy reading with their children. What are they doing to make reading a fun experience for themselves as well as their children?
4. You are a language and literacy role model so you need to enjoy the reading experience so the infants and toddlers will. The children are watching you. If they see you are enjoying reading, they will. If they see you acting bored and disinterested, they will probably become disinterested also.
5. Reading time should be fun and feel like play—not work for you and the children.



PPT #5

Why is it important to talk with infants and toddlers?

- New words
- Background knowledge
- Grammar and sentence structure when they hear you say, "The big, brown cat" and not, "The cat brown big."
- How to:
 - Put words together to make sense and meaning so they convey a message others can understand
 - Take turns during conversations
 - Start and stop conversations
 - Make comments
 - Ask and answer questions
 - Look at the person they are talking with
 - Speak with expression

6. Let's do a quick review of some of the topics we discussed in the Every Child Reads: Birth to Three course. It is important to talk with children every day because they will learn:

- New words.
- Background knowledge.
- Grammar and sentence structure when they hear you say, "The big, brown cat" and not, "The cat brown big."
- How to:
 - Put words together to make sense and meaning so they convey a message others can understand.
 - Take turns during conversations.
 - Start and stop conversations.
 - Make comments.
 - Ask and answer questions.
 - Look at the person they are talking with.
 - Speak with expression.



PPT #6

Why is it important to read with infants and toddlers?

- Reading introduces them to new words and background knowledge
- Research has found that children who are read with often from an early age
 - “...usually enter school with more advanced language and better listening skills than those who have not had the same experience”
 - Have an easier time learning to read when they start school

7. It is important to read daily with infants and toddlers because books introduce them to new words they may not hear during conversations and gives them new background knowledge. Research has found that children who are read with often from an early age:
- “...Usually enter school with more advanced language and better listening skills than those who have not had the same experience.”¹
 - Have an easier time learning to read when they start school.^{2, 3}



PPT #7

Reading Behaviors for Infants and Toddlers

- Chew on books
- Wave arms, legs
- Wiggle
- Point to a page or pat it
- Open and close books
- Treat books like toys.
- Turn multiple pages at a time
- Look at one page over and over again
- Look at the pages out of order

8. During the Every Child Reads: Birth to Three course, we defined what reading meant when talking about reading with infants and toddlers. Rather than sit and listen to an adult read as school aged children will do, infants and toddlers may:

- Chew on books.
- Wave arms, legs.
- Wiggle.
- Point to a page or pat it.
- Open and close books.
- Treat books like toys.
- Turn multiple pages at a time.
- Look at one page over and over again.
- Look at the pages out of order.

9. All these behaviors are appropriate reading behaviors for infants and toddlers.



PPT #8

As toddlers get older we hope they will

- Ask questions about the story
- Answer questions we ask them about the book
- Make comments, or talk, about story
- Relate the story to their lives
- Point to pictures and name them

10. As toddlers get older we hope they will:

- Ask questions about the story.
- Answer questions we ask them about the book.
- Make comments, or talk, about the story.
- Relate the story to their lives.
- Point to pictures and name them.



PPT #9

Reading with infants/toddlers is not reading

- Every word on every page without stopping to ask questions or talk about the pictures
- For 30 minutes at a time to a group of infants/toddlers or drilling them on letter names or sounds using flashcards
- With a group sitting in a row on the couch or in infant seats quietly listening
- Every day at 9:15 a.m.

11. We also talked about what reading with infants and toddlers is *not*. It is *not* reading:

- Every word on every page without stopping to ask questions or talk about the pictures.
- For 30 minutes at a time with a group of infants or toddlers or drilling them on letter names or sounds.
- With a group of infants and toddlers sitting in a row on the couch or in infant seats quietly listening.
- Every day at 9:15 a.m. whether the infants and toddlers want to or not.

Follow-Up Module Trainer Script

12. Our goal is to read with each infant and toddler at least 1 time each day. Read with infants individually. With toddlers, read with them individually or in small groups of 2 to 3.

13. What do you do to ensure that you read daily with each child?



Record responses on chart paper.

14. What do you need, other than fewer children or more staff, to help you read to each child at least 1 time each day?



Record responses on chart paper. Discuss how the participants might “get what they need” in order to read with children at least 1 time each day.



#2

Distribute Handout 2, “Strategies to Use When Reading with Infants and Toddlers.”



PPT #10

In your group, discuss the reading strategies

- You use most often and why they are your favorites
- That are the most difficult to use and why they are difficult



15. These are the reading strategies we discussed in the Every Child Reads: Birth to Three course. Get back into your groups of 3 and discuss for 5 minutes the strategies:

- You use most often when reading with infants and toddlers and why they are your favorites.
- Most difficult to use and why they are difficult.

After 5 minutes, call the group back together.

16. What reading strategies are you using most often?

17. Why are they your favorites?

18. Which strategies are the most difficult to use and why?



Record only the strategies mentioned in #18 on chart paper titled, "Most Difficult: Reading."

19. Other than fewer children or more staff, what can we do to overcome some of these difficulties so we can use these strategies more often?



#3

Distribute Handout 3, "What I Want to Remember."

20. Write what you would like to remember when you are back at work.

After 1-2 minutes, call the group back together.



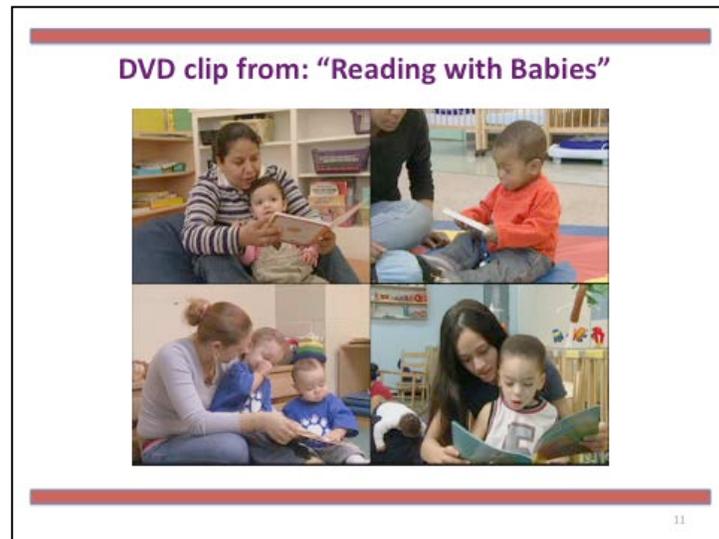
#4

Distribute Handout 4, "Observation Form."

21. Let's watch a DVD clip. On Handout 4, write strategies the adults use when reading with children and how the children respond.



PPT #11



Show this clip twice, if you have time. Ask the participants to study what the adults and children are doing during the reading experiences.

22. What strategies did the adults use?

Follow-Up Module Trainer Script



Record responses on chart paper.

Mention the following if the participants don't. The adult:

- Pointed to pictures in the book and named objects.
- Read words together with the child using a book with predictable text.
- Followed the child's lead. Example: The adult asked a question, child responded "peek-a-boo" and adult started talking about "peek-a-boo."

23. How did the infant or toddler respond to what the adult did?



Record responses on chart paper.

Mention the following if the participants don't. The child:

- Named objects in the book.
- Read predictable text along with the adult.

24. What did you like about these examples of reading experiences?

25. What did you not like?

26. What other strategies could the adult have used?

27. Questions or comments about this clip?

OPTIONAL: #28-#41, PPT #12 & #13

28. Let's watch a second clip. Write your observations about reading strategies on Handout 4.



PPT #12



DVD clip from: "Reading with Babies"



12

Follow-Up Module Trainer Script

Show this clip twice, if you have time. Ask the participants to study what the adults and children are doing during the reading experiences.

29. What strategies did the adults use that are not on our list?



Record responses not on the list.

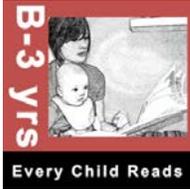
Mention the following if the participants don't. The adult:

- Asked questions.
- Put toys the child was playing with on a page. She incorporated the toys into the reading experience to keep the child interested.
- Let the child hold the doll and read to both of them.

30. What did the children do that is not on our list?

Mention the following if the participants don't. The child:

- Went into the other room and returned.
- Played with toys but looked at the book when her mother asked her a question and answered the question.
- Said "no" and closed the book.
- Dropped the book on the floor.



Follow-Up Module Trainer Script

31. What did you like about these examples of reading experiences?

32. What did you not like?

Mention the following if the participants don't:

- When the mother was reading to her older girl and the baby, she read to the girl but ignored the baby. How could she have included the baby?

33. What other strategies could the adult have used?

34. Questions or comments about this clip?

35. Here is the third clip. Continue to record your observations on Handout 4.



PPT #13



DVD clip from: "Reading with Babies"



13

Show this clip twice, if you have time. Ask the participants to study what the adults and children are doing during the reading experiences.

36. What strategies did the adults use that are not on our list?

Follow-Up Module Trainer Script



Record responses not on the list.

Mention the following if the participants don't. The adult:

- Helped the child point to an object on the page.
- Let the child return to her favorite page in the book.
- Made a noise an airplane might make.
- Copied the sounds the child made.
- Let the child chew on the book.

37. What did the children do that is not on our list?

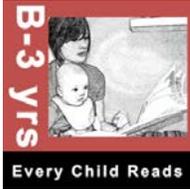


Record any new responses.

Mention the following if the participants don't. The child:

- Chewed on a book.
- Repeated phrases from the book, "Dance with me."

38. What did you like about these examples of reading experiences?



Follow-Up Module Trainer Script

39. What did you *not* like?

40. What other strategies could the adult have used?

41. Questions or comments about this clip?

OPTIONAL: If you want to do more review on reading strategies, see “Supplemental Trainer’s Script B: Additional Review of Reading Strategies” and Handouts B1 and B2 in the Supplemental Trainer Materials section at the end of the module.

42. What did you notice about the books the adults were reading to the children?

Mention the following if the participant’s don’t:

- **They read a variety of books with the children.**

43. There are many different books we can read with infants and toddlers. When you are adding to the book collection in your child care setting, either by budgeting to buy new books, checking books out from the library, or borrowing them, make sure you select a variety of books appropriate for this age group. These books should be accessible to the infants and toddlers for the majority of time they are awake.^{4,5}



PPT #14

Physical Characteristics of Books

- Board books
- Cloth books
- Sensory books
- Lift-the-Flap books
- Vinyl or Plastic books
- Home-made books

14

44. In your collection you want books with different *physical characteristics* such as board books, books made out of cloth or vinyl and lift-the-flap books.

As you discuss books with different physical characteristics, show participants 1 or 2 examples.

You may use the examples listed or select others. Some books fit more than 1 category.

Pass around the books as you talk so the participants can look at them. Encourage questions and discussion.

Follow-Up Module Trainer Script

45. Board books are sturdy, laminated cardboard books that can stand infants and toddlers chewing, throwing and walking on them. They are hard to tear or bend and can be wiped clean. They are usually small enough that it is easy for an infant or toddler to turn the pages and practice handling a book.
46. Some board books come in larger sizes convenient for providers to use when reading with 2 to 3 children.
47. There are board books for preschool and older children. They tend to have a more complex story with more words. The pictures are usually more detailed. These books are not appropriate for infant and toddlers. Look carefully at board books before purchasing or checking them out from the library. Don't assume because a book is made from cardboard that it is appropriate for infants and toddlers.

Examples of board books: My Big Animal Book; Old Black Fly; Baby Faces: Smile!

48. Cloth books are printed on cloth and can be washed. Infants and toddlers like to chew, squeeze and play with these books.

Examples of cloth books: Cloth Book Fuzzy Bees and Friends; Cloth Book Baby Bear.

Follow-Up Module Trainer Script

49. Sensory books allow infants and toddlers to explore with their fingers. They are sometimes called touch and feel or texture books. They contain materials such as feathers, rubber, fake fur and shiny foil. Model for children how to use this kind of book and encourage them to touch and rub some of the textures.

Examples of sensory books: Fuzzy Yellow Ducklings; Pat the Bunny.

50. Lift-the-flap books have flaps that move. Large, sturdy flaps are better for infants and toddlers. Books with thin flaps don't last long.

Examples of lift-the-flap books that have sturdy flaps: Peek-A-Boo, You; Dear Zoo: A Lift-the-Flap Book; Spot Goes to The Farm.

51. Vinyl or plastic books can be used when playing with water or outdoors. They are also easy to clean.

Examples of vinyl or plastic books: The Rainbow Fish Bath Book; Barnyard Bath!

52. Home-made books are books you make. These include photo albums with pictures of each child in your care or pictures of objects in your setting.

Examples of home-made books: Sassy Look Photo Book.

54. Questions or comments?



PPT #15

Types of Books

- NAEYC:
 - “Daily opportunities for each child to hear and respond to various types of books including picture books, wordless books, and books with rhymes.”
- Proposed Iowa Infant and Toddler Program Standards:
 - “Infants and toddlers have daily opportunities to hear and respond to various types of books.”

15

55. In our collection, we want to include various *types* of books. NAEYC standards for infants and toddlers state that there should be “daily opportunities for each child to hear and respond to various types of books including picture books, wordless books, and books with rhymes.”⁶ The proposed Iowa Infant/Toddler Program Standards, which are currently being field tested in Iowa,⁷ and FCCERS-R⁸ and ITERS-R⁹ contain similar statements.

As you discuss different “types” of books, show the group one or two examples.

You may use the examples listed or select others.

Pass around the books so the participants can look at them. Encourage questions and discussion.



PPT #16

Types of Books

- Wordless books
- Story books = Picture books
 - Tells a story through pictures and text
 - Illustrations can be drawings or photos
 - Usually fiction
- Theme or concept books

16

56. Wordless books have pictures but no text. Many providers read these books with infants but they can also be used with toddlers. Toddlers can name the objects on the pages or talk about each picture.

Examples of wordless books: Black & White; Bedtime!



Follow-Up Module Trainer Script

57. Recent research by Dr. Sandra Gillam and Dr. Lisa Boyce found that “compared to books with text, wordless books have been shown to increase literacy and language skills in toddlers with disabilities.”¹⁰ They found that when adults read wordless books to children they used more complex language and interacted more with the child.”¹¹
58. In other words, instead of just reading the one word or short sentence under the picture in the book, the adult would talk more about the picture because he/she did not have words to read.
59. The authors stated “These findings in no way diminish the importance of reading printed books, but incorporating interactions with wordless books is a way to build a more solid literacy foundation in children with developmental disabilities.”¹²
60. Comments or questions?

Follow-Up Module Trainer Script

61. Another type of book is the storybook or picture book. A good picture book tells a story through pictures as well as the text. Illustrations can be drawings or photographs. The books have one or more characters that have “adventures of the everyday sort, such as getting dressed, eating and going to bed; or their adventures can be silly or wild...”¹³
62. Storybooks are usually fiction, which means they tell a make-believe story. In some of these books, animals talk and fairy godmothers solve problems. This is the most common kind of book usually found in book collections for young children.

Examples of storybooks or picture books: Goodnight Moon; The Little Mouse, The Red Ripe Strawberry and the Big Hungry Bear; The Little Engine That Could; Is Your Mama a Llama?

63. Theme books focus on a specific theme or concept. For infants and toddlers, the focus should be on things that are part of their world. Books with pictures and single words or simple stories about families, animals, and everyday experiences such as saying hello, good-bye, and goodnight are appropriate themes.¹⁴
64. The purpose of these books is to introduce infants and toddlers to words for things found in their world. They help infants and toddlers match spoken language and vocabulary to objects and illustrations in the book.

Follow-Up Module Trainer Script

65. Most theme books have a picture of an object such as a ball and the word “ball” printed on the same page. To help build the concept of self-awareness, an “all about me” theme book might show a toddler’s hand with the word “hand” printed on the same page.

Examples: First Words; Grandpa and Me.

66. Some concept books introduce children to letters, numbers, shapes, colors and other concepts.

67. Infants and young toddlers do not need to know names of letters, numbers, colors and shapes. Between ages 24 and 36 months, books that help children understand these concepts become more important.¹⁵

68. It is appropriate to encourage older toddlers to start looking at and talking about these items in their environment. For example, you could say as you point to the letter “A”, “This is the letter A. A is the first letter in your name, Amela.” Or during snack say, “I have 2 cookies.”

69. Label and discuss letters, numbers, colors and shapes as toddlers encounter them in their environment but don’t drill them on these concepts.

Examples of concept books: Chicka Chicka Boom Boom; Bilingual Bright Baby Colors; Brown Bear, Brown Bear, What Do You See?

Follow-Up Module Trainer Script

70. Books with rhymes, chants, poems and songs are very appealing to infants and toddlers. They usually have rhyming words, interesting rhythm, language, and sounds that infants and toddlers like.¹⁶ Not only does the rhythm and sound capture the child's attention, the child is often invited to repeat words or sounds and sometimes add movement to the reading experience.

Examples of rhymes, chants, poems & songs: Mary Had a Little Lamb; Wheels on the Bus; Hoppety-Hop, Hoppety-Hay, Growing with Rhymes from Birth to Age Three.

71. Questions or comments about the different *types* of books? Again, variety is important.

72. Write what you want to remember on Handout 3.

After 1-2 minutes, call the group back together.



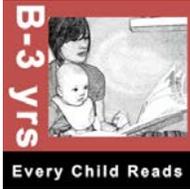
PPT #17

Fiction and Nonfiction books

- Fiction books are stories made up by the author and are not necessarily truthful.
- Nonfiction books are true or factual; are about real things, people, events, places.
- All kinds of books can be nonfiction.

17

73. Both *fiction* and *nonfiction* books should be in your collection. It is common knowledge that older boys prefer nonfiction over fiction books so having both in your collections is important.
74. Fiction books are stories that are made up by the author and are not necessarily factual or truthful. Story or picture books are usually fiction. We looked at some of those earlier.
75. Nonfiction books are true or factual. They are about real things, people, events and places. For infants and toddlers, many theme, or concept, books are nonfiction. They show photographs or drawings of objects and label the picture with a word. Storybooks can also be nonfiction. If the storybook is about going to a zoo and shows realistic drawings or photos of zoo animals doing realistic things, it is nonfiction. If it is about Curious George going to the zoo, sneaking into a cage and having a birthday party with the animals, it is fiction.



Follow-Up Module Trainer Script

Pass around nonfiction books as you discuss them. Encourage questions and discussion.

You may use the examples listed or select others.

Examples of nonfiction books: My Big Animal Book; My Big Truck Book; Big and Little; Zoo Borns!

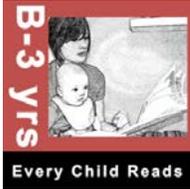
76. All kinds of books can be nonfiction—board books, cloth books, wordless and picture books. Home-made books that include photographs of family members, friends, and other objects or places that are part of the child's world make wonderful nonfiction books appropriate for infants and toddlers.

77. Have books on many different *topics* available so infants and toddlers can find 1 they are interested in. Not every book should be about trucks and animals.

78. What subjects or topics are infants and toddlers interested in? Think about the books the infants and toddlers in your care seem to like.

Mention the following if the participants don't:

- Toys (balls, teddy bears).
- Animals.
- Families.
- Babies.
- Friends.
- Trucks, trains and other vehicles.
- Food.
- Everyday experiences (taking a bath, saying goodbye).
- Birthdays.



Follow-Up Module Trainer Script

79. How do you know the infants and toddlers like these books? What do they do or say that tells you so? Let's start with infants.

Mention the following if the participants don't. Infants do the following when the book appears to be one that they like:

- Giggle, smile, laugh.
- Wiggle, kick.
- Point to the book.
- Reach for the book.
- Turn head and look at the book.
- "Read" or look at the book for a relatively long period of time.
- "Read" or look at the book several times during the day.
- Cry or get mad if the book "disappears."



Follow-Up Module Trainer Script

80. What about toddlers? They may do many of the same things infants do, but what else do they do or say that tells you they are interested in a certain book?

Mention the following if the participants don't:

- Talk about the book.
- Say, "more," "again," or "story."
- Bring a book to you.

81. Identify what the infants and toddlers in your care are interested in so you can purchase or check out books on those topics. Watching how they react to different books will give you clues about their interests.

82. Other ways to find out what a child is interested in is to ask his parents or ask him if he is old enough to respond.

83. It is very important to avoid books that portray violence or in any way may be frightening to an infant or toddler.^{17,18}

84. Questions about what we have discussed so far?

85. Find Handout 3 and write what you want to remember when you are back at work.

After 1-2 minutes, call the group back together.



#5

Distribute Handout 5, "Back at Work: Book Inventory."

86. Read this handout and then we will discuss it.

After 3-4 minutes, call the group back together.



PPT #18

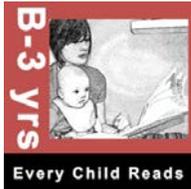
"Back at Work" Handout 5

1. Inventory your book collection and decide if
 - The books are accessible
 - There is variety
2. Answer the question at the end of the form

18

87. Your "back at work" assignment is to inventory your book collection to decide if:

- The books are accessible to the infants and toddlers.
- There is variety.



Follow-Up Module Trainer Script

88. Then, answer the question at the end of the form.

89. At the top of the page, write your name, date, and the number of infants and toddlers in your setting which is your home or classroom.

90. Count how many total children's books you have and write the number in the top section. Total means all of the children's books in your home or classroom that are accessible to the children as well as those accessible only to an adult on the day that you do the inventory.

91. "Experts recommend at least 5 to 8 books per child in early childhood settings."¹⁹ If you have a total of 3 children in your setting, you would need 15 to 24 books appropriate to their age level.

92. Questions or comments?

93. When counting your books, do not include books that are not in good repair or have violent or frightening pictures and content.



PPT #19

“Good Repair”

“...means that the book has an intact cover, and the pages are not torn, scribbled on, or missing. Minor problems (small tears, slight scribble, chew marks) that do not interfere with the use of the books are acceptable.”

Harms, T., Cryer, D., Clifford, R. M. (2007). *Family child care environmental rating scale, revised edition* (p. 35). New York, NY: Teachers College Press.

Harms, T., Cryer, D., Clifford, R. M. (2006). *Infant/toddler environmental rating scale, revised edition* (p. 34). New York, NY: Teachers College Press.

19

94. “Good repair”, according to FCCERS-R and ITERS-R, “...means that the book has an intact cover, and the pages are not torn, scribbled on, or missing. Minor problems (small tears, slight scribble, chew marks) that do not interfere with the use of the books are acceptable.”^{20,21}
95. Do you have questions about the directions or the board book example that is on the form?
96. A book may have more than one feature to inventory. Let’s say you have a wordless board book. When looking at the *physical characteristics* feature, you would mark *board book* and in the *types* section, you would mark *wordless*.

Follow-Up Module Trainer Script

97. Use a tally mark in each section of the inventory and total the tallies once you have finished your inventory process so you can easily tell how many books you have in each category.

98. Look at the *fiction/nonfiction* section on page 2 of the form. Since most collections have more fiction than nonfiction books in them, all you need to do is count how many of your books are nonfiction. Then, subtract the number of nonfiction books from the total number of books on page 1 to determine how many fiction books you have.

99. Questions about how to complete the form?

Model how to complete the inventory with some of the books you have used when explaining the various book features.

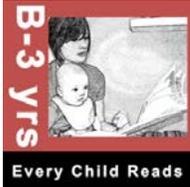


#6

Distribute Handout 6, "Quality Books for Infants and Toddlers: A Review Tool."

100. This handout contains a list of qualities that the experts think identify quality books for infants and toddlers. Please read it.

After 2-3 minutes, call the group back together.



Follow-Up Module Trainer Script

101. Questions about the items?
102. The section about pictures on the first page is important because even very young infants can "...focus on and pay attention to pictures in a book, although they don't yet know what the pictures mean. Gazing at pictures is the first step in picture recognition, an important skill that eventually leads to understanding the meaning of pictures and words."²²
103. Starting at about 4 months, infants begin to "...gaze at a picture for several moments and show obvious interest in the colors and shapes. They don't yet know that the pictures are symbols that represent things and ideas—but they are drawn to brightly colored pages and photos."²³
104. Children "read" pictures before they read words. This is one reason why pictures in books need to be clear, accurate and closely match what the text says.²⁴
105. Look at items #10 and #11 in that section. "From infancy, children begin to form attitudes toward others."²⁵ One way they learn about others is through books. The books in your collection should "...reflect the lives and communities of the children in your program, but also include books that introduce children to other lifestyles and cultures."²⁶

Follow-Up Module Trainer Script

106. "Between the ages of 2 and 3, children typically become more interested in the physical characteristics of others. They may ask questions or point out differences they notice, such as skin color or physical ability." "...When we share books that have diversity embedded in them in a natural way, children are able to become familiar with differences among everyone and to understand that they are normal."²⁷

Pass around books as you talk so the participants can look at them. Encourage questions and discussion.

You may use the examples listed or select others.

Examples: Rain Feet; Clap Hands, All Fall Down; Say Goodnight; "More, More, More" Said the Baby.

107. Do not include in your collection, books that depict bias or stereotypes related to gender, culture, background, age, disability, and so on. Books can be powerful influences on a child's beliefs and values.²⁸ Books that show only male firefighters, only girls playing with dolls, children with disabilities who are always unhappy or children of color who all look alike are books we don't want in our collections.

108. Many old books contain stereotypes and so do some recent ones.

If you have examples of books that show bias and stereotypes, pass them around. Encourage questions and discussion.



PPT #20

Find a partner...

- Each of you should have a different book.
- Critique one person's book and then the other's.
- After you finish, you will join a small group and report your answers to questions 17-21.
 - Be specific when answering the questions.

109. Find a partner who has a different book than you do.

Give the participants 1-2 minutes to do so.

110. Work with your partner and critique your books, using Handout 6.

111. After you finish critiquing your book, you will join a small group and report what you found. In your report, tell us the title, author and your answers to questions 17-21 on Handout 6. When you are answering those questions, please be specific.

112. Questions about what you are to do? You have 15 minutes to critique both books.

After 15-20 minutes call the group back together. Ask the participants to form groups of 3. Ask partners not to be in the same small group.



PPT #21

Form groups of 3

- Partners should be in different groups
- Each person report
 - Title and author of your book
 - Answers to questions 17-21

21

113. Tell your group the title and author of your book and your answers to questions 17-21. You have a total of 15 minutes for this activity.

After 15 minutes, call the participants back together.

114. What did you learn about books from this activity?

OPTIONAL: If time permits, ask all or some of the participants to discuss their answers to questions 17-21 with the whole group or ask participants to critique a second book.



#7 and #8

Distribute Handouts 7, "What Young Children Like in Books" and 8, "Displaying Books in Your Child Care Environment."

115. You received Handout 7 during the reading module. Review it and read Handout 8. Underline what you want to remember in both handouts.

After 3-4 minutes, call the group back together.

116. What are some of the ideas you want to remember?



#9

Distribute Handout 9, "Building a Book Collection on a Budget."

117. Read this handout. Think of other ways you could increase your book collection at a relatively low cost.

After 2-3 minutes, call the group back together.

118. What are some other ways you could increase your book collection?

119. When you are buying or borrowing books, please keep in mind the characteristics of quality books mentioned in Handout 6. We want to expose infants and toddlers to many books and we want them to be quality books.

120. Write on Handout 3, "What I Want to Remember."

After 2-3 minutes, call the group back together.



PPT #22

“Back at Work”

- Complete the book inventory, Handout 5
- Critique one of the books in your collection using Handout 6
- Send your completed assignments to:

22



#6

Distribute another copy of Handout 6.

121. Your “back at work” assignment is to:

- Complete the book inventory, Handout 5.
- Critique one of the books in your collection using Handout 6.

122. Please send your completed assignments to: _____ by _____.



PPT #23

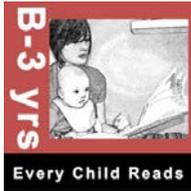
We learned...

- Features of books: physical characteristics, types, fiction/non-fiction, content or topics
- How to
 - Critique a book's quality
 - Determine a child's interest in a book
 - Display books
 - Build a book collection on a budget

23

123. Today, we learned:

- About the different features of books, and
- How to:
 - Critique a book to determine if it is a high quality book for infants and toddlers.
 - Determine a child's interest in books.
 - Display books.
 - Build a book collection on a budget.



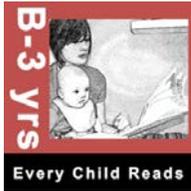
Follow-Up Module Trainer Script

124. Find Handout 3, "What I Want to Remember." Select 2-3 ideas from it that are important to you—something you really want to remember and use—and circle them.

After 1-2 minutes, call the group back together. If time permits, ask people to report what they circled.

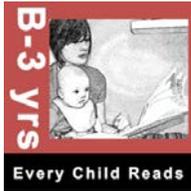
Thank the participants.

Distribute your agency's evaluation form.



Follow-Up Module Endnotes

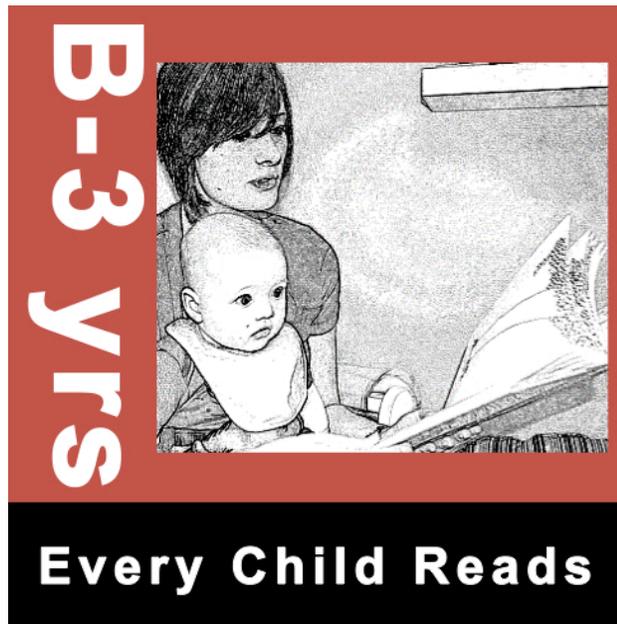
1. Greenberg, J., Parrish, H., & Jones, C. (2008). Enjoying books and stories. In *Celebrating language & literacy for infants, toddlers, and twos: A user's guide* (p. 140). Washington, DC: Teaching Strategies.
2. Whitehurst, G., Arnold, A., Epstein, J., Angell, A., Smith, M., & Fischel, J. (1994) as cited in Neuman, S. B. (2002). *What research reveals: Foundations for reading instruction in preschool and primary education* (p. 4) [Booklet]. Washington, DC: Department of Education. Retrieved August 1, 2011 from www.acf.hhs.gov/programs/occ/law/guidance/archives/acf118/2004-2005/wrr.pdf
3. State of Iowa, Department of Education, Division of Early Childhood, Elementary, and Secondary Education, Bureau of Children, Family and Community Services, and Department of Human Services, Division of Behavioral, Developmental, and Protective Services for Families, Adults, and Children. (2006). *Iowa early learning standards, 2006*. Des Moines, IA: State of Iowa Department of Education and Human Services. Retrieved July 27, 2011 from www.dhs.state.ia.us/doc/IELS_2-20-006.pdf
4. Harms, T., Cryer, D, Clifford, R. M. (2007). *Family child care environmental rating scale, revised edition* (p. 35). New York, NY: Teachers College Press.
5. Harms, T., Cryer, D., Clifford, R. M. (2006). *Infant/toddler environmental rating scale, revised edition* (p. 34). New York, NY: Teachers College Press.
6. Ritchie, S. & Willer, B. (Eds.). (2005). What do you need to know about the curriculum standard? In *Curriculum: A Guide to the NAEYC Early Childhood Program Standard and Related Accreditation Criteria* (p. 17). Washington DC: National Association for the Education of Young Children.
7. State of Iowa, Department of Education, Early Childhood Services Bureau. (2011, draft). *Proposed Infant and toddler program standards*. Not yet adopted by State Board of Education. For more details, contact ECS Bureau at 515-281-3924.
8. Harms, T., Cryer, D, Clifford, R. M. (2007), p. 34.
9. Same as 5.
10. Jones, E. E. (2011). *Books without text can increase literacy, vocabulary skills in children with developmental disabilities*. Retrieved August 18, 2011 from www.healthnewsdigest.com/news/Education_390/Books_without_Text_Can_Increase_Literacy_Vocabulary_Skills_in_Children_with_Developmental_Disabilities.shtml
11. Same as 10.
12. Same as 10.



Follow-Up Module Endnotes

13. Birckmayer, J., Kennedy, A., & Stonehouse, A. (2008). The special role of books: Building a story collection to share. In *From lullabies to literature: Stories in the lives of infants and toddlers* (p. 49). Washington, DC: National Association for the Education of Young Children.
14. Dodge, D.T., Rudick, S. & Berke, K. (2006). *The creative curriculum for infants, toddlers and twos*. Washington, DC: Teaching Strategies.
15. Raines, S., Miller, K., Curry-Rood, L. & Dobbs, K. (2002). *Story S-t-r-e-t-c-h-e-r-s for infants, toddlers, and twos: Experiences, activities, and games for popular books* (pp. 39-40). Beltsville, MD: Gryphon House.
16. Bennett-Armistead, V. S., Duke, N. K. & Moses, A. M. (2005). Building phonological awareness. In *Literacy and the youngest learner: Best practices for educators of children from birth to 5* (p. 98). New York, NY: Scholastic Inc.
17. Same as 4.
18. Same as 5.
19. Bennett-Armistead, V. S., Duke, N. K. & Moses, A. M. (2005), p. 130.
20. Same as 8.
21. Harms, T., Cryer, D., Clifford, R. M. (2006), p. 35.
22. Zero to Three (2011). *What do babies think when they look at pictures in a book?* Retrieved August 18, 2011 from www.zerotothree.org/child-development/school-readiness/qa/what-do-babies-think-when-they-look-at-a-book.html
23. Same as 23.
24. Birckmayer, J., Kennedy, A., & Stonehouse, A. (2008), p. 9.
25. Birckmayer, J., Kennedy, A., & Stonehouse, A. (2008), p. 58.
26. Birckmayer, J., Kennedy, A., & Stonehouse, A. (2008), p. 57.
27. Same as 27.
28. Same as 26.

Handouts



**Follow-Up Module
Selecting Quality Books for
Infants & Toddlers**

Welcome



Every Child Reads:
Birth to Three

Follow-Up Module
Selecting Quality Books for Infants and Toddlers

1

During this Module...

- Review reading strategies from Every Child Reads: Birth to Three
- Discuss
 - Different kinds of books to have in a collection for infants/toddlers
 - Characteristics of quality books
 - Cues that indicate a child's interest/disinterest in a book
 - Displaying books
 - Building a book collection on a budget

2

Name, Age of Children You Care For

What do you do to make reading with infants and toddlers an enjoyable experience for you?

Think about you and not the children.

3

DVD clip from: "Making Everyday Moments Count!"



4

Why is it important to talk with infants and toddlers?

- New words
- Background knowledge
- Grammar and sentence structure when they hear you say, "The big, brown cat" and not, "The cat brown big."
- How to:
 - Put words together to make sense and meaning so they convey a message others can understand
 - Take turns during conversations
 - Start and stop conversations
 - Make comments
 - Ask and answer questions
 - Look at the person they are talking with
 - Speak with expression

5

Why is it important to read with infants and toddlers?

- Reading introduces them to new words and background knowledge
- Research has found that children who are read with often from an early age
 - "...usually enter school with more advanced language and better listening skills than those who have not had the same experience"
 - Have an easier time learning to read when they start school

6

Reading Behaviors for Infants and Toddlers

- Chew on books
- Wave arms, legs
- Wiggle
- Point to a page or pat it
- Open and close books
- Treat books like toys.
- Turn multiple pages at a time
- Look at one page over and over again
- Look at the pages out of order

7

As toddlers get older we hope they will

- Ask questions about the story
- Answer questions we ask them about the book
- Make comments, or talk, about story
- Relate the story to their lives
- Point to pictures and name them

8

Reading with infants/toddlers is not reading

- Every word on every page without stopping to ask questions or talk about the pictures
- For 30 minutes at a time to a group of infants/toddlers or drilling them on letter names or sounds using flashcards
- With a group sitting in a row on the couch or in infant seats quietly listening
- Every day at 9:15 a.m.

9

In your group, discuss the reading strategies

- You use most often and why they are your favorites
- That are the most difficult to use and why they are difficult

10

DVD clip from: "Reading with Babies"



11

DVD clip from: "Reading with Babies"



12

DVD clip from: "Reading with Babies"



13

Physical Characteristics of Books

- Board books
- Cloth books
- Sensory books
- Lift-the-Flap books
- Vinyl or Plastic books
- Home-made books

14

Types of Books

- NAEYC:
 - "Daily opportunities for each child to hear and respond to various types of books including picture books, wordless books, and books with rhymes."
- Proposed Iowa Infant and Toddler Program Standards:
 - "Infants and toddlers have daily opportunities to hear and respond to various types of books."

15

Types of Books

- Wordless books
- Story books = Picture books
 - Tells a story through pictures and text
 - Illustrations can be drawings or photos
 - Usually fiction
- Theme or concept books

16

Fiction and Nonfiction books

- Fiction books are stories made up by the author and are not necessarily truthful.
- Nonfiction books are true or factual; are about real things, people, events, places.
- All kinds of books can be nonfiction.

17

“Back at Work” Handout 5

1. Inventory your book collection and decide if
 - The books are accessible
 - There is variety
2. Answer the question at the end of the form

18

“Good Repair”

“...means that the book has an intact cover, and the pages are not torn, scribbled on, or missing. Minor problems (small tears, slight scribble, chew marks) that do not interfere with the use of the books are acceptable.”

Harms, T., Cryer, D., Clifford, R. M. (2007). *Family child care environmental rating scale, revised edition* (p. 35). New York, NY: Teachers College Press.

Harms, T., Cryer, D., Clifford, R. M. (2006). *Infant/toddler environmental rating scale, revised edition* (p. 34). New York, NY: Teachers College Press.

19

Find a partner...

- Each of you should have a different book.
- Critique one person’s book and then the other’s.
- After you finish, you will join a small group and report your answers to questions 17-21.
 - Be specific when answering the questions.

20

Form groups of 3

- Partners should be in different groups
- Each person report
 - Title and author of your book
 - Answers to questions 17-21

21

“Back at Work”

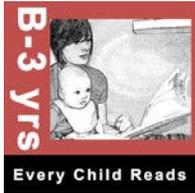
- Complete the book inventory, Handout 5
- Critique one of the books in your collection using Handout 6
- Send your completed assignments to:

22

We learned...

- Features of books: physical characteristics, types, fiction/non-fiction, content or topics
- How to
 - Critique a book’s quality
 - Determine a child’s interest in a book
 - Display books
 - Build a book collection on a budget

23



Follow-Up Module

Selecting Quality Books for Infants & Toddlers

Strategies to Use When Reading with Infants and Toddlers

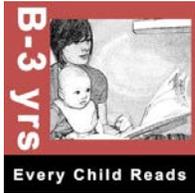
- Read at least 1 time each day with each infant and toddler.
- Include reading in routines, experiences and activities throughout the day.
- Encourage infants and toddlers to interact with books.

When you read with infants & toddlers, use some of these strategies. You do not need to use every strategy each time you read with children.

- Change how loudly or softly you speak
- Emphasize an important word you think the child will not know
- Make sounds of the things you are reading about
- Encourage infants and toddlers to make sounds of the things you are reading about
- Vary the speed with which you read
- Use facial expressions
- Encourage children to make facial expressions
- Use gestures
- Encourage children to use gestures

Remember to:

- Read with enthusiasm
- Use different voices for different characters
- Encourage children to use different voices for different characters



Follow-Up Module

Selecting Quality Books for Infants & Toddlers

CAR Strategy:

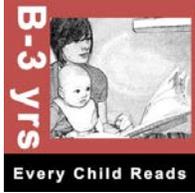
- Comment or talk about the story and pictures:
 - Talk about the front cover of the book.
 - Tell the infant or toddler what the story is about. "This book is about animals."
 - Notice what the infant or toddler is looking at in the book. Point to what he is looking at and label or talk about it. "That is a red ball."
 - Connect what is in the book to the child's life. Use real objects when possible. "You have a ball. Here it is!" Show the infant or toddler his ball.
 - Wait 5 seconds after making a comment for the child to respond. He might wave a foot, roll over, make sounds or say words.
- Ask questions about what the infant or toddler is looking at in the book.
 - Point to what the child is looking at. Ask, "What is that?"
 - Wait 5 seconds to see if the child says or does something before asking another question or making a comment.
- Respond to what the child says or does and add a little more information.
 - "You are smiling. You like the picture of the dog."
 - "That's right. It is a dog. He has a bone in his mouth."

Adapted from the following 3 sources:

State of Iowa, Department of Education Early Childhood Services Bureau, Department of Public Health, State Library of Iowa, & Iowa Public Television. (2009). *Tips for reading with babies and toddlers* [Pamphlet]. Des Moines, IA: Department of Education.

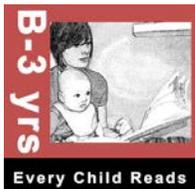
State of Iowa, Department of Education Early Childhood Services Bureau, Department of Public Health, State Library of Iowa, & Iowa Public Television. (2009). *What do I do when I read with babies?* [Pamphlet]. Des Moines, IA: Department of Education.

State of Iowa, Department of Education Early Childhood Services Bureau, Department of Public Health, State Library of Iowa, & Iowa Public Television. (2009). *What do I do when I read with toddlers?* [Pamphlet]. Des Moines, IA: Department of Education.



Follow-Up Module
Selecting Quality Books for Infants & Toddlers

What I want to remember

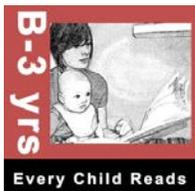


Follow-Up Module

Selecting Quality Books for Infants & Toddlers

Observation Form

What did the adult do to involve the infant or toddler in the reading experience?	How did the infant or toddler respond to what the adult did when reading?



Follow-Up Module

Selecting Quality Books for Infants & Toddlers

Back at Work: Book Inventory

Name: _____ Date: _____

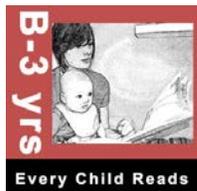
Total number of books in your setting: _____

Total number of infants & toddlers in your setting (classroom or home): _____

Directions: There are 3 parts of the Book Inventory to complete.

1. Complete the questions above by counting all of the infant/toddler books you have that are in good repair, do not contain violent or frightening content and are not too difficult for the infants and toddlers to understand. Then, write the number of infants and toddlers in your classroom or home.
2. Using the table that follows, count the number of infant and toddler books in each category (physical characteristics, types, fiction/nonfiction, & topics) and record the information according to where the books are located in your child care setting. For example, you might have 2 board books in the reading corner, 1 in a center or specific play area, and 2 on the bookshelf only the provider can access. You would record a 3 in the first column, (total of books in reading corner and other areas infants/toddlers can use) and a 2 in the last column. Count only what you see in the room/home on the day you are completing this form. If a book fits in more than one category (board book that is also a theme/concept book), count it in each category. Use tally marks in each box of the table and total the tallies at the end of the inventory process.
3. Complete the question at the end of the form.

Book Features	# of books in the reading corner or areas that infants & toddlers can use	# of books available only to provider (e.g. high on a shelf, in closet, ect.)
Physical Characteristics		
Example: Board books	3	2
Board books		
Cloth books		
Sensory books		
Lift-the-flap books		
Vinyl/plastic books		
Home-made books		



Follow-Up Module

Selecting Quality Books for Infants & Toddlers

Book Features	# of books in the reading corner or areas infants & toddlers can use	# of books available only to provider (e.g. high on a shelf, in close, etc.)
Types		
Wordless books: have no text		
Story/picture books: tells a story through pictures as well as the text		
Theme/concept books: focus on a theme/concept like animals, babies, colors, everyday experiences, etc.		
Rhymes/chant books: have rhyming words, interesting rhythm, language and sounds		
Fiction or Nonfiction		
Nonfiction: books that are true, factual, about real things, people, events, places. Count the nonfiction books in your inventory.		
Content/Topic Variety		
Topics: what the books are about. Indicate the number of books with differing topics in each area of your home or setting. (Example: 4 animal books, 1 on trucks, 2 books about families.)		

Based on your inventory, what kind of books do you need to buy, borrow or check out from the library to balance your collection? Think about all 4 of the book features listed in the inventory: physical characteristics, types, fiction/non-fiction and variety of content or topic.



Follow-Up Module

Selecting Quality Books for Infants & Toddlers

Quality Books For Infants and Toddlers: A Review Tool

Title: _____

Author: _____

Publisher: _____

Circle your response for each item.

Physical properties of the book:

- | | | | | |
|--------------------|-----|----|-------|-----|
| 1. Durable | Yes | No | Maybe | N/A |
| 2. Easy to pick up | Yes | No | Maybe | N/A |
| 3. Easy to hold | Yes | No | Maybe | N/A |

Additional comments:

Pictures:

- | | | | | |
|--|-----|----|-------|-----|
| 4. Simple (not too detailed; not too many on a page) | Yes | No | Maybe | N/A |
| 5. Large | Yes | No | Maybe | N/A |
| 6. Clear | Yes | No | Maybe | N/A |
| 7. Colorful | Yes | No | Maybe | N/A |
| 8. Accurate (mouse and house are not the same size) | Yes | No | Maybe | N/A |
| 9. Match the words in the text | Yes | No | Maybe | N/A |
| 10. People in the pictures represent a variety of cultures, races, physical abilities, and occupations | Yes | No | Maybe | N/A |
| 11. Absence of bias and stereotypes | Yes | No | Maybe | N/A |

Additional comments:



Follow-Up Module

Selecting Quality Books for Infants & Toddlers

Content of the Book:

- | | | | | | |
|-----|--|-----|----|-------|-----|
| 12. | Is the content appropriate for this age level (shows familiar items, experiences; not violent/frightening or too difficult)? | Yes | No | Maybe | N/A |
| 13. | Is the content free of bias and stereotypes? | Yes | No | Maybe | N/A |
| 14. | If the book is a story, is it easy to understand? | Yes | No | Maybe | N/A |
| 15. | Are there no, or only a few, words per page? | Yes | No | Maybe | N/A |
| 16. | Are the words clearly separated from the pictures? | Yes | No | Maybe | N/A |

Additional Comments:

17. What age level of child is this book most appropriate for? Why?

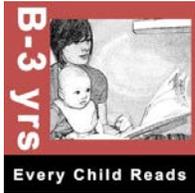
18. What could an infant learn from this book?

19. What could a toddler learn from this book?

20. Would this book interest an infant or toddler? Why or why not?

21. Would you recommend this book? Why or why not?

Additional comments:



Follow-Up Module

Selecting Quality Books for Infants & Toddlers

What Young Children Like in Books

Infants 0-6 months

- Books with simple, large pictures or designs with bright colors.
- Stiff cardboard, “chunky” books, or fold out books that can be propped up in the crib.
- Cloth and soft vinyl books with simple pictures of people or familiar objects that can go in the bath or get washed.

Infants 6-12 months

- Board books with photos of other babies.
- Brightly colored “chunky” board books to touch and taste!
- Books with photos of familiar objects like balls and bottles.
- Books with sturdy pages that can be propped up or spread out in the crib or on a blanket.
- Plastic/vinyl books for bath time.
- Washable cloth books to cuddle and mouth.
- Small plastic photo albums of family and friends.

Young Toddlers 12-24 months

- Sturdy board books that they can carry.
- Books with photos of children doing familiar things like sleeping or playing.
- Goodnight books for bed time.
- Books about saying hello and good-bye.
- Books with only a few words on each page.
- Books with simple rhymes or predictable text.
- Animal books of all sizes and shapes.

Toddlers 2-3 years

- Books that tell simple stories.
- Simple rhyming books that they can memorize.
- Bed time books.
- Books about counting, the alphabet, shapes, or sizes.
- Animal books, vehicle books, books about playtime.
- Books with their favorite TV characters inside.
- Books about saying hello and good-bye.

Source: *Tips for Choosing Books for Babies and Toddlers*. Retrieved August 16, 2011 from www.zerotothree.org/early-care-education/early-language-literacy/choosing-books.html



Follow-Up Module

Selecting Quality Books for Infants & Toddlers

Displaying Books in Your Child Care Environment

- Books should be easy for infants and toddlers to find and reach. They should be at eye level for the children and not in closets or on high shelves.
- Mix board, cloth and vinyl books in with the other toys. You could store these books in baskets or brightly colored plastic pails in the play areas.
- Consider having an area just for books, sometimes called a book nook. A book nook is a special space that creates a relaxing atmosphere and is full of appealing books. You could also designate it as a “quiet space.”
 - Use racks, bookcases, wall-mounted shelves, baskets, or brightly colored plastic pails on the floor to help organize books and make them easy for the children to reach. Any rack or case must be securely fastened to a wall or floor to prevent it from falling over.
 - Rotate a number of books in and out of the book nook to keep the children’s interest high and to avoid overwhelming them with too many choices. A good formula to determine a minimum number of books to display at one time is to take the number of children in your setting and multiply it by two.¹
 - Child-sized, comfortable and inviting furniture is one essential ingredient for a well-used, well-loved book nook. Consider including mats, rugs and soft child size couches.
 - In your book nook, infants must be in safe positions and able to reach the books freely.²

¹ Bennett-Armistead, V. S., Duke, N. K., & Moses, A. M. (2005). The book nook. In *Literacy and the youngest reader: Best practices for educators of children from birth to 5* (p 131). New York, NY: Scholastic Teaching Resources.

² Bennett-Armistead, V. S., Duke, N. K., & Moses, A. M. (2005). The book nook. In *Literacy and the youngest reader: Best practices for educators of children from birth to 5* (p 126). New York, NY: Scholastic Teaching Resources.



Follow-Up Module

Selecting Quality Books for Infants & Toddlers

Building a Book Collection on a Budget

1. Borrow books from your local library on a regular basis. Find out what services your library provides such as children's story time, workshops, bookmobile, and/or books-by-mail. Some libraries will lend books for longer periods of time to child care providers than they will to the general public.
2. Buy children's books at:
 - Library sales. Call your local libraries to see if they hold annual library fund-raising sales of books.
 - Second-hand bookstores and local yard sales.
 - Goodwill and Dollar stores.
3. Some companies like Scholastic sell low-priced books and offer a discount for a large order. You may want to place a group order with parents and/or other providers. You can also collect bonus book club points for your orders.

Scholastic's preschool book club is "Firefly." "Honeybee" offers books appropriate for infants and toddlers. Call 1-800-SCHOLASTIC or visit www.scholastic.com.

4. Put a sign at the elementary school asking for gently used books.
5. Network with other providers and share books.
6. Start a tradition:
 - Tell parents you think that reading to children each day (and having a lot of interesting books available for children) is important. Ask them to bring in one book each Monday or the first day of the month.
 - Ask parents to donate books their children have "outgrown" to your program.
 - Ask parents to consider giving you children's books as a gift for the holidays.

Adapted from:

National Children's Literacy Website. *Money-Saving Tips*. (2011). Retrieved August 16, 2011 from www.child2000.org/lit-tipsj.htm

Bennett-Armistead, V. S., Duke, N. K., & Moses, A. M. (2005). The book nook. In *Literacy and the youngest reader: Best practices for educators of children from birth to 5* (p 134). New York, NY: Scholastic Teaching Resources.

Supplemental Trainer Materials



**Follow-Up Module
Selecting Quality Books for
Infants & Toddlers**



Supplemental Trainer's Script A

Review of Language Strategies Taught in Every Child Reads: Birth to Three



#22

Distribute Handout 22, "Strategies to Use When Talking with Infants and Toddlers." This handout is found in Module II, "Engaging in Conversations with Infants and Toddlers."

1. During the Every Child Reads Birth to Three course, we discussed how important it is to include language and literacy in our daily routines and experiences. Handout 22 is a list of language strategies we practiced. Which ones do you use most often?
2. Why are these strategies your favorites?
3. Discuss in your group for 6 minutes:
 - Which language strategies are the most difficult to use and why?
 - What you do to ensure that you talk with each child individually at least one time a day?

After 6 minutes, call the group back together.

4. What strategies are the most difficult to use?

Record the strategies on chart paper titled, "Most Difficult: Language."



Supplemental Trainer's Script A

Review of Language Strategies Taught in Every Child Reads: Birth to Three

5. Why are they difficult?

6. What can we do, other than increase the number of staff or decrease the number of children, to overcome these difficulties so we can use these strategies more often?



Record responses on chart paper.

7. What do you do to ensure that you talk with each child individually at least 1 time a day?

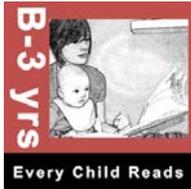


Record responses on chart paper.

8. What questions do you have about the language strategies?

9. Write on your handout what you would like to remember about the language strategies when you are back at work.

After 2 minutes, call the group back together.



Supplemental Trainer's Script B
Additional Review of Reading Strategies Taught in
Every Child Reads: Birth to Three



B1

Distribute Handout B1, "Reading a Book with a 2-4 Month Old: Example."

1. This is an example of what it is like to have a conversation with an infant when reading a book with him. Read it and underline the strategies the adult used when reading with the infant. Take 6 minutes to do so and then we will discuss. You may work with a partner or by yourself.

After 6 minutes, call the group back together.

2. What strategies did you identify?

Mention the following if the participants don't.

The adult:

- Interjects her own words related to the text
- Responds to the infant's movements and sounds
- Points and labels objects
- Encourages the infant to physically interact with the book by helping him touch the little elephant's ears
- Makes comments
- Follows the infant's lead by making a comment about the picture he is touching
- Asks questions
- Reads with enthusiasm
- Speaks in short sentences using familiar words



Supplemental Trainer's Script B
Additional Review of Reading Strategies Taught in
Every Child Reads: Birth to Three



B2

3. What other strategies could the adult have used?

Distribute Handout B2, "Reading a Book with a 2 Year Old: Example."

4. This is an example of what it is like to have a conversation with a toddler when reading a book with him. The adult is reading the same book, Big and Little, to a two year old.

5. Read it and underline the strategies the adult used when reading. Take 6 minutes to do so and then we will discuss. You may work with a partner or by yourself.

After 6 minutes, call the group back together.

6. What strategies did you identify?



Supplemental Trainer's Script B Additional Review of Reading Strategies Taught in Every Child Reads: Birth to Three

Mention the following if the participants don't.

The adult:

- Engages the toddler who is playing with toy dogs in the reading experience by showing him the picture of the dogs on the book cover and relating it to what his is doing
- Lets the child hold the book and turn the pages
- Interjects her own words related to the text
- Reads pages "out of order"
- Responds to the toddler's movements and sounds
- Points and labels objects
- Makes comments
- Follows the child's lead by making comments and asking a question about the picture he is touching
- Asks questions
- Responds to what the toddler says or does and adds a little more information
- Reads with enthusiasm
- Speaks in short sentences using familiar words

7. What other strategies could the adult have used?

8. What are the major differences between the two examples?

9. What did you learn from reading these examples?

10. What questions do you have?



Follow-Up Module

Supplemental Activity C: Making Books for Infants & Toddlers

1. Find a location with equipment needed to make books.
2. Gather materials for participants to use to make books.
3. Review handouts and YouTube videos. Select those most appropriate for your group.
4. Distribute and discuss the handouts.
5. Show examples of homemade books.

Optional Handouts and YouTube Videos

1. Susan Kapuscinski Gaylord's making books site, www.makingbooks.com is geared to teachers of students in grades K-12. Some ideas could possibly be adapted for younger children. Besides the website, Susan has a blog, monthly newsletter and 5 YouTube tutorials that are worth looking at to determine if your group might want to see them. You can find the link to her YouTube tutorials by going to her blog or by searching *Making Books* on YouTube.
2. "Supporting Early Literacy in Natural Environments: Activities for Caregivers & Infants and Toddlers" has two pages on making books for infants & toddlers. To find the following two instructions, go to www.wlearning.com/resources/infants/
 - "Making a Touch Book," pp. 10
 - "Making a Picture Book," pp. 11
3. These articles can be found by going to www.eHow.com and searching by title.
 - "How to Make a Picture Book for Preschoolers," by Denise Oliveri.
 - "How to Make a Picture Book," by Carl Hose.
 - "How to make Cloth Books for Children," by Heather Finch.
 - "How to Make a Personalized Book for Preschoolers."