



Making Time For Books and Stories

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**READ! READ! READ! UNTIL YOU THINK YOUR LIPS ARE GOING TO FALL OFF –
AND THEN... READ ONE MORE!!** -Bev Bos

Let's look at some important things to remember while doing circle time:

1. Vary the tone, speed, pattern and intonation of your voice – practice to make sure you aren't monotone! **Tape record yourself doing circle time**, then listen to it at home...Read some of the books by Vivian Paley out of Chicago to reinforce the importance of occasionally taping ourselves while in the classroom.
2. Remember the importance of having **books on tape!** You can even make your own... or have parents make some...
3. Learn how to pick a **“good book”** – Mem Fox says that a book that does not either make you cry, laugh, vomit, giggle, empathize, sympathize, feel pain, shiver, sigh, weep or fall over in hysterics is “a waste of our time, our money and our precious precious trees.” Is there an emotional connection to the stories?
4. **Beware of commercialized books** that are nothing more than commercials for TV shows and the products that encourage their viewing! A question to consider, “Would you read it to me?”
5. Harry Potter, Comic Books and Goosebumps, oh my! **Some thoughts and commentary on “why some kids don't read!”** Reference: Thomas Newkirk's concept of “the feminization of literacy” in his book *Misreading Masculinity: Boys, Literacy and Popular Culture*.

6. **Insert the children's names** into the stories... The night MAX wore his wolf suit becomes the night Kathy, or David wore theirs! The children think that the "Lisa" in *Corduroy* is me! Lisa is immortal in *Brown Bear* too...she'll show you a picture.
7. Start **reading to your infants** the moment they enter the program! Moms and dads – start reading aloud to your baby as soon as you know you are pregnant! They can hear your voice!!!
8. Allow yourself to be **silly with the title**, one time we spent 20 minutes laughing and suggesting silly new words for the title of *Little Mouse Red Ripe Strawberry and the Big Hungry Bear*! In the end we realized our favorite was the "Little Octopus, the Red Ripe Banana and the Big Hungry Bellybutton!" The children were laughing hysterically and we all were "playing" with literacy.
9. **Follow their lead and interests.** Are they into trains and trucks – bring those books in! Love the trash man? Bring that in! Maybe even bring *him* in!
10. Know that **your books will get ripped.** Sometimes on purpose, sometimes on accident. Instead of punishing, model the respect you wish to cultivate and allow the children to assist you as you tape the book and mend the book. This shows the importance of the book – that it deserves to be fixed with care. A stern lecture doesn't. TIP: Get to know your local librarian & invest in a big roll of thick, clear packing tape.
11. **Resist the urge to purchase cheapie books** at yard sales especially if they are in bad shape! I know that books cost a lot, but 2 or 3 "good books" is still a whole lot better than a book-nook filled with ripped torn garage sale "specials".
12. Remember that no one learns how to use books the "right way" if the "good books" are always kept in the cupboard.
13. Connect to rhyme and rhythm of **nursery rhymes** but don't assume the children know them!

14. **Never use the book area for punishment!** The association will stick and a negative connection will be made. The same goes for writing – want to make sure children never develop a love for writing? Have them write 100 times how they won't ever do/say/think/forget something ever again....
15. Children do not need to be right in front of you (“eyes on me!”) in order to pay attention to the book! **Remember your learning styles** – visuals are right there looking at the pictures! The auditory children might be at the playdough table listening and the kinesthetics are building blocks or rolling around the carpet or wiggling their hands... *all are paying attention in their own way!*
16. **Resist the pressure to “get to the end of the book.”** This is a grown up concern. If the reading of a book encourages discussion in another area, go with it! “Sit-still-be-quiet-can't-you-see-I'm-reading-you-picked-this-book-sit-down-and-listen-we'll-get-to-the-end-if-it-kills-us-both” doesn't embrace the power of literature. It makes reading a chore, something we need to do, something to be checked off on the day's agenda – this doesn't encourage excitement about books and literacy.
17. Be flexible! **Sometimes it will be 15 minutes, sometimes 5 and sometimes you might have to wait until later!**
18. **They are going to interrupt you!** This does NOT mean that they are not paying attention, but rather that whatever it was you said made them think about something else! And of course, being 1, 2, 3 or 4 (maybe even 12) they want to tell you about it! We call this SPRINGBOARDING!
19. **The only thing children care about on a calendar? Their birthday!**
20. **Sing songs for the sake of singing** – not to only be “teaching”. Watch out for teachy preachy songs just as you would watch out for teachy preachy books/stories! i.e.: brushing teeth, washing hands, traffic safety, etc. **The ABC**

Song and Calendar Songs are NOT teaching them the alphabet or the days of the week.

21. Remember the importance of **reading ALOUD!** (see the article on the next page and refer to *Reading Magic: why reading aloud to our children will change their lives forever* by Mem Fox as well as *A is for Ox* by Barry Sanders as well.) The need to read aloud does not stop once they hit elementary school! Do you have access to some “classic” chapter books that you might read aloud at nap time?
22. Keep in mind the concept of 2 years UP and 2 years BACK when it comes to making book choices.
23. Don't assume that they are being read to outside of your program. After hours events can “gently” teach parents and other family members how to read a book to children and can model what “reading to children” looks like. A recent study commissioned by Reach Out and Read www.reachoutandread.org revealed that 52% of children in America under the age of 6 are not being read to on a daily basis. That's 13 million children.
24. **Are your expectations age appropriate? AND Is circle time interesting?** Am I digging deep to find what the children are interested in and utilizing circle time as a way to deepen these interests? OR, is group time the allotted time to present the “theme”, letter, number, etc of the week/day month? If so – who is deciding these things?
25. Above all, remember that you can go to literacy workshops day in and day out what it comes down to is this: IF YOU WANT THEM TO READ – READ TO THEM! In 2008 some other info emerged... I would like to think that these “conditions that encourage reading” are pretty common sense, but maybe they aren't. Want your kids to read? Do these three things: A) read to them, B) let them see you reading and C) provide them with actual physical exposure to lots and lots of (kinds) of books.

Why is Reading Aloud to Young Children So Important?

- Children who live in print-rich environments and who are read to during the first years of life are much more likely to learn to read on schedule.
- Reading aloud to young children is not only one of the best activities to stimulate language and cognitive skills; it also builds motivation, curiosity, and memory.
- Early language skills, the foundation for reading ability and school readiness, are based primarily on language exposure - resulting from parents and other adults talking to young children.
- Research shows that the more words parents use when speaking to an 8-month-old infant, the greater the size of their child's vocabulary at age 3. The landmark Hart-Risley study on language development documented that children from low-income families hear as many as 30 million fewer words than their more affluent peers before the age of 4.
- Books contain many words that children are unlikely to encounter frequently in spoken language. Children's books actually contain 50% more rare words than primetime television or even college students conversations.
- The nurturing and one-on-one attention from parents during reading aloud encourages children to form a positive association with books and reading later in life.
- Reading aloud is a proven technique to help children cope during times of stress or tragedy.
- Reading difficulty contributes to school failure, which increases the risk of absenteeism, leaving school, juvenile delinquency, substance abuse, and teenage pregnancy - all of which perpetuate the cycles of poverty and dependency.
- 20% of U.S. workers are functionally illiterate.

Most American Parents NOT Reading to Children

- Fewer than half (48%) of young children in the U.S. are read to daily, meaning that more than 13 million children under 5 go to bed every night without a bedtime story.
- The percentage of children read to daily drops even lower (to 36%) among low-income families, whose children face the highest risk of literacy problems. Even among high-income families, however, more than 2 out of every 5 children are not read to daily.

So why aren't more parents reading aloud to their children?

- Families living in poverty often lack the money to buy new books, as well as access to libraries. In fact, 61% of low-income families have no children's books in their homes.
- Parents who may not have been read to as children themselves may not realize the tremendous value of reading to their own children.
- Low literacy rates are not just the result of economic poverty; they are also the result of time poverty, something that affects nearly every parent in our country. Responsibilities at work, community activities, the television, and video games all make it difficult to carve out time for a parent and child to sit down together to read a favorite book.

Retrieved from <http://www.reachoutandread.org/impact/importance.aspx> July 2010



**A very short list of ooey gooley® favorites
INCLUDING all of the ones Lisa had out today and the
“new ones” she mentioned too!!**

TITLE	AUTHOR
Abiyoyo	Pete Seeger’s Storysong
Alexander and the Terrible Horrible No Good Very Bad Day	Judith Viorst
Blueberries for Sal	Robert McCloskey
Brown Bear Brown Bear	Bill Martin/Eric Carle
Caps for Sale	Esphyr Slobodkina
Catch the Baby	Lee Kingman
Chicka Chicka Boom Boom	Bill Martin Jr./ John Archambault
Cinder Eyed Cats	Eric Rohmann
Clay Boy	Mirra Ginsburg
Corduroy	Don Freeman
Darkness	Mildred Pitts Walter
Don’t Fidget a Feather	Erica Silverman
Each Peach Pear Plum	Janet/Allan Ahlberg
Emma’s Eggs	Margriet Ruurs
Giant Jam Sandwich, The	John Vernon Lord/Janet Burroway
Good Dog, Carl	Alexandra Day
Good Night Gorilla	Peggy Rathmann
Good Night Moon	Margaret Wise Brown
Gotcha!	Gail Jorgensen
Happy Birth Day	Robie H. Harris
How to heal a broken wing	Bob Graham
I Stink	Kate/Jim McMullen
If...	Sarah Perry
Imogene’s Antlers	David Small
Ira Sleeps Over	Bernard Waber
It Looked Like Spilt Milk	Charles Shaw

TITLE	AUTHOR
Leo the Late Bloomer	Robert Kraus
Little Blue and Little Yellow	Leo Lionni
Little House, The	Virginia Lee Burton
Little Mouse, Red Ripe Strawberry and Big Hungry Bear, The	Don and Audrey Wood
Little Old Lady Who Was Not Afraid of Anything, The	Linda Williams
Llama Llama mad at mama	Anna Dewdney
Llama Llama misses mama	Anna Dewdney
Llama Llama red pajama	Anna Dewdney
Madeline	Ludwig Bemelmans
Mama Zooms	Jane Cowen-Fletcher
Monster Goose	Judy Sierra
Monster Mama	Liz Rosenberg & Stephen Gammell
More More More Said the Baby!	Vera Williams
Mortimer	Robert Munsch
Murmel Murmel Murmel	Robert Munsch
My Daddy	Susan Paradis
My Dog Rosie	Isabelle Harper
Napping House, The	Don/Audrey Wood
Night Driving	John Coy
One Sun: A Book of Terse Verse	Bruce McMillan
Our Granny	Margaret Wild
Owl Babies	Martin Waddell
Pout-Pout Fish, The	Deborah Diesen
Purple, Green and Yellow	Robert Munsch
Real Mother Goose, The	Rand McNally edition
Roly Poly Pangolin	Anna Dewdney
Roxaboxen	Alice McLerran
Snip Snap! What's That?	Mara Bergman
Snowy Day, The	Ezra Jack Keats
Sophie	Mem Fox
Spoon	Amy Krouse Rosenthal
Stephanie's Ponytail	Robert Munsch

TITLE	AUTHOR
Thomas' Snowsuit	Robert Munsch Tikki
Tikki Tembo	Arlene Mosel
Time Flies	Eric Rohmann
Tough Boris	Mem Fox
Tuesday	David Wiesner
Very Hungry Caterpillar	Eric Carle
Where the Wild Things Are	Maurice Sendak
Wolf's Coming!	Joe Kulka
Yo Yes!	Chris Raschka

A VERY SMALL LIST OF SOME CLASSIC "OLDER" BOOKS:

Charlotte's Web	Witch of Blackbird Pond
Stuart Little	Wrinkle in Time (series)
Babar	Trumpet of the Swan
Secret Garden	Tuck Everlasting
AA Milne's "Pooh" series	Peter Rabbit
Little House (series)	Mr. Popper's Penguins
The "Madeline" books	Mike Mulligan
Swiss Family Robinson	Peter Pan
Alice in Wonderland	Black Beauty
Roll of Thunder Hear My Cry	National Velvet

*If you want your children to be smart, read them fairy tales.
If you want them to be real smart, read them more fairy tales.*

-Albert Einstein



Story writing with young children: “How Does Your Story Start?”

I have a soft brain
because I watch
too much T.V.

Tricia, age 4

My mommy wants my
daddy to go to bed.
My mommy wants my
brother to go to
bed. My mommy
wants me to go to
bed.

Kirsten, age 3

When I grow up I
will go to work
and then I get to
wear those
special clothes.
Like stripes.

Nathan, age 4

This is the story writing process that was taught to me by early childhood development expert, Bev Bos. You do simply this:

1. Ask a child, “How does your story start?”
2. Then write what they say VERBATIM on paper you have handy on a clipboard.
3. Read it back to them when they are finished.
4. At the end of the day, keep a copy for yourself and also send a copy home with the child.

Things to remember:

1. Do not correct grammar.
2. Give them the pen if they say they can write their own story.
3. Read it back just as they told you.
4. If unsure how to get started, begin with the one child in your program who is constantly talking!
5. Be patient with the children who tell you that they don't have a story or those who then dictate the entire plot of the latest TV show or animated feature. They will soon realize they too have a story...

Sad is the man who is asked for a story and can't come up with one.

-Li-Young Lee, poet



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Ooey Gooley®
A silly name....
A serious message!

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REMEMBER YOU CAN FOLLOW LISA AND OOEY GOOEY, INC. ON:



*I saw a man pursuing the horizon;
Round and round they sped.
I was disturbed at this;
I accosted the man.
"It is futile," I said,
"You can never - -"

"You lie," he cried,
And ran on.*

-Stephen Crane