

EFFECTIVE STRATEGIES TO SUPPORT CHILDREN'S DEVELOPMENT AND LEARNING

- Use computers with touch screens and interactive programs and apps.
- Make books using pictures of family members and other familiar objects found in magazines, catalogs, and environmental print (such as pictures from catalog cut-outs and labels from favorite foods). Make books of trips, shared events, and children's art.
- Make stories come alive by using different voices and body movements.
- Ask simple questions and make comments about books to start conversations with children. Talk about similar things that young children may have experienced ("Do you have a pet?" "What did you see at the zoo?"). Welcome and encourage children's questions.
- Help children tell stories and act out parts of stories they have heard using words, pictures, movement, puppets, and toys.
- Point out words in books and in the environment (street signs, toy boxes, words on pictures in the room).
- Use large print books and big books.
- Provide time in the daily schedule for large and small group activities, and large amounts of time for children to choose from a selection of activities at centers or *interest areas*.
- Read various culturally diverse books, poems, and nursery rhymes with children.
- Involve children in regular story time experiences which include exposure to books, finger plays, poems, songs, rhymes, puppets, dramatic play, repeated readings of familiar text, and acting out familiar stories. Provide children with materials they can use to act out and retell stories (flannel board cutouts, puppets, dolls, props, pictures, etc.).
- Encourage children to read repetitive, familiar parts of stories in simple, predictable books, which have only a few words on each page, like *Brown Bear, Brown Bear, What Do You See?*
- Ask children to predict what a story might be about after showing them the cover of the book. During the story, occasionally ask them to predict what might come next. Respond to children's observations about books and answer their questions.
- Talk about the beginning and the end of books. Point out the title, author and illustrator before reading the book. When reading to children, run finger under words so children can see that reading proceeds from left to right.
- Demonstrate enjoyment, interest, and motivation to read in multiple ways, showing children that reading fun and useful. *Model* caring for books and treating them with respect.
- Read high-quality books to individuals and small groups, making sure the books avoid stereotypes and reflect children's interests, abilities, *culture and home language*.
- Frequently read and sing with books like *Mary Had a Little Lamb* and *The Wheels on the Bus* that contain words to songs. Sing the alphabet song while pointing to the letters.