

Read Early and Read Often! Reading with your Preschooler (3-to-5-Year-olds)

SET ASIDE READING TIME EVERYDAY

Set aside a special time every day for reading (before nap, bath, or after lunch). Try to keep the same time each day. Make reading time a quiet time with no radio, t.v., or other distracting noises. Give your child your full attention.

ENJOY SNUGGLE AND LAP TIME

Sit with your child close to you or snuggled on your lap. Small children enjoy special time alone with you. They love the sound of your voice. Help your child to know that reading is a pleasant time.

NON-FICTION AND FICTION BOOKS

Keep reading time short or as long as your child is interested. Choose books with brightly colored, simple pictures. As the child grows older, begin choosing books with two to three sentences per page. Allow your child to hold the book. Read the same books many times.

HAVE CHILD INTERACT WITH BOOKS

Children need to interact with books. By interact, we mean children get to say or do something as you read a book. For example, children may answer questions, predict what will happen, or point to a picture in the book.

USE DRAMATICS

Use a playful voice. Change the tone, volume and pitch of your voice to stimulate interest. Read slowly so your child begins to connect the words you read with the pictures in the book.

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Read non-fiction books with me!

Non-fiction books tell about real things, people, or facts.

Children can experience the wonder of the real world through non-fiction books. Facts come alive when books about animals, people or objects are read to children.

Questions to think about when selecting* non-fiction books for 3- to 5-year-olds:

- Will this non-fiction book be of interest to 3-to-5-year-olds?
- Does the book include the most current facts about real things and people?
- Are the facts and concepts stated so that they are understandable to 3-to-5-year olds?
- Are the new vocabulary words explained in the book?



- Does the book have more than four or five sentences per page?
- Is the print easy to read?
- Is the size of print large enough for the child to see the words?
- Does the print get lost in the illustrations?
- Do the pictures help explain the facts or concepts in the book?



*A book does **not** have to meet all the criteria listed, but the more criteria it meets, the easier it will be for children to learn about the real world through non-fiction books.

Every Child Reads Getting Ready to Read

Suggestions for Reading to 3-to-5-year-olds **Non-Fiction Books**



A Collaborative Effort
Iowa Department of Education
Iowa Public Television
Every Child Reads:
Birth to Kindergarten
State Library of Iowa



Iowa Department of Education
2002

Read with me!*



Before reading a book...

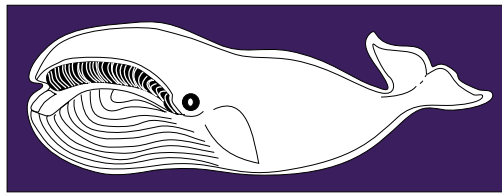
- Read **title, author, and illustrator**
- **Ask child to predict** “What do you think this book is about?”
- **Preview the book**, “This book is about...”
- **Explain vocabulary or new words**
- **Share a personal (real-life) experience using a fact from the book**
- **Give a reason to listen**, “This book is about whales. I wonder how big a whale is?”

During reading a book...

- **Point to a picture or important word**
- **Ask the child to predict**, “How big do you think whales are?”
- **Ask questions** about important points
- **Answer children’s questions**

After reading a book...

- **Ask guided questions**
- **Use sentence completion** from sentences in the book.
- **Share personal experiences** related to the book, “When I went to Hawaii, I saw a big whale in the ocean!”
- **Let children retell a fact learned from the book.**



*Not all suggestions need to be used every time a book is read.

Before Reading...

Introduce the book title, author, and illustrator

Adult says: “The name of this book is *Bread, Bread, Bread*. The author, who wrote this book, is Ann Morris. This book doesn’t have an illustrator who drew the pictures. It has photographs or pictures taken with a camera. Ken Heyman is the photographer.”

Predict what the book is about (show cover of book)

Adult says: “What do you think this book is about?”



Preview the book

“This is a book about bread. Not just one kind of bread, but all kinds of bread from other places in the world. I wonder how many different kinds of bread we will read about?”

Explain vocabulary or new words

“We are going to read about all kinds of bread from different places in our world. (Show map or globe of the world and point to the United States and other countries.) Some places have bread that does not come in a plastic bag like our bread. (Show different kinds of bread and talk about the size and shape of breads.) Some people cook their bread in an oven and some people cook their bread over a fire. Some people buy their bread at a market, a place outdoors to buy food.”

Connect the story to real-life experiences

“Where do you get your bread? Does your mom or dad bake bread at your home?”

Give children a reason to listen

“Now I am going to read the book, *Bread, Bread, Bread*. Listen to all the different kinds of bread I read about in the book. After we read the book, we will eat some bread and vote for your favorite.”

During Reading...

Point to pictures

Adult reads and points to skinny, fat, or round bread, bread with a hole, bread on a child’s head, and bread on the adult’s head.

Make predictions

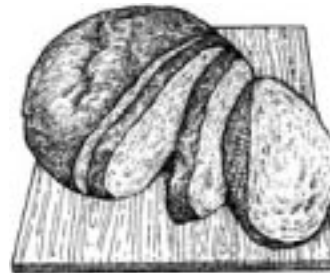
Adult says: “What kind of breads are these called? They are called pizza and pretzel bread.” “What do you think this woman is doing? She’s making bread!”

Ask questions (Important to understanding the book)

Adult says: “How do you bake bread? How do you think this bread tastes? What kind of bread do you like: cinnamon rolls, hot dog buns, pizza, pretzels?”

Answer children’s questions

Child asks: “May I try some of that bread?” “Why does she carry bread on her head?”



After Reading...

Guided questions

Adult says:

“We just finished reading a book. What was this book about?”

“Who ate bread in this book?”

“How did some of the people bake their bread?”

“Let’s see how many different kinds of bread we can remember from the book. You tell me a kind of bread and I will write it down.” (Skinny bread, flat bread, crunchy bread...)

“What did you learn about bread?”



Sentence completion

Adult asks question, pauses, and lets child answer:

“*Bread, Bread, Bread* is a book about: _____?” (bread)

“Bread is good for: _____?” (you)

“It helps you: _____?” (grow)

“It makes you: _____?” (strong)

“People eat bread all over the _____?” (world)

Share Personal Experience

Adult says: “Tell me your favorite kind or way to eat bread. I like to eat peanut butter and jelly on my bread.” (Other examples: toast, hot dogs, hamburgers, cinnamon and sugar, jelly, rolls, sandwiches, biscuits, and crackers.)

Book Reference

Morris, Ann (1989). *Bread, Bread, Bread* New York: Scholastic, Inc.