KLP READING ACTIVITIES

1. Children Read Books Independently

2. Children Read To An Adult

3. Children Read To KLP Buddies

4. Children Read To Their Class

5. Children Read KLP Books In The Listening Center
Kindergarten List:

- *Are You My Mother* by P. D. Eastman**
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by J. Viorst
- *A Letter to Amy* by Ezra Jack Keats
- *Froggy Gets Dressed* by Jonathan London
- *Harry the Dirty Dog* by Gene Zion
- *Ira Sleeps Over* by Bernard Waber***
- *The Little Old Lady Who Was Not Afraid of Anything* by Linda Williams
- *Make Way for Ducklings* by Robert McCloskey
- *The Missing Mitten Mystery* by Steven Kellogg
- *Mean Soup* by Betsy Everitt

- *The Napping House* by Audrey Wood
- *Swimmy* by Leo Lionni
- *The Three Billy Goats Gruff* by Paul Galdone
- *The Three Bears* by Paul Galdone
- *Where the Wild Things Are* by Maurice Sendak
- *Whose Mouse Are You?* By Robert Kraus

Martin County Schools uses *Pumpkin Jack* by Will Hubbell, as well as those in bold on the Dearborn lists. **Beginning of Year Assessment, ***End of Year Assessment
SELECTING KLP BOOKS

Not all books make good KLP books. Here are some questions to ask when you are selecting KLP books.

Do I love this book?
What makes this book special for you? You should thoroughly enjoy the books you share with your students. Your enjoyment of the book will be contagious. They will catch your excitement.

Is it fun to read?
Is the vocabulary interesting? Is there something about the flow of the words that makes the book fun to read?

Do I like the pictures?
Are the illustrations attractive? Do they draw you into the story? Do the pictures support the text and make retelling easy? Are the pictures easy for children to understand?

Will my students like this book?
Have students in your classes before enjoyed this book? Is it a book children generally ask you to read again and again?

Are there any connections for them?
Children learn best when new information can be connected to something familiar to them. Is there something in this book that will be familiar or that they will be able to identify with?

Do the characters talk in the book?
This is called dialogue. Books with dialogue give you some clues to children’s literacy development. Very simple, rhyming books have a purpose in your classroom, but they are not the best ones to use for KLP.

Adapted from material developed by Elizabeth Sulzby, University of Michigan
THINGS TO LOOK FOR WHEN CHILDREN READ

CHILDREN’S EYES

Are the eyes on the text?
Do the eyes move across the page?
Are the eyes looking at the teacher?
Are the eyes “lost in space”?

LANGUAGE USED

Does it sound like “book language”?
Does it sound more like an oral storyteller?
Do you know the difference?

BEHAVIORS

Is the child pointing to the text?
Is the hand moving left to right?
Is the child holding onto the book?
Is the child acting like a jumping bean?

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Storybook Reading & Children’s Emergent Literacy

The Role of Storybook Reading in Development:

1. Reading to children prior to starting school correlates with later reading achievement.
2. Reading to children produces a “literacy set” (Holdaway, 1979)
3. Children begin to “read” emergently when they are read to repeatedly.
4. Emergent storybook reading attempts are developmentally ordered.
5. Children show progress in emergent storybook reading before they begin to read conventionally. A number of children begin to read conventionally from storybooks rather than from basals.

What Teachers Should Do:

1. Read to children, in large groups and small groups, often.
2. Re-read books freely at the children’s request and at your own initiative.
3. Continue to introduce new books and authors, with lots of discussion and pleasure. Enjoy the books with your students.
4. Keep the books where children can easily reach them.
5. Provide time for the children to read to themselves, to other children, to you, and for you to do “lap reading” at a child’s request.
6. When children begin to read emergently, listen with interest and excitement in the story. Praise the book; not the reader.
7. Explain to the parents the importance of reading to the children at home and how this pretend reading is a major developmental step toward conventional or “real” reading.
8. Encourage parents to continue to read to children even after children are reading from print and especially if the children are having reading difficulties.
9. Don’t push attention to print or decoding. It will develop when the child needs it, particularly if the child is doing emergent writing and is having rich literacy experiences throughout the day.
10. Provide materials and time for emergent writing as well.

Importance of Teachers Reading Storybooks to Children:

1. Continues the development for children who have been read to and provides missed stimulation for those who have not been read to.
2. Allows teachers to assess where children are in their comprehension of written material.
3. Allows teachers to assess where children are in beginning to read conventionally.
4. Enriches children’s experiential and language background.
5. Provides a close bond between teachers, children, and their experiences with literature.
7. Allows favorite storybooks to be read repeatedly and for new favorites to be introduced; broadening children’s literature base.

Elizabeth Sulzby, University of Michigan
INVITING CHILDREN TO READ THE KLP WAY

This step may start all by itself. Many children start asking to read to the teacher or just start reading to other children.

Whether they do or not, you will want to make time for the children to read to you and to other classmates. This sharing is important for their literacy growth, their motivation, and for you, as a teacher, to begin formal assessments.

1. The words you use are important. So is the expression on your face.

Use simple words, "Read your book to me." Or, "Please read this book to me." Do not say "CAN you read this book to me?" Experience has taught us that children take this to imply that they probably cannot. Or they could answer this question, "No." Do NOT say "Tell me your book." Or, "Tell me about your book." If you want reading, ask for reading.

Keep an expectant, pleasant look on your face. Looking overly anxious can also send a message that you doubt the child's ability. Your confidence will encourage the child.

2. Listen with attention, looking at the book. Show your pleasure and enjoyment in the book. This is not a time for teaching.

3. Praise the book; not the reader. Comments such as "Oh, I liked that story." Or, "Thanks for sharing that book with me." "What part did you like best?" help children enjoy themselves as readers.

4. When students are ready, you can introduce classroom-sharing routines, such as a student reading to the group.

For the first year, just focus on getting KLP reading started. Look carefully at the reading behaviors you see when the children read the books. As you study Dr. Elizabeth Sulzby's Classification Scheme, you will find yourself beginning the assessment process in your head.

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