

Reading + Repetition = Language Development for Young Children

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Pyramid Of Educational Learning



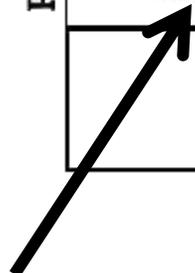
High School

Middle School

Elementary School

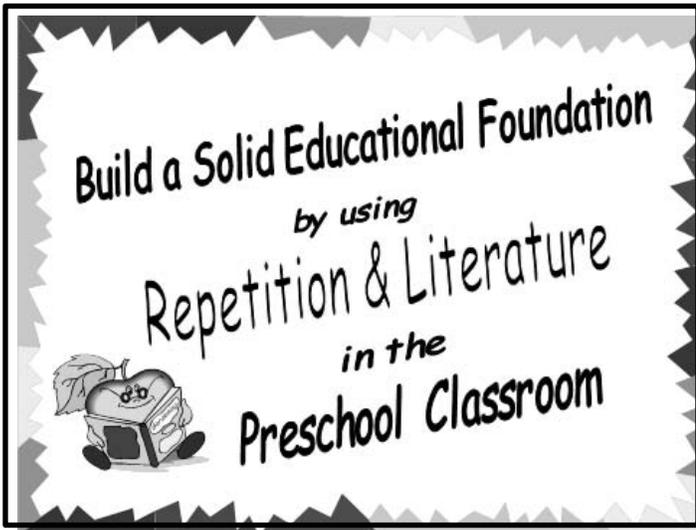
Pre-Kindergarten Skills

Level 2	Physical Development Daily Living Skills Social/Emotional Development	Level 2	Cognitive Skills Language Systematic Varied Approaches to Learning	Level 2	Literacy Phonemic Awareness Phonological Processing Dialogic Reading Rhyme, Rhythm Repetition	Level 2	Math Science Social Studies Creative Arts Technology On-going Progress Monitoring	Level 2
	Level 1	Gross Motor Coordination Body Part Identification Cutting, Pasting, Lacing Social Peer Interaction Turn Taking Self-help Skills	Level 1	Increase Attention Span Expressive/Receptive Language Predicting Memory Skills Sequencing Skills Seeks Information	Level 1	Listens to Familiar Stories Repetitive Lang. Patterns Rhyme and Word Play Who, What and Where Questions Print Awareness	Level 1	Shapes, Sizes Number Concepts 1-10 Positional/Abstract Concepts Visual Discrimination Exploration of Environment Self-Expression
<p>Read It Once Again ™</p>								



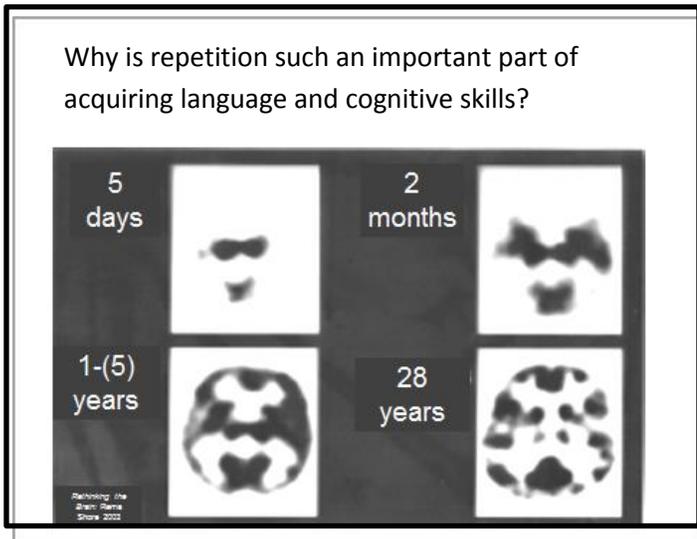
If children are missing concepts in this **Level 1** area, they will have difficulty learning higher academic skills.

Reading + Repetition = Language Development

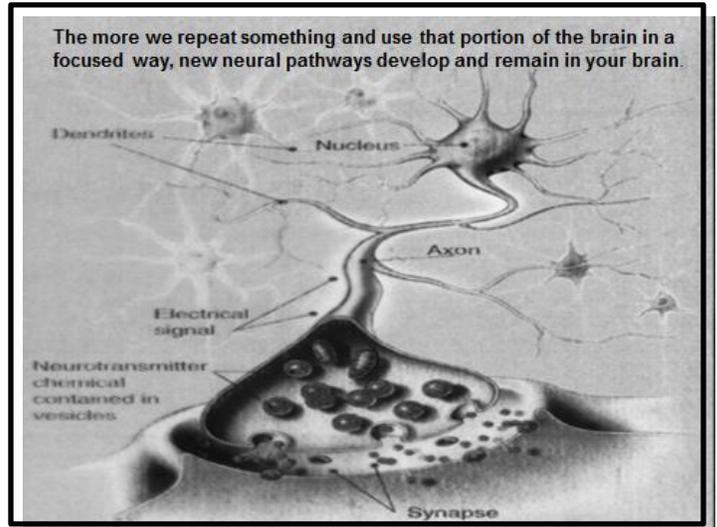


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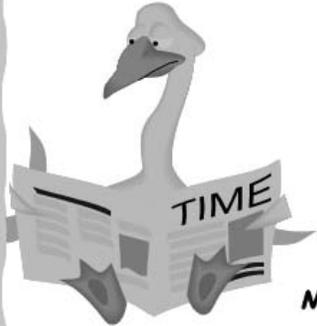
Reading + Repetition = Language Development



Repetitious Reading Improves:

- * Receptive Language Skills
- * Expressive Language Skills
- * Positional/Abstract Concepts
- * Sequencing Skills
- * Memory Skills

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Rhyme Rhythm Repetition

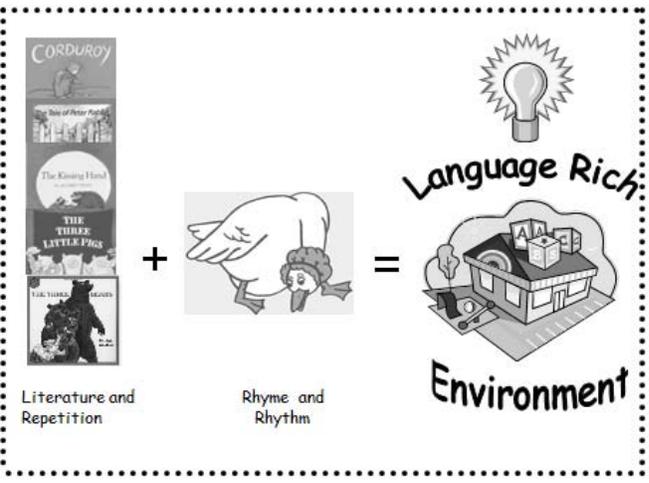
Mother Goose rhymes play a large part in our curriculum

Notes _____



What is the most effective way to provide a language rich environment?

Notes _____



CORDUROY
The Three Little Pigs
THE THREE BEARS

+

Rhyme and Rhythm

=

Language Rich Environment

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Reading + Repetition = Language Development

Changing books daily does not allow for the repetition necessary to retain basic concepts.



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Read the same book,
at the same time
for ? weeks.

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Repetition provides the opportunity to appropriately process and “file” language concepts.



At the **Level 1** stage children are still learning to process language using their receptive language skills. They need to organize thoughts and practice combining the receptive skills with expressive language.

This is especially important for children with language delays and those who struggle with English as a second language.



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Teachers who use repetition combined with literature agree that children with language delays prefer to repeat a literary unit for at least one month.

During the first two weeks children learn to process language skills **receptively** as the story is repeated every day (creating and strengthening neural pathways).

The third week receptive language processing results in the ability to experiment with **expressive** language skills.

The fourth week, children practice foundational skills using both receptive and expressive language.

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Each Literary Unit Should Include Goals and Objectives for these domains:

- * Speech/Language
- * Cognitive/Readiness
- * **Gross Motor**
- * **Fine Motor**
- * Adaptive/Self-help
- * Socialization



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- * Activities to support goals and objectives
- * Reproducible patterns to support activities
- * Related rhymes and finger plays
- * **Child assessment checklist**
- * **Parent Newsletters**



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Goals and Objectives Support:

- * IEPs
- * State Standards
- * Developmental Milestones



Notes _____



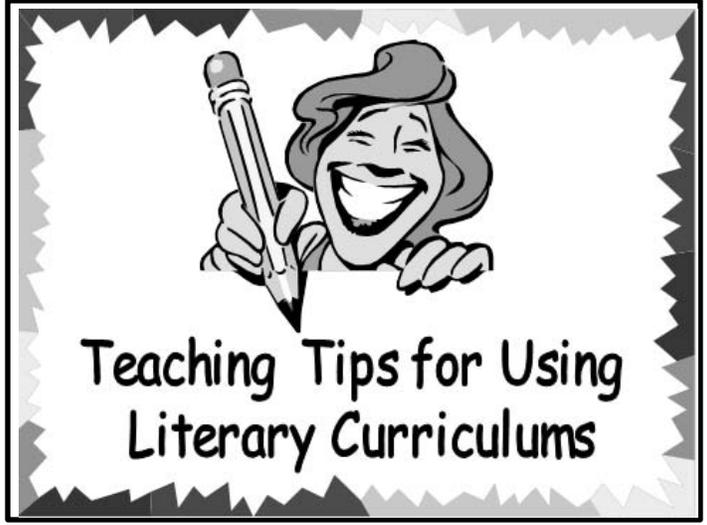
In one year, children cover 9 or more literary units.

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Reading + Repetition = Language Development



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Reading + Repetition = Language Development

Painting
Activities
Address:

Speech and
Language
Cognitive
Fine Motor
Gross Motor



Expressive Language:
red
blue
yellow
pink
pig
sticks
straw
bricks
hat
jacket

Incorporate a
literary curriculum
into your
everyday activities.



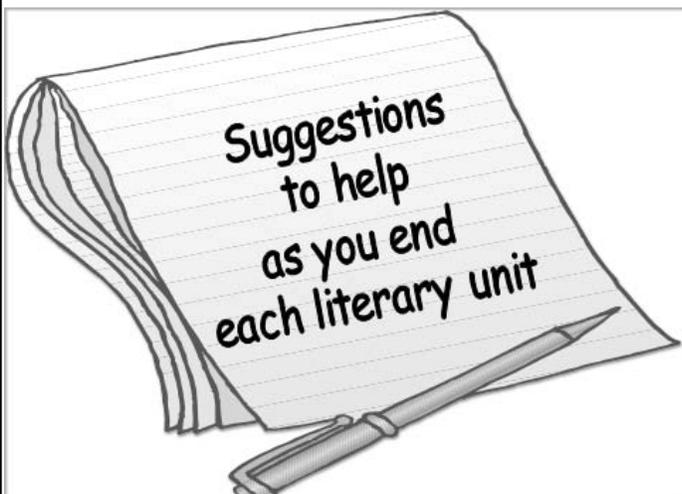
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How do I make a
unit last for
the whole month???



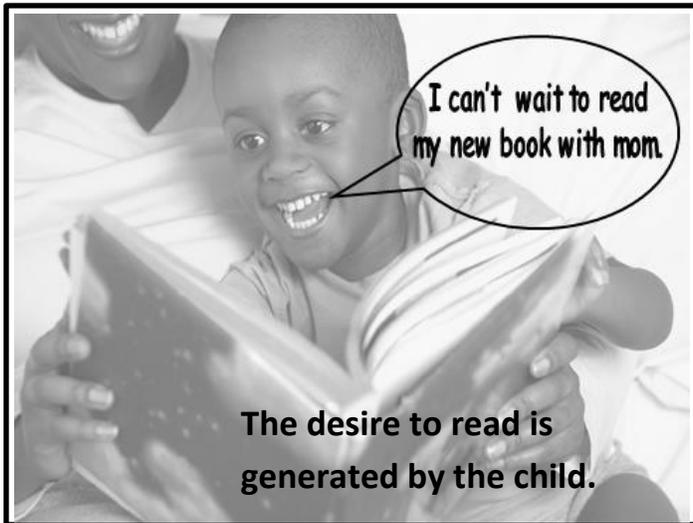
Suggestions
to help
as you end
each literary unit



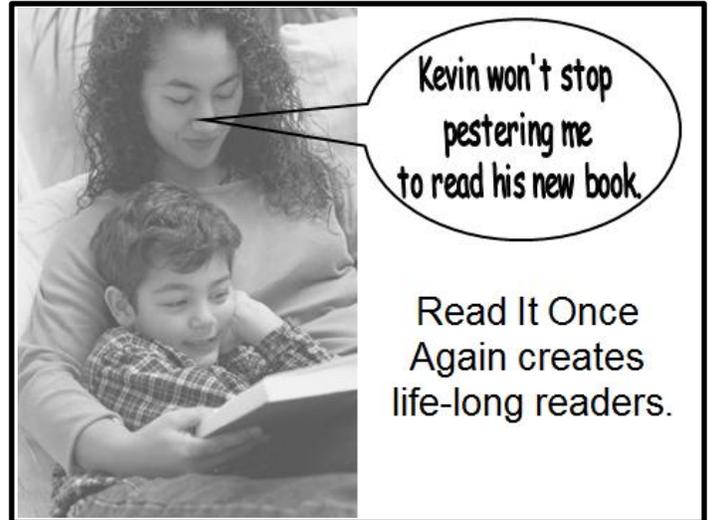
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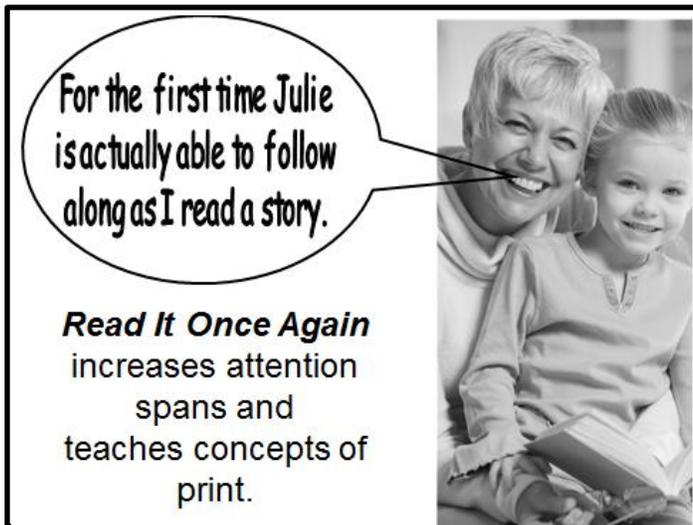
Reading + Repetition = Language Development



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How will I afford books for each child?



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Review



10 Wise Reasons to use Repetition and Literature with Young Children

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1. Repetition supports brain development.



During the formative years, a child's brain is especially active and wired to receive large amounts of new stimulation. The information travels down neural pathways to the brain. Every time information is repeated, the pathways thicken. The brain recognizes and keeps the thicker neural pathways containing repeated information. It is automatically conditioned to prune off the thinner pathways containing information that has not been repeated. The more often information is repeated, the more likely it is to be retained.

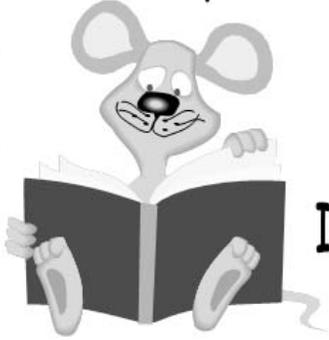
2. Children enjoy repeating favorite stories and songs.



Preschoolers naturally go through a developmental phase where they request to have favorite stories, songs, games, or movies repeated.

Reading + Repetition = Language Development

3. Repetitious Reading Reinforces:



Memory skills
Sequencing skills
Increased vocabulary

These skills make a basic educational foundation that must be in place for all other learning to occur. This is similar to building a house. Both must have a solid foundation to support everything built upon it. Many of our preschoolers lack this solid foundation. Teachers can use literature combined with repetition to create an educational foundation so that preschoolers are equipped with the skills for learning that are necessary in kindergarten and first grade.

4. Repeating stories and rhymes allow children to memorize familiar words and phrases.



Repetitious reading not only increases language and vocabulary, but it also allows children to predict the story's outcome. Predicting rhyming words and phrases is an essential step in the process of learning to read and developing a positive attitude toward books and literature.

5. Memorized reading helps children become involved in the process of reading.



Repeating familiar words and phrases is the first step to memorized reading. Memorized reading lays the groundwork for phonetic awareness and the actual reading of words represented in print. Memorized reading instills the desire to identify those familiar sounding words in print. This process motivates a child by first pretending to read the words in a familiar story and then accelerates the desire and curiosity to recognize additional printed words.

6. Memorized reading promotes positive independence.



It is important to choose books with illustrations that prompt children to remember familiar words or phrases that correspond to the storyline on any particular page of the book. Using these visual cues, a child is able to retell a story without relying on an adult reader to be present. This satisfies the need for young children to express their independence in a positive way.

Reading + Repetition = Language Development

7. Repetition combined with rhyme and rhythm is a powerful tool for developing language skills.



Read It Once Again endorses Mother Goose rhymes as an excellent tool for developing language skills in the preschool setting. Here are some of the reasons that Mother Goose is so successful:

- Increases vocabulary
- Improves memory skills
- Introduces rhyming concepts
- Enhances pre-reading concepts
- Teaches left to right sequencing skills
- Develops phonological skills

8. Repetitious reading promotes the love of books and the enjoyment of reading.



Reading is a skill that is necessary for higher forms of learning. Providing repetitious reading during the preschool years instills the love of books, reading and literature at an early age. Statistics prove that the younger the children are when they acquire a love of books and reading, the more likely it is that a positive attitude will follow them throughout their educational experiences.

9. Literary Units involve parents in the process of learning and reading.



Parents are the best teachers for preschool children. Learning is most effective when parents reinforce the same goals and objectives as those used by the clinician during therapy. Using selected storybooks as a common teaching tool makes it easier for parents to provide language development in the home setting.

10. Literary units facilitate communication between home and school.



Just as parents are necessary teachers in the home setting, it is also important that they be continually informed about their child's progress in the clinical or school setting. Using literary curriculum units make it easier to keep parents updated prior to parent-teacher conferences.

Planning Your Year With Literacy Units

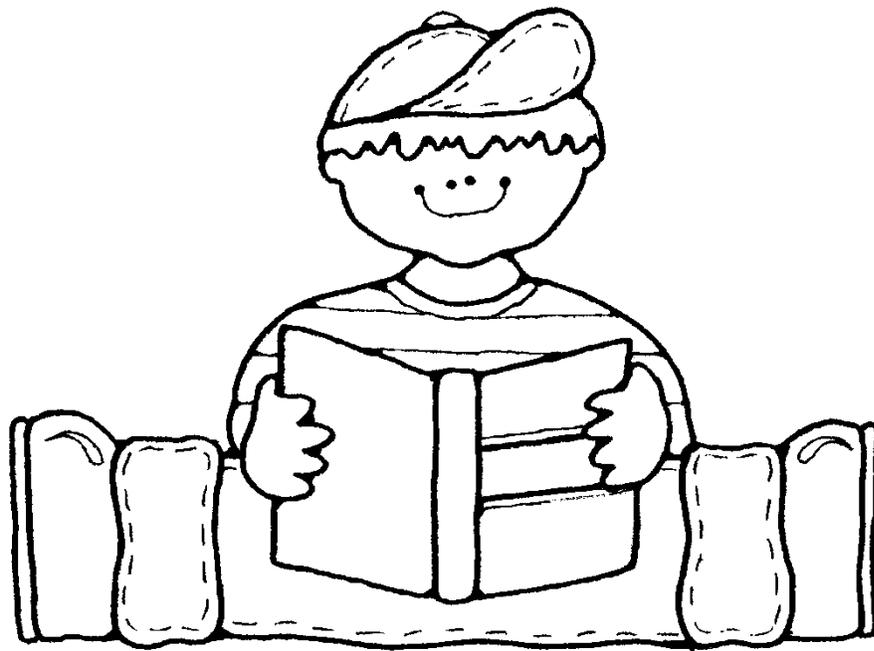
Year _____

Month	Book/Unit
August	
September	
October	
November	
December	
January	
February	
March	
April	
May	
June	
July	

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 864-472-2981 Fax





Read Me a Story.
Please read it once more.
I can learn from reading,
And I'm not even four.

The words are in rhythm,
And sometimes they rhyme.
Say them over and over,
PLEASE, Just one more time?

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