

HOW READ KITS CAN IMPACT EARLY LITERACY

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Chicago Hearing Society (CHS) empowers people who are Deaf, DeafBlind or Hard of Hearing to communicate and collaborate by providing an array of social services, advocacy, support programs and assistive technology products.

- ▶ Youth Program (school age)
- ▶ Connections Program (Deaf Mentors)
- ▶ CHOICES for Parents (all ages)

Youth Program

- ▶ Brings together young people who are deaf or hard of hearing
- ▶ Provides structured, creative activities that give youngsters opportunities to exercise responsibility, leadership and independent living skills

A.R.M.E.D. (Adult Role Models in Education of the Deaf)

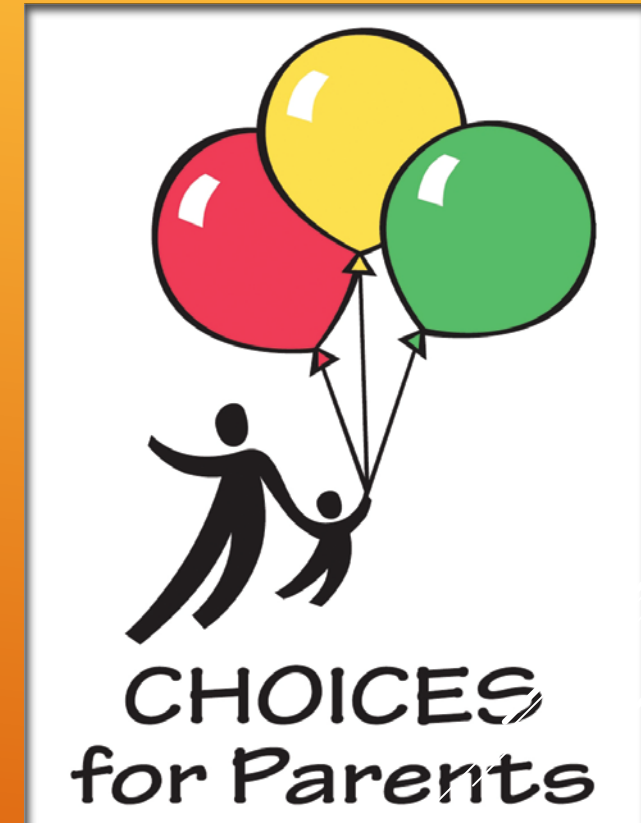
- ▶ Recruits deaf and hard of hearing professionals to visit school classrooms and talk about their jobs with students who are deaf or hard of hearing

Connections Program (Deaf, DeafBlind, Hard of Hearing Mentors)

- ▶ A child's natural ability to develop language is strongest within the first years of life and family members are their primary source of language
- ▶ Links D/DB/HH adults with families

CHOICES for Parents

- ▶ Statewide coalition
- ▶ Parents and professionals
- ▶ Ensuring that children with identified hearing loss and their families receive...
 - ▶ Resources
 - ▶ Advocacy
 - ▶ Information
 - ▶ Services
 - ▶ Support
 - ▶ Unbiased manner.



The “home literacy environment” supports language and literacy development

Reading at home supports pre-reading skills

Family involvement and early enrollment in EI are strong predictors of positive language outcomes

Both adults and children in the deaf and hard-of-hearing community can enrich the family's experience by serving as mentors and role models

RESEARCH

NOW WHAT?

A collaboration of our programs put us into an ideal position to reach families and foster a love of books.



Animals Kit:

Brown Bear, Brown Bear,
What Do You See?

First 100 Animals



Bedtime Kit:

Good Night Moon

Bedtime



Peek a Boo Kit:

Peek-a-Who?

Peek-a-Zoo!



My Body Kit:

From Head to Toe

Head, Shoulders, Knees,
and Toes

Funded by Oberkötter Foundation

READ KITS



Doctor Kit:

First Time Doctor

If I Were a Doctor



Food Kit:

Mealtime

Eating the Rainbow



Spot the Dog Kit:

Where's Spot?

Spot Goes to the Park



Transportation Kit:

My First Things that Go

DK Things that Go

Funded by Oberkötter Foundation

READ KITS

- ▶ Books
- ▶ Materials/toys connected with the books
- ▶ Suggested Activities Sheet
- ▶ 2 DVD Videos “Fostering a Love of Books: Reading to Your Child Who is Deaf, Hard of Hearing, or DeafBlind”

READ KIT COMPONENTS

Fostering a Love of Books I

Reading to Your Child Who Is Deaf, Hard of Hearing or DeafBlind



Introduction

Strategy 1: Creating a Reading Environment

Strategy 2: Positioning Your Child

Strategy 3: Engaging Your Child

Strategy 4: Making It Language Rich

Fostering a Love of Books II

Reading to Your Child Who Is Deaf, Hard of Hearing or DeafBlind



Introduction

Strategy 1: Checking for Understanding

Strategy 2: Expanding Language

Strategy 3: Turn-Taking

Strategy 4: Developing Vocabulary

Creating a
Reading
Environment

Positioning
Your Child

Engaging Your
Child

Making it
Language
Rich

Checking for
Understanding

Expanding
Language

Turn Taking

Developing
Vocabulary

READING STRATEGIES

Select a book or two (themes)



Select toys to complement the book/theme



Develop a list of activities to do with the books

HOW CAN YOU MAKE A READ KIT?

Bill Martin Jr / Eric Carle



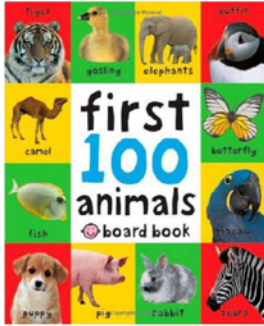
ACTIVITY SHEET

Brown Bear Brown Bear What Do You See? by Eric Carle and *First 100 Animals* by Priddy Books

SUMMARY: Come explore books filled with colorful animals and simple, repetitive text.

MATERIALS Included in the Kit:

- | | |
|--------------------------------|--------------------------|
| 1 Brown Bear Brown Bear book | 1 First 100 Animals book |
| Brown Bear character magnets | 5 animal toys |
| 1 magnet board or cookie sheet | 1 Activity Sheet |



SONG: Old MacDonald Had a Farm

Old MacDonald had a farm, E I E I O.
And on his farm he had a cow. E I E I O.
With a moo moo here and a moo moo there,
Here a moo, there a moo, everywhere a moo moo.
Old MacDonald had a farm, E I E I O.

Repeat with:

duck (quack, quack)	dog (woof woof)
horse (neigh, neigh)	cat (meow meow)
chicken (cluck cluck)	pig (oink, oink)

Substitute the word "farm" with "zoo" and sing the song using zoo animals.

Old MacDonald had a zoo, E I E I O. **Repeat with:** monkey (ooh aah, ooh aah)
 And in his zoo he had a tiger. E I E I O. bird (caw, caw) lion (roar, roar)
 With a roar roar here and a roar roar there. snake (hiss, hiss) fish (glub, glub)
 Here a roar, there a roar, everywhere a roar. bear (grrr, grrr)
 Old MacDonald had a zoo, E I E I O.

SONG: Where Am I?

(Sung to the tune of Where is Thumbkin?/Frere Jacques)

Where is the cow? Where is the cow?	Where is the pig? Where is the pig?
Here I am! Here I am!	There he is! There he is!

How are you this morning?
Very well I thank you.
Run away. Run away.

How are you this morning?
Very well I thank you.
Run away. Run away.

Repeat, each time hiding a different animal behind your back when asking "Where Is?" and bringing it out when saying "Here I am!"

POSSIBLE ACTIVITIES:

- Put the animals in a box or bag. Name the animals as you put them in or take them out. "I put the dog in the box. I take the dog out of the box."
- Use the Brown Bear Brown Bear magnets and cookie sheet to match the animals in the book.
- Practice the initial sounds of each animal. "I see the duck. d d d Duck!" "I see the dog. d d d Dog!" etc. Do the same for each of the sounds the animal makes. Exaggerate the sounds. "The cow says moo. m m m mooooooo!" "The chicken says b b b baaaawwwk!"
- Go to the zoo and visit the animals. When possible, talk about the animal's fur, feathers, and skin. "The dog's fur is smooth." "The snake's skin is scaly." "The alligator's skin is bumpy." "The penguin's feathers are shiny." And so on.
- Act like the animals! Hop like a frog and say "hop hop hop!" Wiggle your arms like a monkey and say "wiggle wiggle wiggle!" Gallop like a horse and say "clip clop clip clop!" Waddle like a penguin and say "waddle waddle waddle!" Give your child a piggy back ride. He or she will love to watch you making animal noises and moving around like the animal! Move your child's arms and legs when you can!

SNACK:

Eat some animal crackers or Teddy Grahams together. Name the animals and make the sound as you eat them. Match them with the animals in the book. Explore the different flavors. Use some animal cookie cutters and make animal shaped cookies. Make animal sounds as you eat them.

Make Teddy Bear Toast: toast the bread, spread with nut butter, use three banana slices (two for the ears in each corner of the toast and one for the nose in the center) and two blueberries for eyes along with one blueberry centered on the nose.

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Online Videos

View videos and webinars together. Discuss how they would apply with their child.

Activities

Complete the suggested activities together. Connect the activities with the reading strategies. Use Deaf/DB/HH Mentors!

Check in

Leave READ Kit with families for a few weeks. Better yet, work together to create a READ Kit using books within their home!

TIPS FOR USING WITH FAMILIES

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READING RESEARCH



**CHOICES
for Parents**



CHS

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