

A Book a Month! Resources for Families of Preschool Children who are DHH



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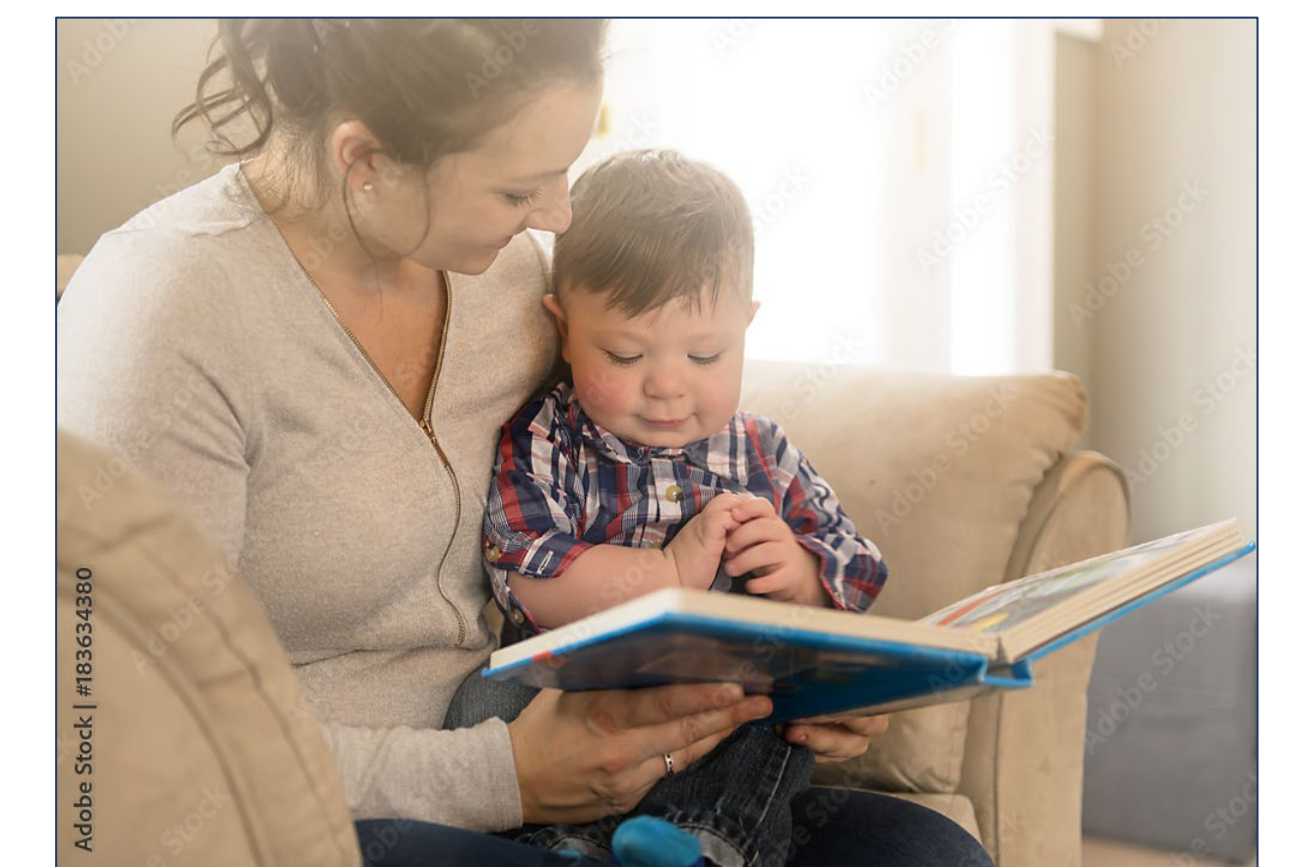
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Age-Appropriate Reading Proficiency is a National Priority for All Children!

- The process of learning to read is both purposeful and active as children develop literacy foundations, such as phonemic awareness, alphabet knowledge, reading fluency, vocabulary, print conventions, the pragmatics of language, and reading comprehension strategies.
- Establishing strong foundations of language and literacy during the preschool years in preparation for kindergarten readiness is among the strongest predictors of later reading achievement and is consistent with the recommendations of the National Reading Panel for K-12 success.



*One aspect of documented benefit to establishing early literacy foundations is **parent interaction** with their children during book reading activities.*



Parent Resources to Support Home Reading Activities See examples below showing January thru May

January

Did you Take the B From my - ook?
By Beck and Mark Stanton

Core Standards for 3 year olds

- With prompting and support, participate in activities that explore how print conveys meaning and how the illustrations/photographs relate to the text.
- With prompting and support, explore sounds (phonemes) in spoken language.
- With prompting and support, begin to identify the initial sounds of words.
- With prompting and support, explore that words are made up of letters and sounds.

This activity helps your child develop critical early listening and literacy skills, including phonemic awareness, which is the ability to hear, identify, and manipulate individual sounds in spoken words. These skills are foundational for learning to read and write. The auditory sandwich technique helps children connect sounds with letters by engaging multiple senses—listening, seeing, and touching. This multisensory approach supports early literacy development and enhances phonemic awareness, which is essential for reading success.

February

Brown Bear, Brown Bear, What do you See?
By Bill Martin Jr. and Eric Carle

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- With prompting and support, explore sounds (phonemes) in spoken language.
- With prompting and support, ask and answer simple questions relating to a text, media, or information presented orally.
- With prompting and support, explore that words are made up of letters and sounds.

This activity helps your child focus on specific sounds or words by adjusting the way we say them. This technique involves slowing down, raising or lowering the volume or changing the pitch of key sounds or words to make them easier for children to notice. Whispering is an important part of this strategy because it helps children hear quieter, higher frequency sounds (e.g. like "s" or "sh"). This strategy helps the important parts of speech stand out. Over time, these small adjustments help build better listening comprehension and clearer speech patterns.

March

There's an Ant In Anthony
By Bernard Most

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- With prompting and support, explore sounds (phonemes) in spoken language.
- With prompting and support, ask and answer simple questions relating to a text, media, or information presented orally.
- With prompting and support, explore rhyming words in familiar songs/books.

This activity helps your child distinguish similar sounds. Repetition allows them to practice hearing and producing those sounds and words in supportive environments. Hearing multiple times helps reinforce recognition, which is essential for language development. This technique allows your child to recognize and produce rhyming words and syllables. This will allow them to develop phonemic awareness, especially when focusing on the syllable "ant" in different contexts within the story.

April

The Word Collector
By Peter H. Reynolds

Core Standards for 3 year olds

- With prompting and support, participate in activities that explore how print conveys meaning and how the illustrations/photographs relate to the text.
- With prompting and support, ask and answer simple questions relating to a text, media, or information presented orally.
- With prompting and support, explore syllables in simple words (for example, clap children's names).

This activity helps your child engage and practice their listening skills. It will also help them to grow their comprehension and understanding through processing information given to them. Auditory closure is when a piece of information is intentionally left unfinished and you encourage your child to finish the missing word or phrase. Checking for understanding will then improve comprehension, and build expressive language skills. Both auditory closure and checking for understanding encourages children to pay close attention to what they hear and helps them become active participants in their communication.

May

Click, Clack, Quackity Quack
By Doreen Cronin and Betsy Lewin

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- With prompting and support, ask and answer simple questions relating to a text, media, or information presented orally.
- With prompting and support, explore rhyming words in familiar songs/books.
- With prompting and support, explore sounds (phonemes) in spoken language.

Expansion and Extension strategies can help to build listening and language skills. With Expansion, take what the child has said and expand it by adding one or two words to create a more complex expression. In Extension, extend the conversation to relate new ideas or experiences by building on your child's thoughts. Use of Expansion and Extension can help children engage with the text, learn about characters and sounds and help them understand that stories are structured. It can help encourage expression of thoughts and get children engaged with others about the story.

Auditory Sandwich Activity:

Read Aloud: Start by practicing the title. Read the title: "Did you take the B from my ook?"

Pause: Allow your child to listen carefully to the word with the missing sound (e.g., "ook").

What sound is missing from "ook"? ... (Auditory Input)

2. Visualize the Word (Visual Input)

Show examples of two sounds on a white board or piece of paper. Write or display the word with the missing letter (e.g., "ook") on a whiteboard or piece of paper. Ask your child what letter they think is missing.

3. Provide the Missing Sound (Auditory Input)

Model the sounds. Wait to see if your child can identify the correct sound. If they are having difficulty, then say it's the "b" sound. Which one is "b". If they still have difficulty, then say it's "bl" and point to the letter "b". Then say the word correctly and put the "b" sound with the missing word "ook" (e.g., "Book! Oh it's not ook, it's Book!").

Continue reading the book and pausing to do the same practice on other pages.

4. Repeat and Practice with household Items

Once you are finished with the book, you may choose to make a game out of leaving the initial sound off of favorite toy items or household items and then ask the same sequence. For example when doing laundry, you could ask: "Did you take the B from myasket?" Wait to see if they respond. If they don't say "Oh! It's not anasket" It's a Basket. You didn't take my "b" sound, how silly!".

Parent Tip: Make It Fun: Keep the activity light and playful. If your child gets frustrated, take a break or switch to another activity.

Acoustic Highlighting Activity:

Begin by introducing the book. Say "Today we are going to read Brown Bear, Brown Bear, What do you See? and listen carefully for animal names and colors!"

When you read each animal's name, change your voice slightly to highlight key words.

Example:

- "Brown Bear, Brown Bear, What Do You See?" (Say "Brown Bear" slowly and loudly.)
- "I see a Red Bird looking at me." (Whisper "Red Bird" to highlight a new sound.)
- Repeat key animal or color words with different volume or pitch:
 - Loud: "Red BIRD!"
 - Whisper: "Red bird..."

For an additional extension activity- gather several animal toys in front of your child. After reading a page, hold up the bear and say

- "This is a B-b-brown Bear! Can you say Bear with me?"
- Encourage the child to repeat the word. If they struggle, whisper the sound ("b-b-bear") to draw their attention to the beginning sound.

For a second additional extension activity- place several animal toys in front of your child and when finished with the book, you may play a listening game. Start with the level you feel they can do (e.g. 2-4 elements) and then start trying to add an additional element.

Example:

- Find the red bird (two elements)
- Find the red bird and the bear (three elements)
- Find the red bird and the brown bear (four elements)

Parent Tip: Repeat and Reinforce: Repetition is key to learning. Revisit the book and activities often to reinforce the concepts.

Repetition Activity:

Begin by introducing the book. Say "Today we are going to read 'There's an ant In Anthony'. Listen carefully for the syllable 'ant'." Explain that they will hear this syllable many times in the story.

Preteach target words from the book (e.g. elephant, giant etc) any words that have "ant" in them. Feel free to add or make up additional words. Place toy ants on a picture or written word every time the "ant" syllable appears.

Example:

- Place a toy ant on the word "giant" and say "I found an ant In 'giant'! Let's say it together and make the ant dance: "giant, giant, giant". Each time, you say "ant" in "giant", move the ant around in a little dance or hop movement.

For an additional extension activity- play a guessing game at the end of reading the word.

Example:

- You: "I'm thinking of a word from the story that has 'ant' In it...can y ou guess what it is? It starts with the "eh" sound and has a long trunk"
- Your Child: "Elephant!"

For a second additional extension activity- Play a call and response game where you say the beginning of the word and let your child complete it.

Example:

- You: "Gi..."
- Your child: "...ant!"

Parent Tip: Be Encouraging: Praise your child's efforts and celebrate when they correctly identify the missing letters.

Auditory Closure & Check for Understanding Activity:

Begin by introducing the book. Say "Today we are going to read 'The Word Collector'. Listen carefully for all of the words that are collected!"

Preteach target words from the book (e.g. wonder, marvelous, emerald etc). You may also choose to preteach the word "collect" and take your child on a scavenger hunt or treasure hunt indoors or outdoors to "collect" fun and exciting things. Preteach the concept of "collect" at the beginning of the book with actual items to show them (e.g. stamps, rocks, baseball cards etc).

As you read each page, pause and repeat "Jerome collected the word" and have your child fill in the blank. If needed give them the beginning sound of the word.

Example:

- You: "Jerome collected the word...." Pause and if no answer
- You "It starts with the word "h-h-h"
- Your child: "Happy!"

Then check for understanding by asking "What did Jerome collect?" or "Who is collecting words?"

Extension activity: Following reading the book, you can make a simple song using some of the words from the book (e.g. words about feelings or actions) and sing the words to the song "If you're Happy and You Know It!"

Example:

- "If you're _____-(pause) and you know, clap your hands!" (Let your child say "happy").

Parent Tip: When doing auditory closure with your child, use songs, phrases, or books they already know. Familiar content gives confidence to complete the missing information.

Expansion & Extension Activity:

Begin by introducing the book. Say "Today we are going to read 'Click, Clack, Quackity-Quack'."

Read the story to them using interactive reading. The following is an example of a script you can use:

Parent: "Click, Clack, Quackity-Quack!"

Child says: "Quack!"

Parent: "Yeah! That's a duck. The duck is quacking! The duck is quacking because it is happy! What else can a duck do?"

Child: "Splash!"

Parent: "Yes, the duck can splash and swim in the water!"

Continue like this throughout the story. Add on to your child's expressions with expansion and then follow with a question that extends onto the information. The following is an example of a script when acting out the scene with farm animals:

Parent: Cow says moo. Sheep says baa. Pig says oink"

Child says: "cow moo!"

Parent: "Yes, the cow says moo. The cow is mooing for food! The cow is mooing for food because it is hungry. What else can it moo for?"

Child says: "moo!"

Parent: "Yes the cow moos when it is tired!"

Follow up the story with actual toy animals. Act out actions and sounds and continue using expansion and extension to increase your child's expression.

Parent Tip: Start with whatever your child says, no how short or incorrect it may be and be playful! Add fun voices and actions to engage your child.

All pages available on the Hear to Learn website (www.heartolearn.org)