Shared Reading: Tools to Bring Literacy to Life

Learn how to read with your children to help them become engaged in dialogue no matter how old they are.
Shared reading is reading with, not to, a child and incorporates dialogue about the story. Parents can facilitate learning by incorporating questions, defining terms, and expounding topics. Shared reading increases language understanding, story comprehension, word knowledge, and emotional reactions and also helps children learn word context. Book repetition multiplies learning opportunities.

This workshop includes the following sections:

- Learning Triangle Activity Sheet
- What Can I Do for My Child?
- Activities
- Why Is This Important to My Child?
- Book List
- Additional Resources

Special Thanks

KBYU Eleven gratefully acknowledges the following individuals and organizations that contributed to the design and creation of this workshop and the thousands of workshop participants whose questions and suggestions inspired our work: Stephanie Anderson, Carrie Allen Baker, Barbara Leavitt, Aubrey McLaughlin, Theresa Robinson, Public Broadcasting Service, and United Way of Utah County.
What Is KBYU Eleven Ready To Learn?

Children are born equipped for learning. Parents and caregivers can help children enter school with the essential skills and knowledge they need to be ready to learn. KBYU Eleven provides children and parents with three related services:

1. **Quality educational television programs.** Children who consistently watch these programs enter school better prepared to learn, and once in school they perform at a higher level.

2. **A safe and fun online environment** offering engaging activities, games, and videos that teach and reinforce key skills and concepts.

3. **Online video workshops** that provide insights into how children develop and demonstrate how to combine media with reading and hands-on activities to greatly enhance children’s learning.

What Is the Purpose of the KBYU Eleven Ready To Learn Workshops?

The 12 KBYU Eleven Ready To Learn workshops help parents become their child’s first and best teacher. The workshops were created over several years by experts in early childhood education and offered in partnership with schools, libraries, and community organizations throughout Utah. In creating these workshops KBYU Eleven built on the national Ready To Learn initiative sponsored by the U.S. Department of Education, the Corporation for Public Broadcasting (CPB), PBS, and the Ready To Learn Partnership (RTLP). You can learn more about the national Ready To Learn effort at pbskids.org/read/about.
1. Benefits of Media and the Learning Triangle
2. Rhymers Are Readers: The Importance of Nursery Rhymes
3. Music Is a Must!
4. Storytelling: You Can Do It!
5. The Brain: How Children Develop
6. The FUNdamental Powers of Play
7. What Do You Do with the Mad That You Feel?
9. Math Is Everywhere!
10. Learning Through the Early Years: The Benefits of Repetition and Variation
11. Shared Reading: Tools to Bring Literacy to Life
12. Building Blocks: The Sequence of Emergent Literacy Skills

How Can I Participate in a KBYU Eleven Ready To Learn Workshop?

Video versions of the workshops are available online at no charge. While they are sequentially based—with each workshop building on the previous one—they can also be viewed independently. To watch a workshop, visit kbyueleven.org and click on Ready To Learn under the Kids & Family section.

What Are the Four Areas of Child Development?

1. **Cognitive development** includes thinking, information processing, problem solving, remembering, decision making, understanding concepts, and overall intelligence.
2. **Physical development** is rapid following birth as children learn to control large and then small muscle groups. The sequence of stages is important, and providing an environment children can physically explore while they are growing is critical to all ages.
3. **Language development** is most intensive during the first three years while the brain is developing rapidly and is stimulated most by exposure to sights, sounds, and being talked to.
4. **Social/emotional development** is critical to all other areas of development, because how children perceive their world (their ability to give and accept love, be confident and secure, show empathy, be curious and persistent, and relate well to others) affects how the brain physically develops and how they learn and process information.
The Learning Triangle is a three-part learning pattern that helps reach all types of learners by teaching through a variety of activities. The three points of the Learning Triangle are View, Read, and Do.

**VIEW** with your child an educational program that teaches a concept or skill.

**READ** with your child age-appropriate books that reiterate the new concept or skill.

**DO** an activity that reinforces the concept or skill and allows your child to practice what she or he has learned.

As you use the Learning Triangle you will see how each point reinforces the others. The workshops provide suggested Learning Triangle activities, but more important, they teach you how to build your own learning triangles to best meet the needs of your child.

**How Do Children Learn?**

The Learning Triangle is built on how we learn. Using our senses we gather information and then process it into our memory. Some learners rely more on one sense than another.

- **Auditory learners** use their sense of hearing. They process information better when they can hear the information.
- **Visual learners** use sight as a key tool for processing information.
- **Kinesthetic (or hands-on) learners** process information best by physically performing a task that incorporates the new information.

While learners can have a strong affinity to one type of learning, it is more effective to teach using a combination of all three. As a parent or caregiver, it is important to understand what types of learning work best for your child so that you can guide them to become better learners. For young children, ages 0–3, learning is holistic, meaning that they use all three types of learning. PBS developed the Learning Triangle to help reach all types of learners and enhance their learning through repetition. According to Dr. Bruce Perry, repetition is key to the development of a child’s brain. Repetition leads to skill mastery, which increases confidence and builds self-esteem.
“The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.” Shared reading involves reading aloud to children, having older children read aloud to you, and taking time to talk about the characters, plots, and morals of the stories you have read. Reading aloud with your child will give them a head start in many areas of their development.

References
Shared Reading: Tools to Bring Literacy to Life

Why Is This Important to My Child?

Language Development

Reading with your child is critical to language development. Children who are read to hear more words on a daily basis when compared to children who are not read to. The more words a child is exposed to, the greater the child’s vocabulary. A large vocabulary is one of the strongest predictors of academic success. In other words, one of the best things you can do for your child’s language development is to read with them daily. During and after a story, talk about what you have read.

Ask questions about the main characters in the story, make predictions for what the characters will do next, and discuss your favorite parts from the book. Take turns reading with your older child so that they have supervised practice sounding out words.

It is never too early to start reading to children. Studies have shown that reading to infants positively impacts language development. Make reading a part of your child’s daily life right from the start.

Cognitive Development

The ability to read is the most important academic skill your child can acquire. Consider that a child can not solve word problems in math or read science and social studies books until they have learned how to read. Before children can learn to read, they must learn to listen to and understand spoken language.

A toddler understands what you mean when you ask them to wash their hands long before they can say, “Wash your hands.” Because listening comprehension comes first, it is important that you begin reading to your child from infancy.

The sound of your voice calms and reassures your infant; he or she will associate positive feelings of security and enjoyment with reading. Eventually, as children learn to comprehend what you are saying and to speak on their own, they will also learn to read on their own.

It is critical that you continue to read aloud to your child even after they have learned to read on their own. The reason for this is that children can be read to from books slightly higher than their individual reading level. This means that as you read aloud to them they are continuing to broaden their vocabulary. Shared reading also allows you to discuss books together, thus increasing comprehension.

References


Physical Development

Healthy physical growth and development is a critical factor in reading success. Infants and young children must develop the muscles and coordination necessary to form words, see letters and pictures, and listen attentively.

These physical abilities are developed best through the medium of play. Young children learn many important skills and develop small and large muscle control through play. Children who develop a large vocabulary show greater reading and academic success.

One of the best ways for children to broaden their vocabulary is by trying out new words as they play. Also, consider that children must be able to use their imaginations as they engage in dramatic play as well as while they listen to a fairy tale or other story. Allow your child plenty of time for supervised freeplay in order to allow for healthy physical development.

Social/Emotional Development

Children who have positive emotional responses to reading will enjoy reading. You can help your child develop these positive associations by making shared reading a special part of your child’s day where they can hear your voice and listen to enjoyable, age-appropriate stories. You can also make reading an enjoyable social event by attending story time and other fun activities at your local library.

Books are a great way to teach social and emotional skills. There are many books available that teach children about feelings, emotions, and relationships. Consider what situations your child may be facing (such as learning to share or potty training) and find books that teach about similar circumstances.

Children also learn from example. As they see you reading books, magazines, and newspapers they learn that reading can be an enjoyable part of everyday life. Children who see their parents reading are more likely to enjoy reading themselves.

References

www.trelease-on-reading.com
Shared Reading:
Tools to Bring Literacy to Life

What Can I Do for My Child?

Fathers Involved in the Early Development of Their Child

A study assessing the level of adaptation of one-year-olds found that, when left with a stranger, children whose fathers were highly involved were less likely to cry, worry, or disrupt play than other one-year-olds whose fathers were less involved.
Shared Reading: Tools to Bring Literacy to Life
What Can I Do for My Child?

**For Babies to Toddlers (0–2 years)**

- Read sturdy board books to your baby or toddler. This ensures that your child can still interact with the book by helping to turn pages without tearing them.
- Don’t become discouraged if your baby only seems interested in chewing on books. Giving your baby a chew toy or teething ring may help distract him or her from wanting to chew on the book. Reading to your infant will pay off as he or she grows and becomes more interested in listening to the stories you read.
- Nursery rhymes are a great way to introduce basic literacy skills to babies and toddlers. You can find books with illustrated nursery rhymes at your local library.
- See if your local library offers story time for babies and toddlers. Age-appropriate story time would include lots of songs, fingerplays, and reading short stories with big pictures.
- A great way to incorporate reading into your young child’s day is to read to him or her while he or she is in the bathtub. For very young children you can even purchase vinyl books that are waterproof.

**For Toddlers (2–4 years)**

- Take your child to your local library and help them select books that interest them.
- If your library allows it, help your child sign up to receive their own library card. Teach them to care for the books they borrow and to return them on time.
- Read to your child for 20 to 30 minutes a day. To keep your child’s attention, you may choose to read for 10 minutes at different times throughout the day. For example, you could read before nap time and before bedtime.
- You can also read to your child during their bath time, while you are waiting for a doctor or dentist appointment, or in the car if someone else is driving.

**For Older Children (4–5 years)**

- Take your child to your local library and help them select books that interest them.
- If your library allows it, help your child sign up to receive their own library card. Teach them to care for the books they borrow and to return them on time.
- Read to your child for 30 minutes a day.
- Purchase a small reading lamp for your child’s room. Allow them an additional 10 to 15 minutes of reading time after shared reading as a privilege.
### Shared Reading: Tools to Bring Literacy to Life

#### Book List

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aesop for Children, The</td>
<td>Illustrated by Milo Winter</td>
<td>Books for Older Children</td>
</tr>
<tr>
<td>Animal Homes</td>
<td>Betsey Chessen</td>
<td>Nonfiction</td>
</tr>
<tr>
<td>Another Perfect Day</td>
<td>Adapted by M. C. Helldorfer</td>
<td>Books That Predict</td>
</tr>
<tr>
<td>Ants Go Marching, The</td>
<td>Ross MacDonald</td>
<td>Few Words/For Babies</td>
</tr>
<tr>
<td>Baby Natasha’s Busy Day</td>
<td>Illustrated by Jeffrey Scherer</td>
<td>Books That Predict</td>
</tr>
<tr>
<td>Big Orange Splot, The</td>
<td>Illustrated by Tom Brannon</td>
<td>Sequencing</td>
</tr>
<tr>
<td>Bird Tales from Near and Far</td>
<td>Daniel Manus Pinkwater</td>
<td>Social/Emotional</td>
</tr>
<tr>
<td>Butterfly</td>
<td>Susan Milord</td>
<td>Nonfiction</td>
</tr>
<tr>
<td>Buzz Said the Bee</td>
<td>Susan Canizares</td>
<td>Social/Emotional</td>
</tr>
<tr>
<td>Charlotte’s Web</td>
<td>Wendy Cheyette Lewison</td>
<td>Sequencing</td>
</tr>
<tr>
<td>Chicka Chicka Boom Boom</td>
<td>E. B. White</td>
<td>Social/Emotional</td>
</tr>
<tr>
<td>Chrysanthemum (any Kevin Henkes title)</td>
<td>Bill Martin Jr. and John Archambault</td>
<td>Books That Predict</td>
</tr>
<tr>
<td>Cloud Book, The</td>
<td>Kevin Henkes</td>
<td>Nonfiction</td>
</tr>
<tr>
<td>Colors of Us, The</td>
<td>Tomie dePaola</td>
<td>Social/Emotional</td>
</tr>
<tr>
<td>Ducks in Muck</td>
<td>Karen Katz</td>
<td>Sequencing</td>
</tr>
<tr>
<td>Each Peach Pear Plum</td>
<td>Lori Haskins</td>
<td>Social/Emotional</td>
</tr>
<tr>
<td>Earthquack!</td>
<td>Janet and Allan Ahlberg</td>
<td>Sequencing</td>
</tr>
<tr>
<td>Fantastic Frogs!</td>
<td>Margie Palatini</td>
<td>Social/Emotional</td>
</tr>
<tr>
<td>Frogs (Face-to-Face)</td>
<td>Fay Robinson</td>
<td>Nonfiction</td>
</tr>
<tr>
<td>From Caterpillar to Butterfly</td>
<td>EDITED BY TAMAR MAYS</td>
<td>Few Words/For Babies</td>
</tr>
<tr>
<td>Good Night, Gorilla</td>
<td>Deborah Heiligman</td>
<td>Few Words/For Babies</td>
</tr>
<tr>
<td>Goodnight, My Duckling</td>
<td>Peggy Rathmann</td>
<td>Social/Emotional</td>
</tr>
<tr>
<td>Grapes of Math, The</td>
<td>Margaret Wise Brown</td>
<td>Sequencing</td>
</tr>
<tr>
<td>Have You Seen My Duckling?</td>
<td>Nancy Tafuri</td>
<td>Few Words/For Babies</td>
</tr>
<tr>
<td>I Like It When . . .</td>
<td>Greg Tang</td>
<td>Social/Emotional</td>
</tr>
<tr>
<td>I Love You Because You’re You</td>
<td>Nancy Tafuri</td>
<td>Sequencing</td>
</tr>
<tr>
<td>I Love You, Little One</td>
<td>Mary Murphy</td>
<td>Few Words/For Babies</td>
</tr>
<tr>
<td>I See Animals Hiding</td>
<td>Liza Baker</td>
<td>Social/Emotional</td>
</tr>
<tr>
<td>I Went Walking</td>
<td>Nancy Tafuri</td>
<td>Sequencing</td>
</tr>
<tr>
<td>Is Your Mama a Llama?</td>
<td>Jim Arnosky</td>
<td>Few Words/For Babies</td>
</tr>
<tr>
<td>It Begins with an A</td>
<td>Sue Williams</td>
<td>Social/Emotional</td>
</tr>
<tr>
<td>Junie B. Jones (any title in the series)</td>
<td>Deborah Guarino</td>
<td>Social/Emotional</td>
</tr>
<tr>
<td>Just the Two of Us</td>
<td>Stephanie Calmenson</td>
<td>Books for Older Children</td>
</tr>
<tr>
<td>K Is for Kissing a Cool Kangaroo</td>
<td>Barbara Park</td>
<td>Books That Predict</td>
</tr>
<tr>
<td>Kisses</td>
<td>Will Smith</td>
<td>Books That Predict</td>
</tr>
<tr>
<td>Koala Lou</td>
<td>Giles Andreae</td>
<td>Books That Predict</td>
</tr>
<tr>
<td>Little Rocket’s Special Star</td>
<td>Nanda Roep</td>
<td>Books for Older Children</td>
</tr>
<tr>
<td></td>
<td>Mem Fox</td>
<td>Books That Predict</td>
</tr>
<tr>
<td></td>
<td>Julie Sykes</td>
<td>Books That Predict</td>
</tr>
</tbody>
</table>

© 2010 KBYU Eleven. All rights reserved. This document may be downloaded and copied for noncommercial home or educational use. Ready To Learn®, View, Read & Do®, and Learning Triangle® are registered trademarks of the Public Broadcasting Service Corporation.
# Shared Reading: Tools to Bring Literacy to Life

## Book List

<table>
<thead>
<tr>
<th>Title:</th>
<th>Author:</th>
<th>Subject:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look What I Did with a Leaf!</td>
<td>Morteza E. Sohi</td>
<td>Nonfiction</td>
</tr>
<tr>
<td>Make Way for Ducklings</td>
<td>Robert McCloskey</td>
<td>Social/Emotional</td>
</tr>
<tr>
<td>Miss Bindergarten (any title in the series)</td>
<td>Joseph Slate</td>
<td>Sequencing</td>
</tr>
<tr>
<td>Missing Tooth, The</td>
<td>Joanna Cole</td>
<td>Books That Predict</td>
</tr>
<tr>
<td>Mole in a Hole</td>
<td>Rita Golden Gelman</td>
<td>Books That Predict</td>
</tr>
<tr>
<td>Mommy’s Hands</td>
<td>Kathryn Lasky and Jane Kamine</td>
<td>Social/Emotional</td>
</tr>
<tr>
<td>More Parts</td>
<td>Tedd Arnold</td>
<td>Social/Emotional</td>
</tr>
<tr>
<td>Mouse Makes Words</td>
<td>Kathryn Heling and Deborah Hembrook</td>
<td>Books That Predict</td>
</tr>
<tr>
<td>Muggie Maggie</td>
<td>Beverly Cleary</td>
<td>Social/Emotional</td>
</tr>
<tr>
<td>My First 100 Words</td>
<td>Brimax Books</td>
<td>Social/Emotional</td>
</tr>
<tr>
<td>No Matter What</td>
<td>Debi Gliori</td>
<td>Books That Predict</td>
</tr>
<tr>
<td>Oink! Moo! How Do You Do?</td>
<td>Grace Maccarone</td>
<td>Sequencing</td>
</tr>
<tr>
<td>Pancakes, Pancakes!</td>
<td>Eric Carle</td>
<td>Few Words/For Babies</td>
</tr>
<tr>
<td>Papa Papa</td>
<td>Jean Marzollo</td>
<td>Social/Emotional</td>
</tr>
<tr>
<td>Parts</td>
<td>Tedd Arnold</td>
<td>Few Words/For Babies</td>
</tr>
<tr>
<td>Peek-a-Who?</td>
<td>Moira Butterfield</td>
<td>Sequencing</td>
</tr>
<tr>
<td>Round the Garden</td>
<td>Omri Glasir</td>
<td>Nonfiction</td>
</tr>
<tr>
<td>Smell</td>
<td>Sue Hurwitz</td>
<td>Books That Predict</td>
</tr>
<tr>
<td>Snowy Flowy Blowy</td>
<td>Nancy Tafuri</td>
<td>Social/Emotional</td>
</tr>
<tr>
<td>So Many Bunnies</td>
<td>Rick Walton</td>
<td>Few Words/For Babies</td>
</tr>
<tr>
<td>Spider Names</td>
<td>Susan Canizares</td>
<td>Sequencing</td>
</tr>
<tr>
<td>Stand Tall, Molly Lou Melon</td>
<td>Patty Lovell</td>
<td>Books That Predict</td>
</tr>
<tr>
<td>Ten Little Mummies</td>
<td>Philip Yates</td>
<td>Nonfiction</td>
</tr>
<tr>
<td>Ten, Nine, Eight</td>
<td>Molly Bang</td>
<td>Social/Emotional</td>
</tr>
<tr>
<td>Tumble Bumble</td>
<td>Felicia Bond</td>
<td>Sequencing</td>
</tr>
<tr>
<td>Very Busy Spider, The</td>
<td>Eric Carle</td>
<td>Books That Predict</td>
</tr>
<tr>
<td>We Are All Alike, We Are All Different</td>
<td>Cheltenham Elementary</td>
<td>Books That Predict</td>
</tr>
<tr>
<td>What a Wonderful World</td>
<td>School Kindergartners</td>
<td>Social/Emotional</td>
</tr>
<tr>
<td>What Bounces?</td>
<td>George David Weiss and Bob Thiele</td>
<td>Social/Emotional</td>
</tr>
<tr>
<td>What Dads Can’t Do</td>
<td>Kate Duke</td>
<td>Nonfiction</td>
</tr>
<tr>
<td>What Moms Can’t Do</td>
<td>Douglas Wood</td>
<td>Social/Emotional</td>
</tr>
<tr>
<td>What’s It Like to Be a Fish?</td>
<td>Laura Numeroff</td>
<td>Social/Emotional</td>
</tr>
<tr>
<td>Wheels Go Round</td>
<td>Douglas Wood</td>
<td>Nonfiction</td>
</tr>
<tr>
<td>Where Do Kisses Come From?</td>
<td>Wendy Pfeffer</td>
<td>Few Words/For Babies</td>
</tr>
<tr>
<td>Who’s Been Eating My Porridge?</td>
<td>Yvonne Hooker</td>
<td>Social/Emotional</td>
</tr>
<tr>
<td>Whose Toes Are Those?</td>
<td>Maria Fleming</td>
<td>Books That Predict</td>
</tr>
<tr>
<td></td>
<td>Nick Ward</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jabari Asim</td>
<td></td>
</tr>
</tbody>
</table>

This is a small reference sample of books that can be found at your local library.
Shared Reading: 
Tools to Bring Literacy to Life

Activities

• **Make predictions.** As you read a story, ask your child what he or she thinks is going to happen next. After the story is over, ask your child if he or she can think of a different way the book could have ended.

• **Record your own book on tape.** Have your child help you record a favorite story by saying lines from the book or ringing a bell when it is time to turn the page. Your child will love listening to these recordings especially when you are not available to read to her or him.

• **Go on a reading campout.** Build a tent in your living room or backyard. Ask your child to bring his or her favorite books and stuffed animals. Grab some flashlights and read together.

• **Find a recipe online or in a cookbook.** Read the recipe out loud together and follow the instructions to cook something delicious.

• **Go on a reading scavenger hunt.** Choose a letter of the alphabet and talk about the sounds it makes. Go on a walk around your house or neighborhood and find as many things as you can that start with that letter.

• **Make your own book.** Using photographs and your child’s drawings, make a picture book together. Write the words to the story and then read your book together.

• **Put on a puppet show.** Choose one of your child’s favorite books and read it together. Then make puppets out of socks or brown lunch bags. Act out the story for family or friends.

• **Pause as you are reading a book** to talk about how the characters may be feeling or what they could be thinking.

• **When you open a new board game**, read the instructions with your child.
Shared Reading: Tools to Bring Literacy to Life

Activities

- Try finding all of the letters of the alphabet on signs and license plates as you drive together.
- Choose a topic that interests your child, such as a favorite animal or activity. Find a variety of books on this topic at your local library and read them together.
- Try turning on the closed-captioning function on your television while your child is watching a favorite show or movie. This helps your child associate words with plots and dialogue.
- Make your home an interactive book by creating written or typed labels naming the common objects in your house such as door and table. Read the labels to your child as you go throughout your day.
- Provide paper and writing utensils for your child’s use. Even children who do not yet know how to write letters can pretend to write stories, messages, or recipes as they play. This type of play increases literacy awareness.
- Learn how to make your own bookshelves out of rain gutters by visiting Jim Trelease’s website at www.trelease-on-reading.com/rah-ch7-pg3.html#raingutters

Remember: As a parent, you have the greatest influence on your young child’s development. This is especially true when it comes to raising an individual who loves to read. Consider that in one year a child spends 7,800 hours outside of school and only 900 hours in school. Make the most of the time your child spends at home by setting aside time each day to read aloud together.
The Day __________ Was Born (for boys)

Read *Chrysanthemum*, by Kevin Henkes, with your child. As described in the story, make a scrapbook with pictures of your child and the following captions.

The day _______________ was born was the happiest day in _______________’s life. “He’s perfect,” said his mother.

“Absolutely,” said _______________.

And he was. He was absolutely perfect.

“His name must be everything he is,” said his mother.

“His name must be absolutely perfect,” said his father.

And it was.

His _______________ named him _______________.

And _______________ grew. And he grew. And he grew.

And when he was old enough to appreciate it, _______________ loved his name.
The Day __________ Was Born (for girls)

Read *Chrysanthemum*, by Kevin Henkes, with your child. As described in the story, make a scrapbook with pictures of your child and the following captions.

The day ________________ was born was the happiest day in ________________’s life. “She’s perfect,” said her mother.

“Absolutely,” said ________________.

And she was. She was absolutely perfect.

“Her name must be everything she is,” said her mother.

“Her name must be absolutely perfect,” said her father.

And it was.

Her ________________ named her ________________.

And ________________ grew. And she grew. And she grew.

And when she was old enough to appreciate it, ________________ loved her name.
Over in the meadow,
In the sand in the sun
Lived an old mother toadie
And her little toadie one.
“Wink!” said the mother;
“I wink!” said the one.
So they winked and they blinked
In the sand in the sun.

Over in the meadow,
Where the stream runs blue
Lived an old mother fish
And her little fishes two.
“Swim!” said the mother;
“We swim!” said the two.
So they swam and they leap
Where the stream runs blue.

Over in the meadow,
In a hole in a tree
Lived a mother bluebird
And her little birdies three.
“Sing!” said the mother;
“We sing!” said the three.
So they sang and were glad
In a hole in the tree.

Over in the meadow,
Where the grass is so even
Lived a gay mother cricket
And her little crickets seven.
“Chirp!” said the mother;
“We chirp!” said the seven.
So they chirped cheery notes
In the grass soft and even.

Over in the meadow,
By the old mossy gate
Lived a brown mother lizard
And her little lizards eight.
“Bask!” said the mother;
“We bask!” said the eight.
So they basked in the sun
On the old mossy gate.
Over in the meadow,
Where the quiet pools shine
Lived a green mother frog
And her little froggies nine.
“Croak!” said the mother;
“We croak!” said the nine.
So they croaked and they splashed
Where the quiet pools shine.

Over in the meadow,
In a sly little den
Lived a gray mother spider
And her little spiders ten.
“Spin!” said the mother;
“We spin!” said the ten.
So they spun lacy webs
In their sly little den.

Over in the Meadow Activities

Shared Reading
- Explain that the meadow is a habitat—a place where animals find everything they need to live, such as food, air, water, and shelter.
- Make a list of animals in the poem. Ask the children what they remember about the animals. What were the animals doing with their mother? How many were there?
- As you read, ask the children to predict each successive number in the counting pattern.

Math
- Have the children draw pictures of the animals from smallest to largest, largest to smallest, or by number of animals.
- Have the children group the animals by characteristics they have in common: animals that live in water; animals that fly; the animals' colors; animals that are reptiles, mammals, or insects; etc.
- Have the children color in a graph chart to show how many of each kind of animals there are.
Shared Reading: Tools to Bring Literacy to Life

Additional Resources

Reading Rockets
Find resources for parents, educators, and other professionals.
www.readingrockets.org/article/400

Jim Trelease on Reading
Print handouts and tips about reading aloud to children.
www.trelease-on-reading.com/brochures.html

Education World
Use the shared-reading approach to help your child gain an enthusiasm for reading.
www.educationworld.com/a_curr/profdev/profdev083.shtml

Raising Readers
Get information on engaging literacy and book-related activities as well as suggestions for reading and using books with children.
raisingreaders.org

Dialogic Reading Information from Utah State Library
Learn about dialogic reading and how to do it.