

Building kindergarten children's literacy through storybook reading in Greece

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Story-book reading

- Storybook reading to young children has long been acknowledged as a critical aspect of early literacy development.
- Reading to children is a vital way to encourage the development of concepts about print, the story structure, and the other elements of text.

Story-book reading

- Although story reading is a pleasurable activity in itself, the selection of materials and **the way** the books are read will determine the effectiveness of the read-aloud program in nurturing children's literacy development.
 - Careful selection of books that extend children's vocabulary and background experiences is a first step.

BUT

- It is through **purposeful teaching** that we extend children's thinking and their knowledge of the reading process.



Story-book reading

- *Understanding text and developing concepts about print* is a process that occurs:
 - **Before,**
 - **During,** and,
 - **After** story-book reading.

Purpose

- The purpose of this study was the implementation of a story-book reading program in kindergarten classrooms for developing children's
 - ***Comprehension*** and
 - ***Concepts about Print.***



Program Implementation

- The program was implemented in seven (7) kindergarten classrooms.
- The majority of the children (aged 4-6 years old) were from low-income families.
- The program was implemented by post graduate students in collaboration with the classroom teacher.
- Each student-teacher read aloud two stories and based on the story plot organized activities **before**, **during** and **after** reading.
- The program took place during October 2008 and lasted for two weeks.

Instructional Strategies

Before reading

Teachers:

- Previewed the book.
- Planned an introduction that provided a context for the reading.
- Prompted children to make personal connections to the text.
- Introduced the title, author and illustrator.
- Prompted children to recognize letters on the title.
- Organized phonological awareness activities.

Instructional Strategies

During reading

Teachers:

- Asked predictions, comments and questions about the plot.
- Drew attention to illustrations and features of text.

Instructional Strategies

After reading

Teachers:

- Allowed time for discussions.
- Encouraged children's responses.
- Encouraged retellings.
- Organized extension activities.
 - Rereading the same text.
 - Dramatizing the story.
 - Adapting the story into a class-made book or informational report.
 - Responding through art and crafts.
 - Responding through writing.
 - Extending through related events such as cooking, field trips, guest speakers.

Before reading

Teachers:

For comprehension

- Previewed the book.
- Planed an introduction that provide a context for the reading.
- Prompted children to make personal connections to the text.

For concepts about print

- Introduced the title, author, and illustrator.
- Prompted children to recognize letters.
- Organized phonological awareness activities.



During reading

Teachers:

For comprehension

- Asked predictions, comments and questions about the plot.

For concepts about print

- Drew attention to illustrations and features of text.



After reading

Teachers:

For comprehension

- Allowed time for discussions.
- Encouraged children's responses.



After reading

Teachers:

For comprehension

- Encouraged retellings.



After reading

Teachers:

For comprehension

- Encouraged retellings.
- Responding through art and crafts.



After reading

Teachers:

For comprehension

- Encouraged retellings.

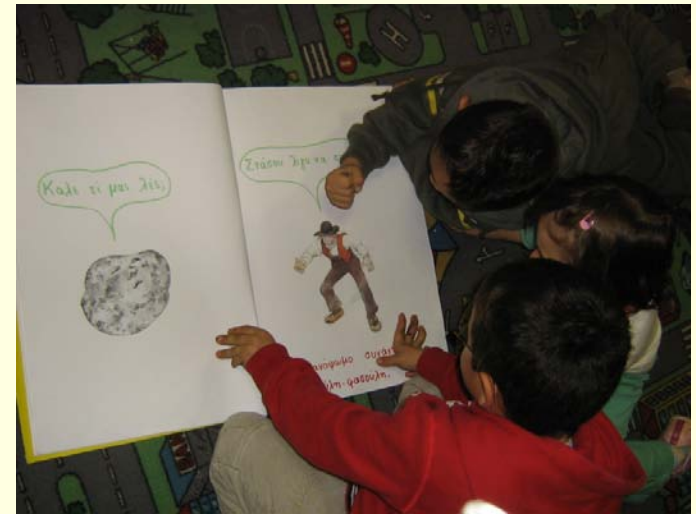


After reading

Teachers:

For comprehension and concepts about print

- Organized extension activities
 - *Adapting the story into a class-made Big Book.*
 - *Responding through writing.*



After reading

Teachers:

For comprehension and concepts about print

- Organized extension activities
 - *Children dramatized the story.*

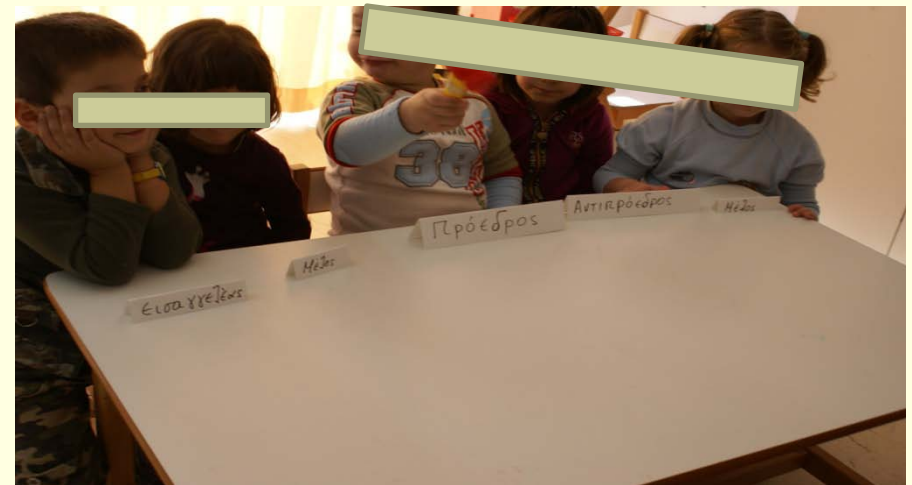


After reading

Teachers:

For comprehension and concepts about print

- Organized extension activities
 - Children dramatized the story.
 - Responding through writing.

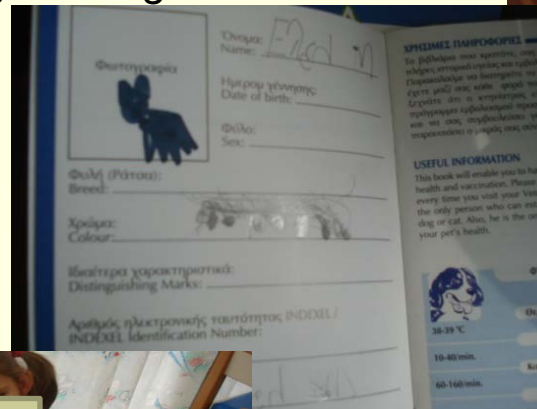


After reading

Teachers:

For concepts about print

- Organized extension activities
 - *Preparing a Veterinary Clinic corner.*
 - *Responding through writing.*

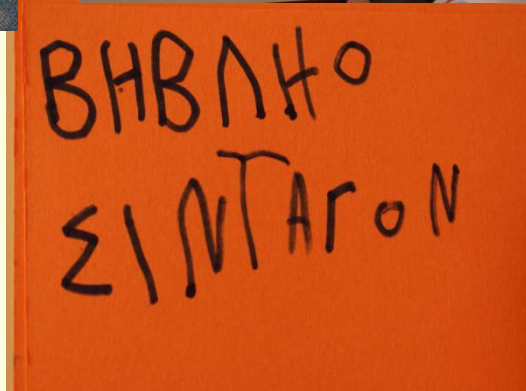
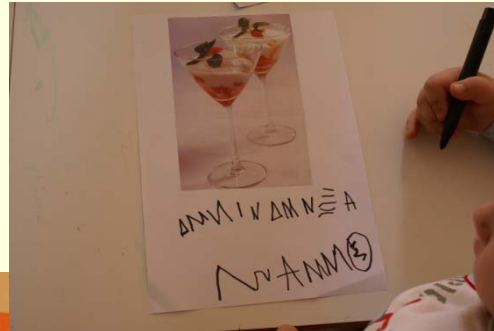


After reading

Teachers:

For concepts about print

- Organized extension activities
 - *Preparing a Tavern.*
 - *Responding through writing.*

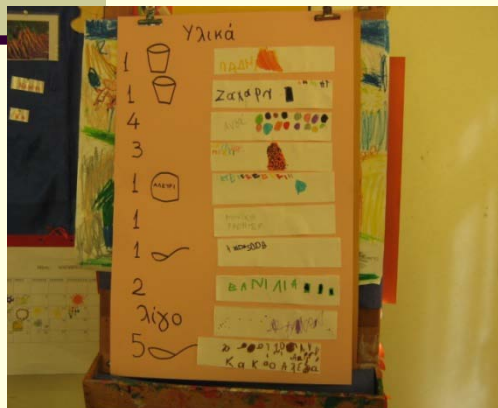


After reading

Teachers:

For concepts about print

- Organized extension activities
 - *Preparing an Apple-pie.*
 - *Responding through writing.*

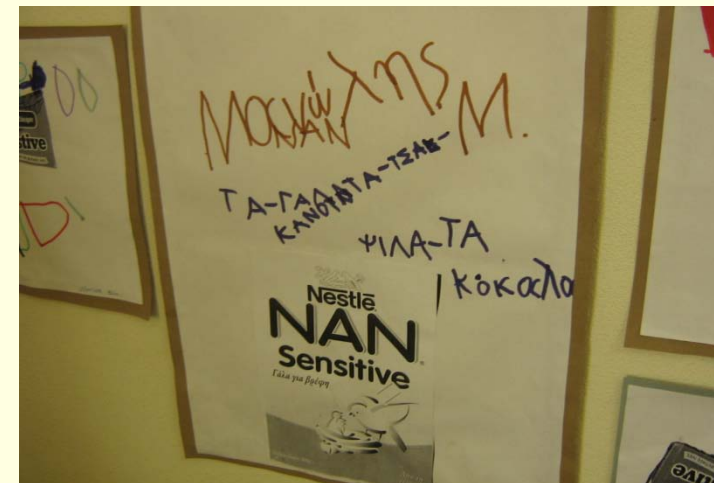


After reading

Teachers:

For concepts about print

- Organized extension activities
 - *Advertizing the food products.*
 - *Responding through writing.*



After reading

Teachers:

For concepts about print

- Organized extension activities
 - *Visiting a Dental Clinic.*
 - *Responding through writing.*

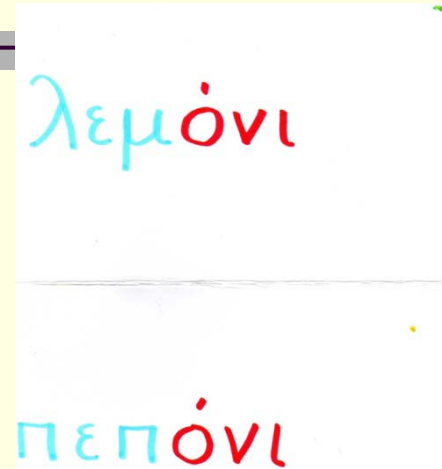


After reading

Teachers:

For concepts about print

- Organized extension activities
 - Phonological awareness activities.



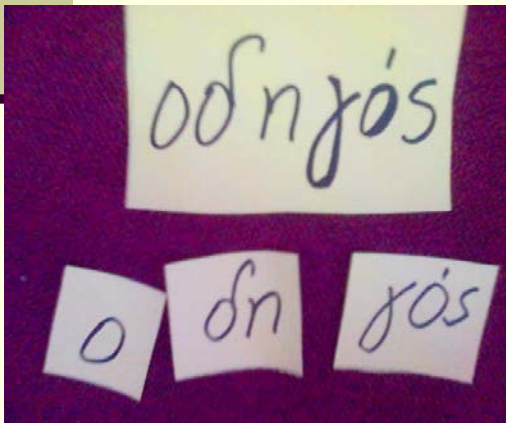
1 ^η ομάδα	2 ^η ομάδα	3 ^η ομάδα
αεροπλάνο	αρκούδα	ασέρι
αλάτι	αχλάδα	αρκούδα
Αθήνα	αυτοκίνητο	αβγό
αέρας	αεροπλάνο	
αχλάδι	άλλος	
αβγό	αλεπού	
	άλογο	
	σετσός	
6	8	3

After reading

Teachers:

For concepts about print

- Organized extension activities
 - Phonological awareness activities.



Conclusions

Children learned

- That a book is for reading.
- The front, back, top and bottom of a book.
- The difference between print and pictures.
- That the pictures on a page are related to what the print says.
- Where to begin reading on a page.
- What a title, an author, an illustrator is.
- To “read” story books.
- To participate in story readings.
- The story structure.
 - The setting (time, place), the characters, the theme (problem, goal), the plot episodes, the resolution, the sequence.

Conclusions ctd.

Children learned

- To retell a story with a lot of story details.
- To retell a story in sequential order.
- To respond to text after listening.
- To generate questions that are literal, inferential, and critical.
- The print directional rules.
- The concept of sentence, word, and letter.
- The alphabet letters.
- To write their names.
- To use writing for communication.
- To identify phonemes, syllables, and rhymes.
- To match phonemes to graphemes.



Thank you.

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