

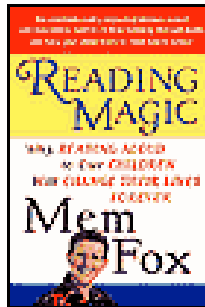
Read ~ A ~ Book

Distance Learning

Option 2: Professional Development Book Report

Reading Magic: Why Reading Aloud to Our
Children will Change Their Lives Forever

By: Mem Fox



Child Care Aware of Virginia



Option 2: Reading Professional Development Books

For Option 2, you may choose to read **ONE** of the professional books listed below and then complete the *Professional Development Book Report* developed for each book. Each Virginia public library has at least one copy of these books.

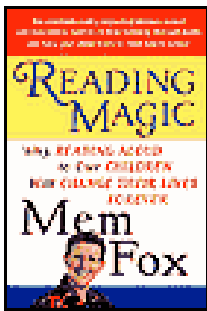
- Please visit your local public library (directory in resource section) and choose one of the *professional books listed below* to read.
- After selecting the book you wish to read (from the list below), please download the *Professional Development Book Report* materials for the professional book you selected at www.va.childcareaware.org.
- Email questions to JodiR@va.childcareaware.org, or call (804) 285-0846.

Professional Development Book Report

After reading the selected book, complete the *Professional Development Book Report* for that book. Each professional development book report includes:

- 10 True/False questions
- 10 Multiple Choice Questions, and
- Five Essay Questions
- Clock hours for reading the professional books and completing a *Professional Development Book Report* are listed below and are based on the length and difficulty of the book you chose to read.
- Clock hours will be awarded based on the following grading scale:
 - 80 - 100 Full credit
 - 60 – 79 Half credit
 - 59 and below No credit

Professional Development Book List		
Title	Author	Credit Hours
A Child's Work: The Importance of Fantasy Play	Vivian Gusin Paley	6 clock hours
A Good Start in Life: Understanding Your Child's Brain and Behavior	N. Herschkowitz, M.D., and E. Herschkowitz (2002)	10 clock hours
Beyond Baby Talk: From Sounds to Sentences	Kenn Apel, Ph.D., and Julie J. Masterson, Ph.D. (2001)	10 clock hours
How To Talk So Kids Can Learn: At Home and In School	Adele Faber and Elaine Mazlish (1995)	6 clock hours
Positive Discipline	Jane Nelsen, Ed.D	10 clock hours
Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever	Mem Fox (2001)	6 clock hours
Starting Out Right: A Guide to Promoting Children's Reading Success	The National Research Council (1999)	6 clock hours
Start Smart: Building the Brain Power in the Early Years Revised Edition	Pam Schiller	6 clock hours
Tumbling Over The Edge	Bev Bos & Jenny Chapman	6 clock hours



Read ~ A ~ Book

Option 2

Professional Development Book Report

First Name		Middle Initial	
Last Name			
Home Street Address			
City			
State		Zip	
Home Phone			
Email Address			
Facility Name			
Facility Address			Facility Phone
City			
State		Zip	

Provider Type (Please check one)

- | | |
|--|---|
| <input type="checkbox"/> Licensed Family Day Home | <input type="checkbox"/> Local DSS Certified Family Day Home |
| <input type="checkbox"/> Licensed Child Day Center | <input type="checkbox"/> Voluntarily Registered Family Day Home |
| <input type="checkbox"/> Camp Program | <input type="checkbox"/> Religious Exempt Child Day Center |
| <input type="checkbox"/> Head Start Program | <input type="checkbox"/> Other (specify) |

IMPORTANT REMINDERS

THIS SHEET MUST BE SUBMITTED ALONG WITH YOUR BOOK REPORT!

- Be sure to include your name on EACH page of the professional development book report!
- Please double-check your work. Make sure you have answered ALL questions. Incomplete materials will be returned to you.
- Complete the report individually and report in your own words.
- Make yourself a copy of the Professional Development Book Report BEFORE mailing.
- Mail Completed Read-A-Book Professional Development Book Report along with **\$20.00** check or money order, payable to Child Care Aware of Virginia at:

Child Care Aware of Virginia
 Read-A-Book Program
 804 Moorefield Park Dr., Ste. 101
 Richmond, Virginia 23236

PLEASE ALLOW FOUR (4) TO SIX (6) WEEKS FOR PROCESSING AND GRADING BOOK REPORTS.

Book Report for:

Book Report for:

***Reading Magic: Why Reading Aloud to Our Children will Change
Their Lives Forever***

Mem Fox (2001)

OBJECTIVES

At the end of this read-a-book lesson you should be able to:

1. Recognize that parents are the first and primary language and literacy role models for children.
2. Describe practical activities that you can use to promote literacy in your facility or home.
3. Understand the importance of the excitement you can create when reading aloud to children.

General Directions:

- Please print the test questions.
- You may write directly on the printed test question sheets.
- Additional pages may be added for “Apply Your Knowledge” answers.

True/False Questions (20 points)

Write “True” or “False” in the blank after the statement.

		True or False
1.	The fire of literacy is created by the emotional sparks between a child, a book, and the person reading.	
2.	By the age of 1, children will have learned all the sounds that make up the native languages they are going to speak.	
3.	When we have meaningful conversations with children, we are positively contributing to their intellectual development.	
4.	Children need to hear at least <i>one hundred</i> stories read aloud before they can learn to read themselves.	
5.	Since educational television programs teach children about stories and how they work, they provide enough language for children to learn to talk.	
6.	Parents need to attempt to teach their children formally before they start school.	
7.	Reading comprises three clearly defined and separate “secrets”: understanding print, understanding language, and understanding how the world works.	
8.	The faster we read; the more difficult it is to read, because we can’t take in information too quickly.	
9.	The lack of pictures in fairy tales can make it hard for young children to enjoy.	
10.	Many children who have enjoyed listening to books being read to them don’t want to learn to read. They MAY subconsciously believe the individual attention they receive will disappear when they learn to read.	

Multiple Choice Questions (20 points)

Choose the correct answer by circling (a), (b), or (c) for each multiple-choice question or statement.

- (1) What are the essential three R's of reading?
 - a. Rhyme, reading, readiness
 - b. Rhyme, rhythm, repetition
 - c. Rhyme, remembering, reality

- (2) The best time to start reading aloud to a baby is
 - a. the day she/he is born.
 - b. 3 months of age.
 - c. 6 months of age.

- (3) The last line of a story is just as important as the first line of a story. Badly read endings can ruin a great story. Therefore, we need to train ourselves to
 - a. read it slowly.
 - b. read it quickly.
 - c. ignore it, it doesn't really matter.

- (4) When we are enriching a read-aloud experience, we are playing and having a good time. The best method to use so that children learn to read most easily and happily is
 - a. letters-to-words-to-stories.
 - b. words-to-letters-to-stories.
 - c. stories-to-words-to-letters.

- (5) What percentage of English words is spelled the way they sound phonetically?
 - a. 75%
 - b. 50%
 - c. 25%

- (6) Reading comprises three clearly defined and separate “secrets”. When these secrets are combined, the excitement of reading begins to happen when a child
- understands print, understands language, and understands phonics.
 - understands language, understands phonological awareness, and understands grammar.
 - understands print, understands language, and understands how the world works.
- (7) The more we read a book, the more we become able to skim over unimportant words by guessing what will come next. Beginning readers don’t have to “read-see”; rather they can “read-guess” what they are reading. What types of stories give them instant skimming success?
- rhythmic, rhyming, repetitive stories
 - stories with a more complex plot
 - fairy tales
- (8) Why are we able to skim through a book without reading every word?
- so many words within the text are unimportant
 - we may have memorized the text
 - we have become fluent readers.
- (9) If we happen to be listening to a child who is struggling to read aloud and getting nowhere, we should
- give them a different book.
 - stop the child and tactfully go back to the beginning and read a few pages aloud to them.
 - tell the child to start over again.
- (10) When a student of yours is struggling to read a difficult word while reading aloud to you, to keep the story flowing you should
- Simply say the word correctly so the child can continue.
 - Ask the child to sound out every letter.
 - Redirect the child to another activity.

3. While reading a book to a group of children, the teacher tries to make learning fun by playing spontaneous reading games. Describe in detail three (3) games you could play while reading to the children.

4. At home, parents can provide comfortable places for children to read. Children need encouragement, time, books, magazines, light, silence, and comfort.

Describe in detail how the reading area is set up in your home or classroom. Is this a place the children are excited to go to, or are there changes you could make for it to be an inviting place? Be sure each of the points mentioned above is addressed.

Print Your Name Here

5. A four-year-old student of yours has had no experience with rhymes at all. You have tried sharing rhymes with her, and she has not picked-up on it. How can you support her potential rhyming abilities? Your answer should include at least three strategies.