

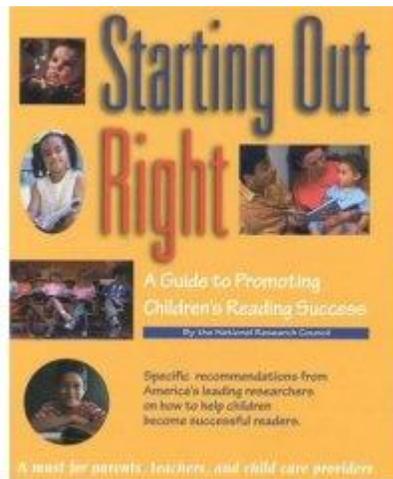
# *Read ~ A ~ Book*

## *Distance Learning*

### *Option 2: Professional Development Book Report*

**Starting Out Right:  
A Guide to Promoting Children's Reading Success**

By: the National Research Council



*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.

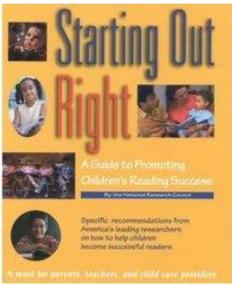
- Please visit your local public library (directory in resource section) and choose one of the *professional books listed below* to read.
- After selecting the book you wish to read (from the list below), please download the *Professional Development Book Report* materials for the professional book you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

| <b>Professional Development Book List</b>  |  |                     |
|--|--|---------------------|
| <b>Title</b>   | <b>Author</b>  | <b>Credit Hours</b> |
| A Child's Work: The Importance of Fantasy Play                                   | Vivian Gussin 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:<br>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 Ed              | 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<br><input type="checkbox"/> Licensed Child Day Center<br><input type="checkbox"/> Camp Program<br><input type="checkbox"/> Head Start Program | <input type="checkbox"/> Local DSS Certified Family Day Home<br><input type="checkbox"/> Voluntarily Registered Family Day Home<br><input type="checkbox"/> Religious Exempt Child Day Center<br><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:**

**Starting Out Right:**  
**A Guide to Promoting Children's Reading Success**

By: the National Research Council

**OBJECTIVES**

At the end of this Read-A-Book lesson, you should be able to:

1. Recognize that language is fundamentally embedded in children's everyday relationships and experiences.
2. Recognize that reading is a complex and multi-faceted process that includes listening and speaking, phonological awareness, alphabet knowledge, print awareness, comprehension, and writing.
3. Identify three core elements of skilled reading.
4. Describe activities that support children's language and literacy development.
5. Recognize the role of adults in facilitating children's language and literacy development.

**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<br>False |
|-----|--|------------------|
| 1.  | Reading is a complex and multifaceted process, and children need an approach to learning that integrates many elements.  |                  |
| 2.  | Infants do not benefit from being read to.   |                  |
| 3.  | Children have achieved phonological awareness when they are able think about how words sound.  |                  |
| 4.  | Children talking to other children are the best source of exposure to new words and ideas.   |                  |
| 5.  | Integral to speech discrimination and phonological awareness is the basic ability to listen carefully.   |                  |
| 6.  | Shared reading, letter naming, writing, and dramatic play are activities that support children’s language and literacy.  |                  |
| 7.  | Understanding the English alphabetic system is not critical to skilled reading.  |                  |
| 8.  | Children will not gain long-term benefits in preschool settings where adults engage them in personally meaningful conversations.   |                  |
| 9.  | Excursions and field trips are not important to language and literacy development.   |                  |
| 10. | Evidence suggests that limited or non-English speaking language learners are more likely to become better readers of English if they receive initial instruction in their native language. |                  |

**Multiple Choice Questions (20 points)**

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

- (1) A child's learning ability and cognitive capacity can be increased by:
  - a. watching movies
  - b. heavy exposure to language and materials
  - c. spending time with their peers
  
- (2) To become successful readers, children should be familiar with:
  - a. printed words and their meanings
  - b. parts of books and their functions
  - c. how to hold a book
  
- (3) Children are at high risk for reading difficulties when:
  - a. they live in impoverished communities
  - b. they enjoy playing more than reading
  - c. they spend less than 10 minutes reading each day
  
- (4) Delayed language development can be the first warning of:
  - a. a disinterest in books
  - b. a hearing impairment
  - c. a socially inept child
  
- (5) A good reading program focuses on:
  - a. instruction in fluency, reading for meaning, and systematic instruction in phonics
  - b. computer work
  - c. one area of learning at a time
  
- (6) In order to promote literacy, Early Childhood Educators should:
  - a. try to replicate formal school reading instruction
  - b. use flash cards
  - c. help children develop basic knowledge, interest, and understanding
  
- (7) Reciprocal teaching gives children practice in:
  - a. gathering facts from books, flash cards, and work sheets
  - b. predicting, questioning, summarizing, and clarifying
  - c. leading the lesson

- (8) Quality preschool followed up with high-quality primary education will:
- a. eliminate reading failure
  - b. reduce the number of cases of reading failure
  - c. allow children the opportunity to graduate early
- (9) Early childhood interventions have proven more successful:
- a. when the students start at age four
  - b. with only a half-day program
  - c. by providing more comprehensive services and curricula
- (10) Some tips for successful sociodramatic play include:
- a. having the necessary materials such as puppets, stuffed animals, props, writing materials, and building blocks
  - b. taking children outside to recess
  - c. teachers being involved in every aspect of children's play

**Apply Your Knowledge Short Answer Questions (60 points)**

(12 points for Excellent, 9 points for Above Average, 6 points for Satisfactory, 0 points for Unsatisfactory)

(1) List five ways to support early literacy and reading development in infants.

(2) Identify four risk factors that can cause children to be at risk for reading difficulties.

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Print Your Name Here

(3) Beyond routine screening, pediatricians and other healthcare and human services professionals have a wonderful opportunity to promote reading. List five ways they can promote reading.

(4) A student teacher overhears you explaining to a parent that you try to use a reciprocal teaching approach in your classroom. She asks you to explain that to her and give her some examples of what you mean.

Print Your Name Here

- (5) Children learn that print can be entertaining, amusing, and comforting when they are exposed to a wide array of books. When they have experiences with “writing”, children learn to distinguish between drawing and writing. List three activities that can encourage preschoolers to “write” messages as part of playful activity.