



For ages
**Birth
to 2**

The Bookworm



From your
local library
and Idaho's Read
to Me program

October 2013

Narrative Skills

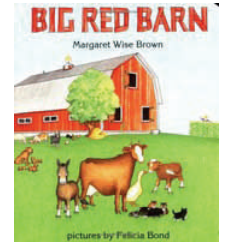
Narrative Skills are the ability to describe things and events, and tell stories. Helping your child develop these skills when she is young will help her understand what she hears, and later, what she reads. An example of a narrative skill is a child's ability to tell what happens at a birthday party or on a trip to the zoo.

What can parents do to help build narrative skills with babies and toddlers?

- Re-tell stories with your child using puppets or props. Talk about what is going on in the pictures.
- Name things (real objects and pictures in books) as you go through the day. Use songs and nursery rhymes.
- Make sure your child has lots of chances to talk *with* you, not just listen to you talk.
- Ask your baby a question and then answer for her. "Your diaper needs changing; let's do that right now, OK? Good!"
- Ask your toddler to tell you about something that happened to him today; ask questions so he can add details.
- Use the language that is most comfortable for you!

Book of the Month

Big Red Barn, by Margaret Wise Brown

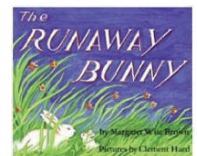
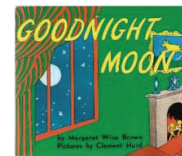


Who lives in the big red barn? Your child will be delighted as farm animals are introduced by the sound they make, or the way they look. This book is full of great describing words and rhyming text. Experience a day on the farm with the animals from the big red barn.

This book is also available in Spanish.



Margaret Wise Brown also wrote these favorites:



Good books to build narrative skills:

Books with a repeated phrase

Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr. and Eric Carle

Moo Moo, Brown Cow, by Jakki Wood

Books with repeated parts of the story

Overboard, by Sarah Weeks

Mrs. Wishy Washy, by Joy Cowley

Books where events happen in an order

The Very Hungry Caterpillar, by Eric Carle

Goodnight Gorilla, by Peggy Rathmann

Books with photos of babies, animals, and everyday objects

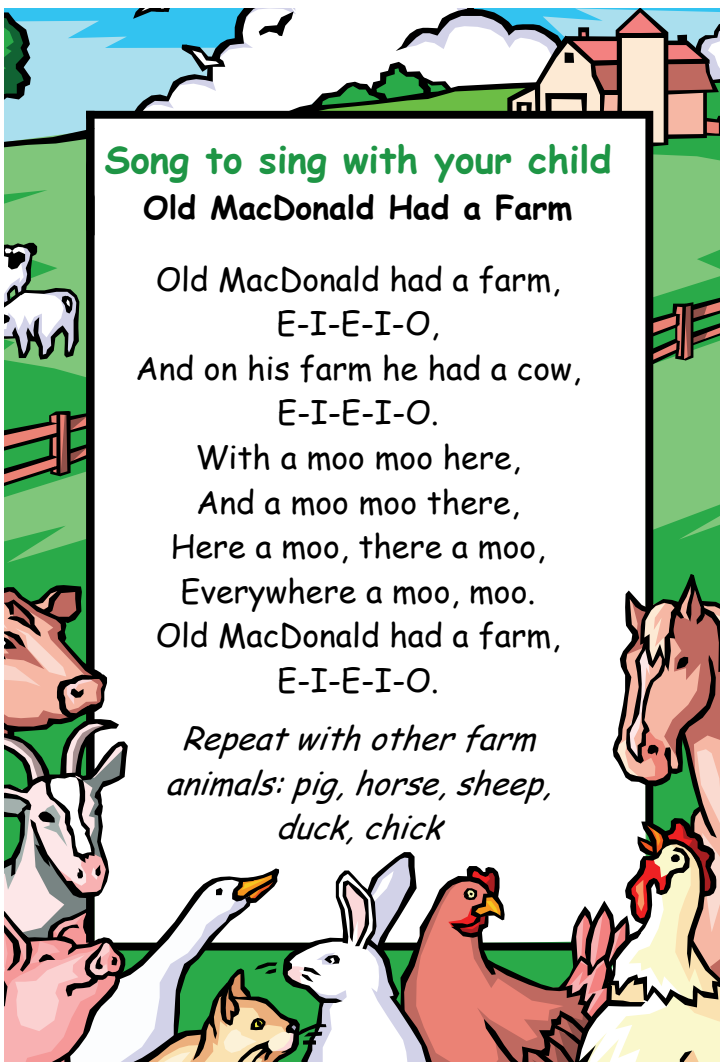
Any book! You can find lots of things in books to talk about with your child.

More fun with *Big Red Barn*...

Talk about it... Ask your child to point to animals on a few of the pages. "Where's the cow? (Help your child point with her finger or hand) There it is! What does a cow say?" Older toddlers may be able to point to the "big" cow and the "little" cow, or to find the cow among lots of different animals on the page.

Out and about... It's good for toddlers to begin making connections between themselves and the objects in books. Next time you see a red barn you can say, "Look, there's a big red barn, just like in our book! Do you see any farm animals?"

Reading with Baby... You can read the words in the book, or you can just talk about the pictures as you snuggle with your little one. Let her touch and hold the book.



Song to sing with your child

Old MacDonald Had a Farm

Old MacDonald had a farm,
E-I-E-I-O,
And on his farm he had a cow,
E-I-E-I-O.

With a moo moo here,
And a moo moo there,
Here a moo, there a moo,
Everywhere a moo, moo.
Old MacDonald had a farm,
E-I-E-I-O.

*Repeat with other farm
animals: pig, horse, sheep,
duck, chick*

Baby Bounce

To Market, To Market

(Gently bounce baby to rhythm)

To market, to market, to buy a fat pig,
Home again, home again, jiggety-jig.

To market, to market, to buy a fat hog,
Home again, home again, jiggety-jog.

You can see a video of how to do the bounce at
www.wccls.org/rhymes/to-market-to-market



Tickle Rhyme

Five Little Piggies

(Gently squeeze each of your child's toes)

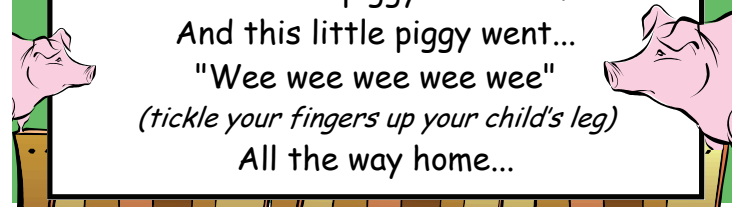
This little piggy went to market,
This little piggy stayed at home,
This little piggy ate roast beef,
This little piggy had none.

And this little piggy went...

"Wee wee wee wee wee"

(tickle your fingers up your child's leg)

All the way home...



What your library can do for you...

Don't have access to a computer? Most libraries do not require a library card in order to use the computers. Some even offer free computer classes.

Funding for this project is made possible by the Idaho Commission for Libraries' Read to Me program, and the U.S. Institute of Museum and Library Services under a provision of the Library Services and Technology Act.

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