

Book-sharing time

Here are some tips for making the most of the storytime routine with your child.

- **Follow your child's lead** to see what s/he finds the most interesting about each page of the book.
- **Pause** frequently to give them a chance to communicate- whether it be via facial expression, gestures or other body movements, or spoken words.
 - If they don't use words, model your interpretation of *what they want to say as if they were saying it*.
 - If they use words, imitate them, and then add on just a bit more language (as discussed above).
- Don't be afraid to change the words in the book!
- Read the books **again and again**, as long as your child is interested. Repetition will give them more opportunities to participate in telling the stories.

For this stage of language development it's great to try to create repetitive language during book sharing.

Brown Bear, Brown Bear, What do you see?:

- I typically pause at "Brown bear, brown bear, what do you..... **see?**", and point to one of my eyes at the word **see**.
- For "I see a.....", pause expectantly, widen your eyes to build the suspense! Turn the page so your child can see the next animal- we don't want to be testing their memory, we want to focus on using language.
- Pause slightly to see if s/he will try to label the animal. If not, just give them the words, especially if s/he is still getting used to the story. "**Blue bird....** Looking at **me**." Point to yourself as you say **me**.
- I have also used binoculars while reading this book, which is really fun. The binoculars also serve as a cue to remind the child to say "see" or eventually "what do you see?"

A great summary of why speech therapists love *Brown Bear*:

<https://www.scanlonspeech.com/2013/03/21/how-to-read-brown-bear-brown-bear-what-do-you-see-to-get-your-toddler-talking/>



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