

This article has a training and resource focus that while containing theoretical material is primarily **practical**: practical ideas, suggestions and recommendations.

We have chosen to title this article 'book sharing' rather than simply 'story telling' or 'reading aloud' as we feel this is a more complete definition. Book sharing is an interactive way of reading with children that encourages two-way communication and cognitive and social skills development. It is a fun and exciting activity that can lay the foundations of a lifetime love of reading and books.

In these challenging times it is refreshing to remember that there is an activity that can be performed with a minimum of costs and resources. Not only that - this activity is so fundamental to children's development that it addresses at least 20 of the 52 Principles and Standards of Care of the QIAS system for Long Day Care.¹ In addition, book sharing impacts on many areas of development and benefits **every** child regardless of age, cultural or linguistic background, developmental level, physical or mental ability.

HOW DO CHILDREN BENEFIT FROM BOOK SHARING?

Language Development

Babies and toddlers take their first steps with language by building on the foundation skills of imitation, repetition and turn taking. A well-loved book usually contains simple pictures of familiar objects, for example 'ball' or 'dog'. The child moves from simply looking at the pictures and listening to the words, to pointing at pictures he recognises, to finally being able to name the object himself. From toddlerhood on, new words and objects are introduced and labelled. They also need to be talked about to have their meanings reinforced and extended. Vocabulary and grammar rules, such as sentence structure, are being internalised. Many of the comic sayings of toddlers are actually logical 'grammatical errors' according to their developing understanding. Children now start to use language to analyse, problem solve and reason. They interpret word meanings from their context and start

to make assumptions and inferences.

Book sharing at this age not only fuels the rapid acquisition of vocabulary and grammar, but also exposes children to a much wider range of words and speech patterns than normal conversation. This aids their comprehension of words and concepts. Think too of all the rich, descriptive language that would be missing from a bookless world - our day-to-day spoken language is very prosaic and simple and it is the language of books that helps stimulate children's imagination and creativity.

Literacy

High quality Child Care nurtures many cognitive skills that are relevant to the child's emerging literacy - listening skills, concentration and attention span, ability to process information and understand abstract ideas, creativity and imagination. There are three main ways in which we can encourage emergent literacy in children.²

1. A Positive Attitude to Print

The single most important influence we can have on the future lives of children as scholars, adults and ultimately parents themselves is to develop and nurture their love of books and the richness and variety they contain.

Most early readers are not really taught by expensive flashcards, literacy systems such as Letterland or intensive coaching. They are those children who have experienced FUN book sharing: exciting, interesting and moving book sharing in a warm and interactive environment. They have absorbed the idea that reading is a great thing to do, by our example and attitudes. Simply put - they WANT to read.

2. Awareness of Print

In homes where literature is not available, children are not aware of the information, fun, experiences and places they can enjoy with books. They are also not aware of the simple skills and knowledge we take for granted: books are read from front to back; they have a beginning, middle and end; words are read from left to right; words stay the same; they relate to

¹ Addresses the LDC QIAS Principles and Standards of Care Nos. 1-9, 17-21, 25, 27-32.

² E Weitzman (1992) *Learning Language and Loving It* (Chapter 10) The Hanen Centre, Toronto

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the pictures and so on. By seeing a wide range of written material - forms, labels, notices, magazines, stories and factual books children begin to understand the power of language and how it can benefit them.

3. Playing with Words

Playing with words and language has a very important role to play in advancing language skills. This is real cognitive learning as it should be in early childhood education - largely child initiated and great fun! Silly sounding words or noises, changing word endings, making up words and playing with sounds are all ways in which those young brains are learning the rules of language, in much the same way they will pull apart a train to see how it works. There are plenty of resources available such as Dr Seuss, poetry collections and Roald Dahl's 'The BFG' which demonstrate the joy of playing with words.

Listening Skills

Practised listening skills are essential to children's communication and learning. Children exposed to book sharing have more experience with listening and their concentration and comprehension are improved.

Social Skills

Book sharing is a social experience that draws children and reader together through shared experience and knowledge. Books can guide children through many different experiences, emotions and situations. There are a wide range of books that can help to create more sensitive, considerate and caring children.³ In addition, children's fiction can help validate their own life experiences, background and home life. This can greatly assist in building self-worth and self-esteem.

Knowledge

Books enable children to explore many, many different worlds - the world of knowledge, of experience, of imagination, of insight to other's worlds and experience of different viewpoints and emotions. Book sharing is truly '... an opportunity to

explore commonplace events and extraordinary happenings'⁴

BEST PRACTICE IN BOOK SHARING

Children's early learning is exploratory, holistic and social in nature. Children learn what they see to be valued and functional in their everyday environment. Therefore to acquire skills children need:

- Opportunities to observe and actively participate in a wide variety of language experiences - to be immersed in oral, written and viewed texts.
- To receive many demonstrations and be explicitly shown how oral, written and viewed texts are constructed and used.
- Time and opportunity to manipulate and play with language and to adapt the oral, nonverbal and written structures of language to different forms and social contexts.⁵

Who can benefit from book sharing?

As the RUCSN philosophy is one of true inclusive Child Care, where **every** child's individual needs are important, the following principles of book sharing apply for **all** children. However, there are also practical suggestions and considerations to assist children with special needs to participate and enjoy as much as their peers.⁶

Our intervention should primarily give the child with special needs control of her world. Consistency, structure and predictable routines are vital to many children. If changes do need to be made to a routine such as book sharing, do it gradually, keeping the original framework. Preparation for change can also help any child with special needs to ease into a new activity. This can take the form of practising new finger plays or songs in advance of their general introduction. If sitting still for book sharing is proving difficult, take it slowly and let him take part for the first minute or so, and then leave to play quietly on his own (or if possible having a co-worker take him aside to play for the rest of the session). Participation can very gradually be increased - a bit longer every week.

Another practical suggestion, particularly for children with autism, ADHD or developmental delay is to allow a 'fidget' toy or comfort item as a child version

³ See the Young Children article *Creating a Caring Classroom with Children's Literature* referenced at the end of this article.

⁴ Taylor & Stickland (1986) *Why Parents Read to Children* *Australian Journal of Early Childhood (Language and Literacy)* Vol 20, No 1, March 1995

⁵ Gould P and Sullivan P (1999) *The Inclusive Early Childhood Classroom* (Chapter 2) Gryphon House, Maryland USA

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of adult 'worry beads' or other socially acceptable fidgets such as pen twiddling. The physical act of manipulating/holding an object can prove calming. Suggestions for fidget toys include anything small and quiet - stuffed animals, plastic twisty snakes, lacing cards, small rubber squeeze toys (not ones with sounds), bean/sand filled squeeze bags.

The child with **developmental delay** will possibly appear to 'misbehave' if she is not developmentally ready to sit still. Let her do as much as she can and then go off. However short a time she stays, she will benefit greatly from the shared social and language experience. Possibly look at raising the 'fun' element of your book sharing to keep her involved or target it to her particular interest.

The child with **PDD (Pervasive Developmental Delay) or autism** may be comforted by structure and routine and as such a regular book sharing time can be a positive social experience for him. As with all children, but particularly for the child with autism or PDD, the range of behaviours can vary quite widely so adapt according to the child's individual needs. Some of the suggestions mentioned for developmental delay or AD/HD may also be appropriate.

The child with **AD/HD (Attention Deficit/Hyperactivity Disorder) and/or behavioural difficulties** may well struggle with planning and organisation, following directions, sitting still and being quiet. For such children book sharing is best if it is a choice activity or involves smaller groups. To encourage participation and concentration, a timer can be helpful. Set it for a short time span, after which they can go and then very, very gradually increase it. As with many children, keeping their attention for more than three or four minutes can be tricky, so concentrate on making the activity FUN and interesting. The child with AD/HD may also have more physical energy release needs, so allow her to let off steam beforehand. If it is a particularly bad day, guide her to alternative calming activities such as lying in the book corner with a comforter of some sort or wrapped in a blanket or sitting in a rocking chair listening to book tapes or songs.

The **child with visual impairment** needs your assistance to make the book sharing as sensory an experience as possible and also your planning to make him as independent as possible. For example you could give him an active role in the story such as holding the book or turning the pages. Feely boxes, musical games, and tactile props, for example the animals in an animal/zoo story add to the experience for a child with visual impairment. Similarly if you have a story about clouds or weather, hand around things such as white material, white scrunched up paper and cotton wool and get all the children to decide which texture 'feels like a cloud looks'.)

Babies and Toddlers

The important considerations for this age group are warm interactions; close physical contact; a minimum of text. Stories with simple, bright and clear pictures (preferably of things a baby can relate to their own environment) are ideal. These can be faces and photographs (especially of other babies) or familiar things such as toys, and pictures of familiar routines like bathing, eating and playing. Board books enable the older baby to participate and turn the pages. At this age, repeating the same books helps in the recognition of objects and the book handling process is being learnt. Always finish a book even if it means skipping pages or turning over two pages at a time. The fact that books have a beginning, middle and end is an important concept.

As the baby grows, initiate discussions about the pictures. Wait and listen for any kind of response whether it is a noise, look, facial expression or gesture - and respond to it. This teaches turn taking, an essential foundation skill for language.

The fun and surprise of flap books such as Eric Hill's 'Spot' series are popular and encourage participation.

Two and Three Years Old

At this age, children can start to follow stories and simple plots, especially if they relate to their own everyday experiences. To keep their interest, paraphrase and simplify the text if it's too complex, add more information if necessary, explain unfamiliar words, exaggerate and repeat key words and remember to check for comprehension - boredom may mean that a child simply does not understand.

Large, clear pictures are still important to help understand the story - comprehension can be augmented to great effect by using gestures or pantomime. Using or passing around props, such as the fruits and vegetables that Eric Carle's 'Hungry Caterpillar' eats, also helps to emphasise the language experiences provided by a story.

As with all age groups, interactions are the key to book sharing. Read clearly, listen to and watch for their reactions, expand on their comments and follow their lead. Enjoy their excitement as they make connections by relating a book to their life experiences.

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Variety is important, so introduce different styles such as predictable books where children can join in ('Chicken Soup with Rice' by Maurice Sendak), books that play with language (Dr Seuss, the 'Hairy McClairy' series or poetry) or wordless picture books (Jan Ormerod's 'Sunshine').

Four and Five Years Old

By this age stories can get more complex, with sub plots, subtleties of imaginative content and interesting characters and stories. Discussion of emotions and motivations are very illuminating for this age group. Interactions are still important, so answer interruptions as you go along. Stop for discussion and encourage children to join in as much as possible by predicting and analysing what is happening. The variety of books can be expanded to include fact and fiction, fairytales and modern stories - with as a wide range of topics as possible.

Five Years Old and Above

Book sharing with older children should not be forgotten! After the trials of a long school day filled with the work of learning to read and write, allow older children to sit back, relax and remember the pleasures of books. Roald Dahl's 'James and the Giant Peach' is an example of a book able to be enjoyed by 6-11 year olds. Ask older children about their favourite authors - as long as the book is developmentally and emotionally appropriate for all children in a group you can respond to their interests. For example, many OSHC care givers are battling with the Pokemon craze - cash in on their interest and share the Pokemon books with them, discussing the positive aspects. The same stands for any current craze.

Your local library will probably have recommendations of books for reluctant readers including interesting/exciting junior fiction, junior non-fiction comics and graphic novels, picture books, puzzle books and audio-cassettes. OSHC is a non-judgemental environment where the enjoyment of book sharing can flourish.

WHAT: CHOOSING BOOKS FOR SHARING

Principles

The main principles in choosing good quality books are:

- ⦿ is it fun and enjoyable?
- ⦿ is it developmentally appropriate?
- ⦿ is it visually stimulating (clear and bright pictures, not too busy)?
- ⦿ is it relevant?
- ⦿ does it reflect the children's interests?

By relevant, does it reflect and validate the children's experiences? For example, 'Jessie Goes to Family Day Care' is a great book for family day carers to invest in. There is an extensive range of quality children's books on many diverse topics including siblings, family separations, grief/loss and diversity (cultural and linguistic).

Relate books to the programme to reflect their experiences. If children have a particular interest, source books on that topic. Or make your own - if a child has a fascination with motor-bikes, compile your own simple books with photographs from magazines. It is especially beneficial to identify the interests of a child with special needs and target that interest with appropriate books.

Resource Listings

There are many, many reading lists that recommend good quality children's books - a few are referenced at the end of this article. Supplement your purchases with trips to the local library (inter-library loans will get specific books you request - whatever your area.) Ask the children to bring in their own favourite books and read them.

The choice of book can have a great influence on children's prosocial or moral development. Hearing stories about, and then discussing, models for caring behaviour helps create more considerate children. Similarly there are a wide variety of books that address disability - either on an informative or inclusionary basis, where a character just happens to have a disability but it is not particularly mentioned in the text. Using these books can help to inform children, raise discussion of issues and ultimately affect their attitudes⁶.

⁶ See the Resource Listings at the end of this article.

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BOOK SHARING : WHERE AND WHEN

Everywhere and any time if possible - it is not just for one prescribed time a day or when everything else is finished. If you see a child reading, remember that the best possible acknowledgment of valued behaviour is your attention, so sit with them.

Allowing children access to, and teaching the value of books

If possible after book sharing, place the book somewhere where the children can look at it. Children model their attitudes on ours so if we treat books as valuable and precious items, so will they. Teach by example that books are special and they have a special place 'we use clean hands, we are gentle with them - turn the pages carefully'.⁷ The same goes for book sharing. Both children and co-workers need to know that we think it is a really important and special activity and distractions and interruptions should not take occur.

We can further value books by making our book corner/library a 'special and wonderful' place. Spend time in there yourself, acknowledging any child seen reading by giving them your attention. Rotate books regularly and link in with programme topics or activities. Book corner can also contain books made by the children - anything with photographs of themselves will be popular! Visit your local library and make a special thing of introducing new books and talking about them. Books can be 'everywhere' if specific ones are placed near the equipment they relate to, for example, house theme books in the home corner, animal books in the animal box and so on. This will help stimulate imaginative play as children re-enact stories.

When not to book share

There may well be occasions when you're not prepared for book sharing - you have no book or feel stressed. Perhaps the children are unsettled or you've run out of time. Rather than rush, the following activities can be done in less time and with less preparation: finger plays, nursery rhymes, action rhymes, poetry, singing games, puppet/finger puppet, photos, surprise bag/box, tactile experience or relaxation.

HOW: GUIDELINES FOR PRACTICE

As each child and, therefore, each group of children is very individual so the following are just suggestions. You will know your children best. Suggestions are also given here for including children with specific disabilities⁸.

Physical Placement and Group Size

Book sharing functions better in smaller groups, as the closeness of physical comfort and individual attention reinforces the pleasure and fun of reading aloud. If possible, split larger groups up. Have one group to each carer; or split the group up and repeat the session with each small group. Maybe have one session with a new book and a second session with an old favourite. Book sharing can then be tailored to individual children's needs or can become a voluntary exercise. If, during the day, you are able to give one-on-one attention, try reading a book to one, two or three children. Encourage children to share books with each other. In small group situations let them explore books on their own.

Let children get comfortable and if they want to lie down, and you have the space, that's OK. If space ownership problems arise, use mats, carpet squares, hoops, or squares or circles taped on the carpet to keep the children well spaced. This can also assist the child with limited self-control if they cannot sit on an adult's lap.

It may seem a lot easier to leave a child in a wheelchair during a mat session, but this is not true participation. They are best seated at the same level as other children as an integral part of the group⁹. This can be achieved by using a bean bag, although they usually have more appropriate low seating provided by their therapists.

Setting the Scene

Have a few simple rules on behaviour and remember to acknowledge desirable behaviours, e.g. 'You were all listening well today - you must have liked this story'.

Try to schedule book sharing sessions for the same time every day, or after the same activity - this is

⁷One strategy is to 'personalise' books. Like people, animals or loved toys they can be 'hurt' or 'sick' if ripped and will need to be mended (have a 'book doctor bag'). Similarly they can be lost, lonely or need some attention.

⁸Disability specific recommendations are taken from Gould & Sullivan *The Inclusive Early Childhood Classroom* (Chapter 2) op cit.

⁹Check first with the parents whether this is appropriate.

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especially important for the child who needs regular routine. Other strategies can also help. A child with autism, for example, may gain more from the story if extra visual cues, such as Compic symbols are used to reinforce the storyline. Similarly an activity schedule may help children with autism prepare for the need to sit quietly at book sharing time.

There are many transition activities that can help the move into book sharing.¹⁰ A finger play or activity can encourage stragglers and keep the other children entertained whilst waiting. This also can be a good activity for a child with developmental delay, in that they can successfully participate in this activity and then leave if they wish. For children with special needs, keep finger plays simple - this can mean whole hand and arm movement such as 'Grandmother's Spectacles', 'The Wheels on the Bus' or 'I'm a Little Teapot'. For a child with a vision impairment describe all actions and visual activities with clear, short descriptive statements. Let them put their hands on yours to get the idea or practise with them beforehand.

Introduce the book and author. Look at the cover and ask questions to see what they think it's about. Establish any connection between the book and the children, for example 'Have you been to the beach/ zoo?'

If someone has already read the book and looks likely to interrupt, have them come up and turn the pages or ask them if they can remember what will happen next.

Sharing the Story

Read the story beforehand, mark any areas you need to simplify and think of any props, finger plays or rhymes you may use to introduce. Don't forget children's attention span is still limited, so keep your session **short** and fun - edit if necessary.

You don't have to be world's greatest reader - mistakes don't matter - just enjoy and pass on your enthusiasm.

Similarly, you don't have to be the worlds greatest actor to bring drama into your stories. Try and vary

your voice, use different volumes, speed up in exciting bits, slow down in tense moments - draw out that suspense! Use whispering, chanting or make loud noises. Don't forget, **you** know which character is saying something because you're reading the book, but the children won't unless you use different voices - high or low is the easiest way to differentiate, or louder and quieter. Make funny sound effects with your tongue or lips. Children will love to hear you blowing raspberries!

To help hold the children's attention, hold the book so children can see the illustrations, but also incorporate music, movement, props and puppetry. Use finger plays, rhymes or sing (or if you're no Nellie Melba - chant!). Use of puppet or persona dolls can be great, especially if the toy is at their level of understanding. Let the children join in if it's a book they know well or a predictable book such as Julie Lacombe's 'Walking in the Jungle'. These activities help keep the FUN in reading for all children but are especially useful for keeping the attention of children with special needs.

The child with PDD/Autism may find the use of visual props, symbols, pictograms or signing within the story enables them to better process verbal information. These children may be sensitive to noise so keep noise levels down when they are participating, for example use quiet music, make the children whisper or sing in soft voices. The value of having more than one story time happening can assist here, as long as they attend the same one every day.

Book sharing **can** be a large group of children silently listening to someone read a story with no interruptions - but it really shouldn't be. Questioning, laughing children are having FUN and learning the love of books. If you're not comfortable with this, maybe your group size is too large and you're concerned more with control than with sharing the story. Practice some of these suggestions with short, simple books with small groups of 2 to 3 children on a voluntary basis. Just sit down and read a book and they'll come to you. Then when you're more confident, move to slightly larger groups.

¹⁰ See books such as Feldman J (1995) *Transition Time* Gryphon House, Maryland USA

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Use music bells for a Christmas story or, if it's a story about fishes, each child can make a paper fish beforehand and all put it in a fish bowl. If it's a story about a game of snowballs, make snowballs out of scrunched newspaper and throw them into the middle at a certain time or phrase in the book - I guarantee you will have them hanging off your every word!

plot/character, anything we didn't follow, bits we liked etc.

The final word on interactions must go to Trelease who quotes the Chinese adage:

'Tell me and I forget. Show me and I remember. Involve me and I understand.' The more the child is involved in the reading process, the more he will understand.'¹²

Interactions

Book sharing is definitely a two way process and if encouraged, children generally have a lot to say and ask about any book. This is another reason why smaller group sizes are preferable. Try not to think of interactions as interruptions - think them more as learning in action. Deal with brief questions or comments as you go along, or encourage comments at the end of each page or section. Come back to more complex issues at the end of the book or session.

'It is not only the presence of reading material and a story time routine but also the amount of verbal interaction between adult and child during story reading that influences and shapes early development'¹¹

Your questions and comments will direct the children's thinking and should not just be a test of what happened but more open-ended questions that encourage reflection. 'I wonder what's going to happen next?' (predicting), 'Do you think that was a good idea?' (projecting and analysing), 'Who does she look like now?' (analysing), 'How do you think he feels now?' (empathising), 'What would you do?' (projecting) and 'I wonder why that happened?' (analysing). By using 'I wonder' questions you are modelling an interpretive reader.

Don't forget to give the children plenty of time to respond. Children will need a couple of seconds longer to reason some things out, so don't rush their answers. This two way process of communication gives you an insight into your children's thinking and concerns. But do keep interactions fun and try to not let them take over from the story. One way to achieve this is to keep discussions until after the book is finished, at the end of stages or pages, or for repeat readings. This is after all what we ourselves do at a movie - have a chat afterwards to discuss

Disruptions

For the odd occasion when a child or children are not able to settle and enjoy your book sharing sessions, consider the following points.

- ⦿ Is the group size too big? Is there any way you can decrease it's size?
- ⦿ Is the time of day right. A quieter time may be better.
- ⦿ Is your book sharing fun/interesting enough?
- ⦿ Could you choose something to really whet the children's interest?
- ⦿ Do you need to look at your transition to book sharing?
- ⦿ Can the children all see the book or hear you? (maybe move them closer to you).
- ⦿ Would sitting some children apart, or maybe together around an adult helper or older child, help?
- ⦿ If a child's energy levels are too high, would a fidget toy help?
- ⦿ If all else fails, let a child leave the group and to do a quiet activity elsewhere. Later you may be able to spend some time with them.
- ⦿ Try to ignore any negative behaviour and acknowledge positive behaviour when appropriate.

Extending Book Sharing

Extending a story into other parts of the programme can be very successful. As children's learning in early childhood is about making connections, the learning does not stop at the end of the story. Refer to the story throughout the day drawing connections to the day's events to remind and reinforce. Encourage dramatic re-enactment. Ensure that toys that relate to the story are available. Build something or draw something in art, sing a song or

¹¹Lennox S (1995) Sharing books with children *Australian Journal of Early Childhood (Language and Literacy)* Vol 20, No 1, March 1995

¹²Trelease J (1989) *The New Read-Aloud Handbook* Penguin Books New York USA

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do a rhyme that relates to the story.¹³

However, story extension **doesn't have to happen**. A story can just be shared and then not extended into other areas. The story can, and should be able to, stand alone. Take a cue from the children. Usually however, try to link, to introduce or round off a story with a brief finger play or similar.

Parents

As Child Care givers we have a vital role in early childhood education, but we are definitely not there to replace parents. The one-on-one attention of loved family and friends can complement the value Child Care places on books and book sharing. Communicate this love of books to parents. Use your newsletters or notice boards to urge and encourage them to book share. Draw parents' attention to 'book sharing' books.¹⁴ Make sure they know how important male 'reading' role models are for children, especially boys. Let parents know the books you are currently reading in your programme and make connections with your local library. They will have information you can display on your notice board or give to parents.

CONCLUSION

'...forget the flashcards and the alphabet. Concentrate on song, finger play and the association of loving physical contact with stories told and books read aloud. Make sure ... books are freely available and enjoyed by adults too, not just prescribed medicine for children. I would have stacks of picture books ... and would read aloud whenever a moment could be seized from the daily routine.'¹⁵

RESOURCE LISTING REFERENCES

Contact your local library or RUCSN for listings of good quality children's books. The following listings are available from RUCSN, together with a listing of book sharing resources available in the RUCSN library.

Matthews S (1993) *Growing readers : What to look for in children's books* Australian Early Childhood Association Resource Book Series.

(A useful booklet listing books by categories such as board books, everyday life, longer picture books, poetry, aboriginal stories etc.)

E Weitzman (1992) *Learning language and loving it*, Hanen Centre, Toronto Canada.

(Lists books appropriate for developmental stages from birth to 5 years of age.)

Lamme LL and McKinley L (1992) *Creating a Caring Classroom with Children's Literature* *Young Children*

(Contains suggested children's literature on caring for the: sick, less fortunate, special friends, neighbours, sad/bitter/grouchy, siblings, someone in distress, parents and grandparents, environment, animals)

Blaska J K and Lynch E C (1998) Is everyone included? Using children's literature to facilitate the understanding of disabilities. *Young Children, March 1998, pp 36-38.*

(A listing of ten books with abstracts. Two stories inform about specific disabilities (Cerebral Palsy and Spina Bifida) and the remaining eight are examples of inclusionary stories where the main character is either incidentally, or is revealed at the end to be a child with a disability.)

¹³ See the following books for ideas : Raines SC and Canady R J (1989) *Story S-t-r-e-t-c-h-e-r-s* Gryphon House, Maryland USA and *Story S-t-r-e-t-c-h-e-r-s II* (both available for loan from the RUCSN library).

¹⁴ Particularly good references for parents are Trelease J (1989) *The New Read-Aloud Handbook* Penguin Books New York USA and Barrs M and Ellis S (1998) *Reading Together Parents' Handbook* Walker Books London UK

¹⁵ Landsberg M (1988) *The World of Children's Books* Simon & Schuster London UK

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FURTHER READING AND RESOURCES

There is a RUCSN one-hour 'Roadshow' video also titled 'Focus on Language : Book Sharing' available for loan or purchase from the CHILD Australia library.

Gould P and Sullivan J (1998) *The inclusive early childhood classroom* : Easy ways to adapt learning centres for all children. Gryphon House, Beltsville Maryland USA.

Trelease J (1989) *The new read-aloud handbook*. Penguin Books, New York, USA. (NB: An Australian edition has also been published).

Weitzman E (1992) *Learning language and loving it : A guide to promoting children's social and language development in Early Childhood Settings* The Hanen Centre, Toronto Canada.

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For further information and advice, contact CHILD Australia.

5 Carson Road, Malaga WA 6090

Telephone: 08 9249 4333 ● Facsimile: 08 9249 4366

Email: admin@childaustralia.org.au ● Website: <http://www.childaustralia.org.au>

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