

Welcome to...

Developing a Reading Brain

A Read with Kelley Workshop
designed with Fabulous Parents in Mind

What Do Will You Do
To Set Your Child Up for Success
in School & Life?

How We Talk Matters

Every Opportunity

The First 3 years Make a Difference

700 Connections a Second

The **child's brain** grows as she or he sees, feels, tastes, smells and hears. Each time the **child** uses one of the senses, a neural connection is made in the **child's brain**. New experiences repeated many times help make new connections, which shape the way the **child** thinks, feels, behaves and learns now and in the future.

[Building Better Brains](#)

Play Your Way to Reading Success

Games that Make Reading Easier

Build My Brain

<https://app.coxcampus.org/#!/courses/categories>

Ready Rosie

Ready Rosie

0-9 Months

This Little Piggy

(Learning About His or Her Body and Gaining a Sense of Self)

9-18 Months

Bear Bath

(Imitation & Imagination Builds Language and Creative Thinking)

18-36 Months **Banana Phone**

(Symbolic Play, Flexible Thinking, Good Problem Solving)

Ready Rosie Matching Game

Why It's Important

Why is playing red light green light important?

Paying attention

Why is Peek-A-Boo a great game for infants?
Learning that things you can't see are still there.

Why is playing Simon Says important?

Helps you learn to follow instructions

Cox campus Read Right from the Start

Rhythm and Rhyme

Bounce a Ball

Hippity hop to the barber shop
To buy a stick of candy;
One for me and one for you
And one for sister Mandy.

Jump Rope

I like coffee, I like tea,
I like the boys and the boys like me.
Tell your mother to hold her tongue,
For she did the same when she was young.
Tell your father to do the same,
Fore he was the one who changed her name.

Tongue Twisters

Of all the saws I ever saw saw,
I never saw a saw saw like that saw saws.

Counting Out

One, two, three, four, five,
I caught a fish alive.

Six, seven, eight, nine, ten,
I let him go again.

Riddle

It has a head like a cat, feet like a cat,
A tail like a cat, but it isn't a cat.

kitten

Fingers and Toes

This little pig went to market,

This little pig stayed at home,

This little pig had roast beef,

This little pig had none,

This little pig cried, “Wee, wee, wee, I
want some!”

Banter

Good night

Sleep tight

Don't let the bedbugs bite.

Yes sir, no sir,

Maybe so, sir.

Link Rhymes

I went downtown
To see Mrs. Brown.
She gave me a nickel
To buy a pickle.
The pickle was sour,
She gave me a flower.
The flower was dead,
She gave me a thread.

The thread was thin,
She gave me a pin.
The pin was sharp,
She gave me a harp.
The harp began to sing
Minnie and Minnie
and a ha ha ha.

Fun Rhymes

I love you little,
I love you big,
I love you like
A little pig.

If you speak with and listen to children
they are more likely to become strong
readers.

If you don't,
they are more likely to become poor
readers.

Children whose parents talk with them
a lot are able to
process information more rapidly and
learn language more quickly as a result.

Anne Fernand (Stanford University psychologist)

Conversation Builds Background Knowledge & Vocabulary

It Makes all the Difference in Understanding

Icing a Cupcake

Wait until it cools

or

Icing will melt

Making Waffles

Whip the egg whites,
beat the eggs,
sift the flour,
fold the whites into the
egg mixture.

Give Yourself a \$100,000 Raise!

Well, sort of...

Early Childhood Experts Have Become Convinced that the amount and quality of conversation at home is part of the reason for the enduring gap in educational achievement between high- and low-income children

Effects of Background TV

1. Toddlers will “bop” from toy to toy
2. Slight but significant shortening of parent-to-child interaction
3. “Cocktail party effect”

7-10 month olds are in the language phase of segmenting speech.

Instead of hearing just sounds, they are learning to hear...“your toes are cute”.

If there is a lot of other noise around, it’s harder for them to focus on and segment what you are saying to them.

Source: Studies by Anderson, Pempek, & Kirkorian in mid-2000s; Evans et al, 2008; Rochelle Newman, 2006

American Academy of Pediatrics Recommendations

- 0-18 months, avoid use of screen media other than video-chatting.
- 18 to 24 months of age, parents who want to use videos should choose high-quality programming, and watch it with their children to help them understand what they're seeing.
- 2 to 5 years, limit screen use to 1 hour per day of high-quality programs. Parents should **co-view media with children** to help them understand what they are seeing and apply it to the world around them.

Print

- Books
- Signs

Mass

TV

Movies

Radio

Digital

- On demand
- Anytime
- Anywhere

Media

Interactive

Tap

Click

Swipe

Electronic

- Video
- Audio
- E-books

Social

- Text
- Facebook
- Instagram

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