

# Reading + Repetition = Language Development for Preschoolers

This session will introduce you to a unique style of learning that uses literature to reinforce rhyme, rhythm and repetition as a powerful tool for creating a language rich environment. We will elaborate on these 10 points relating to using repetition combined with literature for preschool children.

Presented by,  
Rae Lea Schaper  
Consultant, Teacher and  
Creator of Preschool Curriculums

161 Sunset Drive  
Inman, SC 29349  
Fax: 864-472-2981

PH: 877-470-5156  
[rae@readitonceagain.com](mailto:rae@readitonceagain.com)  
[www.readitonceagain.com](http://www.readitonceagain.com)

**1. Repetition supports brain development.**

During the formative years, a child's brain is especially active and wired to receive large amounts of new stimulation. The information travels down neural pathways to the brain. Every time information is repeated, the pathways thicken. The brain recognizes and keeps the thicker neural pathways containing repeated information. It is automatically conditioned to prune off the thinner pathways containing information that has not been repeated. The more often information is repeated, the more likely it is to be retained.

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. Children enjoy repeating favorite stories and songs.**

Preschoolers naturally go through a developmental phase where they request to have favorite stories, songs, games, or movies repeated.

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. Repetitious reading reinforces memory skills, sequencing skills and increases vocabulary.**

These three skills make a basic educational foundation that must be in place for all other learning to occur. This is similar to building a house. Both must have a solid foundation to support everything built upon it. Many of our preschoolers lack this solid foundation. Teachers can use literature combined with repetition to create a educational foundation so that preschoolers are equipped with the skills for learning that are necessary in kindergarten and first grade.

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4. Repeating stories and rhymes allow children to memorize familiar words and phrases.**

Repetitious reading not only increases language and vocabulary, but it also allows children to predict the story's outcome. Predicting rhyming words and phrases is an essential step in the process of learning to read and developing a positive attitude toward books and literature.

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5. Memorized reading allows children to become involved in the process of reading.**

Repeating familiar words and phrases is the first step to memorized reading. Memorized reading lays the groundwork for phonetic awareness and the actual reading of words represented in print. Memorized reading instills the desire to identify those familiar sounding words in print. This process motivates a child by first pretending to read the words in a familiar story and then accelerates the desire and curiosity to recognize additional printed words.

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**6. Memorized reading promotes positive independence.**

It is important to choose books with illustrations that prompt children to remember familiar words or phrases that correspond to the storyline on any particular page of the book. Using these visual cues, a child is able to retell a story without relying on an adult reader to be present. This satisfies the need for young children to express their independence in a positive way.

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**7. Repetition combined with rhyme and rhythm is a powerful tool for developing language skills.**

This presentation endorses *Mother Goose* rhymes as an excellent tool for developing language skills in the preschool setting. Here are some of the reasons that *Mother Goose* is so successful:

- Children enjoy *Mother Goose*
- Appeal to the humor level of young children
- Has colorful characters
- Increases interest and attention span
- Have simple story line
- Allows children to play with sounds and words
- Can be recited over and over without boredom
- *Mother Goose* rhymes satisfy a natural learning process
- Are familiar to parents
- Provide opportunities for drama
- Increases vocabulary
- Provide a variety of subject matter
- Improves memory skills
- Easy to remember
- Introduces rhyming concepts
- Usually set to music
- Combines rhyme and rhythm
- Enhances pre-reading concepts
- Teaches left to right sequencing skills
- Develops phonological skills
- Positive educational benefits

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**8. Repetitious reading promotes the love of books and the enjoyment of reading.**

Reading is a skill that is necessary for higher forms of learning. Providing repetitious reading during the preschool years instills the love of books, reading and literature at an early age. Statistics prove that the younger the children acquire a love of books and reading, the more likely it is that a positive attitude will follow them throughout their educational experiences.

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**9. Literary units that reinforce repetition help to involve the parents in the process of learning and reading.**

Parents are the best teachers for preschool children. Learning is most effective when parents reinforce the same goals and objectives as those used by the clinician during therapy. Using selected storybooks as a common teaching tool makes it easier for parents to provide language development in the home setting.

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**10. Literary units facilitate communication between home and school.**

Just as parents are necessary teachers in the home setting, it is also important that they be continually informed about their child's progress in the clinical or school setting. Using literary curriculum units make it easier to keep parents updated prior to parent-teacher conferences.

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Suggested Teaching Guidelines When Using Literary Units  
To  
Achieve Maximum Success

## Getting Started

- When teaching children ages four or younger, plan to allow at least three weeks to a month to complete this unit. Adjust time according to age and ability skills.
- Use the introductory letter to inform parents and caregivers of goals, objectives and concepts in this new unit. Weekly newsletters should be sent to update daily activities.
- Make use of *Mother Goose*. Reinforce rhyme, rhythm and repetition with finger plays and rhymes included with this unit.
- Include parents and caregivers as preparation partners. Preparation of fine motor activities and the tracing of easel paintings can be shared with teachers, assistants, volunteers and parents.

## Teacher Tips

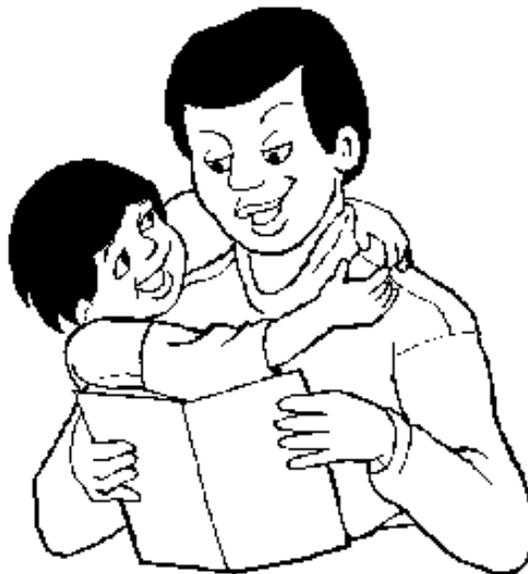
- Read or retell this story at a designated time each day.
- Enhance story time by using a variety of story telling methods such as:
  - Felt board or Velcro figures
  - Puppets
  - Dramatic story telling props (spider, fly, animals from the story, plastic and or puppets, spider web)
  - Music, finger plays, and games
  - Role-playing props (finger puppets, or other dramatic props)
- Emphasize teachable concepts as the story is being read.
- Use memorized reading to reinforce developing memory skills. Have your children predict and "fill in" familiar words and phrases used in the story.

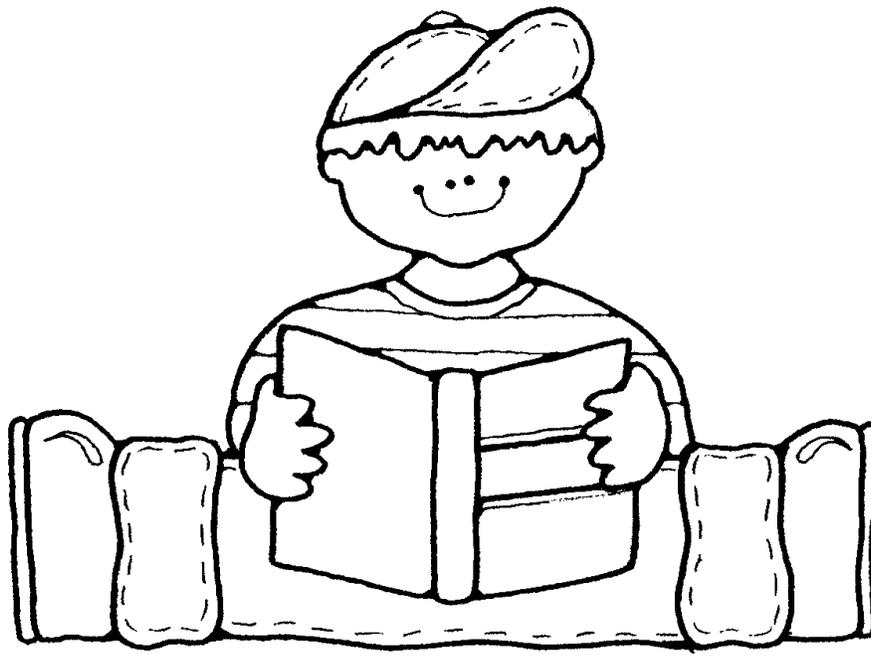
## Activities and Materials

- Offer fine motor art activities that incorporate reading readiness or language objectives. These activities can be carried out in a small group setting and completed projects should be sent home daily.
- Many small group activities can be tailored to meet the needs of each student within that group. For example, in a cutting and pasting exercise, one child with advanced cutting skills may be instructed to cut out each individual piece before pasting. Another child in the same group with limited cutting skills may be presented with precut pieces ready to be pasted. The outcome may be similar, but the process will be determined by the needs of the child.
- Children with language processing disorders require visual cues in addition to auditory directions in order to complete fine motor projects. Children find a prepared sample with visual step-by-step instructions very helpful.
- Allow the child to use gross and fine motor skills to paint large characters and objects from the story. Sulfite paper 18"X24" is durable and will not rip easily while painting at an easel.
- Use bold, vivid, primary colors. This applies to choices in paint, construction paper, crayons and markers. The use of basic primary colors helps to reinforce color recognition.
- Display painted characters and objects around the classroom as they are completed.
- Identify each child's painting by printing the appropriate name in large block print on the front of the painting.
- Group similar painted characters and objects together. (i.e. all spiders together, all horses together, all cows together) Grouping similar objects will help children in the beginning stages of visual organization.

## Finishing Touches

- The key to success in this curriculum is providing each child with a copy of his/her own book at the end of the unit. The book should be exactly the same text and illustrations as the one used in the classroom.
- This book can be purchased or it can be the child's own classroom creation, but it is most important that each child has his/her own copy of the book to keep at home. The child's name and date should be included in each book to promote pride and ownership.
- Upon finishing the story unit, send home packets including: **The child's book**, painted characters, or objects, and all remaining unit projects. \* See activity suggestions in the fine motor section.
- An assessment letter should be included with the packet. It is the summary of the child's progress on the goals and objectives included in this unit. It is helpful to have two copies of each child's assessment, one for the teacher to keep for the child's academic records, and one for the parent or caregiver. \*See assessment letter found in the letter/assessment section.
- Encourage children to share books and the content of the packets with parents and caregivers. See "Read to Me" labels found in the fine motor section.





Read Me a Story.  
Please read it once more.  
I can learn from reading,  
And I'm not even four.

The words are in rhythm,  
And sometimes they rhyme.  
Say them over and over,  
**PLEASE,**  
Just one more time?

## Additional Notes