

# The Impact of COVID-19 on Early Childhood Reading Practices

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# Hello!

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# Overview of Research

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- During COVID-19, children were home; therefore, parents were solely responsible for teaching and caring for their children.
- Children benefit from read alouds with caregiver interactions.
  - Increase oral language skills
  - Increase in reading comprehension
  - Increase in vocabulary
  - Increase in motivation to read
- Research Questions:
  - Since parents were home more often with their children, were parents spending more quality time reading to their two-to-four-year-old children?

# Research Questions

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- Q1: Since parents were home more often with their children, were parents spending more quality time reading to their two-to-four-year-old children?
  - Quality time can be defined as reading developmentally appropriate books to children with undivided attention.
- Q2: Since parents were home more often with their two-to-four-year-old children, were parents reading more to their young children?
- Parents of pre-kindergarten students were surveyed to determine the answers to these questions.

# Research Results

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- Time spent reading with children prior to COVID-19 and during COVID-19 remained similar.
- Frequency of parents reading to their children increased.
- Quality of books remained the same.
- Parents sat next to child when reading, but reported that they had less time to ask questions about what they read.
- Parents disclosed that they were distracted during COVID which interrupted their quality reading time.
- Data indicated that parents knew the benefits of reading to their preschooler.

# Discussion Question

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What are your current reading practices with children at school and at home?



# Benefits of Reading Aloud

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- Positive impact on the whole child with lifelong advantages
- Increased cognitive development
- Increased language development and expressive language
- Opportunities to bond
- Increase in pre-reading skills and emergent literacy skills
- Reading aloud elicits questioning between caregivers and children
- Strengthen sound discrimination



# Benefits of Reading Aloud

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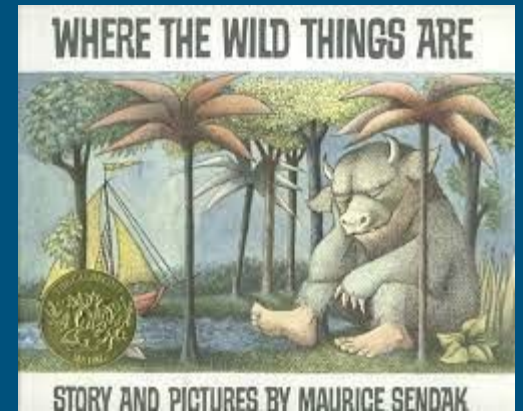
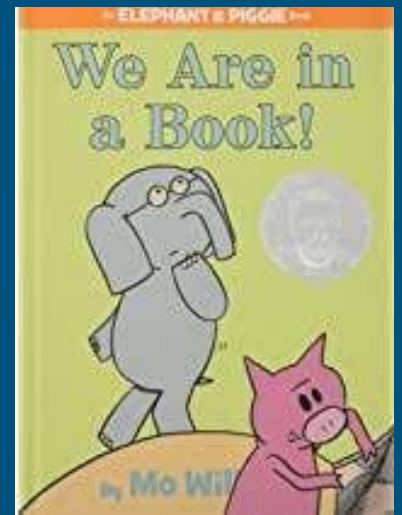
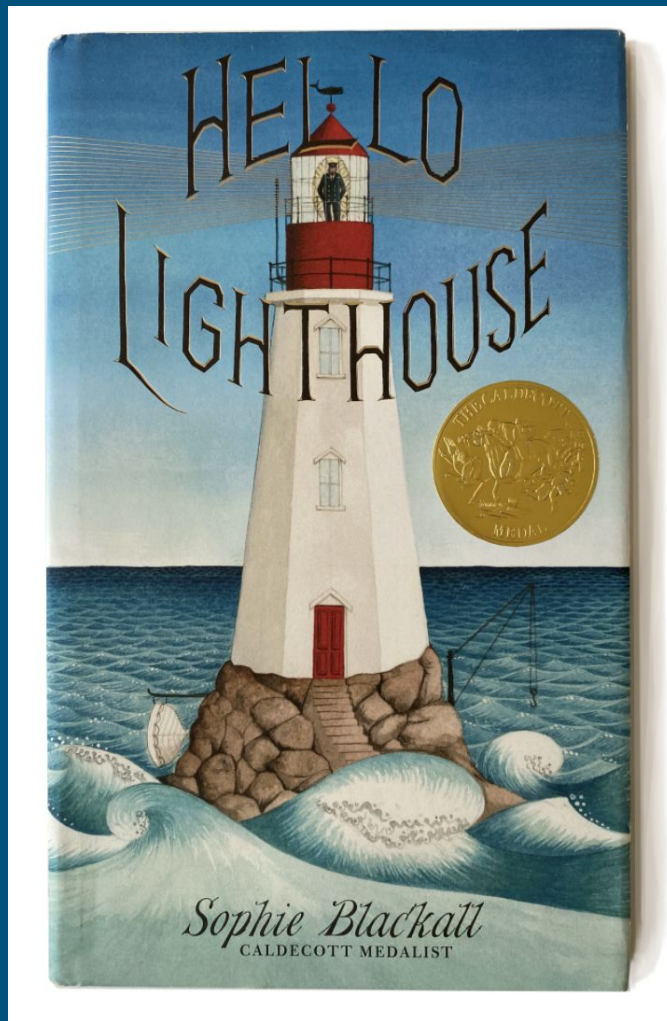
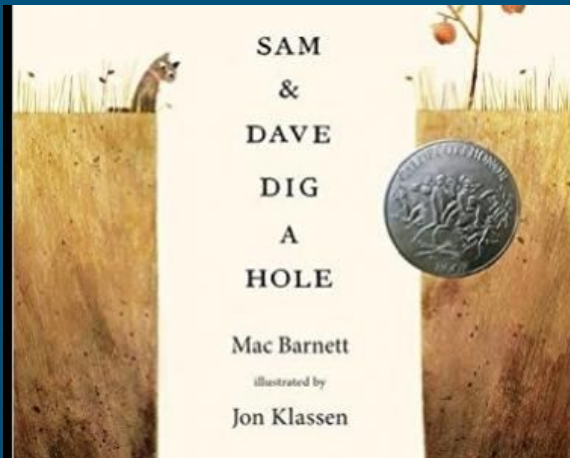
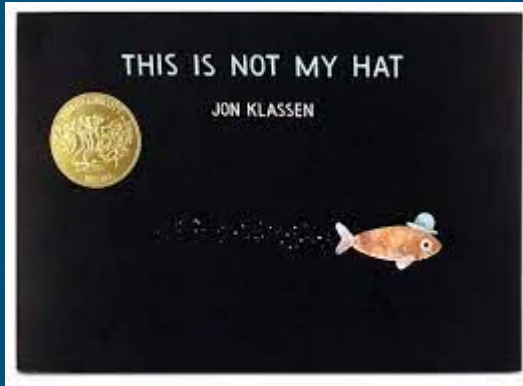
- Enables acquisition of phonemic awareness, syntax, and vocabulary
- Promotes brain development
- Supports mental imagery and narrative comprehension
- Serve and return exchange during read alouds stimulates executive attention
- Promotes the concept of print
- Enhances math skills
- Promotes social-emotional growth

# Discussion Questions

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1. What reading resources do you currently use?
2. What are your favorite children's books and why?





# Books for Read Alouds

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[Great Read Alouds for Preschoolers](#)

[Growing Book By Book](#)

[Brighter Day Press](#)

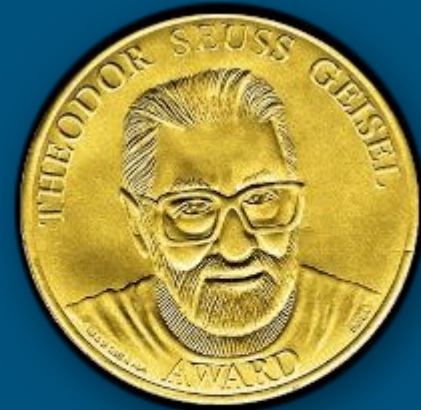
[Happily Ever Elephants](#)

[The Nerdy Book Club](#)

# Resources

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- [Great River Regional Library](#)
- [Dolly Parton's Imagination Library](#)
- [Reading Rockets Book Finder](#)
- [How to Choose Read Aloud Books: Babies to Third Graders](#)
- [Theodor Seuss Geisel Award](#)



# Free Ebooks



# Discussion Question

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What strategies do you use when reading a book to students/children?



# Interactive Reading Strategies to Promote Quality Reading

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- Review the book together by looking at the author, illustrator, and pictures.
- Talk about some words/vocabulary in the book.
- Ask questions prior to reading such as
  - What do you think this story is about?
  - Have you had this experience?
  - I wonder...
- Ask questions during reading such as
  - What do you think will happen next?
  - How do you think the main character feels?
  - What would you do?
- Ask questions after reading such as
  - Did you like the book?
  - What was your favorite part of the book?
- Discuss connections to other read alouds and the child's personal experiences.



# Discussion Question

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What questions would you ask before, during, and after reading?



# Effective Interactive Read Alouds

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- Read using expression
- Pause when necessary and diversify pace
- Point to pictures, words, and language patterns
- Help students to visualize the story
- Ask questions and promote discussion
- Share a variety of literature such as poems, stories, and informational books
- Encourage children to make inferences and provide explanations

# Reading Aloud: Teaching Vocabulary

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'Yesterday  
when I finished  
running, I was  
so tired I  
collapsed on  
my bed.'

# Effective Interactive Read Alouds

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- Teach vocabulary
- Encourage children to describe the illustrations
- Model good reading habits, and higher-order thinking strategies
- Choose stories that interest children
- Choose predictable stories with vibrant pictures, and interesting characters
- Allow students to recall the story and enjoy the concepts in the story
- Read the story again and make the book accessible so children can re-read the book independently.

# Modeling Read Alouds

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# Discussion Question

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What quality read aloud strategies do you use in the classroom or at home to promote interactive reading?



# References

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[The Impact of COVID-19 on Early Childhood Reading Practices](#)

[Hints on How to Read Aloud to a Group](#)

[Repeated Interactive Read Alouds in Preschool and Kindergarten](#)

[Print Awareness During Read Alouds](#)

[Book Locator Resources](#)

# Thank you!

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Links to our handout:

