

What kinds of picture books
evoke language from
preschoolers?

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Language around books

Interactions that encourage spontaneous, authentic responses to literature lead to expanded reasoning and support the development of early reading comprehension skills in children (Rosenblatt, 1978; Smolkin & Donovan, 2002).

The Preschool Study

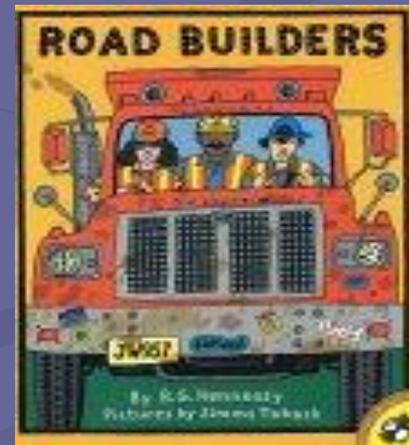
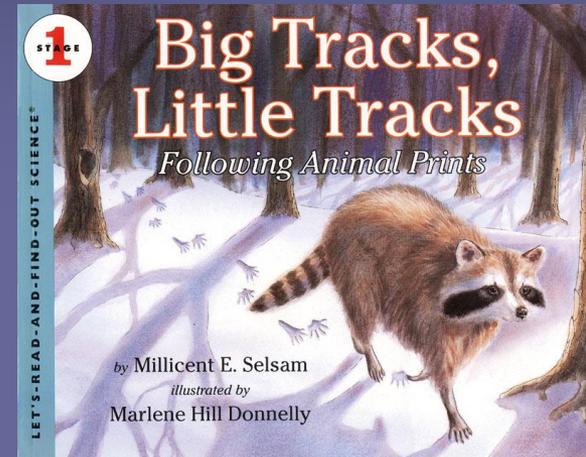
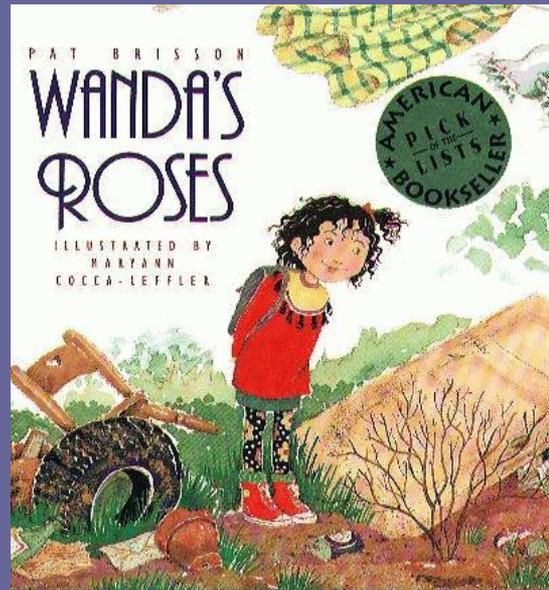
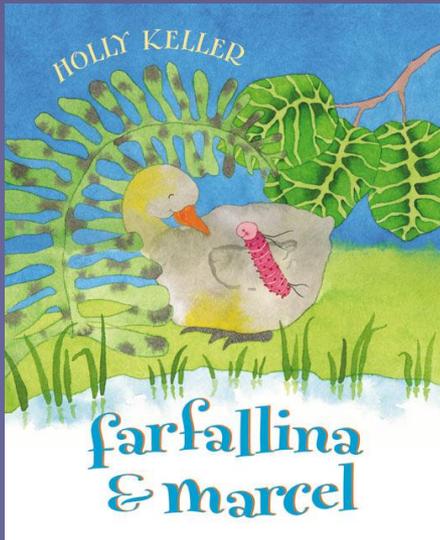
- One classroom teacher read all four books on four separate days at about the same time of day.
- Storybooks and information books were read aloud in alternating order.
- Children's spontaneous responses were audio-taped during the sessions.

Participants

Demographic characteristics

	N	(%)
Gender		
Boys	9	56.3
Girls	7	43.8
Age Group		
3-4.5 (class 1)	10	62.5
4.6-5.5 (class 2)	6	37.5
Mean Age (years)	4.4	

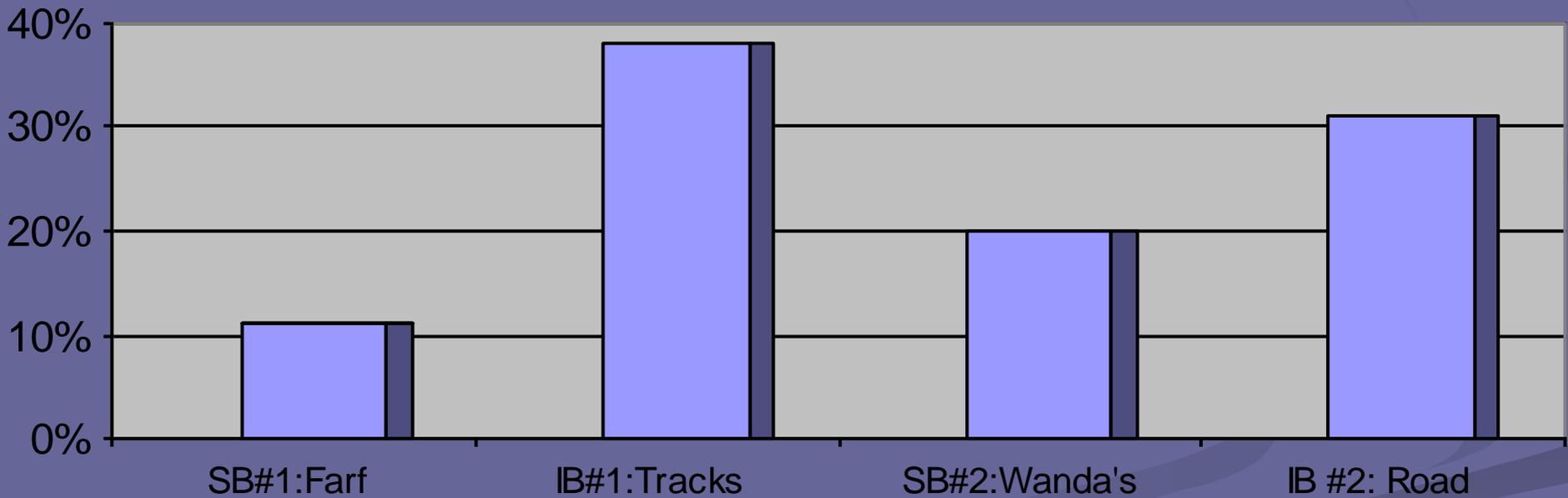
Picture Books Selected for This Study



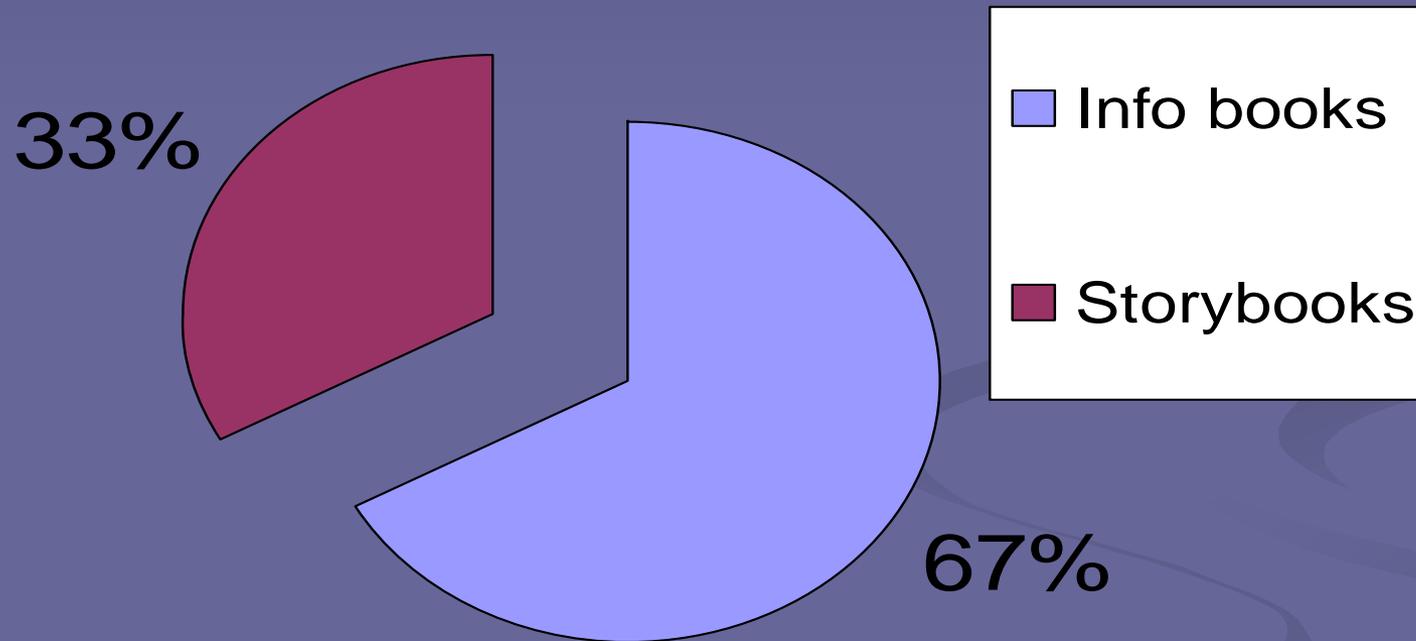
Research Question #1

When comparing information books and storybooks, are there significant differences between the *overall frequency of responses* by book type?

% Overall Responses by Book Title



Percentage of total responses by book type



Chi-square test: total frequencies

	Info	Story	Comb	Expect	Chi-square	P
■ Total	69	34	103	51.5	11.9	0.001*

Research Question #1

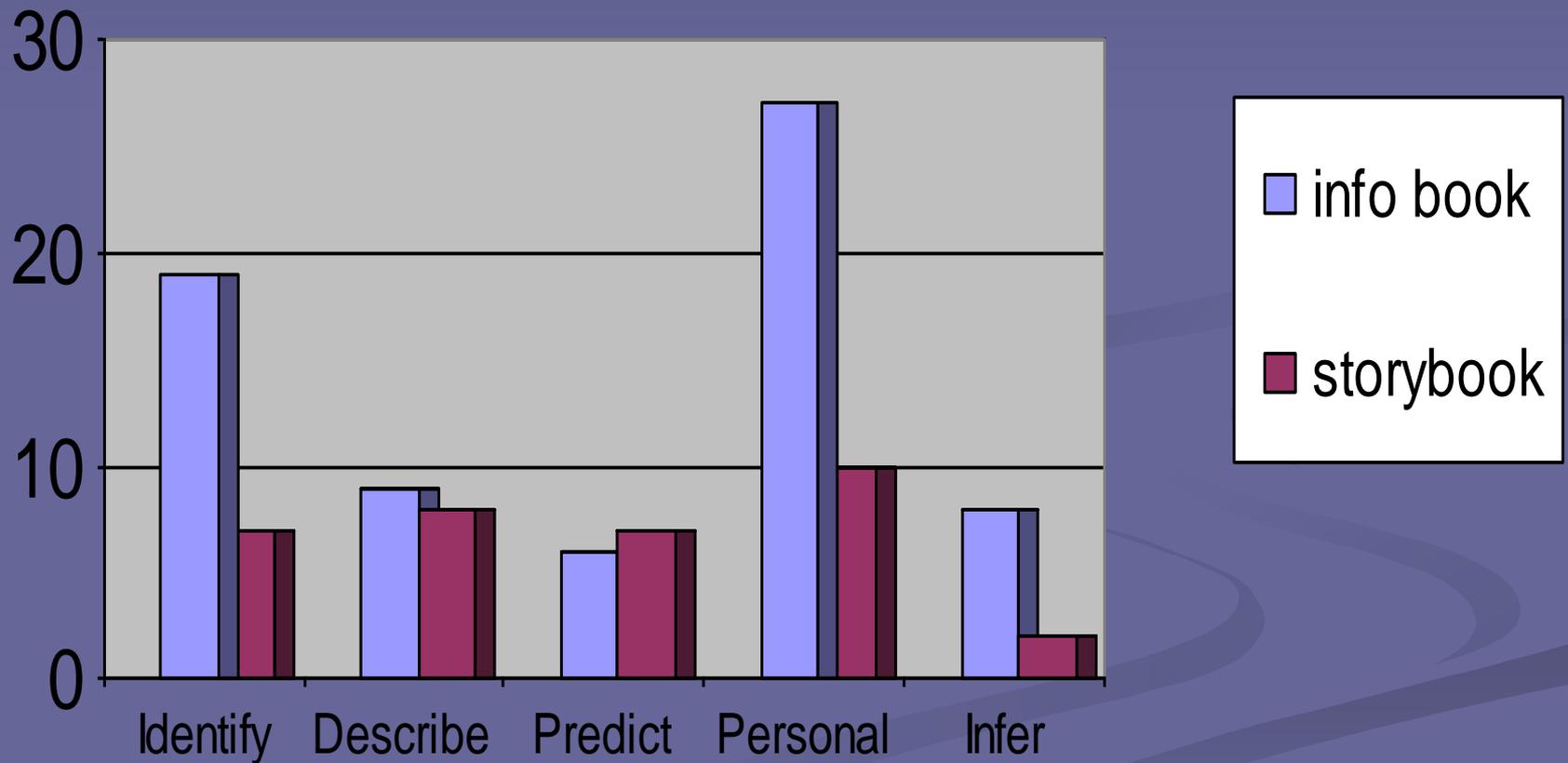
When comparing information books and storybooks, are there significant differences between the *overall frequency of responses* by book type?

Yes, information books received a significantly higher frequency of responses overall.

Research Question #2

When comparing information books and storybooks, are there significant differences between the *types of responses* that children offer?

Total Frequencies by Response Type/Book Type



Chi-square test: total frequencies

	Info	Story	Comb	Chi-square	P
Identify	19	7	26	5.540	0.019*
Describe	9	8	17	0.588	0.808
Predict	6	7	3	0.769	0.782
Personal	27	10	37	7.81	0.005*
Infer	8	2	10	3.6	0.058

Research Question #2

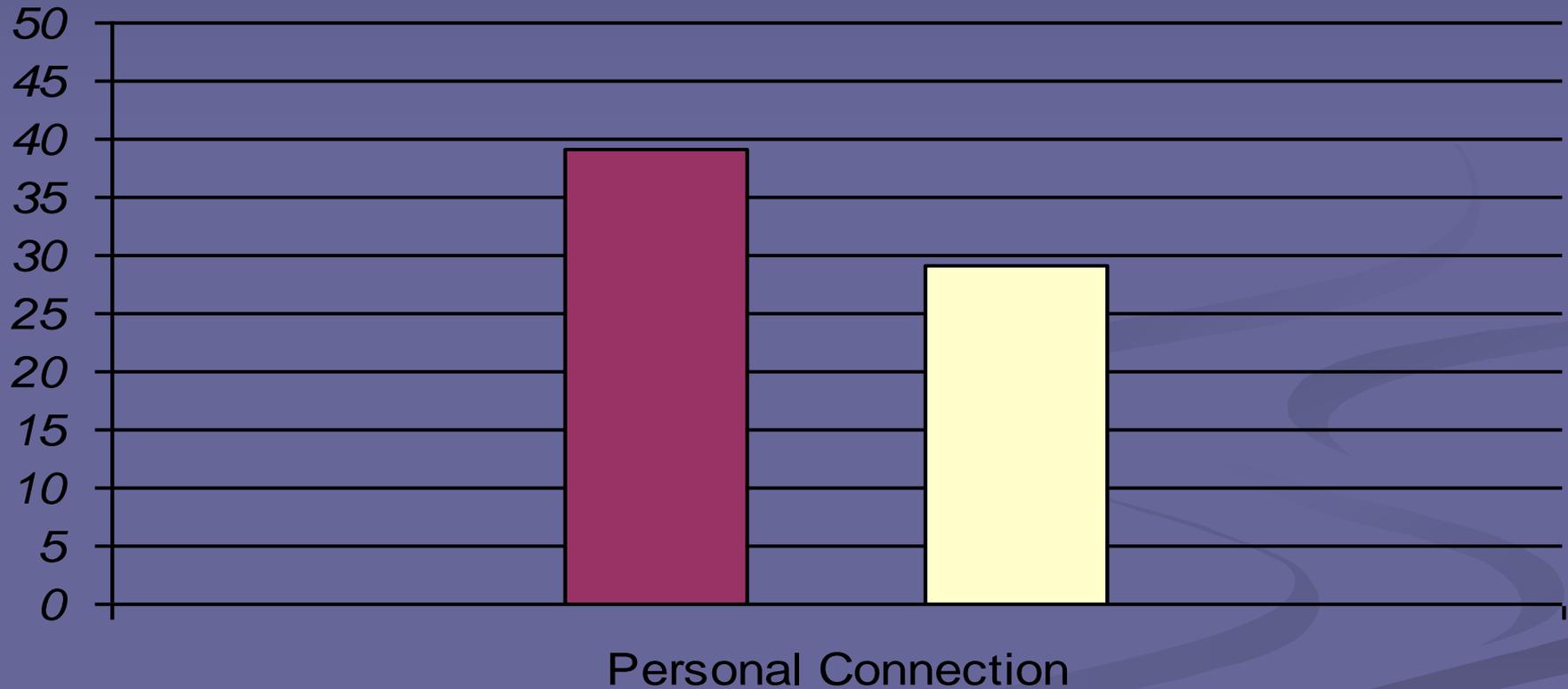
When comparing information books and storybooks, are there significant differences between the *types of responses* that children offer?

Yes, significant differences were found for Identify and Personal Connection responses when comparing book types. However, responses varied greatly between individual book titles.

Research Question #3

Do children make more *personal connections* in response to one type of book over another?

Personal Connections as a Percentage of Total Responses for each book type



■ % Info book responses □ % Storybook responses

Chi-square test: total frequencies

	Info	Story	Comb	Chi-square	P
Identify	19	7	26	5.540	0.019*
Describe	9	8	17	0.588	0.808
Predict	6	7	3	0.769	0.782
Personal	27	10	37	7.81	0.005*
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Total	69	34	103	11.9	0.001*

Research Question #3

Do children make more personal connections in response to one type of book over another?

- Yes, children made more personal connections in response to information books overall compared to storybooks.

Conclusions and Discussion

Conclusion #1

- ❖ Overall, children responded most frequently to information books when compared to storybooks.

This may suggest that children view information books as a source of information that they might be able to relate to their own lives, while possibly viewing storybooks as a source of entertainment to be “taken in” and enjoyed, similar to a movie or a performance that is typically unrelated to their everyday lives

Conclusion #2

- ❖ Personal connections were the leading type of response offered.

This finding may be a reflection of the desire of children, even at the youngest ages, to make texts relevant to their own lives.

(consistent with previous studies of Moschovaki & Meadows, 2005; Shine & Roser, 1999; Smolkin & Donovan, 2002)

Conclusion #3

- Information books showed a potential to evoke more language from children compared to storybooks.

This finding may be useful in considering ways to promote interactions around text, particularly for those with limited exposure to books or discussions around literature.

Conclusion #4

- Beyond personal connections, response patterns varied across books.

This finding confirms that children, even at the earliest ages, can detect differences in text and respond accordingly.

Implications for Read-alouds for Preschoolers

- Different types of text will evoke different types of interactions
- Information books may be a way to promote more conversations with children about their daily lives, interests, and curiosities.
- Storybooks still serve as a strong link to the earliest literacy encounters at home for the youngest children

- Questions... and...

Thank you!

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