

Using Books

ITERS-R Indicator	Why is this important?
<ul style="list-style-type: none"> At least <u>12</u> books (but no less than 2 for each child in the group) accessible <i>much of the day</i> <p>Definition: Much of the day – is associated with the children’s access to materials typically used indoors (books, art materials, and fine motor or dramatic play toys). It means that most of the time that any child is awake and able to play. No wait times or inactive times longer than 3 minutes. They must have access to materials for Much of the Day.*Observation note* If any child is prevented from reaching and using materials for a total of 20 minutes during the 3 – hour observation much of the day cannot be given credit.</p> <p>Definition: Accessible – children don’t have to ask the teacher to get/open materials.</p>	<ul style="list-style-type: none"> There should be at least 2-3 books per child available so that they can be used at the same time, if necessary. Children should have access to books throughout the day. Having them available during transition times helps cut down on the amount of time a child has to wait (for lunch, to go outside, etc.) Providing books (among other toys) also helps reduce behavioral problems during transition times because it gives the child something to do.
<ul style="list-style-type: none"> Books must be sturdy board books, vinyl, or fabric Books must be in good repair – no rips, pages missing etc. 	<ul style="list-style-type: none"> Because infants and toddlers put things into their mouths, books must be made of sturdy materials that won’t break down when wet. It is hard to follow the story if books are missing pages or ripped/torn.
<ul style="list-style-type: none"> Books must contain a wide selection including <ul style="list-style-type: none"> Familiar objects: Easily recognizable objects used at home and used in the classroom environment, during both routines and play Familiar routines: eating, sleeping, toileting, or dressing People: People of different races, ages, and gender Animals: Realistic pictures of animals Abilities: eyeglasses, hearing aids, wheelchair, crutches 	<ul style="list-style-type: none"> Having a wide variety of different topics of books available to children ensure that they have the opportunity to see pictures and hear stories about each of those topics. Although a book may fit in one or more category, all categories must be represented. Children learn about their world through books – familiar object, routines, animals, abilities, race, age, and gender are all important things to learn about!
<ul style="list-style-type: none"> Participation in listening to a story is encouraged but NOT required – a child who is not enjoying the story should be able to choose something else to do. 	<ul style="list-style-type: none"> Children at this age do not sit still for long! They should not be required to sit through an entire story if they aren’t interested. Their attention span isn’t long enough for detailed stories and by forcing them to sit through the story, you are more likely to encounter behavioral issues and make reading an unenjoyable activity for the child.
<ul style="list-style-type: none"> NO violent books – this includes almost all Disney books 	<ul style="list-style-type: none"> Books need to be a safe place for children to explore the world. They shouldn’t be scared or fearful of something they see or hear about in a book. A lot of modern Disney movies have scary story plots that might frighten young children.

<ul style="list-style-type: none">• Question observer will ask: Do you add to or change the books that are put out for the children to use? How often do you do this? What kinds of books are added?	<ul style="list-style-type: none">• It is important to rotate books weekly or monthly so children are exposed to a variety of different stories. Adding books related to the current theme enriches their experience. By adding new books, children can see new pictures, learn new things, and hear different words as they are being read to. These are all important for language development.
<ul style="list-style-type: none">• Staff read books daily with individuals or very small groups of interested children several times throughout the day.	<ul style="list-style-type: none">• It isn't enough to just have books available! Children need to hear the written words being spoken out loud so they connect that written words are the same as the words that are spoken to them.

SOURCE: *Infant/Toddler Environment Rating Scale (ITERS)*

