

A Choose to Read Ohio Toolkit

Use this toolkit to plan library programs as well as activities for the daycare, classroom, or family.

Meet Ohio author and illustrator Lindsay Ward and check out her other books for young children.

Discover connections to the Five Early Literacy Practices in easy extensions that can be done at home, school, or at the library.

Explore fun activities that align with Ohio's Early Learning and Development Standards.

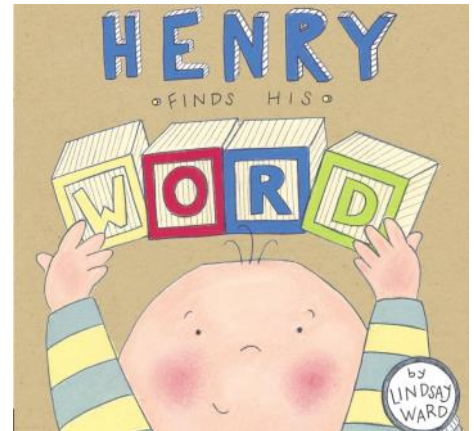
Henry Finds His Word

By Lindsay Ward



About the Book

Baby Henry is under a lot of pressure to say his first word. His parents are all excited about what it will be, but Henry doesn't see what the big deal is. He says things all the time, like "bbbghsh" and "boop," but no one seems to understand what he means. So, Henry decides that he better start searching for a word. Luckily, just when he needs it most, his first word comes looking for him. This picture book about learning to talk is perfect for new parents and big brothers and sisters. Watching Henry hit this developmental milestone is a treat, and new moms will melt when they find out what Henry's first word is.



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Leveled Reading: AD70 Lexile. [penguinrandomhouse.com/books/313363](https://www.penguinrandomhouse.com/books/313363)
Available as an ebook through the Ohio Digital Library: ohiodigitallibrary.com

Get Ready To Read!

Encouraging early literacy skill-building in young children.

Many of the activities in this toolkit incorporate **five early literacy practices**, everyday activities that help children get ready to read. These practices are:

Reading - Writing - Talking - Singing - Playing

Reading to and with children is the most effective way to support reading readiness. Reading aloud develops vocabulary and comprehension; builds familiarity and comfort with books; and is fun for adult and child.

Writing (or drawing and scribbling) helps children learn about print, letters, and vocabulary, and supports fine motor skills.

Talking helps children learn oral language – a critical early literacy skill – and also increases vocabulary and comprehension.

Singing slows language down so children can hear the different sounds that make up words, and develop vocabulary and phonological awareness.

Playing teaches children to think symbolically, practice self-expression, and put thoughts into words.

All of these practices lead to children being ready to learn how to read when they begin school.

Parents, teachers, and librarians can share these practices with children at home, in the classroom, or at the library. For more information, visit ohreadytoread.org.



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Additional biographical information provided by the Ohioana Library Association.

About the Author/Illustrator

Lindsay Ward is a cut paper artist, and the author and illustrator of picture books including *When Egg Met Blue*, *Please Bring Balloons*, *Henry Finds His Word*, *The Importance of Being Three*, and *Rosco vs. the Baby*. Forthcoming books include *Brobarians* and *Don't Forget Dexter*. Lindsay grew up in San Jose, California and received her BFA in Illustration from Syracuse University. Most days you can find her working in her studio at home in Peninsula, Ohio, just south of Cleveland, with her family: Frank, Jackson, and Sally.

Author/Illustrator Resources

Lindsay Ward's official website

lindsayward.com/books

Author/illustrator page on Penguin Random House website

penguinrandomhouse.com/authors/239191/lindsay-ward

Illustration Inspiration: Lindsay Ward (from The Children's Book Review)

thechildrensbookreview.com/weblog/2016/04/illustration-inspiration-lindsay-ward-author-illustrator-of-the-importance-of-being-three.html

For publicity and speaking engagement inquiries:

Contact Kaitlin Kneafsey at Penguin Young Readers, kkneafsey@penguinrandomhouse.com or 212-414-3464.

Talk about "firsts" in Henry's life and the lives of young readers

Go on a word hunt to **play** and to **read** and **write** as well!

Sing a song about Henry, to the tune of "BINGO".

Practice It!

Here are some fun ideas for extending the story to include the five practices.

Reading

When reading this book to your child, point out the words on the pages about what words look like. Lindsay Ward designed the appearance of these words to indicate what they mean: small, big, fuzzy, prickly, long, short. Read with emphasis and movement to "act out" the adjectives, like curling your body in for "small" and stretching your arms out for "big."

There are lots of books in this book! Point out the illustrations that include

books (title page, "bbbgsh" page, toy box page), or challenge your child to spot the books in the illustrations as you read. Your child's comfort with and enjoyment of books increases when she recognizes that books are a normal and important part of the environment.

Children who "read" the illustrations carefully will find some fun surprises! Henry's toy box features a book by Lindsay Ward. And, on the end papers (the pages just inside the front and back covers) are

many pictures of Henry, including two that will definitely make children giggle. Can you spot them?

Lindsay Ward offers a word search puzzle that includes most of the words (and the animal sounds and baby sounds) featured in the book. Download it from the **Henry Finds His Word** page of her website, lindsayward.com/books/henry-finds-his-word. Older children can enjoy hunting for and circling the hidden words.

Writing

Babies as young as Henry may be able to hold a crayon and scribble, and most children are scribbling by 14-18 months of age. Scribbling is a natural part of developing early skills for both writing and drawing. Share paper and crayons and give toddlers plenty of opportunities.

Encourage older children to create drawings based on their favorite pictures in **Henry Finds His Word**. Also, Lindsay Ward offers a free printable coloring page depicting Henry and his animal friends on the **Henry Finds His Word** page of her website, lindsayward.com/books/henry-finds-his-word.

Talking

In the beginning of the story, Henry's parents are very excited about their son's first word, and wonder what word it will be. Ask the children to predict what they think Henry's first word will be. At the end of the story, talk about whether anyone in the group guessed Henry's first word.

Ask the children, also, if they know what their own first word was, and how old they were at the time. Be careful that this does not become a competition! Share that babies start talking at different ages. Describe some other developmental achievements that babies make (sitting up, walking, holding a spoon, drinking from a cup). Can the children think of any other developmental milestones that babies experience?

Playing

It's time to go on a word hunt! On pieces of paper, write the words for objects, animals, and people that are mentioned in **Henry Finds His Word**. For example, on one piece of paper write the word "baby", on another write the word "dog", etc. Older children can participate in copying the words from the book. Then, have the children close their eyes and count to 20 (with adult assistance if necessary) while you hide each piece of paper nearby. Can the children find the hidden words? Together, read the words that the children found. Switch roles and have each child hide a word

while you close your eyes and count. When you find the words, reread them together and see how many words the children remember. This activity incorporates reading and writing as well as playing.

Singing

Henry Finds His Word is all about words. Write the word BINGO on a large sheet of paper or on cards, one per letter. Lead the group in singing the playful "BINGO" song ("There was a farmer had a dog..."), and clap along with each letter. Singing this fun song helps children understand the function of letters and how letters go together to make words.

You can also adapt the "BINGO" tune to be about the book:

*There was a baby
who found a word
And Henry was his name-o!
H-E-N-R-Y (3 times)
And Henry was his name-o!*

Babbling, Parentese, and Communication

If you work directly with infants, or with parents and caregivers of infants, a good practice for encouraging babies' vocalization is to babble right back at them! According to the Center for Early Literacy Learning, this practice "simply involves repeating your infant's babbling sounds as part of your everyday play with her. Your baby will learn that she can get you to respond to what she is saying."

Download the parent practice guide, "Babble On!" here: earlyliteracylearning.org/pgparents.php.

You will also find many other guides at this link that parents, caregivers, teachers, and librarians may use to provide their infants, toddlers, or preschoolers with fun and exciting literacy learning experiences.

Parentese is a term for the sing-song speech, often accompanied by exaggerated facial expressions, that adults use with infants. Parentese helps babies learn sounds and words and become familiar with back-and-forth communication. Watch this delightful video from PBS Parents to learn more: youtu.be/Vx3WxwNPlbA.

Tie It In!

Using this book with Ohio's Early Learning and Development Standards.

Educators: Here are examples of activities using *Henry Finds His Word* that align with Ohio's Early Learning and Development Standards at the Pre-Kindergarten level (3-5 years). Other standards may also apply.

Librarians, parents, and others: The Ohio Department of Education adopted Early Learning and Development Standards to describe key concepts and skills that young children develop during the birth-to-five year period. The purpose of these standards is to support the development and well-being of young children and to foster their learning. For more information, including the complete set of standards, follow this link to the Ohio Department of Education site: goo.gl/1IE0xp.

These activities are also great for library programs, family time, and playgroups.

Social and Emotional Development

Self – Awareness and Expression of Emotion. Henry expresses a range of emotions in response to his situation. As you read the book, ask the children what emotion Henry is feeling on each page. Why does Henry feel happy, angry, sad? Share different words to describe each emotion, and don't shy away from using "big words" like discouraged, perplexed, or content. Ask each child to identify and name the emotion that he or she is feeling right now.

Relationships – Empathy. As a follow-up to naming the emotions (above), engage the children in a conversation about why Henry feels angry, sad, or scared at certain points in the book. Point to clues in the text or pictures that indicate why Henry feels the way he does. Ask the children to consider what could be done to help Henry feel better.

Language and Literacy

Listening and Speaking – Expressive Language. While you are reading, ask the children to make predictions or ask questions about the events that take place in the book. It's fine to interrupt reading for a conversation! Prompt the children to describe experiences in their own lives that the story reminds them of.

Reading – Letter and Word Recognition. On the front cover of the book, Henry's name is written out in alphabet blocks. If you have access to alphabet blocks (or magnetic letters, or foam letters, etc.), use them to demonstrate the sounds associated with various letters. Set out the letters for the children to participate in free or guided play to explore the relationships between letters and sounds while you provide support and encouragement.

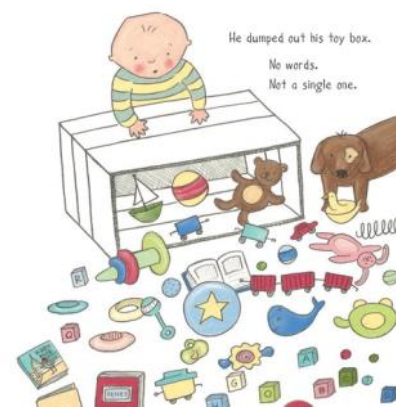
Cognition and General Knowledge

Cognitive Skills – Memory. Young readers of *Henry Finds His Word* have lots of "firsts" of their own to remember and celebrate. Have the children take turns recalling and describing something that each has done for the first time within the past year.

(Note: This activity also addresses the *History – Historical Thinking and Skills* standard.)

Number Sense – Number Sense and Counting. Henry has a lot of toys, and he dumps them all out of his toy box in an effort to find a word. Use this page of the book for some counting activities. How many blocks does Henry have? How many books? How many balls? Count each type of item aloud together. Alternately, print the numerals from 1-9 on a sheet of paper or flash cards, then ask the children to count the balls or blocks and point to the corresponding number.

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Choose to Read Ohio, a project of the State Library of Ohio the Ohioana Library Association, and the Ohio Center for the Book, encourages public libraries, schools, families, and others to build a community of readers and an appreciation of Ohio authors, illustrators, and literature. CTRO is adaptable for use in classrooms, libraries, bookstores, by book discussion groups, families, and other community groups.

Explore Choose to Read Ohio resources & toolkits: library.ohio.gov/ctro.

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