Evidence-based and child-friendly: Shared book reading with chants support young children's language and literacy development

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Author: Janet C. Richards  
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Studies indicate thoughtfully planned chants integrated with shared book reading help young children remember concepts and vocabulary they hear in literature, capture children's imagination, develop their rhyming acuity, and background knowledge, and increase their sense of story structure, understanding of story sequence, phonological awareness, auditory memory, and expressive language. In this article the author describes her participation with young children in a shared book reading session integrated with a chant she created to highlight the main story character. The author also explains how teachers can choose books appropriate for chant accompaniments. In addition, she shows how easy it is for teachers to create chants, and offers ideas to extend shared book reading with chants to include music, movement, visual art, and print text.

Young children's language and literacy development is highly correlated with their future school achievements (Strickland & Riley-Ayers, 200; Wasik, 2010). Therefore, early childhood teachers look for evidence-based pedagogical approaches to promote young children's language and literacy growth. Considerable research indicates thoughtfully planned chants can nurture young children's language and literacy progress (Bolduc, 2006; Bolduc & Montesinos-Gilet, 2005; Gromko, 2005; Lamb & Gregory, 1993). Chants are the rhythmic speaking of sounds, words, or rhymes in unison (Buchoff, 1994). A chant is any group of words recited with a lively predictable beat that typically follows a 1, 2, 3, 4 rhythm pattern with a stronger emphasis, or stress on certain words or syllables and less emphasis on other words or syllables (Forster, 2006). Chants usually contain lyrics with considerable repetition of words, phrases, and sentences (Graham, 2008).

Chants have long been recognized as "fun and child-friendly tools in both first and second language acquisition" (Forster, 2006, p. 63). Studies show lyrics in chants can help young children learn and remember concepts and words they hear in literature and encounter in print (Buchoff, 1994). Chants also capture children's imagination, develop their rhyming acuity, and background knowledge, and increase their sense of story structure, understanding of story sequence, phonological awareness, auditory memory, and expressive language (Bolduc & Montesinos-Gilet, 2005; Fisher, McDonald, & Strickland, 2001; Kouri, & Telander, 2008; Yopp, 1992). In addition, chants can serve as advance organizers (Ausubel, 1960) that provide opportunities for young children to pronounce unfamiliar vocabulary and anticipate information they will hear in children's literature (Neuman, 2006). Furthermore, repetitive language in chants helps children become familiar with the syntax of English (i.e., conventional order of words in sentences) (Graham, 2008). Moreover, chants provide additional linguistic reinforcement for hearing and vision impaired children, those with limited exposure to language experiences that supports vocabulary and children who have problems processing and remembering language (Kaderavek & Justice, 2000; Paquette & Rieg, 2008; Peregoy & Boyle, 2008; Register, 2001).

Shared Book Reading with Chants

In my former work as an early childhood teacher, I recognized my students enjoyed creating nonsense rhymes and playing with sound patterns and chants (e.g., see Christie, Enz, & Vukelich, 2011). They also liked to clap, hop, wiggle, and jump when they heard a catchy beat, or created their own...

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Why reading is important for babies and young children. Sharing stories, talking and singing every day helps your child's development in lots of ways. Reading and sharing stories can: help your child get to know sounds, words and language, and develop early literacy skills. Dual-language books are a great resource, and many children's books are published in two languages. If you speak a language other than English at home, reading dual-language books with your child might also help you become more familiar with English. Educational electronic books for supporting emergent literacy of kindergarteners at-risk for reading difficulties: What do we know so far? Computers in the Schools, 32(2), 105-121. doi: 10.1080/07380569.2015.1027868. Her total fascination for children's language development captures the reader in an enthusiastic and informed voyage through "the most exciting and important aspect of human development - language in the early years" - "Early Years." This is an excellent read for all parents and workers with young children. The style of the book is friendly and accessible, with beautifully produced photographs of children and indeed of their own work. Start your review of Developing Language and Literacy with Young Children. Write a review. Jun 18, 2017 Jesse rated it liked it - review of another edition. While books about anti-racism are trending on Goodreads and dominating the bestseller lists right now, some of our favorite Black authors are a Read more Parents' Role in Fostering Young Children's Learning and Language Development. Catherine S. Tamis-LeMonda, PhD, Eileen T. Rodriguez, PhD. New York University, USA. During the first years of life, children undergo major developmental changes across a range of domains. In particular, the entry into "formal language" is one of the most heralded achievements of early development. Language enables children to share meanings with others, and to participate in cultural learning in unprecedented ways. Talking and listening that support early literacy development of children from low-income families. In: Dickinson DK, ed. Bridges to literacy: Children, Families, and Schools. Cambridge, MA: Blackwell; 1994:19-40. Chall JS, Jacobs VA, Baldwin LE. • Emergent literacy is the reading and writing behaviors of young children that precede conventional literacy. • Invented spelling is the phonetic spelling used by young children who have begun to explore the graphophonemic system. This system progresses systematically and predictably. • Shared book experience is the transferring of the routines of the bedtime story to the classroom since it is known that many children learn to read from hearing the words and following along with the print. • "Whole language is a philosophy which refers to meaningful, real, and relevant teaching and learning. In whole language classrooms, the child and his needs are the basis and emphasis of instruction, instead of the teacher and the curriculum being the central components. Academic journal article Reading Improvement. Evidence-Based and Child-Friendly: Shared Book Reading with Chants Support Young Children's Language and Literacy Development. By Richards, Janet C. Read preview. Young children's language and literacy development is highly correlated with their future school achievements (Strickland & Riley-Ayers, 200; Wasik, 2010). Therefore, early childhood teachers look for evidence-based pedagogical approaches to promote young children's language and literacy growth. Considerable research indicates thoughtfully planned chants can nurture young children's language and literacy progress (Bolduc, 2006; Bolduc & Montesinos-Gilet, 2005; Gromko, 2005; Lamb & Gregory, 1993).