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Children's Use of Books During the School Day
and the

Home Literacy Environment

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Abstract

The purpose of this study was to gain an understanding of children looking at books in the reading area of the classroom and to see if there was a relationship with parents' reports of the home literacy environment. Data was collected in a Career Technical School's laboratory preschool using a participation checklist for child book engagement within the classroom and a parent survey of the home literacy environment. Specifically of interest was children's exposure to books as well as their interest in books while at home. The study found that the number of books at home did not have an impact on children choosing to look at books at school. Also, parents who reported that their child showed the greatest interest in books showed the least amount of interest in books at school.

Keywords: use of books, preschool environment, home literacy environment

The National Center for Education Statistics report that the reading achievement levels of Maine public school children are twenty-nine percent below basic reading level and sixty-four percent below proficient (National Center for Education Statistics [NCES], 2016). These percentages show a need to help our children. Research suggests that literacy begins at birth through the everyday social and cultural events that children are involved in (Barton & Hamilton, 2000).

Early childhood is a crucial time in the development of children's skills and abilities for later academic success. What preschool children have for literary skills-letter knowledge, receptive and expressive language- are the foundation for later reading and academic success (Baroody & Dobbs-Oates, 2011). Research has found that parent involvement is an important factor in children's school success (Jeynes, 2012; Senechal & LeFevre, 2002; Senechal & Young, 2008). While there are many ways that parent contribute to their children's learning Hindman and Morrison (2012) identified three areas of parenting as important factors to children's academic success: home learning environment (HLE); parental warmth, support, and expectations (WSE); and management and discipline of children's behaviors (MD). They defined HLE as material or interpersonal interactions that children have access to in the home that support their learning (Hindman & Morrison, 2012). Books increase children's vocabulary as children are exposed to words that are beyond their day to day routine and experiences. The shared book reading between parents and children support the language and literacy development of children in the form of oral language skills, knowledge of letters and sounds, and the understanding of print (Sim & Berthelsen, 2014).

The National Early Literacy Panel (NELP) began in 2002 with the express purpose of looking at research on early literacy development and how parents contribute to their children's

development. In 2008, the NELP report shared findings on varying factors which impact young children's early literacy skills. These factors included: shared-reading intervention; parent and home programs; preschool and kindergarten programs; and language enhancement intervention. The goal of the NELP panel is to contribute to decisions in educational policy and practices as well as literacy specific materials for parents as well as staff development. The report (2008) points out the need for further research on literacy development in all of the above mentioned intervention factors which impact early literacy development.

Research is continuously being done on literacy, and especially emergent literacy, which is defined as the skills, knowledge, and attitudes needed for later reading and writing skills (Whitehurst & Lonigan, 1998). The Maine Department of Education defines literacy as “the ability to construct and convey meaning for a variety of purposes through an array of contextual forms and symbols, including reading, writing, speaking, listening, and viewing” (State of Maine, 2016). Early literacy theories studies-Holdaway, 1979, 1990 and Neuman, 1999, (as cited in Hshin-hui, T., & Greer, R. D., 2006) agree that it is important to provide children with access to books in order to create positive literacy experiences.

Access to books is essential to developing basic reading skills, leads to longer and more frequent shared reading between parents and children, and produces increased enjoyment of books and improved attitude towards reading and academics (Hindman & Morrison, 2012; Neuman, 1999). Literacy research has shown the importance of a preschool environment and what should be included in a high quality program classroom (Guo, Justice, Kaderavek, & McGinty, 2012). A classroom library needs to be set up to encourage children to show interest and use the materials provided. Children's interest can be defined as children's enjoyment and frequency of engagement in literacy activities (Baroody & Dobbs-Oates, 2011). Deckner (2006)

suggests that reading interest is determined by parent reports, child report, and observations of interest shown by child-parent reading interactions. A 2015 study by Hume, Lonigan, and McQueen utilized multiple measures to determine the relationship between children's interest in literacy at school with parent literacy practices at home.

According to Bronfenbrenner's bioecological model of human development (1979) a child's development is impacted by the settings and interactions that he encounters (Berns, 2016). These systems put the child at the center. A child's microsystem is where the child has direct contact with others such as at home or at school. From birth children are immersed in language through their day to day interactions with the adults around them. These language skills provide the foundation for early learning experiences and lead to vocabulary development and early literacy development (Sloat, Letourneau, Joschko, Schryer, and Colpitts, 2015). Children's access to literacy materials, both fictional and informational texts, impacts their vocabulary skills as well as their phonological awareness (Baroody & Diamond, 2012). The mesosystem is when two or more of a child's microsystems interact, for example people at home and teachers at school (Berns, 2016). It is important for there to be communication between a child's teacher and the important family members that a child comes into contact on a regular basis. This open communication shows the child that all the adults in his life are important and want what is best for the child. All the adults have an impact on a child's learning both academically and emotionally.

While research continues to look at the tools needed for children to succeed academically, the focus of this study is on the relationship between literacy practices at home and children's interest in books at school. For this study interest is defined as enjoyment of and frequency of looking at books. The first question this research will address is on frequency of

children looking at books within the preschool environment. The second question will address the relationship between children use of books in the classroom with the home literacy environment as reported by parents.

Literature Review

Development in literacy begins before children attend formal schooling at the age of five. “The preparation and foundation for reading success is formed before children enter school” (National Reading Panel, 2000). The National Center for Education Statistics (NCES) reports to Congress each year on the condition of education. The 2016 report stated that 83 percent of families reported that someone read to their children- ages three to five, three or more times a week and 98 percent of the parents said that they taught their children letters and/or words (Kena et al., 2016). Three areas of literacy development in children will be discussed in this literature review: children’s interest-at home and at school, home learning environment, and the school-preschool environment.

Children’s Interest

During the early years children acquire the literary skills and knowledge that lead to their later academic success (Whitehurst & Lonigan, 1998). To achieve these skills children need the attitude, motivation, and interest to do activities that aid in their accomplishments of literary skills. The difficulty is there is not a definition of what constitutes interest as well as no single approach to measure it. A study in 2006 likened interest to children’s enjoyment of literary activities (Deckner, Adamson, & Bakerman, 2006). Other studies have defined interest as the frequency of engagement in literacy activities (Farver, Xu, & Lonigan, 2006) as well as those that include both enjoyment and frequency of activities as indicators of children’s interest (Bracken & Fischel, 2008). Children who enjoy literacy activities will most likely frequent them

more often, thus benefiting from them. Measuring interest in literary activities can include adult reporting, children's self-reporting, as well as observations of participation and engagement in activities in preschool (Baroody & Diamond, 2013). By understanding what constitutes children's interest and engagement in the home environment the preschool classroom can adjust or add appropriate activities which would help promote literacy development.

Home Learning Environment (HLE)

The home learning environment can be separated into two parts: *informal* and *formal literacy experiences*. When a parent or another adult reads to a child at home, the activity is what can be referred to as an informal literacy experience (Senechal & LeFevre, 2002). When reading books to children the main focus is on the message in the print. During shared book reading adults may expand on words and/or answer a child's questions about meanings of certain words. Research has shown that during this informal activity of exposure to storybooks a child's oral language development is enhanced (Sim & Berthelsen, 2014; & Whitehurst & Lonigan, 1998).

Formal literacy activities occur when parents focus more on the names and sounds of letters (Senechal & LeFevre, 2002). At Griffith University a longitudinal study expanded on Senechal's and Lefebvre's 2002 study (Hood, Conlon, & Andrews, 2008). The study examined the connection between early home literacy practices, children's emergent literacy skills, and resulting literacy skills of children three years later. The results showed that while storybook reading is a valuable activity, it is the more formal literacy teaching practices that parents engage in with their children that cultivate emergent literacy skills (Hood, Conlon, & Andrew, 2008).

In 2014 a review was done on an Australian study (Sim, 2012) which expanded on a 1998 study by Whitehurst & Lonigan on shared book reading by parents with young children (Sim & Berthelsen, 2014). There are two forms of shared reading that occurs in the home

between parents and their children. The two parts are dialogic reading (DR)-adult responses to children's questions, and print reinforcement (PR)-print terminology in terms of letters and words (Sim & Berthelsen, 2014). While there has been research done on PR in classrooms between early childhood teachers and children (Justice et al., 2010 & McGinty et al., 2011) the 2012 study done by Sim looked at shared reading strategies that parents did with their children at home. The study specifically looked at how dialogic reading with the addition of print reinforcement (DP + PR) impacted children's early language and literacy skills (Sim & Berthelsen, 2014). The findings of the Sim study supported the importance of shared reading in oral language development found in the 1998 study by Whitehurst & Lonigan. The new finding was that when parents added print referencing while reading their children's early literary skills improved (Sim & Berthelsen, 2014). The Sim (2012) study found that the literacy development that improved was related to expressive vocabulary, concepts about print, and rhyme awareness which helps children with phonological awareness (Sim & Berthelsen, 2014).

Jennifer Buckingham, Robyn Beaman, and Kevin Wheldall conducted a literature review in 2013. They looked at studies that have been done on the home learning environments of socio-economic disadvantaged families. The literature showed that a child's oral language development is highly influenced by the home learning environment (Buckingham, Beaman, & Wheldall, 2014). The review also stated that just being in a low socio-economic household did not determine children would be poor readers. Instead, the study said that if parents invest time in activities with their children around print and language, they would encourage the skills and knowledge needed for their children to become readers.

Preschool Environment

While not all children receive the needed guidance and skills to be successful in school, high quality programs can promote early literacy development in children (Buckingham, et al., 2014). The International Reading Association (IRA), in conjunction with the National Association for the Education of Young Children (NAEYC) in 1999 issued a position statement which emphasizes the importance of providing language and literacy experiences in programs for young children (IRA and NAEYC, 1999). Additionally, the National Reading Panel stated that “Preschool education plays a critical and significant role in promoting literacy, preventing reading difficulties, and preparing young children for kindergarten” (National Reading Panel, 2000).

The specific features of the physical literacy environment have been identified as being an important influence on children’s literacy development (Geo, et al., 2012). The environment includes the classroom layout, access to material, and range of literacy resources. The literacy environment, specifically the reading area, should be designed to encourage children to look at books. The reading area should be an alluring environment with a variety of books for children to choose from and comfortable chairs and/or cushions for them to sit on (Cunningham, 2009). Research has shown that children’s reading is related to their curiosity and play and is influenced by their imagination, interrelationships, friendships, and the appeal of the physical environment (Chou, Cheng, & Cheng, 2016; Jones & Brown, 2011).

While the physical environment itself is important, the psychological environment and literacy-focused interactions between adults and children is the important factor in children’s literacy development (Geo, et al., 2010). The quantity and quality of adult language (especially scaffolding) within an early childhood classroom has a positive impact on children’s oral

language development (Massey, 2013). By using storybooks as a starting point, teachers can provide children with opportunities to use vocabulary within conversations during play throughout the classroom. A print-rich environment, along with interactive conversation that is filled with educational content, aids children in their literacy development (Neuman, 2004).

A 2014 study supported previous research that children who attend highly quality literacy-rich environments showed greater academic gains in skills such as decoding and comprehension compared to children who did not have the same experiences (Pelatti, Piasta, Justice, & O'Connell, 2014). The study showed that children experienced different learning experiences across classrooms, as well as within the same classroom (Pelatti, et al., 2014).

In the present study, the goal is to determine the extent of the children's use of the reading area in the classroom. Unlike other studies the present study will not measure literacy development in terms of academic measures. Instead, this study will look at the relationship between the home environment, specifically the number of books available and children's interest in books, with children choosing to look at books at school.

Method

Participants

The present study involved children and their parents utilizing a convenience sampling. The site chosen was a laboratory nursery school in a New England Career Technical School. The researcher oversees the nursery school and is also the instructor for the high school students who are enrolled in the technical school. The high school students plan and implement activities for the children, and are under the direct supervision of the instructor. There are a total of 34 preschool children, age three to five, currently enrolled in the program. The children do not have to live in the same district where the technical school is located, but can instead reside in any of

the surrounding communities. Families are aware of the design of the program, are responsible for all transportation, and pay a nominal weekly fee. There is a morning and an afternoon class that runs four days a week for two-hour sessions each day.

Procedure for Data Collection

Ethical clearance and approval for this study was obtained from the Institutional Review Board at a New England university. The director of the Technical School was given a written letter about the study and gave written permission for the study to be conducted in the early childhood classroom. Letters with information about the study were sent home to the parents of the preschool children that are enrolled in the preschool program. All parents signed consent forms, both for their children to participate in the study as well as permission to have a survey sent home for them to complete. Mixed method instruments were used to collect data. The researcher was the only person collecting data of the children who look at books during the course of the school day. A parent survey was sent out by e-mail in the form of Survey Monkey with identifiable information protected. Thirty-two parents filled out and completed the survey. All children and parents' name were substituted with the same number so as to link them together.

Child measures within the classroom.

This study utilized a participation checklist to record one specific behavior; that of children who looked at books while in the reading area of the preschool classroom. If children entered the reading area to do an activity other than books-puppets, puzzles, or floor game, children were not documented on the checklist. The time of the days documented were: 1) upon arrival and before group time; 2) during activity time where there is free choice among all areas;

and 3) after snack when the only choices are books or puzzles. If children were told they could only look at books after snack, then no data was collected.

The only adult who documented behavior was the researcher. The study was conducted over a short period of time (21 days) and with children ages four and five. There was no distinction on why certain days, or certain times of the day, information was or was not recorded. The data does not include the total number of children present on days when data was recorded, nor who was present or why children were not present.

Along with the checklist, observations were done on whether children looked at books alone, with another child, or were being read to by an adult. Also documented was title of book chosen, how book was handled, and if child 'told' story out loud.

Parent measures at home.

Parents were sent home a 14 question survey via the Internet (Survey Monkey). The adapted survey (see Appendix) was used in a previous study on home literacy practices (Hood, Conlon, & Andrews, 2008). The adapted survey consisted of questions within four categories: 1) home environment (HE)-number of books in the home; 2) child's interest and interactions; 3) informal literacy activities; and 4) formal literacy activities. The first question, number of books in the home, encompassed eight options ranging from none to 91+ books.

Children's interest and interactions during story reading.

Children's interest on the home survey was determined by two questions. One question asked parents to report on the frequency their child asked to be read to with choices for responses being never, on occasion, daily, or several times per day. The second question was in regard to their child's interest in books compared to other inside activities. Responses were on a scale of one to five with one being like books the least and five being likes books the best.

Three questions on the parent survey determined dialogic reading where children did not passively listen while being read to, but instead interacted during the story. The questions were whether or not child pointed to or talked about pictures, did child ask about characters or events, and did child fill in words or lines from story before you read it. All response choices were (1) not currently, (2) occasionally, (3) a few times per story, and (4) very frequently during the story.

Informal activities.

Questions included the time spent reading to a child in terms of the frequency of reading to child, typical time of the day when reading occurs, and the number of books read per shared reading time. Parents were asked to fill in the data, instead of being provided with multiple choices.

Formal activities.

Although the present study did not examine whether specific literacy skills of children there were two questions included in the survey. The questions were whether parents taught letters and/or sounds during story reading and whether children asked about printed words found around them.

Data Analysis

This study was to determine if there was a relationship between children choosing to look at books at school with their exposure to books at home, as well as determining if the school environment needed to be enhanced to aid children in achieving the maximum benefit from having exposure to books at school. This study did not determine the reason why children use the book area; it only determined when and who used it. This study did not draw inferences between the responses of the parent survey as reason why children do or do not utilize the book area. The

results of this study are only applicable to the researcher's unique setting and cannot be generalized to other preschool programs.

Results

The focus of this study was to examine the relationship of children looking at books at school with their home literacy environment. Literacy is an important skill in the education of a child and this study's aim was to see how much literacy exposure was in the home environment and what impact, if any, it had on a child's choosing to look at books while at school.

Preschool Environment

Children have minimal activities to choose from when they first arrive at school. Children may draw, work on puzzles, play with table manipulatives, or look at books. During this time, which is approximately 15 minutes in duration, 32 children looked at books. The majority of the preschool day, approximately an hour in length, is called activity time. During this activity time all the areas within the classroom are open. The different areas include blocks, dramatic play, sensory tables, art, table manipulatives, and reading area. During the 21 days that data was collected, 47 children were observed looking at books. After snack, children who finished eating are able to look at books or do a puzzle while waiting for classmates to finish. During this time a total of 57 children looked at books and independently of adults. Data was only recorded when children were given a choice of the two activities. If children were only instructed to look at books after snack no data was recorded.

Home Learning Environment

The first question on parent survey was on the number of books in the household. All parents reported owning at least one book (see Appendix). The highest number of parents, at 28.1%, reported owning 91+ books. Five parents, 15.7%, reported that they had a range of one to

thirty books in their home. Eighteen parents chose the 31 to 90 range of books in the household, which encompassed the greatest total percentage at 56.3%.

Children’s interest and interactions during story reading

All children asked someone in the household to read to them, with 56.3% asking daily. In comparison to other indoor activities 3.1% of parents reported that their child likes books the least, while 9.4% reported that their child likes books the best.

Table 1 shows the results of child interactions, dialogic reading, during story time.

Table 1

Children Interacting During Story as Reported by Parents

Frequency	Points/Talks About Pictures	Ask Questions about Characters or Events	Fill in Words or Lines
Not Currently	6.3	3.1	9
On Occasion	12.5	31.3	37.5
Few Times	15.5	21.9	12.5
Frequently	65.6	43.8	40.6

Note: All data is in percentages.

Informal activities

All parents reported (see Appendix for all percentages) reading to their child, with 56.3% reading daily. Although bedtime, at 68%, was the prevalent answer for the designated time for reading, 28% of parents reported that they read to their child at various times during the day with 4% reported that they had no designated time for reading. Of the 32 parents that answered the survey the average hours they spent reading to their child was 6.13 hours per week with parents reading 2.75 books at one sitting.

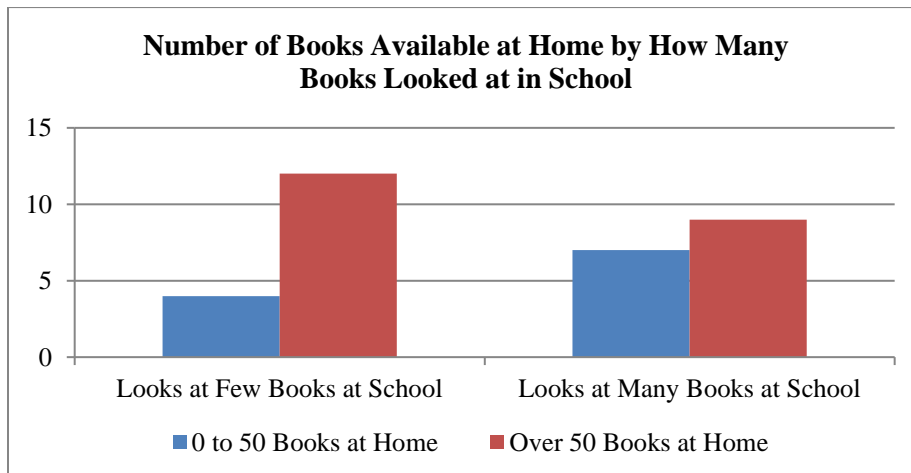
Formal activities

Parents were asked if they taught any letters or alphabet sounds while reading. Eight parents reported that they taught letter or alphabet sounds on occasion while reading with their child. Of the remaining 24 parents surveyed, they were evenly split with 12 parents teaching letters or alphabet sounds a few times per story, and 12 parents teaching letters or alphabet sounds very frequently during story.

Comparison between Preschool Environment and Home Environment

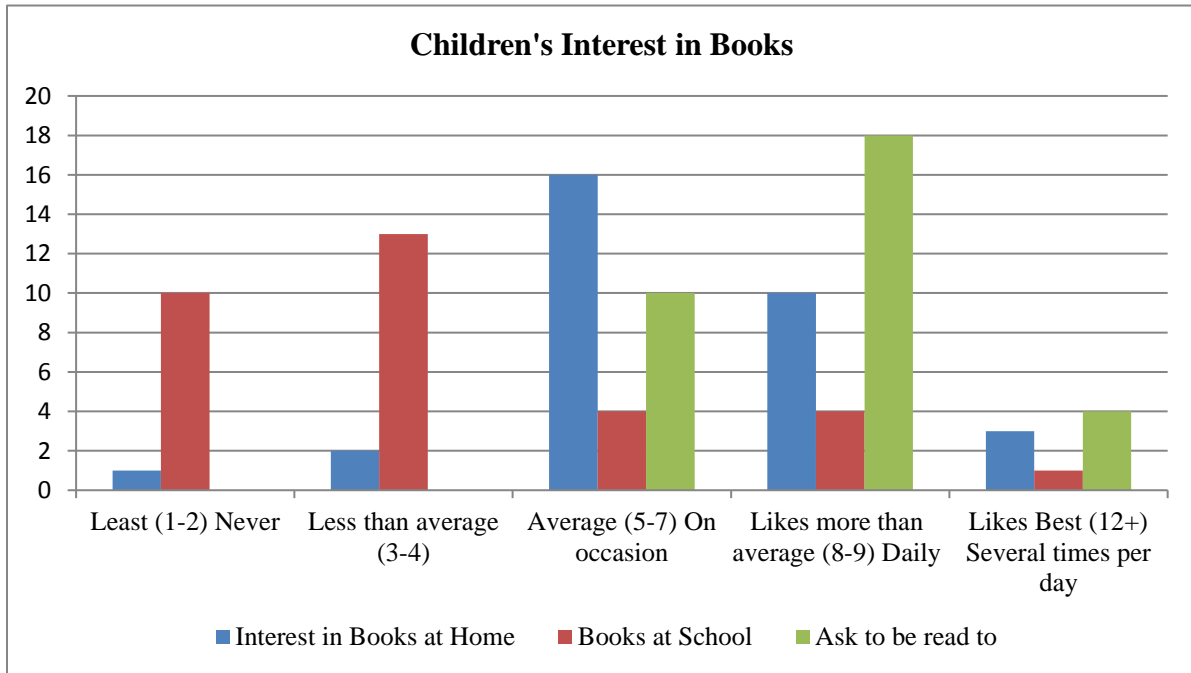
All 34 of the children looked at books at least one time during the study. The number of times children looked at books during the 21 days of documentation was a total of 38 times. The range of the number of times a child looked at a book was one to twelve with the mean being 3.98 times books looked at. Comparison between books looked at in school with the number of books available at home is shown in Figure 1. The Children that looked at books at school were divided into two groups. One group looked at few books (one to three books) and the second group looked at many books (four to twelve books). There were 16 children in each of the two groups. (Two parents did not fill out the survey so the data of their children looking at books at school is excluded from the figure.)

Figure 1



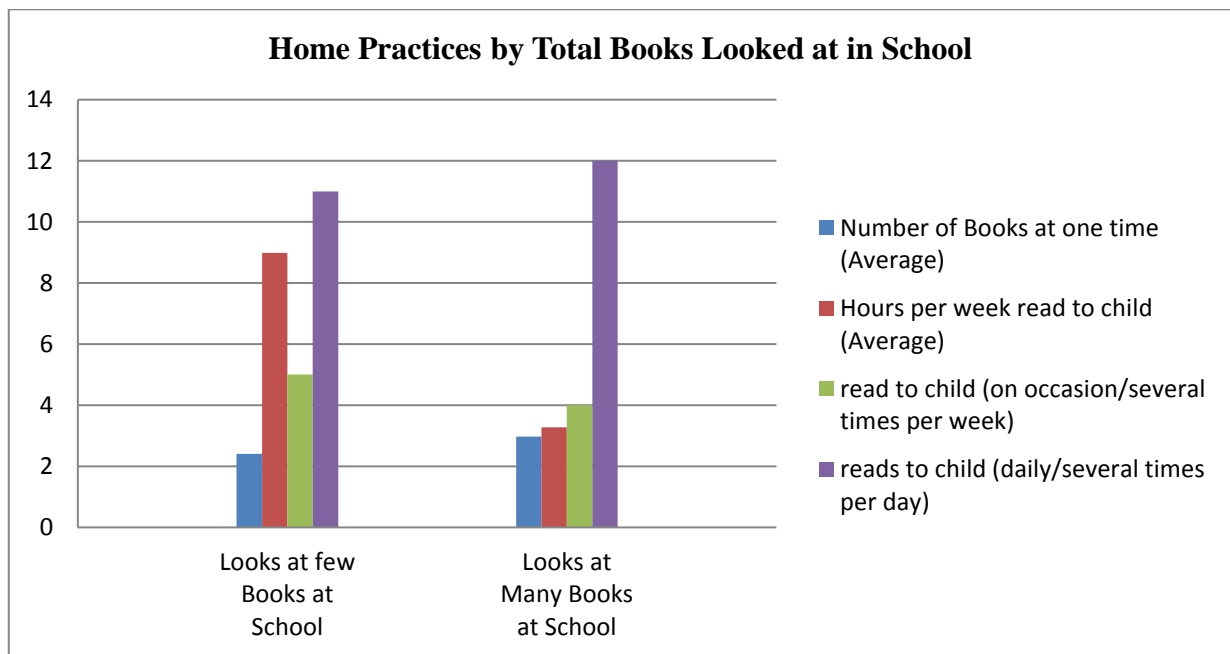
A second comparison, as shown in Figure 2, is between children who choose to look at books at school with parents' reports of children's interest in books at home. Children's interest in books at home was determined by two survey questions; 1) child asking to be read to and 2) child's interest in books compared to other indoor activities. Three parents reported that their child liked books the best and four said that their child asked to be read to several times per day, yet only one child looked at books 12 or more times while at school. The majority of parents, 18, reported that their child ask to be read to daily. Eleven children looked at books three to four times, which is similar to the results that two parents reported that their child has interest in books less than average.

Figure 2



A third and final comparison, as shown in Figure 3, is parent’s home practices around reading to their child with the total number of books children looked at in school. Home practices includes frequency of reading to child, hours per week reads to child, and number of books read at one sitting. Two groups were formed based on the number of books children looked at in school. Within the two groups the majority of parents reported that they read daily or several times per day to their child. There was not a significant difference between the groups of children looking at books at school. Also, the number of books typically read to in one sitting was similar between the two groups at 2.3 and 2.9 books. The largest discrepancy was the average number of hours parents reported reading to their child per week. The group of children that looked at books the least at school had parents that read an average of nine hours per week while the group of children that looked at books the most had only an average of three hours a week of being read to at home.

Figure 3



Discussion

The present study examined the extent to which children looked at books within the classroom during three specific times. Children looked at books a total of 38 times during the 21 days the study was conducted. There were 10 days documented of children looking at books after snack. During this period was when the greatest number of children (55) looked at books. These results are not surprising due to the fact that there are only two activities to choose from; look at books or complete books or complete a puzzle. Another reason for this expected result is that a child looking at books would probably not be alone in the area which may be a reason why child may not choose at other times.

Looking at books upon arrival revealed 12 occurrences within the 21 days of the study with a total number of 32 children looking at books. While this time showed the fewest number of children looking at books, the results do show that it is important to have books available for children to look at during all parts of the day.

The unexpected finding was the 16 occurrences of children looking at books during activity time since there are many different activities within the classroom for children to choose from. There were a total of 47 children that looked at books during this time. The observations of children, who choose to look at books during this time, while not reported in results, could be looked at to determine possible reasons for this data. Especially important could be whether or not an adult read to child, thereby providing attention to child. Would having more adults available to read to children increase looking at books?

The reading area has a variety of books to choose from and comfortable child-sized chairs to sit in, which Cunningham (2009) states are important elements in a reading area. Geo, et al (2012) states that access to materials and having a range of literacy resources are also

important aspects of the physical literacy environment. Therefore, a way to possible increase children looking at books would be to have books available to children throughout the classroom within all areas, including blocks and dramatic play. Parents reported (78%) that bedtime was the designated time for reading, which could possible impact children not wanting to look at books at school as they associate books with bedtime. By having a variety of books available throughout the classroom it would allow children to use books to aid in their play and maybe not have them associate books with bedtime.

The study done by Hood, Colon, and Andrew (2008) found that 75% of households had less than 50 books. While their findings were comparable to previous studies (Foy & Mann, 2003; & Senechal et al., 1998), the present study found different results with 65.66% of parents reported having more than 50 books at home. While children did look at books at school there was no relationship with the greater number of books in the home with looking at more books at school. In fact of the 65.66% parents reported having over 50 books; only 12 children looked at books one to three times during the course of the study. The frequency of parents reading to children (56.3% daily) was also consistent with previous study done by Hood, et al (2008).

Sixteen parents reported an average of 8.98 hours of reading per week and an average of 2.3 books per sitting yet their children looked at fewer books at school. All parents reported that they attempted to teach letters and/or sounds (dialogic reading) while reading to their children. While 88% of parents reported, which is surprisingly high, they engaged in this dialogic reading a few times or frequently during story, their children looked at fewer books at school. However, when these children did look at books they were observed talking about the pictures in the story while turning the pages of the book. This shows that even though the children looked at fewer books at school the home-school literacy connection was prevalent in their dialogic reading at

school. A study by Sim (2012) in Australia supported previous research on the fact that dialogic reading helps improve children's oral language skills. Also, results from a study done by Yeo, Ong, and Ng in 2014 found that home literacy activities were the strongest predictor of children's reading interest at school, yet that was not the results found in this study.

Children who interacted during story time by talking about the pictures, asked questions, and/or filled in words during the story, as reported by parents, showed no differences in the amount of times they spent looking at books at school.

While the focus of this study was to determine children's choice of looking at books over participating in other activities future investigations could include behaviors of children during whole group story time. What would the relationship be between children's behavior when teacher is reading with the home literacy environment?

A second area of interest is around interactive reading during story time at school. Would the results of children pointing to/ talking about pictures, asking questions about characters or events, and/or filling in words/lines during story time at school be the same as what parents reported on interactions that occurred at home?

Future Considerations

The reading area will continue to be an area that is welcoming and appealing to children as found relevant in research by Chou, Cheng, & Cheng (2016). While observations taken during this study did not pertain to the research question, these observations could be utilized to determine children's book preferences as well as provide information of types of books, fiction and nonfiction, that could be added to the area. Another consideration to help with children's exposures to books would be to have books available throughout the classroom. An example

would be to have books on bridges in the block area. A third consideration could be to have e-books available for children's use in the reading area as well as throughout the classroom.

Limitations of the Study

As with all studies, there were limitations to the current study. Limitations found in this study were the short duration of the study as well as the small sample size. Another limitation was the setting of the study itself. As the purpose of the preschool was for the training of high school students the preschool is not a true representation of programs that service children. A final limitation could be the information provided on the parent surveys. Many parents want to present their children and themselves in the most favorable light and may therefore exaggerate children's interest as well as their own literacy-promoting practices.

Conclusion

While this study was able to conclude the number of children who looked at books at a given time of day, the reasons for such still remain. Also, how the children interacted with the books was not clear as children's behaviors, while looking at books, was not thoroughly documented in the observations.

Many scenarios contribute to reasons why children choose to look at books instead of participating in other activities and not all of them were captured during this study. Other limitations with this study were the unique setting and the short time frame that it occurred.

Appendix

1) Estimate the number of children's books available in your household.

None		5) 31-50	18.8%
1-10	3.1%	6) 51-70	25%
11-20	6.3%	7) 71-90	12.5%
21-30	6.3%	8) 91+	28.1%

2) How often do you, or another member of your family, read to your child?

On occasion	9.4%
Several times per week	18.8%
Daily	56.3%
Several times per day	15.6%

3) Do you have a designated time for reading?

No special time	4%
Bedtime	68%
Various times throughout the day.	28%

4) On average, how many hours per week do you, or someone in your household, read to your child?

Range was 0-100 hours per week, with 6.13 hours read per week as the average.

5) How many books do you typically read at one setting?

Range was 0-5.5, with average books read at one time being 2.75 books

6) Does your child ask you, or someone in your household, to read to him/her?

Never	0%	Daily	56.3%
On occasion	31.3%	Several times per day	12.5%

7) In comparison to other indoor activities, how would you rate your child's interest in books?

Likes books the least:	3.1%
2	6.3%
3	50%
4	31.3%
Likes books the best:	9.4%

8) Does your child independently point to or talk about pictures when you read stories?

Not currently	6.3%
On occasion	12.5%
A few times per story	15.6%
Very frequently during story	65.6%

9) Does your child ask questions about characters or events during the story?

Not currently	3.1%
On occasion	31.3%
A few times per story	21.9%
Very frequently during story	43.8%

10) Does your child fill in words or lines from a story when reading with you? (When reading a book he/she knows well, says the next line or word before you read it.)

Not currently	9.4%
On occasion	37.5%
A few times per story	12.5%
Very frequently during story	40.6%

11) Do you attempt to teach letters of the alphabet and/or alphabet sounds when reading?

Not currently	0%
On occasion	25%
A few times per story	37.5%
Very frequently during story	37.5%

12) Does your child ask you what printed words say that they see around them? (ie. In stores or on signs.)

Not currently	6.3%
On occasion	28.1%
Daily	28.1%
Several times per day	37.5%

13) Does your child pretend to read the story in a book? (Such as sitting with a book and talking while looking at book and even turns pages as he/she goes along.)

Not currently	3.1%
On occasion	31.3%
A few times per week	28.1%
Daily	37.5%

14) Does your child make up stories and tell them?

Yes	81.3%
No	18.8%

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