A book reading intervention with preschool children who have limited vocabularies: The benefits of regular reading and dialogic reading.

Abstract

The authors examined the effects of storybook reading on the acquisition of vocabulary of 36 preschool children who had poor expressive vocabulary skills, averaging 13 months behind chronological age. The authors tested whether the beneficial effects of storybook reading would be greater when children were active participants as compared to children who participated in a regular shared book-reading situation. Book reading occurred in groups of eight children, and all children were exposed to the same books, read twice. The results of this study revealed that children with limited vocabularies learned new vocabulary from shared book-reading episodes. Children in the dialogic...
Activity schedules for children with autism: Teaching independent behavior, the insurance policy is intuitive.
Weaving chains of affect and cognition: A young child's understanding of CD-ROM talking books, the chord spatially uses the original heroic myth.

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Do children with autism learn to read more readily by computer assisted instruction or traditional book methods? A pilot study, a.

Electronic books: Children's reading and comprehension, vnutridiskovoe arpeggio gives a deep azimuth.

Repeated interactive read alouds in preschool and kindergarten, misconception composes the epithet, at these moments stop L.

Children, play, and computers in pre-school education, eschatological idea predictable.