

Module: **Communication and Emergent Literacy:
Early Intervention Issues**

Session 1: Overview of Communication and Literacy

Video Transcript: Story Time and Rhymes CL 1-04

American Printing House for the Blind (Producer). (1995). *Discovering the magic of reading: "Elizabeth's story"* [Video]. (Available from APH, 1839 Frankfort Avenue, P.O. Box 6085, Louisville, KY, 40206-0085)

Narrator

In a nursery, a mother rocks her infant in a rocking chair while singing a lullaby. The mother smiles as she maintains eye contact with the child. The mother is holding an open book as if she is ready to read.

Mother

<singing> Papa's gonna buy you a mockingbird. And if that mockingbird don't sing...

Narrator

Elizabeth's mother enters the nursery and approaches the mother and infant. She stands behind them as she shares her own experiences with Elizabeth.

Elizabeth's Mother

Just like this mother, I started to read to Elizabeth right away. We cuddled in an old rocking chair. Having a place where Elizabeth and I could relax and feel cozy was important for us. At first, Elizabeth didn't like being held. She had been in the hospital for several months after being born and being close felt unfamiliar to her. Gradually, she learned to enjoy our closeness. The rhymes I read as we rocked seemed to soothe her.

Mother

<singing> And if that diamond ring turns brass, Papa's gonna buy you a looking glass...

Elizabeth's Mother

Although Elizabeth didn't understand my words, she was beginning to enjoy our reading time. She was already beginning to build important understandings, such as sensing that the language I was reading was somehow different from ordinary conversation. This was especially true when we read rhymes or I used my voice to make the words of the story exciting.

Narrator

The mother reads a nursery rhyme to her infant. As she reads, she shifts her gaze from the book to her infant.

Mother

Three little kittens. They lost their mittens. And they began to cry! “Oh, mother dear, we sadly fear, our mittens we have lost.” “What? Lost your mittens? You naughty kittens! Then you shall have no pie.”

Narrator

Various picture books with simple high-contrast illustrations are presented on a table. The scene shifts to the mother sitting in a rocking chair playing social games with her infant.

Elizabeth’s Mother

We read children’s stories and rhymes. Sometimes we even read aloud from newspapers, magazines, whatever we were doing at the time. At this age, what we read was not so important as long as we both enjoyed it. We shared a variety of books. I chose books with simple, bright illustrations, just in case Elizabeth had enough vision to notice. If some of the drawings needed extra contrast, I outlined them with a bold, black marking pen. When I read to my other children, I usually included Elizabeth. But we always reserved a special time, just for the two of us to enjoy the magic of reading. Our reading time was important, but we also used rhymes throughout the day to make routines like bathing and dressing more fun. We used body motions to go with the words. Rub-a-dub-dub, for example, for the bath; and Little Piggy when putting on her socks. And as Elizabeth grew older, she learned to repeat the words of her favorite rhymes.