

“If only I would have known...”



Book Discussion Guide

[Click here for demo](#)

Book 1: The Pediatrician

Do you or someone you know have difficulty reading?

Did you ever think about the process by which someone reads or learns to read?

Did you believe that reading involved simply memorizing words? (pp. 23-25)

Did you ever think or notice that sounds and letter names don't always match? (p. 18)

What are your thoughts on having a pediatrician screen for "literacy health?"

Why does Dr. Graph say that "literacy begins at birth"? (p. 7)

What are some "red flags" Dr. Graph looks for to see if a child may have difficulty learning to read?

Did any of them surprise you? (pp. 8-18)

Did you ever think about how speech and language development affect a child's ability to learn to read or self-esteem?

If Ms. Query's older children have been getting intervention services in school, why do you think they are still not reading? (pp. 17-25)

Before reading Book 1, what were your thoughts on dyslexia?

Did you believe that all struggling readers (children and adults) were "learning disabled"?

What did you learn that you didn't know before reading Book 1?

Book 2: The Preschool Teacher

What do you think of Ms. Logo's suggestions for getting kids to talk more during read-alouds? (pp. 59-61)

How does the P.E.E.R. strategy help build vocabulary and language comprehension? (pp. 63-67)

Were you ever concerned your child was just reciting a memorized book and not reading? (p. 75)

Ms. Logo talked about building phonological awareness and its connection to learning to read. What were some of the takeaways? (pp.67-75)

Why do you think phonemic awareness is most important for reading and spelling? (p. 73)

Why should schools stop pushing children to memorize "sight" words? (pp. 75-81)

What does the word "decoding" mean? (76-79)

How does handwriting (forming letters correctly) help children recognize the letters of the alphabet? (pp. 89-91)

Do you think children need to learn to recite the alphabet to become strong readers?

Why should letter sounds be given more attention than letter names in early childhood? (p. 89)

What did you learn about the role of preschool in early literacy development that you did not know before?

What are some things you can do to encourage change in your community?

Book 3: The Librarian

Why is it important to continue to read aloud to children, even if they are old enough to read for themselves? (pp. 109-111)

What are “decodable books,” and how can they help both beginning and struggling readers? (pp. 113-117)

What is the difference between decodable books and the books currently used in many school reading programs? (pp. 115-119)

What did Ms. Biblio advise Ms. Query about how long children should be taught using decodable books? (p. 141)

Why are leveled books detrimental for many emergent readers? (p. 119)

What do the words “explicit,” “systematic,” and “cumulative” mean? What should parents see happening in the classroom during a reading lesson for beginning readers? (pp. 121-125)

Why are make-believe words used to assess decoding skill? (p.137)

How can librarians work together with parents and educators?

What are some takeaways that you can share with members of your community?

Faith Borkowsky

lfonlybooks.com

516-672-4050

faithborkowsky@gmail.com

