



## RAR 89 – Andrew Pudewa is back!

**Sarah:** You're listening to the Read-Aloud Revival podcast. This is the podcast that helps you make meaningful and lasting connections with your kids through books.

Hello, hello, Sarah Mackenzie here and you've got episode 89. This has been a very much anticipated episode of the Read-Aloud Revival because we invited our very first guest back. We have had so many requests for me to have today's guest back on the show, and so we're doing it today. And, this is an episode that you definitely don't want to miss. So, tell your friends about it so they can listen in; it's going to be a good one. Before we start I want to make sure you know that you still have time to pre-order *The Read-Aloud Family: Making Meaningful and Lasting Connections with Your Kids*. This is the new book I wrote that will help you choose books for your kids, create a read-aloud atmosphere in your home, and really take your relationships with your kids to a new level, doing it through reading aloud. In the book we tackle ways to fit it in even in the midst of your busy life with extra-curricular activities, and homework, and work schedules, and dinner dishes, and laundry because yes, we have a lot on our plates. We talk about screens and how you can let your kids use screens without letting them take over your family life, and how to choose books for your kids. There's also two chapters specifically about how to have conversations with your kids about books (even if you've never read them before) and those conversations have been some of the best discussions I've had with my kids about big topics. We talk about that in the book. I also give you 10 questions you can ask about any book at

all; any book from a picture book to an epic novel and anything in-between to have great conversations with your kids. And then, part three is all book lists and they're my very favorite read-aloud recommendations for every single age, and they cross a wide variety of interests. There's almost 400 books recommended in *The Read-Aloud Family*. I've read them all cover-to-cover and I recommend them heartily. I cannot wait to get this book in your hands. Preorder the book now so you make sure you get it on the first run. And, also so that you get our pre-order bonus, which is a video course that I made that will help you choose books for your kids, even if you walk into a library or a bookshop, you have no idea what on earth you should give to your kids or read-aloud with them, I help you with that in this class. It's an hour long video class and you will get a promo code to watch it for free if you pre-order the book; that means you buy it before March 27, 2018 – head to [TheReadAloudFamily.com](http://TheReadAloudFamily.com) to do that.

Today, I've got one of my favorite people on the planet on the line. He was the very first guest of the Read-Aloud Revival podcast. Actually, in many ways, I think you could say the existence of the Read-Aloud Revival podcast at all is due in large part to his insight and enthusiasm. We'll talk more about that in a few minutes. He's the Director of the Institute for Excellence in Writing, he's a father of seven, one of the most engaging speakers I've ever heard, you'll find Andrew at homeschool conferences all over the world where he addresses issues related to teaching, writing, thinking, spelling, and music. I have had the privilege of hanging out with Andrew several times over the past few years and my older kids got to meet him a couple of years back as well. They love him every bit as much as I do. I don't



actually think it's possible for anyone to meet him and not just fall in love with him—he's that wonderful! So, now that I'm making him thoroughly blush I'd love to welcome him back. Andrew Pudewa, welcome back to the Read-Aloud Revival.

**Andrew:** Sarah, it is so good to be with you because you're one of my favorite people on the whole planet, and the great thing about a podcast is no one can see me blush.

**Sarah:** Well, that's actually good because, you know, the first time I talked to you I was so nervous. If people could have seen me you would have just been laughing at me. I mean, the first time you and I talked for the podcast, on episode one of Read-Aloud Revival ([ReadAloudRevival.com/1](http://ReadAloudRevival.com/1)), I was a wreck. I was so nervous to talk to you, but you don't make me quite as nervous anymore. I've been in the car when you've been driving, so that makes me more nervous than talking to you.

**Andrew:** Yes, yes. My driving definitely would qualify and, of course, you've had some very, very famous people on the podcast.

**Sarah:** When I first invited you on to the podcast in 2014, which is nearly four years from the time we're airing this episode, the truth is, we didn't really have a podcast. Have I ever told you that story, Andrew?

## 5:14 How the Read-Aloud Revival was born

**Andrew:** Go ahead, I can hear it again, I'm sure others are interested as well. How did you do this?

**Sarah:** Well, it was sort of impulsive because I knew I wanted to start a podcast. I thought it

would be enjoyable to do it. I loved listening to them. And, at the same time the thing that was making the most transformative difference in my own home was reading aloud, especially to my kids who could read to themselves. And, so I thought I had run a little series of blog posts on my blog about reading aloud. I thought, 'This would be really fun to do a podcast on, maybe I'll just do a few episodes,' and I just thought it would, sort of, be an extra boost of encouragement to my small blog readership, for people who wanted to listen. And I thought, 'Oh, you know who I would talk to if I could talk to anybody would be Andrew Pudewa.' And I'm, sort of, slightly spontaneous, impulsive—my husband would not use the word slightly—but anyway, I decided to hop online and email your marketing lady (who I love, Julie Walker) and ask her, "Hey, is there any chance Andrew Pudewa would like to talk to me for my new podcast?" And, she emailed me back within a few hours and said, "Andrew Pudewa would love to be on your podcast." And I thought, 'I guess I better figure out how to start a podcast.' So then, about a month later you and I had a conversation and I really thought it would be a few episodes and 93 episodes and several years later here we are. And it's so much fun to be helping families make reading aloud a central part of their family life and connect with their kids through books.

## 6:49 Why read aloud with older kids?

So, I think what struck me the first time I heard your talk, *Nurturing Competent Communicators* which was several years ago (and we'll link to that talk in the Show Notes, it's such a good talk) you make this case in the talk for why reading aloud and memorizing poetry are the two most



important things you can do to help your child become a good communicator. And, the thing that struck me the most was when you said it's just as important to read to older kids who can read to themselves as it is to younger kids. And, I think most parents know we need to be reading aloud to our kids who can't read on their own, but maybe here, right at the top of the podcast, maybe remind us why we need to be reading to kids who are old enough to read to themselves.

**Andrew:** Yeah, that's something I've thought more about recently. And, it's interesting because we do tend to, as parents, look toward that goal of 'Oh, our kids are going to be reading independently, and won't that be great, and oh yes, now you can read—well, you go do *The Lion, The Witch, and The Wardrobe* to yourself, and that will free me up to do *Ping and the Beautiful Yangzte River* here one more time with the four year old.' And, we tend to favor the young children especially in a large, busy family as you have, and I had. But, what I noticed is that kids when they just read on their own will tend to read books that are easy for them to read and they'll stay in that comfort area. They'll work right at their own decoding level and not necessarily be interested or willing to be challenged up because they're not familiar with the vocabulary, or the sentences are too long, or there's idioms or illusions or expressions that they don't understand, so they'll shy away from that and then just, kind of, do lateral shifts. So, the question is what actually creates reading comprehension in children? And, to me it's just obvious—how do you learn something? Well, you experience it. You get an explanation. You re-experience it. You integrate that explanation with your re-experiencing of it. And, now you understand it a little better. So, take for example

a mom reading to their family at home. There's a word that is unfamiliar to one or more of the children, or maybe to the mom herself. Well, what's the sensible thing to do? Stop, find out what that word means, talk about it a little bit, and then go read that passage again, now with a comprehension of the word that creates the comprehension of the whole. Whereas kids, and you and I do this too, although we may not admit it but kids, certainly, if they're reading something and they're reading for the plot, they're reading to find out what's going to happen next, they see a word they don't know they're just going to skip it. You know? ...

**Sarah:** Yeah.

**Andrew:** ... Skip a word, skip a sentence, skip a whole paragraph that doesn't look important to the story. See an usual idiom or an illusion that doesn't make sense, you just skip whatever you need. This activity of reading and then talking about what you're reading, and if you're doing that at a level slightly above the child's own decoding level you're actually creating reading comprehension and pulling up their understanding and consequently, their willingness to pick up something that's a little bit harder than what they just read before.

## 10:15 What is reading comprehension really?

**Sarah:** That's so good. I love this idea of reading comprehension. It's basically this art of making connections in our mind and answering a multiple choice test or just regurgitating facts from the book doesn't actually demonstrate comprehension. I mean, I think I read differently when I know I have to take a – in school, I know I read differently when I had to take a test at the



end because I knew I needed to be tucking away little bits of facts or specifics about setting and characters in the plot line, but when I'm not reading to take a test on it the comprehension I think actually goes up because then you're kind of willing to make those connections between characters and between how this book is like a different book you've read, and how this is like something that happened in your life or not, just sort of that making connections between stories and between the characters in the story itself is just so rich.

**Andrew:** And, you know, the good writers, the writers of good and great books, they're rich with metaphor, they're rich with illusion, they're rich with incorporating things that are part of say, the general body of knowledge of humanity, and, unfortunately a lot of kids don't have that same background database of general information, especially if they're not growing up in a super literary world. So, there's some illusion to *Zeus*, well, they've never heard of *Zeus*. Or there's a Biblical illusion to Jericho, well, they don't know the story of Jericho, or there's a metaphor to the Medusa, and well, if they don't have western culture, ancient and modern, if they don't have a Biblical foundation, if they don't have a vocabulary that's extensive enough some of those really fantastic parts of the prose are completely lost on them.

**Sarah:** I know I've read books before where I can tell when it's an illusion or a metaphor that I'm not following and I'll think, 'Oh dear, I'll have to fill that gap in, I don't know what they're talking about but I'm sure I should know,' and I've seen my 14 year old reading H. G. Wells recently and I asked her, "What caused you to pick that up on your own?" and she had said it was mentioned several times in one of the very modern,

contemporary books she was reading, so sometimes I think it sends you on a little rabbit trail to figure out what you're missing.

**Andrew:** Well, and I think it's one thing I see is that when we read out loud to kids at a level above their own decoding, and take the time to talk about what we're reading that's what actually pulls up their ability to then read higher level stuff.

## 12:56 Encouraging kids to read better books

**Sarah:** So, when my kids have been learning how to read one of the things that has struck me is if I wasn't reading aloud to them or they weren't listening to audio books then their experience of reading would be pretty dull because the books that you can read when you're just learning to decode aren't that interesting (for the most part—there's a few that are well done) but I mean, they're just not rich like *The Chronicles of Narnia* or something. And, on the second part, when a child is learning how to decode—they're so invested in figuring out how to decode, like they're using all of their energy and capacity to just decoding the words on the page that so often I'll have a kid who's just sounding out words, can read the page back to me, and then at the end when I ask them a question about what they just read they look at me blankly. And, I know it's just because all of their faculties were going into sounding out the words, so I know as a child is learning how to read if they think that the best that they're going to get to read is, you know, on the early reader that they're learning to read from there's just not that much incentive. Like, why is this something I would want to do?

...

**Andrew:** Right.



**Sarah:** ... But when my son was really struggling to read I started reading aloud *Encyclopedia Brown* to him, and that was really motivating because I would read the first book and then the second one, I thought he could probably read it at the level he was at, but he wasn't motivated to. So, then I got the second book and I just said, "Oh gosh, I'm so busy I don't have time to read this one aloud to you, why don't you start it and see if you can ..." and he, then 10 books later, was reading much more fluently than he was at the beginning, and I think sometimes we need to remember that there's not much motivation to read early readers but if we can give them something like *The Chronicles of Narnia*, give them something more beautiful and rich, that'll make a big difference.

**Andrew:** Well, and I think that's a trick that a lot of parents find out. Here's the conversation: "My son can read but he doesn't really like to and I'm not sure how to get him to want to read more." Right?

**Sarah:** Yes.

**Andrew:** OK. Well, in my case, my son who was a very late reader (you know some about him) ...

**Sarah:** Yep.

**Andrew:** ... the first book he actually read, well, I read about half the book, it was *The Bark of the Bog Owl*.

**Sarah:** Oh, I love that book. I love the whole trilogy so much! I had no idea that was the book that turned ... I didn't realize that.

**Andrew:** Yep. So, what I just did was I read about half the book, and of course, it's a very engaging book, and then I said, "I've got to go on a trip right now, so I can't read the whole thing to you tonight, but if you want to, you can try." And he

did, and by the time I came back from the trip he had made it through that whole rest of that book, and it was such an accomplishment, but I don't think he would have ever picked it up and thought, 'Oh, I am going to read this book,' he had to be so deep into it that the story was just driving his desire, and then he could exercise his willpower over his brain and eyes and make it do what he needed to do. And, the second book he ever read was *Bridge to Terabithia*.

**Sarah:** Oh, is that right?

**Andrew:** Yep.

**Sarah:** Oh my goodness, wow.

**Andrew:** This is one thing I might mention, too. My son did not read a book, he didn't read either of these books until he was 12 years old. He didn't read anything at all until he was about 11. And yet, I would consider him the most literate of all my children. When he started around 6, 7, and I started to see how incredibly dyslexic he was, I understood this was going to be a long road for him to read. I didn't know it would be quite four years, five years. So I just got him an iPod and I loaded it up with all the good and great books. No music, never put music on an iPod—it's just for books, that's why God allowed man to create iPods—for audio books. But, I loaded it up and let him listen, because how do you do "school" with a child who cannot read anything and a 13 and 31 have absolutely no distinction, how do you anything on paper? It's almost all verbally and auditory and experientially. So, he listened three, four, five, seven, ten hours a day. He'd listen all the time while he was building forts or playing with legos or doing chores or pretending to do math, so he spent basically four years of his most formative period of language development doing nothing but listening to audio books pretty



much all day long. And, so what I found fascinating was that when he started to read more fluently and when he started to write fluently at 14 and 15 his writing was more eloquent, more sophisticated, his vocabulary, his sense of words, his actual literacy was higher because he couldn't read which meant he never read the junk. He never read the drivel. He never read Max the cat sat. Max sat and sat and sat. The cat sat and sat. This mind-numbing stuff, you know?

**Sarah:** Yeah, yeah.

We'll get back to today's episode in just a moment. But, I wanted to take a quick minute to make sure you know about *The Read-Aloud Family*. This is a new book I wrote just for you. Here's what I know: you will never, ever regret the time you spend reading to your kids. Connecting deeply with our families can be, kind of, difficult, right, in our really busy and technology-driven world? But reading aloud is one of the best ways to be fully present with our kids even after they can read to themselves. In the new book, *The Read-Aloud Family* you'll find the inspiration you need to start a read-aloud movement in your own home. You'll discover how to prepare your kids for academic success, how to develop their empathy and compassion, all through reading aloud. You're going to learn how to find time to read-aloud in the midst of your really busy day; school, sports, dinner dishes, all those pressures on your time and attention. And, you'll learn how to choose books across a variety of sibling interests and ages. The best part is that you'll discover how to make reading aloud the very best part of your family's day. *The Read-Aloud Family* also offers age-appropriate book lists from infancy all the way through adolescence. So, from a toddler's wonder to your teenager's

resistance, you're going to discover practical strategies to make reading aloud a meaningful family ritual. The book releases wherever books are sold, March 27, 2018, but if you order the book before March 27 you're going to get some extra gifts and I am so excited Zondervan let me do this, because I made you a brand new video Master Class to show you how to choose books for your kids. So, you know that feeling when you walk into a library or a bookstore or maybe you're cruising around online or something, and you don't know if a book is worth your time or attention or your child's time and attention? In this video Master Class you're going to find out exactly which two characteristics make a book worth reading and you'll find out the three question test I use to decide if a book deserves a place on my family's reading stack. So order *The Read-Aloud Family* before March 27, 2018 to get a promo code to access that Master Class for free. I am thrilled Zondervan is letting me do that. Go to [TheReadAloudFamily.com](http://TheReadAloudFamily.com) to grab your copy. I can't wait to get it in your hands.

## 20:16 When should I worry about my late reader?

**Sarah:** So there are some questions from listeners—are you ready to tackle a few of those?

**Andrew:** Sure, that'd be great.

**Sarah:** One of those actually dovetails really nicely with what you're just saying about your son, and that is, from a lady named Rebecca who wants to know when should I worry about my late reader?

**Andrew:** Well, you know, it's always a temptation to worry and because it's a temptation to worry that means it's something you shouldn't succumb to. Those of us who have kids that didn't read



until they were 10 or 11 I will say there is anxiety, and part of our particular process involved just letting it go. I remember sitting on the bed in my bedroom talking to myself thinking what am I going to do? I'm failing this kid. He may never read. He is so far away. When he was 10 years old I asked him, "Do you want to read?" He said, "No." "Why not?" "Because when you read you don't do anything." Which, in his case, was totally true.

**Sarah:** Yeah.

**Andrew:** I finally reached the point where I thought, 'OK. Some people read with their eyes. Blind people read with their fingers. Why can't you read with your ears?' We get so attached to this definition of reading as being able to visually decode symbols on paper that we forget it's something much bigger in terms of cognitive processing of language and maybe it's different sensory pathways.

**Sarah:** When I interviewed Katherine Paterson for episode 81 ([ReadAloudRevival.com/81](http://ReadAloudRevival.com/81)) of the Read-Aloud Revival she said books and language are just black squiggles on a white page. That's all they are. Until they get into the mind of the reader and they start firing these connections with other things inside that reader. And, that really resonates with what you're saying because you're saying whether those black squiggles come in through the eyes or through the ears, the important part is what happens once it's in there, right?

**Andrew:** Yeah. When I listened to that podcast (I really enjoyed it) and when she said that, as a music teacher, I could completely relate to the comparison, and yeah, that is what it is. So, to finish answering that question...

**Sarah:** Yeah.

**Andrew:** ... when I quit worrying there was a whole release of tension. My wife, kind of, quit worrying. We had all decided to quit worrying and just leave it. He's going to read when he's ready to read and we can't force it or change it. We'll keep doing what we can but we're not going to be anxious about when this happens. Well, you try to force some books in front of a 5 or 6 year old who's just simply not ready it doesn't take you very long to create a hatred of that activity in that child, whereas, if you just wait a few years, it could happen as a natural process.

**Sarah:** Yeah. So, I think what I hear you saying, too, is if you have a struggling reader you still do what you can without the anxiety. So, there's a difference between sitting down to do a phonics lesson with your child and wringing your hand and being worried, even if you're not physically wringing your hands, they can sense your anxiety that you're not good enough, you're not learning this fast enough, you're getting too old for this, versus sitting down and just doing a little phonics lesson and just accepting the results that come from that, or don't, and then putting it away and getting on with your life and doing it again the next day. Am I hearing that right?

**Andrew:** Yep, I think so. You just keep on keeping on but as you said, let the emotional energy, just let that all go. I think just one of the worst things we do is we attach grade level to age and then we assume that because a child is a certain age he should have a certain knowledge or skills or ability, and it never works out that way. I mean, even if you had a whole room full of kids born on exactly the same day, they'd all have different reading aptitude, writing aptitude, math, music, art; they'd be all over the map, so no, let's treat kids like individuals and not get attached to



this age/grade ability paradigm that, I think, is so destructive.

## 24:09 Should I read aloud my child's assignments?

**Sarah:** I bet you get this question a lot because I've heard this plenty of times, and it's from Jessica, what if my son wants me to read-aloud his school work and he doesn't do much reading by himself, am I indulging him if I read-aloud his assignments?

**Andrew:** You would probably answer this the same way I would, which is, yes, read it to him, read it together, talk about it, read it twice. What's the goal? Is the goal to make him prove that he can do this independently and survive in this harsh, kind of, expectation for which he's not well-suited neurologically or maturity-wise? Or, is the goal to learn history and to learn science? If the goal is to learn then why not read it out loud, read it together, talk about it, read it twice? Look at what your goals are.

**Sarah:** Yeah.

**Andrew:** And, if the goal is to actually learn the content why wouldn't you want to give them every advantage in doing that?

## 25:04 When should I start literary analysis?

**Sarah:** Yeah. Absolutely, that's so good. OK, so Marci wrote in and said, should we wait until our children are older to begin literary analysis in order to allow them just to enjoy and soak in the readings, or what age do you think is good to start literary analysis?

**Andrew:** There's, kind of, two approaches to answer this question. One answer I would start from never, and then work backwards.

**Sarah:** I love it!

**Andrew:** The other answer I would start with from the beginning and work forwards. So, it probably much depends on how you define literary analysis. If you mean read a story to a child and then talk about that story in a very natural way, what did you like or not like, and how did these characters change? Or, what kind of problems needed to be solved? What images came up in your mind? And, very simple types of conversations, I think you should start that with kids as soon as they can talk about it; 5, 6, 7 years old. If, what you're talking about is writing essays on symbolism and character development and literary style, I'm not sure that that's ever really something you'd want to do. You may end up in a class someday where you have to, but I'm going to steal the words of our mutual friend, Andrew Kern, here and say, "I think it's very important not to kill the puppy." You know? How do you learn about puppies? You play with them, you roll on the floor with them, you toss them up, you let them lick your face, you scratch them, you engage yourself with this thing, this thing of a puppy, and that's how you learn about puppy-ness. You don't cut it open to examine its organ structure and skeletal structure and then what do you have? Nothing. So, maybe it's possible you could argue that dissecting the puppy gives you more cognitive (or, I wouldn't even use cognitive), gives you more scientific information about a puppy but you won't learn about what puppies really are.

**Sarah:** Exactly. Well, my thought, too, is if you told me we are going to analyze any of my favorite books I'd probably hide them. Please



don't make me. Don't ruin it for me. Because, I think back to my own childhood, too, and the books that I had to analyze for school, are never the books that I feel like were the most transformative for me as a person or my favorites, or books that I want to re-read and re-visit. So, in *The Read-Aloud Family* (my book that's coming out very soon after this podcast airs) there is a chapter that offers 10 questions, open-ended questions you can ask about any book, to have those, sort of, organic, natural, open-ended conversations with your kids, that I think will help people dive into books in a deeper, more meaningful way without having to get into the analysis. That's how I interact with books with my kids because I feel like preserving that joy and delight and love for language is just too precious to me to risk losing it.

## 28:43 Homeschooling high school

Melissa wrote in and wanted to know if you have any advice for the brave parents who are homeschooling high schoolers?

**Andrew:** Well, having done that seven times, just finished with the last one, I may have a couple of thoughts. It's obviously a huge question and without a little more focus I don't know if this answer is what's going to be useful or not. If you walked up to me on the street and asked that, my first thinking would go to, try to cultivate in them some type of caring, some type of passion, some type of interest, something that they can get excited about. If you look at the way most kids go through high school their world gets narrower, their reading is more directed, their lives are more controlled, the subject matter is more dictated and often unpleasantly so; anything that you want to do is generally called extra-curricular and the

world of academic achievement and the compulsory need for electronic entertainment, those two combined pretty much chew up a teenager's time so they don't really, I believe these days, have the freedom and opportunity to get involved with something that's exciting to them. I think that's the opposite of the way it really should be. Rather than a teenager's world, kind of, getting narrower and shrinking and going into a funnel that ends up on a transcript that somehow is going to affect their destiny, I think their world should get broader, they should have more freedom, that they should have a greater opportunity to pursue interests and develop talents according to their inner calling or direction of their soul. And, I think we so often meet teenagers who've become very cynical now, and say, "Well, what excites you?" "Nothing." "What do you care about?" "I don't know." "What do you want to do?" "I don't care, just finish school, I just want to get out of here."

**Sarah:** Yeah, just get it over with.

**Andrew:** And, I was actually having some meetings coaching some kids individually on college application essays, and, one of the things that became clear to me in researching and preparing for this is, what kind of essays do well? What do colleges and universities look for in kids? OK, grades and test scores, but what really makes the difference, I've found, is does this kid care about something? It doesn't have to be some great altruistic thing like, 'I want to do whatever I can to feed starving children in Somalia' – it doesn't have to be something like that – but just some kind of strong interest and that's what I think makes people attractive.

**Sarah:** Yes.



**Andrew:** That they have zeal for something, and I look at my married daughters and I think, ‘OK, what was it that attracted them to these boys they married?’ What I see in all of them is they have this excitement about something. They have drive. They have this caring. So, I guess that would be my advice for parents homeschooling high schoolers, and parents who are not necessarily home schooling fulltime, maybe their kids are in school; I’ve come to realize that pretty much all parents are home schooling it’s just some of them do it fulltime and some of them do it when they can, but that idea of give them more freedom to find something to care about and get excited about. I guess that would be the bottom line for me.

**Sarah:** You know, as I was listening to you talk, it sort of reminded me of the Charlotte Mason philosophy to give your child something to think about, something to do, and something to care, or something to love, I think is actually how it’s worded, every day. Give your child something to think about, something to do, and something to love. And so often, I think when our kids get older, and I can just speak from my own experience as having kids that are either going into high school or I have one 10<sup>th</sup> grader right now, home schooling, is it’s very tempting to give your child something they can check off their list or put on the transcript, but how much better if we can give them something to do, something to think about, and something to love, or care about – like you were talking about. And, it’s not really something we give them, even so much as we help them, sort of, dig it out themselves, because it’s not like you give your child a hobby or interest that they’re going to be interested, but giving them the time and space and opportunities to figure out what it is that’s going to light them up.

This has been wonderful – I knew it would be. Thank you so much, I always love to talk to you.

## 33:23 Let the kids speak

Now, it’s time for Let the Kids Speak. This is my favorite part of the podcast where kids tell us about their favorite stories that have been read-aloud to them.

**Child1:** G’day, I’m Noah. [Mom: how old are you?] Um, 5? [Mum: 3. What’s your favorite book, Noah?] **[\*\*inaudible\*\*]** [Mum: *I Live With My Dog.*] *I Live With My Dog.* [Mum: what do you like about the book?] I like reading it. [Mum: you like reading it. Where do you live, Noah?] Burrumbuttock, Australia. [Mum: Burrumbuttock, Australia.]

**Child2:** G’day, my name is Andreas. I live in Burrumbuttock, Australia, and I’m 10 years old. My favourite read-aloud book is *The Jungle Doctor Looks for Trouble* by Dr. Paul White. The book is about a missionary doctor who lives in the African jungle and his adventures. I like it because it is adventurous, funny, and brave.

**Child3:** Hello, my name is Abigail. I live in Burrumbuttock, Australia. I’m 12. One of my favorite books is *Alice-Miranda* by Jacqueline Harvey. The book is about a girl called Alice-Miranda Highton-Smith-Kennington-Jones. Her adventures start when she goes to boarding school and on excursions to other countries, sometimes with her mother and father. I like that she is kind and generous, and really good at solving problems. She’s a great role model for other girls.

**Child4:** I am Matel, I’m 4 years old. My favorite book is *Peanut Butter and Cupcake*. I live in Tennessee. I like it that Peanut Butter gets a new ball and he goes by his friends.



**Child5:** My name is Levi. I am 6 years old. The title of the book is *Happy Times in Noisy Village*. I like it that he plans to make a hill that goes up and down. [Mom: and where do you live?] Tennessee.

**Child6:** My name is Dominic. My favorite book is **[\*\*inaudible\*\*]** because it is a cool story.

**Child7:** My name is Felicity and I'm 4 years old, and ... [Mom: where do you live?] I live in Illinois and my favorite book is *Jack and the Bean Stalk*, the part when he climbed up the bean stalk.

**Child8:** My name is Mary. I am 8 years old. I live in Illinois. My favorite book is *Betsy-Tacy* but Maud Hart Lovelace. I like it because it's about three little girls who grow up together, and have fun together, and get in trouble together.

**Child9:** Hi, I am Caden, and I'm 8 years old. I live in Durango, Colorado. My favorite book series is *The Little House series*. I like it because all of the adventures Laura has and when she grew up and married Almanzo, and lived in South Dakota. Bye.

**Child10:** [Mom: what's your name?] Addie. [Mom: how old are you, Addie?] 4. I live in Oregon. [Mom: and, what is your favorite book?] *Crime Wave!* [Mom: *Crime Wave!* from the Superheroes book?] Uh-huh. [Mom: and, why is your favorite?] It has superman in it. [Mom: is he your favorite?] Yes.

**Child11:** Hi, I am Telly from Chesapeake, Virginia. I am 6 years old and my **[\*\*inaudible\*\*]** book right now is *The Lion, The Witch, and The Wardrobe* by C. S. Lewis. My favorite characters are Susan and Lucy because they are kind. My favorite part is starting the battle and when they all become kings and queens of Narnia.

**Sarah:** Thank you, kids. And, thank you, listeners, for joining us for this episode of the

podcast. You can find the Show Notes, including links to everything we talked about, and a time-stamped listener guide that helps you jump around to parts of the podcast you want to re-listen to or you want to send to a friend. You can access those Show Notes at [ReadAloudRevival.com/89](http://ReadAloudRevival.com/89). That's it for this week. I'll be back next week, of course, with another episode of the Read-Aloud Revival. Until then, I hope you make meaningful and lasting connections with your kids through books.