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Wadham, Tim. (2015). *Word Play for Kids: A Sourcebook of Poems, Rhymes, and Read-Alouds*. Chicago: American Library Association. 225 pages. 978-0-08389-1266-9 \$50.00

Word Play for Kids is geared toward public and school librarians. This program uses a variation on librarian Katie Blake's ChildRead and Shared Warmth Programs reading programs. The book is divided into four chapters each with its own unique focus. The key to success with this reading program is interactivity. Children are not just passive listeners. They read and recite poetry, listen to a story, then take part in a hands on activity related to the story.

Chapter One discusses the adaptation of Blake's Shared Warmth Program at public libraries. The purpose of the program is to bring reading into the home by involving parents. The amount of reading a child does is based on their age and can include parents reading to the child, the child reading to the parents or silent reading by the child. Parents work in conjunction with their public library with the idea that reading will occur five days a week. A chart is filled out and returned to the library at the end of the month. Libraries implementing the program can provide rewards to children who successfully complete the program.

Chapter Two focuses on five to seven year old children. This age group participates in a variety of activities including choral reading or poetry or nursery rhymes. This is followed by the librarian reading a folk or fairy tale, a fable or Greek mythology to the children. Based on the age the children may start with picture books or easy fiction, then progress to more difficult fiction.

Chapter 3 focuses on children from eight to twelve years old. This chapter focuses on children who are not yet ready for young adult literature, but too old for picture books or easy reading. It focuses heavily on older (classic) books. With this group, only one book might be read over the course of the program. They are interested to new ideas such as poetry may have a specific purpose and is more than rhyming words. It can actually tell a story.

Finally in chapter four Wadham shares a short list of some of his favorite children's literature. Each book includes a brief synopsis, publishing information, and/or URL's. Many of the entries are of lesser known stories by well-known authors.

This is an excellent resource. It provides a blueprint for how to run the program with a wealth of information on potential poetry, books and as well as actual age appropriate poetry. Wadham takes the guess work out of determining copyright if one uses the poems. Ones which are not in the public domain include the first line as well as possible sources for it. It is a quick read full of helpful suggestions and templates for program tools. Most importantly it goes a long way to building a new generation of life-long readers. In the process, children develop increased vocabulary, insight into the complexity of language, and improved literacy skills. An additional strength of the program is that it asks for active parent participation. Thus bringing reading into the home. I highly recommend this book.

