

Storybook Reading



Read a book aloud to an individual child, a small group, or a whole class of children. Storybook reading should last approximately 20 minutes. Read the same book three times over the course of a week or two. Interact with the children using the book following the guidelines below for what to do before, while, and after reading the book. Embed the explicit vocabulary instruction into storybook reading.

	FIRST READ <i>Teacher takes an active role by reading text and making comments. Children are actively listening.</i>	SECOND READ <i>Children participate more verbally by answering questions and commenting more.</i>	THIRD READ <i>Children take a highly active role as they reconstruct the story with teacher guidance.</i>
Before Reading	Introduce the book with a few sentences about the character and central problem. Use cover illustrations and title to help children predict what will happen in the story.	Remind children that they know the characters and some things the character does. Ask questions about the problem, character's actions, and ending.	Invite children to identify the problem, character's actions, and the ending. Ask the children to recall the title of the book.
While Reading	Make comments that reveal what the main character is thinking or feeling. Ask inferential questions about parts of the story that require children to draw from their own background knowledge.	Make comments that reveal what the main character is thinking or feeling. Ask inferential questions about parts of the story that require children to draw from their own background knowledge.	Before reading a page, show the illustration and ask, "What is happening here?" Extend children's comments or ask for clarification. Encourage children to retell parts of the story as you continue through the book.
After Reading	Ask why questions that encourage children to recall the character's thoughts and feelings, as well as the problem and actions.	Ask prediction questions about what the character might do next or do the next time he/she experiences the same problem. Ask questions like, "What would have happened if...?"	Ask prediction questions about what the character might do next or do the next time he/she experiences the same problem. Ask questions like, "What would have happened if...?"

During the Story: EXPLICIT INSTRUCTION

1. Connect the vocabulary word to the content of the story.

EXAMPLE

Provide information about the meaning of the word using an explanation of the word in the story. Provide a clear, child-friendly definition or example related to the story.

"Look at the pictures of Ellie. Ellie is enormous! (Picture of Ellie Elephant climbing on the bus-bus is tilting.) She is really big. She is almost too big for the bus!"

2. Give opportunities to repeat and produce the word.

EXAMPLE

Say the word and ask the children to repeat the word. Say the definition and ask the children to produce the word in response to the definition.

"Enormous. Say enormous. Enormous means really big. What means really big? Enormous. Great job!"

3. Make connections between the word and the children's lives.

EXAMPLE

Give examples that provide information about the meaning of the word by relating to the child's every day experiences. Use the same language as the definition.

"Let's see. Can you think of something that is enormous? What about...a school bus? A mountain! Or a building! Those things are really big."

4. Provide an activity.

EXAMPLE

Give the children an opportunity to complete an activity (pantomime, etc.) related to the word and its meaning.

"Now, pretend you are going to give Ellie a hug. Remember, she is enormous, so make your arms really big. Whew!"

5. Ask children to provide the definition of the word.

EXAMPLE

Provide children with the word and ask children to answer with the definition. Model the correct definition.

"Tell me, what does enormous mean? Really big. That's right!"

After the Story: REVIEW

1. Review words and definitions.

EXAMPLE

Review the vocabulary word and definition. Remind children of the story context and include an opportunity for them to say the words and the definitions.

"Remember Ellie? She is really big. She is...(pause for response) enormous! Great work."

2. Provide opportunities for use and demonstrate knowledge of the words.

EXAMPLE

Have children answer questions or list examples that relate to the word. Provide opportunities for children to say the word. Include nonexamples.

"Can you think of something enormous? A mountain! Say, a mountain is enormous. How about a mouse? No, not enormous. How about an elephant?"