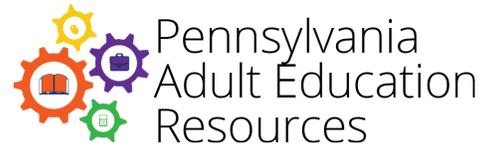


Workshop Topic:

Sharing Books and Reading Aloud – Comprehension

CREATED BY



CCRS Reading Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NELP Predictors of Later Success

- **Reading readiness:** usually a combination of alphabet knowledge, concepts of print, vocabulary, and phonological awareness
- **Concepts about print:** knowledge of print conventions (e.g., left-right, front-back) and concepts (book cover, author, text)



Objective: At the end of this session, participants will be able to

- Define comprehension
- Share three at-home strategies to support reading comprehension

Materials:

- *Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever* by Mem Fox (suggested)
- Chart paper, markers
- Book for reading aloud
- Books for practice
- Copies of *Some Strategies to Increase Fluency and Comprehension* parent handout
- Copies of *Comprehension—Things I Can Do at Home With My Child* parent handout
- Copies of *Read With Your Child* parent handout

Welcome/Ice Breaker:

Greet parents as they come in. Build rapport and break the ice.

- Ask parents to go with you on a “Memory Trip.” Have them think back to a pleasurable time when they were with a grown-up, enjoying listening to a story being read or told. Chart their responses.
 - What did it feel like?
 - Who was involved?
 - Can you remember where you were?
- Research tells us that children who enjoy a regularly scheduled reading time with parents are better prepared for school and learning to read and write.

Topic Review:

Comprehension is:

- Purposeful—good readers have a purpose for reading.
- Active—good readers think actively while reading.

Comprehension is the reason for reading. When good readers comprehend what they have read, they understand it and can communicate it to others.

Comprehension strategies can be taught

- Through explicit instruction.
- Through cooperative learning.
- By helping readers use strategies flexibly and in combination.

Opening Activity:

Read aloud a favorite children’s book of yours, or even a section from a book you are reading now. Share with parents that you read for pleasure and for information, and that you want to share this experience with them. Talk about what you read, why you like the book, and what reading means to you.

Or, choose a passage from Mem Fox’s book, *Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever*. Share the book with parents as a book they might want to read.

Central Ideas and Practice (Content and Strategies):

In the classroom

When teachers “teach” reading comprehension, they work to support children’s thinking and understanding while they are reading. Some of the ways teachers do this is through intentional instruction, cooperative learning (where children read and work together), and by helping readers use specific reading strategies.

Teachers read frequently to children and have them read aloud. Children may read many kinds of text, and ask and answer questions about the text. Teachers often use tools such as graphic organizers—text, diagrams, and pictorial devices like maps, webs, graphs, frames, etc.—to help define and illustrate concepts in discovering reading. They work to help students recognize story structure, sequence, and plot through story maps and other content organizers. These are just some of the strategies that teachers may use.

At Home

There are also ways that parents can help! Read aloud strategies and sharing books are ways parents can help children understand what they are reading. Here are some things parents can do at home to support reading comprehension, no matter the age of your child:

- Talk with your child as you read together. Reread familiar books often.
- Model reading for your child. Let your child see you reading for enjoyment and talking about the books that you have read.
- As you read, ask your child to predict what might happen next.
- Ask “wh”—who, what, where, when, why—questions about a book.
- Ask questions about what you read together. You could say, “Why do you think the author wrote this story?” or, “If you were writing the story, how would it end?”
- Read aloud a variety of books with your child. Talk about the genre (type of book). Ask what she thought about the story.

- Provide a quiet place with lots of reading material for your child at home.
- Listen to audio books with your child or provide times for your child to listen to audio books alone.
- Ask your child what the main idea, or message, of a book might be.
- Support the importance of books and texts by visiting libraries and bookstores.

Practice: Using an age appropriate children’s book for the children of parents in your audience, model and discuss read aloud strategies. Provide parents with the Parent Handout, *Some Strategies to Increase Fluency and Comprehension* and ask them to listen and watch for a strategy during the demonstration. At the bottom of the sheet, write the word “commitment.”

- Make sure all the parents are comfortable and can see the book. Model several read aloud strategies, as appropriate for the age child of parents in your workshop.
- Use the biggest book possible, a big book if you can. Or, provide several copies of the books to parents who would like to follow along.
- Read the title and author’s and illustrator’s (if appropriate) names. Ask parents to share what they think the story is about, based on the title and cover artwork. Offer explanations and make observations about new information.
- During the story, ask questions that relate the story to children’s or parents’ lives and that will help parents predict what will happen next in the story. “Have you ever been in a situation like that? What happened? Think that could happen in this story?”
- Encourage parents to talk about the book. What strategies did they notice? Tell parents that these are the kinds of strategies they can use with children when reading at home or at school. Do parents think they will enjoy reading stories to children more often if they have read and talked about the book ahead of time?

Infant/Toddler Content or Strategies

- Read, read, and read some more. Infants and toddlers love to snuggle in an adult’s lap and share books. Pick a regular time and make reading aloud a habit.
- Book Play. Infants may not be into starting at the front of a book and working their way to the back. Instead, they like to start in the middle, wherever the pages open up, explore the book, turn it over and over, and even chew on it! Often they just like to open-shut, open-shut until they are tired. That’s okay! Exploring books are a first step to loving books.

Preschool Content or Strategies

- Preschoolers can take a walk through the book and talk about the story. Ask questions. “What do you think will happen next?”
- Allow preschoolers to choose books to read, and when they do choose a book for you to read to them, grab the opportunity!
- During the preschool years children develop good habits of reading. Help build habits around reading by reading every day.

Elementary/Middle School Content or Strategies

- Share with parents that elementary and middle school children use books in the classroom for a variety of purposes. Often children read books for pleasure, but many times throughout the day they use books to find information, research facts, understand processes, etc., just like adults. It is important that when children use books and texts to find information, that they understand, or comprehend, what they are reading.
- Remember, in the early grades children are learning to read. Later, they read to learn.

Application:

- Pair parents, then have each pair select an appropriate children’s book (for the age of their children—parents may need some guidance). Parents pick one or two strategies from the checklist, practice with their partners, then share and discuss.
- Adapt for English language learners or low-literacy parents by choosing wordless picture books, or books with lots of pictures and simple text. Emphasize that parents can work with both oral and written stories.
- Help parents make a commitment. Ask them the following questions:
 - When is the “regularly scheduled reading time” in your home?
 - What strategies practiced today will you try in the next few days?

Connection to Parent and Child Together (PACT) Time®:

- *Infant/Toddler Connections*
Set aside 10-20 minutes every day for parents to hold and read to their infant/toddler children. Make this a habit for both parents and children. Help parents to find time to do this at home too.
- *Preschool Connections*
Choose a book to read in Circle Time with preschoolers and parents present. Share the book with parents prior to the PACT Time session so they are familiar with the book. After reading, parents and children recall the events of the story together by drawing pictures.
- *School-Age/Middle School Connections*
Encourage parents to be a role model for children and establish their own reading time. Then, parents and children choose the same book to read and discuss. Set a goal, such as a chapter a week, and talk about it together at dinner or another regularly scheduled time.

Wrap up/Closure:

- Help parents make a home checklist for their home that includes a regularly scheduled reading time and some strategies that they feel comfortable trying at home.
- Remind parents to take home their Parent Handout pages to try some of these strategies at home.

Parent Handout

Some Strategies to Increase Fluency and Comprehension

Strategies parents can do at home to increase children's reading fluency and comprehension include:

All Ages

- Read aloud with your child often.
- Encourage your child to read aloud to you.
- Let your child choose the books to read.
- Reread favorite books often.
- Read for fun and pleasure.

Infant/Toddler and Preschool

- Praise your child when she begins to memorize parts of books. It is an important part of the reading process.
- Take a book walk through the book, talking about the pictures. Ask children what they think is happening.
- Ask preschoolers to recall events in the book after it has been read.

Elementary

- With simple texts, read aloud a sentence and then invite your child to read the same sentence. This is called "echo reading."
- When reading, if your child gets off track, you might say:
 - "Try pointing to the words as you read."
 - "Use your finger to keep you on track."
- As your child reads and comes to unknown words or substitutes an incorrect word, you might say:
 - "Look at the picture, does that help?"
 - "Read it again, what would make sense?"
- When your child attempts to correct a mistake you might say, "Great job. You knew something wasn't right."

Middle school

- Encourage middle schoolers to choose fiction from genres they love. Support the love of reading as a fun and pleasurable experience, not a dreaded "have to" homework assignment.
- Read the same book your middle schooler is reading. Set a goal, such as a chapter a week, and talk about it together at dinner or another regularly scheduled time.
- Build reading accuracy. If reading together, point out words she missed and help her read the words correctly. If you stop for long, have her reread the whole sentence to understand the meaning.



Parent Handout

Comprehension—Things I Can Do at Home With My Child



Have my child

- Act out a story we read together.
- Listen to books on tape.
- Share what he already knows about a book or story.
- Talk about things she remembers that relate to the story.
- Tell me the main idea of a story.
- Talk about a book being read at school.

I can

- Talk about a story as we read together.
- Ask questions to see how my child remembers the story.
- Reread favorite books often.
- Ask my child to predict what will happen next.
- Use “wh”—who, what, where, when, why—questions when talking about a story.
- Have a quiet place for my child to read.
- Model reading for my child.
- Read the same book my child is reading.
- Read a variety of books together (fiction, non-fiction, poetry, drama).
- Start conversations with my child about what she is reading.
- Discuss movies, TV shows, videos. Ask questions about them.
- Help my child make connections to books and his everyday life.

Parent Handout

Read with Your Child



Read with your child at least once every day.

Read anytime, anywhere; read right after lunch; or just before bedtime.

Read stories with expression.

Talk loudly, talk softly, buzz like a bee, chirp like a bird.

Talk about stories.

“Tell me about the puppy.” or “Why do you think he looks sad?”

Choose books that

- Are interesting to your child
- Have interesting pictures
- Expand your child’s vocabulary

Talk about how words are used in the story.

“What do you think the word ‘lonely’ means?” “Have you ever felt lonely?”