

Setting the Stage for Success!

To make the most of your time with the children, keep these two goals in mind:

1. To foster a love of books, stories and reading.
 2. To **build vocabulary**: WHY?
 - Studies have shown that a child with a strong vocabulary makes a good reader.
 - A strong (if not the strongest) predictor of academic success is the size of one's vocabulary.
 - Most of the children you are reading to have not had the language experiences that children from professional families have had: nightly book-sharing time, high quality conversation, language rich experiences.
 - Most are going to enter kindergarten already behind their "financially advantaged" classmates in the number of words they have heard and know.
-

HOW to address Goal 2 - Build Vocabulary:

1. **Know your book before you go**
 - * Decide what you want to point out when showing the cover and pictures.
 - * Decide what new words you want the children to know when you finish. (They only have to know what the word means, not be able to read it.) Ex: For a story with a bike in it, you would tell them about the handlebars, pedals and kickstand as you are reading the story.
 - * Decide what questions you want to ask. If possible have some questions that use the new words. Ex: "What would happen if a bike didn't have handlebars?" "What if it didn't have pedals?" This is a way to develop their critical thinking and engaging in high quality conversation. Many of the children in Headstart and high-poverty schools have not been exposed to that. If children don't respond to your questions, then answer the question for them as a model. If you have a book with a person in it, you could teach some body parts like the elbow and the knee. Then ask, "What would happen if we didn't have a knee." Repeat for elbow.
 - * Use post-its to write your questions for different pages.
2. **Repeat the new words** as often as you can while reading the book and showing the pictures.

3. **Build their confidence** through your affirming responses to their answers.

4. After reading the story, **retell the story reviewing** the new words.

5. If possible **bring “realia”** a real thing... 3-D. Something that is a big part of the story, and you can use it to show some of the parts that relate to the book.

For Duck on a Bike, I have a small model of a bike. I point out the handlebars and pedals.

***** ONLY BRING OUT THE REALIA AFTER YOU HAVE READ THE STORY AND TALKED ABOUT THE FEATURED OBJECT** or the children will only be interested in who is holding the item and when it will be his/her turn, etc.

***** Take every opportunity to:**

- 1. build vocabulary (Show, give it a name and repeat many times.) and**
- 2. get them thinking.**

DIRECTIONS:

Before you read: Talk about the cover of the book. Run your finger under the words. Get them interested in finding something out. (“I wonder who this is?” “I wonder why this _____.”) Ask only ONE question. Then say, “Let’s see if we can find out!”

During: Make a point to mention and show the vocabulary words you decided to feature. Ask questions like “What do you think he is going to do?” (Discuss if they were right.) “What would you do?” “Why do you think he is sad?” If you stop to discuss, go back and re-read a little part before going on. Keep talking and showing the vocabulary words you have chosen as your focus.

After:

1. Answer the question you asked about the cover.
2. **Retell** the story with the children’ help. Use the new vocabulary words when possible. (Retelling is important because it is part of the first reading tests the children will take. Most children don’t know how to do it. You can go back to the beginning and turn the pages as you retell the story and review the new words you featured.) Ask the children to help, “Now, who did the rooster wake up next?” Then verify the answer and give congratulations!

You can print this and use it when you read to the children.

*** Take every opportunity to:

1. **build vocabulary** (Show, give it a name and repeat many times.)
2. **get them thinking.**

Before: *Talk about the cover of the book.* Run your finger under the words. Get them interested in finding something out. ("I wonder who this is?" "I wonder why this _____.") Ask only ONE question. Then say, "Let's see if we can find out!"

During: *Make a point to mention and show the vocabulary words you decided to feature.*

Ask questions like "What do you think he is going to do?" (Discuss if they were right.) "What would you do?" "Why do you think he is sad?" If you stop to discuss, go back and re-read a little part before going on. Keep talking and showing the vocabulary words you have chosen as your focus.

After:

1. *Answer the question* you asked about the cover.
2. *Retell the story* with the children's help. Use the new vocabulary words when possible. (Retelling is important because it is part of the first reading tests the children will take. Many children, just don't know how to do it. You can go back to the beginning and turn the pages as you retell the story and review the new words you featured.) Ask the children to help, "Now, who did the rooster wake up next?"