- Children need to **interact** with books
- Children need to **retell stories** from books
- Children must be **aware** that spoken language is made up of **words, parts of words, and sounds in words**
Storybook reading seems to be the most powerful tool in helping children learn language and gain knowledge about the world.

– Judith Schickedanz
Children need to **interact** with books.
Outcome

- **Adults** will provide rich interactive experiences with books before, during, and after reading.
Principle 1
Interact with Books

Iowa Early Learning Standard

- Children engage in early reading experiences.

Benchmark

- Children will show an interest and enjoyment in listening to books and will attempt to read familiar books.
- Children will demonstrate comprehension of a book.
Choose books that . . .

Match children’s age and interest level

- Begin reading books with 1 or 2 sentences on a page
- Gradually increase the number of sentences on a page
Select both fiction and nonfiction

- **Fiction:** Books that tell an invented story

- **Nonfiction:** Books that tell about real things or people and/or give facts

- Read both kinds of books to children
Predictable books have an easily identifiable pattern in the story or sentence structure.

Example

Brown Bear, Brown Bear, What do you see? I see a ______ looking at me.
Rich interactive experiences with books

- **BEFORE** reading
- **DURING** reading
- **AFTER** reading
1. Read the title, author, and illustrator’s names

2. Predict what will happen in the book

3. Preview the story

4. Introduce vocabulary words

5. Connect the story to real-life experiences

6. Give children a reason to listen
Direct Teaching Suggestions

- Explain any new word

- Say the new word frequently throughout the day

- Encourage children to say the word

- Demonstrate the new words using real objects whenever possible

- Integrate the new word into the environment
When reading to children . . .

- Define the new word and explain how it is used in the story
- Demonstrate what the new word means
- Repeat the new word often
- Encourage children to say the new word often
- Use the new word often throughout the day
Direct Teaching Suggestions

- Explain any new words
- Say the new word frequently throughout the day
- Encourage children to say the word
- Demonstrate the new words using real objects whenever possible
- Integrate the new word into the environment
Direct Teaching Suggestions

- Explain any new words
- Say the new word frequently throughout the day
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Direct Teaching Suggestions

- Explain any new words
- Say the new word frequently throughout the day
- Encourage children to say the word
- Demonstrate the new words using real objects whenever possible
- Integrate the new word into the environment
1. Find your peer partner

2. Find your book

3. Complete Handout R-6: BEFORE Strategies

4. Use all 6 strategies in your plan

5. Take 10 minutes to plan
Tell your partners:

- How you felt

- What the adult’s questions and comments made you think about
1. Point to pictures*

2. Make predictions*

3. Ask questions*
   - Yes/No
     - Do you...? Are you...?
   - ‘Wh--’
     - Who, What, When, Where
   - Open-ended
     - How? What would happen if...?

4. Answer children’s questions*
   *Important to the story
Group Activity Directions

1. Find your peer partner

2. Use same book

3. Complete Handout R-6: DURING Strategies

4. Use 3 of 4 strategies in your plan

5. Take 10 minutes to plan
1. Ask guided story questions

2. Use sentence completion opportunities

3. Relate to child’s environment
1. Find your peer partner

2. Use same book

3. Complete Handout R-6: AFTER Strategies

4. Use all 3 strategies in your plan

5. Take 10 minutes to plan
Tell your partners:

- How you felt

- What the adult’s questions and comments made you think about
Rich interactive experiences with books

- **BEFORE** strategies: prepare children and activate their knowledge

- **DURING** strategies: increase children’s understanding of the story

- **AFTER** strategies: increase children’s retention of the story
Read book to children 3 times

- First time
  - Use only the BEFORE strategies

- Second time
  - Use the DURING strategies
  - Add a few BEFORE strategies

- Third time
  - Use the AFTER strategies
  - Add a few BEFORE strategies
Date to **PLAN first** adult’s second lesson

Date to **OBSERVE first** adult teaching second lesson

Date to **PLAN second** adult’s second lesson

Date to **OBSERVE second** adult teaching second lesson