



Principle 1



Trainer's Script

Instructions, Materials, Equipment

EQUIPMENT and MATERIALS



Computer with PowerPoint (PPT) or Overhead projector and screen



Transparencies R1-1 to R1-26 or Reading PPT

Optional:
blank transparencies and pens



Handouts R-1 to R-9



VHS video player and TV/monitor for VideO:
ECR 3-5 Reading: Peer Partner Discussion

HOW TO USE THIS GUIDE

Symbols shown above will appear in the left column of the Trainer's Script when an indicated item should be used.

Trainer Actions also appear in the left column.

Text in the right column of the Trainer's Script provides the content to share with participants.

TRAINER NOTES

Training Time Total: 7 hours and 30 minutes (approximate)

- **Principle 1: approximately 3 hours**
- Principle 2: approximately 1 hour
- Principle 3: approximately 3 hours

Prepare...

One extra copy of *Handout R-6: Practice/Reflection Log*, and one extra copy of *Handout R-7: Peer Partner Observation Notes*

Newsprint or transparency with heading: WHY read to children?

Newsprint or transparency with headings: BEFORE Reading Book Strategies, DURING Reading Book Strategies, and AFTER Reading Book Strategies

Organize...

Books to demonstrate script examples:

- *Goodnight Moon*: before, during, and after strategies
- *Bread, Bread, Bread*: before, during, and after strategies (optional)
- *Where's Spot*: few sentences on pages
- *The Velveteen Rabbit*: many sentences on pages
- *Corduroy* and *Leo the Late Bloomer*: gradually increase more sentences per page
- *Fish Faces*: nonfiction book
- *Brown Bear, Brown Bear* and *Five Little Monkeys Jumping on the Bed*: predictable books

Check out other predictable books from a library; see examples in handouts

Obtain and share public library information (brochures, calendars of events, traveling book opportunities, etc.)

...continued...



TRAINER NOTES

Participant Books

Each participant will need to bring a book to class to practice the BEFORE, DURING, and AFTER reading strategies. Bring a few extra books, in case some participants forget a book or their book isn't appropriate. It is helpful to use fiction rather than nonfiction for this principle. If you can provide multiple copies of one or two books, it is helpful to have participants practice using the same book as they begin to learn this strategy.

Display Books

If possible, have books displayed for participants to review during breaks.

Book Reading Practice

Practice BEFORE, DURING, and AFTER reading strategies using the script *Goodnight Moon* provided in the Supplemental Trainer Material.

Assistance

Ask a co-trainer or participant to ask question provided on a cue card in the Supplemental Trainer Materials. This question will be used while teaching the DURING reading book strategies demonstration.

Trainer Follow-Up Needs

All practice logs must be collected and reviewed. Use checklist in Supplemental Trainer Materials.

Supplemental Video

If participants have difficulty with planning lessons and none of the participants are willing to model planning a lesson with you, a video (*ECR 3-5 Reading: Peer Partner Discussion*) is available for this module. See Supplemental Trainer Materials.



ACTIONS / MATERIALS

Welcome participants



**Distribute
Handout R-1:
*Participant
Profile:
Reading
Outcomes***

TRAINER'S SCRIPT

Today, we will talk about reading.

We will review three principles in the Reading Module, as well as some brief information about the development of reading skills.

In addition, we will practice the strategies and assign practice homework activities. First, we will begin by having you assess your understanding of the development of children's reading skills.

Please complete this form. The purpose of completing this form is to assess the success of the training in teaching you new skills.

Put your name and date at the top. Mark YES or NO for each statement by placing an X in the correct column. If you mark YES, please complete the next column: "How often or how many times each day?"

Answer the questions the best you can. All of these questions will be easier to understand at the end of the module. You will be reviewing your answers at that time.

Also, information will be gathered six months after training is completed.

You will have about five minutes to complete this form.



ACTIONS / MATERIALS

TRAINER'S SCRIPT

**Allow participants
5 minutes to
complete the Profile**

**Collect Profiles
before continuing**

Save forms to return to participants for review at the end of the Reading Module. Participants will re-assess their actual beginning level of knowledge.

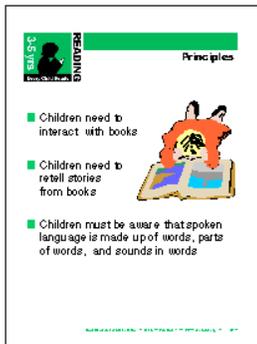


**Distribute
Handout R-2:
*Transparency
Notes:
Reading Module
Principle 1***

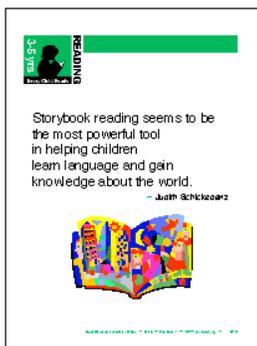
ACTIONS / MATERIALS



Display PPT or Transparency R1-1



Display PPT or Transparency R1-2



TRAINER'S SCRIPT

The Language Module stressed the importance of language development as the basic foundation for reading and writing.

The primary focus of this module is reading, specifically, the critical skills 3- to 5-year-olds need to be ready to read.

Three principles have been identified that will help develop children's readiness to read.

- Children need opportunities to interact with books.
- Children need opportunities to retell stories from books.
- Children must be aware that spoken language is made up of words, parts of words and sounds in words.

According to early reading researcher Judith Schickedanz:

“Of all the literacy experiences children can have during their preschool years, storybook reading seems to be the most powerful in helping them learn language and gain knowledge about the world.” (Schickedanz, *Much More Than the ABCs*, 1999).

Why do you think it is so important to read to children?



ACTIONS / MATERIALS

Write group responses on newsprint or transparency

Summarize by stating...

TRAINER'S SCRIPT

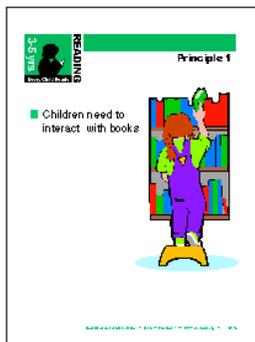
Other reasons we read to children are:

- Reading to children promotes *both* the desire and the ability to read.
- Reading to children allows them to gather essential 'background knowledge' about reading. For example, children learn how to hold books, that books have covers with titles, that books are written by an author, that pictures are drawn by an illustrator, that books have pictures and words, and that books are read from front to back.

Reading prepares children for the form of language used in writing. Book language is different from spoken language. It is more formal.



Display PPT or Transparency R1-3



We all agree — reading to children is important.

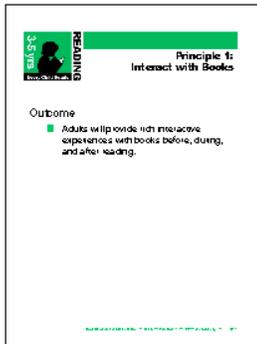
Today, we're going to ask you to do more than read to children.

We are going to ask you to provide opportunities for children to interact with books, our first principle.

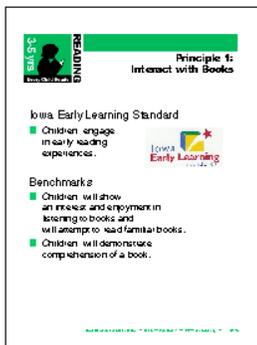
ACTIONS / MATERIALS



Display PPT or Transparency R1-4



Display PPT or Transparency R1-5



TRAINER'S SCRIPT

At the end of this principle, it is expected you will provide rich interactive experiences with books before, during, and after reading.

The Iowa Early Learning Standards include:

- Children engage in early reading experiences.

The benchmarks for the Reading Module Principle 1 are:

- Children will show an interest and enjoyment in listening to books and will attempt to read familiar books.
- Children demonstrate comprehension of a book.
- Children identify some alphabet letters by shape, especially those used in the child's name.
- Children demonstrate comprehension of a book.
- Children demonstrate awareness that language is made up of words, parts of words, and sounds in words.

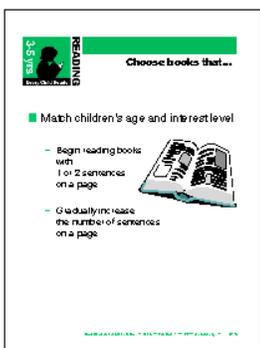
...continued...

ACTIONS / MATERIALS

TRAINER'S SCRIPT



Display PPT or Transparency R1-6



What do we mean by having children interact with books?

We mean children get to say or do something as you read a book. For example, children may answer questions, predict what will happen, or point to a picture in the book.

This is not the same philosophy that many of our teachers have about reading to children today. Some have the philosophy that children are not permitted to interrupt the flow of a story. They seem to think that predicting what will happen in a book ruins the ending!

We know from research that the richer children's reading experiences are, the more benefit they receive from reading. We support creating the richest experience possible by having children interact with reading.

Before we explore all the ways we can help children interact with books, it is important to select appropriate books to read. Here are some general guidelines:

- Books should match the children's age and interest level.
- Before reading books to children, preview the number of words and sentences on the pages. Young children will understand the meaning of

...continued...



ACTIONS / MATERIALS

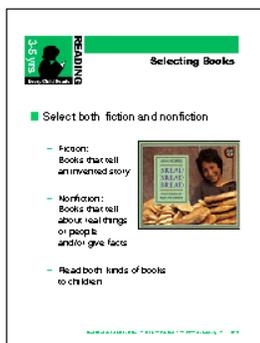
Participants hold up book *Where's Spot*

Participants hold up either book *Corduroy* or *Leo the Late Bloomer*

Participants hold up book *The Velveteen Rabbit*



Display PPT or Transparency R1-7



TRAINER'S SCRIPT

one or two sentences on a page as compared to a whole page of words.

Look at the books on your tables. Please hold up a book that matches a 3-year-old's interest level.

Please hold up a book that matches a 5-year-old's interest level.

Please hold up a book that does **not** match a 3-year-old's interest level.

Next, make sure you select both fiction and nonfiction books to read aloud to children.

Fiction books tell an invented story.

Nonfiction books tell about real things or people and give facts.

It is important to read both kinds of books.

...continued...

ACTIONS / MATERIALS

Participants hold up book *Fish Faces*



Display PPT or Transparency
 R1-8

The slide content is as follows:

- 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 _____ barking armo.

Participants hold up either book *Brown Bear, Brown Bear*, or *Five Little Monkeys*

TRAINER'S SCRIPT

Please hold up a nonfiction book.

There are many different kinds of appropriate books that will provide rich reading experiences for children.

It is important to consider the kinds of books we read with children.

Predictable books are one kind of book that provides rich reading experiences for children.

Predictable books have a pattern in the story. The same words or sentences are repeated throughout the book.

The pattern makes it easy for children to learn the story or predict the next set of words that will be read.

Please hold up a predictable book.

...continued...



ACTIONS / MATERIALS



**Distribute
Handout R-3:
Books
Appropriate for
Young Children**

A few suggestions may include public libraries or area education agency media centers (some AEA and school libraries will allow early care and education providers to check out books), garage sales, borrow from other providers, secondhand book stores, book collection drives, etc.

Distribute brochures from the public libraries that serve your community.

Encourage participants to visit the public library to use the many available resources, including the librarian, who can always recommend great books to read to children.

TRAINER'S SCRIPT

Here is a list of books appropriate for young children. This is only a short list. Many others are available.

Sometimes, getting books for classrooms or homes can be difficult or expensive.

How do you get different books to read to children?

Comments or questions about book selection?

...continued...

ACTIONS / MATERIALS

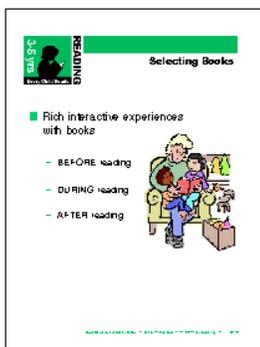
TRAINER'S SCRIPT

After a book has been selected, parents and teachers may use a variety of strategies with one child or several children that will encourage them to interact with a book.

Making reading richer is a process of adding different ways for children to interact that go beyond simply reading the book.



Display PPT or Transparency
 R1-9



We can use these strategies: BEFORE, DURING, and AFTER reading a book.

We will provide you with:

- SIX strategies to use with children BEFORE you read the book
- FOUR strategies to use DURING the time you read the book
- THREE strategies to use AFTER you read the book

Are there more strategies you could use? Probably, but this will get you started!

Do you have to use all 13 strategies every time you read a book? No. Use a few each time you read.

Can you ever read a story without these strategies?

Yes, but if we use these strategies when reading to children, we are helping them develop skills they need to be ready to read.



ACTIONS / MATERIALS

Demonstrate the BEFORE reading book strategies using the *Goodnight Moon* script from the Supplemental Trainer Materials.

If you need to do a second demonstration, you may use the *Bread, Bread, Bread* script from the same section.

On newsprint or a transparency with heading: *BEFORE Reading Book Strategies*, record participant responses

TRAINER'S SCRIPT

First, I'll demonstrate the BEFORE strategies to you.

Pretend you are a group of children and I am going to read a story to you.

Try to identify the strategies I use to prepare you to listen to this story. Take some notes.

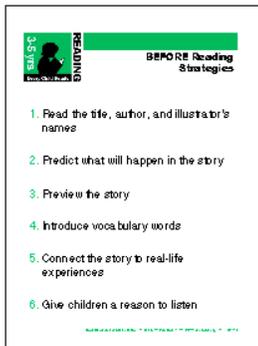
Thank you, children, for being so attentive!

What strategies did I use BEFORE I read the book?

ACTIONS / MATERIALS



Display PPT or Transparency R1-10



Distribute Handout R-4: *Strategies to Create Interactions with Books*

Allow 3-5 minutes for reading the handout

TRAINER'S SCRIPT

The six BEFORE reading book strategies I tried to demonstrate were:

1. Read the title, author, and illustrator's names
2. Predict what will happen in the story
3. Preview the story
4. Introduce vocabulary words
5. Connect the story to real-life experiences
6. Give children a reason to listen (spark their interest)

We don't use all of these strategies every time we read to children, but it is important to use some of these strategies each time.

You will need to select different strategies to use with different books. For example, you may not need to introduce new vocabulary words for some books. It depends on the children's background knowledge and experiences.

Please read the section *Strategies to Use BEFORE Reading Books*. This will be the first two pages of your handout.

ACTIONS / MATERIALS

TRAINER'S SCRIPT



**Display PPT or
 Transparency
 R1-11**



Statement 1 in bold (PPT); if using single overhead transparency, cover statements 2 - 5

Allow 1 minute for partners to explain the word *corduroy*

Questions or comments about the first three strategies?
 Let's spend some time discussing the fourth strategy: Introduce vocabulary words **BEFORE** reading the book.

These are suggestions you may use to pre-plan teaching new words directly to children. Let's take a different book example. You are going to read the book *Corduroy*, and you want to teach the new word 'corduroy' to the children. Using the first direct-teaching suggestion, you would explain any new words in the book.

Find someone from another table that is wearing a color you're wearing. This will be your new partner. Please stand by your new partner. The partner who's first name is closest to the letter Z needs to explain the word 'corduroy' to the other partner, who is now a child 3 to 5 years of age.

...continued...

ACTIONS / MATERIALS

TRAINER'S SCRIPT

Please sit if your partner mentioned that corduroy is a type of cloth or material.

Partners, please sit if you mentioned the bear in the story has overalls or pants made of corduroy.

Please sit if your partner mentioned Corduroy is the name of the bear in this book.

Other descriptions you want to share? Thank you.
 You may all sit down.



Display PPT or Transparency R1-12



Distribute Handout R-5: *Teaching New Words When Reading to Children*

Please read the handout: *Teaching New Words When Reading to Children*.

ACTIONS / MATERIALS

Allow 3 to 5 minutes for reading handout

Review handout with participants

TRAINER'S SCRIPT

Questions or comments about teaching new words? Notice that I only taught one word. The literature would indicate that one or two new words would be appropriate to teach when reading to children. It is also important to choose words that are important to the story and will help children understand the story.



Display PPT or Transparency R1-13



Statement 2 in bold (PPT); if using single overhead transparency (R1-11), uncover statement 2

Second, say the new word frequently throughout the day. Partners with first names closest to the letter A need to describe what you would do to say the word 'corduroy' frequently throughout the day.

ACTIONS / MATERIALS

Allow 1 minute for discussion

Suggestions may include commenting on those wearing corduroy pants, having children line-up if they have a red corduroy nametag, and so forth



Display PPT or Transparency R1-14



Direct Teaching Suggestions

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

Statement 3 in bold (PPT); if using single overhead transparency (R1-11), uncover statement 3

TRAINER'S SCRIPT

Would some of you volunteer your partner's ideas?

Third, encourage the children to say the word.

As you read the story *Corduroy*, encourage children to say the word with you. Pause and say part of the word (first syllable), "Cor," and let children finish the word with you, "Corduroy."

ACTIONS / MATERIALS



Display PPT or Transparency R1-15



Statement 4 in bold (PPT); if using single overhead transparency (R1-11), uncover statement 4



Display PPT or Transparency R1-16



Statement 5 in bold (PPT); if using single overhead transparency (R1-11), uncover statement 5

TRAINER'S SCRIPT

Fourth, demonstrate the new word using real objects whenever possible.

You could collect scraps of corduroy fabric, and let the children cut out and paste overalls on a piece of paper, just like Corduroy's.

Fifth, integrate the new word into the environment, whether classroom or home.

The children's pictures of Corduroy's overalls could be displayed. Children could wear their corduroy clothes to school (probably a winter activity!).

The last two strategies mentioned in your handout were to connect the story to real-life experiences and to give children a reason to listen.

Do you have questions or comments about these last strategies?

ACTIONS / MATERIALS



Show video segment
ECR 3-5
Reading Module:
BEFORE
Reading
Strategies



Distribute Handout R-6:
Practice/
Reflection
Log: BEFORE,
DURING, and
AFTER Reading
Strategies

TRAINER'S SCRIPT

We have examples of teachers using the six strategies BEFORE reading a story. Listen to the examples and watch for the subtitles labeling the strategies used.

Questions or comments about how the teachers used the BEFORE strategies in the video?

What examples did you see that gave children a reason to listen?

How did these teachers teach new vocabulary?

Give an example used in the video that helped children connect the story to real life.

ACTIONS / MATERIALS



Display PPT or
Transparency
R1-17



If participants have difficulty planning, ask a participant to model planning a lesson with you, or show the video *ECR 3-5 Reading: Peer Partner Discussion*. See Supplemental Trainer Materials.

Make sure partners work together to write **ONLY** the first adult's plan.

TRAINER'S SCRIPT

Now we are going to plan and practice these six BEFORE reading strategies.

1. Find your peer partner.
2. Find the book you brought to this workshop session.
3. Decide which partner will plan first. Then, complete page 1 of Handout R-6 together. Plan how the first adult will use these six strategies BEFORE reading a book to 3- to 5-year-old children. Think about the children you care for because you will eventually be practicing these strategies with them.
4. Use all 6 strategies for your first plan. Then, we will do some role-plays using the first partner's plan. Remember, work only on the first adult's plan. You may want to refer to page 4 of Handout R-6 for an example. This is the written example of the BEFORE strategies used for the *Goodnight Moon* book demonstration.
5. You will have 10 minutes to plan.

If you have questions about what to do, let me know.



ACTIONS / MATERIALS

While participants plan the lesson and do the role-play, circulate around the room. Listen to what they are saying and watch what they are doing.

If you hear or see a strategy being used incorrectly or being left out, do a second demonstration of the 6 strategies using the book *Bread, Bread, Bread*.

TRAINER'S SCRIPT

Now, we are going to role-play the BEFORE book reading strategies using the first adult's plan.

Adult, when I tell you to start, pretend you are preparing the child (your partner) to listen to the story. Please stay in your role and actually do and say what is written in your plan. Don't say things like, "Then I would do this." Actually do and say it. Children, respond like you think a child would. Don't be too hard on the adult!

Everyone, stand up, walk to the outer walls/back/side of the room. Take about 3 minutes to do the role-play. After your role-play, walk quietly to your chair and sit down. Please do not discuss the role-play. Start now.

ACTIONS / MATERIALS



Display PPT or Transparency R1-18



Remove transparency

Give participants 10 minutes to plan

TRAINER'S SCRIPT

Children, take one minute to tell your partner how you felt during this session and what their questions and statements made you think about. Do not discuss anything else.

Questions and comments about these 6 strategies?

Now, plan the BEFORE strategies for the other partner's book. Take 10 minutes to do so now. Remember to include all 6 strategies using page 1 of Handout R-6: *Practice/Reflection Log*.

Now, we need to do the role-play. Everyone, stand up, walk to the outer walls/back/side of the room. Take about 3 minutes to do the role-play. After your role play, walk quietly to your chair and sit down. Please do not discuss the role-play. Start now.

ACTIONS / MATERIALS



**Display PPT or
 Transparency
 R1-18**



**Select one participant
 to hand out cue card**

**Refer to Supplemental
 Trainer Materials for
 cue card**

TRAINER'S SCRIPT

Children provide feedback to the adults.

Questions or comments about these 6 strategies?

Let's move on to strategies used DURING reading of a book.

First, I'll demonstrate the DURING strategies to you. Please pretend you are a group of 3- to 5-year-old children!

One of you will get to ask a question.

Try to identify the strategies I used DURING reading of this book. Please take notes of the strategies you see me use.



ACTIONS / MATERIALS

Demonstrate
DURING reading
book strategies using
Goodnight Moon script
from Supplemental
Trainer Materials

For a second
demonstration, use
Bread Bread, Bread
script from same
section

On newsprint or
transparency with
heading: **DURING**
Reading Book
Strategies, record
participant responses

TRAINER'S SCRIPT

Thank you, children, for being so attentive!

What strategies did I use **DURING** reading of the
book?

Parents and teachers often naturally use a variety of
strategies to help children understand stories while
reading books.

Adults often use facial expressions, gestures, and
high and low voices to show meaning or different
characters.

ACTIONS / MATERIALS



Display PPT or
 Transparency
 R1-19



Allow 3 to 5 minutes
 for reading handout



Show video
 segment
ECR 3-5
Reading Module:
DURING Reading
Strategies

TRAINER'S SCRIPT

The four DURING reading book strategies

I demonstrated were:

- Point to pictures
- Let children make predictions
- Ask questions
- Answer children's questions

Again, you don't have to use all these strategies every time you read to children, but it is important to use some of these strategies each time to engage children in reading.

Please refer to Handout R-4: *Strategies to Create Interactions with Books*. Take a few minutes to read about the strategies you can use DURING reading of a book. Begin reading at the bottom of the second page and go to the fourth page.

Questions or comments?

This is a videotape of the four DURING strategies. Listen to the examples and watch for the subtitles labeling the strategies used.

ACTIONS / MATERIALS

TRAINER'S SCRIPT



Display PPT or Transparency R1-20



Were the children interacting with the story?

What questions did teachers ask to help children understand the story?

Tell someone across the table or behind you one example of a child interacting with the story.

Now it's time for you to plan the DURING reading strategies.

Find your peer partner.

Use the same book as you did planning the BEFORE strategies.

Find Handout R-6: *Practice/Reflection Log*, and turn to page 2. Look for the heading, *DURING Reading Book Strategies* on page 2.

Plan how to use three of the four DURING strategies.

You may plan the fourth DURING strategy if you want to make up 'child' questions to answer. Talk about which pictures to point to when reading the book, how you will ask the children to predict, and what questions you will ask.

If needed, refer to page 5 of Handout R-6 for an example.

Take 10 minutes for this planning. Do only one lesson.

...continued...



ACTIONS / MATERIALS

While participants plan the lesson and do the role-play, circulate around the room. Listen to what they are saying and watch what they are doing.

If you hear or see a strategy being used incorrectly or being left out, do a second demonstration of the 4 strategies using the book *Bread, Bread, Bread*.

After 10 minutes, ask participants for comments or questions

TRAINER'S SCRIPT

Now, repeat the planning process for the other partner's lesson.

Take 10 minutes to plan.



ACTIONS / MATERIALS

While participants plan the lesson and do the role-play, circulate around the room. Listen to what they are saying and watch what they are doing.

If you hear or see a strategy being used incorrectly or being left out, do a second demonstration of the 6 strategies using the book *Bread, Bread, Bread*.

After 10 minutes, stop the activity

TRAINER'S SCRIPT

Comments or questions about the DURING reading strategies?

Remember, you do not have to use all four DURING strategies each time you read a book to children.

We are having you do this so you have an opportunity to plan and practice all four strategies. We're going to save role-playing of the DURING strategies for later.



ACTIONS / MATERIALS

**Demonstrate
AFTER reading book
strategies using
Goodnight Moon script
from Supplemental
Trainer Materials**

**For a second
demonstration, use
Bread, Bread, Bread
script from same
section**

TRAINER'S SCRIPT

The last three strategies are used AFTER the book has been read.

AFTER a story has been read, activities need to be completed with the child to review his or her understanding of words, concepts, or new information.

Extending the child's learning beyond the story helps reinforce concepts introduced DURING reading.

Please be a group of 3- to 5-year-old children one more time. I have just finished reading the story *Goodnight Moon* to you.

Try to identify the AFTER strategies I use to assess your understanding of the story.

Thank you, children.

...continued...

ACTIONS / MATERIALS

On newsprint or transparency with heading: **AFTER Reading Book Strategies, record participant responses**



Display PPT or Transparency R1-21



TRAINER'S SCRIPT

What strategies did I use **AFTER** reading the book?

AFTER a story has been read, any strategies can be used to expand children's comprehension.

Three strategies were used to review your understanding of the story:

- Guided-story questions: a series of questions were asked that were important to understanding the story
- Sentence completion: use sentences from the book and let children predict the last word
- A personal experience of the child was related to the story: child shares similar experience of the story character(s)

We don't use all of these strategies every time we read to children, but it is important to use some of these strategies each time.

You will need to select strategies to fit the books.

For example, some sentences in books lend themselves well to sentence completion and others don't. If children cannot complete the sentences, you might try reading the book a few more times to increase their familiarity with the book. Sometimes, you may need to change the wording of the sentence being completed.

...continued...

ACTIONS / MATERIALS

Allow 3 to 5 minutes
for reading handout

If no one else does,
mention asking
children their favorite
part of the story



Show video
segment
*ECR 3-5
Reading Module:
AFTER Reading
Strategies*

TRAINER'S SCRIPT

Ask children, "What statements or questions did I ask that helped you think about the story?"

What strategies checked your understanding of the story?

Please refer to Handout R-4: *Strategies to Create Interactions with Books*.

Take a few minutes to read about the strategies you can use AFTER reading a book.

Are there other strategies you use AFTER reading a book?

This is a videotape of the three AFTER reading story strategies. Listen to the examples and watch for the subtitles labeling the strategies used.

What guided questions did the teacher ask?

How did the children respond?

ACTIONS / MATERIALS



Display PPT or Transparency R1-22



Allow 10 minutes for planning

TRAINER'S SCRIPT

Now, it's time for you to plan and practice the AFTER reading strategies.

Find your peer partner.

Use the same book.

Find page 2 of Handout R-6: *Practice/Reflection Log*, and the heading AFTER Reading Strategies.

Plan three AFTER reading strategies with your partner. For example, discuss:

- What are some guided-story questions you could ask for your book?
- Does the book offer any opportunities for sentence completion?
- How might you help the children relate the content of the book to a personal experience?

Take 10 minutes for planning. Do only one partner's lesson.

Now, it is time for another role-play. Everyone, stand up, walk to the outer walls/back/side of the room. The first partner will read the story using the planned DURING and AFTER strategies.

Take 10 minutes for this role-play.

You may not be able to read the whole book in 10 minutes. You may need to skip parts of the book so you can practice the DURING and AFTER strategies with your partner.

After your role-play, walk quietly to your chair and sit down. Please do not discuss the role play.

Questions about what to do? Please begin.

ACTIONS / MATERIALS

After 10 minutes,
 stop role-play



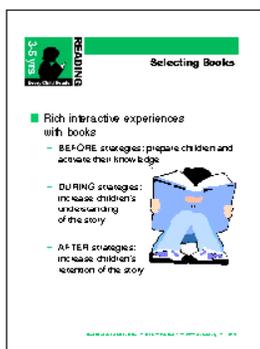
Display PPT or
 Transparency
 R1-23



Allow about 1 minute
 for partner discussion



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 R1-24



TRAINER'S SCRIPT

Children, take one minute to tell your partner how you felt during this session and what their questions and statements made you think about.

Comments or questions about the reading strategies?

Remember, we want to provide rich interactive experiences for children by using these strategies.

Here is an easy way to think of the strategies:

BEFORE strategies: prepare children/activate their knowledge

DURING strategies: increase children's understanding of the story

AFTER strategies: increase children's retention of the story

Any questions?

ACTIONS / MATERIALS



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 Transparency
 R1-25**



TRAINER'S SCRIPT

Now, for your homework assignment. We would like you to practice using these planned lessons with the children in your early care and education setting.

Please read the book you used for your lesson three times to your children between now and the next time we meet.

- The first time you read the book, use only the BEFORE strategies as you read it.
- The second time you read the book, use the DURING strategies.
- The third time you read it, use the AFTER strategies.

When you read the book for the second and third times and when you practice the *during* and *after* strategies, you may still want to use some of the *before* strategies.

For example, you will probably always read the title, author, and illustrator. That is OK. As we said before, you don't need to use all 13 of the strategies every time you read the book. In this training, we divide it up so you don't have to do all 13 strategies at one time.

Questions?

ACTIONS / MATERIALS

TRAINER'S SCRIPT

Please complete the Reflection page, which is page 3 of Handout R-6, **each** time you read the book. You should have three different entries on page 3: one after you read the book using the *before* strategies, one after you read the book using the *during* strategies, and one after you read the book using the *after* strategies.

Reflect right away. Don't wait until you have read the book all three times to write your reflections. Please bring Handout R-6 to our next class, and we will discuss your reflections.

You do not need to observe your partner reading the book for this lesson.

Any questions?

To summarize, you read the same book three times to your children. The first time, you use the *before* strategies; the second time, use the *during* strategies; and the third time, the *after* strategies. Complete the Reflection Log, page 3 of Handout R-6, each time you read the book.

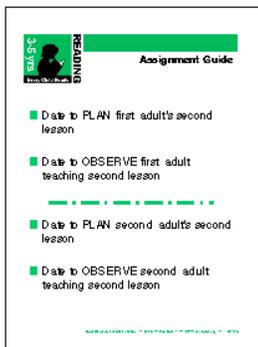
Meet with your partner and decide when you are going to read the book for the first, second, and third times. Write those dates on your homework assignment. You don't need to observe each other, but let each other know when you will be reading the book and practicing the strategies. You need to read the book three times by the next class.

ACTIONS / MATERIALS

After a few minutes,
 call the group together



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 Transparency
 R1-26



TRAINER'S SCRIPT

Questions or comments?

We do want you to meet with your partner outside of class and plan a second lesson. After you have worked together to plan the lessons using Handout R-6, we want you to set times when you can observe each other teaching the second lesson.

When you plan together, develop lessons that use all 13 strategies, just as you did today. When you **teach** the lesson, use six of the strategies, two *before* reading the book strategies, two *during*, and two *after*. Make sure your partner knows which strategies you will be practicing before s/ he observes you. You can practice more than six strategies, but be sure to do at least six.

After you teach your second lesson, write your reflections on page 3. Please record the strategies you used, how the children responded to them, and so forth.

Questions or comments?

...continued...



ACTIONS / MATERIALS

Give participants a few minutes to set dates

TRAINER'S SCRIPT

Please bring your second homework assignment to our next class also so we can discuss it.

If possible, don't plan the lessons at the same time. For example, on May 5, don't plan both Mary and Ann's lessons. If possible, plan Mary's on May 5. Then, on May 8, Ann can observe Mary teaching the lesson. After Ann observes Mary, the two of them can meet on May 8, to plan Ann's lesson. Then, Mary could observe Ann on May 10.

You may learn things from observing your partner to help with your planning.

Questions or comments?

Handouts R-7 and R-8 are for the peer partner to use when planning and observing lessons. Remember, when you are observing, you are the learner, not an evaluator.

Questions or comments?

...continued...

ACTIONS / MATERIALS



**Distribute
Peer Partner
Checklist:
Planning Your
Lesson**

Handout located in
Supplemental Trainer
Materials for
Language Module
Principle 2



**Show video
segment
ECR 3-5 Reading
Peer Partner
Discussion:
Planning**

Video located in
Supplemental Trainer
Materials

TRAINER'S SCRIPT

Now, we're going to watch a video demonstrating a Peer Partner Planning Session.

Here is a *Peer Partner Checklist for Planning Your Lesson*. Mark items on the checklist that you observe the partners in the video doing. After the video, we'll discuss what was said or done to demonstrate each action.

What clarifying questions did you hear?

Give an example of a suggestion a peer partner made to improve the lesson.

How did the peer partners focus on the children?

ACTIONS / MATERIALS

TRAINER'S SCRIPT

At our next session, on _____ (date/time), please bring your completed copies of Handout R-6 with you, including the last page (reflection log).

We will discuss what happened when you used these strategies, and then I will collect your homework.

We know you will read more than two books to children between now and our next session.

When you do, try to practice as many of these strategies as you can.

Also, for the next class, bring one of the books you used to complete a lesson plan for Handout R-6. You will need the book as we discuss story retelling.



**Distribute Handout R-7:
*Peer Practice Observation Notes***



**Distribute Handout R-8:
*Suggestions for Handling Excessive Interruptions DURING Reading***

These are suggestions for how to manage interruptions while reading a story. You may read this at a later time, and I'll answer questions at our next session.