Making the Most Out of Story Time: Using Conscious Discipline® Books for Effective Interactive Read Alouds
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Hmmm? What Does an Interactive Read Aloud look and sound like?

Let’s watch and then discuss the video: Creative Curriculum’s Strategies for Reading Aloud to Young Children - https://www.youtube.com/watch?v=tZ2rLoeByfc

Read-Alouds/Interactive and Dialogical Reading: Read aloud to your class once or twice a day, exposing children to numerous enjoyable stories, poems, and information books. Provide supportive conversations and activities before, during, and after reading. Repeated reading of favorite books builds familiarity, increasing the likelihood that children will attempt to read those books on their own.

Using Read Alouds to Support Emergent Readers

A Friendly Reminder that Read Alouds:

- Model Fluency
- Develop Comprehension
- Promote independent reading
- Introduce a variety of genre
- Build vocabulary

Rereading Texts 3 – 5 Times:

Research tells us that all emergent readers, especially those struggling with basic literacy concepts, benefit from hearing the same story read 3 – 5 times. This is a great strategy for helping kids interpret text and understand story and structure in regard to literacy. Here are some examples of this concept in action:

<table>
<thead>
<tr>
<th>First read-aloud</th>
<th>Second read-aloud</th>
<th>Third read-aloud: Guided reconstruction</th>
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</thead>
<tbody>
<tr>
<td><strong>Book introduction</strong></td>
<td>Give a few sentences introducing the main character and central problem. Use illustrations on the book cover, back, and title page as needed.</td>
<td>Remind children that they know the characters and some things the character does. Ask questions about the characters and problem.</td>
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<tr>
<td><strong>Book reading</strong></td>
<td>Insert vocabulary enhancements for 5-10 vocabulary words by pointing to illustrations, gesturing dramatically, or inserting a few definitions. Make comments that reveal what the main</td>
<td>Insert vocabulary enhancements for the same vocabulary, including more verbal definitions. Make comments that reveal what other characters are thinking or</td>
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### Repeated interactive read-alouds in action:

Across three days of reading the same book, the strategies used in repeated interactive read-alouds provide children with an opportunity to engage more actively in the reading experience. During a first read, teachers take a more active role by reading the text and making comments; children are actively listening and sometimes comment or answer questions. During a second read, children participate more verbally by answering questions and commenting more frequently. In the third read-aloud, children take a highly active role as they reconstruct the story with teacher guidance. The following excerpts are taken from book introductions in a first, second, and third read of a story. They demonstrate how children's participation changes across time.

### Dialogic Reading:

When most adults share a book with a preschooler, they read and the child listens. In dialogic reading, the adult helps the child become the teller of the story. The adult becomes the listener, the questioner, the audience for the child. No one can learn to play the piano just by listening to someone else play. Likewise, no one can learn to read just by listening to someone else read. Children learn most from books when they are actively involved.

The fundamental reading technique in dialogic reading is the **PEER sequence.** This is a short interaction between a child and the adult. The adult:

- Prompts the child to say something about the book,
- Evaluates the child's response,
- Expands the child's response by rephrasing and adding information to it, and
- Repeats the prompt to make sure the child has learned from the expansion.

Imagine that the parent and the child are looking at the page of a book that has a picture of a fire engine on it. The parent says, "What is this?" (the prompt) while pointing to the fire truck. The child says, *truck*, and the parent follows with "That's right (the evaluation); it's a red fire truck (the expansion); can you say *fire truck*?" (the repetition).
Except for the first reading of a book to children, PEER sequences should occur on nearly every page. Sometimes you can read the written words on the page and then prompt the child to say something. For many books, you should do less and less reading of the written words in the book each time you read it. Leave more to the child.

**How to prompt children**

There are five types of prompts that are used in dialogic reading to begin PEER sequences. You can remember these prompts with the word CROWD.

- **Completion prompts**
  
  You leave a blank at the end of a sentence and get the child to fill it in. These are typically used in books with rhyme or books with repetitive phases. For example, you might say, "I think I'd be a glossy cat. A little plump but not too _____," letting the child fill in the blank with the word *fat*. Completion prompts provide children with information about the structure of language that is critical to later reading.

- **Recall prompts**
  
  These are questions about what happened in a book a child has already read. Recall prompts work for nearly everything except alphabet books. For example, you might say, "Can you tell me what happened to the little blue engine in this story?" Recall prompts help children in understanding story plot and in describing sequences of events. Recall prompts can be used not only at the end of a book, but also at the beginning of a book when a child has been read that book before.

- **Open-ended prompts**
  
  These prompts focus on the pictures in books. They work best for books that have rich, detailed illustrations. For example, while looking at a page in a book that the child is familiar with, you might say, "Tell me what's happening in this picture." Open-ended prompts help children increase their expressive fluency and attend to detail.

- **Wh- prompts**
  
  These prompts usually begin with what, where, when, why, and how questions. Like open-ended prompts, wh- prompts focus on the pictures in books. For example, you might say, "What's the name of this?" while pointing to an object in the book. Wh- questions teach children new vocabulary.
Distancing prompts

These ask children to relate the pictures or words in the book they are reading to experiences outside the book. For example, while looking at a book with a picture of animals on a farm, you might say something like, "Remember when we went to the animal park last week. Which of these animals did we see there?" Distancing prompts help children form a bridge between books and the real world, as well as helping with verbal fluency, conversational abilities, and narrative skills.

Distancing prompts and recall prompts are more difficult for children than completion, open-ended, and wh- prompts. Frequent use of distancing and recall prompts should be limited to four- and five-year-olds.

Virtually all children's books are appropriate for dialogic reading. The best books have rich detailed pictures, or are interesting to your child. Always follow your child's interest when sharing books with your child.

High-quality book reading occurs when children feel emotionally secure (Bus & Van Ijzendoorn 1995; Bus et al. 1997) and are active participants in reading (Whitehurst et al. 1994). Asking predictive and analytic questions in small group settings appears to affect children’s vocabulary and comprehension of stories. Children may talk about the pictures, retell the story, discuss their favorite actions, and request multiple rereadings. It is the talk that surrounds the storybook reading that gives it power, helping children to bridge what is in the story and their own lives. Repeated readings appear to further reinforce the language of the text as well as to familiarize children with the way different genres are structured.

How to prompt children using Shubert’s New Friend by Dr. Becky Bailey

There are five types of prompts that are used in dialogic reading to begin PEER sequences. You can remember these prompts with the word CROWD.

- **Completion prompts:** Shubert goes out the door singing, “Hooray, ________“...
- **Recall prompts:** Can you remember one thing the class did to prepare for the new student?
- **Open-ended prompts:** Tell me what is happening in this picture... (Shubert and Sophie are practicing the new greeting for the new student...)
- **Wh- prompts:** What type of critter is the new student? (spider)
- **Distancing prompts:** Remember when Steve joined our School Family™ when it was winter and so very cold outside? What did our School Family do to welcome Steve?? (wrote a DPS Kids’ One Thing You Will LOVE about Our Class for Steve book, created a Welcome Chant, Decorated his Cubby, Skyped with him before he came...)

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