

# One Page Resource: Engaging Children in a Storybook

## First Read (Day 1)

### Introduction

Introduce the characters, the relationships, and the plot. Provide a question to give the children something to ponder and think about as they listen.

### Vocabulary

Pre-select 8-10 words you define by the PAT (*Point to the picture of the word, Act out the word and encourage children to act it out, Tell a child-friendly definition of the word*) strategy. (EI 7.4 Concepts of Print)

### During the Read

Highlight the main idea, summarize and think aloud.

(EI 7.1 Enjoys Books)

### After the Read

Ask what happened (plot) and revisit during the next reading.

(EI 5.1 Listens to Conversations/Directions, 6.1 Converses Effectively)

### Character relationships:

Ask who did what to whom?

### Problem:

Ask why was this happening?

### Purpose:

Ask when, where and how did this come about?

### 1<sup>st</sup> Read Listening Plan



**Listening**



**Watching**



**Thinking  
Along**

## Second Read (Day 2)

### Introduction

Investigate the children's prior knowledge of the story and ask some leading questions such as asking how characters feel about certain events or what the character learned.

### Vocabulary

Select 3-4 words to deepen their understanding (PATS=(*Point to the picture of the word, Act out the word and encourage children to act it out, Tell a child-friendly definition of the word, Show children a real-life example of the word*)). (EI #7.4 Concepts of Print)

### During the read

Clarify points in the story and scaffold by asking related questions.

### After the Read

Investigate, again, the main idea to see if the children are making connections. (EI 7.2 Listens to Stories)

Ask: Why did...

Say: Let's look for clues that tell us about....

Ask questions and seek comments from the children during and after the read.

### 2<sup>nd</sup> Read Listening Plan



**Remembering**



**Thinking**



**Sharing Ideas**

## Third Read (Day 3+)

### Introduction

Ask the children to recall the title of the story and the characters involved. (EI 7.2 Listens to Stories)

### Vocabulary

Select 3-4 words for the children to make comments on. Have kids define the words and use them.

(EI 7.4 Concepts of Print)

### During the Read

Take time to pause & allow children to comment with connections. (EI 5.1 Listens to Conversations/Directions)

### After the Read

Discuss story elements, sequencing & share connections.

(EI# 5.1 Listens to Conversations/Directions, 5.3 Phonological Awareness, 6.1 Converses Effectively, 7.1 Enjoys Books, 7.2 Listens to Stories)

### After Reading Discussion

Ask follow up questions to encourage more comments.

### 3<sup>rd</sup> Read Listening Plan



**Listening**



**Thinking**



**Chiming In**

Source: Adapted from McGee, L.M. & Schickedanz, J.A. 2007. Repeated Interactive Read-Alouds in Preschool and Kindergarten.

Source: New Mexico Early Learning Guidelines