



SHARED READING with Your Child

The Purpose:

Shared Reading is an interactive process that helps children explore their language and develop many skills that lead to **successful** reading of both fiction and non-fiction works.

Shared Reading:

- Provides opportunities for your child to learn new words and to use the words they already know (expressive vocabulary);
- Gives your child a chance to hear the rhythm and sound of the language;
- Builds sight word knowledge and reading fluency;
- Allows students to enjoy books that they may not be able to read on their own;
- Guides struggling readers with necessary support; and, most importantly,
- Guarantees quality time with YOU!

Before Reading:

- Introduce the book.
- Read the title of the story.
- Introduce the author and illustrator:
Ask: What does the author do?
Answer: He/she writes the words.
Ask: What does the illustrator do?
Answer: He/she draws the pictures.
*Example: For the book, **Brown Bear, Brown Bear**, Eric Carle is the author and the illustrator who wrote the words and created the pictures.*
- Introduce the front cover, back cover, and spine.
- Make a prediction:
Ask: What kinds of _____ do you think you might see in this story?
- Encourage your child to answer by use of positive guidance.
Positive Guidance is affirming or confirming the child's answer as a response, but directing him/her to think about other possible better or extended answers. Here is an example to an inaccurate response to the above question:
*You might say: Yes, we might see teddy bears in this story **Brown Bear, Brown Bear**, but the picture on the cover shows what kind of bear?*
Now, Your Child's Possible Answer: A big, real-looking bear



SHARED READING with Your Child (continued)

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| During Reading: | <ul style="list-style-type: none"> • Read the story allowing your child to comment during reading. • Make predictions throughout the story. Use picture clues to guide discussions. • As you read, engage the children in discussions. Ask: Does _____ happen, too? Ask: What _____ do you think we are going to read about next? • As you come across unfamiliar vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief definition of these words as you read. • Review new words as you read by encouraging your child to point out pictures of vocabulary words. Or, for older children, ask them to tell name nouns because they identify a person, place, thing, or idea. Ask them to describe or demonstrate the action words. |
| Note: | If your child is a young reader or a struggling reader, use your finger to touch the words and model reading from left to right. |
| After Reading: | <ul style="list-style-type: none"> • Ask “connection” questions. What would you do if _____? • Encourage your child to answer by use of positive guidance. Engage in a linking activity, such as: <ul style="list-style-type: none"> • Make a photo album or picture book of people, things, or action in the book by cutting out and pasting pictures from magazines or newspapers; or • Draw a picture of what might happen next, if the story were continued; or • Pretend that you are (a, an) _____, and write a story (or song/poem); or • Write another ending for the story; or • Make (or build) something that is mentioned in the book. |

WE CAN HELP!

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