



## 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*



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*(continued)*

<b>During Reading:</b>	<ul style="list-style-type: none"> <li>• Read the story allowing your child to comment during reading.</li> <li>• Make predictions throughout the story. Use picture clues to guide discussions.</li> <li>• As you read, engage the children in discussions.  <i>Ask: Does _____ happen, too?</i>  <i>Ask: What _____ do you think we are going to read about next?</i></li> <li>• 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.</li> <li>• <b>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.</b></li> </ul>
<b>Note:</b>	<p>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.</p>
<b>After Reading:</b>	<ul style="list-style-type: none"> <li>• <b>Ask “connection” questions.</b>  <i>What would you do if _____?</i></li> <li>• <b>Encourage your child to answer by use of positive guidance.</b>  Engage in a linking activity, such as: <ul style="list-style-type: none"> <li>• 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</li> <li>• Draw a picture of what might happen next, if the story were continued; or</li> <li>• Pretend that you are (a, an) _____, and write a story (or song/poem); or</li> <li>• Write another ending for the story; or</li> <li>• Make (or build) something that is mentioned in the book.</li> </ul> </li> </ul>

**WE CAN HELP!**

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