

## Self-Reflection

### How am I interactive around sharing books in my storytimes?

How do I model interactivity when sharing books in my storytimes?

How have I been successful in having children be interactive and participating while sharing books?

How do I adjust the levels of interactivity according to the different ages/stages of the children in my storytimes?

What might I do to encourage interactivity between adults and their children in storytimes?

How might I change to incorporate increased interactivity for a future storytime?

#### Resources on Dialogic Reading

\* *Repeated Interactive Read-Alouds in Preschool and Kindergarten* by Lea McGee and Judith Schickedanz. Reading Rockets

<http://www.readingrockets.org/article/repeated-interactive-read-alouds-preschool-and-kindergarten>

\* *Dialogic Reading: An Effective Way to Read to Preschoolers* by Grover Whitehurst. Reading Rockets. <http://www.readingrockets.org/article/dialogic-reading-effective-way-read-preschoolers>

\* *How to Read Out Loud with Your Preschooler* (video) Scholastic.

<https://youtu.be/sZSIUVrCJR0>

## Interactive Reading

### What is Interactive Reading?

When you read interactively with children, you encourage them to participate in talking about what is happening in the book. By getting them involved in asking and answering questions about the contents of a book, or making predictions or inferences about characters and events, you help the children make bigger gains in early literacy skills than when you simply read the book aloud. Interactive reading can support any of the early literacy components (see below) that children need for reading readiness.

Interactive reading also makes reading together fun, both in storytime and when a parent/caregiver is reading with their children. It increases children's attention spans because they are actively engaged with what is going on in the book.

### What it is NOT

- It is not a "test" for the child as they respond to questions.
- It is not "skilling and drilling" children about a book.
- It is not forcing responses for children who would rather observe.

### Early Literacy Components

*Phonological Awareness*: hearing the smaller sounds in words (environmental sounds, rhyming)

*Print Awareness/Concepts*: how print works, how books work

*Letter Knowledge*: exploring letters, shapes

*Vocabulary*: recognizing words and knowing the meaning of words

*Background Knowledge*: information the child knows about the world

*Print Motivation*: child's interest in and enjoyment of books and reading

*Story Structure*: understanding how stories work

## Types of Books

- Clear storylines
- Predictable stories for young children
- More sophisticated stories for preschoolers
- Rhythmic language
- Song books
- Art that draws children into the story, supports interaction
- Clear illustrations, supplement text with additional details
- Factual books on topics of interest
- Interesting vocabulary
- Sensitive to diversity, offering characters, situations, topics, and stories that both reflect and expand on their world

## General Practices

*There are many ways to move children from passively listening to a book read aloud to actively engaging with the content of the book, whether it's a fictional story or a factual book. Your techniques will vary depending on the book itself, the size of the group, and the age of the children. Of course, share your enjoyment of the book.*

- Read with expression (B,T,P)
  - Pause to allow time for children to understand, to allow them to join in
  - Vary your pace—fast, slow
  - Vary your pitch—high, low
  - Vary your volume—loud, soft
  - Use different voices for different characters (B,T,P)
- Use “parentese” (clear, high pitched voice, elongated vowels) (B)

## Features

- Read with expression
- Show how books work
- Ask thoughtful questions
- Involve children in telling the story or talking about factual book topic
- Develop vocabulary and comprehension
- Extend the story

<p><b>B</b> indicates babies birth-12 months <b>T</b> indicates toddlers and twos 1-3 years old <b>P</b> indicates preschoolers 3-5 years old</p>
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## How?

- Show how books work
  - Play with orientation of book (T, P)
  - Point to text and connect to illustrations (B, T, P)
  - Talk about role of author and illustrator (P)
- Ask thoughtful, open-ended questions  
You may be asking the question, waiting, and then answering (B,T)
  - What's this? (B, T)
  - What does it look like? (B, T)
  - What do you see on the cover/this page? (T,P)
  - What might this book be about? (P)
  - What do you think might happen next? (P)
  - What do you notice? (T,P)
  - What do you think? (P)
  - How do you think the character feels? (B,T,P)
  - How would you feel? (T,P)
  - What would you do? (T,P)
- Involve children in telling the story or talking about factual book topic
  - Encourage children to join in with sounds or a repeated phrase (B,T,P)
  - Pause for children to fill in a word/phrase in a sequence, or complete a rhyme (T,P)
  - Add movements to story (T,P)
  - Allow children time to think about and to respond to what is happening in the story (P)
- Develop vocabulary and comprehension
  - Point to picture of item as you say the word (B, T, P)
  - Use gestures, facial expressions, or movements (B, T, P)
  - Give a brief explanation of word (B, T, P)
  - Talk about the feelings of characters, making connections and/or encouraging children to make connections to their feelings (T, P)
  - Add new information and new words to those in the book (B,T,P)
  - Make connections and/or encourage children to make connections to personal experiences (B,T,P)
- Extend the story
  - Extend children's responses (B,T,P)
  - Offer writing activities based on the book (T,P)
  - Repeat all or part of a story to develop familiarity and participation (B,T,P)
  - Encourage roleplaying, retelling with flannel board, puppets, props (T,P)
  - Offer play opportunities with objects related to the story, pictures, or characters (T,P)