

New Mexico PreK

1st-2nd-3rd Read - Engaging Children in a Storybook

Target books should be read at least three times, over a short period of time, to build children's understanding, background knowledge, and ability to tell the story (Paulson & Moats, 2010, 2018).

Before the First Read

Introduction - As you select your storybook, you will need to create a plan for learning outcomes. During this time, you will select the vocabulary and determine the questions to meet those learning goals.

Reading Plan - As you create your reading plan, you will need to keep the following points in mind:

1. **Main concept or theme of book** - Preview book for complexity and learning value and interest.
2. **Vocabulary** - Create child-friendly definitions by including a gesture and pictures illustrating the word in other contexts.
3. **Difficult concepts** - Identify points in the story that children may have difficulty understanding and plan how you will explain them.

Vocabulary - After you pre-select 8 to 10 Tier 2 words, you will define them using 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 7.3a Concepts of Print**).

- **Tier 1 words** are frequent, familiar words that are used in everyday conversation and written text (e.g., night, daddy, food).
- **Tier 2 words** are high-utility vocabulary that help with conceptual understanding and are used across settings and situations but not in everyday conversations (e.g., balcony, complex, mischief).
- **Tier 3 words** are highly specialized vocabulary related to a specific topic and are rarely used in everyday conversations (e.g., photosynthesis, isotope, economics).

First Read (Day 1)

Introduction - This read will help children gain an overall understanding of the book. During this read, you will practice aloud thinking to show how to make inferences in a story.

Reading Plan

1. **Main concept or theme of book** - Introduce the characters, the relationships, and what might happen in the plot.
2. **Hook question** - Before the 1st read, provide a "hook question" to give the children something to ponder and think about as they listen.
3. **During the read** - Highlight the main idea, summarize, and think aloud. Ask literal questions to help children gain a basic understanding of story. Provide child-friendly definitions when you come to selected vocabulary words and turn back as needed to model how to confirm your thoughts (**EI 7.2 Comprehension**).
4. **After the read** - After the 1st read, ask a BIG question linked to what happened in the story and to revisit during the next reading (**EI 5.2 Listens to Conversations/Directions; 6.1 Converses Effectively**).

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Second Read (Day 2)

Introduction - During this read, you will point out things that children may not know and provide opportunities to use language for thinking and learning.

Reading Plan

1. **Connect the 1st read** - Connect the children's knowledge of the story and ask leading questions.
2. **During the read** - Clarify points in the story and scaffold by asking related questions. Focus on the selected vocabulary words.
3. **After the read** - Revisiting the BIG question to see if the children are making connections (**EI 7.2 Listens to Stories**).

Third Read (Day 3+)

Introduction - The purpose of this read is to reinforce story comprehension and to expand on what children know and help them make connections to their own life.

Reading Plan

1. **Character feelings or motivations** - Ask the children to recall the title of the story and the characters involved (**EI 7.2 Listens to Stories**).
2. **During the read** - Make connections and have children use story words in their connections (**EI 5.1 Listens to Conversations/Directions**).
3. **After the read** - Discuss story elements, sequencing, and share connections. Ask follow-up questions to encourage more comments (**EI 5.1 Listens to Conversations/Directions; 5.3 Phonological Awareness; 6.1 Converses Effectively; 7.1 Enjoys Books; 7.2 Listens to Stories**).

Reading the same book for several days in a row is also a great way to provide opportunities for preschoolers to develop their social emotional skills, such as the ability to sit, listen, and be attentive (Center on the Social and Emotional Foundations for Early Learning, 2018).

References

- Center on the Social and Emotional Foundations for Early Learning. (n.d.). Retrieved from <http://csefel.vanderbilt.edu/resources/strategies.html>
- Paulson, L. H., & Moats, L. C. (2010). LETRS for Early Childhood Educator. Boston, MA: Cambium Learning.
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