

Video 7



Video 8

Come-alive Reading + Echo and Repeated Reading

Handouts

Shared Reading is a Conversation!



How do you converse with a conversational child? With lots of enthusiasm and seven days a week!

Why seven days a week?

Many conversations within our family households are centered around necessary daily routines as we deal with everyday events like taking a bath, mending a broken toy, making and having lunch, or getting dressed. However, let's revisit our concept of Shared Reading as being another kind of conversation between parent and child. Our aim there is to use every conversational opportunity to extend vocabulary, teach lessons, explore ideas, and cement relationships and trust. Of course we do!

Shared Reading gives us an opportunity to structure conversations every day: **rich** conversations that are carefully planned and have a distinct purpose.

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This is exactly what teachers implemented five days a week with the Joyful Literacy Framework. They adopted the theories and practices recommended by Dr. Tim Rasinski – noted researcher, author and expert on reading fluency. His work has made a pivotal contribution to our progress in building levels of reading success. In fact, teachers

using his five-day fluency strategy have seen leaps and bounds in the degree of success. They have also reported what a joyful experience it has been for them and for their students. This is why we are recommending the same process for you to use at home. It is tried, true, effective **and** joyful.

(Note: We assume you will read other books or poems at other times in the day in a less formal way. This is your structured teaching time.)

What makes Tim Rasinski's work so important? His concept of Repeated Reading. He proposes that we read and re-read the same text, changing the focus each day in a carefully planned and integrated strategy. The following table describes how you might plan your weekly Shared Reading experience. Adjust the plan to suit your unique situation although remember, this is a powerful strategy, one that our best teachers can only employ during the school hours of each week. How fortunate you are to have seven days and the comfort of a home environment to practice these strategies! You are going to enjoy this experience and your child will certainly reap the benefits.



Day One: Modelling Exceptional Reading

Parents' Role

1. Choose a really special book or poem. You might select one that is connected to the season (snow or spring); a family event (birthday or travel plans); the child's most recent interests (skating or swimming or dinosaurs); or a fictional or non-fictional topic.
2. Choose a comfortable place to share at a time when interruptions are unlikely.
3. Read the text from beginning to end using your best expression and fluency. Resist the urge to stop and discuss the illustrations or ask questions; there will be lots of time for this later in the week. If your child wants to point something out to you, that's just fine, but try to keep the rhythm of the reading intact. Your child will soon learn that the first day each week is your day to model.
4. Re-read the text again but this time emphasize and discuss print concepts as listed next) and illustrations.

Discuss how much fun it will be to perform a small part of the poem or story for a family member. Discuss possible usable props that connect with the text during the performance (for Hallowe'en it might be a broom, a mask, a pumpkin, a stuffed black cat).

Purpose of Day One's Shared Reading Experience

- To model excellent reading.
- To build a love of literacy.
- To motivate your child
- to want more reading.
- To focus on illustrations and print concepts (as follows).
- To start getting ready for the performance at the end of the week.

Print and Illustration Concepts to Feature: Day One

Book Concepts

- Cover
- Title
- Print carries a message

Directionality

- Beginning of text
- Left to right sequence
- Return sweep (reading to the end of the line, sweep back and start at the beginning of the next line; demonstrate with your finger)

Word Concepts

- One word
- First word
- Last word
- Spaces between words

Letter Concepts

- First letter in word
- Last letter in word
- Middle letter in word

Punctuation Marks

- Period
- Capital letter
- Question mark
- Exclamation mark

Illustration Concepts to Explore

- Media (photos, water colour, cartoon etc.)
- Colours
- Connection to message
- Feelings felt and expressed

Day Two: Focus on Foundational Skills

Parents' Role

1. Choose a comfortable place to share at a time when interruptions are unlikely.
2. Decide which Foundational Skill you want to focus on today. (It should be one you have already introduced or taught, such as an alphabet letter or a few sight words or rhyming words.)
3. Re-introduce the skill again and demonstrate to your child that you can find examples of it in the book or poem.
4. Read the text again with enthusiasm. You might want to read a smaller portion, so you have time for focusing on the skill you have chosen.
5. Walk through the pages again, working together to find examples of the skills they know. You might want to play a game like "I Spy" to keep it exciting. This should not feel like work; it should be exciting for children to discover how much they know.

Discuss the child's favourite part of the text. Decide together which part you want to perform at the end of the week. Practice the part you choose together. Use echo-reading to help them (described in Part Three of this Chapter).

Purpose of Day Two's Shared Reading Experience

- The Foundational Skills: how to teach them, practice them with games, and assess them as outlined in detail in Chapters 2, 3 and 4.

Day Two is your chance:

- To enjoy the poem or book again (or a part thereof).
- To demonstrate to children the link between the skills they are learning and the act of reading.
- To experience, find and practice the foundational skills in the context of a book.

| Day Three: Focus on Understanding (Comprehension) |
|---|
| Parents' Role |
| <ol style="list-style-type: none">1. Choose a comfortable place to share at a time when interruptions are unlikely.2. Decide which Comprehension Skill you want to focus on today (described below). Discuss the skill, looking for examples in real life or in the text.3. Read the text again with enthusiasm. You might want to read a smaller portion, to make time for asking and answering questions.4. Practice the part you chose for your performance later in the week. Use echo-reading to help them (described in Part Three of this Chapter). |
| Purpose of Day Three's Shared Reading Experience |
| <ul style="list-style-type: none">• To practice using different comprehension skills each week to ensure understanding. |

Comprehension Skills (Understanding the Story or Poem)

These are critical. Many children learn to read without really comprehending what they are reading; this lack of understanding causes significant problems later in the intermediate grades since, by then, students are expected to be able to analyze data critically and write interpretive reports.

Here are seven important comprehension skills.

1. **Making Connections:** Children use their own background knowledge to consider what they are reading, link their own experiences with the story and make predictions based on these links.
2. **Asking and Answering Questions:** Children are able to pose and answer a variety of questions about the reading (what if, why do you think, how might, what do you wonder).
3. **Visualizing with Sensory Skills:** Using their imaginations, children describe what they think may be happening in the text. (Have them close their eyes and visualize what might happen on the next page.)
4. **Determining Importance:** Children identify words, events or characters that are most important to the meaning in the story.
5. **Self-Monitoring Understanding:** Children recognize when they are having a problem understanding something and they ask about it.
6. **Predicting:** Children draw conclusions and are able to predict what is going to happen.
7. **Retelling the Story:** Children are able to retell parts of the story.

Depending on age, we want children gradually to become more sophisticated at using these skills.

Day Four: Focus on Growing Vocabulary

Parents' Role

1. Choose a comfortable place to share at a time when interruptions are unlikely.
2. Read the text again with enthusiasm. You might want to read a smaller portion, so you have time for talking about new words you find in the text. Define the words together and use them in new sentences.
3. Make a word wall or a wordbook where you can keep track of new words and practice them from time to time.

Assign acting roles for your planned performance. Using your props, have a dress rehearsal. Contact the audience to set a time and place. It might be grandma on Face Time! Think big.

Purpose of Day Four's Shared Reading Experience

- To explore the meaning of new words and how to use them in real life.
- To look for similarities in words.
- To add to the child's working (daily) use of new vocabulary.



Day Five: Focus on Performing and Having Fun Sharing with Others

Parents' Role

1. Set the place and stage for your performance. Have one last practice with your props. Coach your child with some last-minute ideas. If your child is a non-reader, use the echo reading strategy. You should be looking at the book and following the words with your finger. This is about reading even though your child may even have memorized the words.
2. Perform! Video it for future reference and celebrations.
3. Be sure to leave time for the audience to applaud, celebrate and admire your young reader.

Purpose of Day Five's Shared Reading Experience

- To build the child's confidence that they are learning to read.
- To engage other family members in the excitement.
- To make reading the highlight of the week.



Day Six and Seven: Extend the Experience

Parents' Role

Now it is time to integrate the book or poem into your child's daily life. Brainstorm possibilities for extending the experience.

- Develop an arts and craft project;
- Reproduce the story in other kinds of media like paint, Play Doh, block building;
- Take a field trip to a local event or place;
- Find more books on the same topic;
- Research related topics on the internet through songs, games or poems.
- Select a book to start next week's cycle!

Purpose of Day Six and Seven's Shared Reading Experience

- To increase your child's awareness that literacy is connected everywhere in our lives.
- To make connections between what we read and the real world.
- To extend your relationship with your child through new strategies other than reading.

Summary

Once you start using the seven-day cycle you will want to adjust it to suit your own home schedules and circumstances. These structured sessions need not take more than 10 to 20 minutes, depending on your child's attention span and interest. If your child loses interest, let it go! There'll be time another day. Unless these experiences are enjoyable, they are of no value. Children learn best when they are joyful.

Chapter 1: Part 3

Reading Together: Joyfully and Fluently

What is *fluency* and why is *fluency* so important?



When we read fluently, we read with expression and volume, at a smooth pace and paying attention to punctuation. If we don't read fluently, we will experience problems with comprehension and a good understanding what we are actually reading.

In the past we didn't teach fluency as a separate skill but now we know better. We know that when we begin teaching fluency at the prekindergarten age, we can raise their reading levels in the primary years dramatically. This is because as adults we are modelling our best reading behaviour and encouraging them to mimic us. This is a terrific way to build confidence and enthusiasm for reading.



Reading experts recommend that children read aloud every day for 60 minutes. The following three read-aloud strategies will help to achieve this with playful drama and lots of laughter. Have fun!

What are the skills we want children to learn as we teach and practice *fluency*?

There are four main skills we will be teaching children:

1. Expression and Volume – “like talking to a friend.”

This is the most important skill we can teach young children who are not yet reading themselves. At the youngest ages we want children to observe modelling of exceptional reading. Even newborns will begin absorbing the patterns and rhythms of language when they are read to daily. Once children can talk we will be able to engage them in participation even though they can't read at all. A great strategy to use is echo reading (which follows). As we read each sentence changing expression and volume as the text suggests, we ask them to repeat it after us. This is building powerful expectations and experience for their own independent reading later.

Note: *The following three skills are more relevant once children have begun to read independently. If your child is reading already these skills become very important. The same three strategies offered next will work well to teach and practice these skills.*

2. Phrasing – “adhering to punctuation.”

As we are using the fluency strategies (which follow) we want children to observe and learn that we want to read sentences in clusters of words that make sense. We want to emphasize breathing comfortably, the tone indicated by the text, and acknowledging that punctuation is a signpost that indicates when we stop, start and pause.

3. *Smoothness – “knows to self correct.”*

Children are able to recognize when they need to pause to correct difficult words and sentence structures.

4. *Pace – “conversational.”*

We are working towards children being able to read to others as if they are in a meaningful conversation. The chart at the end of the chapter will guide parents who have children reading independently.

What strategies can we use to teach fluency skills?

Strategy #1: Echo Reading

What is Echo Reading?

- The parent reads a sentence to their child.
- The child echos, or re-reads, the same sentence out loud trying to sound like the parent did – same tone, same volume and same rhythm.



Why should I Echo Read with my Child?

- Practice is the key to reading success.
- When parents read just one sentence and have children read the sentence back right away, parents are modelling good reading in small doses and children get to practice in short, successful spurts.
- Echo reading is a powerful way to increase your child's reading ability.

What do I need for Echo Reading with my child?

- A parent (or grandparent, guardian, an older brother or sister, or any loving relative) to lead the echo reading;
- A book or poem that the child can read easily.

How do I Echo Read?

Sit together so you can both see the sentence. Say:

1. I will read a sentence out loud.
2. You listen carefully to the words and how I read them with good expression. Follow the words with your finger as I read.
3. You read the sentence out loud back to me following the words with your finger. As you read, try to copy how I read it with expression.
4. Continue this practice for 5 to 10 minutes or until the child loses interest.

Tips for Parents

- ★ If your child has trouble mimicking the sentence you read, it is okay to repeat the sentence and have them mimic it several more times.
- ★ Remember this is practice! If they have trouble copying too many sentences you may need to try with an easier book.
- ★ You want this to be a happy experience so show excitement as they copy your reading. “Good job! Terrific! Great reading! Well done!”
- ★ Point out exclamation marks, question marks, commas and periods and explain how they affect how you read.
- ★ Find a special time in the day for echo reading. Make it a fun, special experience just between the two of you. Try to echo read several times a week.
- ★ **A treat at the end would probably be welcome!**



Strategy #2 Paired Reading

What is Paired Reading?

- Paired Reading is like choral reading we did in the old days but it is just two people – an adult or an fluent older child reading with a young child. Another name for it is 'assisted reading' where the child gets one-on-one help.
- For 10 minutes (or as much as the child enjoys), the two readers read the same print at the same time together.

Why Pair Read with my child?

- Practice is the key to reading success. Research is clear that daily paired reading with children can make wow progress in every area of their reading - learning new words, fluency, understanding of reading, and best of all - reading success overall.

What do I need to Pair Read with my child?

- A parent (or grandparent, guardian, an older brother or sister, or any loving relative) to lead the echo reading;
- A book or poem that the child can read easily.

How do I Pair Read with my child?

Sit together so you can both see the sentence.

1. Let the child choose the book or poem. This will make the child is more likely to want to pair read. Check to be sure it is not too hard for them to read.

2. On a signal from the leader, begin to read together. Ask the child to follow each word with a finger. The leader reads slowly enough so that the child can easily keep up. If it is easy for the child, the leader can speed up.
3. If the reading is too hard for the child, the leader can read louder (which will help the child) and slow down a bit. If it is still too hard the leader can find an easier book).
4. Continue this practice for 5 to 10 minutes or until the child loses interest. Remember Paired Reading is a special and fun experience for both readers.



Tips for Parents

- ★ If your child makes a word mistake when Paired Reading the leader points to the word, says the right word, has the child repeat it, but don't stop. At the end of the reading go over the ones that were errors and practice saying them, repeating them and talking about them. The leader might make a list to practice later. Try putting it on the fridge for lots of daily practice.
- ★ Remember to use lots of expression
- ★ You want this to be a happy experience so show excitement as they copy your reading. "Good job! Terrific! Great reading! Well done!"
- ★ Point out exclamation marks, question marks, commas and periods and explain how they affect how you read.
- ★ Find a special time in the day for Paired Reading. Make it a fun, special experience just between the two of you. Try to Pair Read several times a week.
- ★ **A treat at the end would probably be welcome!**

Strategy #3 Come-Alive Reading

What is Come-Alive reading?

- In schools we often call this Readers' Theatre but you can do it at home too with all your children together no matter what grade they are in - or just one child because you will be the main reader.
- You can bring reading and drama together and enjoy each other as you do so.

Why use Come-Alive reading?

- Come-Alive Reading is a fun and exciting way to increase reading success and keep children excited about reading.
- Research tells us that this is a great way to increase fluency in reading.
- Fluency is also one of the most important skills in reading success in grades 3 to 12.
- If children do not get practiced at it in grades K to 3 they will struggle more in later grades.

What do I need for Come-Alive reading with my child?

- A parent (or grandparent, guardian, an older brother or sister, or any loving relative) to be the leader of Come-Alive Reading;
- A book or poem that has interesting characters or chants in it that children can act out. This book does NOT have to be a book your child can read, just a book you can read comfortably and one you can enjoy. Choose one that will be exciting for your child. It can be an old favourite or a new one you have found. We want children to love this experience with you!

How do I Come-Alive Read with my child/children?

- Practice the story by yourself first to plan; look for lines the character says that can be dramatized. Look for lines that are repeated throughout the book or poem – lines that the children might enjoy repeating.
- Invite your child to listen to you read the whole story to them without stopping for discussion or questions. Model your best reading.

- Tell the children/child you need them to help you make the reading more exciting. Ask them which characters they liked the most and talk about why.
- Tell them you are going to read the main part of the story but you need them to be the characters as you meet them in the story.
- Read the story again slowly. As you get to the lines said by a character, read the line to the child then ask them to say it in a different way – with more expression; the way the character is feeling (scared, happy, sad); the kind of voice the character might use (yelling, whispering, screaming); the pace of the reading (slow, fast, halting). Ask them to practice as many as four times until you are all satisfied.
- Ask them to use their bodies to go along with the way they are reading (face, legs, hands, arm actions).
- When you have finished with the story or poem and have done your best, plan a performance for someone else in your home. Perform for someone far away via technology if you can do it.





Tips for Parents

- ★ If you have more than one child and they are in different grades – all the better! The older children can help you lead the reading.
- ★ Poems are perfect as they often have refrains; you can read the main part and they can do the refrain.
- ★ Remember to use lots of expression. This helps build confidence in reading and will help children to want to read more. Your teachers will appreciate it too; this is one of the skills they are working on.
- ★ Children love to perform for others after they have practiced. You might even find a few props around the house that fit with the story or poem.

😊 **Most of all laugh a lot, be silly and encourage them to have fun as well!**