

# WHAT TO EXPECT WHILE YOU READ

## During the first year (0-1), children can:

- Look at the pictures
- Listen to your voice
- Love the sounds of language
- Guided by caring adult, point at the pictures
- Hear caring adult say names of objects or tell/read the story
- Listen and start to respond to statements about known concepts such as “The baby has a nose.” “Point to your nose.”
- Mimic parent by making sounds or forming words



## During their second year (1-2), children can:

- Build on the behaviors of their first year
- Turn the pages of the book
- Answer simple questions like “Where is the dog?” “What sound does the dog make?”
- Engage in listening to the story and following the pictures as a parent points to the words
- Say words or repeated sentences/sounds in the story with the caring adult
- Fill in known parts of the story
- Show excitement for stories



## During their third year (2-3), children can:

- Build on the behaviors of their second year
- Show the cover or front of the book
- Get ready for the book by talking about the cover with the caring adult
- Listen to the caring adult read the name of the author
- Engage in a conversation about the story as they listen
- Relate the story to their lives
- Retell simple stories by looking at the pictures
- Notice known letters in words and point to them



## During their fourth year (3-4), children can:

- Build on the behaviors of their third year
- Do a picture walk with the caring adult by creating meaning from the pictures
- Know the difference between picture and text
- Notice the caring adult reading the left page before right
- Talk about simple story elements with the caring adult – character, setting, problem, solution
- Find known letters and words, and read simple repeated sentences

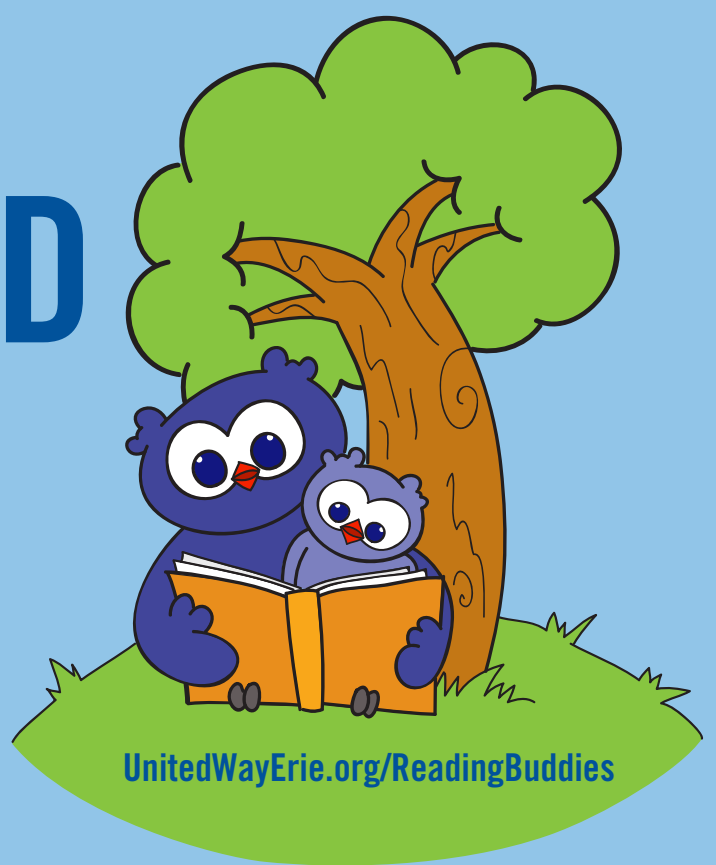


## During their fifth year (4-5), children can:

- Build on the behaviors of their first four years
- Point to the front cover and back of the book
- Know where the text starts on each page
- Point to text as the caring adult reads, left to right, and return sweep
- Read some of the text
- Do more of the talking about the story during the picture walk
- Make predictions during picture walk or first reading



# READ ALOUD MATTERS



## QUICK TIPS

- Find a quiet place to read where you and your child can sit closely and share the book.
- Enjoy the experience and help your child feel safe, loved and comfortable.
- Teach your child to respect books by handling with care, storing in a box or on a shelf.
- It may be helpful to read the story to yourself first so you are familiar with it.
- Introduce the story by reading the title and author name.
- Take a “picture walk” through the book using the pictures to tell the story (making predictions). Invite the child to join you if appropriate.
- Read the story through once just for enjoyment.
- Discuss the predictions you made during the story walk and what you thought would happen based on the pictures. Talk about whether you were right or wrong. Make sure your child knows it’s ok to be wrong sometimes!
- Invite the child to listen as you read the story again and show how you start on the left page and slide your finger under the text as you read moving left to right (directional movement). Invite the child to turn pages as appropriate.
- Extend the meaning of the story by talking about the lesson of the story, the characters, why you liked (or didn’t) the story, author, genre. Discuss any new or unusual words the author used.

## ENJOY THE STORY!

- Use the language of learning (words your child will hear in school).
- Instead of saying “The name of the book is...” say “The title of the book is...”
- Use the word “author” when talking about who wrote the story and “illustrator” when talking about the person who created the pictures.
- Directionality refers to how we move through the book: print moves from top to bottom; we read the left page before the right page; we move from left to right across a line of print; when we get to the end of a line we use something called a “return sweep” to get to the new line.
- Ask your child to tell the story in sequence - what happened first, what happened next and what happened last.



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