

Session 2: Ways of Sharing a Book and Vocabulary Building

Preparation:

1. A welcoming room with suitable number of chairs for parents and presenters preferably around a table. Possible chair also for the children when they come in. They may wish to sit on their parent's knee.
2. Name tags for parents and presenters.
3. Selection of appropriate books for demonstration, including possibly:

Early Board Books	Christopher Crocodile's Jungly Jingles – Orchard Books
'Find it'	Find the Teddy – Usborne
Pop-up	Playful Pets – Marshal Publishing
Rhyme/interactive	Don't Put Your Finger in the Jelly Nelly – Picture Hippo
Rhyme and Rhythm	Hairy Maclary from Donaldson's Dairy – Picture Puffin
Lift the Flap	Who's Making That Noise? - Usborne
4. 'Fantastic Sheets' (Appendix 6).
5. Cat and Tree Picture (Appendix 7).
6. Suitable book with text and picture for Role Play A and B (Appendix 8).
7. Handouts: Vocabulary Building
Open Questions
8. Selection of books for children to borrow
9. Tea and coffee.

SHARED READING – PARENT GROUPS

Procedure:

1. Introduction

- 1.1 Distribute name tags to parents so that we all know who everyone is.
- 1.2 Ask for feedback as to how they managed during the week. Encourage parents to participate.
- 1.3 Highlight main issues to be looked at during this session.
 - Review how to get the setting right.
 - Choosing the right book for your child.
 - Suggestion on ways to share a book.
 - Vocabulary building
 - Children choosing a book and homework pack.

2. Getting the Setting Right

- 2.1 Remind the group of the role play from the last session which emphasised making it a 'special time'.
- 2.2 Factors to consider may include:
 - How have parents managed over the previous week?
 - What has been the best time and place for their child?
 - Have there been any distractions?
 - How have parents tried to cut these down?

3. Choosing the Right Book

- 3.1 Different children respond to different books in different ways. Choosing the right book for your child will help to hold your child's attention to the end of the story.
- 3.2 Use books listed on preparation page (or your own choice) to demonstrate the following:
 - Short books for children who can't sit for long.
 - Board books for impulsive children or for children who would have trouble turning paper pages.
 - Interactive books to help keep attention.
 - Pop-up and Flap Books can increase excitement and anticipation.
 - Books with a repetitive line for the child to join in with.
 - Books which are written in rhyme or contain nursery rhymes.

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- 3.3** Books on a child's favourite subjects are always likely to hold interest. It is always a good idea to encourage your child to help to choose the book.

4. Ways to Share a Book

- 4.1** Research shows that most progress is made when we actively engage the child's attention when sharing a book. We can do this in a variety of ways.
- 4.2** Sometimes a story may lend itself to being read straight through, especially where rhyme and rhythm feature heavily. This helps to the child to hear the rhyme and rhythm more clearly.
- 4.3** At other times, we can stop at a page which your child finds interesting and discuss it at length. Rather than getting in the way of the story, this can add depth and interest to the story.
- 4.4** You may have to adjust the length of the story by summarising the text if the story is too long and complex. This often involves characters your children love, eg. Postman Pat, Thomas the Tank Engine, Disney Books etc.
- 4.5** Also with longer and more challenging stories, we may wish to do a 'bookwalk' before getting down to reading the story. This means that we look at the pictures and leaf through the pages before we read the story so that your child has an idea of what the story is about and can tune in to the narrative more easily. Taking a 'bookwalk' is rather like an adult reading through the summary on the back of a novel or checking the newspaper to see what the Saturday night film is about before watching it. It helps us to tune in to the story line more easily and helps the child to listen to the story next time without the usual interruptions.

5. Vocabulary Building

- 5.1** Sharing books in ways such as these will help to encourage discussion and build on your child's vocabulary. Good vocabulary knowledge is necessary in order to become a fluent reader. When children start reading they look for clues as to what a new word might be. They look in the picture for clues, then use the context of the sentence for clues and they use the first letter of the word as a clue. With these three clues, they can sometimes work out the new word. If the word is not part of their vocabulary, it will be very hard for the child to read it.
- 5.2** It is much easier to read words that we are familiar with than ones we have not come across before.

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Demonstrate using the pairs of words of the same length – one common, one unusual. (Appendix 6) Show the cards for just a couple of seconds. Ask if they can read any of the words. Most will be able to read the first word, very few if any, the second and unknown word.

- 5.3** Pictures in a story are particularly important in helping to expand young children's vocabulary. Even simple drawings can bring in a wide range of vocabulary.

Demonstrate using the cat and tree picture (Appendix 7).

Eg Look at this animal. What kind of animal is it?
 It looks nice and **soft** and **furry**.
 The cat is **under** the tree.
 It is a **big** tree and a **little** cat. etc.

- 5.4** Asking questions about the story or picture is also an important way of extending your child's vocabulary. Different types of questions result in different types of answers.
Choose a book with an interesting picture, eg Busy Children (Appendix 8).

- 5.5 Role Play (A):** Closed questions
'Adult' asks 'child' questions such as:
 'What colour is the table?'
 'Are the children busy?'
 'Can you see the lady?'
 'What is that called?' (Point to the apron)

Point out that questions such as these require the child to point or give a one word response.

- 5.6 Role Play (B):** Open questions
Using the same picture, 'adult' asks 'child' questions such as:
 '**Who** do you think this lady is?'
 '**Why** are the children wearing aprons?'
 '**Where** do you think all the things on the table came from?'
 'Suggest possibilities eg. Maybe.....this little girl's mummy brought it in'
 etc.
 '**How** could you make a rocket from these bits and pieces?'

With open questions there are an unlimited number of answers. You will be amazed at some of them. This gives you the ideal opportunity to praise them for their thoughts and answers.

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5.7 Encourage parents to come up with other open questions of the why?, how?, where?, what if? Talk about the picture.

5.8 Give out the handout: **Vocabulary Building**

5.9 Give out the handout: **Open Questions**

5.10 Explain and discuss the handouts on vocabulary building and open questions.

5 Concepts About Print

6.1 By talking about the pictures, we help to expand vocabulary and knowledge about the world and by talking about the words in a story we support and develop our child's curiosity about text and the meaning it conveys.

5.2 We encourage our children to look more closely at the print by occasionally saying 'Look it says here.....' and following a line or two with our finger as we read.

5.3 An exercise such as this helps to establish left – right directionality, the link between the written and spoken word and the knowledge that it is the print and not the picture that tells the story.

6 Book Choosing

7.1 Bring children to the group. Explain that they will be coming to the group to read with their mums and dads and also play some fun games next week.

6.2 Take some time to look at a picture with the children, asking open questions for them to answer.

6.3 Parent and child choose a book, giving details to presenter.

6.4 Children are returned to the nursery class.

6.5 Follow up discussion over tea and biscuits. (Presenter circulating round parents for individual chat).