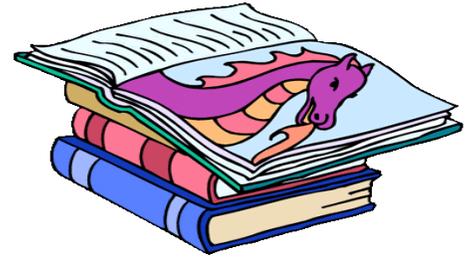


Interactive Literacy

Parent's Perspective



Practice reading the book aloud and fill in the worksheet before reading it to your child. The type of book you choose to read will influence the nature of the discussion and activities that follow.

Plan to read the book multiple times to your child over a month long period and select **one** area of focus each time you read the book. **Track the print** with your finger as you read. Follow your child's lead. Give your child **time** to notice what's on the page, think about questions, process what is happening in the book, and verbally respond or test ideas. Take your time. Continue reading and interacting for as long as your child is interested in the book. Once interest is lost, stop reading. The younger a child is, the less likely he or she will sit and listen to an entire book. Make sure the book is age-appropriate. If it has too much text, try reading only a few lines on each page. Assess your child's understanding of the story/content and make adjustments to meet his or her needs.

Try using the illustration to attract interest, or introduce other creative ways to engage your child in activities that support the book/story. Have a give-and-take **conversation** about the story. The goal is to show your child how **printed text, words** and **sounds** can be **thought about, altered, and explored** in order to maximize **literacy learning**, but above all, make reading **fun!**

1. Be prepared to review **print knowledge** with your child. What is the title of the book? Point to each word. Where is the cover, spine, and back of the book? Who wrote the book (author), who illustrated the book (illustrator)?
2. Tie in real-life **scenarios/situations** that match the theme of the book, such as a visit to the zoo, museum, aquarium, or grandparent, riding the bus, a doctor's visit, a parent working the night shift, getting lost, or other experience.

3. Assist your child in making **comparisons** to other things with which he or she is familiar, such as clothing, items found in the home, sports, tools, movies, self-care, family structure, emotions, jobs, pets, food, etc.?



4. Encourage your child to make **predictions** based on the cover, illustrations, and story content. Give him or her fun hints such as an action or object that relates to the story.
“What do you think this book is about?”
“What do you think will happen next?”

5. List **specific objects** in the book your child can **identify** or **describe** to you. This is a wonderful opportunity for language development. Work these words into future conversations. This is one way your child will come to understand that print has meaning.



6. Look for and list 4-6 **NEW vocabulary words** to define and focus on all week?

7. Find opportunities to **share knowledge** and verbally expand upon the facts.

Instead of... “She made the color orange.”
 Share knowledge: “She made the color orange by mixing red and yellow”

8. Does the book have **rhyming words**? Ask your child to help you find them.

9. What opportunities are there to **sort** or **classify** objects mentioned in the book based on...

- | | | |
|------------------------|---------------------------|-------|
| a. color? | g. category? | _____ |
| b. shape? | h. other characteristics? | _____ |
| c. size? | | _____ |
| d. form? | | _____ |
| e. function? | | _____ |
| f. same vs. different? | | _____ |

10. List ways to encourage your child to **count, measure, or weigh** things found in the book, or similar items in their world.



11. List any **repeating patterns** in the text, photos, or illustration? Patterns can be found on food, a walking path, a building, clothing, furniture, in nature, etc.



12. List any **tools/machines/equipment** used in the book that make the character's job easier?



13. Note basic **story elements**, such as characters, settings, and the order or sequence of events.

14. Actions have consequences. Is there a **cause** that explains why something happens and an **effect** that describes what happened as a result? Does one event lead to another with an "if this, then that..." scenario your child can learn from?



15. Make a list of **open-ended questions** that will encourage your child to **infer** or **draw conclusions** from what he or she sees. Open-ended questions are questions that allow a person to give a free-form answer. Closed-ended questions can be answered with yes, no, or other one-word answer. See examples on the next page.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

16. What simple **experiments** can be performed to support the book/story?
Examples: freeze/melt, sink/float, mix colors, plant/grow, light/shadow,
mix oil and water, follow a recipe, extend a pattern, weave or lace,
build something, take something apart.



17. Involve your child in **after-book activities**: arts & crafts, puppetry, puzzles, a walk about,
felt story, board/card games, cooking, a field trip, etc.

1. _____
2. _____
3. _____

18. Look for ways to interpret the story by using **actions** or **integrating movement** guided by the text. Use songs, chants, dances, finger plays, or clapping games. For example: peel, chop, mash, and toss (vegetable book) - or draw, saw, pound, and paint (construction book).



19. Have your child help you **graph, chart, and display** the results of his or her preferences, guesses, predictions, or comparisons as they relate to the book/story. Consider making a bar graph or Venn diagram to display.



20. Prompt your child to **retell/roleplay/act-out** the story in sequential order and with sufficient details.

First: _____

Then: _____

Then: _____

Then: _____

Finally: _____

21. Encourage your child to **write/journal** (scribble) or **draw** something that relates to the book.

22. Think of creative ways...

... for your child to learn from the book

... to prompt your child to change the story or the ending

... to modulate your voice during the reading

(high, low, silly voice, different emotions, fast, slow)

... to transport information from the book through the day/week/month

... to continue to make connections to real-life: things you do every day, plays, TV shows and movies you've seen, cartoons, other books, and experiences.



Examples of open-ended questions or requests:

Do not bombard your child with questions. Use questions like these sparingly when interest stalls to get his or her little creative mind thinking critically.

- How can we/you find out?
- Describe what you know about...
- What did you use to make it?
- Describe how you made it.
- What happened before/after...?
- How can we/you find out?
- What do you remember from the book?
- What happened first, second, third, etc.?
- Why are there more/less of those?
- How can you put more in/take more out?
- Can you give me an example of _____?
- What does this make you think of?
- Show me what you could do with it.
- What do you think will happen if...?
- How can you make it better/taller/stronger/fit?
- What does it look/feel/sound/taste/smell like?
- What do you think will happen next/after/when...?
- How can you tell the difference between _____ and _____?
- Did that ever happen to you? Tell me more about that.
- Tell me how you will / would do it /would have done it?
- Why do you think it is important to...?
- What would happen if...?
- Tell me about your...
- How can we/you find out?
- Why is that your favorite?
- How would you make/build...?
- What happened when...?
- Why do you think...?
- How do you know that...?
- How would you fix it?
- What can we do to be ready?
- How else would/could you...?
- What do you know about _____?
- How can we solve this problem?

