

# READ Strategy Guide

READ is a way to have meaningful conversations with a child, using a book to promote thinking, increase comprehension, build vocabulary, and enhance relationships.



## Repeat Books

- Repeat each book 3-5 times over the course of several days.
- For reads 1 and 2, talk about what's happening in the book.
- For reads 3 and 4, talk about how the characters feel and what they think about what's happening.
- For read 5, let children talk about the book and ask "Why" questions to prompt their responses.



## Engage and Enjoy

- Have fun- use silly voices and sounds.
- Choose a few focus vocabulary words and use them throughout the read to help children understand the story.
- Teach meaning of new words by pointing to matching illustrations, acting out unfamiliar words, and giving child-friendly definitions.
- Invite children to make motions and sounds with you.



## Ask Questions

- Ask "Why" questions.
- Encourage children to talk.
- Listen to what children have to say and build on their responses.
- If children are unable to answer, provide the answer for them.



## Do More

- Make the book come alive.
- Engage in activities to go along with the book.
- Visit places and learn more information about concepts in the book.
- Help children make connections between the book and the activities.
- Use the focus vocabulary words as you engage with your child, and encourage them to use these new words too.

Check out READ in action!



## Read Guide: *DINOSAUR!*

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Adapted from the play by Olivia Aston Bosworth & Samantha Provenzano

### R - REPEAT THE BOOK

As we read multiple times and encourage children to become storytellers, we build language and vocabulary, engage in meaningful conversations, and nurture critical thinking. You help create powerful, determined learners and problem-solvers.

### E - ENGAGE AND ENJOY

When we keep our children engaged in a book, they are more likely to understand the story, learn the vocabulary we are trying to teach, and participate in conversations about the book. Make the most of every opportunity to build vocabulary and critical thinking. One way to do this is by talking out loud about what is happening in the book. An example from this story, *Dinosaur*, could be: "I'm thinking that this little boy, Small, really doesn't want to eat his spaghetti. Instead of eating it, he **imagines**, or makes up a picture in his mind, that the pile of spaghetti and meatballs is an exploding volcano surrounded by velociraptors. That's more fun for him than eating it."

#### Focus Vocabulary Words:

- **Imagine:** to make up a picture or idea in your mind
- **Transform:** to change into something different
- **Inspiration:** something that makes you want to do something new
- **Confused:** to not understand

### A - ASK QUESTIONS

Having conversations about the book is critical. Encourage thinking and talking by asking open-ended questions that begin with "how" or "why" to prompt children to talk through key events and think about characters' thoughts and feelings related to those events. For example, "How did Small use his imagination?" or "How did Small feel when his parents served him chicken nuggets?"

If sharing this book with a child who cannot talk yet, **ask and model answers** to simple questions as you flip back through the pages. For example, "What is Small eating here?" You can model the answer. Children who cannot yet talk can still listen and engage.

### D - DO MORE WITH THE BOOK

Make the book come alive. Tie the book to other parts of the day, provide opportunities for the children to connect with the events of the book, and use the focus vocabulary as you engage.



Use flashlights in a dark room to make shadow puppets on the wall. Use your **imagination** to see animals and shapes in the shadows. You can ask questions such as "How would you make a rabbit with your shadow?" or "Tell me about what your shadows are!"



Make a fort with your child. Drape sheets or blankets over a few chairs to **transform** them into a fort. **Imagine** together what you might do in the fort.



Have conversations with your child. Focus on going back and forth in your conversation at least five times: "Tell me about a time you were **confused**." or "How can you use your imagination?"



Take a walk outside on a sunny day. Notice together the shadows that you see. Discuss how the shadows can be an **inspiration** to move your body in different ways.