

READ Guide: *Little Blue Truck Leads the Way*

Why do we READ?

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

R Repeat the read When we repeat books with children, we give them the opportunity to hear vocabulary words several times. As we encourage children to become storytellers, we give them the chance to use language related to the story. By reading this book at least three times, you help children build language and vocabulary, engage in meaningful conversation and nurture critical thinking. You help create powerful, determined learners and problem-solvers.

1st read: Focus on events: what's happening in the story

2nd read: Focus on emotions connected to the story events: How do the characters feel?

3rd read: Ask "why" questions as the child tells you the story.

E Engage & Enjoy When we keep our children engaged in a book, they are more likely to learn the vocabulary we are trying to teach and to participate in conversations about the book. Using silly voices and making sounds and movements helps keep children engaged in the story. Make the most of every opportunity to build vocabulary and model what skilled readers do when they read.

Enjoy acting out and explaining **vocabulary** from *Little Blue Truck Leads the Way* to your child. **Change your voice** to show emotion. Use **gestures, actions and sounds**, and have the children join you. **Point to** words/illustrations and share **child-friendly definitions**.

City: a large town

Engine: a machine with moving parts

Towering: very tall

Scraped: touched

Avenue: a wide road in a city

Blast: a strong blow of wind

Mayor: a leader of a city or town

Tangle: twist together

Wrangle: to fight

Brakes: a part on a vehicle that slows it down

Angry: a part on a vehicle that slows it down

Pride: feeling good about yourself

Advice: an idea given to help someone decide to do something

Single-file: a line of people or things placed one behind another

Honor: treating someone as special or important

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. Children who cannot yet talk can still listen to you- ask and answer your own questions. Use think-alouds to help children understand important parts of the story by saying things like, "I wonder why..." or "He must feel..."

D Do more Make the book come alive. Tie the book to other parts of the day, and provide opportunities for the children to connect with the events of the book.

Call attention to the different vehicles, sounds they make, and mention places they might be going. Challenge your child to notice vehicles on the road as they ride with you. Remind them that some vehicles travel fast or slow and some vehicles have places to go with important people or things to bring. You may even tell them that vehicles will get stuck in traffic jams like the little blue truck in the story.

READ to make a difference for a lifetime.



Focus on events

The first time you read, use think-alouds to teach vocabulary, key events, and the story problem.

Use voices, expressions, tone and pace to bring the story to life.

Look at the cover, read the title and author, and say, "I noticed the little blue truck is in the city and there are a lot of trucks and cars around." I also notice how the little blue truck is looking around at all the other cars", "I wonder if this is the truck's first time driving to the big city Let's read and find out. "As you read, explain any words your child may not understand like towering, scraped, and wrangle. Act out words like beep, roared, and rolled. Say things like, "I notice the little blue truck is not used to the noise and traffic in the city because he lives in a smaller town where it is quiet. "This must be new to him" &," I notice the little blue truck has lettuce in the back of the truck, he must be making a delivery in the city" and say, "I'm thinking all of the other cars and trucks are in a hurry to get somewhere". Point to illustrations as you say the words to help support vocabulary. After the first read, ask, "Why does the little blue truck move slowly in traffic?"

Possible answers to the why question: The little blue truck is not used to the city or the little blue truck is from a small quiet town with little traffic.



Call out emotions

Ask open-ended questions: "how" or "why" to encourage children to discuss key events, characters and emotions.

Before reading, say, "Now that you know this story so well, help me read it." Remember the little blue truck went to the big city to deliver lettuce and he got stuck in a traffic jam. Let's read and find out "How the little blue truck felt when the other cars and trucks started to become upset with him because he was in their way. Say things like, "I noticed that the little blue truck started to get upset when the cars and trucks got tangled and everyone started to get loud". And I noticed that the cars and trucks look angry as they drive behind the little blue truck." "I wonder if the other cars and trucks are getting angry because the little blue truck is moving slower than the rest of the traffic." Use this read to talk about what happens when cars and trucks get stuck in traffic with no other way to go. After finishing the read, ask, "How did the little blue truck feel when the other trucks and cars were angry with him?"



Child tells story

The third time you read, encourage children to tell you about the key events and how they relate to the character's thoughts and feelings. As you read, promote new vocabulary words and ask questions like "What's happening here?"

For this read, before you start, say, "Remember the little blue truck got stuck in a traffic jam in the city. The other cars and trucks were upset because the little blue truck was driving too slow and they wanted to drive fast. But the little blue truck had an idea to go single-file. I wonder "Why did the little blue truck want the other cars and trucks to work together and take turns?" Let's read and find out. Then, instead of reading every word, encourage your child to tell you what is happening on each page and how the characters feel about what is happening. Use vocabulary from the book and previous reads to restate what your child says (for instance, if your child says "The cars and trucks are mad at the little blue truck for driving slow" say, "Yes, I think they are angry the little blue truck is driving slowly because they had places to go." After the read, ask "Why did the little blue truck want the other cars and trucks to work together and take turns?"