

Read Early and Read Often! Reading with your Preschooler (3-to-5-Year-olds)

SET ASIDE READING TIME EVERYDAY

Set aside a special time every day for reading (before nap, bath, or after lunch). Try to keep the same time each day. Make reading time a quiet time with no radio, t.v., or other distracting noises. Give your child your full attention.

ENJOY SNUGGLE AND LAP TIME

Sit with your child close to you or snuggled on your lap. Small children enjoy special time alone with you. They love the sound of your voice. Help your child to know that reading is a pleasant time.

FICTION AND NON-FICTION BOOKS

Keep reading time short or as long as your child is interested. Choose books with brightly colored, simple pictures. As the child grows older, begin choosing books with two to three sentences per page. Allow your child to hold the book. Read the same book many times.

HAVE CHILD INTERACT WITH BOOKS

Children need to interact with books. By interact, we mean children get to say or do something as you read a book. For example, children may answer questions, predict what will happen, or point to a picture in the book.

USE DRAMATICS

Use a playful voice. Change the tone, volume and pitch of your voice to stimulate interest. Read slowly so your child begins to connect the words you read with the pictures in the book.

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Tell stories with me!

Story retell suggestions

Once in awhile, allow children to retell stories on their own, without prompts or cues. Follow these directions to help children retell a story.

Before reading a book say:

"I'm going to read you a story, _____ (say title of story). Listen carefully since you will retell the story after I read it."

After you read the book, say:

"We just read the story _____ (say title of book). Tell dad (grandma, grandpa, aunt, uncle, cousin, friend, etc.) the story.*"

*Use beginning story prompts only if needed, i.e., "Once there was..." or "One day..."

Other story retell suggestions

- Ask children to **retell a personal experience or event**, "What happened to your arm?"
- Let children **use props** (puppets, dress-up clothes, pictures, etc.) to retell stories.
- Ask children to **retell a story to other friends or adults**.
- Let children tell you a story about a **picture they drew**.



Personal story retell suggestions:

- Going fishing
- Going to grandparent's farm
- Going to the doctor or dentist
- Going swimming at the pool, lake, beach, backyard sprinkler
- A special pet experience
- A bike accident
- Getting hurt



Book story retell suggestions with a beginning, middle, and end type of story

- Any book appropriate for a 3- to 5-year old
- Flannel board and cutouts
- Dramatic play with props
- Pretend with puppets/dolls
- Storyteller chair
- Child reads story
- Child dictates story to adult
- Child adds sequel to story
- Create a mural, like the story from a book
- Child retells story by self



Every Child Reads Getting Ready to Read

Suggestions for Reading to 3-to-5-year-olds **Fiction Books**



A Collaborative Effort!

Iowa Department of Education
Iowa Public Television
Every Child Reads:
Birth to Kindergarten
State Library of Iowa



Iowa Department of Education
2002

Read with me!*

Before reading a story...

- Read **title, author, and illustrator**
- **Ask child to predict** “What do you think this book is about?”
- **Preview the story**, “This story is about...”
- **Explain new words**
- **Share a personal (real-life) experience story**
- **Give a reason to listen**, “This character has a problem...”

During reading a story...

- **Point to a picture or important word**
- **Ask the child to predict**, “What do you think will happen next?”
- **Ask questions** about important points
- **Answer children’s questions**

After reading a story...

- **Ask guided story questions**
- **Use sentence completion** from sentences in the story
- **Share personal experiences** related to the story, “That happened to me one time...”
- **Let children retell the story**



*Not all suggestions need to be used every time a book is read.

Before Reading...

Introduce the story title, author, and illustrator

Adult says: “The name of this book is *Goodnight Moon*. The title, or name of the book, is very important because it tells us what the book is about. Listen, *Goodnight Moon*. The author, the person who wrote the book, is Margaret Wise Brown. The illustrator is Clement Hurd. Illustrators draw the pictures in the book.”

Predict what the story is about

Adult says: “What do you think this story is about? To me, it looks like a story about night time because I see the moon and stars.”

Preview the story

“This is a story about a little bunny. He says goodnight to things in his room before going to sleep. I wonder what he will say goodnight to in the story?”

Introduce vocabulary words

“Some of the things he says goodnight to may be new words for you. Let’s talk about them. He says ‘Goodnight mush.’ Mush—that’s a hot cereal like oatmeal. How many of you have ever eaten hot oatmeal? Here is a picture of the bowl of mush.” (Point to the bowl of mush in the book. Point it out again as you read the story.)

Connect the story to real-life experiences

“The little bunny says goodnight to many things. Do you say goodnight to people or things? Tell me who you say goodnight to at bedtime.”

Give children a reason to listen

“Now I am going to read the story. Listen to all the things the bunny says goodnight to in the story. After we read the story, we will try to remember them and write them down.”



During Reading...

Point to pictures

Adult reads: “And there were three little bears sitting on chairs.” (Point to all three bears to show counting one, two, three bears.)

Make predictions

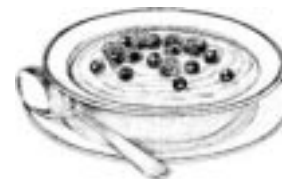
Adult says: “Guess what the bunny will say goodnight to on this page?” or “What will the bunny say goodnight to next in the story?” (Show the next page of the book.)

Ask questions (Important to understanding the story.)

Adult says: “What did the bunny say goodnight to on this page?”

Answer children’s questions

Child asks: “What does mush taste like?”
Adult answers: “It tastes like a hot cereal.”



After Reading...

Guided questions

Adult says:

“We just finished reading a story. What was this story about?”

“Who was the most important character in this story?”

“When did this story take place; at night, morning, or afternoon?”

“Just before going to bed, the bunny said goodnight to many objects in his room. Let’s see how many of these objects we can remember. You tell me and I will write them down.”

“The bunny said goodnight to a lot of different things in his room. Why did he say goodnight to so many things?”

Sentence completion

Adult asks questions, pauses, and lets child answer:

“*Goodnight Moon* was a story about a bunny who says: _____?”

“There was a cow jumping over the: _____?”

“And there were three little bears sitting on: _____?”

“And a quiet old lady whispering: _____?”

Share Personal Experience

Adult says: “I say goodnight to you, who do you say goodnight to before you go to bed?”

Book Reference

Brown, M.W. (1975). *Goodnight Moon*. New York: Scholastic, Inc.