Early Childhood Education

3-5 Years

“Boosting Reading Comprehension V7

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| 1 | Start with B-roll of adult telling a story to a few kids. | Kim: Story hour is always a hit! Marcella does a great job of holding the children’s attention, but you can do the same thing when reading with your child at home. |
| 2 |  | Kim: Today I’m going to show you how you can model a few simple reading comprehension strategies that you can use before, during and after reading with your child. |
| 3 | Graphics: Book opening with language, vocabulary and literacy words coming out | VO Kim: These strategies will provide the support and encouragement your child needs to develop language, vocabulary and literacy skills. |
| 4 |  | Kim: The key objective is to help your child acquire habits in reading that enhance comprehension, or understand what is being read. It’s what reading is all about! |
| 5 | B-roll: Parent previewing book  Graphics:  What You Can Do  Preview | VO Kim: Before you start reading aloud with your child, take time to leaf through the book to preview it. Modeling this lets your child know that readers will flip through a book to get an idea of what it could be about before they begin to read. |
| 6 | On camera | Kim: Think about it. If you pick up a magazine article, don’t you quickly scan to see how long it is before you read? You do, don’t you? |
| 7 | B-roll: Parent and child looking at the book cover  Graphic:  What You Can Do  Predict | VO Kim: You can help your child use a second strategy, predicting, as you get ready to read. After leafing through the book, turn to the cover and read the title. Then help your child use his imagination to ***predict*** what could occur in the story. |
| 8 | Graphics: pan across “Arnold Goes on Vacation” cover | VO Kim: “The cover shows a rabbit walking down a long trail and the title says Arnold Goes on Vacation…what do you think the story will be about?...Where do you think Arnold could be going on his vacation?”  This will require your child to think about what he knows and has experienced to predict what could happen. |
| 9 | B-roll | VO Kim: Continue predicting as you read through the story. For example, ask him to predict what will happen next in the story. “Who do you think Arnold the rabbit will meet on the other side of the mountain?” What do you suppose Arnold will do when he meets this new friend?  Ask him to predict what will happen to specific characters, what problems might develop, and solutions to problems that occur. |
| 10 | On camera – mid shot  Graphics:  What You Can Do  Look for Patterns | Kim: Many well-loved children’s stories follow a predictable pattern. For example, have you ever noticed how many fairy tales have the pattern of 3? There are 3 bears, 3 chairs, 3 wishes, 3 little pigs… |
| 11 | On camera – tight shot | Kim: Stories often use repeated phrases as well. Remember the Three Little Pigs? The big bad wolf repeatedly said, “I’ll huff, and I’ll puff, and I’ll blow your house in.” |
| 12 | B-roll of parent/child | VO Kim: For older children, point to the words as you read these repetitive phrases. After a while, pause when you come to them to see if your child has caught on to the pattern.  He may continue to “read” along without you. Soon, your child will begin to use the pattern in how the story sounds to discover the pattern in the printed words. |
| 13 | B-roll | VO Kim: Expand their vocabulary by talking about one or two interesting words each time you read. Point them out and discuss their meanings. “What do you think *tremble* could mean? Does the picture give you any clues?” |
| 14 | Graphic:  What You Can Do  Reflect  Questions come out of book like in the beginning:  “Where would you like to go on vacation?” “How do you think the rabbit felt when he was able to get back home? How many friends did Arnold meet on his vacation?” | VO Kim: Another strategy for improving comprehension is reflecting. When you finish the story, ask your child to think back on what was just read and share his opinions about the story. This will also give him the opportunity to see if his initial predictions were correct, and share any personal connections he made with the story. Most importantly, it allows you to spend time with your child having conversations centered around reading. |
| 15 | On camera  Graphic:  What You Can Do  Reread | Kim: Rereading the same book over and over can also be an effective strategy in building reading comprehension. If your child likes the story, this will be NO problem! |
| 16 | Graphics: questions come out of book again – “Do you remember where Arnold goes on vacation? If you went on vacation with Arnold what things would you do? Who did Arnold meet on his vacation? | VO Kim: Try asking a variety of who, what, where, and when questions **each** time you read.  Rereading allows your child to connect ideas from previous readings in order to gain a deeper understanding of the story. |
| 17 | Graphic: What You Can Do  Keep reading fun!  B-roll | Kim: By using these simple strategies with your child when you read together, you will enhance his or her vocabulary, reading comprehension and love for reading! |
| 18 | Testimonial | Kim: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has observed how these reading strategies have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 19 | On camera | Kim: But above all, remember the final strategy… Keep Reading Fun. If you model that reading is fun and important, your child will come to value the experience too. |