

Dialogic Reading as a Tier 1 Intervention in a PreK RTI Model

Sharon Palsha, Ph.D.
Clinical Associate Professor
University of North Carolina at Chapel Hill
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Welcome again from Chapel Hill, NC

Photo credit Nana Morelli

DIALOGIC READING AS A TIER ONE INTERVENTION IN A PRE-K RTI MODEL

Webinar #1	Overview of Dialogic Reading – PEER and CROWD strategies	January 14th
Webinar #2	Implementing Dialogic Reading in Your Classroom	January 21 st
Webinar #3	Dialogic Reading—Follow-Up Encouraging Parents to Use Dialogic Reading Cultural Considerations for Linguistically Diverse Children	January 28th

Quick Poll to See Who Is Participating Today

I Have Grown Fond of All of You!

- Thank you so much for your participation and contributions over the past two weeks
- Thank you for reading to your children and allowing them to be engaged in a conversation with you around the book

Magic of the Snow Captured this Week



Think About the Magic You are Creating by Reading to Young Children – Taking the Time to Observe and Document the Magic of Language and Literacy Skills Growing Right Before Your Eyes.

Photo credit Tracey West – FPG Colleague

Who Used Dialogic Reading this Past Week in your Classroom with the Whole Group or Small Group or One-on-One?

- Poll

How did your Reading/s go?

How did you feel it went?

- Went really well- I had lots of good conversation
- Went well- I could have had a bit more conversation
- Not well – Things got too crazy for me
- Not well –I felt I didn't have the right book
- Not well – I didn't feel I asked the right questions

Discuss One Example Plan Received from a Participant

- Review Today as one possibility of how to use the book for a Dialogic Reading
- Also, I will introduce how to expand on Dialogic Reading to bring in elements of even more interaction related to the book to make vocabulary words even more concrete for young children, particularly strong strategy to use for linguistically diverse children

Example Plan - The Little School Bus by *Carol Roth and illustrated by Pamela Paparone*

- Insert video here to play up to 2:14 mark
- This is to have you get familiar with the book. This reader is **NOT** using Dialogic Reading strategies, but wanted you to visualize the book on which the plan was based

Play Video

- Play video up to 2:14 mark and stop

Dialogic Reading Planning Guide

The Little School Bus

by

Carol Roth and illustrated by Pamela Paparone (Make sure you introduce the author and illustrator when reading the book and tell the children the author wrote the words of the story, the illustrator drew the pictures)

Items in blue are my comments and or suggestions

How will you launch the book? Example, Have the children tell you what they think the book will be about by looking at the cover photo with the bus

Completion Prompts

- A quick, quick chick, a fox with _____.
- A quick, quick chick a fox with socks. A pig in a _____.

Good completion prompts that can be continued throughout the book as new animals continue to get on the bus. As additional animals get on have children complete the final word for each of the other animals to which they have already been introduced. On each page make sure to point out the photo of the final word. That is, point to the socks on the fox and to the wig on the pig and the coat on the goat.

I suggest when you use a book like this with a repeating phrase that one of the completion prompts be Riding the bus to _____. I even suggest that the entire phrase be used as a completion prompt. Repeat this throughout the book. "Riding the bus to school to school, riding the bus to school." Again, allow the children to say the entire phrase. And give the children a motion to use as they say the phrase each time. An example might be moving their arms in swaying motion as they pretend to be the bus. Or they might bounce gently up and down pretending to be riding the bus. Rehearse the movements. We will see an example in a few minutes that demonstrates this.



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Recall Prompts

- Can you tell me who the second animal was that got on the bus? *Instead of an exact one right answer – Who remembers some of the animals that got on the bus? Have children take turns naming the animals.*
- Who remembers what the animals do during the school day? *This was only one page in the book so make sure you linger on this page and talk about it.*

Open-ended Questions

- Tell me what is happening in this picture? *Great open-ended question. Make sure you note page number and use sticky note on page to remind you where to stop and pause to ask this question. Might ask it on a few pages where there are many things happening.*
- Is the bus on a city road or country road? How do you know? *You would need to make sure the children in your room understand what you were asking here - this would be a very high level question for ESL children when the concept of city or country road were not introduced in the book and therefore they might not understand the words or what roads from each look like.*
- Why do they call the bear a hairy bear? *Looking more here for one correct response because he has lots of hair so really a Wh question.*

Restart the Video

Stop at 4:01

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Wh- Questions

- Where is the bus driver taking the animals?
- What is the first (2nd-5th) animal to get on the bus? Depending on understanding of ordinal numbers ask who was the first to get on the bus, then which animal got on next, and next, turn the book back to the pages so you can prompt and then you can ask who got on last? I also suggest this might be better classified as a good RECALL prompt.
- After the bus driver picks up the animals, what do they do? Are you asking them to respond ride the bus or go to school? Or does it matter?
- Where is the next stop the bus makes? Again, make sure you have page number for this prompt so you know when you will ask it that will make it work for the children in your classroom to understand what you are asking.
- What do the animals do during the school day?
- On page with crossing guard – Who can tell me who this is? And what is his/her job? Introduce the vocabulary word Crossing Guard explain the job of this person.
- On page where children are getting on the bus again at the end of the school day, point to the frog.
- Who is this? Pointing to the frog, Who is driving the bus? What is his job? Introduce the vocabulary word bus driver.

Distancing Prompts – good prompts with some additions

- How many students have been on a bus before? Who can tell me what it is like to ride a bus? Where did the bus take you? Who rode the bus with you?
- If you ride the bus to school who takes you to the bus stop?
- What is the purpose of riding a bus?
- How should students/animals behave on a school bus? Might need to point out how all the children are sitting down on the bus when you are reading the book

Thank you for being willing to share your Planning Guide.

View Sample of Dialogic Reading Adding Actions

- Notice how the teacher rehearses the actions with the children
- Notice the different kinds of prompts she uses with the children
- Think how adding these actions could help all the children in your room to understand vocabulary
- How might these actions be particularly helpful for ESLs?

Play Video

- Stop at 5:39 mark give video link on website

How did you feel the actions enhanced the Dialogic Reading?

- How would these actions assist linguistically diverse learners?

Makes Vocabulary More Concrete

- Child has both a photo and action to connect to the vocabulary
- Takes into account the active nature of children's learning

Questions Before We Move On?

Sharing Dialogic Reading Information with Families

Building Bonds



Quality Time Spent Together at the End of a Long Day



**Not just a
routine that
should be
established by
Mothers**

**Fathers
reading to
their children
is just as
important**



Recent Research on Fathers from Low Income AA Families and Rural Families Finds Dads on average Use More Wh? And Clarification ?s than Mothers



Leech, Solo, Rowe and Cabrera, 2013; Panscofar and Vernon-Fegans (2010)

The Basics of How to Read a Book



Basic Speech Skills “Pretend Reading”



More Logical Thinking Skills



Enhanced Concentration and Discipline



Teaching by Example Children will Want to Read



Rich Vocabulary Equals Advantage Boosting Language and Communication Skills



Begin Reading from Infancy





**My great
niece
enjoying a
book with
me when
she was 1
year old**

At age 2 she began to mimic reading –





She is now using her finger to point to the words and say words out loud

Knows how to turn pages of the book from beginning of book to end of

Here she was this summer at 32 months “reading” a favorite book “Huevos Verdes Con Jamon” by Dr. Suess



Lucia “Reading”

A Favorite Part of the Book

- Condensed video inserted here of Lucia

Si, te gusto huevos con jamon. Si, te gusto huevos con jamon
Yes, I like eggs with ham. Yes, I like eggs with ham.

- **Si, te gusto huevos con jamon. Si, te gusto huevos con jamon**
- **Yes, I like eggs with ham. Yes, I like eggs with ham.**



**Lucia is
bi-lingual.
Learning to
speak both
English and
Spanish.**

**Mom reads the
book in Spanish
and Dad reads
the same book in
English so she
has the
vocabulary in
both languages.**

Ideas of How to Share this Information with Families?

Ideas of How to Share this Information with Families?

- **Newsletter with Information**
- **Family night event where you demonstrate dialogic reading and share the importance of reading to your child as you have a conversation**
- **Find out if local library provides information/demonstrations and share this information with families**

Encourage Use of the Library



Find Good Sample Videos

- The one we already viewed
- Example of Mom and her son on the website

View Video

- Will show just a few minutes of Mom and son reading



Launching young readers!

Reading Rockets

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Dialogic Reading: An Effective Way to Read to Preschoolers

By: [Grover J. \(Russ\) Whitehurst](#)

Dialogic reading works. Children who have been read to dialogically are substantially ahead of children who have been read to traditionally on tests of language development. Children can jump ahead by several months in just a few weeks of dialogic reading.

Over a third of children in the U.S. enter school unprepared to learn. They lack the vocabulary, sentence structure, and other basic skills that are required to do well in school. Children who start behind generally stay behind – they drop out, they turn off. Their lives are at risk.

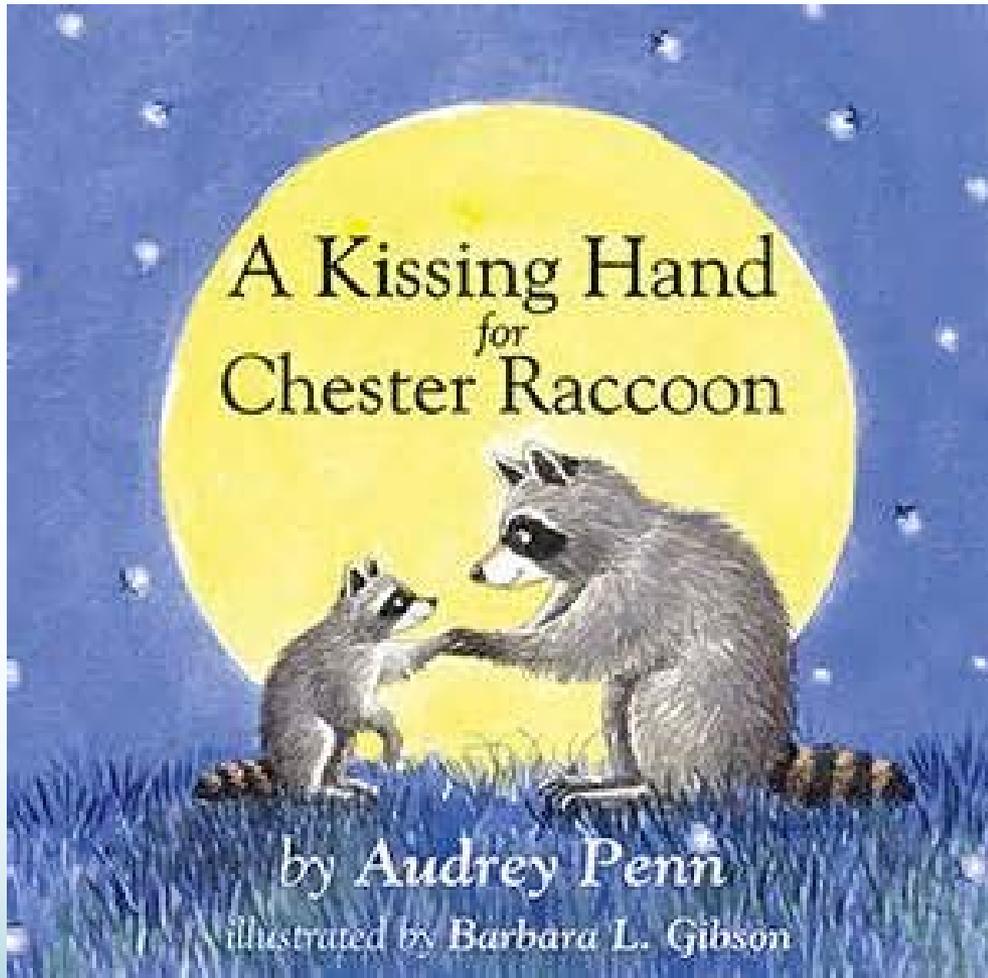
Why are so many children deficient in the skills that are critical to school readiness?

Children's experience with books plays an important role.

[Comment](#)

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Good book
for
Transition to
school.

Kiss the
child's hand
when they
need you
they kiss
their hand to
feel your
kiss.

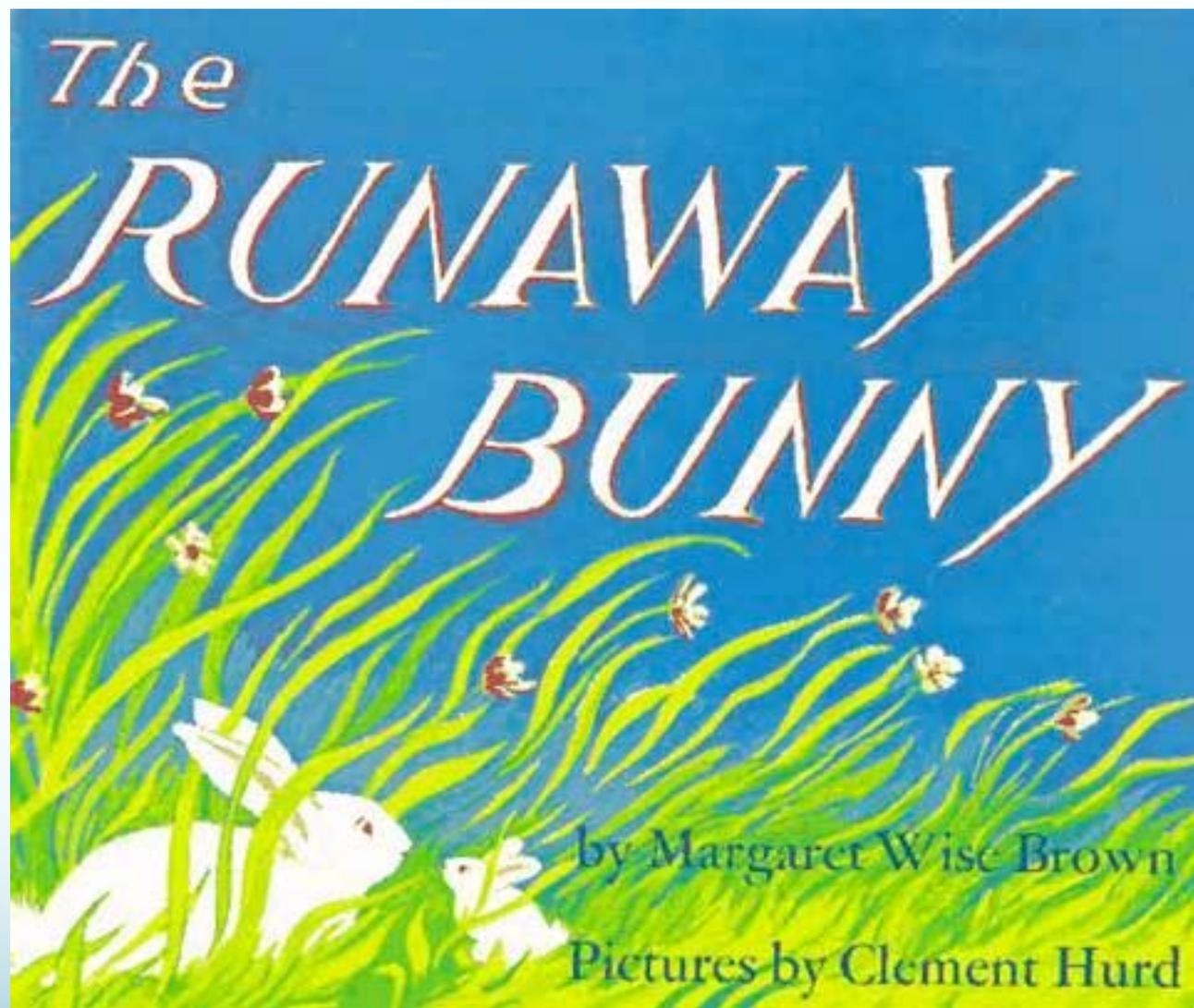
GOODNIGHT MOON

by Margaret Wise Brown
Pictures by Clement Hurd



In the great green room
There **was a** telephone
And a red balloon
And a picture of —





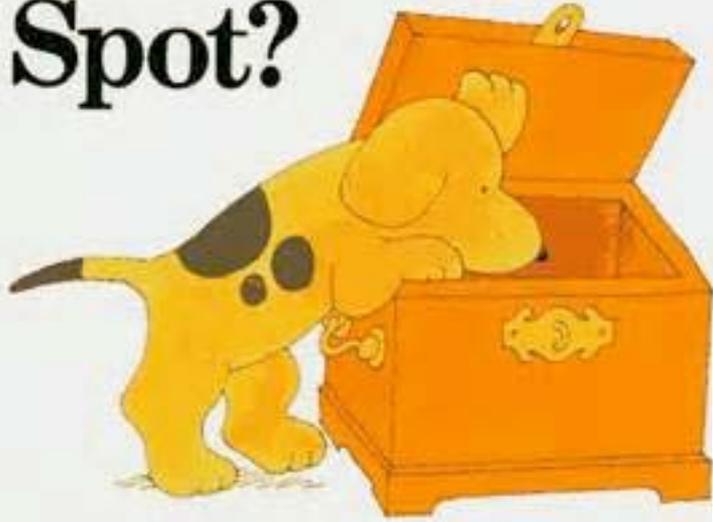
The

*RUNAWAY
BUNNY*

by Margaret Wise Brown

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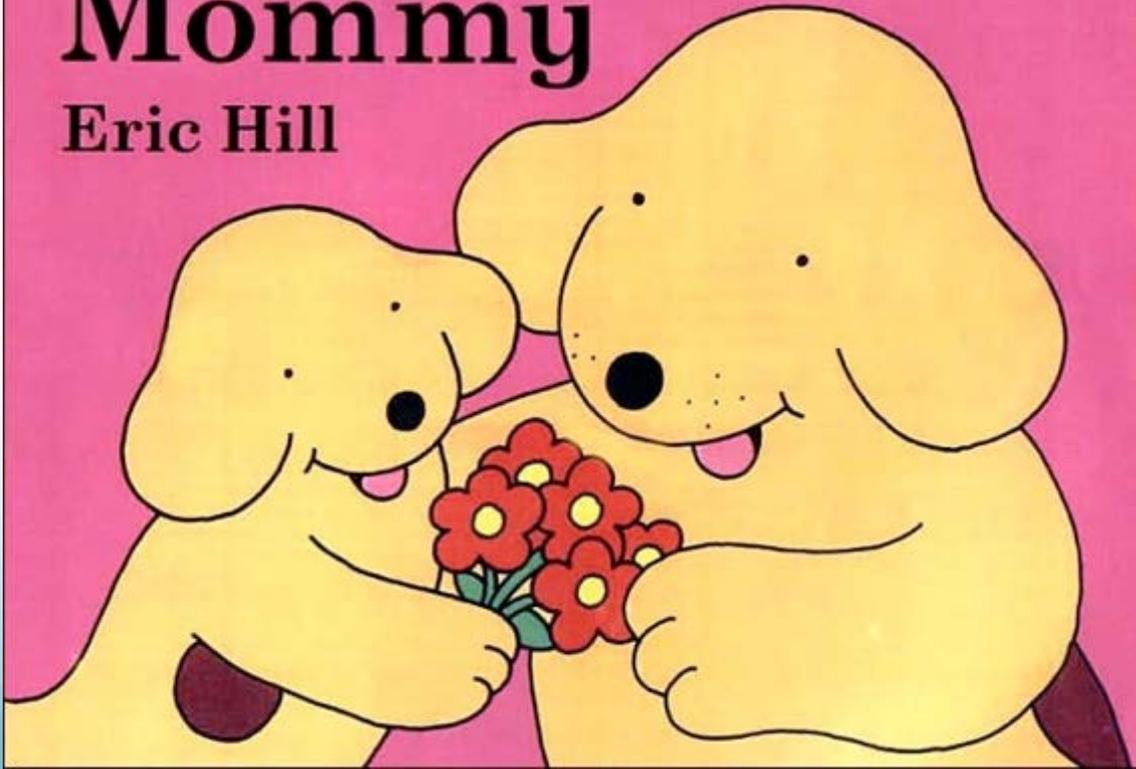
Where's Spot?



Eric Hill

Spot Loves His Mommy

Eric Hill



Dialogic Reading Makes a Difference

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By: Grover J. (Russ) Whitehurst

Dialogic reading works. Children who have been read to dialogically are substantially ahead of children who have been read to traditionally on tests of language development. Children can jump ahead by several months in just a few weeks of dialogic reading.

**Please Continue to Have Magic in your Room
Each and Every Day with Dialogic Reading!**



Photo credit Tracey West – FPG Colleague

Questions?

