

A GUIDE TO...

DIALOGIC READING

Cultivate and encourage ALL young children (0-5; with and without disabilities) to explore STEM concepts through activities as independently as possible with adaptations in their natural environments.

Are you spending more time at home reading with your young child? Are you interested in helping your child gain language skills and learn about STEM?

Use this reading time as an opportunity to work on STEM concepts through conversations! Your child can help you tell part of the story. This is called *dialogic reading*.¹ It is easy! And we have some tips to help you do it! You can use digital books on screen or regular paper or board books.



STEP ONE

You and your child choose a book. Look for a book that appeals to your child and has lots of detailed pictures to give you things to talk about. Help your child turn the pages or operate the screen. Let's use *The Very Hungry Caterpillar* by Eric Carle as an example.

If you do not have a paper copy of this book, go to <https://www.slideshare.net/samanthamorris211/the-very-hungry-caterpillar-7574597> to watch someone read the book.

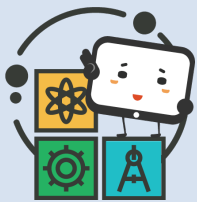
Check here for tips on picking books: <https://www.connectmodules.decsped.org/wp-content/uploads/2019/04/DECHandout-6-2.pdf>

***The Very Hungry Caterpillar* is a book written and illustrated by Eric Carle.**



Follow the caterpillar as they count and eat their way through the days of the week. Which of the caterpillar's meals is your child's favorite?





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STEP TWO

PEER: Prompt, Evaluate, Expand, & Repeat

P: Prompt your child with questions. Use the acronym CROWD to remember ways to prompt your child. Recall and Distancing work best with older preschoolers. Examples on the right.

E: Evaluate your child's answers by responding to what the child said. Praise and encourage.

"Yes, you're right! This book is about a hungry caterpillar."

E: Expand your child's answers. Ask another question or help the child remember additional details.

"Where did we see a caterpillar yesterday?"

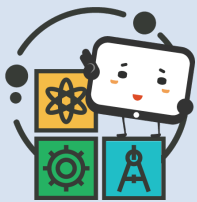
R: Repeat or revisit the prompt you started with, help your child use new the information or words you shared.

"Can you say caterpillar?"

Prompt Examples:

C	<u>C</u> omplete a sentence "This book is called "The Very Hungry _____ (Caterpillar)."
R	<u>R</u> ecall "What happens to the caterpillar at the end of the story?" (He turns into a butterfly.)
O	<u>O</u> pen-ended questions "Tell me what is happening in this picture."
W	<u>W</u> H questions "Why do you think the caterpillar needed so much food?" "What is the caterpillar going to eat next?"
D	<u>D</u> istancing questions "How would you feel if you ate what the caterpillar ate?"





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TO LEARN MORE ABOUT THIS APPROACH...

Check out this quick read

<https://www.readingrockets.org/article/dialogic-reading-effective-way-read-aloud-young-children>

Dig deeper with video models and how-to (CONNECT Module 6)

<https://connectmodules.decsped.org/connect-modules/learners/module-6/step-3/b-definition/selecting/>

Guided video of a parent reading The Very Hungry Caterpillar to her toddler

<https://www.youtube.com/watch?v=osVR4B6m-9Q>

And a short lesson

<https://www.youtube.com/watch?v=KW4KAFmWc04>



REFERENCES

1. What Works Clearinghouse Intervention: Dialogic Reading
https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Dialogic_Reading_020807.pdf