

Multiple Readings of Narrative Books Planning Sheet

Use this outline in preparation for read-alouds to focus on building vocabulary and comprehension skills.



Title of book:

Author/Illustrator:

Curriculum Theme:

Preview the book and consider the following:

- How will you introduce the book to the children? Write a **brief introduction**.
- Use the cover illustration to point out the characters. Include an “I wonder” statement to prompt children’s thinking about what is going to happen in the story.

List **key story vocabulary** and develop brief, child-friendly definitions. These definitions will be verbalized for clarification as the word appears in the story.

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Use these key vocabulary words with the children often throughout the day.

Reading One:

Teachers *"push in"* information from the book.

- Note title and author (print concepts).
- Introduce the book to entice children's interest. ("I wonder" statement.)
- Insert the brief definitions of key vocabulary words as they occur in the text.
- Provide interpretation of key events if needed.
- Leave discussion of the story to the end; then discuss main events.
- Tell the children that you will read the story again tomorrow.

Reading Two:

Teachers *"pull out"* information from the children to reconstruct the story.

- This reading occurs **the day after** reading one.
- Prompt children's recall of events by asking "wh" questions.
- End with discussions to clarify any misunderstandings of the story and ask questions to relate the story events to the children's personal experiences.

Reading Three:

Children **interact** with the book to retell the story.

- This reading occurs a **few days later**.
- Invite children to 'chime in' as you read to practice new words.
- Prompt recall by lingering over the first sounds of a word (ss-sip) and allowing children to supply the word.
- End with discussion by asking children to express their ideas to solve the problem in the book ("What would you do if...?")
- You could use other retelling techniques such as flannel boards or drama or Readers Theater.

Reading Four:

- Use retelling techniques such as flannel boards, drama or Readers Theater. This reading occurs about a week after the third reading.