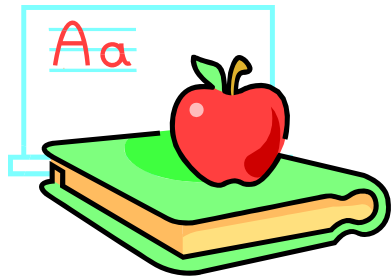


Research shows that when adults read aloud to children, comprehension increases; adults give a voice and meaning to text that students often cannot give to the reading themselves.

Gay Ivey



“Extensive research has proven that reading aloud to a child is the single most important factor in raising a reader. If reading to children were common instead of a rarity, we'd be facing fewer academic and social problems in this nation.”

Jim Trelease

The single most important activity for building knowledge for eventual success in reading is reading aloud to children. Reading helps to learn about language. Reading helps prepare for school success. Reading gives new experiences. Reading strengthens the relationship with a child. Books help expand understanding of the whole world. Books develop imagination.

*First Connections with Families*



This brochure is designed to give you some tips to help you read aloud to a child.

**CONTACT:**

Donna Gaynor

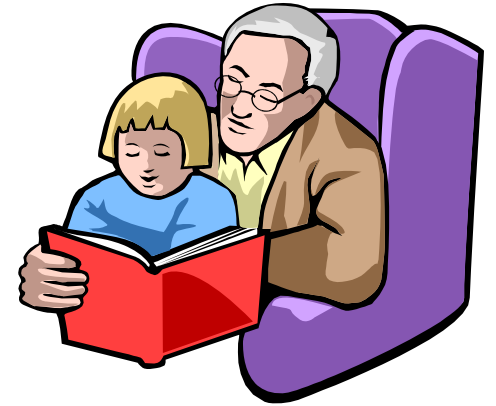
Principal

Mill Road Primary

<http://redhookcentralschools.org>

(845) 758-2241 Ext. 2228

# Reading Aloud

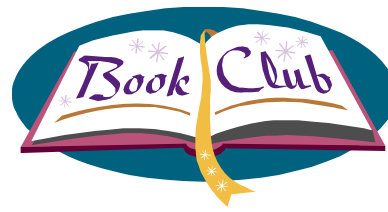
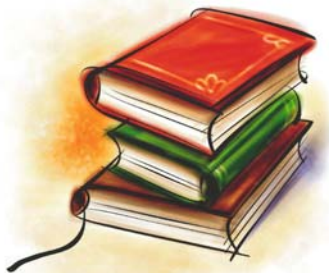


**Never too  
young,  
Never too old**



## Benefits of Reading Aloud

- Increase the love for reading.
- Builds a rich vocabulary.
- Develops attributes such as predicting & summarizing.
- Serves as a springboard to discussing big ideas.
- Enhances listening skills.
- Creates an understanding of story structure, organization, and language.
- Introduces a variety of authors and their voices.
- Develops sentence sense, patterning, and an ear for the rhythm of language.
- Develops relationships among readers.



## Tips for Reading Aloud

- Take a minute to look over a book before you read it aloud.
- Make sure the children are sitting where they can see the book easily, especially if it's a picture book. But don't be concerned if your child does not want to sit still and listen. Read slowly and with exaggerated expression. The more dramatic the better.
- Guide the children by pointing to the pictures and saying the names of objects. Point to the print as you read.
- Encourage children to participate. Invite them to describe pictures, read bits of text, join you in saying phrases that repeat throughout the story, and guess what will happen next.
- Talk about the story with them and take time to answer questions as you go along.
- Be sure to point out to the children the parts of the book (title, author, illustrator, dedication, illustrations).

## What might go wrong

- Some children have short attention spans. Encourage a child to sit and listen, but do not force he/she to do so.
- The story may be too long or too complicated for younger children.
- Other activities are more attractive at the moment, or there are distractions and noises nearby.
- Children are being expected to sit still too long.

## What might help

- Allow children to participate, especially restless children. For example: ask them to turn the page, answer questions about the story, etc.
- Use the name of the child who is having difficulties listening to the story to keep their attention.
- Children will be more involved if they can see the pictures; so, be sure to show the pictures throughout the story.
- If a story isn't working –stop reading it and switch to a new one, or skip pages to finish it quickly and move on to a new book.

