

R Repeat the Read

When we repeat books with children, we give them the opportunity to hear vocabulary words several times. As we encourage children to become the storytellers and talk about the book, we give them the chance to use language and vocabulary, and they learn empathy as they relate to the characters. By reading this book at least three times, you help children build language and vocabulary, engage in meaningful conversation, and nurture critical thinking. They become powerful, determined learners and problem-solvers.

Read 3 times: transform story time into the ultimate learning experience

Why do we READ?

1st read: Focus on events: what's happening in the story

2nd read: Focus on emotions: how characters feel

3rd read: The child tells the story: ask "why" question

E Engage & Enjoy

When we keep our children engaged in the book, they are more likely to learn the vocabulary we are teaching and to participate in conversations about the book. Use silly voices, with movement to help keep them focused on the book. Make the most of every opportunity to build vocabulary and model how skilled readers engage with what they read.

Enjoy acting out and explaining **vocabulary** from *Sassy the Squirrel Monkey* to your child. Change your voice to show emotion. Use gestures, actions and sounds, and have the children join you. Point to words and share child-friendly definitions.

Squirrel Monkey: (point) A small kind of monkey
Compass: (point) You look at it to find your directions
Reckless: Not careful
Scurry: A group of squirrels
Troop: A group of one kind of animal
Stress: To worry

Shadow: A dark spot made by light shining on something (*show a shadow*)

"grossly groomed": He was messy, not neat

"scarcely sufficient": Not quite enough

Describe How Sassy feels she doesn't quite fit in

Explain that everyone feels 'different' sometimes, and that Sassy has more ways in which she is alike than different

Ask "What does it feel like to be different from everyone else?"

Talk about different ways you can make someone feel accepted and welcome

A Ask Questions

Conversation about the book is critical. Encourage thinking and talking by asking open-ended questions that begin with "how" or "why" to encourage children to look back in a story and discuss key events and characters' thoughts and feelings related to those events. Children who cannot yet talk can still listen - answer your own questions. Use think-alouds to help children understand important parts of the story. You can say things like, "I wonder why..." or "She must feel..." or even, "Why was Sassy so scared?" (There are no wrong answers.)

D Do More

Make the book come alive. Tie the book to other parts of the day, and connect children to the events of the book.

Look at different animals in classroom or bedroom collections - talk about what makes them "different" and what makes them "the same"

Ask students to share experiences when they may have felt scared. What helped you become brave? What are some things that help your heart "light up"?

Plan a squirrel hunt outside. Create your own compass out of a paper plate and pretend to be a squirrel exploring. Hunt for acorns, count them and sort them by size.

READ Guide: *Sassy the Squirrel Monkey*

READ to make a difference for a lifetime.

READ is a way to have meaningful conversations using a book to promote thinking, enhance comprehension, build vocabulary and deepen relationship with a child.

1st READ FOCUS ON EVENTS

The first time you read, use think-alouds to teach vocabulary, introduce key events, and help the child understand the story problem and relate to the character. Use voices, expressions, tone and pace to bring the story to life.

Look at the cover, read the title and author and say "The name of this book is *Sassy the Squirrel Monkey*. Look at Sassy!" (Point to Sassy on the cover.) What kind of animal is she? ("That's right, a monkey!") She's in a tree. Wonder what will happen next? Let's read this book and find out what Sassy is doing on her journey through the jungle." As you read, explain any words your child may not understand like *compass*, *reckless* or *troop*. Act out words like *stress* and *shadow*. Point to illustrations as you say the words to help support vocabulary. After the first read, say "We just read about Sassy the Squirrel Monkey and her worries while trying to make friends. Let's look back at every one she met." (Flip back through the book and identify each new friend.)

Ask open-ended questions: "how" or "why" to encourage children to discuss key events and characters

2nd READ CALL OUT EMOTIONS

The second time you read, use think-alouds to teach vocabulary and characters' thoughts and feelings related to key events. Remember to use expression in your voice to bring joy to reading.

Before reading, say, "Do you remember Sassy and her time in the jungle trying to make new friends? Let's read and find out how Sassy felt." Say things like, "Sassy looks anxious. She is worried about meeting new friends!" Use this read to talk about how everyone is different, and the importance of loving yourself just the way you are. "How did Sassy feel about making new friends?" "What was Sassy worried about when she realized she was different?" or "How did Sassy make her 'heart shine?'"

Point to words, act-out phrases, and share child-friendly definitions using words the children understand

3rd READ CHILD TELLS STORY

The third time you read, encourage children to tell you about the key events and how they relate to the characters' thoughts and feelings. As you read, ask questions like "What's happening here?"

The third time you read, encourage children to tell you about the key events and how they relate to the characters' thoughts and feelings. As you read, promote new vocabulary words and ask questions like "What's happening here?"

For this read, before you start, say, "Now that you know this story so well, help me read it. Remember how Sassy felt when she set off on her trip through the jungle? What was she worried about? Let's read and find out." Instead of reading every word, encourage your child to tell you what is happening on each page and how the characters feel about what is happening. Use vocabulary from the book and previous reads to restate what your child says (for instance, if your child says, "She doesn't know how to fit in!" say "Yes, Sassy was worried about making new friends!")