

Teaching with Children's Literature

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Methods of Teaching with Storybooks

- Methods of Reading Children's Literature in Classrooms
 - Dialogic Reading
 - Interactive Read-Alouds: BDA Framework
- Teaching English Language with Children's Literature
- Teaching other subjects and nurture holistic development with Children's Literature

Methods of Reading

- **Teacher read-aloud:** Teacher reads the book aloud while discussing the story (Interactive read aloud)
- **Dialogic Reading:** Strategy for reading with small groups of children (1 to 5) that helps the child become the teller of the story
- **Guided Reading:** Small groups of children read together with the teacher
- **Partner Reading:** Child reads with another child either in unison or taking turns
- **Independent Reading:** Child reads book by him/herself



Dialogic Reading

- Based on the idea that children learn most from books when they are actively involved in the reading
 - Dialogic: Dialogue/Conversation
- Read a book aloud the first time so the child(ren) can understand the story
- On subsequent readings, engage in a short interaction using PEER on almost every page

Dialogic Reading: PEER

- **P**rompt: the child to say something about the page
- **E**valuate the child's response
- **E**xpand the child's response by rephrasing and adding information
- **R**epeat the prompt to make sure the child has learned
- Example:
 - **Prompt:** What is this? *Baby*
 - **Evaluation:** That's right. It is a baby.
 - **Expand:** The baby girl is wearing a blue shirt.
 - **Repetition:** Can you say 'baby girl?'

Dialogic Reading: Types Of Prompts (CROWD)

- **Completion:** Leave a blank at the end of the sentence.
 - B is for ____ (while pointing at the picture)
- **Recall:** Questions about what has already been read – helps the child comprehend
 - Where is brother going on the bicycle?
- **Open-ended:** Focus on the pictures (Open-ended means many possible answers)
 - What is happening in the picture?
- **Wh-prompts:** What, Where, When, Why, hoW focusing on the pictures
 - What is this (pointing to a picture)?
 - Where are they at?
- **Distancing:** Relate the pictures or words to experiences outside of the book
 - When did you last see your Baba – your grandpa?



Interactive Read Alouds: BDA Framework

- Goal: Improve children's comprehension and oral language skills by engaging children in the reading before, during, and after the story
 - **Before:** Activate children's background knowledge related to the story
 - **During:** Engage in a conversation about the story by pausing to ask open-ended questions about what has been read
 - **After:** Children respond to the book
- Children learn best when they are active
 - Instead of **telling** children, ask questions to guide them to do the "telling."
 - Remember from ECE 307 how to ask good, open-ended questions

Before: Activate Background Knowledge

- The more children know about a topic, the better they will understand the story
- Three key elements:
 - Activate background knowledge
 - Introduce vocabulary words
 - Give a brief summary of the story

Before: Activate Background Knowledge

1. Prior Knowledge

- Read the title
- Ask children questions (preferably related to the title/cover picture) to activate background knowledge necessary for understanding the story

2. Vocabulary

- Introduce 2 to 4 vocabulary words that are important to understanding the story.
 - Define the word
 - Explain the word with a practical application.
 - Ask the children for their own experiences related to the vocabulary word

3. Summary

- Summarize the major plot conflict
- End with a cliff-hanger. "We will see what happens..."

During: Foster Literacy Skills

- Ask open-ended questions that promote discussions after every page
 - **Print:** Name letters, words, or where to start reading
 - **Vocabulary:** Discuss an unknown word
 - **Pictures:** What is happening in the picture?
 - **Understanding:** What just happened in the story?
 - **Emotions:** How does this character feel about what just happened?
 - **Motivation:** Why did this character behave as they did?
 - **Prediction:** What do you think will happen next?
 - **Connection:** Ask a question that makes a connection between the story and the children's lives

After: Understanding and Application

- **Understanding:** Ask questions to help children understand the story better
 - What was the setting in the story?/Where did the story take place?
 - Who were the characters in the story?
 - Describe the story: What happened first in the story? What happened next?
 - What can we learn from this story?
- **Application:** Ask questions that help children apply the key theme to their own life
 - What are examples of...
 - How can you...

REVISION: Foundational Skills for Successful Reading

- **Oral language:** Ability to listen and speak
- **Interest in Reading:** Value and enjoy reading
- **Print awareness:** Understand the nature of print (e.g., title of a book, read left to right)
- **Vocabulary knowledge:** Understand the meaning of words
- **Comprehension strategies:** Understand the meaning of a text
- **Reading Fluency:** Read a text quickly and accurately
- **Phonemic awareness:** Ability to recognize sounds (phonemes) in spoken words
- **Phonics:** Identify the relationship between letters and sounds
 - Phonics is best taught by a systematic phonics program like *Jolly Phonics*

Teaching English Language: Reading Skills

- **Oral Language.** Reading and discussing the storybooks exposes children to quantity and quality of language
- **Interest in Reading.** Reading fun and engaging storybooks helps children become interested in reading.
- **Vocabulary:** Discuss 2 to 4 words from the story that children might not know

Teaching English Language: Reading Skills

- **Print Awareness:** Ask children to point out various aspects of the book
 - Point to the title
 - Point to the author
 - Turn to the first page
 - Where do I start reading on this page?
 - Point to specific letters
 - Point to high frequency words
 - When I finish reading this page, what do I do?

Teaching English Language: Reading Skills

- **Comprehension** instruction consists of a teacher demonstrating, modeling, and guiding children in reading comprehension strategies
- Examples of Comprehension Strategies (there are many)
 - Re-reading something that is not understood
 - Summarize what has been read
 - Make predictions about what might happen next
 - Ask questions about a text
 - Identifying the story structure (e.g., plot, characters, setting)
 - Make connections between what is read and children's experiences

Teaching English Language: Reading Skills

- **Phonemic awareness:** Select key words to lead a playful 5 minute phonemic awareness activity
 - What is the first sound in the word Rain?
 - What are other words that start with the same first sound as in rain?
 - If you take away the /r/ sound from the word *rain* and add the /g/ sound, what word do you get?
 - What word do you get when you combine the sounds /d/ /r/ /y/?
 - What words rhyme with *dry*?

Teaching English Language: Reading Skills

- **Phonics:** Use the text to practice phonics skills taught through systematic phonics instruction

Teaching English Language: Reading Skills

- **Phonics:** Use the text to practice phonics skills taught through systematic phonics instruction
- **Reading Fluency:**
 - Give children practice identifying high frequency words in the text
 - While pointing to the words, ask children to read the line together
 - Demonstrate techniques for identifying unknown words such as blending the sounds of the letters
 - Choose a few lines of the book and write it on the board to practice reading fluency

Teaching English Language: Repeated Read Alouds of the Same Books

Day 1	Day 2	Day 3	Day 4	Day 5
Interactive storybook reading	Review	Review	Review	Review
	Print Awareness	Phonemic Awareness	Phonemic Awareness	Phonemic Awareness
	Vocabulary	Vocabulary	Vocabulary	Vocabulary
	Read the storybook	Read the storybook	Read the storybook	Read the storybook
	Phonics	Fluency	Fluency	Fluency
	Fluency	Comprehension: Q&A	Comprehension: Story structure	Comprehension: Summarization

Teaching Other Subjects and Nurture Holistic Development with Children's Literature

- Children's books – both fiction and nonfiction – can be used to teach other subjects in several ways
 - Some children's books are explicitly related to other subjects (e.g., Science, Maths, Social Studies)
 - Other children's books lead to discussion of other subjects (implicitly related to other subjects)
 - The themes of other books can be used in teaching other subjects
- Children's Literature can be used to:
 - Introduce a new topic
 - Make the subject more interesting and engaging
 - Provide facts in an interesting fashion
 - Demonstrate real-world applications of the topic
 - Spark a discussion about the topic

Teaching Other Subjects with Children's Literature

- Maths
 - Count objects in the pictures
 - Identify shapes in the pictures
 - Make comparisons of sizes in the pictures
- Science
 - Identify living/nonliving things in the pictures
 - Discuss animals/plants in the story
 - Practice Science Inquiry Skills
 - **Observe/Describe** pictures
 - **Predict** what will happen next
 - Make **comparisons** in the pictures: Similar and different

Nurture Holistic Development

- **Physical Development:** Make movements in line with the story (if relevant)
- **Social/Character Development**
 - Discuss the social and character themes found in the story
 - Dramatize the story together with their mates (social development)