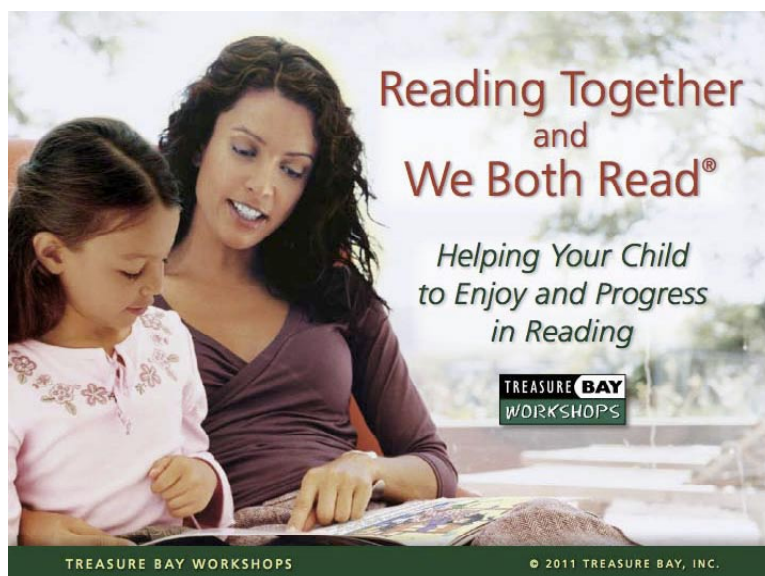


Workshop Sample Pages



This PDF provides you with sample pages of Treasure Bay's workshop "Reading Together and We Both Read." This workshop is designed to motivate parents to get more involved in reading with their children and to teach parents skills they can use to maximize the benefits of reading together.

If you purchase this workshop, it will come on a CD-ROM, which includes everything you need for the workshop. Included on the CD-ROM are three versions of the workshop, a mini-workshop (45-60 minutes) focusing on Reading Together, a mini-workshop focusing on the We Both Read books (45-60 minutes) and a full workshop that combines information from both mini-workshops. The sample pages in this document are from the full workshop.

The CD-ROM for the workshop includes the Presentations in two formats: PowerPoint for slides and PDFs for overheads. Also included on the CD-ROM are Handouts for the workshop participants and a Presenter Guide, which includes all the information you need to prepare a great workshop experience for everyone.

There are three sections in this PDF document of sample pages. To go to each section you can click on the appropriate bookmark on the left, or go to the PDF page number noted. The entire Presenter Guide is included, but only some of the pages of the other two sections are included in this document.

1. Sample pages of the Presenter Guide start on page 2 of this document.
2. Sample pages of the presentation Slides and Notes start on page 13 of this document. The "Notes" provide "talking points" on most slides for the presenter. The actual Slides are available in both PowerPoint and PDF formats on the CD-ROM.
3. Sample pages of the participant Handouts start on page 36 of this document.

Presenter Guide

Reading Together
and We Both Read[®]



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About the Workshops

Thank you for purchasing this workshop CD-ROM for Reading Together and We Both Read books.

This CD-ROM contains three different workshop versions:

1. Reading Together and We Both Read
This is the full workshop and it lasts approximately 2 hours.
2. Reading Together
This mini-workshop lasts approximately 1 hour. It contains the material in the first portion of the full workshop. It can be used as a stand-alone workshop or in conjunction with a follow-up workshop on the We Both Read books. If you are not presenting the We Both Read books to parents, this mini-workshop is probably the most appropriate version to use.
3. We Both Read
This mini-workshop lasts approximately 1 hour. It contains the material in the second portion of the full workshop. It also includes a review of some material presented in the Reading Together mini-workshop and is designed to be presented following that workshop or as a stand-alone mini-workshop to help you present best practices using the We Both Read books. If your primary goal is to present the We Both Read books to parents and you would like to keep your workshop as short as possible, this mini-workshop is probably the most appropriate.

The primary focus of each workshop is on maximizing the benefits of parents reading with their children. Information on reading together includes the importance of reading with a child, tips for selecting books, how to get started, different read-together formats, and what to do during and following reading. The full workshop and the We Both Read mini-workshop describe how to use the We Both Read books, so that parents may benefit when you send these books home with their children.

The workshops are most appropriate for parents of children from kindergarten to grade 3 or 4. The ideal number of participants is between 10 and 25. If you're concerned about parents attending even a short workshop, consider holding workshops when parents are already setting aside the time to come to school, such as during registration, on a parent-teacher night, or during an open house. Consider providing snacks or a light dinner. If children are going to accompany their parents, perhaps reading assistants or babysitters can provide some fun reading games and other activities to keep the children safe and entertained.

These workshops can be delivered either using the PowerPoint presentation with a computer and projector or using transparencies with an overhead projector. If you have PowerPoint, the slides or transparencies can be customized for different timeframes and tailored to your audience.

CD-ROM Contents

The documents you'll find on the CD-ROM are described below. More details on how to use these materials are included later in this guide. The files are in separate folders by workshop and are in Microsoft Word, PowerPoint, and PDF formats. If you don't have Word or PowerPoint, the PDF-formatted documents are all you need. However, please note that customizing the workshop is much easier using Word and PowerPoint.

You may want to save the appropriate files listed below to your computer, and you may want to save the files using a different name. While you may copy the files to one or more computers, license for use is limited to use within one school.

Presenter Guide. We recommend you print this document for easy reference:

PDF file: Presenter Guide
or Word file: Presenter Guide

Slides and Notes Pages. The slides and notes ("script") for the workshop can be customized if you have PowerPoint. To revise the notes, open the PowerPoint document and select Notes Page from the View menu. To print the notes, go to Print Preview and select Notes under Print What. If you are using overheads, either print the slides from the PowerPoint presentation or from the PDF file noted below.

For the Reading Together and We Both Read full workshop:
PowerPoint file: Reading Together and We Both Read Workshop
or PDF files: Reading Together and We Both Read Slides *and*
 Reading Together and We Both Read Notes

For the Reading Together mini-workshop:
PowerPoint file: Reading Together Workshop
or PDF files: Reading Together Slides *and*
 Reading Together Notes

For the We Both Read mini-workshop:
PowerPoint file: We Both Read Workshop
or PDF files: We Both Read Slides *and*
 We Both Read Notes

Handouts. These handouts are for the packets you will distribute to each participant at the beginning of the workshop. The material coincides with the slide presentation. You may also choose to print out particular pages and use them as separate handouts.

For the Reading Together and We Both Read full workshop:
Word file: Reading Together and We Both Read Handouts
or PDF file: Reading Together and We Both Read Handouts

For the Reading Together mini-workshop:
Word file: Reading Together Handouts
or PDF file: Reading Together Handouts

For the We Both Read mini-workshop:
Word file: We Both Read Handouts
or PDF file: We Both Read Handouts

Materials

In addition to the contents of the CD-ROM, we recommend that you collect books to demonstrate techniques and for practice. The options are limitless, and if you have favorites, we recommend that you use those. For your convenience, we've provided a few suggestions.

Suggested Books for Demonstration (Reading Together)

Choral Reading:

- *Frog and Toad Are Friends*, by Arnold Lobel
- *The Happiness Tree*, by Andrea Gosline

Echo Reading:

- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr.
- *Dirty Dog Boogie*, by Loris Lesynski

Shared or Paired Reading:

- *Are You Ready to Play Outside?*, by Mo Willems
- *Frog and Toad Together*, by Arnold Lobel

Suggested Books for Practice (We Both Read)

- We Both Read books from your collection

Additional Materials

- Tent cards, if desired, so participants can put their names on their cards

Recommended Equipment

We recommend using a computer with the PowerPoint presentation to offer a better quality presentation; however, making overheads from a printout of the slides for use with an overhead projector is an option as well.

Additional Reading

Here are a few excellent books on beginning reading, which include more in-depth information. You may want to look at these books before the workshop. They are also good recommendations for attendees who ask about additional reading material.

- *The Read-Aloud Handbook* (sixth edition), by Jim Trelease
- *How to Get Your Child to Love Reading*, by Esme Raji Codell
- *Involving Parents in Their Children's Reading Development: A Guide for Teachers*, by Bruce Johnson

Preparing for the Workshop

What to Do Now

Before it gets too close to the day of the workshop, become comfortable with the materials and organize what you can in advance. This will help minimize your stress level as the day approaches.

Review and Possibly Customize the Presentation

If you have software for Word and/or PowerPoint, you can customize the workshop materials to suit your needs. You may want to add your own content, ideas, and anecdotes, or you may want to delete certain slides or content, depending on your audience and the time available for the workshop. You may also want to add your contact information, such as name, title, and phone or e-mail address on the cover page of the handout.

Be sure to review the notes pages of all the slides. You may want to make your own notes. However, you can use the notes provided to help during your presentation, particularly the text in italics, which can be used as a partial “script” for your presentation.

An agenda for the workshops is included in the slides. This can be easily tailored to suit the format of your workshop. The handouts do not include an agenda, but if desired, this can be added or distributed separately.

If you are not familiar with the read-together formats covered in the workshop, it will be very helpful for you to practice them with your students or with other educators. This will help make you more comfortable when talking about the formats during the workshop.

Make a Presenter Handbook

Print the following documents from the CD-ROM and put them in a three-ring notebook with dividers for easy accessibility:

- a. This presenter guide.
- b. Note pages. If you have PowerPoint, open the presentation for the workshop and select File > Print > Print Preview, then Notes under Print What *or* print the Notes PDF document for the workshop.
- c. Handouts for the workshop.
- d. Blank paper so you can record notes and ideas during the workshop.
- e. If using overhead transparencies, include these in your handbook.

Print Workshop Materials

Print handouts from the CD-ROM for all the participants. If you plan to use overhead transparencies, print those from the PowerPoint file or the PDF file.

Rehearse

Walk through the presentation to become comfortable presenting the material. Time yourself. Remember to allow enough time for participant interaction. The more you practice, the better the presentation will be. For the first presentation, don't worry if you don't do everything correctly or miss something. You're the expert. Participants will still learn a lot from the workshop.

Collect the Materials

Make sure you have the materials you need for the demonstrations and practice session (see Materials section above).

Before Workshop Day

At least one day prior to the workshop, arrange for any equipment that will need to be provided. Gather and prepare the materials you will need to take to the workshop.

Equipment

For PowerPoint presentation:

1. Computer projector
2. Computer or laptop with PowerPoint software
3. Extension cord

For overhead presentation:

1. Overhead projector
2. Overhead sheets (copied from slides provided)
3. Extension cord

Materials

If you have not done so already, print the handout file and copy enough sets of handouts for each participant. Gather all other materials for the workshop and put them in one place.

Calming the Nerves

It is common for presenters to be a bit nervous during their first few workshop presentations. Starting a workshop with a smile can help to calm the presenter and the participants.

Participants attend these workshops because they want to learn from your expertise. They expect the presenter to share information, be the authority, and be prepared. They are looking forward to a positive experience and want you to succeed.

Remember Your Audience

Participants are likely to have a lot of questions. Ask for questions periodically throughout the workshop. Spark a discussion and encourage participants to share their successful methods.

Workshop Day

Setup

1. Room setup. If possible, set up the room in a horseshoe fashion so that all participants can see and talk with each other.
2. Equipment setup. Set up the equipment:

If using a computer projector, open the PowerPoint presentation and become comfortable with the remote control.

If using an overhead projector, be sure to check how the slides will project and adjust the focus.

3. Handouts. Have the handouts ready when participants arrive.
4. Materials. Have your books ready for the demonstrations and practice.

Conducting the Workshop

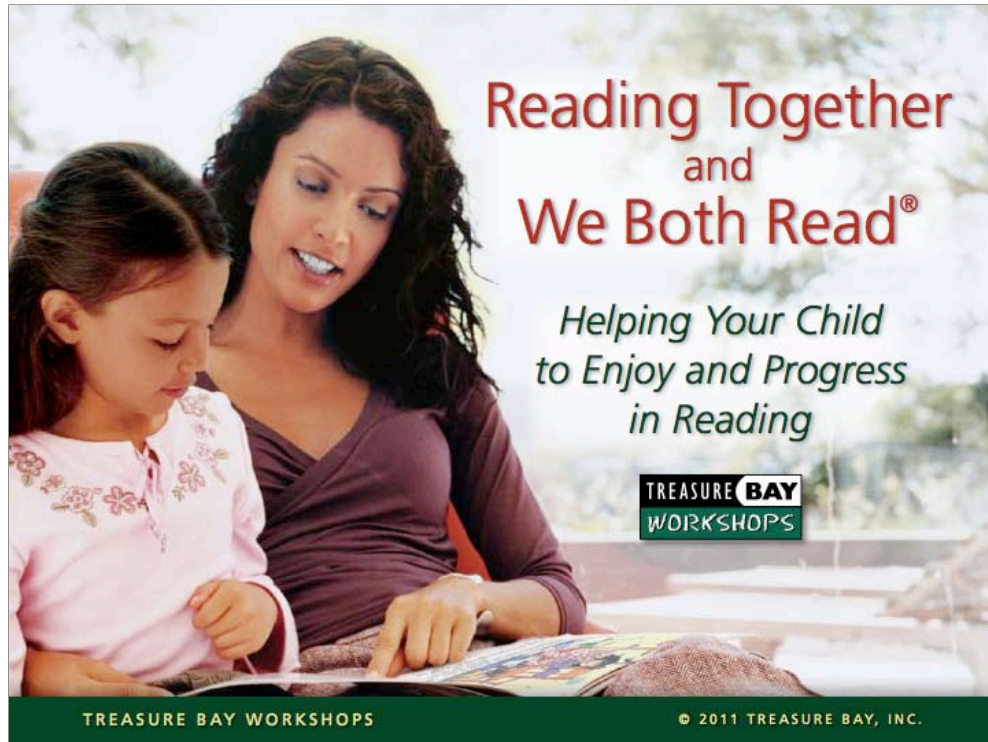
1. Use the notes as your guide. Face the audience. The slide on the top half of the page lets you look at your notes without turning your back to the audience to see the slide. The notes on the bottom of the page are there to remind you of any additional details to cover on that slide. As you discuss each slide, elaborate on anything in the handout that needs clarification. The text in italics on the notes pages of the slides can be used as a partial "script."
2. Let the participants guide you. Cover as much or as little as necessary, depending on the needs and experiences of the participants.
3. Audience participation. Ask for audience responses whenever appropriate. Answer questions as they come up.
4. Keep an eye on the time. Don't stress too much about the time, but try to keep the workshop moving so that you can cover everything in the presentation and still have some time for the demonstration and practice sessions. After you have led the workshop once or twice you will have a much better feel for how much time you can spend on each slide and practice session.

Some parents are nervous about attending a workshop like this. For some parents this will be a new experience. Make sure the parents feel welcome and comfortable. Break the ice by introducing yourself and talking a little about their children or making small talk about a comfortable topic.

After the Workshop

1. Review your notes and new activity ideas suggested by the participants. Update your slides, notes, and handout files with any of these ideas that you would like to include in the next workshop.
2. Send us feedback. Please send us your comments and ideas for improving the workshop. We'd like to hear from you. You can send e-mails to customerservice@webothread.com and reference this workshop.

Samples of the Slides and Notes begin here.



Suggested introduction (make changes as appropriate for your workshop and participants):

Greetings! Welcome to the workshop. I am very hopeful that you will all learn a few things tonight that will help you get the most out of reading with your child.

Introduce yourself.

When parents read with their children, those children become better readers. And better readers are consistently more successful all the way through school.

Tonight we are going to talk about some techniques that can maximize the benefits of reading with your child. And we will spend some time talking about a special series of books, called We Both Read, that was designed specifically for reading together. We will be sending some of those books home for reading at night, so we want to introduce them to you and to talk about the use and benefits of those books in particular.

Overview

- Reading *to* your child or *with* your child?
- When . . . What . . . Why read together?
- Tips on how to get started
- Three styles of reading together
- Tips for during and after reading together
- Books designed for reading together

Go over the overview. Mention that you encourage participation (if you do) and that participants should feel free to ask questions throughout the workshop.

Transitions in Reading

Reading to your child is one of the most important things you can do to help your child become a good reader . . .

. . . but perhaps it's time to start reading *with* your child.



TREASURE BAY WORKSHOPS

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Explain the importance of both reading **to** and reading **with** a child.

After reading the text on the slide, here is some suggested additional script (but feel free to expand on this):

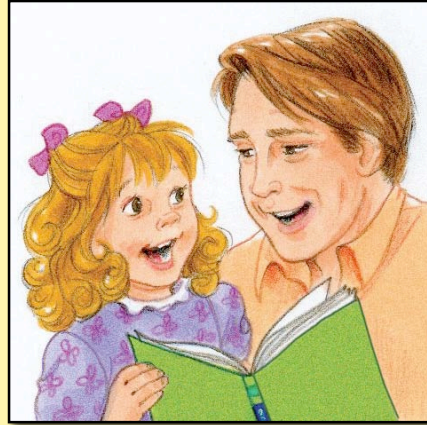
*All of you undoubtedly know the importance of reading **to** your child. It can help your child develop a love of reading, help him see that reading is important, and even help your child **want** to learn to read. It also contributes to vocabulary and oral language skills, while creating a wonderful bonding experience.*

*Reading **with** your child is the next step—a transition from you doing all the reading to your child joining you in the reading and then progressing to become a successful independent reader.*

What Is Reading Together?

Three elements:

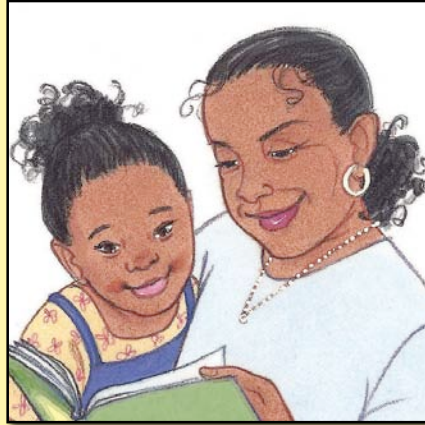
1. You read aloud to your child.
2. Your child reads aloud to you.
3. You talk about what you are reading.



When to Start

You can start when your child:

- Knows letter sounds
- Is starting to sound out words or guess words from picture clues



Why Read Together?

1. Transition to independent reading
2. Enjoyable experience, fostering a love of reading
3. Opportunity for practice and supportive feedback
4. Gives child a break and keeps the reading flowing and fun
5. Accelerates development of vocabulary, comprehension, and fluency

Bottom line: It will help your child to read sooner and better—and help develop a love of reading.

TREASURE BAY WORKSHOPS

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(Expanded bullets)

1. *Reading with your child provides an excellent transition to independent reading.*
2. *Reading with your child can provide an enjoyable, bonding experience, helping to foster a love of reading. Many children do not view reading as enjoyable; in fact, some find it unpleasant and frustrating. Others feel fearful or insecure about reading. You can change that and create a reading experience that is enjoyable and fun for your child.*
3. *Reading with your child provides an opportunity for your child to practice and for you to provide helpful, supportive feedback.*
4. *When it's your turn to read, it gives your child a break and keeps the reading flowing and fun. Your child will appreciate not having to do all the reading. When you read, your child can relax and enjoy the story—and since you are reading and helping your child, you will probably be able to read books that are more interesting to your child than the books she can read alone. Plus, hearing you read and talk about the text can be just as valuable as reading herself.*
5. *As you read together, you will accelerate your child's development in three key areas of reading: vocabulary, comprehension, and fluency.*
 - *Vocabulary: You have the opportunity to talk about new vocabulary words that you or your child reads.*
 - *Comprehension: When you read, you have the opportunity to help your child better comprehend the story or nonfiction material. This increase in comprehension helps your child, as he reads, to connect better with the meaning of what is being read.*
 - *Fluency: As you model reading fluently and with expression, your child will become a more fluent and expressive reader.*
- *The bottom line is that reading together will help your child to read sooner and better—and help develop a love of reading.*

Choosing What to Read Together

1. Choose any book with text at your child's reading level.
2. Choose books that your child is interested in.
3. Let your child pick the book or offer a selection.
4. Reread books read before.
5. Consider "read together" books.



TREASURE BAY WORKSHOPS

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(Expanded bullets)

1. *You can read together any book that has some text that is at your child's reading level.*
2. *Choose books that your child is interested in.*
3. *If possible, let your child pick the book, or offer a couple of books for your child to choose from.*
4. *Rereading books is excellent for reading together.*
5. *If possible, consider books that have been specifically designed for reading together. (We'll talk more about these later.)*

Before Reading Together

1. Sit together in a comfortable, well-lit place.
2. Hold the book so your child can easily see the words.
3. Talk about the topic, what the book might be about.
4. Page through the book together and discuss it.
5. Consider reading the entire book to your child first.
6. Decide on a read-together format:
 - Choral reading
 - Echo reading
 - Shared reading



TREASURE BAY WORKSHOPS

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(Expanded #4)

When you page through the book, consider starting with a “picture walk,” in which you page through the book together and discuss the pictures and some of the words.

(Transition to next slide)

Let’s look at these different read-together formats in more detail.

Choral Reading

1. Ask your child to read aloud along with you (reading the same text at the same time).
2. Start louder and slightly faster than your child.
3. When your child gains confidence, become slower and quieter.
4. Read with expression and show attention to the phrasing and punctuation.
5. Maintain a comfortable pace by speeding up or slowing down when needed.

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After discussing this slide, you might want to stop for a demonstration of choral reading. You could ask for two volunteers or demonstrate it yourself (playing the part of the parent) with one volunteer, or have the entire group choral read with you.

Have ready a book that would be good to demonstrate this technique. Two books you might consider are:

1. *Frog and Toad Are Friends* by Arnold Lobel
 2. *The Happiness Tree* by Andrea Gosline (poem)
- (or any books with rhymes or repeated phrases)

Shared or Paired Reading

1. Take turns reading aloud.
2. Agree on signals for switching.
3. Start by reading some text, and then signal for your child to take over and read.
4. Watch for sentences, phrases, or words that are easy enough for your child to read.
5. Nudge your child to read the next word, sentence, or page.
6. Invite your child to read one character's dialogue.
7. Allow your child to signal your turn to read again.

TREASURE BAY WORKSHOPS

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(Expanded #1)

Take turns reading aloud, with each of you reading different parts of the text, switching back and forth as you read the book.

(Expanded #2)

Agree on signals for switching. For example, say "Now it's your turn" or "Can you read now?" Another option is choosing a hand signal to communicate when it's time to switch, such as a gentle tap.

(Expanded #4)

Try to watch for sentences, phrases, or words that are easy enough for your child to read.

(Expanded #5)

Nudge your child to read the next word, sentence, or page. You can say things like "Can you read this word?" or "Would you like to read the next sentence?" or "Would you like to read the next page?"

(Expanded #6)

If you are reading a book with dialogue, you may want to begin by inviting your child to read every time a particular character talks, especially if you notice that the dialogue seems to be at your child's reading level.

You might want to stop here for a demonstration of shared reading. Have a book ready that would be good to demonstrate this technique. Since you will probably be practicing with the *We Both Read* books later in the workshop, you might want to use either a *You Read to Me, I'll Read to You* book or any book with text of an appropriate reading level. Two other books you might consider are:

1. *Are You Ready to Play Outside?* by Mo Willems
2. *Frog and Toad Together* by Arnold Lobel

While You Are Reading

1. Read with expression—make the story come alive.
2. Try using different voices for different characters.
3. Point out rhyming words.
4. Stop and discuss new vocabulary words.
5. Talk about how you understand new words.



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(Expanded #1)

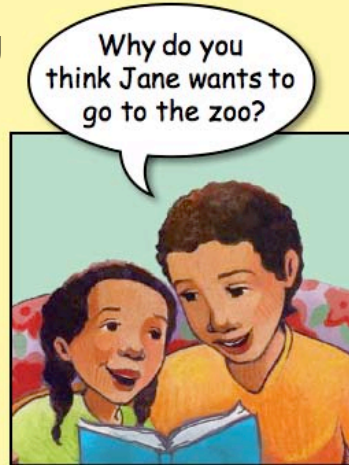
Read with expression—make the story come alive. Your reading should sound like you are talking or having a conversation about something quite interesting or exciting. Make sure your voice conveys the meaning and important points of emphasis in each sentence.

(Expanded #5)

Talk about how you might understand a new word from looking at the surrounding context or from a picture on the page.

While You Are Reading (cont'd)

6. Talk about what is happening in the story and ask what might happen next.
7. Ask open-ended questions about the story.
8. Decide when to invite your child to begin reading.



TREASURE BAY WORKSHOPS

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(Expanded #7)

Ask open-ended questions about what is happening in the story. Ask questions that do not have a right or wrong answer. For example, ask "Why do you think Jane wants to go to the zoo?" instead of "Where is Jane going?"

(Expanded #8)

Decide how much to read and when to invite your child to begin reading.

While Your Child Is Reading

1. Encourage your child to mimic the way you read to gain fluency.
2. Help your child use context and pictures to figure out unknown words.
3. If your child might be able to sound out a word or starts to sound one out, provide encouragement.
4. If your child struggles with a word for 5 seconds, provide the word.

(Expanded #3)

If your child might be able to sound out a word or starts to sound one out, give some encouragement. Remember though that not all words can be sounded out.

While Your Child Is Reading (cont'd)

8. If your child does not understand what she is reading, stop and discuss it, and ask her to read it again.
9. Praise your child's efforts. Praise often.
10. Keep the reading fun. Some struggle is good. Too much frustration is not good.
11. Know when to take over reading or end the session.

TREASURE BAY WORKSHOPS

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(Expanded #8)

If it sounds like your child does not understand what she is reading, stop and discuss it, and ask her to read it again. Reading is not just sounding out words. Readers must understand the meaning of what they are reading. And good readers can stop and self-correct.

(Expanded #11)

Know when to take over reading or end the session. If you see signs of stress, such as yawning or excessive fidgeting, invite your child to listen while you read. You may want to use easier books for a while.

This might be a good time to model good and not-so-good techniques for reading together. For this, it might be best for you to do the modeling of the parent, with a volunteer playing the part of the child. Ask the volunteer to struggle a little with the reading. When you model the not-so-good reading, you might want to exaggerate some of the bad techniques to the point that it is quite humorous (e.g., reading with no expression at all, jumping in too quickly to provide a word that the "child" is sounding out, unpleasantly criticizing the "child's" reading, asking yes/no questions about the text). When modeling good technique, try to incorporate as many of the techniques mentioned in the presentation as possible (in a short amount of time). Then have a short discussion. Ask parents which one sounds best and why.

After Reading

1. Have a short discussion about the story.
2. Help your child to summarize the main idea.
3. Discuss the problem and solution of the story.
4. Ask open-ended questions about the story or subject of the book.



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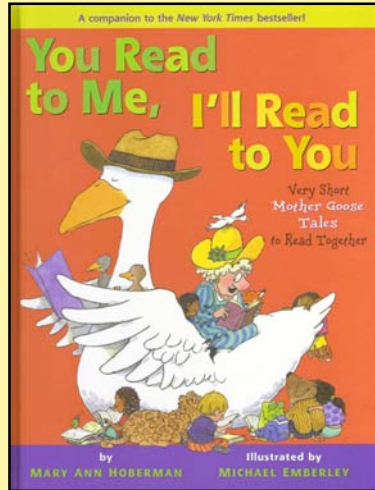
(Expanded #2)

At first you might need to do the summarizing. Later you can do it together, and eventually your child will be able to summarize the story and the main idea by himself.

(Expanded #4)

Ask open-ended questions about the story or subject of the book. For example, rather than asking something like "Where did John go?" ask "Why do you think John wanted to go to the big city?" And rather than "Do you think John was excited to go to the big city?" ask "How do you think John felt about going to the big city?"

Series Designed for Shared Reading



You Read to Me, I'll Read to You

By Mary Ann Hoberman

Text in these books is the
same level for both readers.

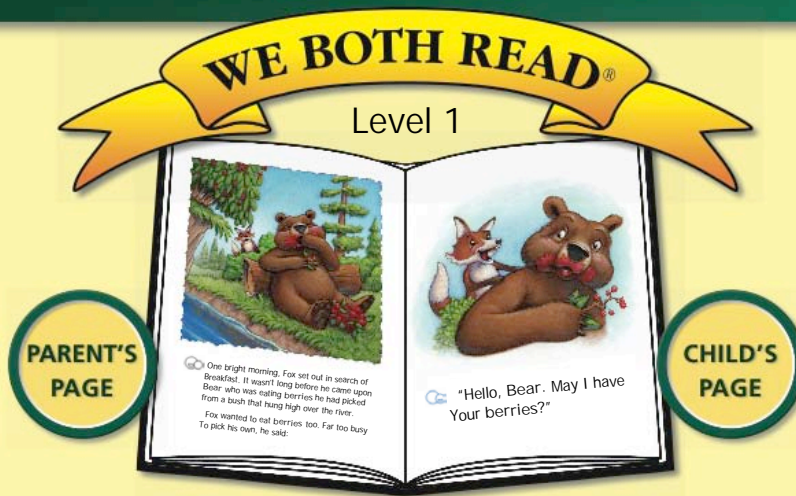
TREASURE BAY WORKSHOPS

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Features of the series that you may wish to share:

- They're engaging books that use humor and rhyming poems.
- Each book invites the parent and child to take turns. All text is at the same reading level.
- These books are best for children who can already read at a first- or second-grade level but may be reluctant or struggling.
- There are four titles available with many short poems in each book.

Series Designed for Shared Reading



The reading level changes for your child's text.

TREASURE BAY WORKSHOPS

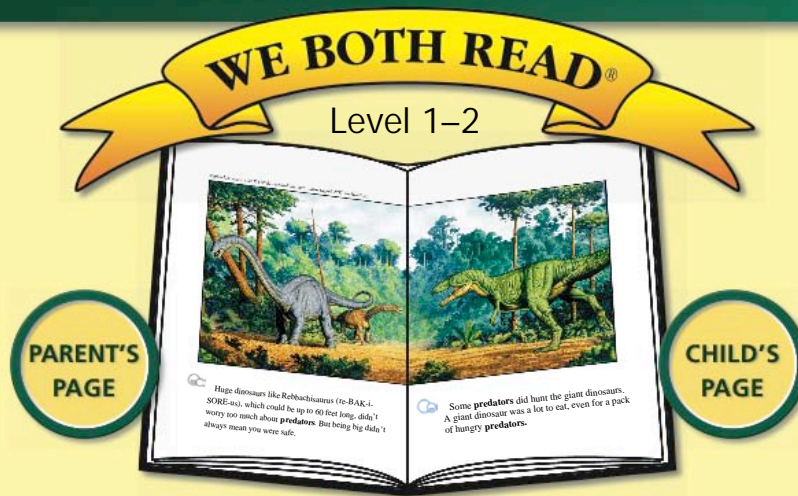
20

We Both Read is a series of books for shared reading, with parent and child taking turns reading pages. The parent reads the left-hand pages, and the child reads the right-hand pages. In this series, the text for the child's pages is all leveled at a specific reading level. There are six different reading levels in the series, going from prereaders to fairly advanced readers. This spread is from a Level 1 book, which corresponds to an early first-grade reading level. You might notice, however, that two challenging words, "berries" and "bear," are introduced in bold on the parent's page and then appear on the child's page.

Additional features of the series that you may wish to share:

- There are almost 50 titles available—both fiction and nonfiction.
- There is a wide variety of highly engaging stories and informational topics, engaging children through humor, rhyme, relatable situations, fantasy, real animals, and topics of high interest. There's something for every child's interest.
- The books include beautiful photography and illustrations.

Series Designed for Shared Reading



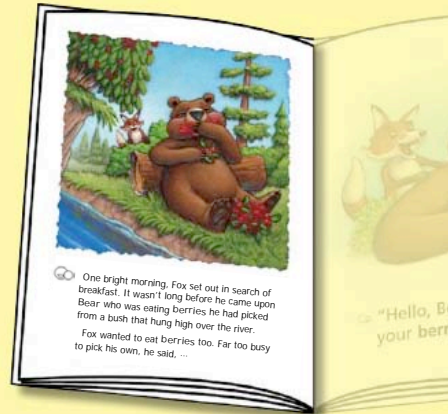
The reading level changes for your child's text.

Notice how the text on the child's page in this book is more complex or challenging than the book shown on the last slide. The words are smaller and there are more words on the page. This book is a level 1–2, which corresponds to first through second grade.

We Both Read — How It Works

Parent's pages:

1. Introduce new vocabulary
—bold words
2. Have more complex text
and storyline
3. Provide opportunities
to discuss stories



TREASURE BAY WORKSHOPS

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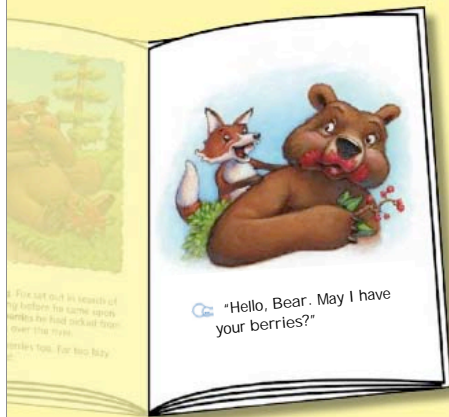
(Expanded #1)

The parent's pages introduce new vocabulary. Occasionally there is a word in bold that appears on both the parent's and the child's pages. This is usually a more difficult word that is being previewed on the parent's page. You might want to point out this word as you read it.

(Expanded #3)

The parent's pages provide opportunities to discuss the stories. You can stop anywhere and ask your child open-ended questions about what you are reading.

We Both Read — How It Works



Child's pages:

1. Enlarged print
2. Simplified storyline
3. Leveled to correlate with varying skill levels
4. Reinforce new words from parent's pages
5. Shorter sentences
6. Continue the storyline

TREASURE BAY WORKSHOPS

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(Expanded #4)

You will notice here that the words “bear” and “berries” are bolded. These same words were introduced in bold on the prior page that the parent reads.

(Expanded #5)

The child's pages have manageable chunks for new readers. This is important because many children are struggling with their reading. By breaking their reading into shorter chunks, they can sustain a reading session for a longer time and still find it fun and enjoyable.

(Expanded #6)

The child's pages continue the storyline. Your child is not repeating what you read in simpler language. He is always adding new information or continuing the story. Since the story will not be able to continue without his contribution, your child can feel that what he is reading is really important.

Benefits of Two Reading Levels

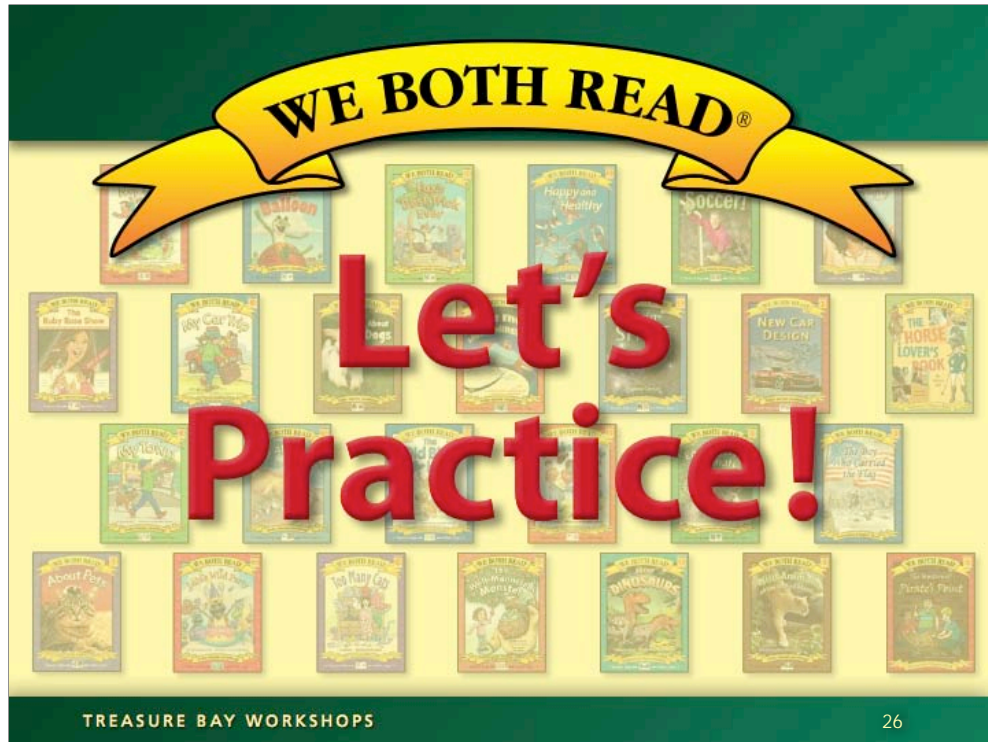
- Books can be matched to your child's reading ability:
 - Allowing your child to practice at his level
 - Allowing your child to build confidence
- The higher level of the parent's text offers:
 - A more interesting book than the child could read on his own
 - The opportunity to introduce new vocabulary

All the books in this series feature two reading levels. The most important is the level of the child's pages. The level marked on the front of the book reflects the child's reading level.

(Expanded parent text bullets)

The higher level of the parent's text offers:

- *A more interesting book than the child could read on his own. This is particularly important for struggling readers, who may not want to read because they are often asked to read what they consider to be "baby books." With We Both Read, even though they may be reading on a lower level, they are participating in successfully reading what they might call a "hard book"—and one with a topic that they are more interested in.*
- *The opportunity to introduce new vocabulary—particularly words that appear in **bold** type.*
- *And, although your child will be reading at his skill level, he will be excited and proud to share the reading of a more advanced book.*

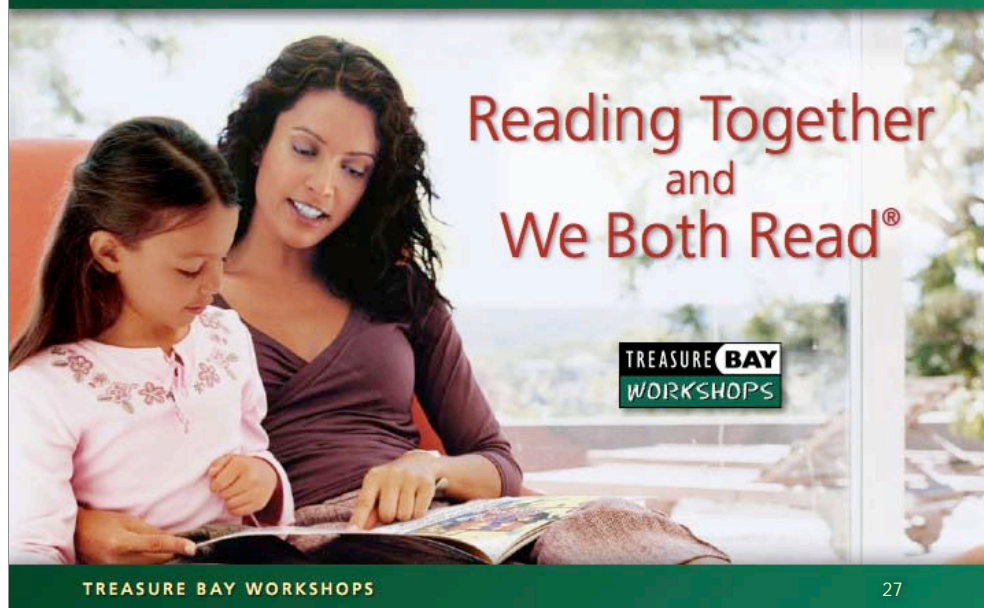


One of the reasons we have been spending so much time on the We Both Read books is that we have purchased some of these books and will be sending them home for you to read with your child. I have some of them here, and I'd like you to pair up now and practice using them. Each pair can take turns reading the parent and child parts.

Remember to practice all the skills that we talked about earlier in reading together. If you are playing the parent, read with a lot of expression and remember to stop and talk about what you are reading and ask open-ended questions. If you are playing the child, you might want to pretend to struggle a little bit and let the parent help and encourage you. You can both point out various ways that a parent might be able to assist a child as you read the book together.

Choose which of you will be reading as the parent and which will be reading as the child. After a few minutes, I will ask you to switch roles.

Wrap-Up and Q & A



You might want to wrap up the practice session with questions like the following:

Would anyone like to share anything that came up in the practice session? Any questions it brought up for you? Any other questions?

What part of the presentation did you think was most useful? Was anything not particularly useful?

What would you most like to try to remember to do when you are reading together?

Which techniques do you think will work best with your child?

Remember, the most important thing is to simply read together with your child—and to make it as enjoyable as possible. The long-term benefits for your child will be enormous. I hope I have provided some encouragement and a few techniques tonight that will be helpful to you.

Thank you for coming tonight! If you have any other questions, please see me afterwards.

Sample Handout Pages begin here.

Reading Together and We Both Read[®]

Helping Your Child

to Enjoy and Progress

in Reading



Why Read Together?

1. Transition to independent reading.
Reading with your child provides an excellent transition to independent reading.
2. Enjoyable experience, fostering a love of reading.
Reading with your child can provide an enjoyable, bonding experience, helping to foster a love of reading. Many children do not view reading as enjoyable; in fact, some find it unpleasant and frustrating. Others feel fearful or insecure about reading. You can change that and create a reading experience that is enjoyable and fun for your child.
3. Opportunity for practice and supportive feedback.
Reading with your child provides an opportunity for your child to practice and for you to provide helpful, supportive feedback.
4. Gives child a break and keeps the reading flowing and fun.
When it's your turn to read, it gives your child a break and keeps the reading flowing and fun. Your child will appreciate not having to do all the reading. When you read, your child can relax and enjoy the story—and since you are reading and helping your child, you will probably be able to read books that are more interesting to your child than the books she can read alone. Plus, hearing you read and talk about the text can be just as valuable as reading herself.
5. Accelerates development of vocabulary, comprehension, and fluency.
As you read together, you will accelerate your child's development in three key areas of reading: vocabulary, comprehension, and fluency.
 - Vocabulary: You have the opportunity to talk about new vocabulary words that you or your child reads.
 - Comprehension: When you read, you have the opportunity to help your child better comprehend the story or nonfiction material. This increase in comprehension helps your child, as he reads, to connect better with the meaning of what is being read.
 - Fluency: As you model reading fluently and with expression, your child will become a more fluent and expressive reader.

The bottom line: Reading together will help your child to read sooner and better—and help develop a love of reading.

Choosing What to Read Together

1. Choose any book that has some text at your child's reading level.
2. Choose books that your child is interested in.
3. Let your child pick the book or offer a selection of books for your child to choose from.
4. Reread books read before.
5. Consider "read together" books that have been specifically designed for reading together.

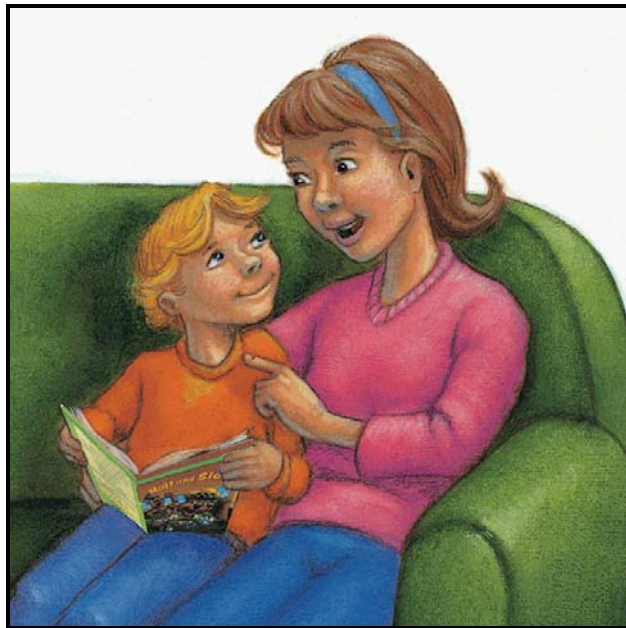
Before Reading Together

1. Sit together in a comfortable, well-lit place.
2. Hold the book so your child can easily see the words.
3. Talk about the topic and what the book might be about.
4. Page through the book together and discuss it. You might consider starting with a "picture walk," in which you page through the book together and discuss the pictures and some of the words.
5. Consider reading the entire book to your child first.
6. Decide on a read-together format: choral reading, echo reading, or shared reading.



Shared Reading or Paired Reading

1. Take turns reading aloud, with each of you reading different parts of the text, switching back and forth as you read the book.
2. Agree on signals for switching. For example, say "Now it's your turn" or "Can you read now?" Another option is choosing a hand signal to communicate when it's time to switch, such as a gentle tap.
3. Start by reading some text, and then signal for your child to take over and read.
4. Watch for sentences, phrases, or words that are easy enough for your child to read.
5. Nudge your child to read the next word, sentence, or page. You can say things like "Can you read this word?" or "Would you like to read the next sentence?" or "Would you like to read the next page?"
6. Consider inviting your child to read one character's dialogue.
7. Allow your child to signal your turn to read again.



While You Are Reading Together

While You Are Reading

1. Read with expression—make the story come alive. Your reading should sound like you are talking or having a conversation about something quite interesting or exciting. Make sure your voice conveys the meaning and important points of emphasis in each sentence.
2. Try using different voices for different characters.
3. Point out rhyming words.
4. Stop and discuss new vocabulary words.
5. Talk about how you might understand a new word from looking at the surrounding context or from a picture on the page.
6. Talk about what is happening in the story and ask what might happen next.
7. Ask open-ended questions about the story and questions that do not have a right or wrong answer. For example, ask “Why do you think Jane wants to go to the zoo?” instead of “Where is Jane going?”
8. Decide how much to read and when to invite your child to begin reading.



While Your Child Is Reading

1. Encourage your child to mimic the way you read to gain fluency.
2. Help your child use context and pictures to figure out unknown words.
3. If your child might be able to sound out a word or starts to sound one out, give some encouragement. Remember that not all words can be sounded out.
4. If your child struggles with a word for five seconds, provide the word.
5. Suggest rereading a difficult sentence.
6. See if it is helpful for your child to run her finger under the words as she reads.
7. Encourage your child to ask you about anything he doesn't understand.
8. If it sounds like your child does not understand what she is reading, stop and discuss it, and ask her to read it again. Reading is not just sounding out words. Readers must understand the meaning of what they are reading. Good readers can stop and self-correct.
9. Praise your child's efforts. Praise often.
10. Keep the reading fun. Some struggle is good. Too much frustration is not good.
11. Know when to take over reading or to end the session. If you see signs of stress, such as yawning or excessive fidgeting, invite your child to listen while you read. You may want to use easier books for a while.



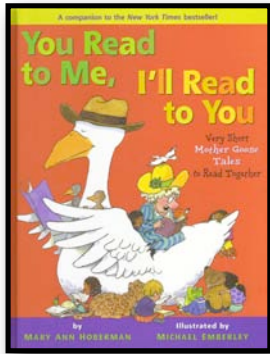
After Reading Together

1. Have a short discussion about the story.
2. Help your child to summarize the main idea. At first you might need to do the summarizing. Later you can do it together, and eventually your child will be able to summarize the story and the main idea by himself.
3. Discuss the problem and solution of the story.
4. Ask open-ended questions about the story or subject of the book. For example, rather than asking something like "Where did John go?" ask "Why do you think John wanted to go to the big city?" And rather than "Do you think John was excited to go to the big city?" ask "How do you think John felt about going to the big city?"
5. Help your child make connections to her world or another story or book. For example, "She didn't like it when the other kids made fun of her name. Has anything like that happened to you?" Or "Can you think of any other books we've read where some kids were teasing someone?"
6. On subsequent readings, consider having your child read the entire book to you.
7. Be willing to read the same book several times.



Series Designed for Shared Reading

You Read to Me, I'll Read to You
By Mary Ann Hoberman



Text in these books is the same level for both readers.

We Both Read
Published by Treasure Bay

With the We Both Read books, parents read the left-hand pages and children read the right-hand pages. The reading level for the parent's pages is higher than the level for the children's pages.

Since the parent's pages are not limited to the child's reading level, these books can offer more engaging stories and interesting information than the child could read on his own. The parent's text also offers the opportunity to introduce new vocabulary, particularly words that appear in bold type.

There are books available in this series at six different reading levels for the child. By matching books to your child's reading ability, you can allow your child to practice at his skill level and build confidence. And, although your child will be reading at his skill level, he will be excited and proud to share the reading of a more advanced book.

