



*Literacy Resource for Caring
Adults Supporting Kids*

DEVELOPING MASTER READERS AT HOME

Dear Educators and Caregivers,

As the education community adapts to distance learning and supporting students outside of school buildings, we know that building literacy skills for students while also maintaining social-emotional learning is critically important. Social-emotional learning (SEL) is defined as the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions*. What better way to support the development of SEL and literacy skills than to focus on both at the same time through reading and storytelling?

Reading aloud to children is more than just reading. It is taking them on an adventure. It is sharing what you are wondering, and it is learning how to think like a reader. Research has proven the importance and value of reading to children, and with reading comes meaningful conversation about the emotions of characters, themes of the book, and relatable challenges. It also invites a reader's curiosity about something new.

We have curated a group of stories meant to do all of those things, and of course, we have a few that are simply meant to be read for pleasure and to make us laugh. In order to support educators and caretakers develop “master readers”, our team wanted to share a few of our favorite children’s books with you and the children you support. You’ll notice that the stories we chose will also highlight characters' thoughts, challenges, and emotions. Talking through these with your child will help develop those SEL skills. We’ve also created an accompanying guide outlining best practices in building literacy to support you as you use the videos.

Below you’ll find a resource which suggests “reading” and listening to each book or story at least three times over the course of a week along with things to do before, during, and after reading to help you develop master readers. During the videos, pause to ask questions or wonder with your child as you read. After you read, engage in a conversation about the book using the tips in the guide, and extend themes from the book into your everyday life so that students build literacy and thinking connections.

We hope that this supports you as you embrace the joys of reading and storytelling with students and children.

Sincerely,

The Panorama Education Team

*Definition from the Collaborative for Academic, Social, and Emotional Learning (CASEL)

Visit www.panoramaed.com/resources/story-time for books being read aloud for your little ones.





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Research shows that reading stories to children three times is best practice. Here's a guide to help!

1

PURPOSE OF THE FIRST READ

The purpose of the first read is for children to become familiar with the story, key characters, problems/challenges, and main events.

AFTER YOU READ

Ask a question about the book that begins with "Why...?" Or "How..."

Chat with your child about their wondering and reactions to the book. Summarize some of the key details and main idea of the book, as well as moments from your discussion.

Connect the lessons, characters, or story problems from the book to your everyday life throughout the week!

BEFORE YOU READ

Show the cover illustration and identify the title and author (we do this for you!)

WHILE YOU READ

Model your thinking process by pausing the video and using the following sentence stems to "think-aloud" with your child:

- I wonder...
- I notice...
- I was thinking...
- I'm going to make a prediction...
- Oh..I'm seeing a problem/challenge here...
- Remember back at the start of the video...

2

PURPOSE OF THE SECOND READ

The purpose of the second read is for children to become familiar with character's thoughts and feelings that relate to the story problem.

AFTER YOU READ

Ask a question about the book that begins with "Why was ___ feeling__?" Or "How did _____ react when___" and relate directly to the feelings mentioned in the book or that you mentioned during the "think aloud."

Chat with your child about their wondering and reactions to the second read or listen.

Connect the lessons, characters, or story problems from the book to your everyday life throughout the week!

BEFORE YOU READ

Ask your child what they remember about the book, and restate key details and the main idea.

WHILE YOU READ

Identify what you think a character might be feeling and why. Continue to "think-aloud" like you did during the first read. Here are some handy sentence starters:

- I bet ___ is feeling_____ because...
- I bet the character is thinking....
- When I feel that way I usually....what do you do?
- How would you feel if this happened to you?

3

PURPOSE OF THE THIRD READ

The purpose of the third read is so that children can support you in retelling the story and engaging in discussion throughout.

AFTER YOU READ

Just like after the second read:

Ask a question about the book that begins with "Why was ___ feeling__?" Or "How did _____ react when___" and relate directly to the feelings mentioned in the book or that you mentioned during the "think aloud."

Chat with your child about their wondering and reactions to the third read or listen.

Connect the lessons, characters, or story problems from the book to your everyday life throughout the week!

BEFORE YOU READ

You know this story so well now! Ask your child:
Would you like to help me tell parts of the story that you remember?

WHILE YOU READ

Have your child tell relevant parts of the story or name characters and their feelings. As always continue to ask:

- What happens next?
- How do you think _____ was feeling?
- When I feel that way I usually....what do you do?

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Resource adapted from the Rollins Center for Language & Literacy 3-Read Resources

