



SAMPLE MATERIAL

Preparing a Dialogic Reading Lesson

Composite Example

Topic: Preschool Language and Literacy

Practice: Use Interactive and Dialogic Reading

Advance preparation for dialogic reading helps an early childhood teacher concentrate on interacting with children in a responsive way to develop oral language skills and increase vocabulary. This handout follows the three-level framework presented in the slideshow. It shows examples of what teacher-child dialogues might look like using a storybook selected for a dialogic reading lesson; each sample dialogue or conversation is relevant to one page of the storybook. These examples are not meant to be inclusive but show teacher-child interactions that might evolve at each level of the conversation.

Within this framework the conversation begins at Level 1 and slowly progresses to Level 3 over repeated readings. The teacher begins by asking Level 1 questions to encourage children to label objects in pictures, advances to asking Level 2 open-ended questions to help children talk more about what's happening in the story, and eventually progresses to Level 3 questions asking children to make connections within the story plot and to personal experiences. Over repeated readings


of the story, the questions and responses increase in complexity, scaffolding children to become storytellers.


Notice how the teacher at each level gradually encourages children to talk more and use longer phrases. The last example shows how a teacher might move back and forth between the three levels—alternating question types to build vocabulary, expand responses, and encourage children to retell the story in their own words. Once the children are familiar with the story, it is important to use the framework flexibly, alternating between levels as needed to individualize and build oral language skills.


DIALOGIC READING: EXAMPLES OF TEACHER-CHILD DIALOGS AT EACH LEVEL

Story Vocabulary: sheep, jeep, mud, tug, steep hill, splash, deep, front


New Vocabulary: wheel, stuck, brake light, steering wheel, repair

LEVEL 1 EXAMPLE		
STORY PAGE	TEACHING FOCUS ON VOCABULARY	LEVEL 1 Teacher-Child Dialog
	<ul style="list-style-type: none"> Use Level I questions during initial readings of the book Encourage children to label objects and actions in pictures Elicit details about the attributes and functions of objects Conduct repeated readings until all children understand and are comfortable using the vocabulary <p><i>For example:</i></p> <ul style="list-style-type: none"> Ask 'wh' type questions Repeat what a child says and offer a brief expansion Ask all children to repeat the teacher's responses Praise and encourage 	<p>T: What is this? (<i>T points to a sheep</i>) C: Animal. T: That's right, an animal. It's called a <u>sheep</u>. Everyone say, "It's a sheep." Where are the sheep? C: On a road. T: Good! The sheep are on a dirt road. And what is this? (<i>T points to the jeep</i>) C: Car. T: Yes, a car. It's a special car called a <u>jeep</u>. See the top is open. What color is the jeep? C: Red. T: Right. The jeep is red. What is this part of the jeep called? (<i>T points to a wheel</i>) C: Tire. T: Yes, a tire. . .it's called a tire or <u>wheel</u>. What shape is the wheel? C: It's round. T: Good! The wheel is round. Everyone say, "The wheel is round." Is the jeep moving? C: No! T: Oh! It's not moving. . .the jeep is <u>stuck</u>.. What are the sheep doing? C: Pulling it. T: Very good! Pulling. . .the sheep are <u>tugging</u> on a rope to get the jeep out of the mud. T: What is this? (<i>T points to the steering wheel</i>) C: A wheel. T: Yes, a special wheel called a <u>steering wheel</u>. Show me what you do with a steering wheel. C: (C makes a turning motion) T: Yes! You turn a steering wheel. You use it to drive the jeep!</p>

LEVEL 2 EXAMPLE		
STORY PAGE	TEACHING FOCUS ON EXPANSION	LEVEL 2 Teacher-Child Dialog
	<ul style="list-style-type: none"> Use Level 2 questions during additional readings (<i>alternate with Level 1 questions to continue to build vocabulary</i>) Encourage children to describe in their own words what is happening in the story Help children use longer phrases by expanding a child's response with a few more words Follow up on a child's responses with more questions <p><i>For example:</i></p> <ul style="list-style-type: none"> Ask open-ended questions — What is happening? What else do you see? Tell me more? Have the child repeat the teacher's expansions Praise and encourage 	<p>T: What's happening in this picture? C: They're rolling. T: Yes, the sheep are rolling down a <u>steep hill</u>. Everyone say, "The sheep are rolling down a steep hill!" What else can you tell me about the sheep? C: One's stuck! T: Very good! One's stuck. He's stuck upside down. Tell me more. C: It went splash! T: Yes, the sheep <u>splashed</u> in the mud. C: Splash in gooey mud! T: Yes, he splashed in the gooey mud. [Pause] C: It can't get out. T: Right. He can't get out. The sheep is stuck in the mud. And what about the jeep? C: They pushed it down. T: You're right! The sheep pushed the jeep and it rolled down the hill. Now what? C: Jeep rolled down the hill. Stuck. T: That's right. The jeep is stuck <u>deep</u> in the mud. T: What else do you see in this picture? C: Frog. T: Yes, I see a frog on the jeep. Tell me about the frog. C: It's green! T: Oh, you're right! What's he doing? C: It's scared to fall. T: Good—you are really looking carefully at the pictures! T: The sheep didn't watch where they were going. C: They crashed the jeep. T: What do you mean crash? C: The jeep is broken and won't go T: Yes, it's broken and won't work. It needs to be <u>repaired</u>. Anything else? C: They need to push it. C: It's too stuck. They need a tow truck. T: The sheep have almost rolled to the bottom of the hill. Let's turn the page and find out what happens next to the sheep and the jeep!</p>

LEVEL 3 EXAMPLE		
STORY PAGE	TEACHING FOCUS ON STORY PLOT	LEVEL 3 Questions
	<ul style="list-style-type: none"> • Use Level 3 questions only when children are very familiar with the storybook • Encourage children to retell the story using the vocabulary of the book • Extend the dialog beyond the story • Use all 3 levels of questions and responses as needed to help children retell the story <p><i>For example:</i></p> <ul style="list-style-type: none"> ○ Ask <i>recall</i> questions to make connections between parts of the story ○ Ask <i>distancing</i> questions to connect the story to the child's personal experiences ○ Ask the children to act out parts of the story 	<p>Recall (help make connections between parts of the story):</p> <ul style="list-style-type: none"> ○ Tell me what happened first in the story. What happened next? How did it end? ○ How do the sheep feel now (in this picture)? Why are the sheep sad in this picture? How did they feel at the beginning of the story? ○ How did the jeep end up in the gooey mud? What did the sheep do to get the jeep out of the mud? ○ How did the jeep end up in the heap in this picture? What did the sheep do with the heap of jeep parts? Do you remember some of the parts of the jeep? ○ Why did the sheep put a “for sale” sign on the tree? What will happen next? <p>Distancing (help make connections to the child's personal experiences):</p> <ul style="list-style-type: none"> ○ Have you ever seen a sheep? Where did you see it? Was it in a jeep? What was it doing? ○ The sheep had to clean up the big heap of jeep parts. Have you ever had to help Mom and Dad clean up a big mess? Where was the mess? What did you use to clean it up? Did anything need to be repaired? ○ In this story, the sheep went on a jeep trip. Have you ever gone on a car trip with your family or friends? Was it in a jeep? Where did you go? What kind of adventures did you have? <p>Acting out or demonstrating parts of the story:</p> <ul style="list-style-type: none"> ○ Can you show me what the sheep did when the jeep wouldn't go? ○ What did the sheep do to get the jeep out of the mud? Show me. Tell me about what you're doing. ○ Show me how the sheep cleaned up the heap? Tell me about what you're using to clean up? ○ Pretend to be one of the sheep in this picture. Tell me about what you're doing and how you feel.

EXAMPLE: MOVING BACK AND FORTH BETWEEN LEVELS

STORY PAGE	TEACHING FOCUS	Using All 3 Levels: Teacher-Child Dialog
	<ul style="list-style-type: none"> • Use the 3-level framework flexibly once the children are familiar with the story. • Alternate between levels as needed to individualize instruction and build oral language skills. • Use the various question types to build vocabulary, expand responses, and encourage children to retell the story in their own words. 	<p>T: What happened to the jeep in this picture? C: It crashed.</p> <p>T: Tell me more. What are the sheep doing? C: Cleaning up.</p> <p>T: Yes, they're cleaning up jeep parts. What is this sheep doing? (T points to sheep carrying a tire) C: Carrying something.</p> <p>T: Good. What is it carrying? C: A tire.</p> <p>T: Yes, he's carrying a tire on his head. The tire came off the wheel. What are the other sheep doing? C: He's doing this (C makes a sweeping motion).</p> <p>T: Right! He's sweeping with a broom. Tell me more about the other sheep.</p> <p>T: What is this part called? What is it used for? (T points to each part.) C: Various children respond to these questions.</p> <p>T: What did the sheep do with the jeep parts? What will happen next? Do you remember why the sheep put a "for sale" sign on the tree? Have you ever seen a "for sale" sign?</p> <p>T: Why did the jeep crash into the tree and end up in a heap?</p> <p>T: What happened at the end of the story? Was the jeep still in a heap?</p>