

E Komo Mai!

Chat In:
Where are you from?
How old are the keiki you
support?



Workshop Title: Interactive Read-Alouds - Making Reading Come Alive

Interactive Read Alouds: Making Reading Come Alive

Dana Tanigawa, Ed.D., NBCT; Owner of Tailored
Tutoring, LLC

Kara Kusunoki, Executive Director of Read To Me
International



Workshop Objective

Learn and practice age-appropriate strategies on how to engage children through interactive read-alouds



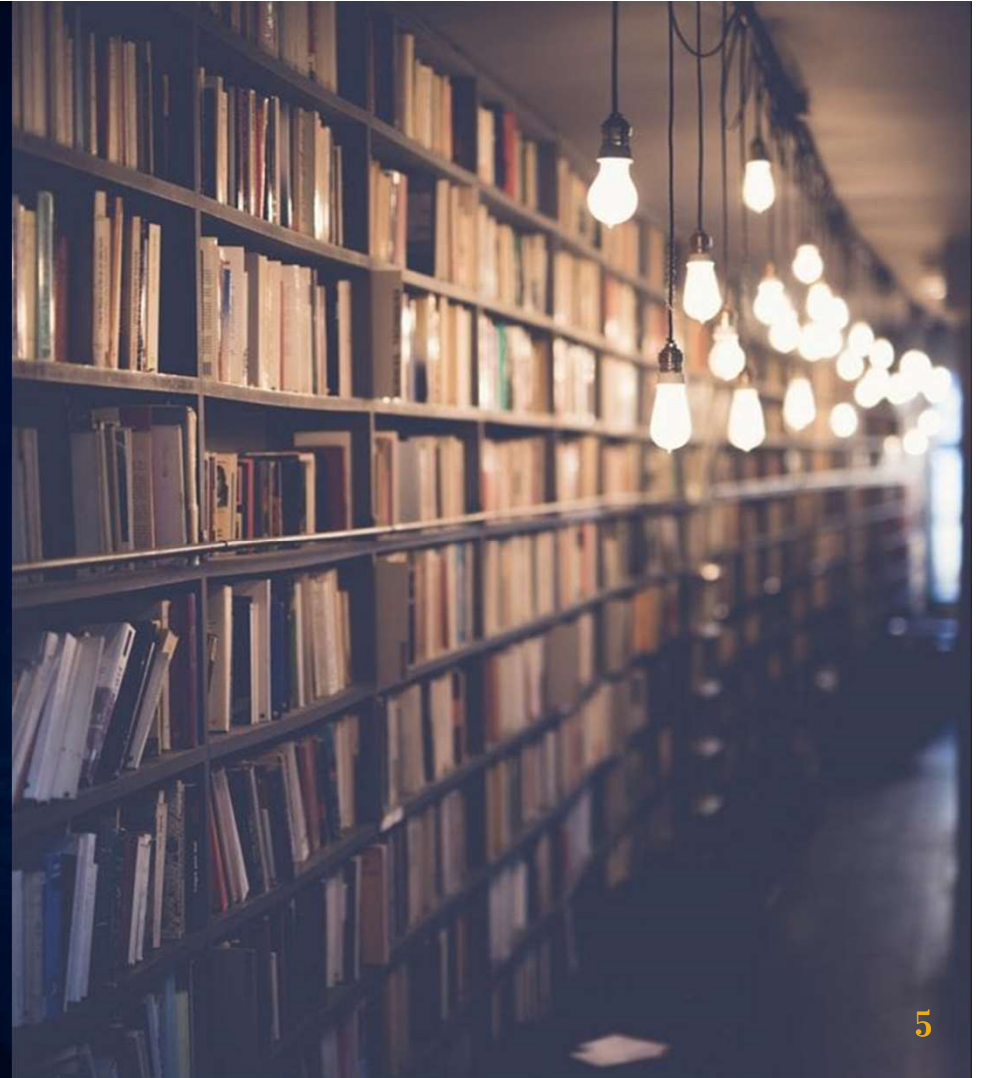
Guidelines

- ◆ Recorded Session
- ◆ Mute Requested
- ◆ Breakout Rooms
- ◆ Materials to be posted on readtomeintl.org
- ◆ Chat in ?s and comments



About Read To Me International

- ◆ Mission: To promote the love and joy of reading aloud
- ◆ Offers parent-coaching programs, community events, national-quality conference
- ◆ Goal: Every child will be read aloud to daily



Co-Presenters and Moderator

DANA TANIGAWA, Ed.D., NBCT
Owner of Tailored Tutoring, LLC



KARA KUSUNOKI
Executive Director of Read To Me International



NICKI BROWN
**Program & Community Outreach
Director of Read To Me International**



A Walk Down Memory Lane

Share a memorable (positive) read-aloud experience. What made it memorable? How old were you?

Go to **menti.com** and enter code
44 62 10 3 OR click on the link in the
chat



Go to www.menti.com and use the code 44 62 10 3

Share a memorable (positive) read-aloud experience.
What made it memorable? How old were you?

 Mentimeter

Press ENTER to pause scroll



*“You’re never too old,
too wacky, too wild, to
pick up a book and
read to a child.”*

- Dr. Seuss



Language and Literacy Milestones

What can we expect from our children?



Age 2-3

Thinking

- Laughs at silly ideas (like “milking” a dog)
- Matches shapes and colors and objects with same function (cup and plate)
- Counts 2 to 3 objects
- Talks about feelings and mental states (e.g., remembering)

Listening

- **Recognizes sounds in the environment**
- Points to common objects and body parts when they’re named
- Knows some spatial concepts (“in,” “on,” “under”)
- **Shows awareness of feelings**

Reading

- **Answer questions about and identify objects in books – such as “Where’s the cow?” or “What does the cow say?”**
- Name familiar pictures
- **Use pointing to identify named objects**
- Finish sentences in books they know well



Pays attention for about 3 minutes

Ages 2-3

Read Aloud Books

Bear Says Thank You by Michael Dahl

Quiet LOUD by Leslie Patricelli

Toot Toot Beep Beep by Emma Garcia

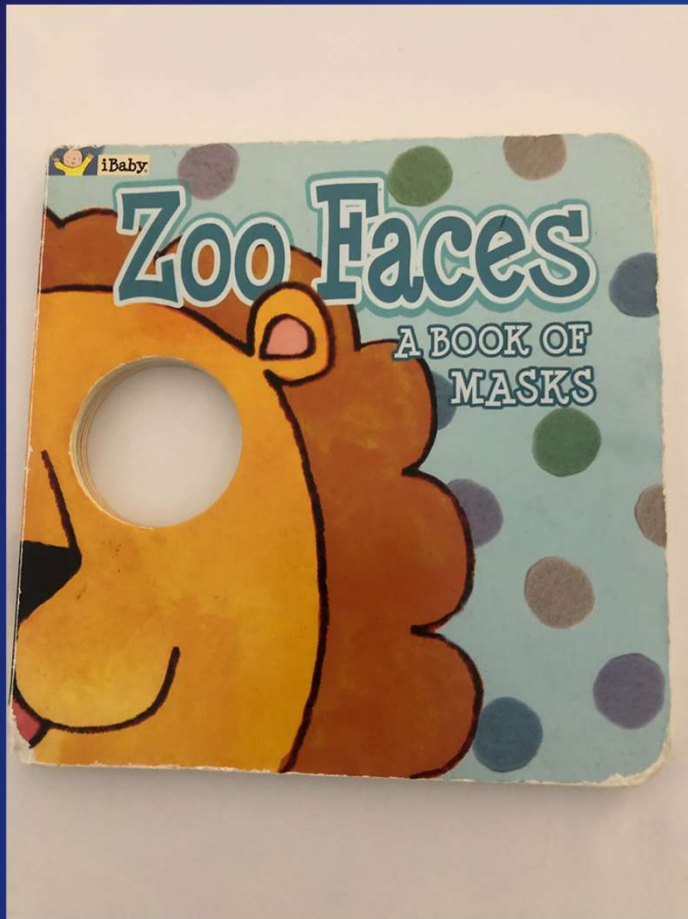
Zoo Faces A Book of Masks by Lucy Shultz

It Looked Like Spilt Milk by Charles G. Shaw

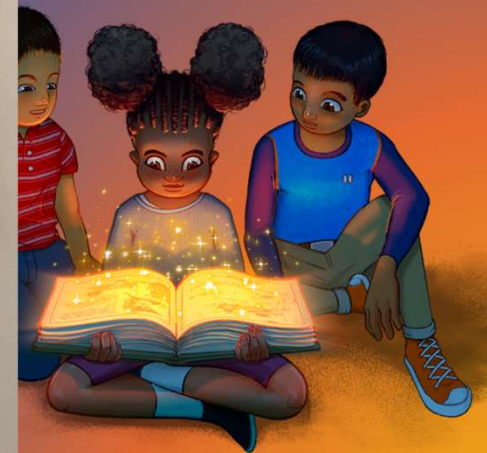
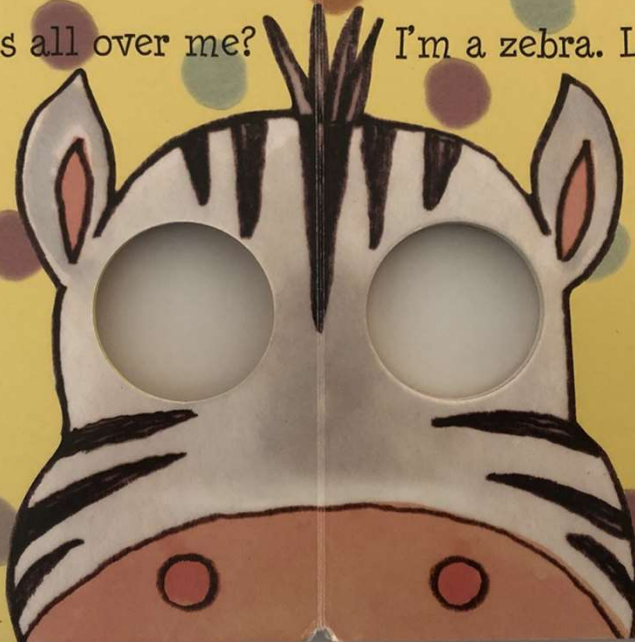
Tails by Matthew Van Fleet

Hawai'i Sings by Joy S. Au

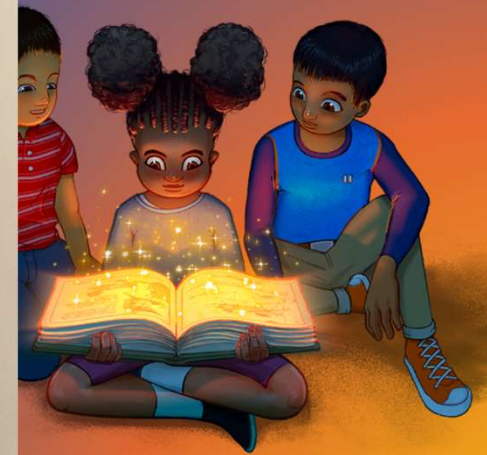


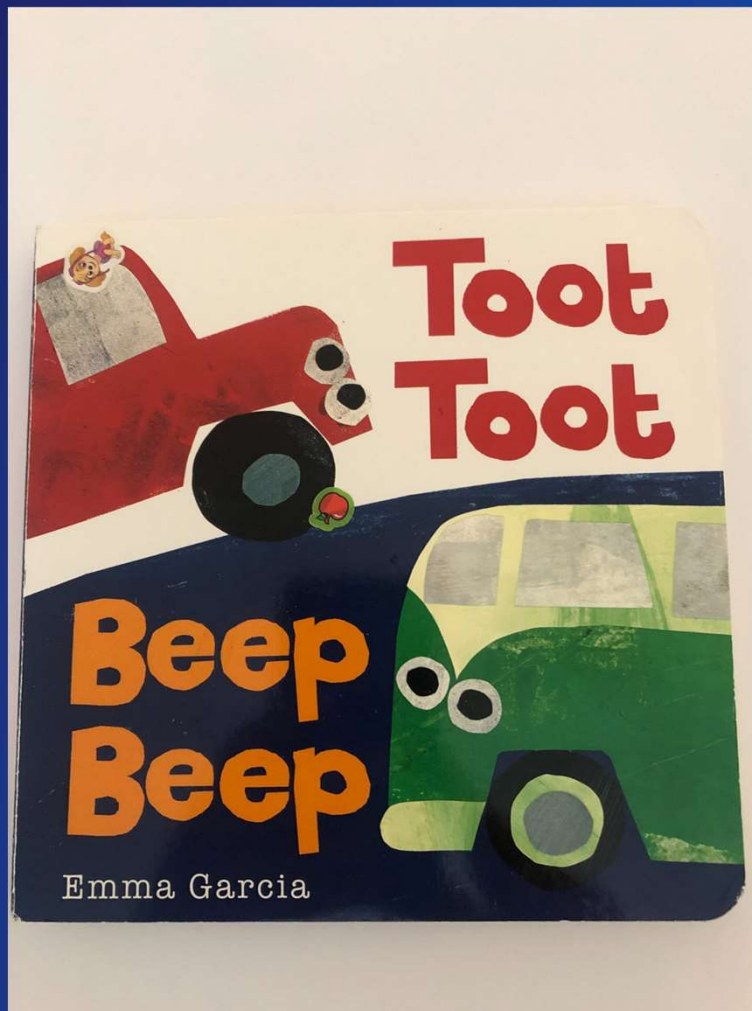


See these stripes all over me? I'm a zebra. Look at me!

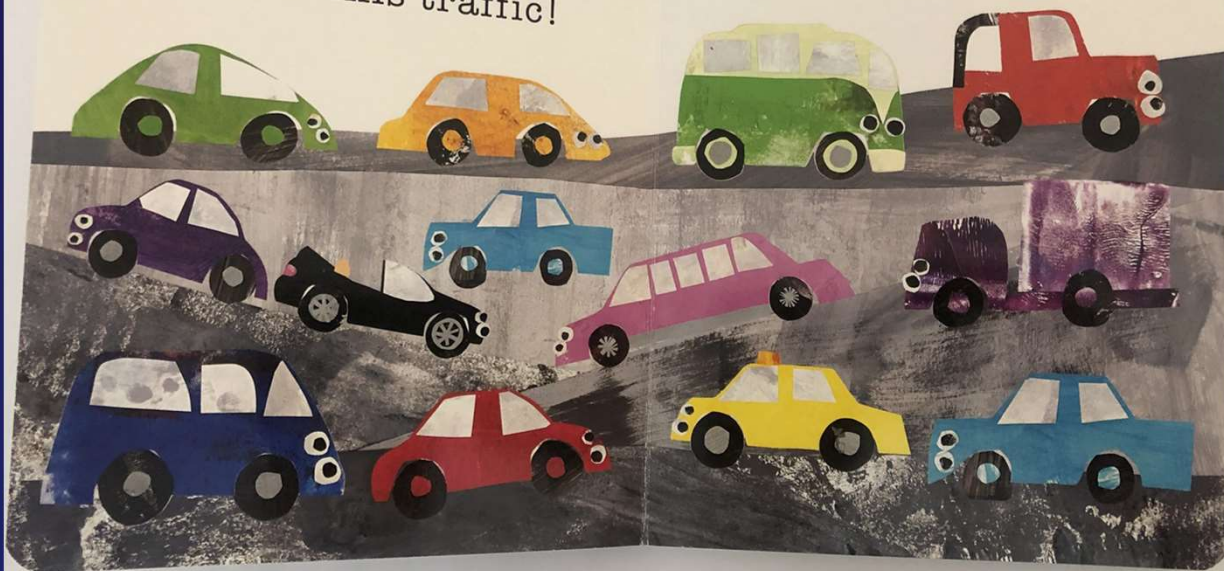


Black and white is what you see. I'm a penguin. Look at me!





Look at all this traffic!



'Beep beep' goes the
little red jeep,



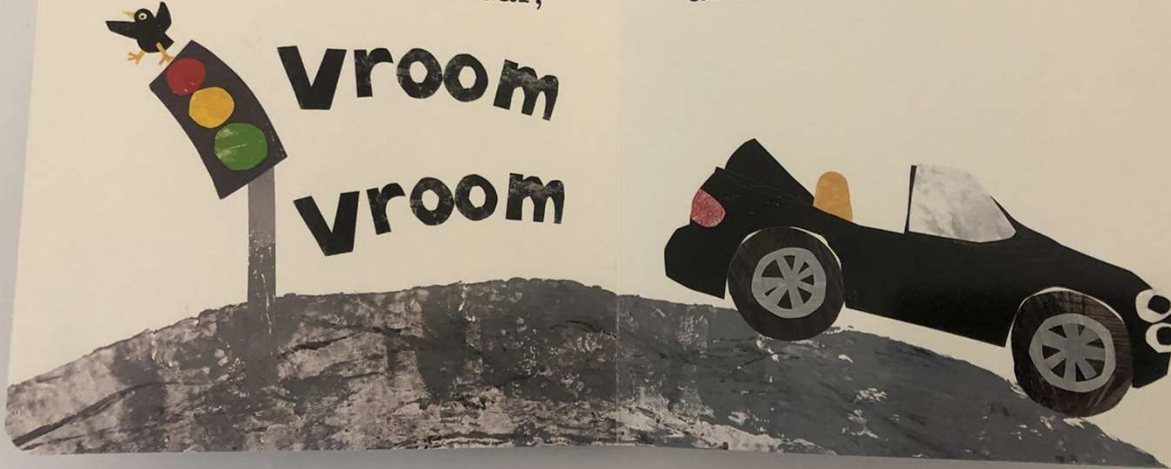
and off he zooms.



'Vroom vroom' goes the
sleek black sports car,

vroom
vroom

and off he speeds.



Attends to an activity for a longer stretch of time (around 10 min)

Age 3-4

Thinking

- Recalls parts of a story
- Understands concept of same and different

Listening

- Enjoys rhyming and nonsense words
- Understands size comparisons (e.g., big and bigger)
- Understands sentences, including sentences involving time concepts (e.g., “Grandma is coming tomorrow.”)
- Understands relationships expressed by if...then or “because” sentences

Reading

- Enjoys listening to and talking about storybooks
- Understands how to handle books
- Participates in rhyming games
- Identifies some letters and make some letter-sound matches
- Wants to know what will happen next
- When being read a story, connects information and events to real-life experiences



Ages 3-4

Read Aloud Books

Hush Little Keiki by Kim Vukovich

Tails Toes Eyes Ears Nose

by Marilee Robin Burton

Whose Stripes by Fiona Munro

▶ Where the Sidewalk Ends by Shel Silverstein

Big Bug Little Bug by Paul Strickland

Knuffle Bunny By Mo Willems





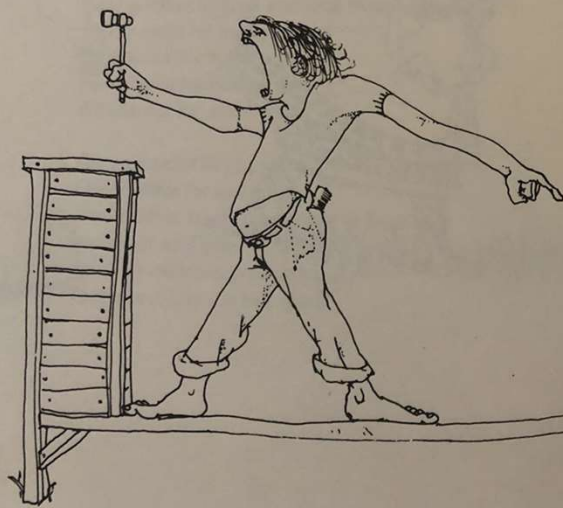
Where the Sidewalk Ends

the poems and drawings of
Shel Silverstein



FOR SALE

One sister for sale!
One sister for sale!
One crying and spying young sister for sale!
I'm really not kidding,
So who'll start the bidding?
Do I hear a dollar?
A nickel?
A penny?
Oh, isn't there, isn't there, isn't there any
One kid who will buy this old sister for sale,
This crying and spying young sister for sale?



SARAH CYNTHIA SYLVIA STOUT
WOULD NOT TAKE THE GARBAGE OUT

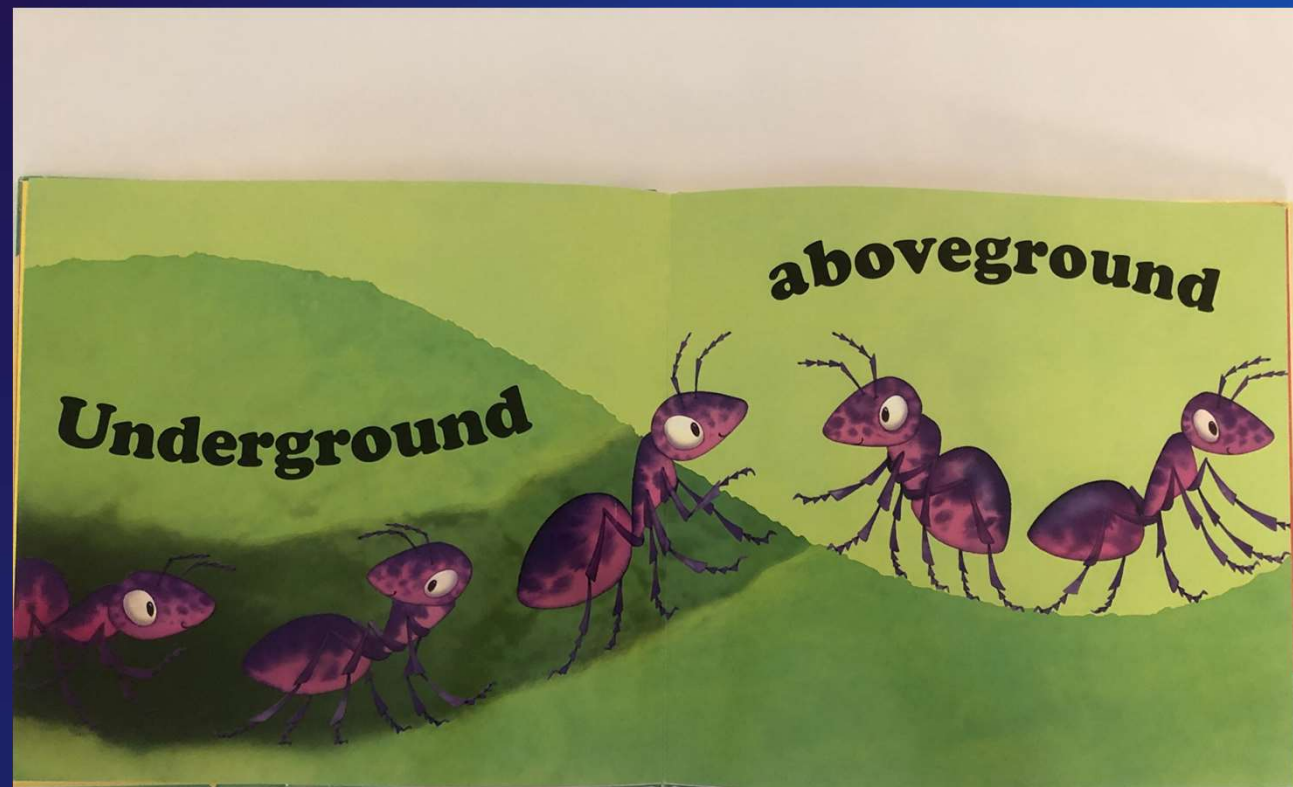
Sarah Cynthia Sylvia Stout
Would not take the garbage out!
She'd scour the pots and scrape the pans,
Candy the yams and spice the hams,
And though her daddy would scream and shout,
She simply would not take the garbage out.
And so it piled up to the ceilings:
Coffee grounds, potato peelings,
Brown bananas, rotten peas,
Chunks of sour cottage cheese.
It filled the can, it covered the floor,
It cracked the window and blocked the door
With bacon rinds and chicken bones,
Drippy ends of ice cream cones,
Prune pits, peach pits, orange peel,
Gloppy glumps of cold oatmeal,
Pizza crusts and withered greens,
Soggy beans and tangerines,
Crusts of black burned buttered toast,
Gristly bits of beefy roasts . . .
The garbage rolled on down the hall,
It raised the roof, it broke the wall . . .

Greasy napkins, cookie crumbs,
Globs of gooey bubble gum,
Cellophane from green baloney,
Rubbery blubbery macaroni,
Peanut butter, caked and dry,
Curdled milk and crusts of pie,
Moldy melons, dried-up mustard,
Eggshells mixed with lemon custard,
Cold french fries and rancid meat,
Yellow lumps of Cream of Wheat.
At last the garbage reached so high
That finally it touched the sky.
And all the neighbors moved away,
And none of her friends would come to play.
And finally Sarah Cynthia Stout said,
"OK, I'll take the garbage out!"
But then, of course, it was too late . . .
The garbage reached across the state,
From New York to the Golden Gate.
And there, in the garbage she did hate,
Poor Sarah met an awful fate,
That I cannot right now relate
Because the hour is much too late.
But children, remember Sarah Stout
And always take the garbage out!









Wriggle by day



fly by night



Age 4-5

Thinking

- Understands order and process
- Has some understanding of moral reasoning (exploring ideas about fairness and good or bad behavior)
- Often can't tell the difference between real and make-believe

Listening

- Begins to show understanding of rhyming and beginning sounds
- Understands sequencing of events when clearly explained (for example, "First we plug the drain, then we run the water, and finally we take a bath")
- Understands complex questions

Reading

- Tells you what she thinks is going to happen next in a book
- Remembers parts of a story
- Retells a story (but may confuse)
- Understands that print is read left-to-right and top-to-bottom



◆ Ages 4-5

Read Aloud Books

The I Love You Book by Todd Parr

Where The Wild Things Are

by Maurice Sendak

There was an Old Lady Who Swallowed a Fly

Illustrated by Stuart Lynch

There was an Old Lady Who Swallowed Some Leaves

by Lucille Colandro

If you Give a Moose a Muffin

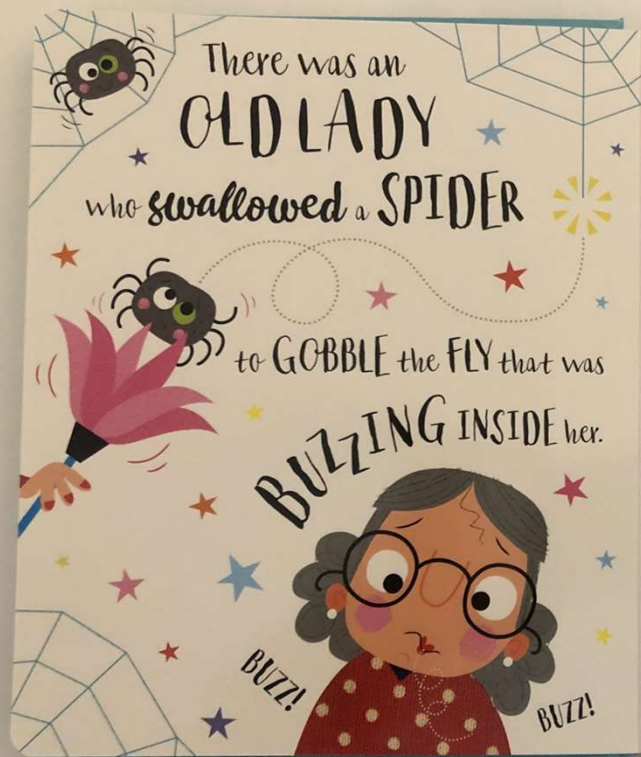
by Laura Numeroff

The Red Book by Barbara Lehman



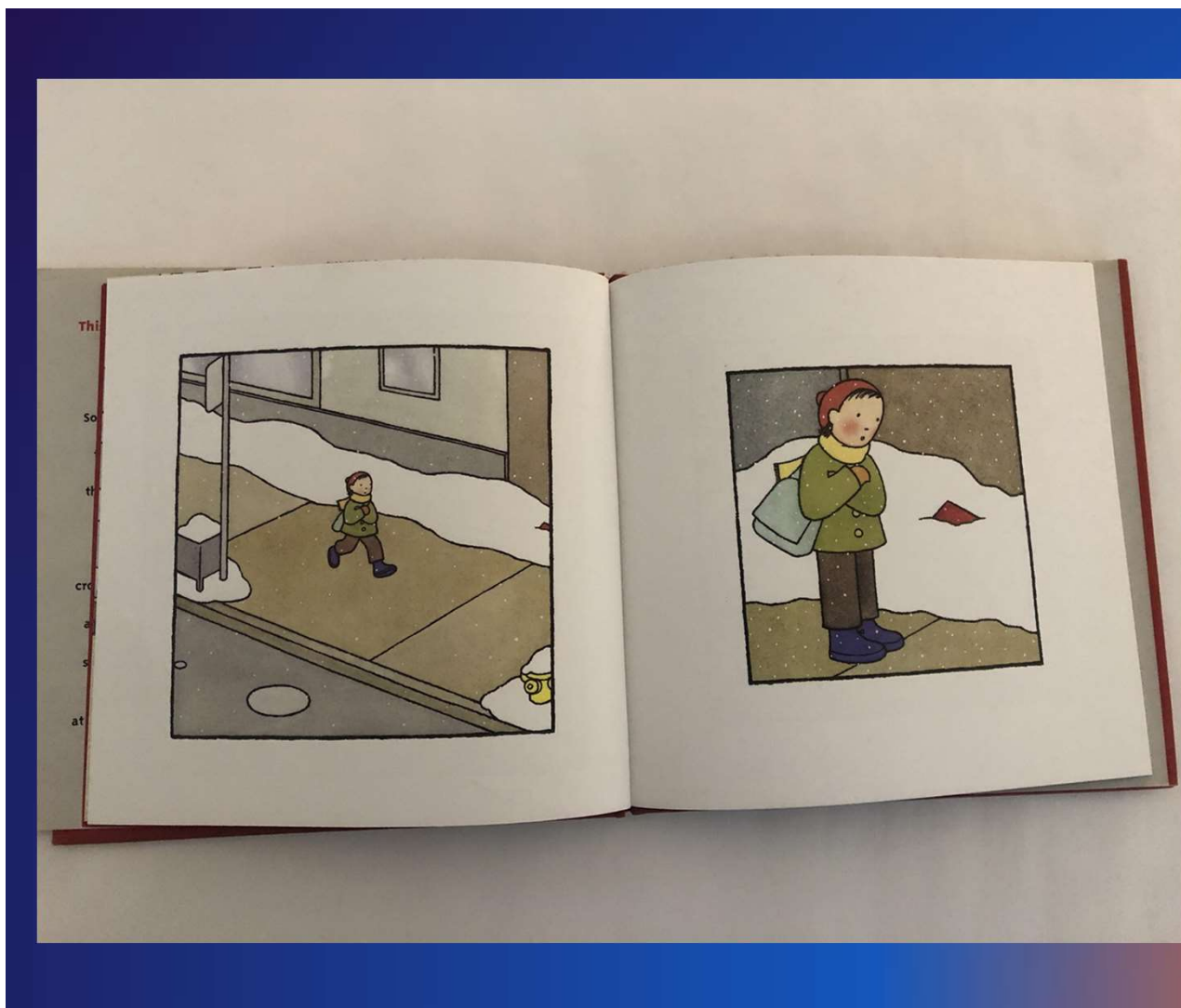














Age 6

Thinking

- **Begin to understand cause-and-effect relationships.**
"Magical thinking" typical of preschoolers quickly fades around this age.
- Are learning to write.
- Start to grasp the concept of time.

Social/Emotional

- **Start to understand the feelings of others, with the encouragement of parents and other caregivers. But they are still most focused on themselves.**
- Are developing a sense of humor. They may like simple jokes and funny books and rhymes.

Reading

- Read simple words in isolation (the word with definition) and in context (using the word in a sentence)
- **Retell the main idea, identify details (who, what, when, where, why, how), and arrange story events in sequence**
- "sound out" or decode unfamiliar words



Ages 6

Read Aloud Books

Feelings by Sarah Jennings

Today I Feel Silly & Other Moods That Make

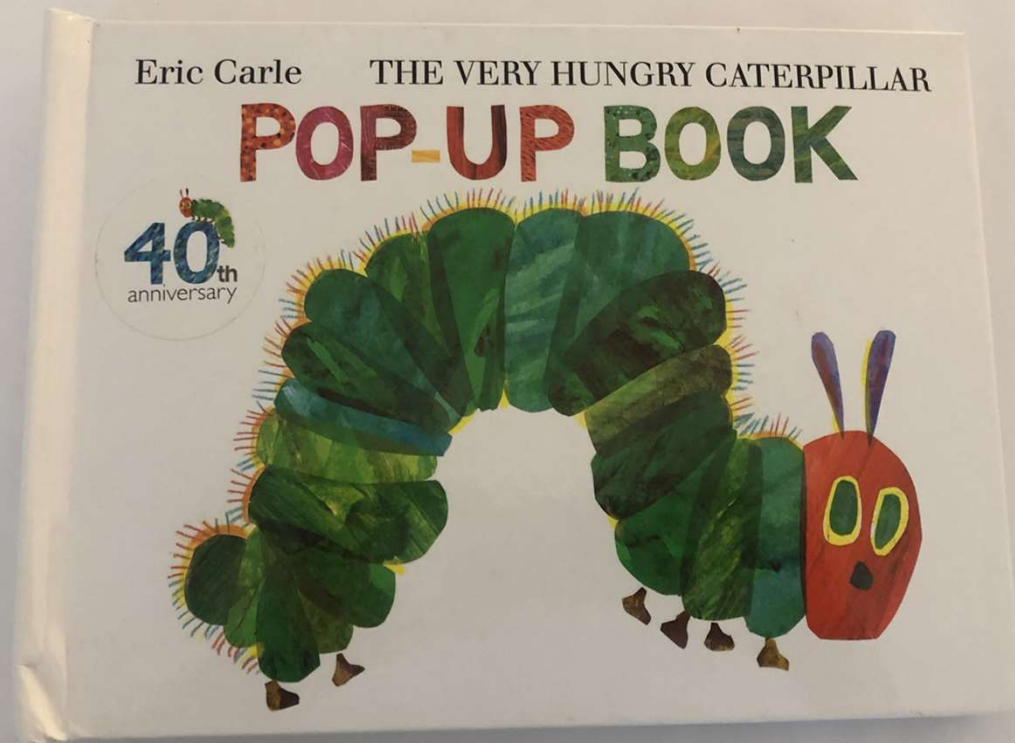
My Day by Jamie Lee Curtis

Tikki Tikki Tembo Retold by Arleen Mosel

There's a Monster in my 'Ōpū by Karyn
Hopper

The Very Hungry Caterpillar by Eric Carle

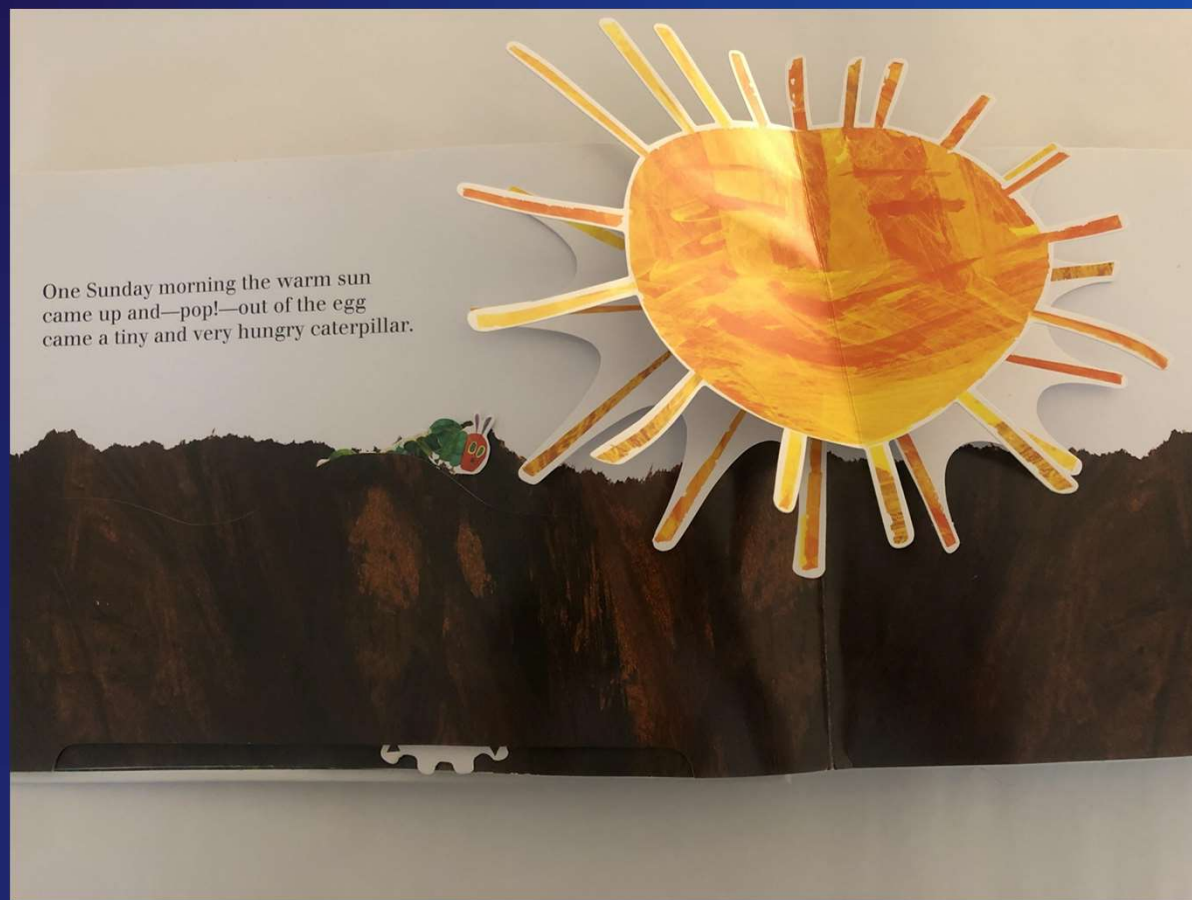


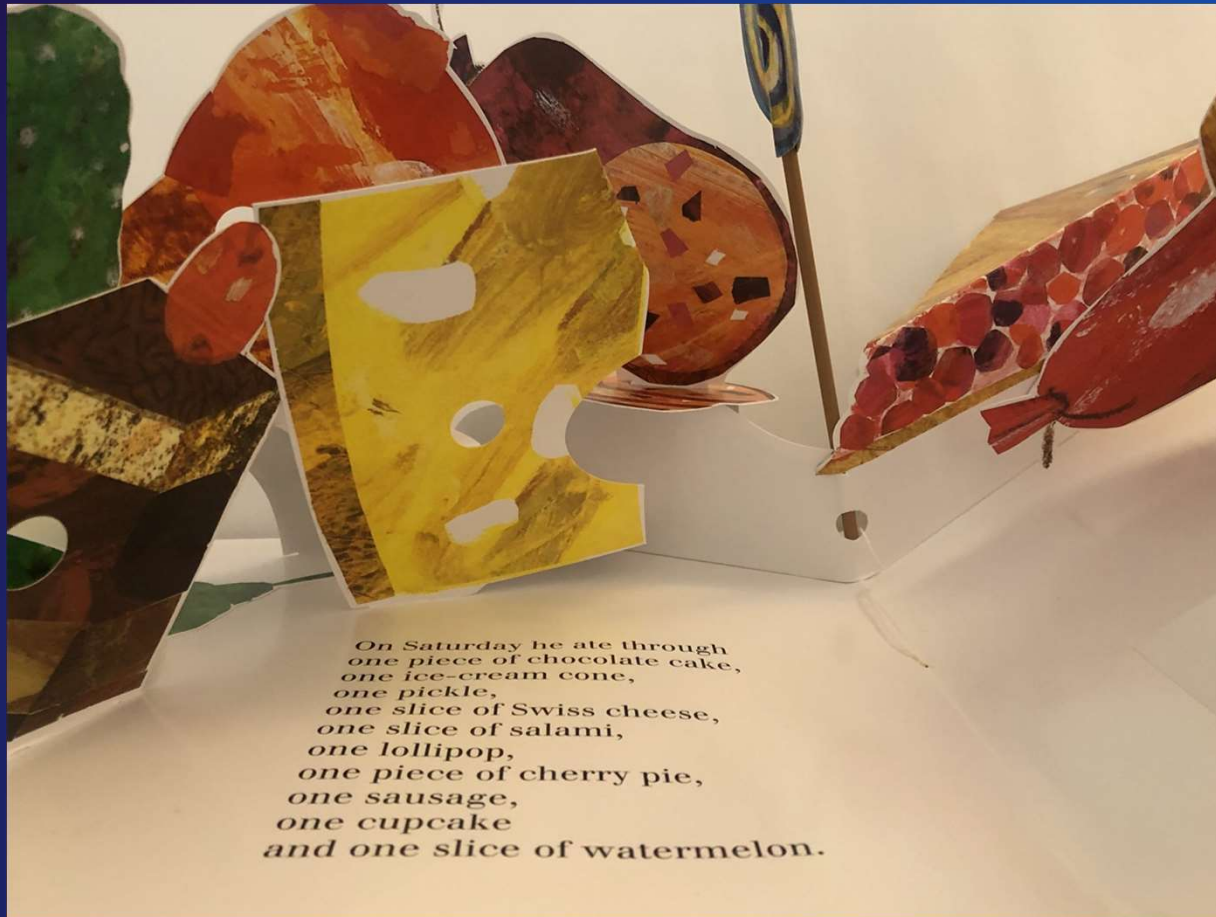




In the light of the
a little egg lay on







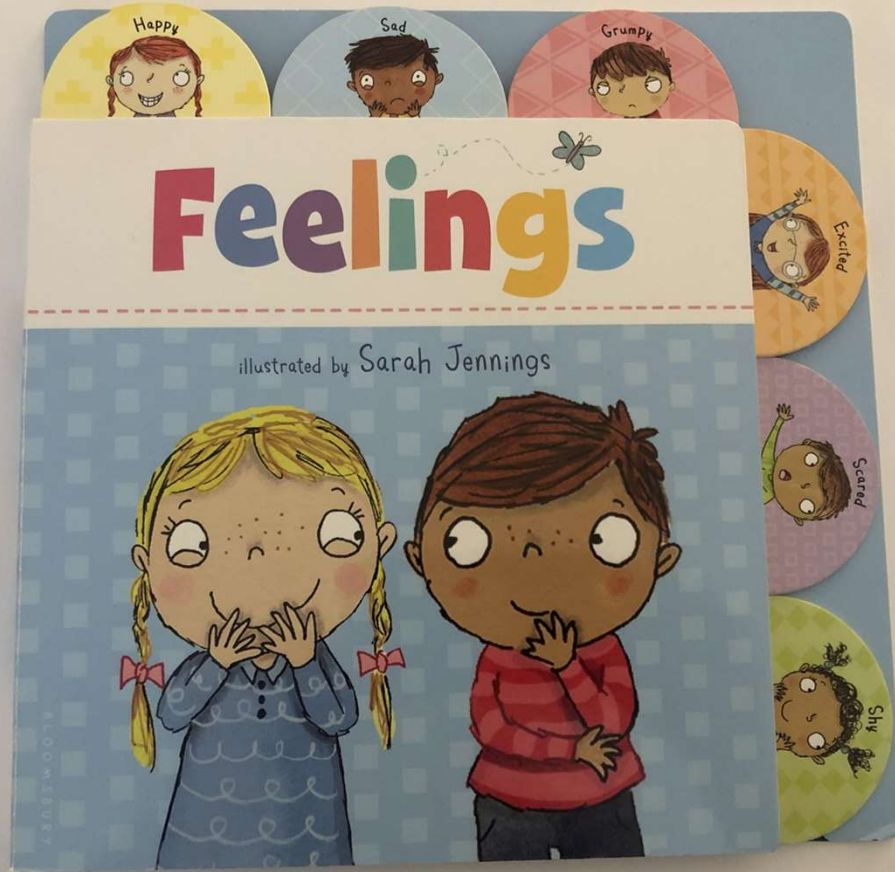
*On Saturday he ate through
one piece of chocolate cake,
one ice-cream cone,
one pickle,
one slice of Swiss cheese,
one slice of salami,
one lollipop,
one piece of cherry pie,
one sausage,
one cupcake
and one slice of watermelon.*





He was a big, fat caterpillar.





When you feel grumpy ...



Do something you love.

Go outside.



Say something silly.



Huff and puff!



Imagine a jelly bath!



You are grumpy when
you get easily annoyed.

Grumpy



Excited



Scared



Shy



When you feel excited...



Jump up and down.



Tell a friend.

Clap!



Do a silly dance.



Draw excitement.

Feeling excited can be a great feeling.



Age 7

Thinking

- Consider issues and problems using only one factor at a time.

Social/Emotional

- **Become more aware of and sensitive to the feelings of others. This trait is called empathy.**
- Decline of a child's egocentrism
- **The ability to (begin to) take another person's perspective** means that children understand in a new way that other people think differently than they do, that other people may literally and figuratively "see" things differently.

Reading

- Show comprehension of a story through drawings
- Write by organizing details into a logical sequence with a beginning, middle, and end
- Read aloud with proper emphasis and expression
- Use context and pictures to help identify unfamiliar words



Ages 7

Read Aloud Books

How Maui Slowed the Sun

by Suelyn Ching Tune

The Giving Tree by Shel Silverstein

Now One Foot, Now the Other

by Tomie dePaola

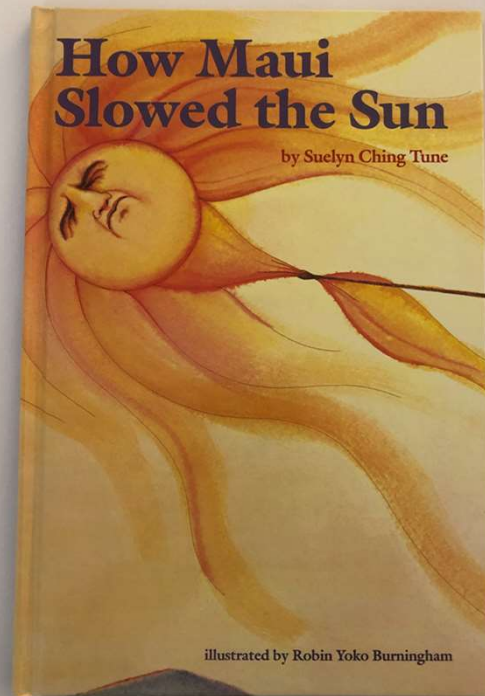
The Adventures of Beekle The Unimaginary Friend By

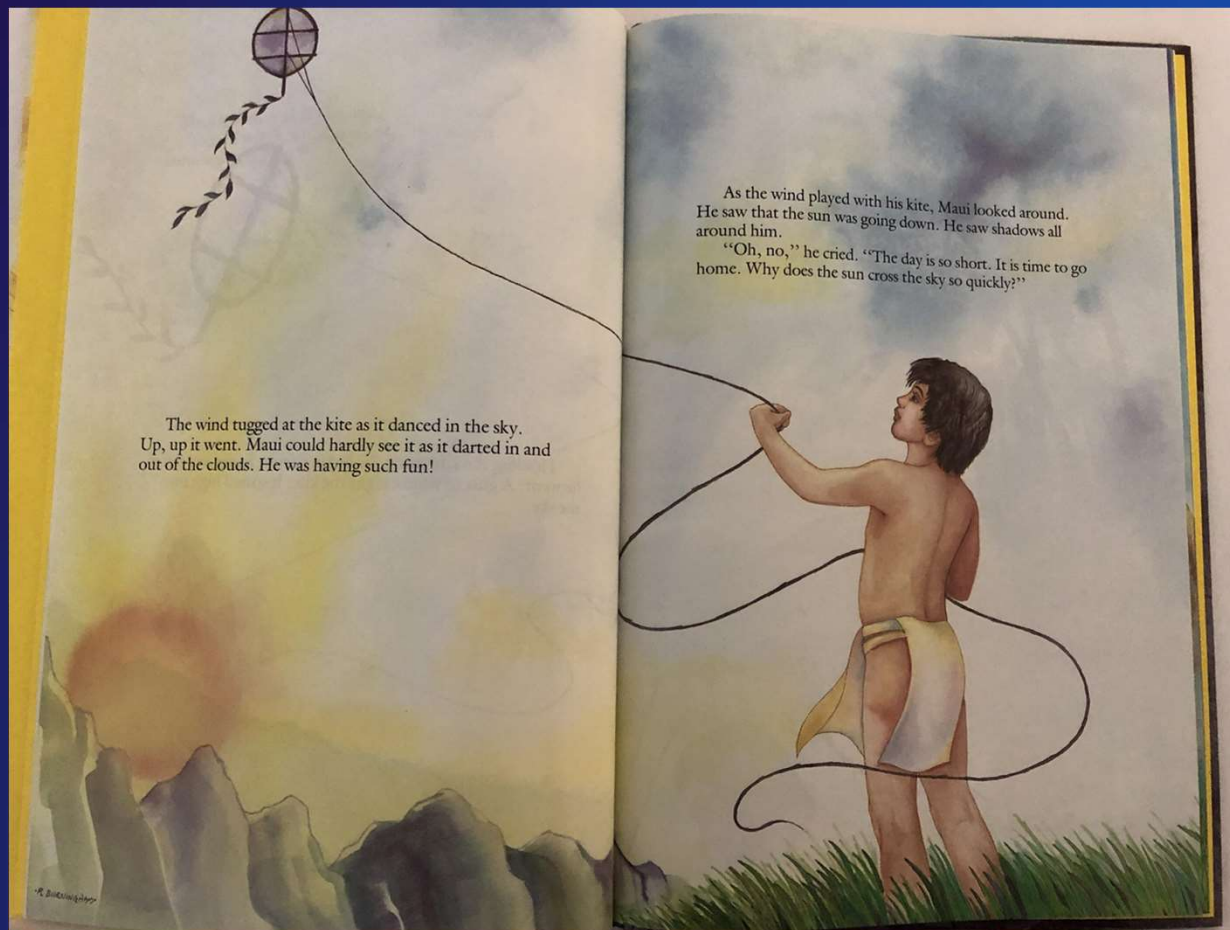
Dan Santat

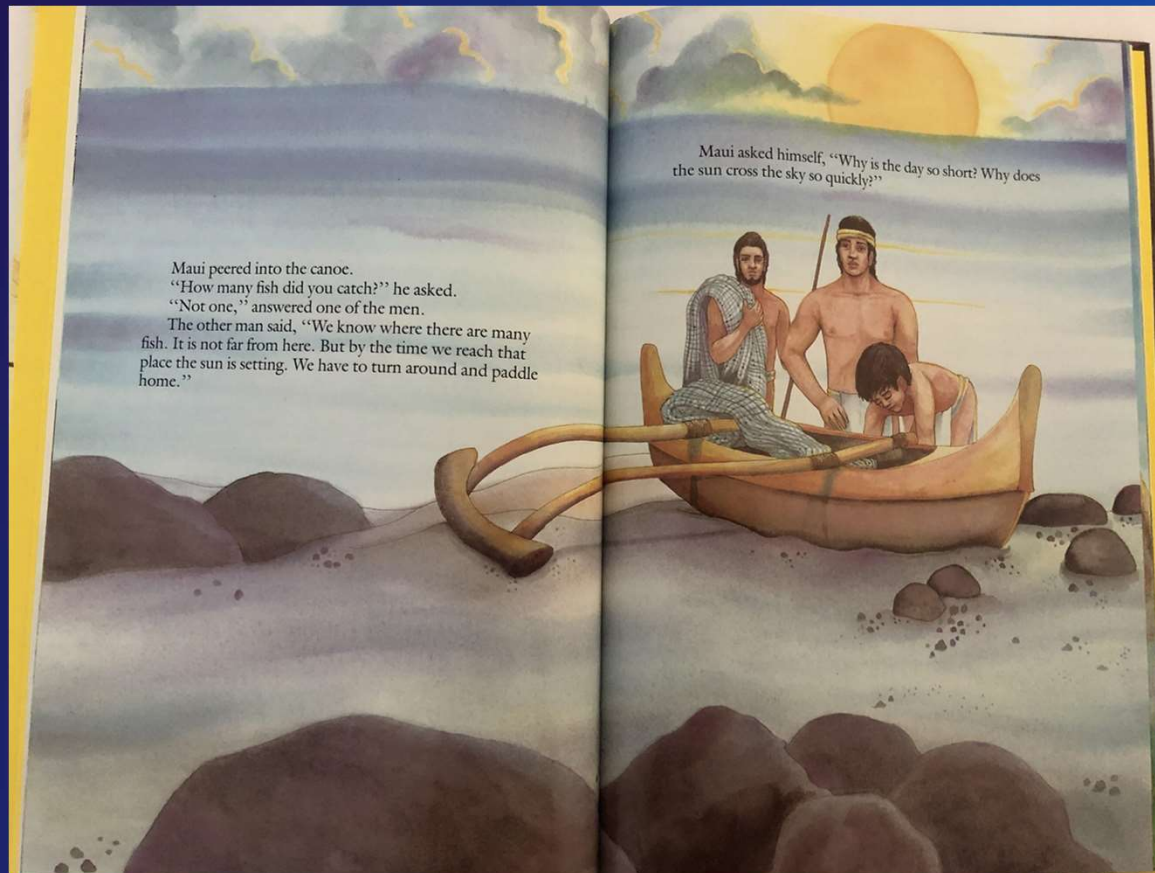
Kai the 'Opihi Gets the Point

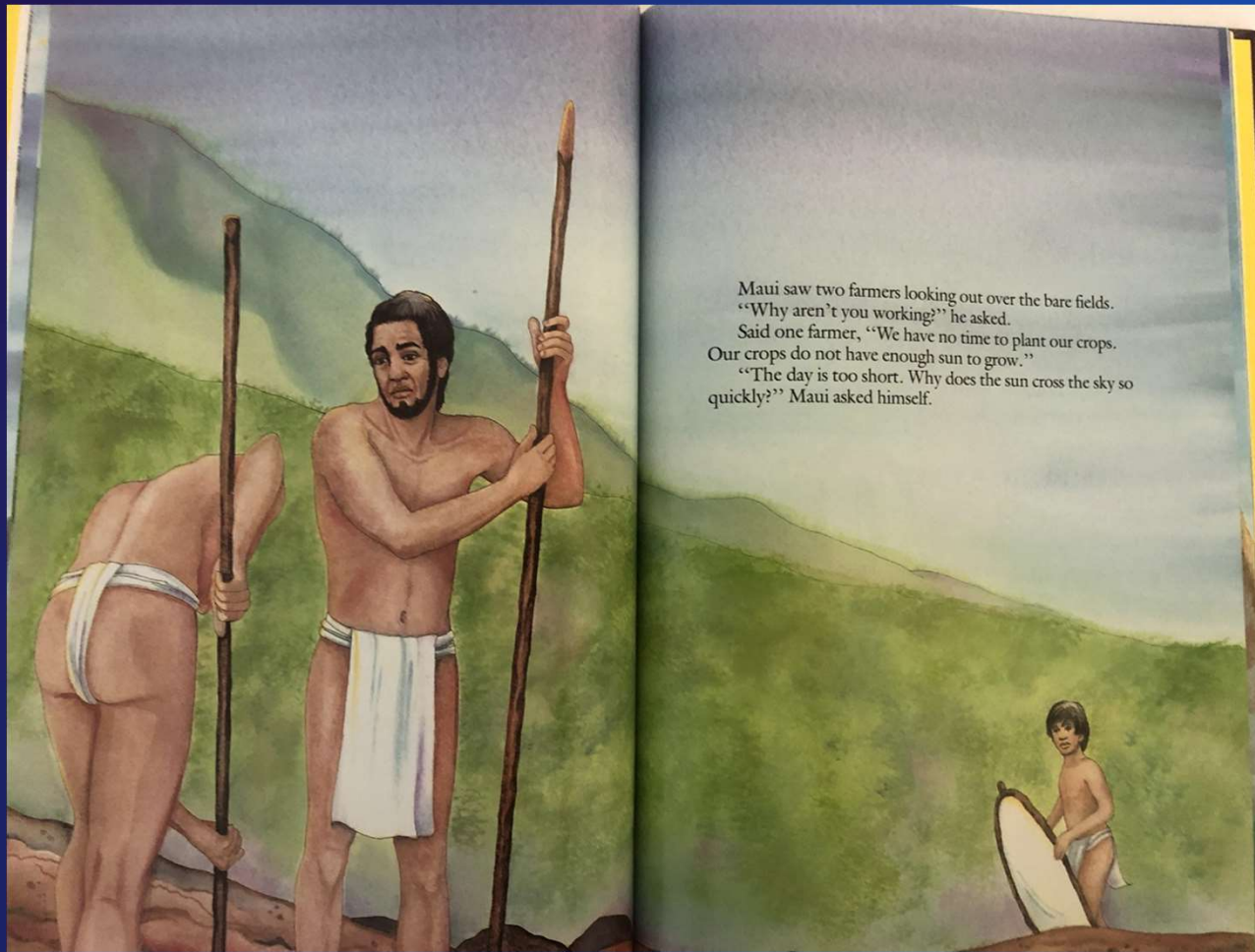
by Gail Omoto and Jan and Judy Dill







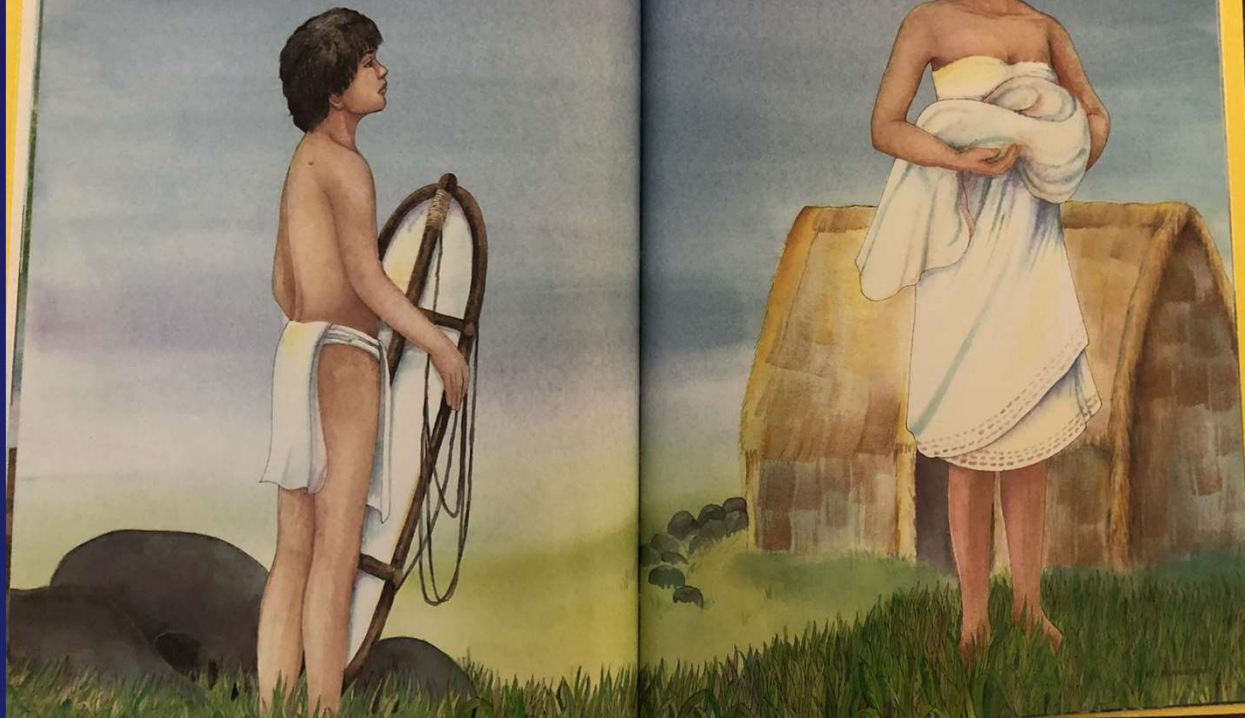




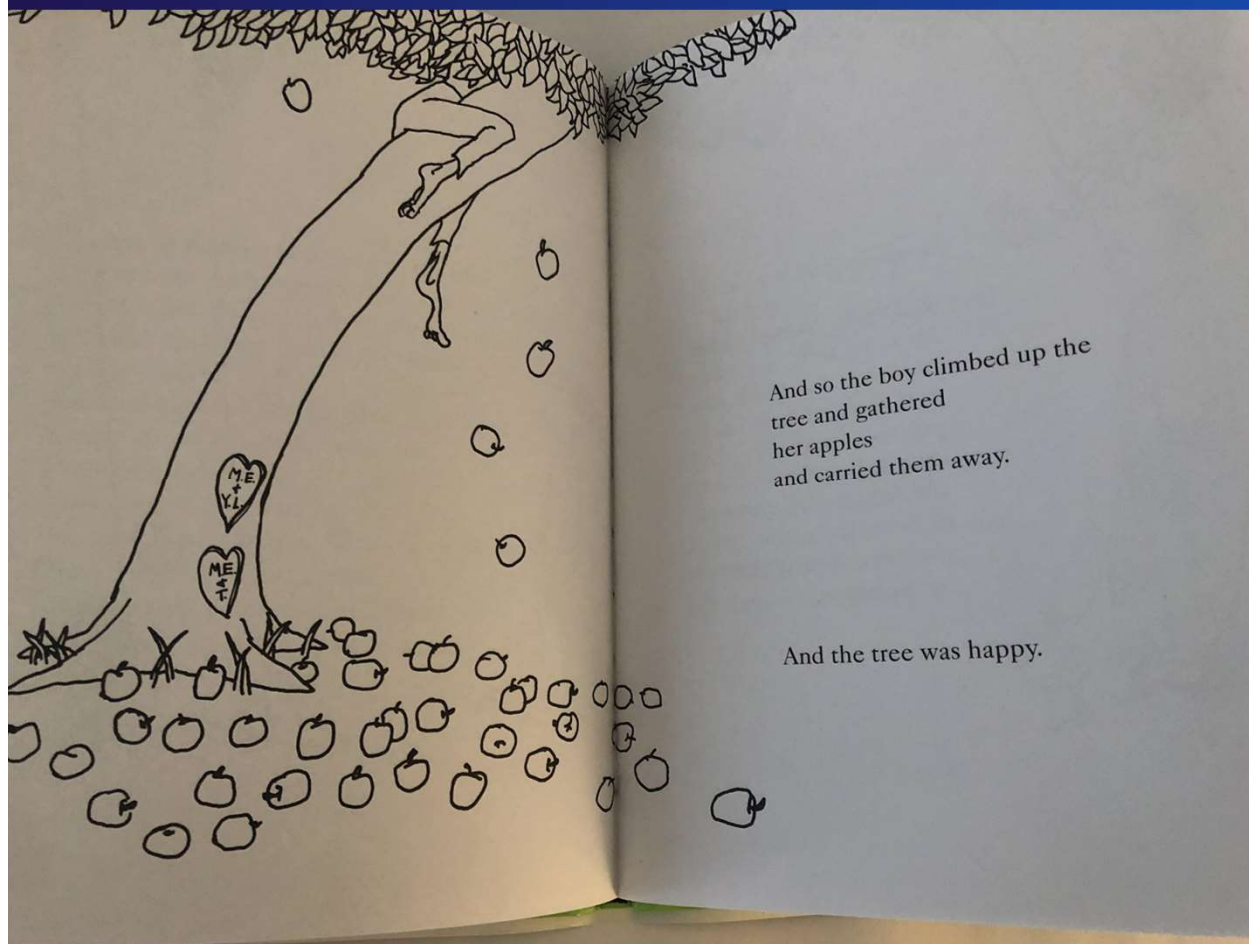
Maui saw two farmers looking out over the bare fields.
“Why aren’t you working?” he asked.
Said one farmer, “We have no time to plant our crops.
Our crops do not have enough sun to grow.”
“The day is too short. Why does the sun cross the sky so
quickly?” Maui asked himself.



Maui passed his mother's house. He heard sad chanting.
"What is the matter?" Maui asked his mother.
His mother answered, "We work hard beating the tapa.
Then it must dry in the sun. But before it can dry, night
comes. The day is so short. Why does the sun cross the sky so
quickly? Maui, you must make the sun slow down!"







And so the boy climbed up the
tree and gathered
her apples
and carried them away.

And the tree was happy.



And after a long time
the boy came back again.
"I am sorry, Boy,"
said the tree, "but I have nothing
left to give you—



My apples are gone."
"My teeth are too weak
for apples," said the boy.
"My branches are gone,"
said the tree. "You
cannot swing on them—"
"I am too old to swing
on branches," said the boy.
"My trunk is gone," said the tree.
"You cannot climb—"
"I am too tired to climb," said the boy.
"I am sorry," sighed the tree.
"I wish that I could
give you something...
but I have nothing left. I am just
an old stump. I am sorry..."

Jacket photo by Jerry Yalman



Age 8

Thinking

- Have a black-and-white perspective much of the time. Things are either great or awful, ugly or beautiful, right or wrong.
- They focus on one trait or idea at a time, which makes it hard for them to understand complex issues.

Social/Emotional

- Have rapidly changing emotions. Angry outbursts are common. Many children are critical of others, especially of their parents. They may seem dramatic and sometimes rude.
- Are impatient. They like immediate gratification and find it hard to wait for things they want.

Reading

- Correctly use punctuation
- Understand humor in text
- Use new words, phrases, or figures of speech that they've heard



Ages 8

Read Aloud Books

Kohala Kuamo'o Nae'ole's Race to Save a King
by Kekauleleanae'ole Kawai'ae'a

Be Kind by Pat Zietlow Miller

Scaredy Squirrel at the Beach by Melanie Watt

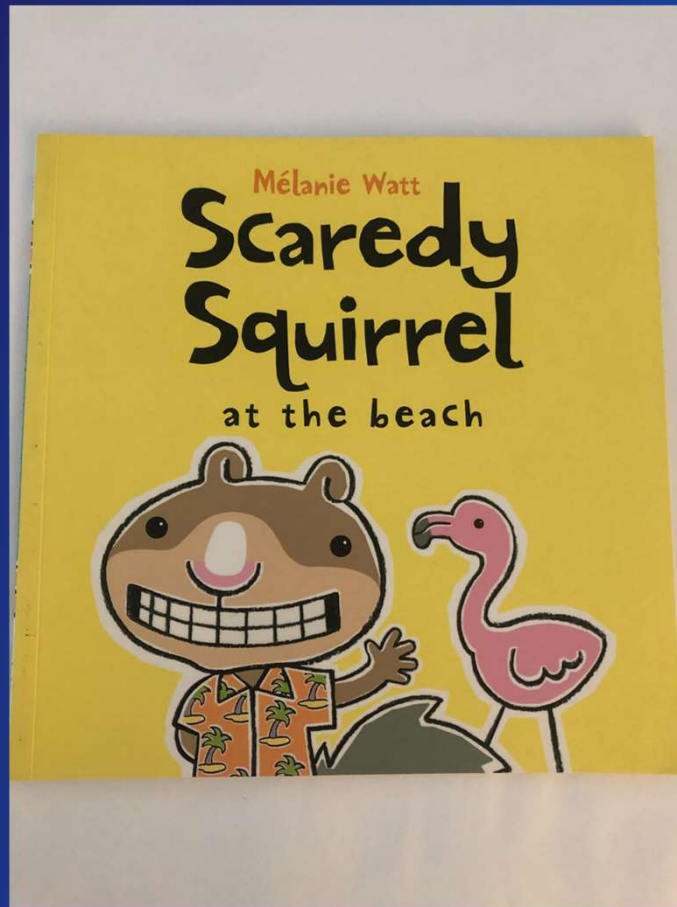
You Read to Me, I'll Read to You

by Mary Ann Hoberman

Honestly Red Riding Hood was Rotten as told by the
wolf by Trisha Speed Shaskan

After the Fall How Humpty Dumpty Got Back Up
Again by Dan Santat









A few crowds
Scaredy Squirrel
wouldn't want to be
caught in the middle of:



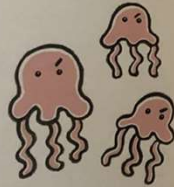
herds of sea monsters



packs of pirates



flocks of seagulls



tribes of jellyfish



tons of falling coconuts



mobs of lobsters





SCAREDY'S BEACHWEAR

This squirrel is a trained professional. Don't try this at home!

Exhibit A:
Protective headgear for
falling coconuts

Exhibit B:
Protective eye
patch to fool
pirates

Exhibit C:
Protective
floatation device
to prevent sinking

Exhibit D:
Protective camera to
discourage sea monsters

Exhibit E:
Protective compass to avoid getting lost

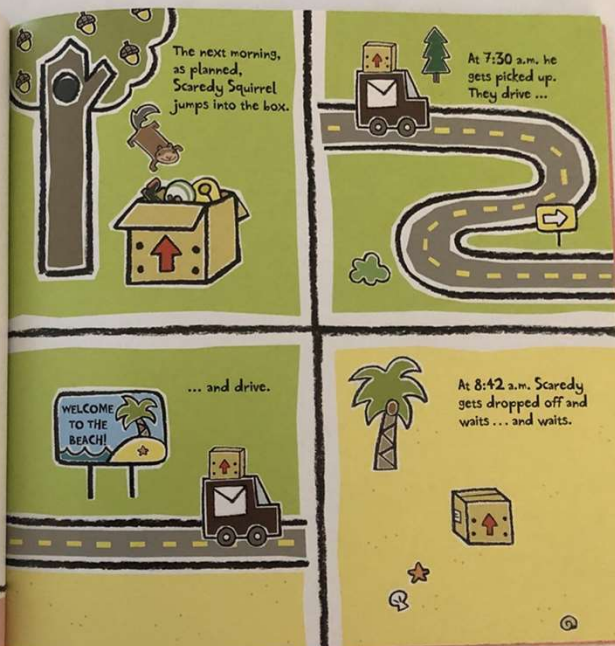
Exhibit I:
Protective
french fry
to distract
seagulls

Exhibit H:
Protective
oven mitts to
block germs

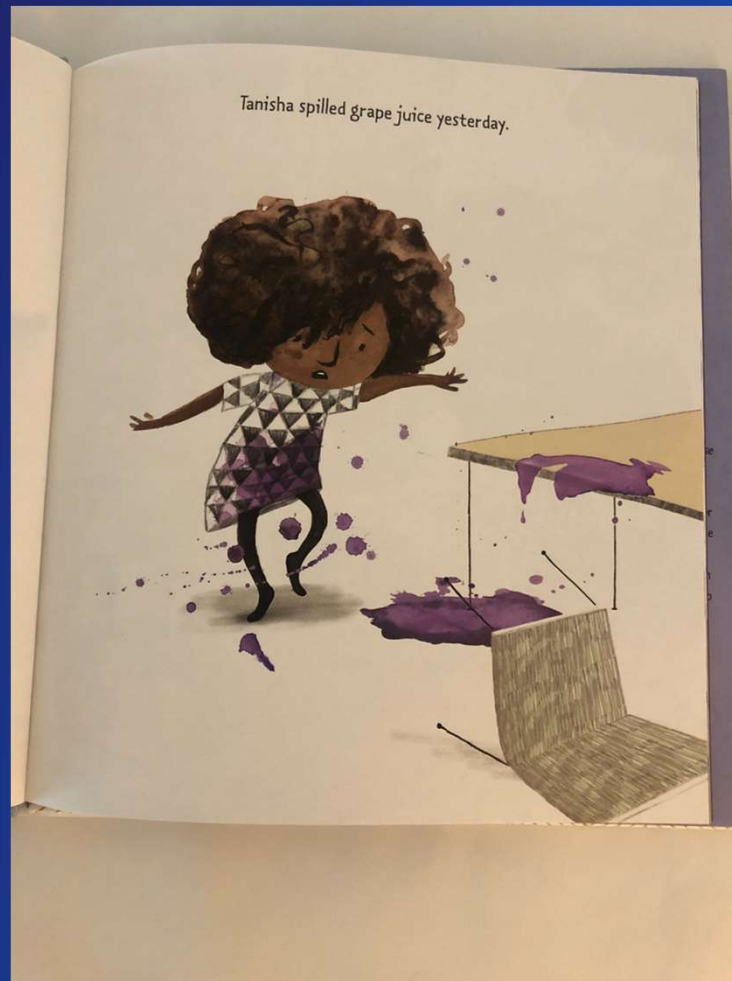
Exhibit G:
Protective
rubber hand
to tame lobsters

Exhibit F:
Protective footgear
to shield from jellyfish

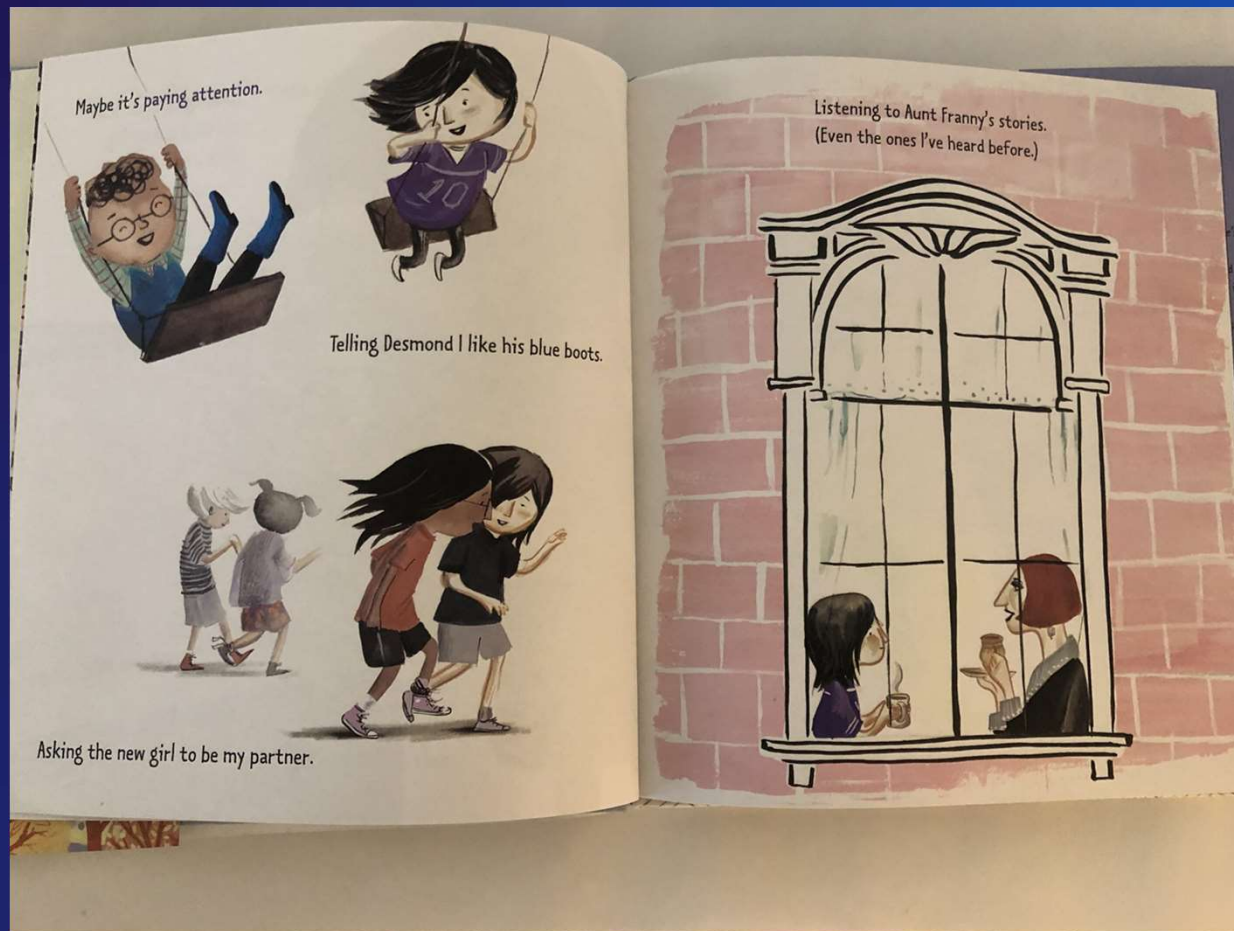
Remember, if all else fails, play dead and send an SOS!











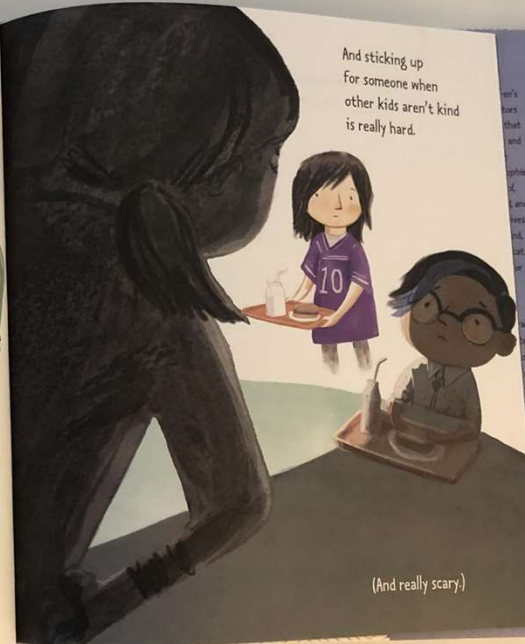


Being kind can be hard, too.
Even when you know what to do.
Teaching someone something I'm good at is tricky.



(Even when I'm patient.)

And sticking up
for someone when
other kids aren't kind
is really hard.



(And really scary.)



Read Aloud Strategies

- ◆ Pre-read the book
- ◆ Choose 1-2 things to engage with
- ◆ Use your voice!
- ◆ Set up the environment for success
- ◆ You can reread books!!



Read Aloud Strategies Ages 2-4

- ◆ Find books that lend itself to sounds, shapes, colors, early words
- ◆ Have child repeat words
- ◆ Point and touch parts of the book relating to what you read
- ◆ Ask child questions to get yes, no, pointing or oral responses
- ◆ Talk with child about what's happening to help explain



Read Aloud Strategies Ages 5-8

- ◆ Choose books with themes relating to helping, respect, family, good vs. bad
- ◆ Have child repeat what you read
- ◆ Ask child “what do you think will happen next?”
- ◆ Ask W questions
- ◆ Make text to text/self/world connections



Breakout Rooms

Two rooms:

- ◆ Caregivers/Educators of 2-4 yo
- ◆ Caregivers/Educators of 5-8yo

Presenter Facilitates: What are engaging, age-appropriate read-aloud strategies?

Discuss and Share: What strategies will you use or are already using?



FREE Resources

- ★ Caribu - attendees receive an e-invitation (best for 0 to 8 yo). Free account for educators; sign up at: caribu.com/education
- ★ Scholastic Teachables (pre-K to 8th grade)
- ★ BookFlix (pre-K to 3rd grade)
- ★ Free Meeting Tools
 - Zoom - Unlimited 1:1 time; 45 minutes in groups
 - Google Meet (for now)



Upcoming Workshops

- ★ October 28, 2PM-3PM: Connecting Play to Social-Emotional Learning
- ★ October 29, 3PM-4PM: #BYOTea - Peer to Peer Session

Visit readtomeintl.org/events for event description and to register





Questions? Comments? Ideas?

Mahalo!

Contact Information:

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Read To Me International

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