

# **HANDOUT 5**

## **Environment Strategies**

### **9. Read stories daily:**

- Children learn to comprehend and analyze stories as they listen and think.
- Children will have opportunities to hear and discuss stories.
- Teachers can consult with a special education service provider for the deaf and hard of hearing to learn some signs to use with books.

### **10. Plan support for story telling:**

- Study the story books beforehand.
- Identify parts that might be more difficult for children to understand.
- Plan comments to make, questions to ask, and ways of using the illustrations.

### **11. Read a story several times over a few days:**

- Multiple readings help children understand a story better.
- During a second reading of a book, teachers can prompt children's thinking and verbal engagement by asking questions.
- Teachers can monitor a child's understanding of a story

### **12. Help children understand the words and sentences in a story:**

- Explicitly explain the meaning of some words, using friendly explanations, while reading the story.
- Support children in learning new words upon encountering them in the story.
- Use your voice to support the meaning of words when this strategy makes sense.

### **13. Discuss a story after reading it:**

- Increase children's understanding through discussion.
- Use questions that prompt children to think and to use their language.
- Be prepared to guide and scaffold children's language and thinking as they respond in any language.

### **14. Model deeper levels of reasoning:**

- Teachers can let children know that active, inferential thinking in the story context matters and can help to prevent later reading comprehension problems.
- Teachers can give children a feel for thinking in this context by modeling it.
- Teachers can use discussion questions that focus on big ideas rather than on mostly literal details.

### **15. Read informational books:**

- Find books that support children's current interests.
- Read books in conjunction with first hand experiences, in support of interests that emerge, or in the context of children's families.

### **16. Model authentic uses of books and non-book forms of informational text:**

- Use informational texts when setting up new centers.
- Use informational books or brochures about the destination to prepare for fieldtrips.
- Help children make informational books for use in dramatic play (cookbooks, menus, and or telephone directories).
- Use non-book information texts (newspaper ads, magazines, and or food coupons).