

Reading to Kids

New Volunteer Training Outline

What is *Reading to Kids* About? (Site Coordinator)

- Formed in recognition of the benefits from reading aloud to children.
- Brief history of Reading to Kids (started at Gratts in May 1999; now at four schools).
- Teachers choose books from pre-selected themes. This month's theme is _____.

What to Expect Today – Procedures (Site Coordinator)

- After training, new volunteers will be paired up with veterans.
- There will be arts and craft supplies available for you to use today.
- Prizes will be passed out at some point; don't forget them!
- (Site Coordinator returns at the end to answer questions, to thank trainer, and to send out volunteers).

Why Do We Read Aloud to Children? (Trainer)

- Provides a model of reading.
- Increases vocabulary.
- Introduces new and familiar concepts.
- Motivates interest in being a reader.
- Read aloud has benefit in itself – try not to think of read aloud as school or that it is the volunteer's job to teach the kids to read.
- Literature Circle (Handout) this provides elements of literature for discussion.

Tips for Reading Aloud Today (Trainer)

- Volunteers should read the book ahead of time so that they are familiar with it.
- Seat children so that all can see the pictures. Volunteers can sit around tables, or on the floor in a circle.
- Allow children time to settle down. Be patient, but also remember that the volunteer is in control.
- For younger kids, do a picture walk before reading.
- Use "voices" and read expressively. Eye contact!
- Encourage conversation before, during, and after the read aloud (Shared Inquiry Handout, types of questions to ask during the read aloud).
- Discuss literary aspects (title, author, illustrator, title page). Based on the title, and cover picture, what do they think the book is about?
- Explain difficult vocabulary (be selective, make a big list of new words).
- Adjust the pace with the story, but stay slower than seems normal. Share reading with the volunteer partner – switch at natural breaks.
- Read the book to the children twice – once slow, stopping to discuss every few pages, and the second time straight through. Children should not be asked to read the book out loud.

Crafts (Trainer)

- Craft sheets should be available for each grade at each grade's table.
- Craft sheets are suggestions, not requirements. Reading is the focus; crafts are secondary.

Managing Students (Trainer)

- Do not be afraid to manage.
- Knowing what you are going to do will keep students interested.
- Move active student closer to you or partner.
- Kids are there because they want to be there.
- Positive praise – “I like the way you are listening, sitting, etc.”