| **SC** | **SCRIPT** |
| --- | --- |
| **1.0** | **Even if you can’t read yourself, you can help your child learn in many ways by going through a book together.**  During the story, let your child’s reading level guide you. |
| **1.1** | If your child is not reading yet,  **describe** what you see in the pictures **and ask** your child questions about the events and characters. |
| **1.2** | If your child is already reading, **you can listen** to your **child read aloud**. |
| **2.0** | Even if you struggle to follow the text yourself, ask your child questions about what they are reading. |
| **2.1** | Ask older siblings, family or friends, to help if there is a word your child struggles with. |
| **3.0** | **Help your child follow the story through the book and move from page to page.** |
| **3.1** | Help your child handle the book in a gentle way, and if they lose interest, suggest turning the page. |
| **4.0** | To bring the story to life, mimic different sounds and actions from the book with your child. |
| **4.1** | Make it fun by using a lively voice to tell the story, with different voices for different characters. |
| **5.0** | You can also use your face and voice to demonstrate different emotions from the story. |
| **6.0** | Use the pictures to build your child’s vocabulary, by **naming and describing what you see,** and asking your child to describe what they see. |
| **10.0** | **Use descriptive words and explanations** to increase your child’s knowledge and vocabulary. |
| **10.1** | If your child points to a bird, you could add that the bird has red wings, and that the bird is sitting on the tallest branch of the tree next to a nest. |
| **11.0** | During the story, pause to **talk about** words or **concepts** that your child may not yet know or understand. |
| **11.1** | Tell them the meaning of difficult or unfamiliar words and give them examples of how the word is used. |
| **12.0** | Asking your child questions will help them talk about what they see in the pictures, and think about what is happening. |
| **12.1** | Using **Who/What/Where/Why/How** questions are great ways to encourage your child to answer using words other than “yes” and “no. Questions like: *“****Where*** *is rabbit standing?* ***What*** *are they eating?* ***Why*** *are they lying down?”* |
| **12.2** | Help your child understand events by asking them what is happening and why it is happening.  Help them understand the characters in the story better, by asking them why they think the character is doing that, or what the character might be thinking or feeling. |
| **13.0** | Connect what you are seeing or reading to your child’s personal experiences, other stories or world events. |
| **13.1** | Show your child how things in the book are similar to their life, or show them how an event in the story is similar to something that happened to them. |
| **13.2** | Ask them what the story reminds them of, or how an event is the same or different from their own experiences. |
| **14.0** | As you go through the book, pause at different places to reflect on what has happened so far, and to check your child’s understanding of the story. |
| **14.1** | *Who have you met in the story? What have they been doing? What has happened? Why did this happen?* |
| **15.0** | Before moving on to the next page, say what you think might happen next and why, or ask your child what they think will happen next. |
| **15.1** | For older children, ask them why they think something will be happening, and let them provide reasons/evidence from the book. |
| **16.0** | No matter your child’s age, **make sure you give them lots of praise!**  You are your child's first, and most important, teacher. |
| **16.2** | The praise and support you give your child will help them enjoy reading and help them learn more from reading in future. |