

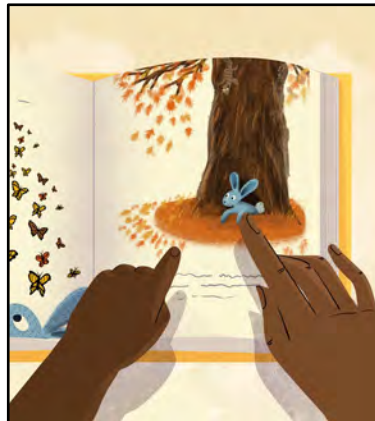
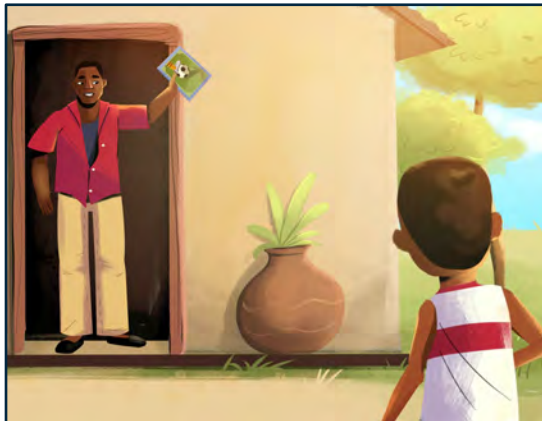
Read@Home: Guidance for Caregivers FACILITATOR FLIP BOOK

2



WORLD BANK GROUP

sessions



Read@Home: Guidance for Caregivers

FACILITATOR FLIP BOOK

2 sessions

This flip book is designed to be used over 2 sessions/meetings.

Different flip books are available to accompany different meeting frequencies.

Overview:

This resource was developed as a facilitator's flip book for the World Bank's Read@Home initiative. The flip book can be used by facilitators (such as teachers and community workers) guiding caregivers in how to engage children in reading and learning activities at home.

The guidance materials were specifically developed to encourage and support caregivers with low or no literacy to participate in children's reading activities.

Topics presented to caregivers include an overview of the benefits of reading activities and the importance of caregiver involvement, followed by practical examples of how to engage children before, during and after reading activities.

For more information, visit

<https://www.worldbank.org/en/topic/education/brief/read-at-home>



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Acknowledgements

This product is part of the *Read@Home* initiative led by Amanda Devercelli and Marcela Gutierrez. The content was developed by Marguerite Marlow from Stellenbosch University and Marcela Gutierrez, with illustrations produced by Erin Johnson and Lara Shearer from Room3. A number of colleagues provided insightful comments, feedback and inputs including Adelle Pushparatnam, Amanda Devercelli, Ibrahima Samba, Melissa Diane Kelly, Penelope A. Bender, and Peter Anthony Holland. Overall guidance for the development and preparation of the package was provided by Omar Arias, Practice Manager for the Global Knowledge and Innovation Team.

Example pages from a selection of books were used throughout the flip book, sourced from the Book Dash online repository:

A Very Important Tree, by Liam Longland, Heni'Z Creative Studio & Elana Bregin

Amazing Daisy, by Nozizwe Herero, Siya Masuku & Leona Ingram

An Unexpected Adventure, by Emma Bosman, Carina Jooste & Nadene Kriel

Come Stay With Me, by Nasrin Siege, Subi Bosa & Job Mubinya

Egg, by Megan Vermaak, Mirna Lawrence & Georgia Demertzis

Grandpa Farouk's Garden, by Sam van Riet, Matthew Kalil & Nina Lewis

My Little Garden, by Bridget Krone, Megan Lotter & Sarah Slater

Shhhhh!, by Alex Latimer, Anita van der Merwe & Sam Wilson

Singing the Truth, by Louwrisa Blaauw, Bianca de Jong & Jade Mathieson

That's not Thabi! That's a hippopotamus! By Jon Keevy, Mbongeni Fongoqa & Roule le Roux

The Things That Really Matter, by Refiloe Moahloli, Subi Bosa & Natalie Pierre-Eugene

Tlotlego's Tea Party, by Nicolene Louw, Laura de Lange & Ashlyn Atkinson

To The Top!, by Clea Mallinson, Julie Smith-Belton & Natalya Yoro

Yes You Can!, by Subi Bosa, Xolile Sepuru & Georgia Demertzis

All books can be accessed via the Book Dash website: <https://bookdash.org>

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HOW TO USE THIS RESOURCE

Notes for Facilitators



This resource was designed to be used as a flip book by facilitators in one-on-one consultations or group sessions with parents and caregivers. The flip book contains visual materials to present to caregivers, with talking points for facilitators on the back.

2

This flip book has content divided up into 2 sessions.

This flip book is a **two-session flip book**, and facilitators can use it to deliver content to a caregiver (or caregivers) over a series of two meetings.

The **first session** starts with an introduction to the program, and includes guidance for facilitators to get to know caregivers before discussing read-at-home activities.

The **second session** has the following structure:

- 1) **Welcome** / greeting
- 2) **Check-in** (find out how things have gone since you last met)
- 3) **Recap** of the previous session's content
- 4) **Introduction** of new content (includes demonstrations and practice opportunity)
- 5) **Summary** of the session's key messages
- 6) **Reflections** and commitments (whether caregivers have questions, and what they are planning to try at home before the next meeting)

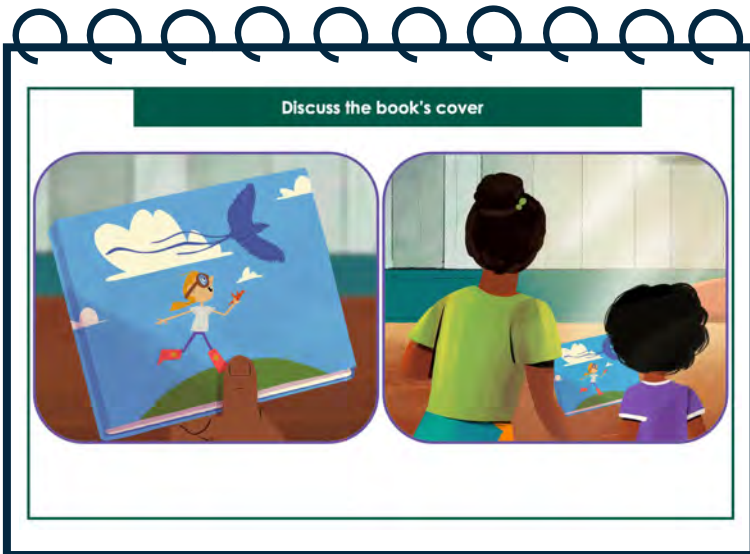
USING THE FLIP BOOK

Position the flip book so that the picture page is facing the caregiver, and the back page with talking points is facing the facilitator.



EXAMPLE PAGE

Caregiver view:




Facilitator view:


Discuss the book's cover

Before opening the book, bring your child's attention to the book's cover.

Why? This helps children to focus on the book and helps them settle into the activity.

 **For younger children**, you can **describe to your child** what you see.

For older children, you can **ask your child to tell you** what they see, and ask them questions about it.

 **Let's use this book's cover as an example.**
You could say something like:
"Look, this child is running outside – what does she have in her hand? What do you think it is made of?"
"The child is looking up at the sky - what can we see flying above her? What else can you see in the sky?"

This facilitator view page is designed to guide the discussion. It features a green header with the text 'Discuss the book's cover'. Below this is a dashed box containing the instruction: 'Before opening the book, bring your child's attention to the book's cover.' Underneath, there is a 'Why?' section explaining the purpose. Two sections provide guidance for different age groups: 'For younger children' and 'For older children'. The 'For older children' section includes a hand icon pointing to a small image of the book cover, followed by example questions to ask the child.

FACILITATOR GUIDANCE

Each facilitator page contains all core information that facilitators need to convey to caregivers.



The title at the top of the page does not have to be read aloud to caregivers

The rest of the page can be read aloud or presented to caregivers. Pages contain key messages and additional information, questions, prompts, age-specific guidance or facilitator notes, as needed.

Throughout the flip book, the following keys are used on the facilitator pages:



Questions to ask to caregivers



Guidance specifically relevant to younger children

Guidance specifically relevant to older children



Prompts the facilitator to point to a specific image on the caregiver's page



Grey boxes contain notes or additional information for facilitators (not intended to be read to caregivers)

TIPS FOR ENGAGING WITH CAREGIVERS



- Present the flip book messages to caregivers at an acceptable pace.
- Encourage caregivers to ask questions.
- Respond to caregivers in a positive, supportive manner.
- Use available books to provide additional demonstrations and examples.
- In group settings, encourage all caregivers to participate, not only the more talkative caregivers.
- If children are present, encourage caregivers to practice in your presence.

FLIP BOOK CONTENTS

The flip book includes the following content:

INTRODUCTION FOR CAREGIVERS

Benefits of books and reading activities for children's development and learning;

Importance of caregivers' involvement, regardless of their own literacy levels.

BEFORE THE STORY

Guidance on how to **set up a space for reading** at home, how to make **reading part of the daily routine**, and how to **introduce the activity** to children.

DURING THE STORY

Examples of different **engagement techniques** (suitable for different child ages / reading levels) that caregivers can use as they go through the story with children.

AFTER THE STORY

Guidance and examples of what caregivers can do after the story to help **strengthen and enhance children's learning** from the book.



SUPPORTING CHILDREN WITH DISABILITIES

Throughout the flip book, considerations for supporting children with disabilities are also provided.





SUPPORTING CHILDREN WITH DISABILITIES: A note for facilitators

All children, including those with disabilities, benefit from reading activities. Not all disabilities interfere with children's reading activities, but some disabilities may cause children to struggle or feel frustrated when it comes to handling books, listening, communicating, concentrating, or reading.

In these cases, families may benefit from more specific support that will help them make reading activities more accessible to their child. A useful guiding principle is to **use multi-sensory learning (involve different senses), and work with children's strengths.** For example, children with visual impairments can benefit from oral storytelling, conversations about the story and tactile examples, while children who struggle to communicate verbally can use pictures and drawings to engage with the story.

Techniques that are useful for children with disabilities are useful for all children. Therefore, we recommend that the extra guidance provided to support children with disabilities are presented to all caregivers. If you work directly with a family with a child with a disability, pay extra attention to messages that will be relevant to the child and their abilities.

SUPPORTING CHILDREN WITH DISABILITIES: A quick overview of useful techniques

For children with physical disabilities or motor difficulties:

- Support them to hold or handle the book by adjusting how you sit.
- Help children grasp and turn the pages by lifting the page corner, or attach sticks to the pages to make it easier for children to turn the pages themselves.

For children with visual impairments: **Involve their ears and hands.**

- Use oral storytelling and sound effects, with different voices for different characters.
- Give children objects to touch that relate to the story.
- For older children who have books in Braille and can read using Braille, let them read aloud and ask them questions about what they are reading.

For children who are deaf or hard of hearing: **Involve their eyes and hands.**

- Show other visual examples of the same concept, or give them objects to touch that relate to the story.
- Model actions or act out key events from the story.
- Let children draw pictures from the story.

For children with communication difficulties:

- Make drawings that match with the story that children can use to respond to questions.
- Draw different events from the story and ask children to place the drawings in the right order.
- Draw faces with different emotions on a page, and ask children to point to the emotion that matches what the character in the story is feeling.

THE PRESENTATION FOR CAREGIVERS STARTS ON THE NEXT PAGE.



Prop the flip book up so that the picture page is facing the caregiver or group of caregivers:



Session 1



Session 1: Introduction

Facilitator note: Use the steps below to start your introduction session with caregivers. You can adapt this to work for your setting.

1. Start with a **warm welcome** and introduce yourself, and the purpose of your meeting.
2. Get to know the caregivers you are working with. You could say something like: **“Before we start, I would love to learn a bit more about you and your family.”** Ask them some questions (see examples below), and give all caregivers a chance to respond.
 - ***How many children do you have between the ages of 3 and 12? (focus on these children for the following questions).***
 - ***What do you enjoy or appreciate about your child?***
 - ***What are some of your child’s strengths?***
 - ***How do you like to spend time together?***
 - ***What type of learning activities do you do at home with your child?***
 - ***How familiar is your child with books, or with reading?***
 - ***How familiar are you with books, or with reading? Do not worry if you can’t read – we will show you lots of different activities that you can do, even if you can’t read yourself.***
3. Thank everyone for what they shared. Acknowledge what they already do to support their children’s learning.

Reminder: there are no right or wrong answers. As a facilitator, create a positive and non-judgmental environment for caregivers, and respond with warmth, encouragement and understanding during all visits.

Introduction to Read@Home



Introduction to Read@Home

I would like to start by telling you a little bit more about the Read@Home program.

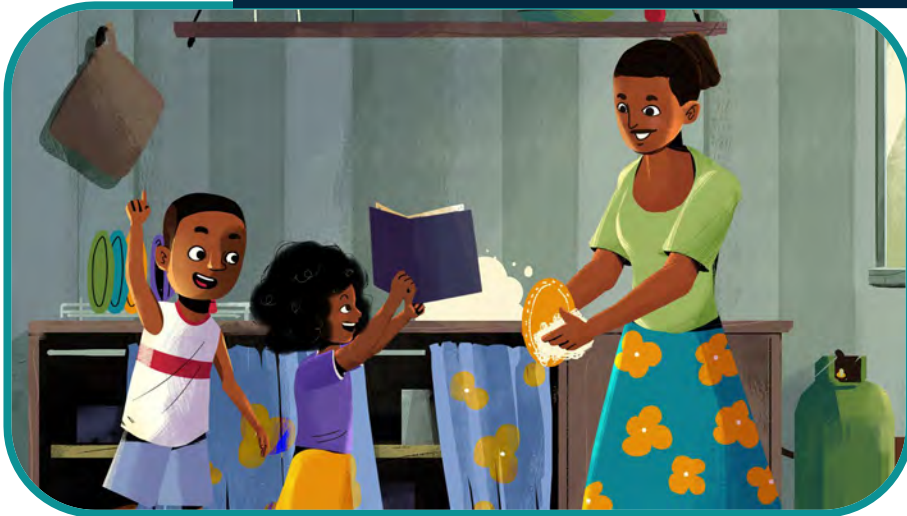
Whether you have one book or many books at home, whether your child likes books or struggles with reading, whether you as a caregiver struggle with reading or are unable to read yourself – this program is for you.

The Read@Home program works to bring books into as many homes as possible, to help **set children up for success in school, and in life.**

But books alone will not help children succeed: children of all ages need support and encouragement from their caregivers in how to use books to their full potential. Just like teachers at school, parents and caregivers have an important role to play to help children learn to read and strengthen their reading skills.

All caregivers can do this! There are many simple and fun ways to help children enjoy books and encourage reading – which you will learn more about through this program.

All caregivers can help children with reading



All caregivers can help children with reading

You might be thinking: *“If I don’t know how to read myself or can’t read very well, how can I help my child with reading?”*

I am here to tell you that even caregivers who cannot read themselves, who are busy or who don’t see children every day can help children with learning and reading in important ways.

As part of this program, we will discuss practical ways that you can use books and reading activities to help children learn.

These activities do not rely on the book’s written text, so you do not need to be able to read to use them.

But first, I will tell you a bit more about **why these activities are important** for children and how they can **help your child become a more successful learner.**

Reading activities set children up for success in life



Reading activities help set children up for success in school, and later in life.

As caregivers, we want what's best for our children. We want them to grow into successful, happy, healthy adults who contribute to society.

You gave some great examples of activities that you do at home to help children's learning and development.

Looking at books together and talking about them with your child is another great way to help build your child's brain, develop their reading skills, and help them become successful learners.

Finding a few minutes a day, every day, to read with your child is one of the greatest gifts you can give them.

Whether looking at the pictures, talking about the story, or reading - books provide opportunities for children to learn many different things:

Provide reading support for children with disabilities



All children, including children with disabilities can take part and benefit from reading activities.

Some disabilities may cause children to struggle or feel frustrated when it comes to handling books, listening, communicating, concentrating or reading.

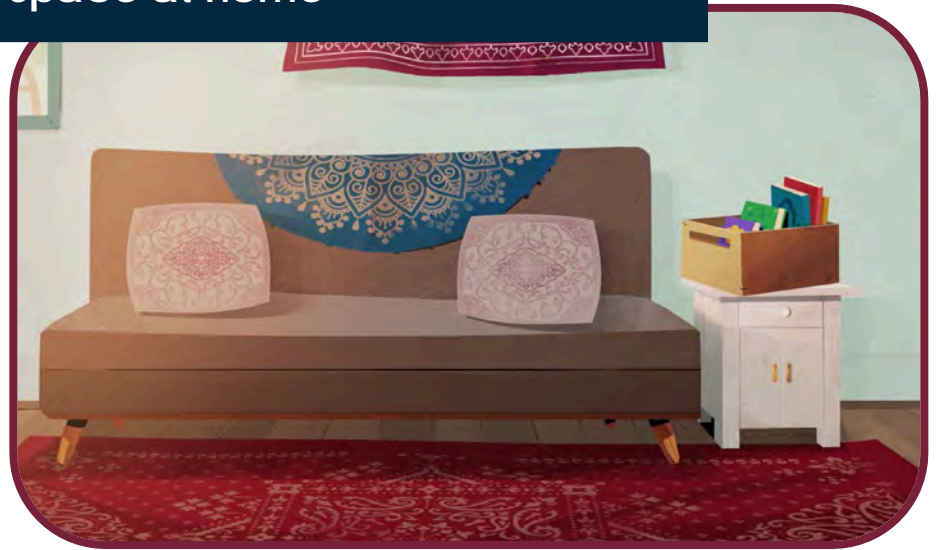
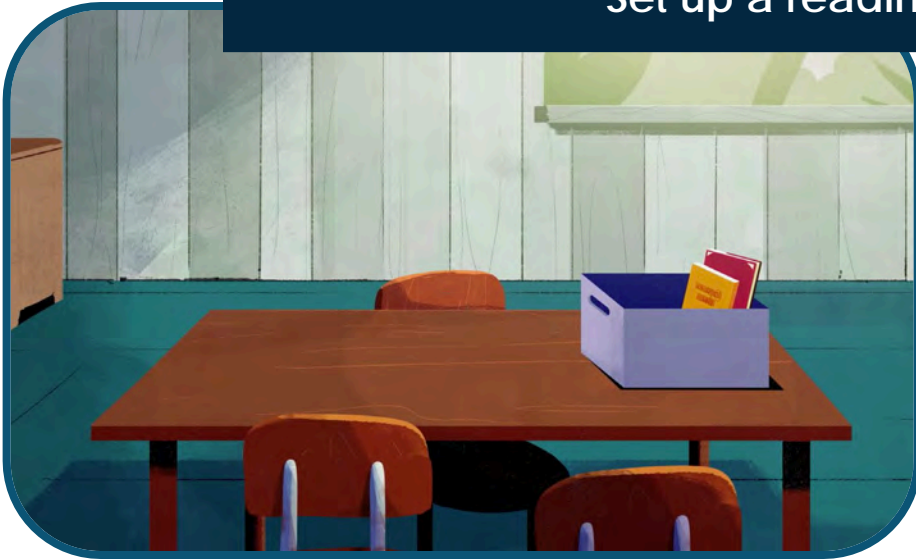
Throughout the program, we will show how you can make reading activities work for children with disabilities, by focusing on their strengths and building their confidence. **This is helpful for all children, not just those with disabilities.**



Does your child have a disability that might cause them frustration or difficulty with books and reading?

Facilitator note: In a supportive and encouraging way, find out more about the child's particular challenges and how it might affect reading activities at home. As you go through the flip book, focus on specific messages that will work for the child and their abilities.

Set up a reading space at home



Set up a reading space at home

To encourage reading, make a space at home where you, your child and other family members can sit together for reading activities.

You can use any seating area – **it can be on the floor, at a table, bench, or couch** – depending on where you have space. You can even **set up a reading space outside**.



Where at your home – inside or outside – do you think you could set up a space for reading activities? Would you use different places, or one specific place?

Facilitator note: Having a fixed, permanent book corner or reading space might not be possible in all homes, especially where there is limited space. Encourage caregivers to think about how to set up a space that can be changed back after the activity – for example, by using a blanket or roll-up mat and placing the box with books next to it.

Make reading part of your daily routine



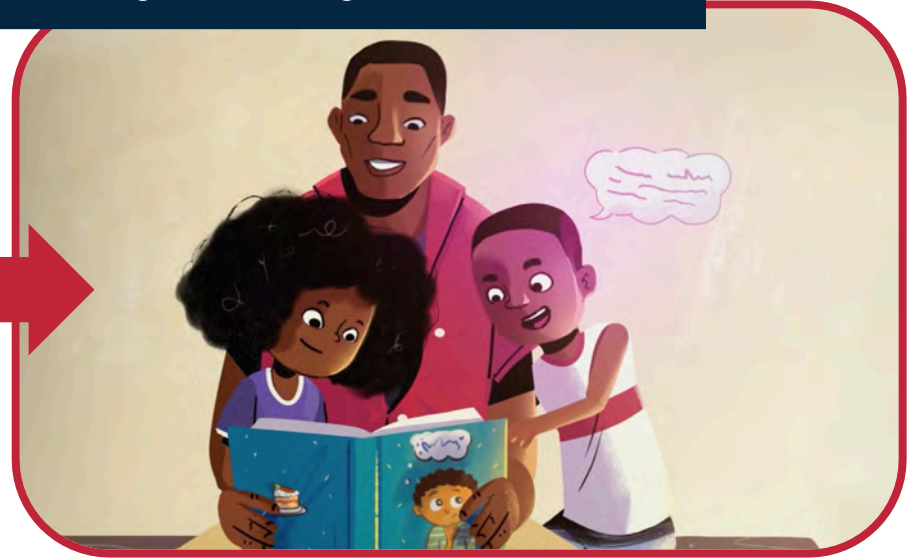
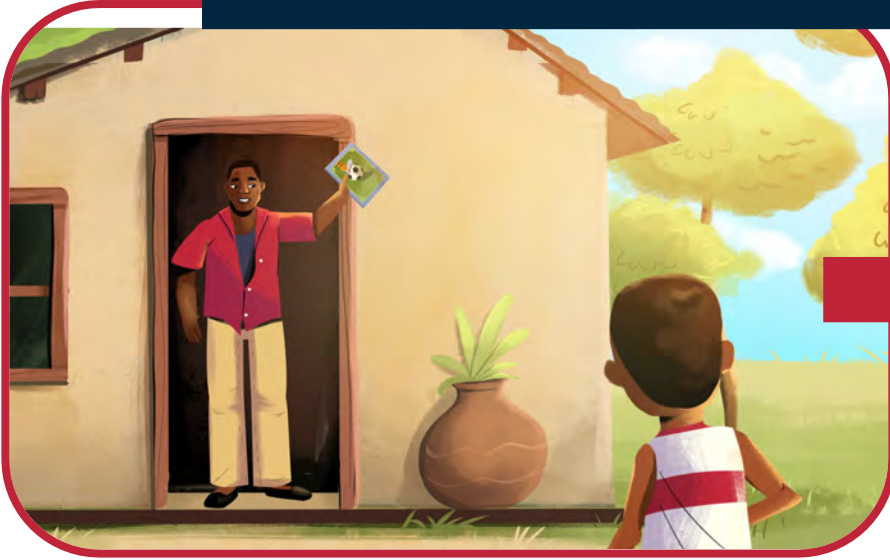
Make reading part of your daily routine

The more time children spend looking at books, the more they learn. So, make reading part of your daily routine.

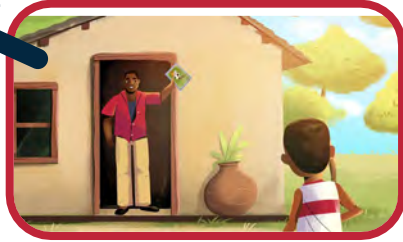
Even in a busy day, find some time to look at books or read together with your child. Even 10 minutes a day can make the world of difference.

Why? By setting up a time to read every day, you are creating a reading routine, which helps children in many ways. Routines help children know what to expect from the day, making them feel safe and secure. Routines also let children know what is important to your family. By reading together every day, your child will learn to love books and enjoy reading.

Find a time that works for your family



Find a time that works for your family



Find a time that works best for your family. For example, you could make time towards the end of the day, when you want your child to come inside.



Or you can try reading with your child before bed. This can help them to settle down after a busy day and fall asleep easier.

Different family members can also read with children at different times in the day, depending on their availability. For example, a caregiver who comes home late in the evenings, could read with children in the morning, or over weekends.



Where in your daily routine will you make time for reading activities? Will it work for you to do this daily? Why or why not? When could other family members or caregivers also participate in reading activities with your child?

Discuss the book's cover



Discuss the book's cover

Before opening the book, bring your child's attention to the book's cover.

Why? This helps children to focus on the book and helps them get ready for the activity.



For younger children, you can **describe to your child** what you see.

For older children, you can **ask your child to tell you** what they see, and ask them questions about it.



Let's use this book's cover as an example.

You could say something like:

"Look, this child is running outside – what does she have in her hand? What do you think it is made of?"

"The child is looking up at the sky - what can we see flying above her? What else can you see in the sky?"

Let your child's age or reading level guide you



Let your child's age or reading level guide you



As you go through the book, let your child's age or reading level guide you.

If your child is not reading yet, describe what you see in the pictures and ask your child questions about what is happening.

If your child is already reading, listen to your child read aloud. Even if you struggle to follow the text yourself, ask your child questions about what they are reading.

Let your child's age or reading level guide you: Example

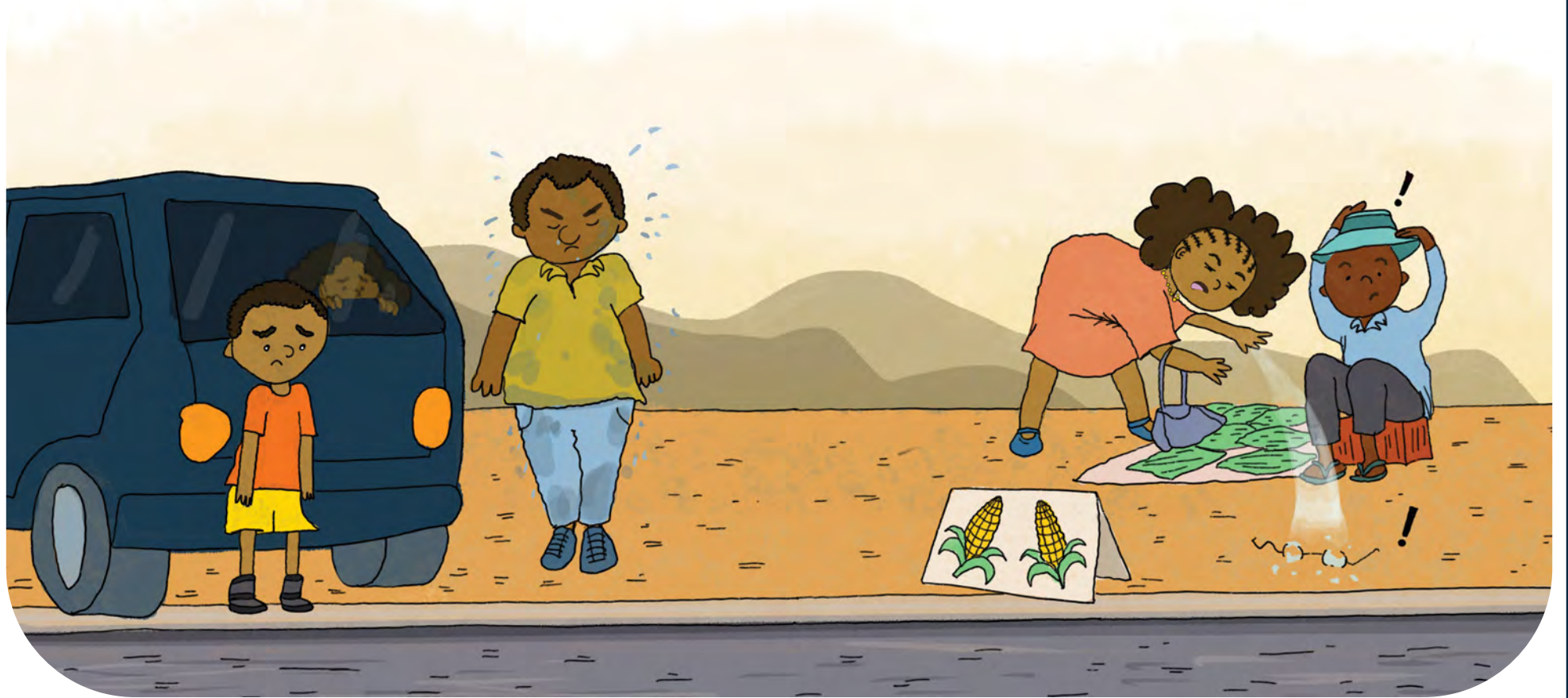


Image source: Book Dash (The Things That Really Matter)

Let your child's age or reading level guide you: Example



Let's use this picture as an example of how you can engage younger and older children in different ways.

For younger children:

- You can ask: "***Where is the car?***" OR "***Who is wearing a hat?***" OR "***What colour is his shirt?***"
- You can point to something and ask: "***What's that?***" OR "***What's happening here?***"
- You can describe what you see: "***Look, he is covered in water, he is wet***" OR "***Look, she bent over and her glasses fell off***"
- You can mimic actions like the woman bending over, or the child peeking out behind the car seat.
- You can make connections between the story and your child's world: "***Look, he is wet – we also got wet yesterday when it rained.***" OR "***Look, he is wearing shoes. You also wear your shoes when we go to the market.***"

For older children, you can ask questions like:

- "***Why did they get out of the car?***"
- "***What is the man in the hat selling?***"
- "***Why did the woman bend over?***"
- "***Do you think her glasses fell off before or after she bent over? Why do you say that?***"
- "***How do you think the man covered in water is feeling? Why do you think he feels that way? What do you think he is going to do when he gets home?***"
- "***What would you do differently if you were in the story?***"

Use the pictures to tell the story



Use the pictures to tell the story

As you go through the book, use the pictures to tell the story.



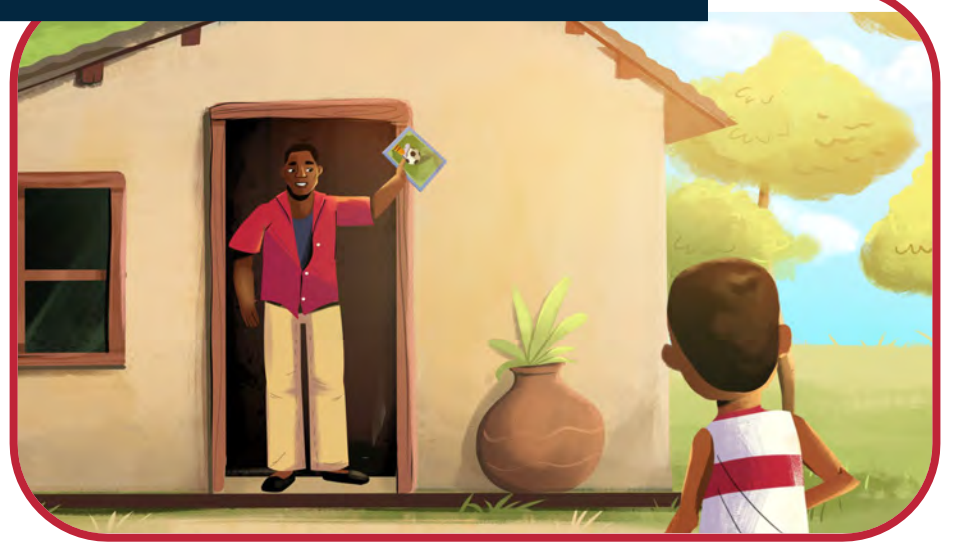
This works especially well for **younger children** or children who can't read yet.

Make it fun by using a lively voice to tell the story, with different voices for different characters.

Why? This helps to create interest in the story and helps children to tell the characters apart.

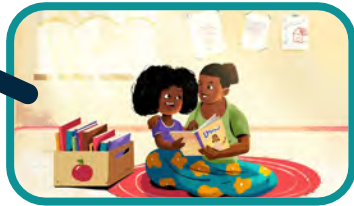
Facilitator note: Using a book, demonstrate to the caregivers how to tell the story using the pictures and how to use their voice in a lively way. You can also invite caregivers to practice in your presence.

Summary



Summary

Before we end our session, let's remind ourselves of the main points we covered today:



To encourage reading, make a space at home where you, your child and other family members can sit together for reading activities.



Make reading part of your daily routine - even 10 minutes in a busy day can make the world of difference.



Let your child's age guide you. If your child is not reading yet, describe what you see in the pictures and ask your child questions about what is happening.



If your child is already reading, listen to your child read aloud. Even if you struggle to follow the text yourself, ask your child questions about what they are reading.

Reflection



Reflection

Thank you for participating!

We hope you feel excited about using books and reading activities at home with your children. You will be making a big difference to their future learning and development.



How are you feeling about doing reading activities at home with your children?



Do you have any questions about what we discussed today?

Session 2



Welcome + Check-In

Facilitator note: Start the session with a greeting and welcome.

Ask caregivers to reflect on your last meeting and what has happened since you saw them.

Below are some examples of reflection questions that you can use:



How did things go since we last saw each other?

Were you able to set up a reading space at home? Were you able to spend time with your children looking at books or reading together?

How did it go? How was the experience for you?

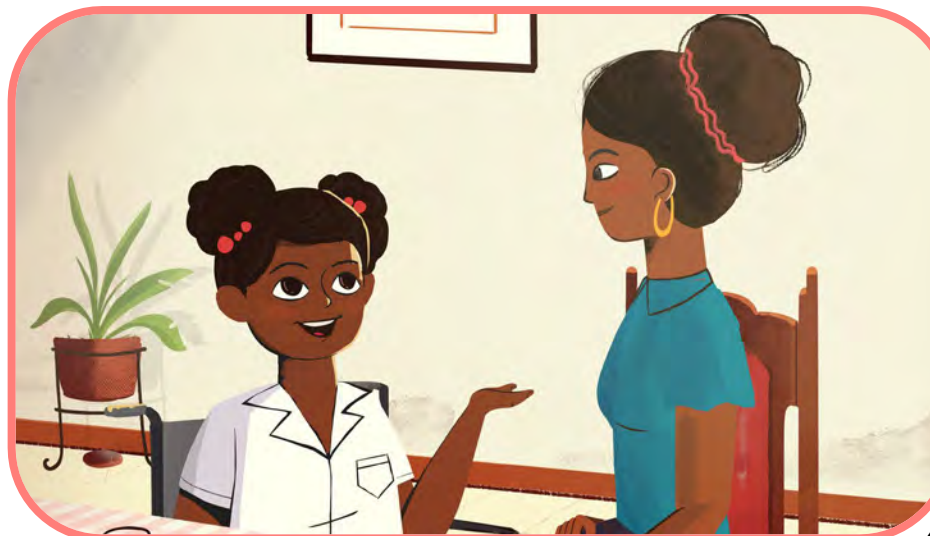
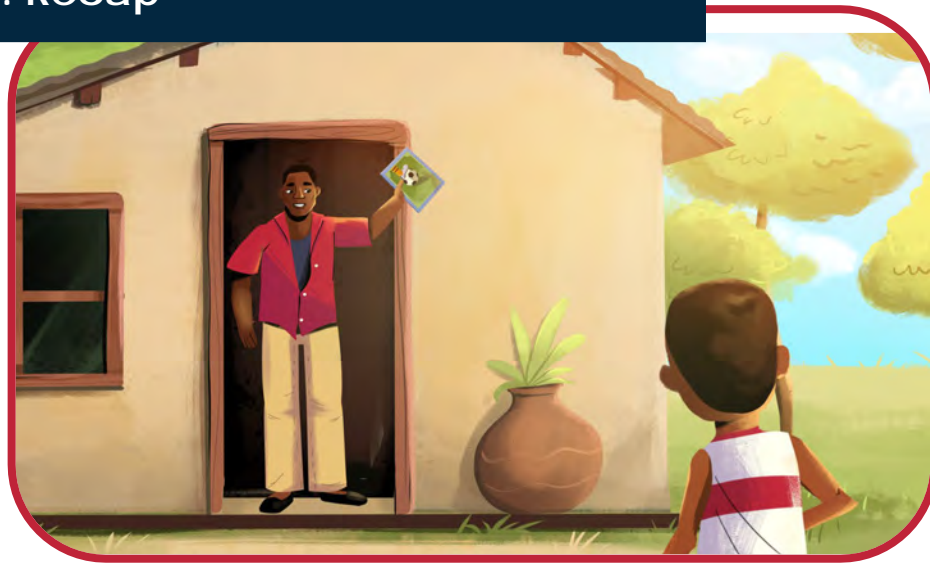
And how was the experience for your child/ren?

Did they learn anything new? What did they learn?

What worked well?

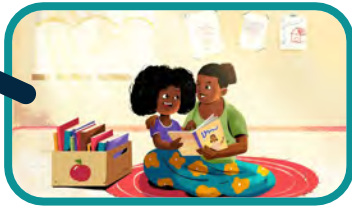
Was there anything you found challenging?

Session 1: Recap



Session 1: Recap

During our last session, we talked about how you can make reading activities part of your daily routine, and some of the things you can do **During the Story** to help your child learn.



To encourage reading, make a space at home where you, your child and other family members can sit together for reading activities.



Make reading part of your daily routine - even 10 minutes in a busy day can make the world of difference.



Let your child's age guide you. If your child is not reading yet, describe what you see in the pictures and ask your child questions about what is happening.



If your child is already reading, listen to your child read aloud. Even if you struggle to follow the text yourself, ask your child questions about what they are reading.

Use descriptive words and explanations



Use descriptive words and explanations

Today, we will talk about how you can help your child learn by asking them questions about the story, and what you can do **after the story**, to strengthen your child's learning further.

You can use descriptive words and explanations to increase your child's knowledge and vocabulary.



For example, if your child points to a picture of a tiger, you could add that the tiger is yellow with black stripes, that the tiger has a long tail and that the tiger is sitting on the tallest branch of the tree.

Describe the pictures: Practice



Image source: Book Dash (To The Top!)

Describe the pictures: Practice



***Let's practice.
Looking at this picture:
What could you describe to
your child? And what could
you ask your child to describe?***

Facilitator note: Allow the caregiver (or caregivers) to give their own examples of what they could describe.

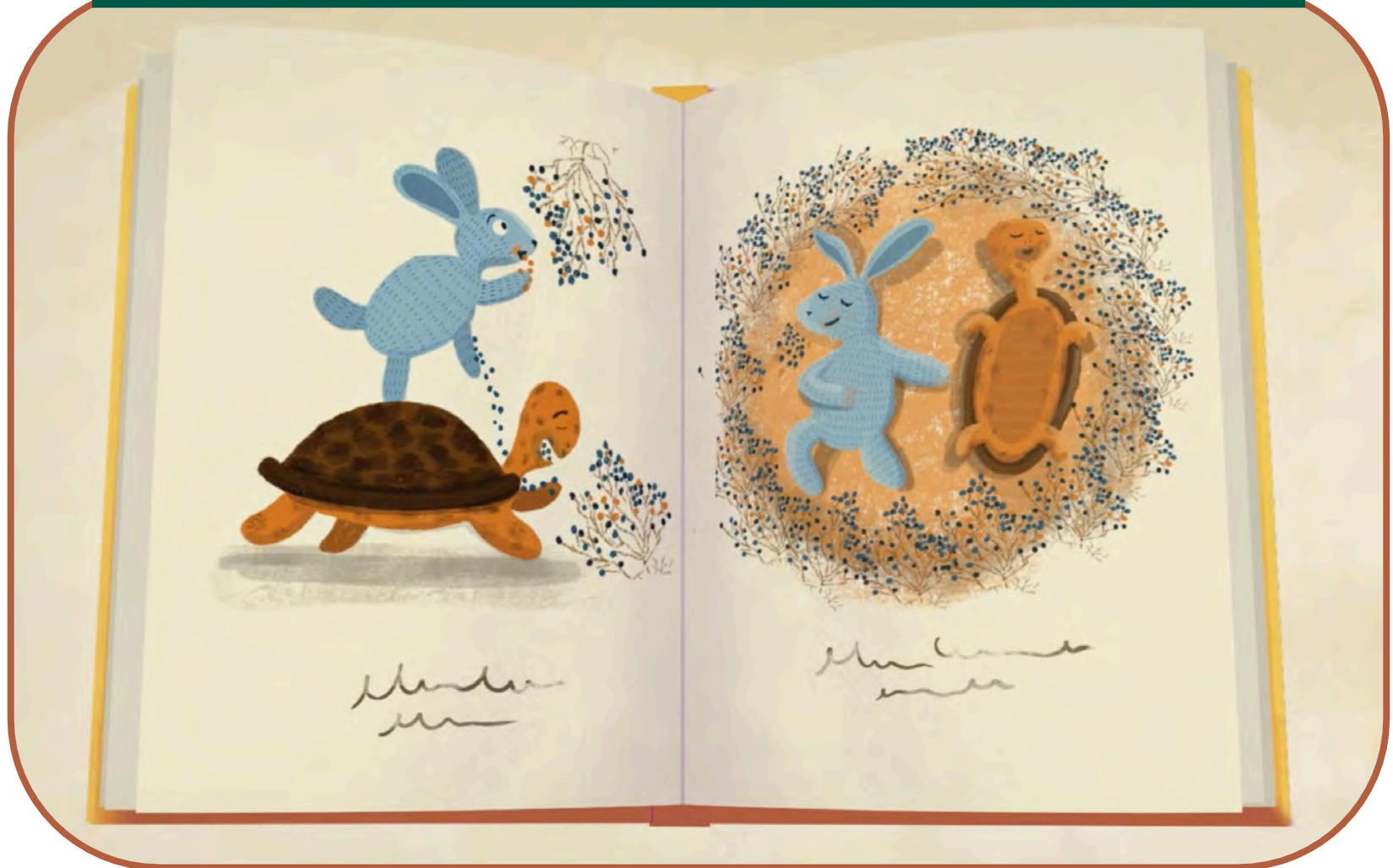
Below are some guiding examples that you can provide, if needed:

“Look, there is a bird sitting on that flower. The bird has a sharp beak and a long tail. I can see two other birds flying in the sky, can you see them? What do they look like? What else can we see that’s flying?”

“What animal can you see sitting on the rock? And what animal can you see sitting on the grass?”

“Look, they are walking up the mountain. What does he have in his hand? The mountain is steep, so the stick helps him to keep his balance. What is he carrying on his back? What do you think is inside?”

Ask who / what / where / why / how questions



Ask who / what / where / why / how questions

Today we will look at some more techniques you can use as you go through the story with your child. A great technique to use is to **ask your child as many questions as you can about the pictures and story.**

“Who, What, Where, Why and How” questions encourage your child to answer using words other than “yes” and “no.”

Why? Your questions will help them talk about what they see in the pictures and think about what is happening.



Questions like:

Who is eating?

What are they eating?

Where is rabbit standing?

Why are they lying down?

How are they feeling?

Praise your child's efforts



Praise your child's efforts

No matter your child's age, make sure you give them lots of praise!

Why? Kindness and praise helps children feel safe and confident, which helps them learn.

It might sound strange, but you don't have to tell your child they are wrong or that they are making a mistake to help them learn. Rather, respond by offering them the correct word or answer:

So, if your child points to a tomato and calls it an apple, rather than saying ***“no, you are wrong, that's a tomato”***, you can respond by saying: ***“That is actually a tomato – it is red, like an apple, but it's a tomato”***

Or if your child says something that is inaccurate about the story, you could ask: ***“Oh that's interesting, why do you think that? Do you think that maybe it could be because...”*** and give the correct interpretation.

By correcting them in a positive way, you encourage them to keep talking and learning.

Make links between the story and child's world



Make links between the story and child's world

Today we will look at some more techniques you can use as you go through the story with your child. Stories are a great way to help your child learn about what happens around them.

You can connect what you are seeing or reading to things in your child's world.

For example, if there are chickens in the story, you could point out to your child that you also have chickens outside your house that you feed every morning. You could also ask your child: ***“Do they look the same as our chickens? How are they the same or different? Who feeds the chickens in the story? Who feeds our chickens at home?”***

You can do this with many things – your child's surroundings, animals, household objects, clothing, or activities – there will be many opportunities to make links between the pictures in the book and your child's world. This is a great way to help children remember new words, and improve their understanding of different things.

Make links between the story and child's experiences



Make links between the story and child's experiences

Connect what you are seeing or reading to your child's personal experiences, other stories or world events.

Ask them what the story reminds them of, or how an event is the same or different from their own experiences. You can ask questions like: “***What does this remind you of? How is what happens here the same? How is it different? Does this remind you of someone or something you know?***”

You can think of stories as mirrors or windows.

Stories become mirrors when you show children how things in the book are similar to their life and surroundings. This helps improve their understanding of what happens around them.

Stories can also be like windows: they allow children to see things outside of their own world that they might not see or experience in real life. This can help to expand their knowledge and understanding of unfamiliar things.

Discuss and explain emotions from the story



Discuss and explain emotions from the story

Talk about the emotions of the characters and explain them to your child.

As you look at the pictures together, point to the faces in the picture and say:

“He looks happy. She looks excited. He looks surprised.”

Or you can ask your child: ***“Who is sad on this page? Who is happy on this page?”***

When your child is familiar with different types of emotions, you can point to a character and ask your child: ***“How is he feeling?”***

Explain to your child why characters feel certain emotions. You can do this by asking ***“Why do you think they look happy?”*** and wait for your child’s answer. If your child does not reply, then you can suggest the reason by saying something like ***“Do you think they are happy because they are eating something they like?”***

Retell or summarise the story



Retell or summarise the story

After the story, invite your child to re-tell the story using their own words.

Facilitator note: Hold up your hand and list the five questions below on your fingers, one by one:



You can help them retell the story by asking:

1. **Who** is the story about?
2. **Where** did the story take place?
3. What happened in the **beginning**?
4. What happened **next**?
5. What happened in the **end**?



Older children can summarise the story in writing. They can also tell the story from the point of view of one of the characters.

Ask your child to evaluate the story



Ask your child to evaluate the story

Ask your child's opinion of the story – what they liked or disliked and what they thought about different characters and events.

You can ask questions like:

- ***“Who was your favorite character? Why?”***
- ***“What was your favorite part of the story? Why?”***
- ***“Did anything that happened surprise you?”***
- ***“How would you feel if that happened to you?”***
- ***“What would you have done differently?”***
- ***“What would you have done if you were in their shoes?”***

Draw key events or write sentences from the story



Draw key events or write sentences from the story



Younger children who are not writing yet can draw pictures about key events from the story.

You can ask older siblings or adults to write words or sentences to accompany your child's drawing.

For older children who can write, let them practice writing words or sentences from the story, or let them write their own summary.

This activity will help children practice how to write and spell. You can ask older siblings or family to help check their writing.

Make up songs about the story or new words



Make up songs about the story or new words

Make up a song about the story or about new words from the book.

Why? This helps children to remember what they learned.

For example, if the story is about a garden, you could make up a song about watering the plants, or about a bee that flies from flower to flower.

Or you can choose a song you already know that is about the same topic as the story.

Facilitator note: Using a book, show the caregiver or caregivers some other examples of what they could make up songs about. You can also invite caregivers to think of their own examples.

Act out events from the story



Image source: Book Dash
(Singing the Truth!)

Act out events from the story

As a fun family activity, act out the story with your child, and invite other family members to play different characters.



This is especially relevant for younger children, who love activities where they use their bodies. This is a fun and exciting way for young children to interact with books.

Summary 1



Summary 1

Before we end our session, let's remind ourselves of the main points we covered today.



Use descriptive words and explanations to increase your child's vocabulary and knowledge.



Use Who/What/Where/Why/How questions to encourage your child to answer using words other than "yes" and "no".



No matter your child's age, make sure you give them lots of praise! Your praise and support will help children enjoy reading and learn more from reading in future.



Connect what you are seeing or reading to your child's personal experiences, other stories or world events.

Summary 2



Summary 2

After the story, you can:



Invite your child to re-tell the story (Who was in the story, where the story took place, what happened in the beginning, middle and end).



Ask your child's opinion of the story – what they liked or disliked and what they thought about different characters and events.



Write or draw a summary or key episode from the story.



Make up songs or act out key events from the story.

Thank You



Thank You

Thank you for participating!



Do you have any questions about what we discussed today?

We hope you feel encouraged to use these activities at home with your children. You will be making a great contribution to their future learning and development. Most of all, we wish you and your children many special and fun read-at-home moments together.



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