Shared Reading

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Overview

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What is Shared Reading

Shared reading is a technique or approach to reading and vocabulary comprehension. Shared reading is used with children as young as infant/toddlers and up through grade school. It involves the interaction between adults and children during reading times, as well as pre and post questions, and follow up activities. Early literacy techniques, such as shared reading have been correlated with higher reading and vocabulary comprehension skills in the later years.
Who is Involved in Shared Reading

- Shared reading always involves children.
- Shared reading involves anyone able to read and foster comprehension of vocabulary and context.
  - I.E. Teachers and Family Members
- Shared reading is appropriate for all ages including infants and toddlers.
  - This involves more adult interaction
How to Implement Shared Reading

Step 1: Introduction to the story
- Discuss all parts of the book
  - Cover, Title, Parts of book, Author, Illustrator
- Ask children to make predictions about the story according to what they see on the cover and what they hear in the title.
- For children younger than school age, allow them to hold the book and be sure to point out specific parts of the book more than once.
How to Implement Shared Reading

- Step 2: Reading the story
  - Show emotion while reading.
    - Voice should fluctuate to context of the character.
  - Allow for older children to make predictions.
  - Allow for younger children to discuss pictures.
  - Ask questions to measure comprehension and stimulate curiosity.
How to Implement Shared Reading

Step 3: Conclusion to the story
- Allow for spontaneous reactions and questions.
- Ask children about the book
  - What they liked and disliked
- Have children try to relate to the story
  - What they would have done in the same situations
  - Have they ever experienced anything like in the story.
Step 4: Post Reading Activities

- Have children retell the story in their own words.
- Focus on phrases or repetitive wording, so that when the story is retold they can participate.
- Point to the words in the book and punctuations to familiarize children with print.
How to Implement Shared Reading

- Step 5: Re-read the story
  - Re-read the story
  - First readings usually are for entertainment.
  - Multiple readings help:
    - Increase participation
    - Allow teachable moments about book characteristics and print.
    - Teaches reading strategies
    - Develops sight vocabulary of frequently used words.
How to Implement Shared Reading

- Step 6: Follow Up Activities
  - Allow children to explore the book on their own.
  - Have similar books for children to look at.
  - Have art projects relating to the story.
According to M. Westerlund and D. Lagerburg, a study was done on 1091 children ages 17-19 months in a Swedish Healthcare Services Program. The study was conducted to test the correlation between children’s language development and reading skills in associations with maternal education, communication style, gender, and birth order. The study was made up of a questionnaire completed by the mothers, expressive vocabulary was assessed on children 18 months and the mothers perception of ability to communicate was also assessed. Temperament was also assessed. The results found that good communication, low maternal age, female gender, and frequent reading were significantly associated with expressive vocabulary. High maternal education, good communication, higher maternal age, female gender, and being a first-born child were significantly associated with frequent reading. Reading at least 6 times/week added more than 0.3 SD in vocabulary regardless of gender and communication.

(Lagerburg, Westerlund, 2007)
Children’s interest in shared reading (14 and 24 months) and its relation to their later language and letter knowledge (age 3;6) were investigated in a follow-up study. The participants were 156 children and their mothers. Half of these children came from families where one or both of the parents were diagnosed as reading disabled (the at-risk group), the other half belonged to the control group. The results revealed that children with and without familial risk for reading difficulties did not differ from each other in the interest they showed towards shared reading. Interestingly, only children in the control group appeared to benefit from shared reading interactions in their later language and letter knowledge.

(Laakso, Poikkeus, Eklund, Lyytinen, 2004)
Picture Demonstration
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