Shared Reading

Strategy Practice Activity

Imagine you are a paraprofessional in a kindergarten class. Working with young children you participate in a lot of storytelling. The teacher in the classroom likes to do one-on-one reading with each student throughout the week. While the other students are working independently, the teacher asks you to read one-on-one with Daryl. Daryl has not exhibited many skills associated with reading readiness. His vocabulary is limited and his mishandling of books suggests he does not have a lot of experience with books of his own. On this occasion, Daryl says he does not want to be read to and that he doesn’t like the story. You want Daryl to have a shared reading experience and develop his reading readiness skills but you don’t want it to be forced upon him. What are your options?

1. Tell Daryl you thought he might really like this story, but he can pick out any book he would like from the reading shelf.

2. You ask Daryl if he would like to read the story to you instead, encouraging him to make inferences from the pictures on each page.

3. You ask Daryl to tell you why he thinks he will not like this story. What does he think it is about? What does he think will happen in the story? You think this might build his interest in finding out if he was right or not.

4. Other. What is another strategy that might help Daryl enjoy a shared reading experience while also developing his reading readiness skills?

Respond on pages 2 - 4.
Your Instructional Response

Considering the strategy covered in this lesson, choose one of the options provided in the above scenario. Then, using this strategy, respond to the above scenario by answering the following questions.

1. **Consider the instructional objective:** Describe the instructional objective for this/these student(s)?

2. **Consider the student(s):** What do you know about the target student(s) that will increase your likelihood of helping him/her/them be successful at completing this exercise?

3. **Consider the available materials:** What applicable materials are available for you and the student to use?

4. **Consider the time that is available:** Describe the time limitations. How much time will it take to be successful in this activity? Is this an activity that will occur once, or will it be reinforced and developed at perhaps regular intervals over a period of time? If so, over what period?
Consider the instructional strategy:

5. Which of the above options did you choose? What was your reasoning for choosing this option over the other options?

6. Would you have this/these student(s) do this activity independently, with another student, within a small group, or with you (one-on-one)? What is the reasoning for this?

7. Where is the best location for this student do this activity (i.e., apart from other students, with other students, etc.). Why?

8. How does this activity directly support the instructional objective?
9. Imagine that you need to tell another paraprofessional what they need to do to ensure that the student(s) is/are successful with this activity. Describe in detail, step by step, how this paraprofessional should carry out this instructional strategy in accordance with your directions.