

I Went Walking

Primary Objectives

18a. Interacts during reading experiences, book conversations, and text reflections

Why It's Important

For most children, being read to is an emotionally satisfying experience. The interactions that occur between you and your child before, during, and after a story is read aloud promote his understanding of books and his emerging reading skills.

Materials

Book: *I Went Walking* by Sue Williams

What You Do

1. Invite your child to tell about a time when he went on a walk. Use open-ended questions and comments to encourage conversation and the use of more complex sentences.
2. Introduce the book *I Went Walking* to your child. Point out the title, author, and illustrator. Explain that the story is about a child who went on a walk. As you look at the cover together, ask your child to tell what he thinks might happen in the story.
3. Read the first two pages of text: *I went walking. What did you see?* Sweep your fingers under the text as you read. Pause after reading to allow your child to tell you what he thinks the child saw and to explain his reasoning. Continue reading to confirm his answer, or discuss the picture so that your child can learn how a picture provides a clue about what the text might say.
4. Continue to read, pausing each time after the question *What did you see?* to have your child predict what the story will say and to discuss his answer.
5. As your child becomes familiar with the text pattern, invite him to join you in reading.
6. Explain that that the book will be available for your child to look at later if he chooses.