Dialogic Reading

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Experiences Strengthen Our Brains

Healthy Child

Neglected Child

Images courtesy of Harry Chugani, MD, Children’s Hospital of Michigan, Wayne State University
Children need repetition to learn

90% of a child’s brain is developed by the time they are 5 years old
Different activities exercise different parts of the brain

5–7 Second Rule
The Importance of Fun!

**Serotonin**
When we feel **safe** and **loved** and **laugh**, Serotonin is released in our brain which helps with learning and memory.

**Cortisol**
Stress releases Cortisol in the brain, which blocks learning and memory.
What is Dialogic Reading?

- Reading and talking together
- Creates a conversation around the book
- Children are active participants
- Models reading techniques to children
- Makes reading more enriching
- Impacts language and literacy skills

Why do we use Dialogic Reading?

- Gains in language development
- Better able to identify sounds and letters
- Better comprehension
- Stronger emergent reading and writing skills
- Enhanced knowledge of print
- Information retained over time
Choosing Books for Dialogic Reading

- Age-appropriate
- Interesting to the children
- Rich narrative plot
- Rich illustrations
- New words
- Repetitive & predictable
- Don’t forget non-fiction!

Not all books work!
Peer and Crowd

PEER

a way of interacting with children while discussing books

CROWD

five types of prompts to use during the interactions
PEER

Prompt (ask a question)

Evaluate (think about what the child said)

Expand (add to the child’s response)

Repeat (Repeat the response)
CROWD

C  completion
R  recall details from the story
O  open ended questions
W  h questions (what, when, who, where, why)
D  distancing (Text to self, text or world)
CAR Method

Comment and wait

Ask a question and wait

Respond by adding more
Some examples of open ended questions

- What would happen if...?
- I wonder...
- What do you think about ...
- In what way...
- Tell me about...
- What would you do...?
- How did they...
- What will happen next?
- What did they do?
- What do you suppose...?
Things to Remember

- Quality is as important as quantity
- It's a conversation
- This may be a big change to expect a child to converse during story time
- Children learn by doing
- Have the children repeat new information
- Dialogic Reading might seem “natural” to you, but it is a learned skill for others
- Keep it light and fun!
Let’s Try
Questions
Titles We Used

- Chomp Goes the Alligator by Matthew Van Fleet
- Hooray for Hat! By Brian Won
- The Color Monster by Anna Llenas
- The Little Red Fort by Brenda Maier
- Hooray for Birds by Lucy Cousins
- Hush Up and Hibernate! By Sandra Markle
- Who Eats Orange by Dianne White
- This is My Eye: A New York Story by Neela Vaswani
- I Got the Rhythm by Connie Schofield-Morrison
- The Sock Thief by Ana Crespo
- Lots of Dots by Craig Frazier
- A Very Late Story by Marianna Coppo
- My Papa is a Princess by Doug Cenko
- Blue vs Yellow by Tom Sullivan
- Lola Plants a Garden by Anna McQuinn
- Box by Min Flyte
- Prehistoric Actual Size by Steve Jenkins
- Mrs. Mole I’m Home! By Jarvis
- Giraffe Problems by Jory John
- Good Dog by Cori Doerrfeld
- I Am Actually a Penguin by Sean Taylor