

Using Children's Literature in Preschool to Support Comprehension

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Early Learning BLAST



Objectives

1. Discover methods of developing comprehension in preschool students through picture books
2. Develop vocabulary, open-ended questions, and think-alouds from a picture book



Vocabulary

- Choose books with new vocabulary
- Choosing vocabulary in books
 - Functional and meaningful
 - Rich, varied, and interesting w/o compromising text's overall meaning
 - Important to understanding the story
 - Choose 2 to 4 words



Vocabulary

- Sign language can help with vocabulary retention
- Add 1 or 2 signed words with your book



Break-out

Search through a book and pull out all of the words that could be vocabulary. Some of the words could be those implied by the book, but not directly used in the book.



Interactive Read-alouds (Dialogic Reading)

Literal questions ask children to:

- Identify details such as who, what, when, and where
- Classify ideas
- Sequence text
- Find the main idea



Interactive Read-alouds (Dialogic Reading)

Inferential and critical questions ask children to:

- Draw information from background knowledge
- Relate text to life experiences
- Predict outcomes



Interactive Read-alouds (Dialogic Reading)

Inferential and critical questions ask children to:

- Interpret text
- Compare and contrast
- Determine cause and effect
- Apply information
- Solve problems



Interactive Read-alouds (Dialogic Reading)

Here are some open-ended question starters to give you some ideas:

- What's going on here?
- What do you see on this page?
- What do you think...?
- What if...?



Interactive Read-alouds (Dialogic Reading)

Question Placement in Picture Books:

- Character has expressed an opinion or feeling
- Story has reached a point where the character needs to make a decision
- Illustration can contribute to discussion
- Natural break in the story
- Children can infer what is happening or how a character is feeling – tell children when they are making inferences



Think-alouds

Whenever you think aloud, you stop what you are doing and signal in some way that you're going to verbalize your thoughts, and that these words are not normally spoken aloud.



Break-Out

Title:

Vocabulary word(s):

Open-ended Questions:

1.

2.

Think-alouds:

1.

2.



Resources

- Beauchat, Katherine A., Katrin L. Blamey, and Sharon Walpole. "Building Preschool Children's Language and Literacy One Storybook at a Time." *The Reading Teacher* 63.1 (2009): 26-39.
- Dorl, Jennifer. "Think Aloud: Increase Your Teaching Power." *Young Children* 62.4 (July 2007): 101-105.
- Morrow, Lesley Mandel, and Linda B. Gambrell. *Using Children's Literature in Preschool: Comprehending and Enjoying Books*. Newark: International Reading Association, 2004.



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