ENGAGING YOUR CHILD DURING BOOK READING

From "ABC and Beyond": Elaine Wurtzmann and Janice Greenberg

The E's and P's provide parents with strategies to help children use language for thinking and learning.

Explain
This prepares children for the demands of school where they are frequently asked "Why" questions. Understanding cause and effect is a vital part of understanding stories.

Experiences
Connecting new learning to the child's own experiences helps enrich the child's understanding of the story. It is important to share your experiences, too.

Emotions
Talking about emotions helps children understand their own as well as others' feelings, which is an important part of learning to take the perspective of others and understand the motivations of characters in books.

Evaluate
An important part of reading comprehension involves evaluating the language being read.

Predict
A good reader uses the information in the text as well as his own knowledge and experiences to predict what will happen next.

Problem-solve
One of the most important uses of language is solving problems. Story understanding often hinges on understanding a problem that must be solved.

Project
The ability to project or put oneself into other people's minds is vital to helping children learn to understand other's perspectives.

Pretend
Acting out stories gives children the opportunity to understand the stories sequence of events and develop an increased understanding of character's personalities and emotions.
Examples of E comments and questions

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<tr>
<th>E’s</th>
<th>Comments</th>
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<th>Examples when reading “Goldilocks and the Three Bears”</th>
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| Explain     | I think that’s because...                                                | Why did you/she/he/they...?                                              | I’m thinking that the chair broke because...
|             | That’s why...                                                            | Why don’t you...?                                                        | Goldilocks is too heavy for such a small chair.       |
|             | The reason for that is...                                                | What is the reason for...?                                               | Why do you think the chair broke when Goldilocks sat on it? |
| Experiences | I remember when I...                                                     | Have you ever...?                                                        | I remember eating oatmeal that was too hot, and it burned my mouth. |
|             | I have been there/done that/tryed that                                 | Is that something that you have...?                                     | Have any of you ever eaten something that was too hot? What happened? |
|             | I once (describe action)                                                 | Do you remember when you...?                                            | I’m thinking that Goldilocks must be pretty scared when she wakes up and sees the three bears. |
| Emotions    | I feel...                                                                | How do you feel?                                                         | How do you think Goldilocks felt when she woke up and saw the three bears looking at her? |
|             | I felt...                                                                | How did she/he/they feel?                                                | I don’t think it’s a good idea to go into someone’s home without permission. What do you think? |
|             | You seem to feel...                                                      |                                                                           | Why do you think that?                                  |
|             | She/he/they feel/felt...                                                 |                                                                           |                                                        |
| Evaluate    | I don’t think I/you/we should because...                                | What do you think...?                                                    |                                                        |
|             | I think it would be better if I/you/we...                               | Do you think it is/was a good idea?                                     |                                                        |
|             | I think it would be a very good idea if we...                           | Why do you think you/he should/should not (describe action)?             |                                                        |
|             |                                                                           | Is that a good idea? Why?                                                |                                                        |
## Examples of P comments and questions

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| **Predict** | I think she/he is going to...  
If I/you (describe action), then it might...  
I think it will work if we...  
I think it's going to...  
I wonder what will happen/what she will do. | What do you think will happen if...?  
What could/might happen if...?  
Who do you think she/he will do? | I wonder what will happen if the bears come home while Goldilocks is eating their porridge. That's going to cause a lot of trouble!  
What do you think will happen if Goldilocks falls asleep in Baby Bear's bed? |
| **Problem-solve** | I think that the best thing to do is...  
We could try to (describe action) to (solve problem). | What could you/we do to...?  
How could we...? | I think the best thing for Goldilocks to do would be to go back and apologise for what she did.  
How do you think Goldilocks can make it up to the three bears? |
| **Project** | If I were (describe person/situation), I think I would...  
I think it must be very (describe) to be in that situation.  
That man must be very (describe) to do that (describe actions). | What must it be like to be (describe situation/person)?  
How would you feel if you were...?  
How do you think she/he/they feel...?  
If you were (describe person/situation), what would you do? | If I were Goldilocks, I wouldn't be able to fall asleep because I would be worried about the bears coming home.  
Do you think you would be able to fall asleep in someone else's bed if you didn't have their permission to sleep there? |
| **Pretend** | Imagine that I...  
Pretend that you...  
Let's pretend that we... | Any question related to a pretend scenario, such as being on a boat out at sea – e.g., What's going to happen to your boat?  
How will you get to shore?  
Can you talk to the coast guard on your radio? | Have the children re-enact the story. |

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