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## HOW-TO: Shared Book Reading

Core words are those super common and flexible words that are useful in every situation. Shared book reading is an excellent time and way to model core words for your child.

When you are reading books together, your attention is on the same thing, the pace is slowed, you are side by side, and there is nothing else to do but be together in a shared experience. It's not necessary for your child to be engaged with their talker during the story. Rather, you are doing both the reading of the book and the pressing of the core word button/s you have chosen. Try having the talker to one side of you, and the book between you and your child. There is a demo video to accompany this how-to.

Here are some tips and tricks:

- 1) Preview the book on your own.
- 2) Choose the word/s you plan to model. Modelling one word is completely fine if it is repeated in the story.
- 3) Practice navigating to the word so that the motor plan (path of buttons to get to the word/s) is easy for you.
- 4) Read the text and model. It's fine to model the word *while* you read, but it's also fine to do it *after* you read the text on the page—this makes use of modeling to emphasize the main ideas. I would model words like “is” and “she” during the reading, but words like “down” and “uh oh” afterwards for emphasis. Model however feels better to you.
- 5) Follow your child's interest and talk about different things you see them paying attention to in the book, especially if they find something funny or surprising.
- 6) Comment on what is happening in the story (this supports more language development). Make connections to your own shared experiences.
- 7) Avoid questioning/testing/quizzing your child. The purpose of shared reading is mutual enjoyment of an activity, exposure to language, and their experience of you showing them talker use.
- 8) Try to use the modelled word/s from the story throughout the rest of your day.
- 9) Make shared reading a daily routine. Enjoy the time together, enjoy the stories, weave in the talker.

### Q&A

#### **What if my child doesn't want to read the book I chose?**

*Start with books they already enjoy, and limit your modelling as they get used to it. Or be prepared with a few books and let them choose between them.*

#### **What if my child wants to hold/use the talker themselves? I can't model!**

*There are four things you can try: 1) reposition the talker between you so you both can press the word buttons, 2) try a your turn, my turn structure of pressing the word buttons, 3) produce paper versions of the word/s you are wanting to model—use them instead, 4) have a second talker for you to model on.*

#### **What if my child isn't paying attention to my modelling?**

*That is ok. It really is ok. They are experiencing the words and seeing you use the talker.*