

ACTIVITY: READING ALOUD (FOR PARENTS)

RECOMMENDED AGE: All Ages

TIME: 10 – 30 minutes

SET-UP: None

SUPPLIES:

- **A book you would like to read aloud**

Help your young ones practice reading aloud. This lesson assumes you will be reading the same story multiple times, but feel free to adapt to any story any time! Reading a story multiple times will help children with comprehension and other skills.

THE FIRST READING

Simply use your most expressive reading voice! The more dramatic you are, the more interested your listeners will be. Encourage active listening by adjusting your vocal tones the way an actor might. For example:

- Choose low and high voices for different characters.
- Embrace onomatopoeia – words that imitate the natural sound of things. Lean in to “buzzzzzzing” and “riiinging”.
- Make your own onomatopoeia. Make sure the bear is “grrrrrrrrrowing” or the bus travels a “loooooooooooooong” way.

THE SECOND READING

The second time you are reading through the story, encourage children to be physically and vocally interactive with the story. Have children repeat how you say words and phrases expressively. If a story features the repetition of a particular word or phrase, children will naturally want to join in as they pick up on your pattern.

Lead them to interact physically, especially if your story features animals! Encourage children to scurry like mice, stomp like elephants, or zoom like an engine. Illustrations can be great for mimicking! Get them to think how the story relates to their own lives. Ask questions about the themes of the story. In a story about belonging, ask if they’ve ever felt left out. In a story about kindness, ask them how it feels when they help a friend.

THE THIRD READING

The third time through the story is about making sure students are following the plot. As you go, stop to paraphrase the story. Reframe what has happened so far, or better yet, ask your listeners to! Have them recall what they think is going to happen next. Or, if they can’t remember, make predictions!



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