

## Appendix E2

### Steps for a “Picture Walk” Before Reading (for Fiction Chapter Books)

1. Let your child hold the book and turn the pages.
2. Remind your child that he/she will not be reading the whole book yet.
3. After talking about the cover, have your child look for the table of contents or chapter titles. Tell your child, “I want you to read all the chapter titles and tell me what you think each chapter will be about.” If there are pictures in the chapter book (and perhaps no chapter titles), let your child comment on each one. Say to your child, “Tell me what you think is happening in the pictures.”
4. Let your child comment on each chapter title or picture. Insert some of your ideas that make sense and give your child a few new ideas, especially if he or she hasn’t commented yet.
5. Every so often, before your child reads a new chapter title or looks at a picture, ask him/her, “What do you think will happen next?” or say, “Make a prediction as to what that chapter might be about.” Ask follow-up questions such as, “What makes you think that?” or comment, “That makes sense! That might happen.”

### Steps for a “Picture Walk” Before Reading (for Non-Fiction Books)

1. Let your child hold the book and turn the pages.
2. Remind your child that he/she will not be reading the whole book yet.
3. After talking about the cover, have your child look for a table of contents, subject headings, or a glossary. Tell him/her, “I want you to read some of the subject headings and tell me what you think this book will be about.”
4. Non-fiction books tend to be full of information besides the actual written text about the subject. For example, the book might have a lot of photographs with captions, maps, diagrams, tables, timelines, or special pictures with labels. If your child is interested, or even distracted, by these text features, be sure to give him/her time to read the little details or look at the diagrams. If your child is reading these parts silently, ask him/her what he/she understands so far. Ask your child which details he/she already knows about.
5. Let your child comment on each subject heading or other interesting text feature. Insert some of your ideas that make sense and give your child a few new ideas, especially if he or she hasn’t commented yet.
6. Every so often, before your child begins reading a new block of non-fiction text or text under a new subheading, ask him/her, “What new facts have you learned so far?” or “What new questions do you have about this subject?” or “What does this remind you of?”