

READ Guide: In the West End

Why do we READ?

R Repeat the read When we repeat books with children, we give them the opportunity to hear vocabulary words several times. As we encourage children to become the storytellers, we give them the chance to use language related to the story. By reading this book at least three times, you help children build language and vocabulary, engage in meaningful conversation and nurture critical thinking. You help create powerful, determined learners and problem-solvers.

Read 3 times: transform story time into the ultimate learning experience.

1st read: Focus on events: what is happening in the story?

2nd read: Focus on emotions connected to the story events: How do the characters feel?

3rd read: Ask “why” questions as the child tells you the story.

E Engage & Enjoy When we keep our children engaged in a book, they are more likely to learn the vocabulary we are trying to teach and to participate in conversations about the book. Using silly voices and making sounds and movements helps keep children engaged in the story. Make the most of every opportunity to build vocabulary and model what skilled readers do when they read.

Enjoy acting out and explaining **vocabulary** from *In the West End* to your child. Change your voice to show emotion. Use gestures, actions and sounds, and have the children join you. Point to words and share child-friendly definitions.

Neighborhood: a part of a town or city where people live near each other

Yummy: tastes so good

Pop Rocks: a candy that pops in your mouth

Favorite: the thing you like the most

Graduate: to finish school

West End: A neighborhood in Atlanta where people live

Tassili: A restaurant in the West End that sells food

Soul Veg: A vegetarian restaurant in the West End

Savory: food that tastes salty or spicy and not sweet

Flavor: the distinct taste of food

“Nut blend that fakes it”: a sauce made of vegetables and nuts that tastes like cheese

Vegan: person who only eats vegetables and does not eat dairy, meat or eggs

Vegetarian: a person who doesn’t eat meat (no chicken, fish, beef, turkey, lamb, etc.)

Delicious: something that tastes very good or yummy

Scrumptious: very tasty, another word for delicious

The Juice Bar: a restaurant that sells fresh juice from fruits and vegetables

Healthy food: food that is good for your body

Healthy: not sick

Soul food: a kind of food made by African American people

A Ask Questions Having conversations about the book is critical. Encourage thinking and talking by asking open-ended questions that begin with “how” or “why” to prompt children to talk through key events and think about characters’ thoughts and feelings related to those events. Children who cannot yet talk can still listen — ask and answer your own questions. Use think-alouds to help children understand important parts of the story by saying things like, “I wonder why...” or “She must feel...”

D Do more with the book Make the book come alive. Tie the book to other parts of the day, and provide opportunities for the children to connect with the events of the book.

Call attention to the variety of fruits, vegetables and other healthy foods that that you see when you go to the grocery store or restaurants. Challenge your child to order healthy options off the menu the next time you eat out. Remind them that the child in the story was searching for healthy food for his Nana.

READ to make a difference for a lifetime.

READ is a way to have meaningful conversations with a child, using a book to promote thinking, improve understanding, build vocabulary and enhance relationships with your children.

1st Read **Focus on events** The first time you read, use think-alouds to teach vocabulary, key events, and the story problem. Use voices, expressions, tone and pace to bring the story to life.

Look at the cover, read the title and author and say, "I notice this child here on the front cover. I wonder if he is looking for something... Let's read and find out." As you read, explain any words your child may not understand like *vegan*, *delicious*, *savory*, and *flavor*. Act out words like *yummy* and *whoosh*. Point to illustrations as you say the words to help support vocabulary. After the first read, ask, "What is neighborhood?" or, "Why does his nana need healthy food options?"

2nd Read **Call out emotions** Ask open-ended questions: "how" or "why" to encourage children to discuss key events, characters and emotions.

Before reading, say, "Now that you know this story so well, help me read it." Remember that the boy and his mother are searching for healthy foods for his nana in their neighborhood. "Let's read and find out how the little boy feels about finding healthy food options for his nana/ grandmother."

Say things like, "I am thinking this little boy must really want his grandmother to be healthy. He is determined to make healthy food choices because he goes to a lot of places in their neighborhood to find options she might like," and, "I'm thinking that his nana must really appreciate the grandson so much for helping her find healthy food to help her not be sick anymore."

Use this read to talk about what it means to be grateful for someone or something. After finishing the read, ask "Why is the little boy so persistent in searching for food options for his nana?" Other questions might be: "How does the child feel about his nana?" (He loves her.) "When the child learns Nana is sick, how does he feel?" (Worried, then excited to help.) "Why is the child so willing to try new foods?" (Because he wants to be helpful.) "How does the child feel about helping Nana?" (Proud.)

3rd Read **Child tells story** Point to words, act-out words, and share child-friendly definitions using words children understand.

The third time you read, encourage children to tell you about the key events and how they relate to the character's thoughts and feelings. As you read, promote new vocabulary words and ask questions like "What's happening here?"

For this read, before you start, say, "Remember the little boy and his mother explored their neighborhood to find health food choices for his nana. Why did Nana need so many food options? Let's read and find out."

Then, instead of reading every word, encourage your child to tell you what is happening on each page and how the characters feel about what is happening. Use vocabulary from the book and previous reads to restate what your child says (for instance, if your child says, "His grandmother appreciates the little boy for finding so many healthy food options," say, "Yes, I think she feels grateful that her grandson is helping her try new foods that will help her be well and not sick." After the read, ask "Why is the little boy so persistent in finding different kinds of new, healthy foods for his nana to try?"