

**Guilford County Schools**  
**College and Career Exploration**  
**Guest Reader Guide**

**Coordinator:**

Invite at least one (1) Guest Reader to read a book aloud to the children each month. A variety of individuals from the school and community should be invited as Guest Readers during the school year (i.e. school leader, parent or community person employed in a profession children express an interest in, teacher, person from local college/university, etc.).

Be certain to review with the guest reader basic skills of reading to children, showing pictures and pausing for interactions. Ask the guest for information about his/her education, training and career. Make arrangements to ensure the children will be able to hear the guest read.

*Have group leaders use the **Guest Reader Information** form to record information for each guest reader experience.*

**In the Days Before the Guest Arrives:** *Guest Reader Preparation Activity Time Block on Pacing Guides*

Tell about the person. Ask the children what they already know about this career. Write or draw (to represent comments) on easel paper. Add important information to what the students already know.

Visit the CFNC.org website (Paws in Jobland) and click on the "Jobland" link. Search for the career and/or college of the upcoming guest reader to add to the information for the children. Involve the students in this research as is appropriate for their age.

Ask, "What would you like to know about how our guest prepared for this career?" Write down questions.

Ask, "What else would you like to know about our guest reader?" Write down questions. Group the questions into categories. For older students, they can form small groups to develop questions for each category; then discuss the questions with the whole group. This develops question asking and inquiry skills.

**When the Guest Arrives:** *Guest Reader Action Activity Time Block on Pacing Guides*

Prior to the day the guest will read, discuss roles the children can take to develop social skills. Rotate roles for each guest reader so all children interact with guests in a variety of roles.

- **Greeting Leaders** – Two children greet the guest when he/she arrives and escorts the guest to the reading area.
- **Introduction Leaders** – Two children introduce the guest to the coordinator and students.
- **Photography Leaders** – Two children take photographs of the guest for a Hall of Fame and as they read to the group. Be sure to take a group photograph of the guest with the children. *Be mindful of students on the school's "Do Not Photograph/Video List".*
- **Question Leaders** – Different children have the role of representing the questions developed by the children.
- **Appreciation Leaders** – Two children formally thank the guest.

**After the Guest Leaves:**

Discuss how to show appreciation for the guest. This can result in a card, picture or gift made by the students.

Discuss how to represent what the students have learned about the person and his/her career. This can result in a bulletin board or a contribution to an **In Our Village** book about careers in our "village." *Great for Guest Reader Reflection Activity Time Block on Pacing Guides*

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*Complete form for each guest reader.*

Our guest reader's name is: \_\_\_\_\_.

The date of our guest reader's visit is: \_\_\_\_\_.

Our guest reader's career is: \_\_\_\_\_.

The book our guest will read is: \_\_\_\_\_.

Use the **Guest Reader Guide** to plan and prepare for the children's guest reader experience. (*Preparation, Action and Reflection*)

**Students Roles:**

<b>Roles</b>	<b>Responsibilities</b>	<b>Child's Name</b>	<b>Child's Name</b>
<b>Greeting Leaders</b>	Greet the guest when he/she arrives in and escort the guest to the reading area		
<b>Introduction Leaders</b>	Introduce the guest to the site coordinator, group leaders and children		
<b>Photography Leaders</b> <i>Be mindful of students on school's "Do Not Photograph/Video List".</i>	Take photographs of the guest as they read to the group. <i>Be sure to take a group photograph of the guest with the children.</i>		
<b>Question Leaders</b>	Ask the questions developed by the children		
<b>Appreciation Leaders</b>	Formally thank the guest		

**Notes:**

**Reflection:**

- Appreciation Gift: After the visit, discuss how students will show appreciation to the guest and lead them in preparing their gift.
- Sharing: Determine how students will share/represent all they have learned about the guest and this career and lead them in designated activity.

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