

CLASS

TIPS and TRICKS

PREK

Enhanced Story Telling using Concept Development and Language Modeling

5 Common Components of Early Literacy

Vocabulary (words children know and can use to communicate regarding the world around them)

Letter Knowledge (letters have names and are related to sounds)

Print Awareness (reading from left to right, top to bottom)

Narrative Skills (ability to tell and retell stories, describe things, and describe events)

Phonological Awareness (children's awareness of how sounds are put together to form words)

*Story telling is for everyone, all ages, all levels, and in all classrooms.

*Studies show that children whose parents and caregivers regularly talk and read with them develop larger vocabularies, become better readers, and have a better chance at being successful in school.

*Reading together builds language and early literacy skills.

*Reading books and telling stories are simple ways to introduce new vocabulary and build on those literacy skills.

CHOOSING A BOOK:

- ☐ Pick an interesting story.
- ☐ Try and choose a book that ties in with your theme, ties in with your holiday, ties in with a skill being taught (rhyming) or is just going to be fun for the children.
- ☐ Make sure it's not too long or not too short. If it's too long, divide it into 2-3 story times. We want a JUST RIGHT book.

PLAN AHEAD:

- ☐ Be familiar with the story, read it ahead of time.
- ☐ Choose the **vocabulary** you want to **outline** or discuss in the story, come up with your **questions** ahead of time. Mark your spots with post-it notes. Use **highlighter tape** for your vocabulary words. **LM (Adv Lang)**
- ☐ Know your ending before you begin. Maintain focus during the story so you don't get off track.

BEFORE READING:

- ☐ Review the role of the author and illustrator. Have students view the cover.
- ☐ Ask them questions... What do they notice? What do they think the story is going to be about? WHY do they think that, etc. **CD (Anal/Reas)**
- ☐ Give them a little hook about what might happen in the story, or build off their predictions.

DURING READING:

- ❑ While reading, stop at the places you have marked to discuss the vocabulary or ask questions. **LM (Adv Lang; Open Ended Questions)**
- ❑ Use various voices for your characters and facial expressions when possible.
- ❑ Track the print with your finger if the text is not too much and/or too small on the page.
- ❑ Make sure all the children can see the pictures from where they are sitting.
- ❑ Be expressive and excited while reading.

ENDING:

- ❑ Make connections from the story to prior learning or to children's personal experiences. **CD (Anal/Reas)**
- ❑ Ask questions about the theme of the story. **CD (Anal/Reas)**
- ❑ Ask if they enjoyed the book and WHY. **CD (Anal/Reas)**
- ❑ Ask them which character they liked the best, and WHY. **CD (Anal/Reas)**
- ❑ Ask if their prediction was correct or not. **CD (Anal/Reas)**

PLAN AGAIN:

- ❑ Read the book several more times throughout the week.
- ❑ Plan for using props, or have the children act out the story once they are comfortable with the plot.
- ❑ Use a flannel board with the children as you retell the story. Have them participate.
- ❑ Put the flannel board in a center and allow students to retell the story on their own using the pieces.
- ❑ Use puppets to retell the story.
- ❑ Continue to discuss the vocabulary already introduced. **LM (Adv Lang)**

Story Books from Video: *Stone Soup* and *Goldilocks and the Three Bears*

STONE SOUP

This story has a theme of "sharing" that you would want your children to draw the conclusion by the end of the story.

Vocabulary words **highlighted** for the video along with **questions**, in red.

- P 1. **content** (happy) **traveler** (someone who goes from place to place)
- P 4. **How do you think these two travelers feel because the woman won't share any food with them? Have you ever felt that way?**
- P 8. **wearily** (not hopeful) **elegant** (beautiful)

- P 8. How is the story changing now? What is magical soup? What could that be?
- P 14. What do you think the magical ingredient is? WHY?
- P 16. Ordinary (regular) nutritious (healthy, good for you) edible (can be eaten)
- P 16. Do we eat rocks and stones? How will they make soup edible by putting rocks in it?
- STOP at page 16 Ask: How do you think getting a carrot will help make the soup? How will they get the carrot when no one in the village wants to help them?
- P 25. Tempting (smelled so good, they wanted it right away)
- P 26. What do you think is the magical ingredient now? SHARING Why do you think that?
- END: Did you like the book? Why? What was your favorite part, WHY?

Activities to go along with Stone Soup:

- Have an actual stone, carrot, green bean, corn, a potato, and parsley on hand to show while reading the story.
- Make actual Stone Soup in your classroom. Have parents bring in some of the ingredients to help with cost.
- Set up a center which includes magazines and/or newspapers. Have a cutout of a large pot and allow students to cut pictures of food items they would want in their soup pot.
- Come up with a CLASS RECIPE and write it on chart paper. Talk about the ingredients they want to put in it.
- Do some sharing activities with your children. Model for them how to share during centers and at other times of the day.
- Have students act out the story on a different day.
- Have students retell the story with you, using the food props.
- Put the food items that were brought in (potato, corn, carrot, green bean) in a science center with magnifying glasses and let the students take a closer look at them.