BEFORE reading story…
- Read title, author, and illustrator
- Ask child to predict: “What do you think this book is about?”
- Preview the story: “This story is about…”
- Explain new words
- Share a personal experience story
- Give a reason to listen: “This character has a problem…”

DURING reading story…
- Point to a picture or important word
- Ask child to predict: “What do you think will happen next?”
- Ask questions about important points
- Answer children’s questions

AFTER reading story…
- Ask guided story questions
- Use sentence completion from sentences in the story
- Share personal experiences related to the story: “That happened to me one time…”
- Let children retell the story

Story Retell Suggestions
Allow children to retell stories on their own, without prompts or cues, once in a while.

BEFORE reading book, say:
“I’m going to read you a story, ________ (say title of story). Listen carefully since you will retell the story after I read it.”

AFTER you read book, say:
“I just read the story ________ (say title of book). Please retell the story* and pretend I have never heard it before.”

*Use beginning story prompts only if needed: “Once there was..” or “One day…”

Other Story Retell Suggestions
- Ask children to retell a personal experience or event: “What happened to your arm?”
- Let children use props (puppets, dress-up clothes, pictures, etc.) to retell stories
- Ask children to retell a story to other friends or adults
- Let children tell you a story about a picture they drew

Awareness of Words
- Use sentence completion: Leave off the last word at the end of the sentence: “What do you ________ (see)?
- Describe rhyming words in stories: “Listen: ‘cat’ and ‘hat’ rhyme.”
- Point to important words in the story: Name of a character, a long word, or repetitive words or phrases

Awareness of Parts of Words
- Say words slowly and clap for each part of a word: “Jen ni fer,” “play ground,” “Hap py birth day to you”
- Use word completion: Leave off the last part of a word in a sentence: wa____(ter)

Awareness of Sounds in Words
- Say the wrong sound and let children correct you: “Jack and Jill went up the bill.”
- Stretch out sounds in words when reading books: “m-m-moon” or “s-s-sink”
- Use alliteration by saying many words in the same sentence with the same beginning sound: “Six slick snakes slid up the slide.”
- Compare beginning and ending sounds in words: “Mouse” begins with m-m-m-m and ends with s-s-s-s.”
- Use children’s names to play with sounds: Name Game song or say: “If your name begins with m-m-m…”