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.

Follow these directions to help children retell a story.

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…”