

# Read Aloud *and* Retelling with Preschoolers: *Beginning Steps*

## Develop a Routine for Reading Stories with Children



**Goal:** Read for the child to enjoy the story and have an opportunity to connect with something in the story.

### Plan Ahead, Setting the Child up for Success!

- Plan to read **every** time you meet with a child. Read a new story and/or bring back stories to read again.
  - Select stories that relate to the child’s life, interests, and experiences, and might be easier for the child to understand and connect with.
  - Select stories that might be new experiences, expanding the child’s vocabulary.
- Select **one or two vocabulary words** that are important to understanding the story or helps the child connect with the story to introduce before reading.
  - You might find a picture, video clip, or toy that helps to demonstrate the meaning.
- Plan a **follow up activity** such as making a craft or puppets, acting out the story, or playing a game that you can use to help the student connect back to the story.
- Plan which of the three initial **retelling strategies** will work best in the story: focusing on **who** is in the story, **where** the story takes place, or **what** happens during the story.

### Starting the Read Aloud with the Child

- **Before Reading:**
  - Point to and read the Title and Author’s name.
    - Add the Illustrator as the child becomes familiar with the Title and Author.
  - Think out loud using the picture on the cover or using a picture walk through the book.
    - (book cover sample) “Here is a picture of \_\_\_\_\_. I wonder if the story will tell us something about it?”
    - (picture walk sample- selecting pictures that are important to the story) “Here is another picture of \_\_\_\_\_. I wonder if the story will tell us something about it?”
  - Introduce the new vocabulary word.
- **During Reading:**
  - Have fun! Embrace the fun and silliness of some preschool stories!
  - Model reading fluency, using your voice and expressions to show surprise, curiosity, puzzlement, sadness, happiness, etc., as fits the story.
  - Point to the words as you are reading, connecting the spoken words to the printed words.
- **After Reading:**
  - Follow up Activity and Retelling Strategies.

## The *First* Time You Read *Any* Story with a Child



**Goal:** Read for the child to *enjoy* the story and have an opportunity to connect with something in the story.

### Read for the Child to *Enjoy* the Story

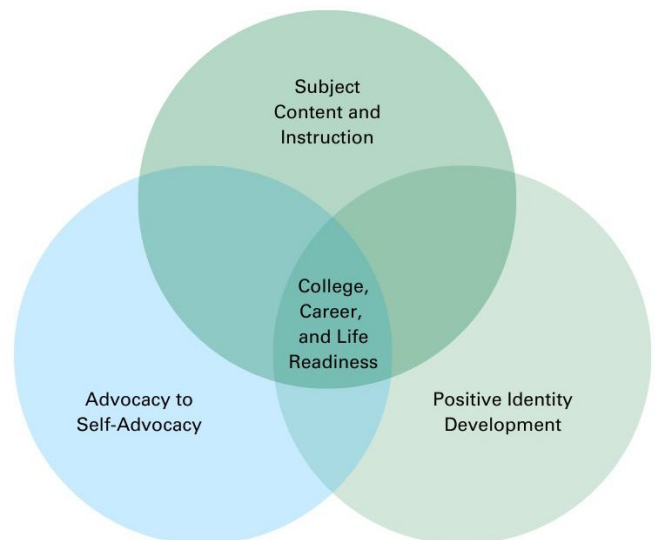
- The *first* time reading a story is about the story and **not** interrupting the flow of the story to ask the child questions.
- **Have fun!** Embrace the fun and silliness and wordplay of many preschool stories!

### Provide Opportunities for the Child to *Connect* with Something in the Story

- Making connections involves the process of the reader/listener making a link between what they are reading or listening to and what they already know. This process allows children to relate what they read, see, do, and experience to themselves, to the world around them, and/or to other things they have read, seen, or experienced before.
- **Plan ahead to set the Child up for Success!**
  - Select stories that relate to the child’s life, interests, and/or experiences.
  - Plan a follow up activity you can use to help the student connect back to the story.
    - For the Reading A-Z story, **Summer Picnics/Picnics de Verano**, one follow up activity could be to for the student to find the food in the story and then to make a picture of the food they would like to eat on a picnic.

### NYS-MEP Theory of Action Connection

1. Modeling and teaching the subject skills of reading fluency and comprehension and learning about new content.
2. Supporting the child’s positive identity development by including stories that relate to the child’s life, interests, and experiences.
3. Giving the child the power to make decisions, initial steps to self-advocating for their education.




## The 2<sup>nd</sup> Time You Read the Same Story with a Child






**Goal:** Read for the child to enjoy the story and have an opportunity to connect with something in the story.

- **Secondary Goal:** Now that the child is somewhat familiar with the story, you can work on comprehension skills, like the Big Idea and strategies for Retelling the story.

### Plan Ahead, Setting the Child up for Success!

- Pick **one** of the **Retelling Strategies** below to introduce **one BIG IDEA**  from the story.
  - Look for a retelling strategy that is important and/or obvious in that particular story.
    - **Sample Sentence Frame:** This story is about \_\_\_\_\_. Let’s watch for \_\_\_\_\_ when we are reading this time. (see the chart below for specific examples)

### SAMPLES OF HOW TO SET THE CHILD UP TO RETELL THE STORY:

 <p><b>WHO</b></p>	<p>Sample using <u>Faster! Faster!</u></p> <p><b>Before Reading</b></p> <ul style="list-style-type: none"> <li>• “This story is about a girl and her Dad playing a game with the girl riding on her Dad’s back. In the pictures, Dad turns into different things going faster and faster. But we know it is Dad because he still has his purple tie on! Let’s see if we can find Dad when we are reading.”</li> </ul> <p><b>During Reading</b></p> <ul style="list-style-type: none"> <li>• “Where’s Dad? Who (what) is wearing the purple tie?”</li> </ul>
 <p><b>WHERE</b></p>	<p>Sample using <u>Bear About Town</u></p> <p><b>Before Reading</b></p> <ul style="list-style-type: none"> <li>• “This story is about a bear who goes lots of places. Let’s watch for the places Bear goes to.”</li> </ul> <p><b>After Reading</b></p> <ul style="list-style-type: none"> <li>• “Let’s find a picture that shows where Bear went.”</li> <li>• “Where is another place Bear went to in the story?”</li> </ul>
 <p><b>WHAT</b></p>	<p>Sample using <u>Faster! Faster!</u></p> <p><b>Before Reading</b></p> <ul style="list-style-type: none"> <li>• “This story is about going fast and going slow. Let’s watch the pictures to see what goes fast and what goes slow.”</li> </ul> <p><b>After Reading</b></p> <ul style="list-style-type: none"> <li>• “Let’s find a picture about going fast.”</li> <li>• “Let’s find a picture about going slow.”</li> </ul>

## As the Child Becomes Comfortable Interacting with Stories



**Goal:** Read for the child to enjoy the story and have an opportunity to connect with something in the story.

**As the child becomes comfortable with the retelling of who is in the story, where the story takes place, and what is happening in the story, you can gradually add more comprehension practice, as it works best with a particular story.**

- Start using two or three story elements in a story
  - Set the student up for success before reading, and then shifting the retelling from the teacher to the child during or after reading
  
- Start pairing the Academic words with the words children know:
  - **Characters/** Who is in the story
  - **Setting/** Where the story takes place (**When** the story takes place)
  - Kindergarten classes seem to use the concepts and words **“Beginning, Middle, and End,”** instead of “Plot” to describe or retell what happens in a story.
    - Introduce and model finding the “Beginning” and “End” of the book before expecting children to know what these words mean.
      - Think out loud for children:
        - **Beginning**
          - “Here is the front of the book, the beginning of the book..”
          - “Let’s start reading at the beginning”
        - **End**
          - “The End. The story is all done.”
          - “We are at the end.”

**BEGINNING**

**END**

- Introduce and practice the **concept** of the word, **“Middle,”** before using it to describe an event in a story.
  - For example, line up three toys, and think out loud:
    - **“This** toy is at the beginning, and **this** toy is at the end of the line.”
    - “That means **this** toy is in the **middle.**”

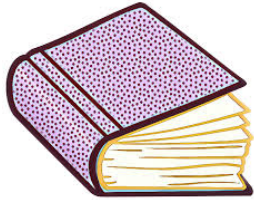
**BEGINNING**

**MIDDLE**

**END**

## Introduce the Story

### FRONT OF THE BOOK



### TITLE, AUTHOR, ILLUSTRATOR



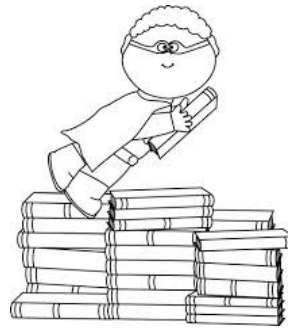
### SHARE THE BIG IDEA & BUILD BACKGROUND INFORMATION



## Read and Enjoy the Story

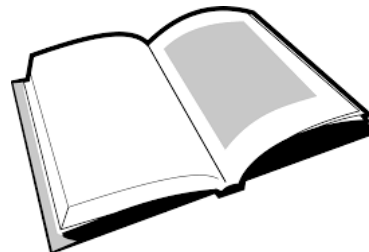


*...seeing **me** in the story...*



*...letting my imagination **fly** with the Superhero...*

### THE END



## 1<sup>st</sup> Read: Connect

*Connect to the story with a Craft or Game, Puppets, Dancing, Singing...*



## 2<sup>nd</sup> Read:

### Connect & Retell

*Who the story is about*



*Where the story happens*



*What happens in the story*

