



Create Your Own Story- Sharing Guide

Maximize Read-Aloud Time Workshop

<http://sandyflemingonline.com/maximize-read-aloud-time-webinar/>

Sandy Fleming

Introduction

Unless you've been hiding under a rock somewhere, you have heard about how important it is to read aloud regularly to your infant, toddler, preschooler, and even school-aged child. Reading to children builds a host of important skills that form a foundation for literacy, language development, academic skill and even more vital mental skills.



It's not just important to read regularly, though. The **way** that you read and the things that you do before, during, and after reading time make a huge difference, as well.

Read-aloud time becomes *so much* more valuable when you add even a few of these elements to your interaction with the kids. Using this handy guide, you can preview literature that you'd like to share, brainstorm some supporting activities, and make the experience richer and more valuable as you share the story.

Use the brainstorming pages that follow to come up with personalized questions, activities, and projects that will truly speak to your children. Enrich their learning any time you choose!

You should have already received your free copy of "Sharing a Story: Three Stories" where you can see three examples using favorite stories Curious George Rides a Bike, Mike Mulligan and His Steam Shovel, and Where the Wild Things Are. If you have not received your free copy, you can download it at <http://sandyflemingonline.com/sharing-story-sample-book/>.

And if you'd like even more done-for-you story-sharing guides, please check out Sharing a Story (Volume 1). This book contains done-for-you guides to a dozen more favorite stories, including *More Spaghetti*, *I Say, If I Ran the Zoo*, and *Corduroy*. Visit <https://www.teacherspayteachers.com/Product/Sharing-A-Story-Vol-1-74233> to purchase.

How to Use This Workbook

This workbook is provided as a Google Doc because this will allow you several options for how to use it. You can, of course, print it and use it in a traditional fashion, simply by filling out the sections and filing them away somewhere. There is also a pdf version that you might have chosen, but it is not editable.

If you are working in Google Docs, you can also make a copy of this file and edit it. You will need a Google account to use this option. Copy the file onto your Google Drive, and then you will be able to type in your responses to each question and save them. You can also copy pages 5 to 11 again and again to extend the resource to cover as many stories as you wish!

When responding to the exercises, be sure to consider your child's age, abilities, experiences, and stage. Your responses should be unique to your child's needs. For example, if you are sharing a story with a three year old child who is learning to recognize letters, your activities may include ways to challenge this new skill. On the other hand, if you are sharing the same book with a six year old child who is at the emergent reader stage, your focus may be on recognizing sight words.

Let your child be your guide, and don't forget to use the "Future Ideas" section to note your brainstorms about what to do at stages to come to meet future needs.

Create Your Own Story-Sharing Guide

Step by Step Instructions

1. Choose a short story or picture book. This can be a new piece or a familiar old favorite.
2. Read the story and examine the illustrations carefully. Use the guides on pages 5-10 to brainstorm learning connections that will help you enrich your child's (or children's!) learning. Make notes about all of your ideas-they may come in handy for other situations, as well.
3. Use page 11 to make note of the ideas that seem especially fun, interesting, or helpful right now. Decide if you should share or use them before you read, while you read, or after you read. For example, teaching or introducing new vocabulary words may be most helpful if you do it before you read. Or, you may want to be prepared to stop the story flow and explain the new word as you read.

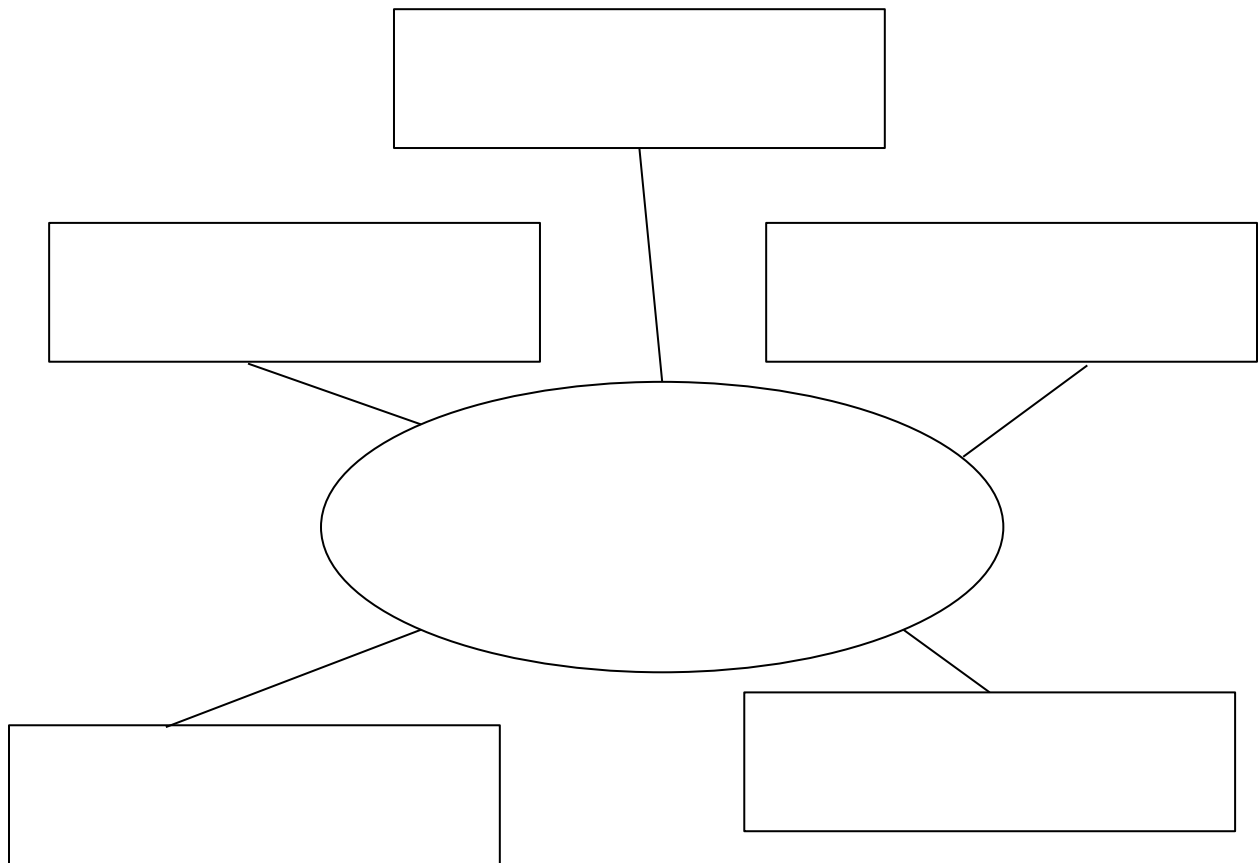
Text and Illustrations

What features of this text or illustrations stand out to you?

- _____ Simple words/controlled vocabulary
- _____ Rich vocabulary that will help my child learn new words
- _____ Many words that contain the same phonetic element
- _____ Short sentences that make it easy to read
- _____ Longer sentences that encourage language development
- _____ Story has plot points that are easy to sequence
- _____ Other: _____
- _____ Other: _____
- _____ Illustrated with realistic pictures or photos
- _____ Illustrated with bright colors
- _____ Illustrated with fanciful pictures
- _____ Illustrated in a unique artistic style
- _____ Other: _____
- _____ Other: _____
- _____ Other: _____

Theme and Main Idea Connections

The secret to rich, creative activities is to make connections between the book's topic and real life. Print this page or use your own diagram. Use this diagram to think of at least four connections and then add details in a cluster around each one.



Related Readiness Skills

Readiness skills are the foundational skills that every child needs to master for later academic success. Which of these skills could you tie the book into? In what ways? And this is not a complete list, so feel free to add your own ideas!

_____ Concepts of Print (front and back of book, turning pages, words can be read, title, author, words come in sentences...)

_____ Closure (seeing or hearing part of a picture or idea, then mentally completing it)

_____ Fine Motor Skills (use of small muscles for writing, coloring, cutting, drawing, etc.)

_____ Spatial Awareness (right, left, up, down, above, below, under, over, right-side-up, upside-down, etc.)

_____ Sequencing (first, second, third, putting items in order by size or events by timing...)

_____ Same and Different (identifying similarities and differences, identifying items that match, etc.)

_____ Sorting (putting items in groups by specific attributes, such as color or shape, sorting according to two or more attributes)

_____ Alphabet Knowledge (recognizing letters, reciting ABCs, copying or writing letters...)

_____ Phonemic Awareness (understanding that words are made of individual sounds that can be separated, blended, and manipulated or substituted, rhyming, syllables)

Vocabulary to Highlight

Note any words that are not likely to be familiar to your child. Could they get an idea about the meaning from the context, or should you be intentional about introducing the word before reading?

Interests and Life Connections

Why will this story interest your child or your audience? How will it speak to him/her/them? What will listeners learn from this book?

Related Crafts, Art, and Projects

What projects could you do that are related to this story? Make some notes right here!

Future Ideas

The very nature of brainstorming means that you let your mind go. Sometimes you have flashes of brilliance, but they don't quite apply to your present needs. This is the page to record them. For example, you may think of a great connection to help a child learn to read simple sight words, but your child is far too young to be ready for that. Write it down! You may be able to use it in the future! Jot all of your notes to yourself right here.

Create a Unique Story-Sharing Guide

Use your notes from pages 5-10. Fill in the best ideas for use before reading, while reading, and after reading! Remember that you can always come back and update this page with other ideas so that the learning takes on an entirely different flavor next time! If you are editing as a Google Doc, you may prefer to remove the writing guidelines before you type.

Before Reading:

While Reading:

After Reading:
