





EDUCATION

Storybooks and Storytelling



School Community Network

Core Beliefs

A school community rests upon mutual respect, strong relationships, shared responsibility, and focused attention to students' learning. Its core beliefs are that:

- all parents have dreams for their children and want the best for them.
- all teachers are inspired by professional standards and personal conviction to see that their students succeed.
- student success is bolstered when parents, teachers, and other members of the school community work in unison in their behalf.
- school leaders are the prime movers in establishing and nurturing the processes and practices necessary in intentionally strengthening the school community.

Outcome Goals for a School Community

- 1. Reading & Literacy. Every student, and students of all ages, will learn to read well, read often, enjoy reading, and achieve literacy through a focused alliance of family support and powerful classroom instruction.
- 2. Self-Directed Learning. Every student will become a self-directed learner through teaching that incorporates study skills and learning strategies, homework practices that build effective study habits, and school and family guidance that encourages self-directed learning.
- 3. Respect & Responsibility. Every student will develop a sense of responsibility and respect for self and others that fosters social and emotional well-being through consistent direction and support from the family and the school.
- 4. Community. The school will function as a community of its members—students, their families, teachers, administrators, school staff, and volunteers.

Further Resources Available

http://www.schoolcommunitynetwork.org/ - School Community Network website

<u>http://www.schoolcommunitynetwork.org/resources/</u> - Parent and School Resources, including Parent-Child Activities in English and Spanish, searchable databases, and more

<u>http://www.indistar.org/action/Community.html</u> - Indicators in Action - School Community Course, 5 professional development modules with video clips of effective practices in action (Courses on Instruction and Leadership are also available)

<u>http://www.centeril.org/personalcompetencies/</u> - Personal Competencies - Supporting the teacher's ability to influence a student's learning and personal competencies (cognitive, metacognitive, motivational, and social/emotional) by virtue of their personal knowledge of and interaction with the student and the student's family.

Interactive Reading

Storybooks and Storytelling

Workshop Agenda

Welcome and Introductions

Everyday Language and Storytelling

What is Interactive Reading?

Develop an Interactive Storybook

Closing

Everyday Language and Storytelling

Everyday Language

Talking is something parents and children do every day. They also deal with words in other ways – watching television, listening to the radio, singing songs, and reading everything from books to labels. Any time a parent, a child, and a word come into contact with each other, the possibility exists for developing the child's language abilities.

Storytelling

Storytelling is a wonderful classroom and family activity. Some stories are interactive—there is a role for the storyteller and the "audience." A Story Circle is an interactive storytelling activity that is fun at school and at home. Children can develop introductory paragraphs for story circles for the class or family to use.

Story Circle

Use the following paragraph to introduce a story circle. The workshop leader will read the paragraph, then the person to the leader's left will add to the story. Then the next person will add to the story, continuing until everyone has had three turns. Then the workshop leader will conclude the story.

"Laura walked by the old, abandoned building every day on her way home from school. But on this dark, cold, winter day, something was different. The old building just didn't look the same. She walked closer to get a better look."

What is Interactive Reading?

Interactive reading means talking about the book, asking questions, sharing thoughts. The parent or teacher can help the child learn by talking about the words, pictures, and even the design of the book. This special sharing time expands on what the book has to offer to increase learning, communication, and family experiences.

Parents and Interactive Reading

The bond of affection between a parent and a child at the time of reading instills lasting, positive feelings toward books. Reading with children can be very interactive. "What do you think will happen next?" "Do you think the rabbit is funny?" "Tell me what Mr. Squirrel just did?" "Do you see a letter A on the page?" "Point to a long word." Pointing, encouraging your child to ask questions and retell the story, speculating about what will happen next – these are ways to stimulate interactions among yourself, your child, and the book.

Prompts for Interactive Reading

Prompts can be added to the pages of storybooks to give parents suggestions for interactive reading. The prompts are questions that the parent asks the child about the storybook. The prompts are pasted onto the book's pages. Several prompts may be included on each page, so that each time the parent reads the book to a child, a different prompt can be used.

Vocabulary List

Every storybook includes words that a child will want to know more about. Listing the words on the inside front cover and returning to the list to talk about the words after reading a book is a good interactive reading activity.

Developing an Interactive Storybook

- **Step 1:** Choose a book to format
- **Step 2:** Take a few minutes to read the entire book.

- Is the book geared to the reading level of the child? Is it interesting and fun to read?
- Are the illustrations bright and attention grabbing? Do they promote questions and prompts dealing with various skills (i.e., How many... What shape is ... What color is... Point to the ... etc.)
- **Step 3:** Select words you would like to use in the vocabulary list sticker to be placed on the inside of the front cover of the book.
- **Step 4:** Determine which pages you want to format with the interactive prompts. (Probably at least every other page.)
- **Step 5:** Using the prompt-writing guidelines, develop 3-4 questions per sticker.
- **Step 6:** Format your stickers (see formatting instructions), or write them by hand.
- **Step 7:** Review the prompts and placement of the stickers.
- **Step 8:** Place the stickers on the appropriate pages. Don't forget the vocabulary list in the inside of the front cover.
- **Step 9:** Check with the school librarian, or appropriate school personnel, on how to prepare the book for use in the Family Resource Library.

Prompt-Writing Guidelines

Examples of prompts to be used in Interactive Storybooks

- **1. Comparison:** How are things alike? Example: There are three bottles in this picture. Point to the two bottles that look alike.
- 2. **Contrast:** How are things different? Example: There are three dogs in this picture. How are they different?
- 3. **Prediction:** What will happen? Example: What will happen if the boy sits on the bench with the wet paint sign?
- 4. Color: Example: What color are the boy's tennis shoes? Show me the purple book.
- 5. **Size:** Example: Which toe is the biggest? Show me the tallest tree.
- 6. **Sequence:** Review the order in which things happened. Example: First the boy got out of bed. What did he do next?
- 7. **Shape:** Example: Which sign is shaped like a circle? How many sides does the triangle sign have?
- 8. **Counting:** Example: How many cars are in the street? Count the boys in the picture.
- 9. **Comprehension:** What is the story about? Example: Why is the boy sad? What is wrong with his toe?
- 10. **Conclusions:** How does the story end? Example: Did the story have a happy ending? Why? What did the boy learn?

Formatting the Stickers

Step One: Purchase 2" X 4" adhesive printer labels (Avery #5163 or comparable). They are available in clear or white. They come on sheets with 10 stickers each.

Step Two: On your computer, in Microsoft Word, set your margins to 1" on top, bottom, right and left (to adjust the margin width go to EDIT and select PAGE SET-UP). Click columns on the tool bar (if you don't have a tool bar with columns, go to FORMAT and select COLUMNS). Set up for two columns.

Step Three: Type your prompts in using New Times Roman font size 12 (or comparable). They will automatically go on the left hand column. The first set of prompts should start at the number zero on the ruler on the left hand side of your screen. The second set should start at the two-inch mark, the third set at the four inch mark and so on until the fifth set is at the eight inch mark. At the end of the left hand column the computer will automatically take you to the top of the right hand column. Continue typing in your sets of prompts every two inches as before.

Step Four: After typing in all ten labels, print them out on a label sheet.

Step Five: Place the labels in the appropriate spot in the book you have chosen.

Step Six: Remember to make a vocabulary list sticker to place in the front cover of the book.

Interactive Storybooks and Storytelling

Label worksheet

	Book Title		
Vocabulary List:			
	_ _ _		
	-		
Questions:	Label #	Page #	
1			
2			
Vocabulary:			
1			
2			
Vocabulary:			
Questions:	Label #	Page #	
1			
2			
Vocabulary:			
1			
2.			

Vocabulary:		
uestions:	Label #	Page #
1		
2		
Vocabulary:		
1		
2		
Vocabulary:		
uestions:	Label #	Page #
1		
2		
Vocabulary:		
1		
2		
Vocabulary:		

Storybook and Storytelling Workshop Evaluation

Name (Optional):		Date: _					
School:	District: _						
A. What is your role at the school? (Please check all that apply):							
Parent of child in the school							
Teacher in the school							
Administrator in the school							
☐ Staff member in the school							
☐ Other:		_					
 B. Please circle a number to rate each feature 1. Friendliness of the staff. 2. Knowledge of the staff. 3. Organization of the workshop/activity. 4. Materials. 5. Activities. 6. Content: what you learned. 	Poor 1 1	Fair 2 2 2 2 2	Good 3 3 3 3 3	Excellent 4 4 4 4 4 4			
C. What did you find most helpful about the workshop/activity?							
D. What did you find <u>least</u> helpful about the workshop/activity?							
E. What suggestions would you recommend to improve the workshop/activity?							

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