Tell Stories about everything
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Children need to understand that stories have a beginning, middle and ending before formal reading instruction begins. Understanding the sequence of events in a story will help children’s comprehension. The ability to describe things and events and to develop stories is referred to as narrative skills, and is critical in learning to read. Use dialogic reading by asking open-ended questions that can’t be answered with a simple “yes” or “no” response. Younger children benefit from hearing you tell about your activities, while older children can relate their activities to you.

Try these activities with your child . . .

- Look at the picture on the front of this card and ask your child, “What story do you think the turtle is reading?”

- Plan your day by talking about what you’ll do first, next and last.

- Use stringing beads or other toys where you create a sequence and encourage children to recreate the sequence.

- Sort items (buttons, blocks, etc.) by size, shape and color.

- Talk about activities in the order that they occurred.

- Ask your child to tell you about his day.

- Have your child draw a picture. Then let him tell you what is happening in the picture. Write his words on the picture.

- Practice numbers by counting things you see and do during the day.

- Encourage your child to reenact a story you’ve read. Caps for Sale, The Mitten and The Carrot Seed are just a few examples.

Early literacy is what children know about reading and writing before they can actually read and write.