

Adding life to the story



Before you read

• **See, think, wonder**” to elicit more ideas and check prior knowledge.

Using a picture from the story, ask:

What do you see? (...I see a/an....)

What do you think? What do you wonder? (I wonder why....)

Teacher’s comment: This is my routine to practice I see, I think, and I wonder why. By doing this activity, my kids are ready to make connections during reading. It’s a good thinking routine. Also, kids can make their own ending of the story.

While reading

Key phrases. Many kids’ books have key phrases that are repeated. Have the kids repeat phrases aloud. Often you just say the first word as the cue. Holding the book so they can see it, point to the phrase (to make the connection between reading and what they are hearing/saying).

Stop. What’s next? Pause, have the students guess what will happen next. It gets them thinking and stimulates their imagination.

Make mistakes. Make content mistakes – colors, things that don’t match the pictures, etc. Let the kid’s “catch” the mistakes.

Sound effects. If there are animals, machines that make noise, nature elements, etc. assign one group/student to make the sound each time it is mentioned.

Pose. If a book has natures and animals, have the kids do yoga poses to represent them. *It’s a tree. Show me a tall tree!*

Bingo. Make a grid (4 x 4 squares, 5 x 5 squares). Draw pictures or write key words from the story. Have a few that are not in the story). Either put the words/pictures or (better yet), draw them on the board and have the kids draw them on the grid in a random order.

Meaning first. Read the story for meaning and enjoyment first. Later read it again to focus on things like specific words.

A little Drama in class

• **Use your voice(s).** Don’t just read. TELL the story. Change you voice to show different characters, **emotion**, etc. Add gestures, too.

• **Mini-drama.** For stories that have dialog, read the story. Have students act out the action and repeat the dialog (in the characters’ voice). If there are multiple character Have them do different parts. This can either be in small groups, or have one group with several of each of the main characters.

• **Act it out.** Follow-up by acting out the story.

• **Use puppets and stuffed animals.**

Readers’ theater:

1. Choose a story that can be divided into parts, or character.
2. Assign reading parts to each child.
3. Ask students to read their scripts orally for practice.
4. Have students read assigned parts to the audience.

(From <https://www.readingrockets.org/strategies>)

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