Choosing and Presenting a Story
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Choosing a Story
When choosing a story, consider:

- Your audience
  - Age, language development, attention span
- Content:
  - Length (as pertaining to age/attention span)
  - Upsetting or distracting content, such as:
    - Death
    - Being lost
    - Underpants/nudity/poop!
  - Sophistication of humor
  - Challenging vocabulary
  - Unfamiliar setting
- Your comfort zone
  - Don’t pick a story just because it’s short and easy if you also find it dull (your listeners will, too)!
  - If you are inexperienced, avoid starting out with something that’s too complicated.

Your Presentation
- Are you going to do a straight-forward reading from a book? Practice showing the illustrations and reading sideways. You can also memorize the text.
- Consider how you will use your voice.
  - Will you create and maintain character voices (listeners will know if you use the wrong voice for the wrong character)?)?
  - Will you use volume/dynamics to evoke a mood?
- Would you like to present your story in a different medium, such as:
  - Fabric or paper pieces with Velcro or magnets (use on a flannelboard or magnetic board)
  - Tell-n-draw
  - Puppets
  - Story cards (especially if the original format is too small for group sharing)
  - Props
  - Traditional storytelling (just voice with no props)
  - Participation story with action, a repeated refrain, and/or sound effects provided by the audience
  - Story as song (e.g. “I know an old lady who swallowed a fly”)

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READ ALOUD TIPS

How to Read Aloud
Effective storybook reading is an interactive process. If we wait until after reading to discuss the story, we are missing out on valuable literacy opportunities. When you precede the reading by inviting predictions and personal connections, you are creating context for the reading. Taking time to discuss and clarify difficult concepts during the reading can prevent misunderstanding further on, and encouraging your child to respond during the reading enhances both comprehension and interest in the story. Pausing to confirm and revise predictions, ask questions, and make inferences lay the groundwork for independent reading. Your child will learn that understanding text is a process that occurs before, during, and after reading.

Before Reading
- Preview the book and practice reading it with fluency and expression.
- Plan an introduction—find links to personal experiences.
- Introduce the title, author, and illustrator.
- Introduce any information that may be necessary to facilitate understanding of the story.
- Set a purpose for listening to the story (e.g., “I wonder” statements, such as I wonder what the wolf wants to do with the pigs, provide us focus for listening).

During Reading
- Read fluently and expressively.
- Hold the books so your child can see the illustrations.
- Try to establish frequent eye contact with your child.
- Draw attention to the illustrations and features of the text.
- Pause occasionally to revisit predictions, express curiosity, or comment on something interesting.
- Invite your child to question and comment but keep it focused on the story.
- Explain words and ideas you think your child might not understand.

After Reading
- Allow time for discussion
- Encourage various levels of response with questions
- Make personal connections to the text (e.g. “What did this story remind you of?”).
- Retell the story or reread it to enhance comprehension.

Original source:

Other online resources:
http://community.eflclassroom.com/video/reading-aloud-to-children