

# Library Story Time for children aged 2-5 years – Animation Criteria For First Reading of a Book

Name of book: \_\_\_\_\_

Date : \_\_\_\_\_

Print Awareness		Phonological Awareness	Vocabulary	Speculations
<p><b>I choose 3 elements of the text to highlight</b></p> <p>① I adapt to the level of the audience, but in a mixed age group I target the highest level. ②ans ③ans ④ans</p>		<p><b>I talk about syllables, rhymes and sounds</b></p> <p>① I say the word, I write it down and I hide it. I do the task out loud and then on paper.</p>	<p><b>I show 3 vocabulary words</b></p> <p>① I explain them in my own way.</p>	<p><b>I find 3 questions that I will ask myself when reading the story</b></p> <p>① Do not ask the children any questions about the story.</p>
<p><b>Before opening the book</b></p> <ul style="list-style-type: none"> <li>I demonstrate the way to hold the book. ②</li> <li>I explain where and what the title is. ③</li> <li>I name a letter and I demonstrate how to write it with my 'magic pencil' (draw in the air) Chosen letter: ____ ③-④</li> <li>I explain the concept of an author (the person who writes the book) and of an illustrator (the person who does the drawings) ③-④</li> </ul>	<p>① I choose 3 simple words (Consonant-Vowel CV or CVCV). Word 1 _____ p. Word 2 _____ p. Word 3 _____ p.</p> <p>① I choose one of the following tasks and I do it with each of the 3 words chosen.</p> <ul style="list-style-type: none"> <li>From ② years and up: <u>syllables</u> <b>I count the syllables;</b> I identify a syllable of a word; I put two syllables together.</li> <li>From ③ years and up: <u>rhymes</u> I identify a rhyme (vowel at the end of the word); <b>I identify if two words rhyme or not.</b></li> <li>From ④ years and up: <u>sounds</u> I identify the first sound of a word (It starts with...); <b>I detect if two words start with the same sound.</b></li> </ul>	<p><b>① I play around with the words I have chosen:</b></p> <ul style="list-style-type: none"> <li>I repeat them out loud;</li> <li>I point them out on the illustration;</li> <li>I act them out with the children (we move around);</li> <li>I make links with the children's own experience</li> </ul> <p><b>Word 1:</b> _____ p. ____ It means: My synonym: Another context:</p> <p><b>Word 2:</b> _____ p. ____ It means: My synonym: Another context:</p> <p><b>Word 3:</b> _____ p. ____ It means: My synonym: Another context:</p>	<p><b>① I make speculations in order to arouse the children's curiosity and encourage them to reflect on the story.</b></p> <p><u>Prediction:</u> What is going to happen in this situation? (...tomorrow, on the next page, when we have finished, when it rains...etc)</p> <p><u>Explanation:</u> Why did that happen? What caused it?</p> <p><u>Problem:</u> What is the problem? Why can't the character do that?</p> <p><u>Solution:</u> What should he/she do? What is the solution to the problem?</p> <p><u>Emotion:</u> How is he/she feeling? Why?</p> <p><b>① For each speculation, I explain the clues that helped me to come to that conclusion.</b></p> <p>p. ____ <b>Question 1:</b> <b>Clues:</b></p> <p>p. ____ <b>Question 2:</b> <b>Clues:</b></p> <p>p. ____ <b>Question 3:</b> <b>Clues:</b></p>	
<p><b>At the start of the story</b></p> <ul style="list-style-type: none"> <li>I demonstrate how to turn the pages. ②</li> <li>I explain that we read the <u>text</u> (because images can't be read). ②</li> <li>I show where to begin to read (at the top left of the text). ③</li> <li>I show in which direction we read (from left to right, from top to bottom) and I follow the text with my finger as I read. ③-④</li> </ul>				
<p><b>During the story</b></p> <ul style="list-style-type: none"> <li>I explain and I point out letters, words and sentences. ③-④</li> <li>I explain what capital and small-case letters are. ③-④</li> <li>I explain that speech marks, bubbles and dashes indicate that a character is speaking, and therefore I change my voice. ③-④</li> <li>I explain punctuation marks (! ? .). ③-④</li> </ul>				