

Think With Stories

Use this read-aloud page to practice thinking before, during, and after reading.

K.P.EICC.3 "Comprehension Strategies: Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension* before, during, and after reading as part of the meaning-making process."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 BEFORE READING

a	Author	Title	Number
b	Jump	6	Who?

2 READ AND SHARE

a	Reread	Skip	Hurry
b	Color	Retell	Sleep

HOW TO RUN THIS PAGE

Use this page during an interactive read-aloud with a rich picture book or informational book. Read aloud, pause for brief student talk, and have children make each mark after hearing the prompt. The choices show ways children can prepare to understand, repair confusion, and share meaning during reading.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • BEFORE READING

SAY “Hold up the front of our book so everyone can see it. For each row, listen to my question and circle one word.”

ROW	SAY	STUDENTS CIRCLE
a	Look at the words Author, Title, and Number. Which word names the story?	Title
b	Look at Jump, 6, and Who. Which one is a question word you can use to wonder about a character?	Who?

PART 2 • READ AND SHARE

SAY “I will read our book aloud. When I stop during reading, listen for a part you may need to hear again. After the book ends, think about how you can share what happened.”

ROW	SAY	STUDENTS CIRCLE
a	Look at Reread, Skip, and Hurry. If a part does not make sense yet, which action can help you understand it?	Reread
b	Look at Color, Retell, and Sleep. After the book ends, which action can help you share what happened in the story?	Retell

WHAT TO ACCEPT

Accept circles on Title, Who?, Reread, and Retell, in that order. Students may also explain their choices orally during the read-aloud.