Story Reading Time

A short story response and a supported picture-book reading.

RL.K.10 "With prompting, modeling, and support, read literary texts appropriately complex for kindergarten."

NAME _____ DATE _____

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

1 STORY CLUES

a

fox	**frog**	**fish**

b

fox	**frog**	**fish**

2 READ TOGETHER

I read

a book

ANSWER KEY

Story Reading Time

HOW TO RUN THIS PAGE

Read the short story in Part 1 aloud, then let children respond to its questions. For Part 2, choose a kindergarten picture book with a repeated line. Model the line while pointing to its print, then listen to each child point to and read it with your support.

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

PART 1 · STORY CLUES

SAY "Listen to this little story. A fox sat by a pond. A frog jumped into the pond. 'Come back!' called the fox. Listen again if you need to."

ROW	SAY	STUDENTS CIRCLE
a	Which animal jumped into the pond? Circle its word.	**frog**
b	Which animal called, 'Come back'? Circle its word.	**fox**

PART 2 · READ TOGETHER

SAY "Now let's read a picture book. Watch my finger as I read a line that comes back in the book. When we find that line again, point to its words and read it aloud with me. After you read, trace the words in these boxes."

- Box 1: **I read**
- Box 2: **a book**

WHAT TO ACCEPT

Part 1: frog, then fox. For Part 2, observe each child's pointing and oral reading from the book's print; record the words read and the level of prompting or modeling separately. Tracing alone does not show reading.