

STATION 5

Storytelling



GOAL

The goal of this station is to teach families how to engage in shared reading experiences with their child(ren). There are many activities you can use to enhance storytelling and teachable moments throughout the day, with or without a book. The activities will provide ideas on how parents can support their child's comprehension and participation skills, expand vocabulary, and interest in books, identify different foods, enhance listening skills, and understand the life cycle of a butterfly.



FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS BY THE AGE OF 5

- Asks questions, and responds to adults and peers in a variety of settings
- Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition
- Follows directions
- Speaks and is understood when speaking
- Counts and identifies the number sequence "1 to 31"
- Demonstrates knowledge related to living things and their environments

1. INTRODUCTIONS (5 minutes)

Introduce yourself and the MDGLR Campaign. Share about the **READY, Set, Go Miami!** initiative and what this particular workshop is about. Invite people to introduce themselves, saying who they are and the ages of kids at home.

2. KEY MESSAGES (5 minutes)

Ask parents how they think this connects to early literacy development. Guide them through points such as:

- Reading at least 5 minutes a day helps your child build stamina for reading. This means that in the future your child will be able to sit through longer books.
- Reading with children helps develop vocabulary.
- Encourage parents to be consistent, but understanding. It is okay if a young child isn't sitting attentively. Encourage children to explore the books by turning the pages and talking about the pictures.
- When reading to your child(ren), asking questions increases their comprehension skills and builds imagination.

3. ICE BREAKER (5 minutes)

Use this time to have parents and caregivers warm up to the group by sharing.

- How does your child interact with books?
- Does your child like to be read to or pretend to read aloud?
- Do you have a special routine with your child that includes reading?
- In what language do you read books to your child?
- For which topics has he or she shown interest?



4. MATERIALS & ACTIVITIES (30 minutes)

Use the guide on the following pages to facilitate the “Storytelling” activities.

Optional Materials

Use the physical book or virtual book on YouTube titled: [The Very Hungry Caterpillar - Read Aloud Picture Book | Brightly Storytime](#)



Tech Tip: Pause the virtual book to point out pictures. Use the tablet or electronic device together with your child, as a shared activity.

Additional versions of the story in song and film are titled as follows on YouTube:

- [The Very Hungry Caterpillar Song](#)
- [The Very Hungry Caterpillar - Animated Film](#)



• For storytelling, please keep in mind that you don't always need a book. You can share with your child your favorite story and use these ideas to interact with her/him. Sharing with your child a traditional story or a story you make up at that moment is very valuable and will be something your child will remember. You'd love to plant in your child's memory that one story that when they grow up they'll say: "My dad used to tell me this story..." and then it becomes a family tradition.



Assistive technology and communication devices can be borrowed for free from the Step Up AT Lending Library at faast.org/stepup



Make a recording of a repeatable phrase such as, "But he was still hungry" with your child using this YouTube video titled: [AAC Strategies at Home - How to use communication devices at home.](#)



Any objects or visual props that relate to the story can be used. Your child can hold the prop while the story is being read or interact with items such as playdough, bendable materials like Wikki Stix or pipe cleaners, cookie cutter, toy butterfly or play food. This is a way to engage the sense of touch for any child and children with visual impairments.



For children who are not yet verbal or who are learning the English language, you can focus on visual supports to encourage your child to express themselves through symbols, as well as their native language. Visual supports can include picture cards, sign language, or the use of objects to have the story come to life.

ACTIVITIES BY AGE

0-12 MONTHS

Read the story to the infant, ask other family members to read too.

- Move the infant's fingers through the pages of the book.

Show each page of the book. Infants can follow the pictures with their eyes.

Encourage the infant to point with their finger or hand to pictures in the book.

- The caregiver can name the objects in the story, as the infant touches the picture.
- Parents can use a stuffed/soft toy or puppet to tell the story.

The caregiver can encourage the infant to try and repeat simple words from the story.

- They can also sing songs related to the story that have a simple repeatable rhythm.

1-3 YEARS OLD

Show the book and name the pictures and characters on each page, and repeat the words throughout the story (butterfly, apple, pears, plums, etc.).

- This will help them to build vocabulary, and understand the concept of characters.



Create a grocery list with your child, talk about names of items, characteristics, and how they are related.

- Discuss "same" and "different" characteristics pointing out the images on the pages that have similarities and differences.
- This vocabulary can also be tied into a conversation of colors and numbers.

Encourage your child(ren) to listen for the words "but he was still hungry."

- Every time your child(ren) hear it, have them hold out one finger or raise their hand and repeat the words, "but he was still hungry".

Teach your child how to sign the word 'hungry' with their hands using babysignlanguage.com/dictionary/hungry

- To make the sign for hungry, take your hand and make it into a 'C' shape with your palm facing the center of your body.
- Start with your 'C' hand around your neck and move it down towards your stomach.
- The sign is a lot like food going down into your stomach.

3-5 YEARS OLD

Read or talk through the images in the story to your child. Talking about the images increases your child's comprehension and helps build vocabulary.

Ask questions about the story:

- Tell me about what you see on this page?
- Can you name some of the objects on the page?
- What is the caterpillar doing? Why?
- How many ___ can you count?
- Can you show me the little caterpillar?
- What do you like about this page?

Asking and answering questions is an important skill for increasing comprehension when reading.

Point out the egg on the first page of the book.

- Talk about how the egg turns into a caterpillar and ask about the main character in the story.
- As you go through the story have your child find the caterpillar on each page and discuss what the caterpillar is doing and how it is feeling.

Discuss the life cycle of the butterfly:

- What happens first? Egg hatches
- What happens next? Caterpillar grows
- Then what happens? Builds a cocoon and turns into a butterfly

Read the story and ask open-ended questions about the story to engage your child.

- How did the caterpillar become a butterfly?
- What are some foods the caterpillar eats?
- What are some foods you eat to grow?
- What animal does a caterpillar become?
- What are some things you need to grow?
- What was your favorite part of the story?

Next time you go grocery shopping, take your child with you.

- While walking around in the produce section of a grocery store, identify the items from the book.
- Count how many fruits you are adding to your shopping cart.
- Discuss the different colors you see in the produce section.



5. DEBRIEF / GOAL SETTING (5 minutes)

Give caregivers an opportunity to reflect on what they learned and what they would like to try at home based on the workshop. Give participants the opportunity to sign up for The Children's Trust Book Club and learn about other resources in Miami-Dade County. The powerpoint for the station will have reflection questions and resources listed.

6. SURVEY (5 minutes)

Give caregivers the survey link (in the chat or comments of the online platform or write it on a board or paper if in person). Participants can use their phones to complete it.