

TIP Focus

Print Concepts / *Connecting with Books & Stories*

Book

In The Tall, Tall Grass

By: Denise Fleming

Example or Sample Activity

- Before you start, look at the cover. Ask the child who or what the book is going to be about.
- Pause after reading a page and ask questions about what was not in the story. For example, after “crunch, munch, caterpillars lunch” ask what the caterpillars are eating. Elaborate on the child’s response. Talk about color, size and shape.
- After finishing the book, ask children who or what they saw in the small, small pond.

TIPS to share with Parents

- Talking about pictures in the cover of a book helps a child make predictions. This develops a child’s reading comprehension.
- Picture book tell a lot of their stories through the images. In books that have fewer words, take time to talk about what the pictures are telling you. For example, on the page “crack, snap, wings flap” ask whose wings are flapping? You can talk more about flapping and encourage the child to flap their arms. “What other animals flap?”
- Ask children to recall words or pictures they saw in the story builds reading comprehension.

Example came from:

Sarah Zabel

Related Indicators:

Age Range	Educator/Adult	Children
B-18	Prompts children to point to pictures, characters, or objects in books	Points to familiar pictures, characters, and objects in books
18-36	Prompts children to recall specific characters from age appropriate stories Inserts pauses, providing children time to respond, & asks questions during story that allow children to make predictions.	Anticipates what comes next in known stories, with assistance (e.g., predicts the next animal in an animal concept book)
36-60	Same as 18-36	Same as 18-36