Name of Material: Pre-K Story Lab Mediator cards

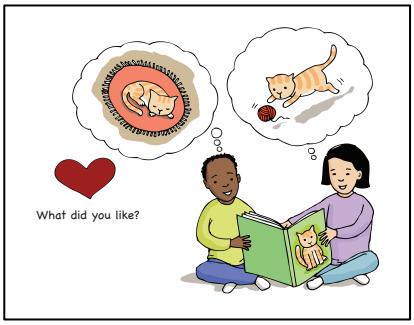
Assembly/printing instructions: Print each card double sided, in color if desired. Laminate for durability. You need to print at least one set per classroom.

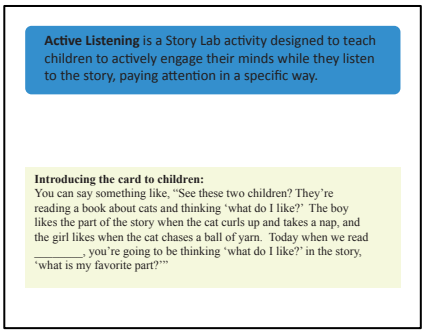
Activities this material is used in (Introduced at TR__):

Story Lab activities occur throughout the year, in various time blocks. Please refer to your manual for details about specific Story Lab activities.

Additional Information: These cards will get used frequently throughout the year, and in some cases children will be handling them. There is a sample script on the back of each card to help teachers explain the meaning of the picture to the children during the first introduction of the various comprehension strategies. It is easiest if this side faces 'up' so the teacher can read the back while the children see the picture side face up. The cards have been formatted to print correctly, you may need to adjust your printer settings for double sided.

Photo:





Sample Story Lab-Active Listening Mediator Card, front, back

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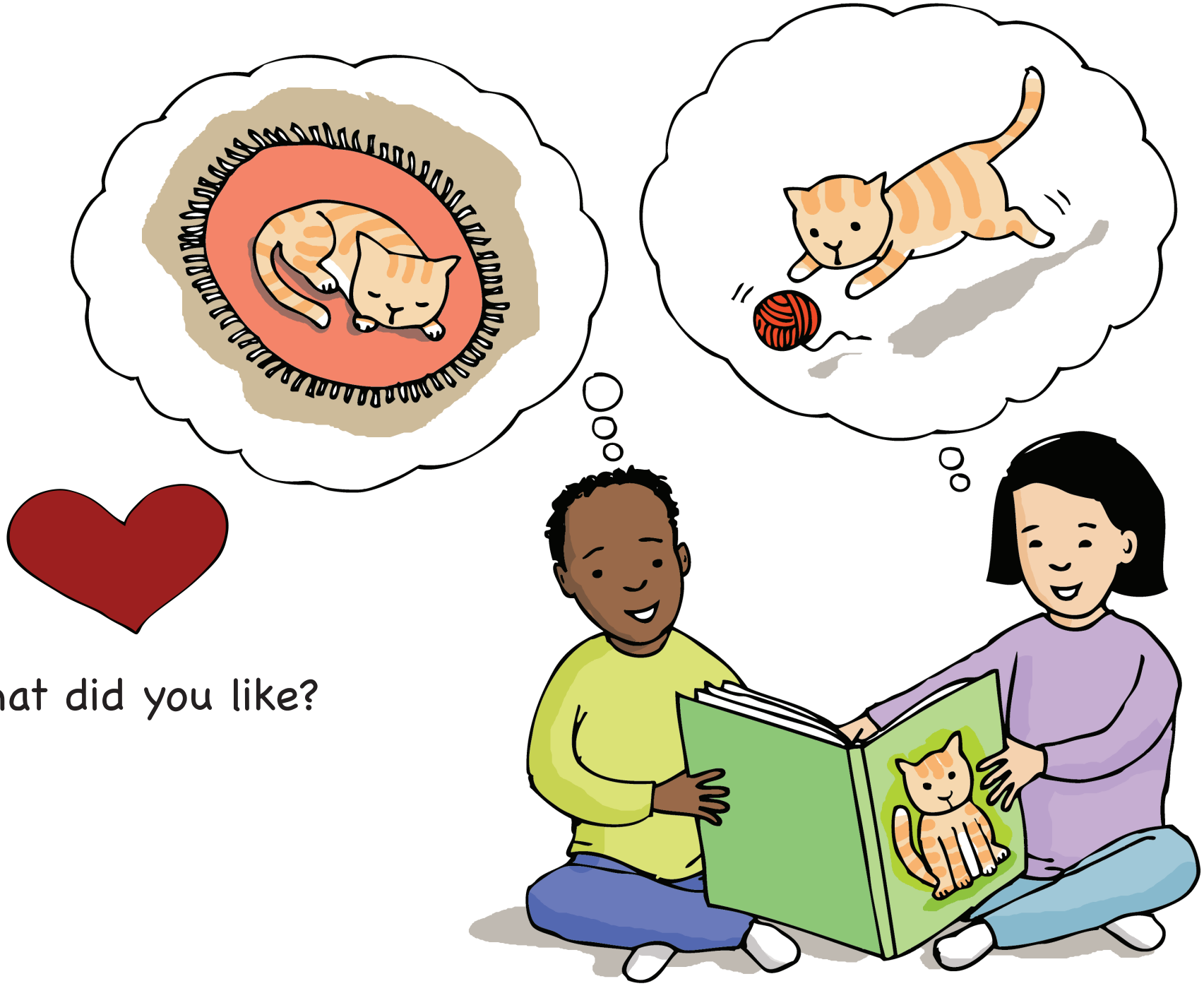


What did you like?

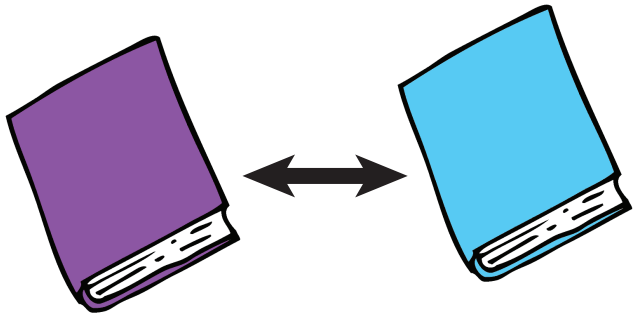
Active Listening is a Story Lab activity designed to teach children to actively engage their minds while they listen to the story, paying attention in a specific way.

Introducing the card to children:
You can say something like, "See these two children? They're reading a book about cats and thinking 'what do I like?' The boy likes the part of the story when the cat curls up and takes a nap, and the girl likes when the cat chases a ball of yarn. Today when we read _____, you're going to be thinking 'what do I like?' in the story, 'what is my favorite part?'"

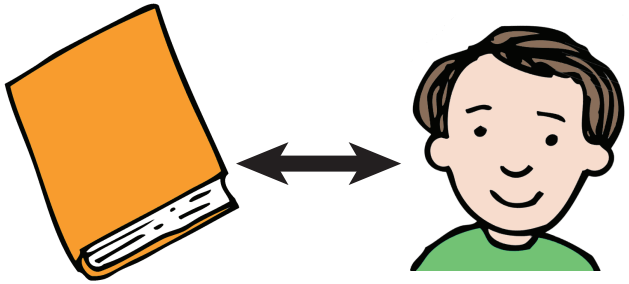
Can you make a connection?

Connections is a Story Lab activity designed to teach children to intentionally make connections and learn to think about the kind of connections they are making.

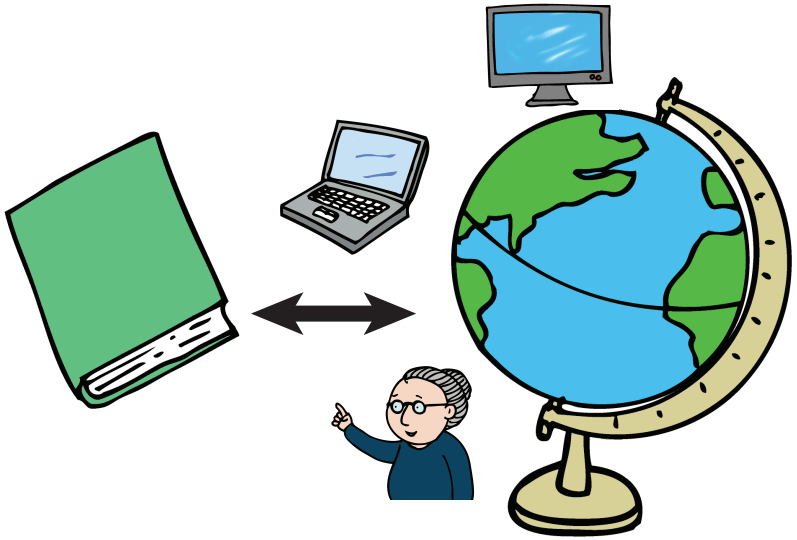
Introducing the card to children:
You can say something like, "See these two children? They're reading a book about fish and thinking 'can I make a connection?' The boy is making a connection to a TV show he saw about fish, and a book he read. The girl is making a connection to fish she has at home. Today when we read_____, you're going to be thinking 'what connection can I make?' as I read. Then we'll talk about what kinds of connections you've made."



Text to Text



Text to Me



Text to World

What kind of connection did you make?

Connections is a Story Lab activity designed to teach children to intentionally make connections and learn to think about the kind of connections they are making. This Connections card is used to help children **categorize** their connections after they make them.

Introducing the card to children:
You can say something like, "These are different kinds of connections we can make. We can make text to text connections, making a connection between the book we're reading and another book we've read; we can make text to me connections, making a connection between a book and something we've experienced, and we can make a text to world connection, making a connection between a book and something we learned about in the world-- through TV, the computer, or something someone told us. Let's think about the kinds of connections we just made..."

Can you remember the new words and say what they mean?

Vocabulary is a Story Lab activity designed to teach children new vocabulary words, which children hold in their minds as they listen for the new words in a book read aloud.

Introducing the card to children:
You can say something like, "See these two children? They're reading a book about cats and thinking about new words in the book and what they mean. Calico is a new word they learned that describes a pattern of cats fur. They're keeping that word in their minds as they listen to the story, and then will practice using it and say what it means. Today when we read _____, you're going to be thinking 'what are the new words and what do they mean?' as I read."

What did you learn?

Learning Facts is an extension of Active Listening using nonfiction books. It is designed to teach children to think about what they are learning--to identify something new that they didn't know before, something they learned from listening to a book read aloud.

Introducing the card to children:
You can say something like, "See these two children? They're reading a book about frogs and thinking about what they learned--something new they didn't know before. The boy learned that frogs eat flies, and the girl learned that frogs start out as tadpoles. Today when we read_____, you're going to be thinking 'what is something new I learned?' as I read."

How did _____ feel?

Character Empathy is a Story Lab activity that teaches children to think about feelings and learn about emotions by imagining what characters are feeling as children are listening to the story.

Introducing the card to children:
You can say something like, "See these two children? They're reading a book about a surprise party. Can you see the girl opening the door and balloons and presents inside? They're thinking about how the girl in the story is feeling. Is she happy or excited? Sad or scared? Today when we read _____, you're going to be thinking 'what is _____ feeling?' as I read."

How can you extend the story?

Story Extensions is a Story Lab activity designed to teach children to extend a familiar patterned story by adding a new idea to the storyline by drawing and writing a new page.

Introducing the card to children:
You can say something like, "See these two children? They're reading a story and thinking 'how can I extend the story--how can I add something new?' Today when we read _____, you're going to be thinking 'How can I extend the story,' and then you'll draw and write your story extension idea."

What happened first, and then what happened, and then what happened...?

Story Grammar is a Story Lab activity that teaches children to remember and sequence the main events of stories and discuss characters and setting.

Introducing the card to children:
You can say something like, "See these two children? They're reading a book about butterflies. They are thinking about what happened first, and then what happens and then what happens. They remember that first the caterpillar eats leaves, and then it makes a chrysalis and then it turns into a butterfly. Today when we read _____, you're going to be thinking 'what happens first, and then what happens, and then what happens?' as I read."

What do you predict will happen next?

Predictions is a Story Lab activity designed to teach children to predict what will happen next based on the reading of the text. Children have to make an active effort to use their knowledge of the text, remember story events and make logical guesses based on that memory.

Introducing the card to children:
You can say something like, "See these two children? They're reading a story about a kitten stuck up in a tree and making predictions about what will happen next. The boy predicts the kitten will climb down and jump to its owner, and the girl thinks the fire department will come and use a ladder to help the kitten down. Today when we read _____, you're going to be thinking 'what do I predict will happen next?' as I read."