

Cox Campus Guide: Transforming Story Time (START Strategy)

NOTE: This tool was created to help guide you through the Transforming Story Time (START) course in a meaningful and intentional way. The course has been broken down into smaller pieces with reflection and practice built into each. Also included are the Expected Child Outcomes that directly align to the strategies presented in Power of Language. Users have found when they follow this guide; implementation of the strategies is more effective in the classroom.

Expected End-of-Year Child Outcomes for Transforming Story Time (The START Strategy), Preschool/PreK:

PRESCHOOL 36-48	PRE-K 48-60
<p>With prompting, answers why questions correctly using longer and multiple sentences.</p> <p>Storybook example:</p> <ul style="list-style-type: none">• <i>When asked, “Why did the baby owls get upset even though they knew their mom was getting them food?”, child responds, “Because they loved her so much and missed her. They always wanted to be with her.”</i> <p>Informational book example:</p> <ul style="list-style-type: none">• <i>When asked, “So what did we learn about owls in this informational book...why did the mother owl have to leave</i>	<p>Answers the why question correctly</p> <p>Storybook Example:</p> <ul style="list-style-type: none">• <i>When asked, “Why did the owls huddle together on the branch?” Child says, “Because they feel safer and thought that big animals wouldn’t eat them if they are huddled together and look bigger.”</i> <p>Informational book example:</p> <ul style="list-style-type: none">• <i>When asked, “So what did we learn about owls in this informational book...why did the mother owl have to leave her babies at nighttime?” child says, “Because owls are nocturnal, and they have special eyes that can see at night.”</i>

her babies at nighttime?” child says, “Because they are awake at night.” Teacher responds, “Yes, that’s because they are noc...” child says, “Nocturnal!”

Draws connection between informational book back to the paired story book, with prompting

- *When asked, “We just read an informational book and learned that big birds like hawks and eagles like to eat baby owls...why do you think the baby’ owls needed to live in the hole inside the tree?” child says, “So the big birds couldn’t see them.”*

GELDS: CLL5.3c

Answers inferential questions.

- *When asked, “Even though the author doesn’t tell us in the words of the story, why do you think Peter wanted to run away from home?”, child responds, “Because he was so upset because his new baby sister was getting all of his parents’ attention, and he was being ignored.”*

Draws connection between informational book back to the paired story book

- *After listing to an informational book about owls, child says “Oh that’s why the baby owls huddled together so they would look big and scare the predators.”*

GELDS: CLL5.4c

Participates in story time and acts out familiar story

- *Says favorite lines of stories along with teacher as she reads aloud*
- *Show excitement when favorite part of story is read (e.g., claps, says, “I love this part!”)*

GELDS: CLL5.3b

Retells familiar stories

- *Using pictures of key events, retells the story*
- *Using story props (objects, puppets, felt-board stories) retells the story*

GELDS: CLL5.4b

PRESCHOOL 36-48**PRE-K 48-60**

With prompting, responds to a question about the story using Tier 2 words.

- *When asked, “Why did the baby owls miss their mommy?”, child responds, “Because they were dependent on her.”*

Uses tier 3 words when discussing informational books with prompting

- *When asked, “So what did we learn about owls in this informational book...why did the mother owl have to leave her babies at nighttime?” child says, “Because they are awake at night.” Teacher responds, “Yes, that’s because they are noc...” child says, “Nocturnal!”*

GELDS: CLL5.3c

Uses Tier 2 words and complex sentences when discussing story.

- *“When it was raining, the baby rabbits got soaked because their fur absorbed the raindrops. They had to find shelter so they would be protected from the storm.”*

Plays with the story language outside of the story reading context

- *When playing on the playground, pretends to be the troll in “Three Billy Goats Gruff” and says, “Who’s that on my bridge?”*
- *When dictating a story about drawing, says, “Once upon a time there was....”*

Identifies characters, events, settings in a story

- *When asked, “Tell me about the characters in the story?” child says, “There was a bunny named Max and his big sister is Ruby.”*
- *When asked, “What happened to Max in this story?” child says “He got lost in the store because his sister Ruby was trying on a pretty dress and wasn’t watching him.”*

Acts out main events of familiar story

- *Pretends to be Goldilocks in dramatic play and acts out waking up when the bears come home*

GELDS: CLL5.3b

- *When asked, “Where were Max and Ruby in the story?” child says, “They were in the department store shopping for a new shirt for Max because his other one was too small.”*

Draws connections between story events.

- *“Ruby started trying on clothes in the dressing room and so she wasn’t paying attention to her brother Max. That’s why he wandered off and got lost in the store.”*

GELDS: CLL5.4c

Links situations in the book to situations outside the book

- *After listening to a read-aloud about the life-cycle butterflies, points to a real butterfly and says, “She used to be a caterpillar.”*

GELDS: CLL5.4d

Makes real-world connections between stories and real-life experiences.

- *After listening to *The Snowy Day*, child says, “When I left my ice cream outside the refrigerator, it melted just like Peter’s snowball.”*

GELDS: CLL5.4d

Cox Guide: Transforming Story Time (The START Strategy), Preschool/PreK

Course/Lesson	Guiding Questions	Action Steps	How will I know I've been successful with my action steps?	Extra Support/Resources available on Cox Campus
<p>Transforming Story Time: Lesson 1: Introduction to START</p> <p>Overview:</p> <p>In this lesson, you will learn basic information about the purpose of interactive read alouds and the elements of the START strategy. Learners will also learn how to identify</p>	<p>-What are the benefits of using the START strategy, through carefully planned repeated reads?</p> <p>-Think of the books you read to your class on a regular basis. Which ones might be good selections for START reads? Why?</p>	<p>Practice finding books that have the characteristics of a sophisticated storybook:</p> <p>Read through some of the books you share with your class. Do some of them have main ideas or story problems that are not directly stated in the story, vocabulary unfamiliar to children, or characters with specific personalities? These are good books to use for the START strategy.</p> <p>Community Discussion:</p> <p>Go to the Cox Campus Community Discussion and find out what books other teachers are using for START reads. Share your ideas of</p>	<p>Expected Child Outcomes: See listed on first page</p> <p>Teacher Indicators:</p> <ul style="list-style-type: none"> - Teacher creates a safe, nurturing, loving environment where children are given multiple opportunities throughout the day to hear and use spoken language, in English or in home language. - Classroom environment is reflective of a No Shhh Zone where every child's voice is honored and teachers gain children's attention through the use of developmentally appropriate strategies. -Teacher reads the storybook 3 times throughout the week using the START strategy, has understanding 	<p>Read the following document(s) in the Resource Library:</p> <ul style="list-style-type: none"> - START Poster - First START Read Teaching Aid -Second START Read Teaching Aid -Third START Read Teaching Aid -Reading with Children

<p>sophisticated storybooks.</p>	<p>-What is a sophisticated storybook?</p> <p>-Why is it important to read sophisticated storybooks? How can they help children be more successful?</p>	<p>sophisticated books that work well within various themes or different parts of the year.</p> <p>Practice planning for s</p> <p>START read: Read through some of the sophisticated books you share with your class. Practice identifying the story problem and main idea. How will this planning support you with your read?</p> <p>Practice: Select tier 2 vocabulary words from a book you are planning to read. Include these words in conversations with children throughout your day. How does connecting vocabulary from story reads to other parts of your day benefit</p>	<p>of each element, and the purpose for each read</p> <p>S is for STATE T is for Teach A is for Ask R is for Respond T is for Tie</p> <p>1st read: Explains the key events and how they are related to each other. Models inferential thinking</p> <p>-Pushes-in Tier-2 vocabulary</p> <p>2nd read: Pushes-in the characters' thoughts and feelings about the key events.</p> <p>-Continues pushing-in Tier-2 vocabulary</p> <p>3rd read: Pulls-out language and Tier 2 vocabulary. Supports the children as they express their comprehension and critical thinking skills.</p> <p>STATE: States the title and author, as well as the purpose of the read</p>	<p>-List of Sophisticated Storybooks organized by Theme</p> <p>- Planning for START Reads</p>
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		<p>children? Also, consider how you will introduce these words to dual-language learners before your read-aloud of the storybook?</p>	<p>(e.g., “Today we are reading Peter’s Chair...the author is...I wonder...Let’s read and find out.”). Gives the purpose statement to capture children’s interest.</p> <p>TEACH: Pushes-in target vocabulary, key events, or the characters’ thoughts and feelings. Uses think-alouds to model predictions and explain ideas that are not explicit.</p> <p>Ask: Asks open-ended question (why/how), that supports the main idea of the story, at the end of the story to pull out key information and promote critical thinking.</p> <p>Respond: Acknowledges child’s response to the why question, restates what child says with a more complex sentence and lifts language (i.e. Child says “Peter was sad.” Teacher responds with, “Yes. Peter was upset because he knocked Amy down.”)</p>	
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			<p>TIE: Tells the children the story's main idea and describes a related follow-up activity that will be available at small groups or center time.</p>	
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<p>Transforming Story Time: Lesson 2: The First START Read: State and Teach</p> <p>Overview:</p> <p>This lesson takes a closer look at the first 2 elements of a first START read. Learners will discover strategies to use START as an anchor to facilitate meaningful conversations around the book all day. The learner will also be given examples of how the strategy</p>	<p>Why is it important for the teachers to know the main idea of a book before implementing a START read? How does the main idea drive everything in a START read?</p> <p>Why is it important to state or explain the purpose of the read? How will it support the children?</p> <p>How do you think using the PAT strategy helps children to understand</p>	<p>Watch the video example of the first START read of Owl Babies on Cox Campus: What stands out to you about this example? After watching a complete read, how do you feel a first START read would be beneficial to your students?</p> <p>Prepare for and Practice a first START read, Video and Reflect: Mark a book for the first read using an existing START guide. Spend some time reading through the book with the guide included. Practice a complete read with a coach or colleague. When you feel ready, implement the first read with children.</p> <p>Have your coach or a colleague videotape you as you do a START read. As you watch the video, notice what went well. What can</p>	<p>Expected Child Outcomes: See listed on first page</p> <p>Teacher Indicators:</p> <ul style="list-style-type: none"> - Teacher creates a safe, nurturing, loving environment where children are given multiple opportunities throughout the day to hear and use spoken language, in English or in home language. - Classroom environment is reflective of a No Shhh Zone where every child’s voice is honored and teachers gain children’s attention through the use of developmentally appropriate strategies. <p>STATE:</p> <p>1st START Read: Focus on key events of the story.</p> <ul style="list-style-type: none"> - Captures the children’s attention with a song or finger play. -Describes the book's cover, as well as stating the title and author. (e.g., 	<p>Read the following document(s) in the Resource Library:</p> <ul style="list-style-type: none"> -Video: START Read 1 of Owl Babies - PAT strategy poster - START Poster - First START Read Teaching Aid - START guides from Cox Campus -Planning for START reads - 101 Tier 2 Words in
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<p>is planned and implemented.</p>	<p>and use Tier 2 words?</p> <p>How will you incorporate think- alouds into story reads in everyday conversations with children? How does using think alouds help children make inferences? How does this help them be able to read by the 3rd grade?</p> <p>-What are the benefits of using the</p>	<p>you work to improve on for your next read? Use the teacher indicators to help you reflect. How do you think the START strategy will impact your students overall? Share your questions/thoughts/concerns in the Cox Campus Community or in your private group!</p> <p>TIE activity: Plan for extension activities that will reinforce and encourage meaningful conversations about the story and the main idea. Also, practice pulling out the target vocabulary words during your activity and conversations throughout the day.</p>	<p>“Today we are reading....the author is..)</p> <p>-States and explains the purpose of the read so children will know what to listen for (e.g., I wonder what will happen when...Let’s read and find out.”).</p> <p>TEACH:</p> <p>-Pushes-in target vocabulary (Tier 2 words) and key events related to the story problem.</p> <p>-Models inferential thinking, explains cause and effect about main events and the main idea.</p> <p>-Selects and teaches target Tier 1 vocabulary to support dual language learners.</p> <p>- Uses PAT strategy: Points to illustrations, Acts out words, Tells child friendly definition for target vocabulary (as needed).</p>	<p>English and Spanish</p> <p>- Vocabulary and Common phrases in Spanish</p> <p>-Building Vocabulary Teaching Aid</p>
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	<p>START strategy?</p> <p>-How does target vocabulary relate to each of the four elements of a START read? Why is it important for children to understand the target vocabulary?</p> <p>-Which target vocabulary will you plan to introduce to your dual language learners? How will you introduce it?</p>		<p>-Uses think-alouds to model predictions and explain ideas that are not explicit.</p> <p>- Evidence of planning for START; usage of START book guides and planning for START reads resources; throughout the week in schedule, common planning, and lesson plans.</p>	
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<p>Transforming Story Time: Lesson 3:</p> <p>The First START Read: Ask, Respond and Tie</p> <p>Overview:</p> <p>This lesson dives deeper into the last three elements of a first START read. You will learn about the importance of choosing target vocabulary, how it benefits children and how to properly plan ahead for your first START read.</p>			<p>Expected Child Outcomes: See listed on first page</p> <p>Teacher Indicators:</p> <ul style="list-style-type: none"> - Teacher creates a safe, nurturing, loving environment where children are given multiple opportunities throughout the day to hear and use spoken language, in English or in home language - Classroom environment is reflective of a No Shhh Zone where every child’s voice is honored and teachers gain children’s attention through the use of developmentally appropriate strategies - Evidence of planning for target vocabulary, the why question, respond, and tie activities, throughout the week during common planning, in schedule and lesson plans; including usage of bubble maps, START guides, safety nets, etc. 	<p>Read the following document(s) in the Resource Library:</p> <ul style="list-style-type: none"> - Video: START read 1 of Owl Babies -First START read teaching aid -Building Vocabulary Teaching Guide -START Ladder -START ladder with Safety Nets -START planning Template -START planning Template Guide
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			<p>Ask: Asks open-ended question (why/how), that supports the main idea, at the end of the story to pull out target vocabulary and key events you pushed in</p> <ul style="list-style-type: none"> - Engages children in critical thinking and making inferences <p>Respond: Acknowledges child's response and restates what child says with a more complex sentence (i.e. Child says "Peter was sad." Teacher responds with, "Yes. Peter was upset because he knocked Amy down.")</p> <ul style="list-style-type: none"> - Builds on what child says by adding more information (i.e. Child says, "Peter was sad." Teacher responds with, "Yes. Peter was upset because he knocked Amy down. He was worried that because he knocked her down, Amy would not want to come to his birthday party." 	<ul style="list-style-type: none"> -Planning for START Reads -START Poster -START Checklist -Building Vocabulary Teaching Aid -Vocabulary and Common Phrases in Spanish -Video: Introduction to Centers: The Fresh Market -Writing and Sophisticated Storybooks -Extension Activities
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			<ul style="list-style-type: none"> - Uses Tier 2 vocabulary when responding to child's statements - Uses correct syntax - Uses safety nets when needed to scaffold child's learning: Examples: <ul style="list-style-type: none"> • Asking simple yes/no questions or questions with few choices, e.g., is it ___ or ___? • Models answer for child using a well formed sentence • Provides a phonemic clue Tie: Ties story together by summarizing the main idea -Introduces and explicitly explains extension activities that ties the target vocabulary, key events, or main idea of the book to other parts of the day (e.g., centers, small group activities) - Continues to have meaningful conversations, pushing in and pulling out book-related target vocabulary during book activities 	<ul style="list-style-type: none"> -Bubble Map -Bubble Map Template
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			(e.g., centers, small group activities) and throughout the day	
<p>Transforming Story Time: Lesson 4:</p> <p>The Second Read:</p> <p>Overview:</p> <p>In this lesson, learners will gain understanding on why it is important to read the same book multiple times, continuing to promote and model vocabulary, and model critical thinking for</p>	<p>-How does the 1st START read differ from the 2nd? How does the 2nd read build off of what you did in the 1st read?</p> <p>-As you help children infer the thoughts and feelings of characters in sophisticated story books, how do you see them applying these skills in other areas? How is this</p>	<p>Watch the video example of the second START read of Owl Babies on Cox Campus: What stands out to you about this example? After watching a complete read, do you feel that you would be able to implement a second START read? Why or why not</p> <p>Plan safety nets: Plan safety nets for the why question of a story you are reading to your class. What are some possible responses from children? How can you encourage children to elaborate and use tier 2 words in their answers? How can you provide a safety net</p>	<p>Expected Child Outcomes: See listed on first page</p> <p>Teacher Indicators: - Teacher creates a safe, nurturing, loving environment where children are given multiple opportunities throughout the day to hear and use spoken language, in English or in home language</p> <p>- Classroom environment is reflective of a No Shhh Zone where every child's voice is honored and teachers gain children's attention through the use of developmentally appropriate strategies</p> <p>-Evidence of planning for the 2nd START read throughout the week in the schedule, common planning and lesson plans; including usage of</p>	<p>Read the following document(s) in the Resource Library:</p> <p>- Video: START read 2 of Owl Babies</p> <p>- Second START Read Teaching Aid</p> <p>- START guides from Cox Campus</p> <p>- Planning for START Reads</p> <p>-START Planning Template</p>

<p>children. The lesson also covers planning for the second START read, which focuses on the thoughts and feelings of story characters.</p>	<p>beneficial for them?</p> <p>-Why is it beneficial to read the storybook several times to children?</p>	<p>for a child who does not answer at all?</p> <p>Practice a second START read: Mark a book for the second read using an existing START guide with your coach. Spend some time reading through the book with the guide included. Practice a complete read with your coach. When you feel ready, implement the second read with your students. What went well? What would you like to continue to work on?</p> <p>Have your coach or a colleague videotape you as you do your 2nd START read. As you watch the video, notice what went well. What can you work to improve on for your next read? Use the teacher indicators to help you reflect. As you continue to</p>	<p>bubble maps, START guides, safety nets, etc.</p> <p>-Introduces target Tier 1 vocabulary to dual language learners before the story is read.</p> <p>STATE: 2nd START Read: Focus' on the characters thoughts and feelings</p> <p>- Captures the children's attention with a song or finger play</p> <p>-Describes the book's cover, as well as stating the title and author. (e.g., "Today we are reading...the author is...)</p> <p>-States and explains the purpose of the 2nd read (e.g., "I wonder how Peter feels when....Let's read and find out.") focusing on character's thoughts and feelings</p> <p>TEACH: Continues to push in key vocabulary (Tier 2 words) related to main events, and the characters' thoughts and feelings about them</p>	<ul style="list-style-type: none"> - START Ladder Safety Nets - START Poster -PAT Poster -Building Vocabulary Teaching Aid -Vocabulary and Common Phrases in Spanish -Video: Introduction to Centers: The Fresh Market -Writing and Sophisticated Storybooks -Extension Activities -Bubble Map
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		<p>use the START strategy, how do you think it is impacting your students overall? Share your questions/thoughts/concerns in the Cox Campus Community or in your private group!</p> <p>TIE activity: Plan for an extension activity that will reinforce and encourage meaningful conversations about the story and the main idea. Also, practice pulling out the target vocabulary words during your activity and conversations throughout the day</p>	<ul style="list-style-type: none"> -Selects and teaches target Tier 1 vocabulary to support dual language learners - Uses PAT strategy: Points to illustrations, Acts out words, Tells child friendly definition for target vocabulary (as needed) -Uses think-alouds to model predictions and explain ideas that are not explicit, which will help children make inferences when the feelings are not explicitly stated -refrains from asking children questions about the read during Teach Ask: Asks open-ended question (why/how) at the end of the story, related to character's thoughts and feelings -Pulls out target vocabulary and engages children in critical thinking Respond: Acknowledges child's response and restates what child 	<ul style="list-style-type: none"> -Bubble Map Template -START Checklist
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says with a more complex sentence (i.e. Child says “Peter was sad.” Teacher responds with, “Yes. Peter was upset because he knocked Amy down.”)

- Builds on what child says by adding more information (i.e. Child says, “Peter was sad.” Teacher responds with, “Yes. Peter was upset because he knocked Amy down. He was worried that because he knocked her down, Amy would not want to come to his birthday party.”)

- Uses Tier 2 vocabulary when responding to child’s statements

- Uses correct syntax

- Uses safety nets when needed to scaffold child’s learning: Examples:

- Asking simple yes/no questions or questions with few choices, e.g., is it ___ or ___?
- Models answer for

			<p>child using a well formed sentence</p> <ul style="list-style-type: none"> • Provides a phonemic clue <p>TIE: Ties story together by summarizing the main idea</p> <p>-Introduces and explicitly explains activities that ties target vocabulary, key events, character thoughts or feelings, or main idea of the book to other parts of the day (e.g., centers, small group activities)</p> <p>- Continues to have meaningful conversations, pushing in and pulling out book-related target vocabulary throughout the day</p>	
<p>Transforming story Time:</p> <p>Lesson 5: The Third Read:</p> <p>Overview:</p> <p>This lesson helps learners discover the</p>	<p>-What is the goal of the third read?</p> <p>-How is the third read different from the first and second reads?</p>	<p>Practice a third START read: Mark a book for the third read using an existing START guide with your coach. When you feel ready, implement the third read with your students.</p> <p>Have your coach or a colleague videotape you as</p>	<p>Expected Child Outcomes: See listed on first page</p> <p>Teacher Indicators:</p> <p>- Teacher creates a safe, nurturing, loving environment where children are given multiple opportunities throughout the day to hear and use</p>	<p>Read the following document(s) in the <i>Resource Library</i>:</p> <p>- Video: START read 3 of Owl Babies</p>

<p>benefits of implementing START reads, which supports oral language, comprehension, and critical thinking. The learner also learns how to plan for and walks through the third START read, which focuses on supporting children in recalling and re-telling information about the events and thoughts and feelings of characters in the books, as well as their use of</p>	<p>-What characteristics does START and TALK share?</p>	<p>you do your 3rd START read. As you watch the video, notice what went well. What can you work to improve on for your next read? Use the teacher indicators to help you reflect. How might doing a third read with a small group be beneficial for students who need additional support? Share your questions/thoughts/concerns in the Cox Campus Community or in your private group!</p> <p>TIE activity: Plan for an extension activity that will reinforce and encourage meaningful conversations about the story and the main idea. Also, practice pulling out the target vocabulary words during your activity and conversations throughout the day.</p>	<p>spoken language, in English or in home language</p> <ul style="list-style-type: none"> - Classroom environment is reflective of a No Shhh Zone where every child's voice is honored and teachers gain children's attention through the use of developmentally appropriate strategies -Evidence of planning reflective for the 3rd START read throughout the week in the schedule, marked storybooks, and lesson plans; including usage of bubble maps to plan activities after the story is read and ways you will respond when supporting children to answer the why question by using safety nets. <p>STATE: 3rd Read: Focus' on children to retell the story and commenting on the main events, as well as their impact on the character's thoughts and feelings</p>	<ul style="list-style-type: none"> -Third START Read Teaching Aid -START guides from Cox Campus -START Planning Template -START Poster -PAT Poster -Building Vocabulary Teaching Aid -Vocabulary and Common Phrases in Spanish -Video: Introduction to Centers: The Fresh Market
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<p>target tier 2 vocabulary.</p>			<ul style="list-style-type: none"> -Captures the children’s attention with a song or finger play -Asks children to tell you the title of the book and the story problem. -States the purpose of the read (e.g., Now that you know the story so well, I want you to help me tell it...Remember Peter was feeling...I wonder why he...let’s read and find out.) TEACH: Pulls-out key events, character’s thoughts and feelings, and target vocabulary (Tier 2 words) -Asks open-ended questions and have conversations about the book that help children reconstruct the story -Lifts language and uses the TALK strategy when responding to children and guides them to be able answer the final why question 	<ul style="list-style-type: none"> -Writing and Sophisticated Storybooks -Extension Activities -Bubble Map -Bubble Map Template -START Checklist
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ASK: Asks open-ended question (why/how) and pulls out vocabulary and main idea that has been pushed in during the first 2 reads

- Engages children in critical thinking and making inferences

Respond: Continues to pull-out information

-Acknowledges child's response and restates what child says with a more complex sentence (i.e. Child says "Peter was sad." Teacher responds with, "Yes. Peter was upset because he knocked Amy down.")

- Builds on what child says by adding more information (i.e. Child says, "Peter was sad." Teacher responds with, "Yes. Peter was upset because he knocked Amy down. He was worried that because he knocked her down, Amy would not want to come to his birthday party.")

			<p>- Uses Tier 2 vocabulary when responding to child's statements</p> <p>- Uses correct syntax</p> <p>- Uses safety nets when needed to scaffold child's learning: Examples:</p> <ul style="list-style-type: none">• Asking simple yes/no questions or questions with few choices, e.g., is it ____ or ____?• Models answer for child using a well formed sentence• Provides a phonemic clue <p>TIE: Children help you tie the story together</p> <p>- Explicitly makes the connection between book and activities during other parts of the day (e.g., centers, small group activities)</p> <p>- encourages meaningful conversations about the story and it's main idea; gives opportunity for children to use tier 2 vocabulary</p>	
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			<p>(e.g., centers, small groups, outside play)</p> <p>- Evidence of Tie and extension activities in lessons throughout the week using target vocabulary from the story</p> <p>START and TALK: Implements TALK strategy during Teach, Respond, and Tie activities</p>	
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<p>Transforming Story Time: Lesson 6: Sarah's Experience Planning for Transforming Story Time</p> <p>Overview:</p> <p>This lesson dives into how to plan for each component of a START read.</p>	<p>-Why is planning for a START read important?</p> <p>-What are some ways you can practice for a successful START read?</p> <p>-What are the differences between the story problem and the purpose statement?</p> <p>-What are some snags you have encountered with START reads in your classroom? How might you plan in advance</p>	<p>Practice: Practice planning for a first START read. Select a sophisticated storybook and determine the main idea, key events, think alouds, tier 2 vocabulary words and a Why question. Also, decide what story problem to present to the children for them to think about during the read and what your purpose statement will be.</p> <p>Reflect: What questions do you have about selecting sophisticated storybooks and preparing them for a START read with your class?</p> <p>Reflect: After each read, take time to reflect on how the read went. What went well? What was challenging? Did the children understand the main idea? Were they able to answer the "Why" question? Were they</p>	<p>Expected Child Outcomes: See listed on first page</p> <p>Teacher Indicators:</p> <p>-Evidence of intentional planning for each element of START throughout the week, during common planning, in schedule and lesson plans</p> <p>- Evidence of Tie and extension activities in lessons throughout the week using target vocabulary from the story</p> <p>- Using a completed guide, teacher is able to mark up a book</p> <p>- Evidence of engaging families</p> <ul style="list-style-type: none"> ● Sharing relevant resources ● Inviting families into the classroom ● Updating families on child's progress 	<p>Read the following document(s) in the Resource Library:</p> <p>- START planning template</p> <p>-START planning template guide</p> <p>-Planning for START Reads</p> <p>- First START Read Teaching Guide</p> <p>- Second START Read Teaching Guide</p> <p>- Third START Read Teaching Guide</p>
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for these challenges?

engaged throughout the read? Share your questions/thoughts/concerns in the Cox Campus Community or in your private group!

Community Discussion: As you begin planning your own START read, how have you approached your planning? What are some of the challenges you have encountered? Share in the Cox Campus Community.

Helpful Hint: Select some fingerplays and songs to have readily available during START reads to help keep children engaged.

-Bubble Map Template

<p>Transforming Story Time: Lesson 7:</p> <p>Responsive teaching and START</p> <p>Overview:</p> <p>This lesson explores how to use observation to plan responsive teaching and how to engage responsively with each child. The learner will learn information on the types of responses children might</p>	<p>-What is the START goal for children?</p> <p>-What are the steps on the START ladder?</p> <p>-What are safety nets?</p> <p>-How will you observe individual children and determine where each child is on the START ladder?</p> <p>Based on your observations, how will you plan individual supports and</p>	<p>Practice: Try a START read in a small group for dual language learners or other children who need additional support. Remember to use safety nets to help children move up the ladder.</p> <p>START Checklist Practice: Have your co- teacher or coach observe and utilize the START checklist during a START read to document where children are on the START ladder. Reflect on the documentation to plan which safety nets and vocabulary you will use to support each child.</p> <p>Community Discussion: Go to the Cox Campus Community Discussion to</p>	<p>Expected Child Outcomes: See listed on first page</p> <p>Teacher Indicators:</p> <ul style="list-style-type: none"> - Progress monitors children’s development using START checklists and plans intentionally based on this information; over time sees growth in children’s development (see expected child outcomes) - Evidence of responsive instruction including scaffolding (safety nets) as described on the START ladder -Adaptations are implemented for dual language learners -Evidence of culturally and linguistically diverse selection of sophisticated storybooks 	<p>Read the following document(s) in the Resource Library:</p> <ul style="list-style-type: none"> - START Ladder - START Ladder Safety Nets - START Checklist -Reading Books with Dual Language Learners -Vocabulary and Common Phrases in Spanish

<p>give during START reads and methods for moving children to the next level.</p>	<p>use safety nets to be responsive during a START read and throughout the day?</p> <p>-How will you plan to support dual language learners with START reads?</p> <p>How will you monitor children's progress in comprehension and vocabulary gains throughout each day?</p>	<p>share your successes and challenges with moving children to the next level. Find out what other teachers have to share about responsive instruction during START.</p>		<p>-Classroom Language Template</p> <p>-RRFTS Expected Child Outcomes in Language and Literacy</p> <p>-Tuning-In and Responsive Teaching for START Teaching Aid</p>
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