

Story Time

Description: Story time is a common enjoyable activity conducted across most center-based programs. A Story Time activity can be for one child or a small group of children and can involve more than just reading a book with a familiar adult. For example, during the story, children can be encouraged to repeat rhyming words, reenact the story, or follow along using props such as flannel board pieces or puppets. During story time, skills such as establishing joint attention, functional use of reading materials, locating objects, and sounding out words can be assessed.

Suggested Materials and Procedures: Suggested materials include those that are developmentally appropriate, typically available in a classroom environment, and useful for eliciting the specific *AEPS Test* items targeted for this activity. For example, a child can show his or her ability to orient a book and turn the pages by holding a story book with pictures, can repeat rhymes from the same book, and may be able to retell events in a sequence with the use of flannel board characters, puppets, or pictures. Suggested procedures include finding a quiet and comfortable place where distractions are limited. During the Story Time activity, children should be encouraged to locate objects, repeat rhymes, and take turns holding the book and turning the pages. After the story is read, children can retell the story in any number of ways (e.g., by answering questions, acting it out, or with the use of props). In order to elicit social and communication skills during story time, team members should be aware of the child's or children's level of interest during the activity, noting their social interactions, questions asked, and use of nouns and verbs.

| Center-Based Activity: Story Time – Level II | | | | |
|--|-----|-----------------|-------|----------|
| Child Name: | | Caregiver Name: | | |
| Child DOB: | | Activity Date: | | |
| Area: Cognitive | IEP | Score | Notes | Comments |
| C. Sequencing | | | | |
| 3. Retells event in sequence | | | | |
| 3.1 Completes sequence of familiar story or event | | | | |
| F. Play | | | | |
| 1. Engages in cooperative, imaginary play [N] | | | | |
| 1.1 Enacts roles or identities | | | | |
| 1.2 Plans and acts out recognizable events | | | | |
| 1.3 Uses imaginary props | | | | |
| H. Phonological Awareness and Emergent Reading | | | | |
| 1. Demonstrates phonological awareness skills [N] | | | | |
| 1.1 Uses rhyming skills | | | | |
| 1.2 Segments sentences and words | | | | |
| 1.3 Blends single sounds and syllables | | | | |
| 1.4 Identifies same and different sounds at the beginning and end of words | | | | |
| 2. Uses letter–sound association to sound out and write words [N] | | | | |
| 2.1 Writes words using letter sounds | | | | |

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| H. Phonological Awareness and Emergent Reading | | | | |
| 2.2 Sounds out words | | | | |
| 2.3 Produces correct sounds for letters | | | | |