Storytime Basics...Plus
Today We Will Talk About

• Incorporating Early Literacy into Storytimes
• Techniques for Maintaining Children’s Attention
• Using Props or Puppets
• Resources for Activities and Crafts
What is Early Literacy?

Early Literacy is what children know about reading before they actually begin to read or write.

– It builds a foundation for reading so that when children are taught to read, they are ready.
Six Early Literacy Skills

• Print Motivation
• Phonological Awareness
• Vocabulary
• Narrative Skills
• Print Awareness
• Letter Knowledge
Print Motivation

• A child’s interest in and enjoyment of books.
• Children who enjoy being read to will want to learn how to read.

Phonological Awareness

• The ability to hear and play with the smaller sounds in words.
• Includes activities that work with rhymes, words, syllables, and initial sounds.
Vocabulary

• Knowing the names of things.

Narrative Skills

• The ability to describe things and events and to tell stories.
Print Awareness

• Noticing print, knowing how to handle a book, and understanding how to follow the written words on a page.

Letter Knowledge

• Knowing that letters are different from each other, that the same letter can look different, and that each letter has a name and is related to sounds.
How do you incorporate early literacy into your Storytimes?

- Look at what you are already doing and are comfortable with in storytime.
- Weave early literacy skills into what you already do.
- Let the parents and caregivers know what you are doing and why.
How do you incorporate early literacy into your Storytimes?

• Use moderation: One or two intentional activities and parent messages is enough.

• Remember that storytime should be FUN.
Weaving Early Literacy Into Common Storytime Elements

- Introduction
- Opening
- Books
- Rhymes, Songs, and Finger Plays
- Flannel Boards
- Activity or Craft Time
Storytime Introduction

• Draw attention to the fact that you are highlighting early literacy skills.
• Explain what early literacy is.
• Acknowledge the key role that adults play in their child’s early literacy development and encourage their active participation in the storytime.
Storytime Introduction

• Describe the early literacy skill you will be highlighting during the storytime.
  – Name tags can be used to explain print awareness (noticing print), print motivation (being interested in and enjoying print), and letter knowledge (knowing letters are different from each other, knowing their names and that they are related to sounds).
Storytime Introduction

Posters

http://www.multcolib.org/birthtosix/ecr/products.html


$15
Storytime Introduction

• Make a note of what you are going to say:

“Today we will be highlighting print awareness. Children with this early literacy skill notice and recognize writing and understand how to follow words on a page.”
Opening

- **Phonological Awareness:** Play around with the children’s names. Pronounce each name with the same first letter sound. A good rhyme for this is Willoughby Wallaby Woo.
Willoughby Wallaby Woo

Willoughby, wallaby wee,
An elephant sat on me!
Willoughby, wallaby wustin,
An elephant sat on Justin!
Willoughby, wallaby wody,
An elephant sat on Cody!
Willoughby, wallaby wanny,
An elephant sat on Nanny!
Willoughby, wallaby wen,
An elephant sat on Ken!
Willoughby, wallaby woo,
An elephant sat on you!

http://www.youtube.com/watch?v=nIueuNdB2oM
Heckedy, Peckedy Bumblebee

Heckedy, peckedy bumblebee,
Who will say their name for me?
Warren
War-ren (clap for each syllable)
War-ren (pat lap for each syllable)
War-ren (whisper)
Warren! (yell with hands over head)
Clapping Games: Clap out how many parts, or syllables, there are in each name. (Phonological Awareness)

Say Ma-di-son as you clap once for each of the three syllables. Repeat with each child’s name. Could be done in an opening song or as you pass out name tags.
Opening

- Point out beginning letters and sounds of the children’s names. *Letter Awareness and Phonological Awareness*
- Sing your opening song once through, then repeat it and replace the first letter of each word with the same sound. *Phonological Awareness:*
  
  “Be bore be bet bogether, bogether, bogether, Be bore be bet bogether be bappier be’ll be.”

- Make a silly song by changing one sound in a familiar song. Encourage the children to correct you:
  - “Mary had a little bamb”
  - “Stinkle, stinkle little star.”
  - “Head and shoulders, trees and toes”
Explain to the Adults

**Phonological Awareness**

- Children who can play with the sounds in words have an easier time learning to read than those who can’t.
- Breaking words into parts will help the children later when they are sounding out or decoding words.
- Children who know words are made up of smaller parts have an easier time tackling new words when they are reading.
Books

Print Motivation

- Share books you enjoy.
- Convey your love of reading and books in the way you share the books.
- Have the children and adults join you in certain parts.
- Have a comfortable setting where the children and adults can share books together, as part of storytime or before and after it.
Explain to the Adults

• Choose a time when you and your child are in a good mood to share books.

• Even if your child is only interested for a short time, that’s OK. Keep it fun. You can try again later.

• It is more important for the interaction around a book to be positive than for it to be long.
Books

• Share rhyming books. Ask questions about which words rhyme: Dog and cat? Cat and hat? *Phonological Awareness*

• Read a book with alliteration. Talk about the first sound of the words. Ask what other words start with that sound. *Phonological Awareness*

  Some Smug Slug by Pamela Duncan Edwards

Lilly’s Purple Plastic Purse by Kevin Henkes
Books

Vocabulary

• Review books that you are going to read to see if there are any words that might be unfamiliar to the children or interesting that you might want to point out. Explain unfamiliar words before you start reading aloud to the group.

• Use non-fiction books. They can be a great source of new vocabulary words.
Great Non-Fiction Books for Storytime

- Carry-Me! Animal Babies on the Move by Susan Stockdale
- Elephants Can Paint Too! By Katya Arnold
- Actual Size by Steve Jenkins
- Lemons Are Not Red by Laura Vaccaro Seeger
- Shapes, Shapes, Shapes by Tana Hoban
Explain to the Adults

• Children with a strong vocabulary can understand what they read better than children with a smaller vocabulary.

• Books have many words that are not often used in normal conversation or on television. By reading books with your child, you expand their vocabulary.
Books

Narrative Skills

• Ask children and adults to repeat phrases or do a motion along with you as you read the book.

• Use flannel boards, puppets, creative dramatics, and props as ways to help children retell the story.
Explain to the Adults

- When we share books in different ways, we develop different skills. When we read the book straight through, children are getting the continuity of the story and are developing listening skills. When we encourage them to retell the story or to relate something in the story to their lives, we help their narrative skills.
Books

Print Awareness

• Run your finger under the title and the names of the author and illustrator when you start the book.

• Run your finger under repeated phrases as you read the book.

• Play around with the physical attributes of the book by holding it upside down or backward as you start to read it. See if you get a reaction and ask “Is this the right way to hold a book?”
Explain to Parents

• I am running my finger under the words occasionally because it helps children realize that the spoken word can be written.

• Pointing out signs as you are walking or driving and saying words aloud as you make lists are good ways to help your child develop print awareness.

• Let your child turn the pages of a book as you read.
Books

Letter Knowledge

• Point out the beginning letter of the word in the title. Say its name and sound.
• Use an alphabet book.
• Have the children draw letters in the air.
• Shape a long rope into a letter on the floor and march around it.
• Talk about shapes and the concepts of same and different.
Explain to the Adults

• Young children learn best through their senses. When they explore real things that are round (like balls) or are straight (like blocks), and that have holes in them, they will develop a better understanding of shapes when they see them on paper. Letters are made of shapes.

• Children learn best when what they are learning relates to them. When exposing them to letters, start with their name or a topic that interests them.
Rhymes, Songs, and Fingerplays

- Make posters or flip charts of the words to the rhymes, songs, and fingerplays you do in storytime supports print awareness.
Rhymes, Songs, and Fingerplays

Phonological Awareness:

• Repeating rhymes and songs is a good introduction for children to learn to make rhymes themselves.

• Songs have a different note for each syllable. Children are better able to hear words broken down into parts.

• Leave out a word that rhymes in a familiar song and have the children fill it in.
Rhymes, Songs, and Fingerplays

Vocabulary

• Rhymes and poems are rich in vocabulary. Ask children for other words that mean the same thing. What is another word that means twinkle?

Letter Knowledge

• Incorporate the ASL alphabet into your songs.
• Or highlight a single letter and point to it whenever you sing a word that begins with it. Wonder and world in “Twinkle, Twinkle Little Star.”
Rhymes, Songs, and Fingerplays

Narrative Skills

• Have the children retell a song. What is the song about?
Flannel Boards

• Opportunity to retell a story. Read the story from the book once, then have the children help you retell it using a flannel board. *Narrative Skills*

• Use flannel boards to display a word that is repeated throughout a familiar song and point to that word as you sing it. *Print Awareness*
Movement Activities

• Have children shape their bodies into a letter (such as K), then have them pretend to be something that starts with that letter (like a kitten). *Letter Awareness*

• Read a book through the first time. Then read it again slowly and have the children act it out as you read. *Narrative Skills*
  – The Napping House by Audrey Wood
  – Caps for Sale by Esphyr Slobodkina
  – The Tree Billy Goats Gruff by Paul Galdone
  – Five Little Monkeys Jumping on the Bed by Eileen Christelow
Crafts and Activities

• Crafts
  – can be a vehicle for retelling the story.
  – can help children internalize the story.

• Activities
  – can offer a means of communication between the child and other children or adults.
  – can help children who learn through movement.
Activities

• Books with early literacy activities that can be used in storytime.
  – *Starting with Stories: Engaging Multiple Intelligences Through Children’s Books* by Pam Schiller and Pat Phipps
  – *Jump Into Literacy: Active Learning for Preschool Children* by Rae Pica
  – *Read! Move! Learn! Active Stories for Active Learning* by Carol Totsky Hammett and Nicki Collins Geigert
Early Literacy Tip Resources

ELSIE: Hennepin County Public Library
http://www.hclib.org/BirthTo6/Elsie.cfm
Searchable database of nearly 700 storytime books and ideas for early literacy tips to go with each.

• ALA
Three page handout listing early literacy tips to go with common storytime activities.
Early Literacy Tip Resources

• Earlylit.net
http://www.earlylit.net/workshopmats/ecrrs
torytime/handSTWhatCanIsayskilpc.pdf
Early literacy tips for each skill. Seven page document.

• Earlylit.net Blog
http://earlylit.net/wordpress/
Blog gives multiples early literacy tips and activities to go with specific books.
Learn More About Early Literacy in Storytime

Early Literacy Storytime @ your library by Saroj Nadkarni Ghoting and Pamela Martin-Diaz
ISBN: 0838908993

Storytime: Not Just For Kids Anymore
Enhancing Library Storytime with Early Literacy Skills and Messages from the Multnomah County Public Library

http://www.multcolib.org/birthtosix/ecr/products.html
Questions?
Maintaining Attention

• Be clear about expectations from the start—for parents and children.
• Children need to be taught how to behave. Practice your behavior expectations with them.
• Use “teacher tricks”
  – Call on children who seem to not be paying attention.
  – Move around the room.
Maintaining Attention

• Keep the program moving. Choose activities and materials that require participation. Know your materials and bring more than you will use just in case something doesn’t work.

• If something isn’t working, put it away and move on.

• Give children an opportunity to tell their “news” at the beginning of the session so as to avoid them telling it in the middle of a story.
Maintaining Attention

• Use a simple song, action rhyme, or game that emphasizes looking and listening in a positive way by allowing children to stretch then settle down.
  – “Wiggle Them”
  – “My Hands Are Starting to Wiggle”
  – “I’ve Gotta Shake My Sillies Out”

• Firm, but gentle suggestion to sit down and listen quietly.

• Teach the ASL sign for sit.
Questions?
Using Props and Puppets

• A puppet can be used as a host or to introduce your program. It welcomes the children to storytime and go over behavior expectations.

• Start simply. Use a puppet that matches an animal in a book you are using. Have it do the animal noises in the story.

• Use puppets with songs:
  – “When Ducks Get Up in the Morning”
  – “Old MacDonald”
  – “Down on Grandpa’s Farm”
Using Props and Puppets

- Read a simple story, then retell with puppets:
  - *Hi Pizza Man* by Virginia Walter
    Get a small “personal pan” pizza box and different animals to hold it.
  - *Lunch* by Denise Fleming
    Have a mouse puppet pull different foods out of a bag. Show part of the food first and have the kids guess, just like in the book. Use real or plastic food or pictures.
Using Props and Puppets

– Peek-a-Moo by Marie Torres Cimarusti
  Use puppets and cover the puppets face with your hand and have the kids guess before you show or if the puppets have moveable arms have them cover their faces.

– Follow up The Seals on the Bus by Lenny Hort with “I wonder what other animals we might find on the bus…”
Using Props and Puppets

- **Storytime Bag**: Have items relating to the books in a bag. Have a child pull an object out of the bag and talk about it. Then read the book that goes with that object.

- **Sound Bag**: Choose a letter sound of the day, such as /p/. Put some items in a bag or box, some of which starting with the sound /p/ (for example). Some examples include: pretzel, popcorn, paper, pig. Also include some items for words that do NOT begin with /p/. Pull the items out of the bag and have the children tell you if the begin with /p/.
Using Props and Puppets

- **The Letter Bus:** Enlarge, color, cut out, and laminate a copy of the school bus pattern. Velcro a letter to the bus and lead youngsters in singing this song: Repeat using different letters.

  The *(D)* on the bus says, "*(d/,d/,d/),*(d/,d/,d/,d/,d/,d/),*"
  
  The *(D)* on the bus says, "*(d/,d/,d/)*"

  All the way to school!
Using Props and Puppets

• Alphabet Caterpillar - What Letter Comes Next?
  Put grass on the bottom of a felt board and a caterpillar head on the upper left corner. Ask the children:
  "Do you want to help me build a caterpillar?"
  “Let's start with the letter A" (put up letter A next to caterpillar head) ...
  "What letter comes next?" ... (children shout out letter B ...
  put up letter B). "Our Caterpillar is growing! Let's make him bigger ...
  what letter comes next?" (children shout out the letter C ...
  put up letter C) ...
  continue this way until all of the letters are on the felt board.

• When all of the letters are up sing the Alphabet Song while pointing to each letter...
  then randomly point to a letter and have children shout out what letter you are pointing to...
  when finished tell the children "Thank you for helping my build a caterpillar".

Questions?
Resources for Activities and Crafts

Crayola
http://www.crayola.com/crafts/

Family Fun
http://familyfun.go.com/crafts/
Resources for Activities and Crafts

The Best Kids Book Site
http://www.thebestkidsbooksites.com/storytimes.htm

Everything Preschool
http://www.everythingpreschool.com/themes/index.htm
Resources for Activities and Crafts

All Kids Network
http://www.allkidsnetwork.com/crafts/

No Time For Flash Cards
http://www.notimeforflashcards.com/
Resources for Activities and Crafts

The Crafty Crow
http://belladia.typepad.com/crafty_crow/

KIDdiddles
http://www.kididdles.com/
Resources for Activities and Crafts

Worthington Libraries
http://www.youtube.com/user/worthingtonlibraries

Cullen’s ABC’s
http://www.youtube.com/user/CullensAbcs#g/c/EE7C6161E0DC46FA
Resources for Activities and Crafts

Story Window Storytime Blog
http://www.wilmettelibrary.info/blog/

Sur La Lune Fairy Tales
http://www.surlalunefairytales.com/storytime/index.html
Resources for Activities and Crafts

DLTK Crafts

Mailbox Magazine
$29.95/year
6 issues
https://www.theeducationcenter.com/tec/afc/home/go.do;jsessionid=107DA21E430ED883D3DDEFD4DAD9C36D
Books

Mailbox Yearbooks
$34.95
https://www.theeducationcenter.com/tec/afc/books/TEC4557/detail.do?productId=TEC4557
Books

Starting with Stories: Engaging Multiple Intelligences Through Children’s Books by Pam Schiller
ISBN: 0876592973

– Brown Bear, Brown Bear
– Chicka Chicka, Boom Boom
– If You Give a Mouse a Cookie
– The Napping House
– And many more…
Books

The GIANT Encyclopedia of Circle Time and Group Activities: For Children 3 to 6 Kathy Charner, editor
ISBN: 0876591810

Books

The Big Messy Art Book: But Easy to Clean Up by Mary Ann Kohl
ISBN: 087659206X

Williamson Kids Can! Series
Create a Resource File

<table>
<thead>
<tr>
<th>Template</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC's</td>
<td>4</td>
</tr>
<tr>
<td>Alligators/Crocodiles</td>
<td>8</td>
</tr>
<tr>
<td>Apples</td>
<td>11</td>
</tr>
<tr>
<td>Art</td>
<td>14</td>
</tr>
<tr>
<td>Bathtime</td>
<td>16</td>
</tr>
<tr>
<td>Beach</td>
<td>19</td>
</tr>
<tr>
<td>Bears</td>
<td>23</td>
</tr>
<tr>
<td>Bedtime</td>
<td>25</td>
</tr>
<tr>
<td>Birds</td>
<td>30</td>
</tr>
<tr>
<td>Birthdays</td>
<td>33</td>
</tr>
<tr>
<td>Bugs</td>
<td>34</td>
</tr>
<tr>
<td>Brown Bear, Brown Bear</td>
<td>38</td>
</tr>
<tr>
<td>Cats and Kittens</td>
<td>40</td>
</tr>
<tr>
<td>Clothes</td>
<td>41</td>
</tr>
<tr>
<td>Chickens and Roosters</td>
<td>43</td>
</tr>
<tr>
<td>Christmas</td>
<td>44</td>
</tr>
<tr>
<td>Colors</td>
<td>45</td>
</tr>
<tr>
<td>Construction</td>
<td>47</td>
</tr>
<tr>
<td>Counting</td>
<td>50</td>
</tr>
<tr>
<td>Counting</td>
<td>50</td>
</tr>
<tr>
<td>Cowboys and Cowgirls</td>
<td>51</td>
</tr>
</tbody>
</table>
Create a Resource File

Dinosaurs

Books

Can I Have a Stegosaurus, Mom? Can I Please? By Lois Grambling
Dad’s Dinosaur Day by Betsy Hearne
T is for Terrible by Peter McCarty
How Do Dinosaurs Say Goodnight? By Jane Yolen
Shape by Shape by Sue McDonald
Super Hungry Dinosaur by Martin Waddell
Dinosaurs, Dinosaurs by Byron Barton
Shape, Dinosaur Shape by John Randell Brodie
Create a Resource File

One enormous dinosaur afraid to be a hero.
She went away and then there were zero.

Big Dinosaurs
Ten Little Indians
1 big, 2 big, 3 big dinosaurs,
4 big, 5 big, 6 big dinosaurs,
7 big, 8 big, 9 big dinosaurs,
Ten big dinosaurs!
They all lived a long, long time ago.
They all lived a long, long time ago.
They all lived a long, long time ago.
Now there are no more.

Dinosaurs, Dinosaurs
Teddy Bear, Teddy Bear
Dinosaurs, dinosaurs, stomped around.
Dinosaurs, dinosaurs, shook the ground
Dinosaurs, dinosaurs, some gave fear.
Dinosaurs, dinosaurs, we wish you were here.

Hidden Dinosaurs
Dinosaur, Dinosaur,
Where can you be?
Hidden behind me (hands behind back)
Where you cannot see
Now you see one. (bring out one hand)
It's waiting for you.
Dinosaurs, dinosaurs, (bring out other hand)
Create a Resource File

Dinosaur Fossil Game

When paleontologists go on a dinosaur dig and find fossils they have to put them together like a puzzle to figure out what the dinosaur looked like. This was the inspiration for our dinosaur fossil game. Simply print out our fossil template to create your puzzle pieces and bury them in a pan of uncooked rice for an instant dinosaur activity to do with your kids! You can also customize this dinosaur activity to meet the ability level of your child.

Enjoy!

What you'll need:

- Fossil template 1
- Fossil template 2
- Light-weight cardboard
- Shallow pan
- Uncooked Rice
- Scissors
- Olio

[Diagram of dinosaur fossil game materials]
Create a Resource File

Crafts

Dinosaur Scales

![Dinosaur Scales](image)
Questions?

Survey

http://www.surveymonkey.com/s/kdal-ce-storytime-basics-2010
Heather Dieffenbach
Children’s and Youth Services Consultant
KDLA
502-564-8300
Heather.Dieffenbach@ky.gov