

STORYTIME PLANNING SHEET

You may find it easier to highlight just one skill, or even just one aspect of one skill, during any one storytime (for example, only the rhyming aspect of phonological awareness).

ALL storytimes *must* model print motivation, the enjoyment of books and reading, whether or not you specifically articulate information about print motivation.

1. **Fill in** your storytime plan in the order you intend to do it. (You may do some modification depending on ways you highlight a skill.)
2. **Choose a skill** or an aspect of a skill to highlight. (Use checklist below)
3. **Using** “What Can I Say: From Skill to Parent/Caregiver” as a guide, if you like, fill in what you will say related to the skill for the following:
 - a. The opening Early Literacy Tip
 - b. One or two things during the storytime
 - c. The closing

SKILLS: Depending on what you want to say, you can highlight one aspect of a skill, or highlight the skill in general.

☐ Print Motivation

☐ Phonological Awareness

- ☐ Rhyming
- ☐ Sounds of animals, things
- ☐ Breaking words apart and putting them together
- ☐ Hearing beginning sounds/alliteration

☐ Print Awareness

- ☐ Print has meaning
- ☐ Handling books
- ☐ Following direction of text
- ☐ In the environment

☐ Vocabulary

- ☐ Introducing new words
- ☐ Using nouns, not pronouns
- ☐ Explain (don't replace) words
- ☐ New meanings to familiar words

☐ Narrative Skills

- ☐ Retelling stories
- ☐ Retelling events
- ☐ Adding descriptions

☐ Letter Knowledge

- ☐ Shapes
- ☐ Alike and different
- ☐ Letter play

You will not have a highlighted skill for every component . . .

Title of Book/Song/Rhyme	Comment to Adults Based on Research
Early Literacy Tip	

Title of Book/Song/Rhyme	Comment to Adults Based on Research
Closing to Adults	
Display/Handouts	