

## SAMPLE 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.

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| <ul style="list-style-type: none"> <li>○ <b>Print Motivation</b></li> <li>○ <b>Phonological Awareness</b> <ul style="list-style-type: none"> <li>○ Rhyming</li> <li>○ Sounds of animals, things</li> <li>○ Breaking words apart and putting them together</li> <li>○ Hearing beginning sounds/alliteration</li> </ul> </li> <li>○ <b>Print Awareness</b> <ul style="list-style-type: none"> <li>○ Print has meaning</li> <li>○ Handling books</li> <li>○ Following direction of text</li> <li>○ In the environment</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>○ <b>Vocabulary</b> <ul style="list-style-type: none"> <li>○ Introducing new words</li> <li>○ Using nouns, not pronouns</li> <li>○ Explain (don't replace) words</li> <li>○ New meanings to familiar words</li> </ul> </li> <li>○ <b>Narrative Skills</b> <ul style="list-style-type: none"> <li>○ Retelling stories</li> <li>○ Retelling events</li> <li>○ Adding descriptions</li> </ul> </li> <li>○ <b>Letter Knowledge</b> <ul style="list-style-type: none"> <li>○ Shapes</li> <li>○ Alike and different</li> <li>○ Letter play</li> </ul> </li> </ul> |
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*You will not have a highlighted skill for every component . . .*

Title of Book/Song/Rhyme	Comment to Adults Based on Research
<b>Early Literacy Tip</b>	<i>Narrative skills, the ability to describe things and events and to tell stories, is one of the six early literacy skills that researchers say are important for laying a foundation for reading. During this storytime I'll be highlighting some of the things you can do to strengthen this skill while having fun together.</i>
<i>Open Shut Them</i>	
<i>Theme Talk: Catching and being caught</i>	<i>Letting your child talk about the book from looking at the cover before you start reading it gives your child time to talk and tell you things he knows. This supports narrative skills, being about to describe things and events. Especially if you have read the story together before, he may be able to relate what is in the book to his own experiences.</i>
<i>Jump, Frog, Jump by Robert Kalan</i>	

Title of Book/Song/Rhyme	Comment to Adults Based on Research
<i>Jumping like frogs</i>	
<i>Blue Sea by Robert Kalan</i>	
<i>Blue Sea: Retell with flannel board</i>	<i>Letting your child retell a story is a lot of fun. It also develops narrative skills.</i>
<i>Fingerplay: One, two three four, five, Once I caught a fish alive</i>	
<i>The Gunniwolf by Wilhelmina Harper Story with puppets</i>	
<i>Good-bye Song The More We Get Together</i>	
<i>Take home craft: Blue Sea Construction paper and holes; different size fish to retell the story</i>	
<b>Closing to Adults</b>	<i>Thanks for coming. I hope you'll enjoy listening to your child retell stories you share with him. I have displayed some books that work well for retelling. Feel free to check them out. There is some early literacy information you can take as well.</i>
<b>Display/Handouts</b>	<i>Books with repeated phrases good for retelling. Early literacy booklist</i>