

## What Can I Say? A Sampling

Sometimes when we are trying to become comfortable with new information, it helps to have a kind of “script” of what we want to tell others until we have internalized what we have learned.

*Perhaps some of these suggestions will be helpful.* They are NOT meant to be limiting. They are meant as a beginning, with each of us learning new information as time goes by and sharing it with parents/caregivers. One Storytime Piece may have a more than one skill associated with it. When you do it one time, you can emphasize one skill and when you do it at another storytime, you can emphasize a different skill.

You may be highlighting different aspects of early literacy to parents at different programs.

ET = Early Talker (newborn - 2 years)      T = Talker (2 - 3 years)      PR = Pre-Reader (4 - 5 years)

Storytime Piece	Early Literacy Skill	Communication to Parent/Caregiver
<p><b><u>Bounce/Song</u></b> "Horsey, Horsey" (ET) song and activity from <i>Lively Songs and Lullabies</i> by Carol Duane "Five Little Ducks" by Raffi or other song that has some words with more than one syllable (T, PR)</p>	<p>Phonological Awareness</p>	<p>Aside from being fun, singing songs with your baby/ toddler helps them hear words being broken up into smaller sounds. This skill is part of phonological awareness and later helps them with reading.</p> <p>Singing is fun! Don't worry if you don't have perfect pitch! In songs, each syllable has a different note. Without really thinking about it, children are hearing words being broken down into parts. This helps them when they have to sound out words.</p>
<p><b><u>Song/Body Parts</u></b> "Turn- A-round" by Hap Palmer (T) from <i>Getting to Know Myself</i> album</p>	<p>Phonological Awareness</p> <p>Vocabulary</p>	<p>Songs help children hear words broken down into syllables because there is a different note for each syllable. Children are hearing words broken down into parts. This skill is part of phonological awareness and later helps them with reading.</p> <p>This song points out parts of the body, helping children learn vocabulary. When you do the song again and again, you can substitute different parts of the body so your child hears even more words. Having a large vocabulary, knowing the names of things, is one of the skills children need when they later learn to sound out words.</p>
<p><b><u>Opening Song that rhymes:</u></b> "Open Shut Them" (T,PR)</p>	<p>Phonological Awareness</p>	<p>Rhyming is one way that children learn to hear that words are made up of smaller parts. By doing rhymes with them you are supporting phonological awareness. This skill helps them when they later try to sound out words to read. And it's fun too.</p>
<p><b><u>Chose a book you like to read</u></b> (ET, T, PR)</p>	<p>Print motivation</p>	<p>Keeping reading and sharing books enjoyable is important. If the experience is not a positive one, children will relate reading to something negative, which will make them less likely to choose to read.</p>
<p><b><u>Song with parts of body</u></b> "Little Flea" (ET) from <i>Wee Sing for Baby</i> by Pamela Beall</p>	<p>Vocabulary</p> <p>Phonological Awareness</p>	<p>Talking with your baby or singing to him throughout the day exposes your child to a lot of language. Children who are spoken to a lot during their early years, right from birth, end up knowing many more words than when parents speak to their children very little. Even though your child cannot speak, it is important to talk with him. It is critical to language development.</p> <p>Even while you are diapering your baby you can sing this song. Singing songs helps children hear that words are broken down into smaller parts.</p>

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<p><b>Alphabet Book</b> <i>Kipper A to Z</i> by Inkpen (T)</p>	<p>Letter knowledge</p>	<p>Reading alphabet books with a story is one way expose children to letters. Some alphabet books are quite complex, so ask a Librarian/me to help you choose some from our Alphabet section.</p>
<p><b>Board Book</b> <i>Where's the Baby?</i> by Christian board book or other flapbook (ET)</p>	<p>Print motivation</p>	<p>It is natural for your baby to bite on books. This is how they learn about their world. You can just gently take the book from her mouth and open the book to show her the pictures. Show her how fun it is to share a book together, even if it is just for a couple of minutes at a time. A book is a toy at this age.</p>
<p><b>Theme Talk</b> Today we're having stories about Picnics. Have any of you ever been on a picnic? What did you do? (PR)</p>	<p>Narrative skills</p> <p>Letter knowledge</p>	<p>Let children tell you what a picnic is or what happened when they went on a picnic. This helps to develop their narrative skills, the ability to retell events. This is an early literacy skill that was hard for many kindergartners.</p> <p>You can hold up a foam letter "P" and say that picnic starts with "P". Let's fill up a picnic basket with different things. What shall we put in? Carrots, paper plates, peanut butter sandwiches, yum yum. Paper and plates start with "P"! So does peanut butter. What else shall we take on the picnic? See how you can incorporate knowing letters into whatever you might be talking about.</p>
<p><b>Retell with Flannelboard</b> <i>Blue Sea</i> by Kalan (T, PR) book and then children help you retell with flannel board</p>	<p>Narrative skills</p>	<p>Once children are familiar with a story, let them tell you what happens. This improves their narrative skills, or the ability to retail events. Developing this early literacy skill helps later with reading comprehension.</p>
<p><b>Introductory Activity</b> How many people are in storytime today? Let's count noses, all together. We have 27 nice noses today! [Holds up foam letter "N"] Here's an "en" for all those noses! (PR)</p>	<p>Letter knowledge</p>	<p>You can name the letters and their sounds based on things you are doing throughout the day. Even using signs, like STOP signs, when you are driving or walking around helps children learn letters.</p>
<p><b>Book with repeated phrase</b> <i>Little Red Hen</i> by Galdone (T, PR)</p>	<p>Print Awareness</p>	<p>Run your finger along the lines of repeated text. Running your finger along the words you are reading from time to time helps children understand that you are reading the words, not the pictures. It also helps them understand that in English we read from left to right and from top to bottom of a page.</p>
<p><b>Board book</b> <i>Baby's Toys</i> by Ricklen (ET)</p>	<p>Print awareness</p>	<p>When you use a board book with nice clear pictures like this, you can point to the picture and show your baby the real thing. For example, point to the picture of the toy truck in the book and then show your child a toy truck. This helps your child understand that pictures represent real things. Later Baby will learn that print represents words that represent real things.</p>

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<p><b><u>Nametags</u></b> Handing out nametags (T, PR)</p>	<p>Letter Knowledge</p>	<p>The most important word to a child is his/her name! It is a good place to begin when learning sounds and letters. You can spell it out in sand, make letters with playdough, or use plastic magnetic letters on the refrigerator.</p>
<p><b><u>Non-Fiction Book</u></b> True book about trains (PR)</p>	<p>Print motivation</p> <p>Letter knowledge</p> <p>Narrative skills</p> <p>Vocabulary</p>	<p>Some children prefer true books (non-fiction) to story books. We have many books on subjects that young children like in our non-fiction sections. Ask me for the subject your child is interested in – trains, different animals, the planets, etc.</p> <p>Hold up a foam letter of "T" and/or "t". This is the letter T for train. Showing children letters based on subjects they like follows the child's interest. They are more likely to remember the letter than if you drill them.</p> <p>Let children talk about the pictures in the book. They may tell you about a time they saw a train, or even went on one. Taking time to listen and to add to what they say helps them develop their narrative skills which helps later with their ability to understand what they read.</p> <p>When children tell you about a train or a certain train car, you can read more information from the book and add to their description or their information. This helps to expand their vocabulary, knowing the names of things, actions, and ideas.</p>
<p><b><u>Big Book</u></b> Big book of <u>Caps for Sale</u> by Slobodkina (P-R)</p>	<p>Print Awareness</p> <p>Vocabulary</p>	<p>Hold book upside down. See if children notice that it is upside down. If not, point it out. Children need to know how to hold a book, which is the cover, which is the back of the book. This is one fun way to find out if they know this.</p> <p>"Peddler" is someone who sells things. When you come to a word that is not familiar to the child, you should use that word and explain it in a way the child would understand. This is one way to help the child learn more words. Books give us different words than those we use in conversation or that are on television. Knowing many words helps children with reading when they try to sound out words.</p>
<p><b><u>Book for Dialogic Reading</u></b> <i>Cows in the Kitchen</i> by Crebbin (T, P-R)</p>	<p>Narrative skills, vocabulary</p>	<p>Read the book together. Go back to one or two pages and model "Hear and Say or Dialogic Reading". There are many ways to read a book. Reading a book through helps children understand the whole story and keeps the story line. Talking about the pictures and taking the child's lead increases your child's vocabulary and narrative skills. Try to ask questions that cannot be answered with Yes or No. If you'd like more information on this way of reading with your child, there is a video, or talk with me after the storytime.</p>
<p><b><u>Rhyming game</u></b> I Spy something blue and it rhymes with dirt (shirt) (PR)</p>	<p>Phonological Awareness</p>	<p>You can play these rhyming games while you are walking or are waiting on line or just anywhere. These games are a fun way of helping children understand that words are made up of parts which helps them in sounding out words.</p>