

## Early Literacy-Enhanced Storytime General Ideas for Each Skill

SKILL	DESCRIPTION	POSSIBLE IDEAS
Print Motivation	Joy of and interest in reading and books	<p>Storytime Introduction to describe skill</p> <p>Model the fun of reading and of playing with language</p> <p>Enjoy the book and the interaction yourself</p> <p>Keep children involved</p> <p>Have children and adults join in at appropriate parts</p> <p>Choral reading with big book, especially good with parents of young children</p> <p>Use non-fiction</p> <p>Have a comfortable setting where adults and children share time talking and looking at books together</p> <p>As part of take-home or end-of-storytime activity, emphasize this skill.</p>
Phonological Awareness	<p>Rhyming</p> <p>Breaking words apart and putting word chunks together</p> <p>Hearing beginning sounds</p>	<p>Storytime Introduction to describe skill</p> <p>Use books that rhyme</p> <p>Point out some rhyming words, using a song such as “These Words Rhyme” or “Rhyme Along” to do so</p> <p>After reading a book, take a word from a book (whether the book itself is a rhyming book or not) and play with one of the words in the story: what rhymes with it, what words start with the same sound as your chosen word</p> <p>Use Mother Goose or other rhymes</p> <p>Use poetry</p> <p>Sing songs and repeat them</p> <p>Clap the syllables of the children’s names</p> <p>Clap syllables of the theme word</p> <p>After reading a book, choose a word or two from the story and clap out the syllables in the words</p> <p>Change the initial sound of words in a song</p> <p>Adapt “Apples and Bananas”</p> <p>Change the initial sound in a repeated phrase in the story</p> <p>Play around with silly (nonsense) words; then it is not hard to rhyme or change starting sounds</p> <p>As part of take-home or end-of-storytime activity, emphasize this skill.</p>

<p>Vocabulary</p>	<p>Introduce new words</p> <p>Explain (don't replace) unfamiliar words</p> <p>New meanings to familiar words</p>	<p>Storytime Introduction to describe skill</p> <p>Take time before book to describe an unfamiliar word</p> <p>Sometimes one word has several meanings. Even though it is used one way in the book, you can talk about its other meanings before you start the story</p> <p>Pick out word from book rhyme, or song. For unfamiliar word explain word; for familiar word introduce a less familiar word</p> <p>Add descriptive words</p> <p>Have children repeat less familiar words</p> <p>Use non-fiction as source of materials that offer new words</p> <p>Demonstrate dialogic reading</p> <p>Talk about theme, adding less familiar words and explaining them</p> <p>For younger children especially, bring in the real items of pictures shown in the book.</p> <p>After reading a book, go back to an interesting picture and talk about it, adding less familiar words</p> <p>As part of take-home or end-of-storytime activity, emphasize this skill.</p>
<p>Narrative Skills</p>	<p>Retelling stories</p> <p>Retelling events</p> <p>Adding descriptions</p> <p>Recounting in sequence</p>	<p>Storytime Introduction to describe skill</p> <p>Take time before book to describe an unfamiliar word</p> <p>Have children and adults say repeated words along with you as you read the book</p> <p>Have children do a motion as they repeat a phrase along with you as you read a book</p> <p>Use book used previously but with different theme to bring out different aspects of the story</p> <p>May have fewer books and expand on them more</p> <p>Retell story with puppets, flannel board, props, creative dramatics</p> <p>Allow time for children to talk about the theme. "Tell the person next to you something about (bears)." [Have a way to draw the children's attention back to you.]</p> <p>Demonstrate dialogic reading</p> <p>As part of take-home or end-of-storytime activity, emphasize this skill.</p>

<p>Print Awareness</p>	<p>Knowing how to handle a book</p> <p>It is the text we read not the pictures</p> <p>In English we read from left to right and top to bottom of page</p> <p>Print is all around us</p> <p>Print has meaning</p>	<p>Storytime Introduction to describe skill</p> <p>Run finger under title and/or repeated phrase</p> <p>Write out rhymes/songs on flipcharts</p> <p>Talk about environmental print</p> <p>Include books with writing as part of the story (ex. Bunny Cakes)</p> <p>Include books with signs in the pictures and varying print orientations (ex. My Friend Rabbit)</p> <p>Use nametags for children and adults</p> <p>Point out when pictures show signs or print around them</p> <p>Start with book oriented the wrong and “play around” with it</p> <p>Point out interesting endpapers</p> <p>Use nametags for both children and adults</p> <p>Allow participants to write their own names. Parent can write child’s name underneath if necessary.</p> <p>As part of take-home or end-of-storytime activity, emphasize this skill.</p>
<p>Letter Knowledge</p>	<p>Knowing names of letters</p> <p>Knowing that letters are different from each other</p> <p>Knowing that the same letter can look different</p>	<p>Storytime Introduction to describe skill</p> <p>Point out shapes</p> <p>Let children FEEL different shapes</p> <p>Give opportunities to have children match, see how things are alike and different (for ex., matching games on flannel board)</p> <p>Have large foam letters; allow children to play with them after the storytime</p> <p>Have children make letter with body</p> <p>Have children make letter with fingers</p> <p>Use manual alphabet for some words in theme or book</p> <p>Use an alphabet book even if you don’t go through all the letters</p> <p>Talk about the first letter in your theme, what does the letter look like?</p> <p>Use nametags for adults and children</p> <p>Give children opportunity to write after storytime or encourage it as an at-home activity.</p> <p>Use variations of the B-I-N-G-O song, perhaps with your theme</p> <p>Use nametags for both children and adults</p> <p>Allow participants to write their own names. Parent can write child’s name underneath if necessary.</p> <p>As part of take-home or end-of-storytime activity, emphasize this skill.</p>