

Storytime Ideas and Book Sharing for Each Skill

This chart offers ideas for the types of materials and activities that support each of the six early literacy skills. It is possible, really, to take any book and to connect it to any of the six early literacy skills. It is also true that some books lend themselves to one skill more than another.

The last column offers some guidelines for characteristics of books that lend themselves well to a particular early literacy skill.

Book Sharing notes interactions and activities for parents and caregivers that support each skill.. These suggestions are a sampling. Use your own ideas too!

SKILL	DESCRIPTION	POSSIBLE IDEAS FOR STORYTIME	BOOK CHARACTERISTICS AND BOOK SHARING
<p>Print Motivation</p>	<p>Joy of and interest in reading and books</p>	<p>Storytime Introduction to describe skill Model the fun of reading and of playing with language Enjoy the book and the interaction yourself Keep children involved Have children and adults join in at appropriate parts Choral reading with big book, especially good with parents of young children Use non-fiction Have a comfortable setting where adults and children share time talking and looking at books together As part of take-home or end-of-storytime activity, emphasize this skill.</p>	<p>Books:</p> <ul style="list-style-type: none"> • Choose books you enjoy. • Choose books your child enjoys. • Let your child choose books. • Follow your child's interests, including non-fiction books. <p>Book Sharing:</p> <ul style="list-style-type: none"> • Keep the interaction around the book reading/sharing positive and enjoyable. • Keep the child involved, even if it means not reading the book word for word. • Remember that your child's age, stage and personality affects how they interact with books. • Respond to your child and his/her mood.
<p>Print Awareness</p>	<p>Print has meaning</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>Storytime Introduction to describe skill Run finger under title and/or repeated phrase Write out rhymes/songs on flipcharts Talk about environmental print Include books with writing as part of the story (ex. Bunny Cakes) Include books with signs in the pictures and varying print orientations (ex. My Friend Rabbit) Use nametags for children and adults Point out when pictures show signs or print around them Start with book oriented the wrong and "play around" with it Point out interesting endpapers Use nametags for both children and adults</p>	<p>Books:</p> <ul style="list-style-type: none"> • Some books have writing as part of the story (<i>My Splendid Friend; Bunny Cakes</i>) • Some books have writing as part of the pictures (<i>Hi Pizza Man</i>) • Any book! <p>Book Sharing:</p> <ul style="list-style-type: none"> • Point to the words of the title as you say them. • Let your child turn the pages of the book. • Point to the words in a repeated phrase as you say them. • Play around with the orientation of the book. Start with it upside down. <u>Tell</u> your child you are turning it around so you can read it.

<p>Print Awareness continued</p>		<p>Allow participants to write their own names. Parent can write child's name underneath if necessary. As part of take-home or end-of-storytime activity, emphasize this skill.</p>	<ul style="list-style-type: none"> • Encourage drawing. Your child can draw a picture of what is happening in the book. • Encourage scribbling. Your child can "write" the words to the story on another piece of paper.
<p>Phonological Awareness</p>	<p>Rhyming</p> <p>Breaking words apart and putting word chunks together</p> <p>Hearing beginning sounds</p>	<p>Storytime Introduction to describe skill Use books that rhyme Point out some rhyming words, using a song such as "These Words Rhyme" or "Rhyme Along" to do so 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 Use Mother Goose or other rhymes Use poetry Sing songs and repeat them Clap the syllables of the children's names Clap syllables of the theme word After reading a book, choose a word or two from the story and clap out the syllables in the words Change the initial sound of words in a song Adapt "Apples and Bananas" Change the initial sound in a repeated phrase in the story Play around with silly (nonsense) words; then it is not hard to rhyme or change starting sounds As part of take-home or end-of-storytime activity, emphasize this skill.</p>	<p>Books:</p> <ul style="list-style-type: none"> • Books with rhyme • Books with alliteration • Books with sounds of animals and other things (drum goes boom) • Song in book format • Books of Mother Goose rhymes • Poetry books • Any book! <p>Book Sharing:</p> <ul style="list-style-type: none"> • Whether or not the book rhymes, you and your child can make up rhyming words for any word in the book. • Choose a long word from the book and clap out the syllables. • Choose a word and say the first sound very clearly. You and your child can think of other words with the same starting sound.
<p>Vocabulary</p>	<p>Introduce new words</p> <p>Explain (don't replace) unfamiliar words</p> <p>Multiple meanings to some words</p> <p>Use words that explain rather than "this" "that" "here" "there"</p>	<p>Storytime Introduction to describe skill Take time before book to describe an unfamiliar word 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 Pick out word from book rhyme, or song. For unfamiliar word explain word; for familiar word introduce a less familiar word Add descriptive words</p>	<p>Books:</p> <ul style="list-style-type: none"> • Choose books with words not used in daily conversation. • Use non-fiction books—different words from those in stories. • Any book! <p>Book Sharing:</p> <ul style="list-style-type: none"> • Explain an unfamiliar word, do not replace it with a familiar one. • When one word has several meanings, talk about the different meanings.

<p>Vocabulary continued</p>		<p>Have children repeat less familiar words Use non-fiction as source of materials that offer new words Demonstrate dialogic reading Talk about theme, adding less familiar words and explaining them For younger children especially, bring in the real items of pictures shown in the book. After reading a book, go back to an interesting picture and talk about it, adding less familiar words As part of take-home or end-of-storytime activity, emphasize this skill.</p>	<ul style="list-style-type: none"> • Pick out a word from a book, rhyme, or song. For an unfamiliar word, explain it. For a familiar word, tell your child a less familiar word. • Add descriptive words or more information to what is in the book. • Have children repeat unfamiliar words. • Encourage children to talk about the pictures and add information and ideas to what they say. • Talk about the feelings characters in the book might be feeling, even if those words are not used in the book. • Talk about ideas in the book even if the words for those ideas are not actually used in the book.
<p>Narrative Skills</p>	<p>Retelling stories Retelling events Adding descriptions Recounting in sequence</p>	<p>Storytime Introduction to describe skill Take time before book to describe an unfamiliar word Have children and adults say repeated words along with you as you read the book Have children do a motion as they repeat a phrase along with you as you read a book Use book used previously but with different theme to bring out different aspects of the story May have fewer books and expand on them more</p> <p>Retell story with puppets, flannel board, props, creative dramatics 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 As part of take-home or end-of-storytime activity, emphasize this skill.</p>	<p>Books:</p> <ul style="list-style-type: none"> • Books with a repeated phrase • Books that tell a cumulative tale • Books with repetition in the plot • Books with a sequence based in the natural world • Any book! <p>Book Sharing:</p> <ul style="list-style-type: none"> • Encourage participation, saying a repeated phrase together. • Re-read books so that your child can become familiar with the story, making it easier to retell. • Have your child retell the story. • Have your child tell you something that they remember related to what happened in the book. • Have your child use the props/aids to retell the story. • Retell the story with props or other aids that will help your child remember the order of the story. • Use dialogic reading: follow your child's lead as you have your child talk about what is going on in a picture.

<p>Narrative Skills continued</p>			<ul style="list-style-type: none"> • Talk about the pictures in the book and let your child tell you his/her thoughts and experiences. • Have your child draw his/her own pictures of the story and retell it, or make up his/her own story.
<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 Point out shapes Let children FEEL different shapes 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 Have children make letter with body Have children make letter with fingers Use manual alphabet for some words in theme or book Use an alphabet book even if you don't go through all the letters Talk about the first letter in your theme, what does the letter look like? Use nametags for adults and children Give children opportunity to write after storytime or encourage it as an at-home activity. Use variations of the B-I-N-G-O song, perhaps with your theme Use nametags for both children and adults Allow participants to write their own names. Parent can write child's name underneath if necessary. As part of take-home or end-of-storytime activity, emphasize this skill.</p>	<p>Books:</p> <ul style="list-style-type: none"> • Books with shapes • Books where you have to find things (I Spy Books) • Alphabet books • Any book! <p>Book Sharing:</p> <ul style="list-style-type: none"> • With any book, not necessarily an alphabet book, you can point out a letter. • Trace a letter from the title with your finger and let your child do it, too. • Alphabet books do not necessarily need to be read from cover to cover. Let your child choose what letters to talk about. • Show your child the first letter in his/her name. Look for that letter in the book. • Encourage scribbling, drawing, and writing.