

## Early Literacy Storytime Watch

### Vocabulary

Every item will not be used in one storytime.

By doing the activities you have seen in storytime at home, you are helping your child become ready to read.

Keeping your booksharing time together enjoyable is the most important thing you can do to help your child become interested in reading and books when he is learning to read.

#### *For Newborn to Two-Year-Olds*

Presenter:

- Explains/talks about this skill to adults.
- Calls attention to the pictures in book.
- Makes connection between pictures and real things/people (uses realia).
- Encourages the children/adults to respond through movement and/or music.
- Models use of language, using synonyms, adjectives.
- Models booksharing between parent/ caregiver and child, adding information to the pictures/text.
- Repeats rhymes, songs, phrases in books.
- Offers suggestions for what you can do with your child to develop this skill.

#### *For Two- through Five-Year-Olds*

Presenter:

- Explains/talks about this skill to adults.
- Calls attention to the pictures in book.
- Makes connections to concepts and vocabulary when reading.
- Exposes/explains to children vocabulary they may not be familiar with.
- Helps children become more familiar with words by using repeated phrases.
- Encourages the children to respond through movement and/or music.
- Gives children opportunity to respond orally by asking simple questions about the story and/or pictures.
- Uses non-fiction/true books.
- Demonstrates dialogic reading.
- Offers suggestions for what you can do with your child to develop this skill.

**Feel free to ask library staff  
to help you choose books and other materials  
for your child and  
about information on early literacy.**

## Early Literacy Storytime Watch

### Print Awareness

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#### *For Newborn to Two-Year-Olds*

Presenter:

- Explains/talks about this skill to adults.
- Has rhymes/songs written out so adults can follow and children notice text.
- Uses board books to model how books are toys for young children to handle.
- Points to text and/or pictures intermittently when reading book.
- Uses nametags/draws attention to child's/adult's written name.
- Offers suggestions for what you can do with your child to develop this skill.

#### *For Two- through Five-Year-Olds*

Presenter:

- Explains/talks about this skill to adults.
- Calls attention to the cover of the book.
- "Plays around" with the way we hold a book.
- Points to words when reading the title.
- Points to the print and occasionally runs finger along text while reading.
- Has rhymes/songs written out so adults can follow and children notice text.
- Uses nametags/draws attention to child's/adult's written name.
- Offers opportunity for children to draw picture/"write" about story.
- Talks about print in our environment, when we go to the store, as we walk or drive around.
- Offers suggestions for what you can do with your child to develop this skill.

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## Early Literacy Storytime Watch

### Narrative Skills

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#### *For Newborn to Two-Year-Olds*

Presenter:

- Explains/talks about this skill to adults.
- Models talking with infants, leaving time for child to respond.
- Relates activity/book to experiences/situations familiar to toddlers.
- Allows toddlers time to respond.
- Offers suggestions for what you can do with your child to develop this skill.

#### *For Two- through Five-Year-Olds*

Presenter:

- Explains/talks about this skill to adults.
- Uses puppets, props, flannel board to have children participate in retelling the story.
- Talks about the events of the story.
- Talks about theme.
- Helps children link the events and characters to what they know about. Allows/encourages some participation.
- Has children/adults chime in on repeated phrases
- Demonstrates/models dialogic reading.
- Reads book without much interruption so children are exposed to story structure.
- Encourages parents to allow children to retell stories or to describe things that happen.
- Offers suggestions for what you can do with your child to develop this skill.

#### *For Four and Five Year Olds*

Presenter:

- Allows children to act out story.
- Encourages children to make predictions before/during reading of story.

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## Early Literacy Storytime Watch

### Print Motivation

*By doing the activities you have seen in storytime at home, you are helping your child become ready to read.*

*Keeping your booksharing time together enjoyable is the most important thing you can do to help your child become interested in reading and books when he is learning to read.*

*Children who see their parents reading are more likely to be readers themselves.*

*When you share books with your child, it is more important to keep the interaction positive than it is to make it long. If your child loses interest even after a short time, just try again another time.*

***How you share a book with your child affects how interested he or she may be in the book. Ask your library staff for tips!***

***Keep books everywhere: in the car, near the bathtub, in the diaper bag, in different rooms of your home.***

#### *For All Ages*

Presenter:

- Explains/talks about this skill to adults
- Conveys the idea that reading is fun.
- Has fun.
- Children have fun.
- Keeps children involved.
- Adults have fun.
- Finds ways to keep adults attentive/involved.
- Offers suggestions for what you can do with your child to develop print motivation.

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# Early Literacy Storytime Watch

## Phonological Awareness

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### *For Newborn to Two-Year-Olds*

Presenter:

- Explains/talks about this skill to adults.
- Invites children/adults to chime in saying of rhymes, fingerplays.
- Uses music/songs in storytime.
- Repeats rhymes and songs.
- Offers suggestions for what you can do with your child to develop this skill.

### *For Two- through Five-Year-Olds*

Presenter:

- Explains/talks about this skill to adults.
- Invites children to chime in rhymes, fingerplays, and/or poetry.
- Sings songs with children.
- Repeats rhymes and songs.
- Uses books with alliteration and/or rhyming text; invites children to chime in.
- Uses playful ways to emphasize the rhyming words in songs, rhymes, or books.
- Plays sound game(s) with children, such as: Claps syllables in words.  
Changes beginning sound in repeated phrase.  
Plays "I Spy" using rhymes or beginning sounds.
- Offers suggestions for what you can do with your child to develop this skill.

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# Early Literacy Storytime Watch

## Letter Knowledge

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### *For Newborn to Two-Year-Olds*

Presenter:

- Explains/talks about this skill to adults.
- Uses objects to note the explain importance of shapes; allows children to feel shapes.
- Demonstrates use of large foam/magnetic letters or shapes; importance of learning through senses.
- Uses nametags and draws attention to letters in child's/adult's written name.
- Offers suggestions for what you can do with your child to develop this skill.

### *For Two- through Five-Year-Olds*

Presenter:

- Explains/talks about this skill to adults.
- Uses nametags and draws attention to letters in child's/adult's written name.
- Uses nametags to help children understand letters.
- Uses an enjoyable alphabet book/activity/song.
- Talks about/points out letters and/or letter sounds.
- Matching games on flannel board to help children see what is the same and different.
- Has children make letter with body.
- Has children make letter with fingers.
- Talks about letters in our environment, when we go to the store, as we walk or drive around.
- Following storytime, there was opportunity for children to play with letters.
- Offers suggestions for what you can do with your child to develop this skill.

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