

## Storytime Crosswalk Connections: How the Six Skills and Five Practices Meet at the Library!



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Adapted from the chart *"The Five Practices And The Early Literacy Components Support Each Other"* developed by Saroj Ghoting for the Every Child Ready to Read initiative.

For more information and storytime resources:

Ohio Ready to Read website: <http://ohreadytoread.org/>

Ohio Ready to Read on Facebook: <https://www.facebook.com/OhioReadyToRead/>

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# Print Motivation: The enjoyment of books and reading

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**Sing:** A simple consistent opening song engages the children and lets them know storytime is about to begin. This is a great way to get them excited about reading through song.

**Talk:** Don't just stick to the story, but interact with children during storytime! Ask personal questions as you read such as "what would you do in this situation?" Making storytime a personal interactive experience will keep them engaged and excited about reading.

**Read:** Stress to parents that shared reading is the single most important thing they can do to help their child learn to love reading.

**Write:** Let parents know that the nonsensical scribbles a toddler makes are actually an important building block in the process of learning to write. Praise your child and encourage them to describe what the scribbles mean.

**Play:** Provide toys or objects that represent scenes from the book you have just read. This will encourage the children to retell the story as they play with and explore the objects.

# Print Awareness: Print has meaning, environmental print, handling books

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**Sing:** Have a flip chart of song lyrics you can point to as you sing. This helps children make the connection between language and the written word.

**Talk:** Talk to children about the correct way to read words. Illustrate the principle by holding the book in silly ways (upside down, to the side, begin reading from the end of the book instead of the beginning). Ask the children to tell you what you are doing wrong.

**Read:** As you read out loud, point to the words on the page.

**Write:** Make a book together! Cut out pictures from magazines or old books and glue them to blank pages. Take turns writing descriptions of the pictures, letting the young child scribble while also seeing you write real words. Praise their efforts!

**Play:** Encourage children to go on a word hunt. Encourage them to look for clues as to what the word might mean and turn it into a guessing game (making sure you praise their efforts even if they guess wrong, of course).

# Phonological Awareness: Playing with the smaller sounds in words

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**Sing:** Let parents know that singing helps children hear the smaller sounds in words because the words are drawn out and there is a note for every syllable.

**Talk:** Give the children a sound such as “h” and ask them to come up with words that begin with that sound.

**Read:** Reading a story that rhymes can help children begin to sort sounds. See if children can guess which word comes next based on what rhymes with the previous word.

**Write:** When it comes to writing skills, the best place to start is with a child’s name. Write their name and especially focus on the first letter. Explain what the letter is and the sound it makes. Ask them to look for that letter in other words.

**Play:** Make up silly nonsense words together by combining two words to make a new word. For example, a “bancake” could be a banana flavored pancake. Or let children make up their very own unique words!

# Vocabulary: Knowing the meaning of words

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**Sing:** When you have children jump up and down during a song about jumping you are physically demonstrating what the word “jump” means in a fun interactive way.

**Talk:** Pause as you read to ask children to describe what they see on the page before you read the page out loud. This will give children a chance to build their vocabulary skills.

**Read:** While you are reading out loud it might be tempting to switch out some of the words to ones you think your children are more familiar with, but it is best to avoid doing so. Reading books exposes children to new words that they do not hear in the ordinary course of their day.

**Write:** As children are drawing pictures or scribbling, ask them to describe the action to you and build onto the conversation. Use similar words to summarize what they have just described.

**Play:** Play time is one of the best ways in which children build their vocabulary, as they learn the meaning of words in a natural setting. Play often with your children and engage in lots of conversation as you play!

# Narrative Skills: Expressive Language, the ability to recount events/ stories

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**Sing:** Many of the songs we use in storytime tell a story or go through a sequence of events, which can help a child improve their narrative skills.

**Talk:** Throughout the day, stop and ask children questions about their daily routine. What did we just do? Ate breakfast. So what will we do next? Brush our teeth!

**Read:** Narrative style books that follow a pattern of action are good for this skill. Children can use the knowledge of what the character did in the past to predict what they will in the future.

**Write:** As an activity, give the children a single picture or illustration, ask them to tell a story about what is happening in the picture and write it down as they tell the story.

**Play:** Adapt your favorite story book so that it can be acted out with stuffed animals. Give the children the animals and let them be characters in the book after you have read them the story.

# Letter Knowledge: Same letter looks different, letters have names and represent sounds

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**Sing:** Type out the lyrics to songs you use regularly in storytime using large fonts and small spaces or dashes between the syllables in each word and have parents follow along.

**Talk:** Introduce a letter of the day, or week, during your storytime, and talk about the different sounds that letter can make.

**Read:** Read a book with the letter of the day contained within the title. Before reading, point out the letter. Pause once or twice while reading to point out the letter in a word in the book.

**Write:** Even if you don't have paper and writing utensils around, you can still practice basic writing skills! Scratch letters in the dirt with your foot, or holding a child's hand, help them draw invisible letters in the air.

**Play:** Matching and sorting games are great ways to begin teaching the concept of identifying similar and differing characteristics: concepts that will later be applied to letter recognition.