




Ohio Ready to Read

Storytime Foundations

A workshop presented by Ohio Ready to Read
Facilitated by: [facilitator names & libraries]







Welcome!

Please tell us your name, library, and job title, and share your answers to these questions:

- Have you done storytimes before?
- What's your favorite age group?
- What age group do you consider most challenging?
- What scares you about storytime?






Overview

The workshop will cover these and other topics:

- Why we do storytimes
- Types of storytimes and their elements
- Choosing books, music, and songs
- Every Child Ready to Read: Five Practices and Six Skills
- Science of Reading
- Literacy Asides
- Engaging caregivers
- Storytime evaluation
- When storytime doesn't go as planned



What is YOUR why?

"The time spent on reading with children helps them develop reading skills they will need before they hit preschool and kindergarten. Not all adults understand the critical learning time for those kids under the age of 5!"

-Storytime Parent, Bucyrus Public Library



Types of Storytimes

- Baby Storytime
- Toddler Storytime
- Preschool Storytime
- School Readiness Storytime
- Family Storytime
- Music and Movement Storytime
- Sensory Storytime
- Special storytimes like Pajama Storytime, Holiday/Special Event Storytime, Outdoor Storytime



Baby Storytime



Toddler Storytime




Preschool Storytime





School Readiness Storytime




Family Storytime





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Music and Movement Storytime





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Sensory Storytime or adapting for different abilities






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Things to include in every storytime

- Welcome
- Expectations
- Opening
- Literacy Asides
- Closing







Consistency vs New

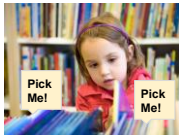


- Being intentional
- Ages
- Adding New Elements

Theme vs No Theme

VS

Storytime Set-up



Storytime Set-up: Archbold Public Library



Storytime Set-up: Bucyrus Public Library



Storytime Set-up: Grandview Heights Public Library



Storytime Set-up: Cincinnati & Hamilton County Public Library: Anderson Branch



Presentation Styles



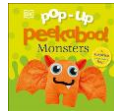
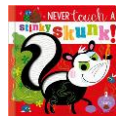
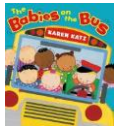
Choosing Books

When choosing books to use for storytime, take into consideration the following four ideas:

- Text
- Pictures
- Book
- Content



Choosing Books: Babies



- **Text**
 - Simple text
 - Invite rhymes, repetitive, noises and singing
- **Pictures**
 - Diverse Faces
 - Colorful
 - Clear
 - Inviting
- **Book**
 - Touch and feel, lift the flap
 - Boardboards, vinyl books
 - Using the book more than once
- **Content**
 - Letters, numbers, colors, shapes, first words, routines
 - Simple storylines






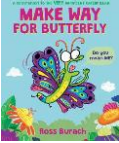

Choosing Books: Toddlers



- **Text**
 - Simple storylines
 - Predictable, repetitive, rhyming
 - Font size changes throughout
- **Pictures**
 - Go along with the text of the book
- **Book**
 - Sturdy books
 - Interactive
 - Manipulatable
 - Lift the flap
 - Picture Books
 - Easy Nonfiction
- **Content**
 - Incorporate movement
 - Familiar people, places, animals
 - Favorite characters/interests
 - Builds background knowledge




Choosing Books: Preschool

- **Text**
 - More complex stories
 - Font size changes throughout
 - Clear, rhythmic rhyming
 - Fun
- **Pictures**
 - Humor
 - Illustrations support the story
 - Clear
 - Engaging
- **Book**
 - Picture Books
 - Easy Nonfiction
 - Easy Readers
- **Content**
 - More complex but simple
 - Builds background knowledge


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Choosing Music & Songs







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Technology








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Storytime Extension Ideas



Puppets



Flannels



Organization of Storytime Materials





Every Child Ready to Read - Five Practices




Every **CHILD** Ready to **READ**

Talking | Singing | Reading | Writing | Playing

<https://ohreadytoread.org/every-child-ready-read-overview>






Every Child Ready to Read - Six Skills

Science of Reading Correlation

Six Early Literacy Skills	Five Practices	Science of Reading
Phonological Awareness	Reading Writing Talking Playing Singing	Phonological Awareness
Letter Knowledge		Phonics
Print Awareness		Word Recognition
Print Motivation		Fluency
Vocabulary		Vocabulary
Narrative Skills		Oral Language Comprehension
		Text Comprehension

<https://ohreadytoread.org/science-of-reading>



Literacy Asides

30 second highlight

Why?

- Storytime is for everyone!
- Share your expertise
 - Show and tell
- Promotes engagement

**Tell me and I will forget,
show me and I may remember;
involve me and I will understand.**

Literacy Asides

Types of Asides

Explain

Introduce the word/story information you will be highlighting in the storytime.

Example

Using an item in the storytime, models or demonstrates the use and meaning.

Empower



Shares an idea to help adults incorporate the highlighted skill later.



When we...

Adults when you do this activity, your children learn this early literacy skill.

...Connection to research

This helps them become a good reader because what we know from research.



Engaging Caregivers

Make it obvious

- State expectations early
- Invite them
- Hand them a scarf, bells, book, etc.
- Thank them for being there

Additional supports:



- Use a visual schedule
- Provide lyrics on screen or w/projector
- Handouts for lyrics/take home tips

Practice time!

We will pair up and have time to practice reading, singing, and presenting a storytime.

Each person will have time to be the storytime presenter and time to be the audience.







Storytime Evaluation

Internal & External Evaluations

- Self-reflection
- Peer/supervisor observation
- Feedback from families
 - Surveys (paper or online)
 - Sticker voting
 - Happy/Neutral/Sad
 - Favorite part of program

When Storytime Doesn't Go as Planned





Thank you!

Workshop evaluation form:
www.surveymonkey.com/r/SF_workshop_eval

