

LITERACY FOR LITTLE ONES
NATURITA COMMUNITY LIBRARY
PRESENTS
STORY TIME

BOOK: All by Myself by Mercer Mayer
SONG BAG: Children pick familiar songs out of bag.
ACTIVITY: Get dressed by gluing clothes on paper dolls.

BOOK: Leaves by David Ezra Stein
ADD NEW SONG: Leaves are Falling Down
Sung to: The Farmer and The Dell
**The leaves are falling down,
The leaves are falling down
Red, Yellow, Green and Brown,
The Leaves are falling down.**

SONG BAG: Children pick familiar songs out of the bag
ACTIVITY: Nature walk around the library. Decoration made from collected leaves on clear contact paper.

BOOK: Barnyard Dance by Sandra Boynton
REVIEW SONG: Leaves are Falling Down
SONG BAG: Children pick familiar songs out of bag.
ACTIVITY: Swirling with scarves.

BOOK: Colors by Richard Scarry
REVIEW Song: Leaves are Falling Down
ADD NEW SONG: The Rainbow Song
Sung to: Twinkle, Twinkle Little Star
**Red and Orange, green and blue, shiny yellow, purple too.
All the colors that we know, live up in the rainbow.
Red and orange, green and blue, shiny yellow, purple too.**

SONG BAG: Children pick familiar songs out of bag.
ACTIVITY: Make a book using construction paper of the appropriate color for each page. The last page allow the kids to draw their own rainbow. For the very young children explore colors stringing foam beads of the rainbow colors.

BOOK: Shapes and Opposites by Richard Scarry
REVIEW SONG: The Rainbow Song
SONG BAG: Children pick familiar songs out of bag.
ACTIVITY: Two columns on white paper with shapes in the rainbow colors. Cut out exact shapes in rainbow colors for the children to paste on the second column. Use the

same rainbow colors change shapes for letters.

BOOK: 10 Fat Turkeys by Tony Johnston

REVIEW SONGS: The Rainbow Song and The Leaves are Falling Down

SONG BAG: Children pick familiar songs out of bag.

ACTIVITY: Construction paper turkey. Glue feathers on the turkey and turkey tail.

BOOK: Goodnight Gorillas by Peggy Rathman

FELT BOARD: Gorilla, Keys, Mouse, Elephant, Lion, Hyena, Giraffe, Armadillo.

Show the children the animals and have them choose which word/animal comes next in the story.

First, the ___ took the ___ form the zookeeper and let himself out of his cage. (And of course, his little friend the ___ went with him!) Next, he let the ___ out of his cage. Then, he let the ___ out of cage. After, he let the ___ out of its cage, he opened the door for the _____. Finally, he let the _____ out of his enclosure. Then, the gorilla (and his friend the mouse) and the elephant and the lion and the hyena and the giraffe and the armadillo all followed the zookeeper to house.

SONG BAG: Children pick familiar songs out of bag.

ACTIVITY: Zoo animal puppets attach to a Popsicle stick.

BOOK: Me and My Amazing Body by Joan Sweeney

SONG: Head/Shoulders/Knees/Toes

SONG BAG: Children pick familiar songs out of bag.

ACTIVITY: Using large motor coordination equipment, show children how to balance by using their arms, legs, eyes, etc. (Balance beam, scooters, and bouncy balls)

EARLY LITERACY SKILLS

LITTLE ONES need a variety of skills to become successful readers. A panel of reading experts has determined that six specific early literacy skills become the building blocks for later reading and writing. Research indicates that children who enter school with more of these skills are better able to benefit from the reading instruction they receive when they arrive at school. We practice the SIX EARLY LITERACY SKILLS during our STORYTIME and promote awareness to our parents.

Vocabulary

Vocabulary, knowing the names of things, is an extremely important skill for children to have when they are learning to read. Most children enter school knowing between 3,000 and 5,000 words.

During story time help develop little ones vocabulary by reading a variety of books with

them both fiction and nonfiction. Point out objects in the books and be specific while naming the objects, asking the children if they see these things in their world.

Print Motivation

Print Motivation is a child's interest in and enjoyment of books. A child with print motivation enjoys being read to, plays with books, pretends to write, asks to be read to and likes trips to the library.

Encourage print motivation during story time by sharing the book while you read. Keep books accessible on the rug and let the children see you sitting by the books enjoying them before the story time begins. Children see adults enjoying reading and they also will enjoy reading. Explain how you use reading and writing in everyday life.

Print Awareness

Print Awareness includes learning that writing in English follows basic rules such as flowing from top-to-bottom and left-to-right, and that the print on the page is what is being read by someone who knows how to read. An example of print awareness is a child's ability to point to the words on the page of a book.

Encourage print awareness by allowing the children to point out the written words using simple books with one word on a page. Let children take turns pointing to these words and let them associate the words with pictures.

Narrative Skills

Narrative Skills, being able to understand and tell stories, and describe things, are important for children being able to understand what they are learning to read. An example of a narrative skill is a child's ability to tell what happens at a birthday party or on a trip to the zoo.

Strengthen narrative skills during story time by asking the children to tell you about the book, instead of just listening to you read the story. Encourage the children to tell you about things that happened during the week between story times. Help them to become aware of sequence by asking "What happened next."

Letter Knowledge

Letter Knowledge includes learning that letters have names and are different from each other, and that specific sounds go with specific letters. An example of letter knowledge is a child's ability to tell the name of the letter B and what sound it makes.

Letter knowledge can be developed by using a variety of fun reading activities, like pointing out and naming letters in alphabet books, picture books, or take a walk through

the library pointing out letters on books or posters. For babies, talk about the shape of things, and for preschoolers, try drawing letters and pictures on long pieces of butcher paper sitting on the floor with the children.

Phonological Awareness

Phonological Awareness is the ability to hear and manipulate the smaller sounds in words. Phonological awareness includes the ability to hear and create rhymes, to say words with sounds or chunks left out and the ability to put two word chunks together to make a word. Most children who have difficulty in reading have trouble in phonological awareness.

Strengthen phonological awareness by playing fun word games before or after you read the books:

- Make up silly words by changing the first sound in a word: milk, nilk, pilk, rilk, filk.
- While reading the story, find appropriate words that can be said with a pause between the syllables ("rab"and "it") and have the children guess what word you are saying.
- Read stories of poems with rhymes or different sounds for the children.
- Repeat Mother Goose rhymes to the children making the characters come to life on the flannel.