Welcome to Supercharged Storytimes

Session 5 – Sustaining Early Literacy Influence
“Don’t eat me. I am an inchworm. I am useful.
I measure things.”

“Is that so?” said the robin. “Then measure my tail!”
Annotation Tools

The tool buttons will open in a row on the left side of your screen, once you **click on the blue marker**.

**Check mark**
- Click on square shape, half-way down.
- Use the drop-down menu and choose the check mark.
- Click on slide to indicate choice.
Session 1 – Monday, October 5
Welcome to Supercharged Storytimes!

Session 2 – Monday, October 12
Alphabetic Knowledge - Exploring with Letters

Session 3 – Monday, October 19
Phonological Awareness - Playing with Sounds

Session 4 – Monday, October 26
Building Your Supercharged Community!

Session 5 – today!
Sustaining Early Literacy Influence
Today’s Presenters

Betha Gutsche
OCLC – WebJunction

Kathleen Gesinger
OCLC – WebJunction

Sara Groves
Montana State Library

Liz Morris
OCLC - WebJunction
Today’s agenda

- Exploration of Early Literacy Concepts
- Sustaining Your Practice
- Early Learning Advocacy
- Next Steps!
Exploration of Early Literacy Concepts
Tools, tips and videos for 6 other concepts

Oh! EEEEK!

- Alphabetic Knowledge
  - Exploring with Letters
- Communication
  - How to Talk & Share
- Comprehension
  - Understanding Stories, etc.
- Language Use
  - How to Use Words
- Phonological Awareness
  - Playing with Sounds
- Print Concepts
  - Connecting with Stories
- Vocabulary
  - Understanding & Using Words
- Writing Concepts
  - Writing
We asked you…

Of the additional early literacy concepts and VIEWS2 resources introduced today, which are you most likely to incorporate into your storytimes, and why?
So, how did it go?

- Didn’t try anything new
- Focused on AK & PA
- Practiced 1-2 additional concepts
- Gave them all a try!
- Shared tools with colleagues!
COMMUNICATION – how to talk & share

I will often make a face that mirrors the emotion or actions in the story and look at the children to see if they are feeling the same, like the story "Oh No!"

For baby storytime, I do Jim Gill's, “Your face will surely show it.” I have the parents turn baby around, so they can see the parents make the faces being described in the song.

At the beginning I do a song where each child gets to say their name, we end with changing from "who are you?" to "how are you?" – we first talk about what good/happy LOOKS like: smile/thumbs up, just ok, or not so good frown/thumbs down.

IN CHAT Share a favorite activity that you’ve tried (or want to try) to introduce Communication.
COMPREHENSION – understanding words, stories, directions

We do a scarf song that works on directionals such as up, down and around--as we do the activity I point out that this gives the babies concrete concepts.

I encourage the parents to help baby find a body part being described in a story. If they are a little older I encourage them to find their own body parts.

I read a simple story like, The very hungry caterpillar then let them retell the story on the flannel board.

By looking at the illustration, I ask the preschool kids to let me know if the character is happy, angry, or sad -- about what is happening in the story.

Share a favorite activity that you’ve tried (or want to try) to introduce Comprehension.
WRITING CONCEPTS – how to use words

I bring out big crayons and blank paper to allow the babies to scribble.

Writing big letters on the floor with masking tape and asking the kids to walk their letters... has been a big hit with my preschool group!

I remind parents that the fine motor skills we practice in our "craft" time are helping to support their children's current and future writing. Using scissors, drawing, labeling their pictures, signing their work, are all ways children can physically practice the skills they will need to write.

IN CHAT Share a favorite activity that you’ve tried (or want to try) to introduce Writing Concepts.
I love to **pick books** that have great, **rich vocabulary**. I often **point out** to the parents of my storytime babies that **the more words the babies hear**, the **better prepared they are** when they encounter reading that same word down the road.

When we get to a **difficult word** in a book, I will **pause, and define it** in a **simpler way** for the kids to understand. You can see the glassy glaze disappear from their eyes, once it’s been defined.

We **stop and discuss** different words. In one of our books, *Kiss the cow*, the character was described as **curious** and **stubborn**. We talked about that. Then as a parent tip, say "*There were some great interesting words in our books today. When you read with your children, you can take time and talk about some fun words and use them through the day.*"
Staying Supercharged
Sustaining your Practice
How will you …

✓ Maintain your *intentionality*?

✓ Keep up your Supercharged *momentum*?

✓ Stay *connected*?

“*I want to see how other people are implementing this program.*”
Mentoring is a process for the informal transmission of knowledge
The Power of Peer Mentoring

Word cloud from Iowa State University Learning Communities
Montana is large and VERY rural

Our process for pairing up was to say, “Find your closest neighbor and sit down together.” Not very scientific, but it worked for us.
Most of our librarians work in a bit of a vacuum.
How do you feel about a Storytime Selfie video of yourself?

Not going to happen!

I might try it, maybe

Super idea!
Early Learning Advocacy
Libraries are a key piece of the early learning community

“Libraries are the best field trip you could possibly take your kids on!”

-Overheard at NAEYC
Who are the stakeholders you engage with now?

- Parents, families, and caregivers
- The early learning community (preschools, Head Start, child care centers, etc.)
- Faith based communities
- Healthcare community (prenatal care, birthing classes, pediatric clinics, etc.)
- Elementary schools
- Any organization that works with children & families
Who are the stakeholders you would like to engage with next?

- Parents, families, and caregivers
- The early learning community (preschools, Head Start, child care centers, etc.)
- Faith based communities
- Healthcare community (prenatal care, birthing classes, pediatric clinics, etc.)
- Elementary schools
- Any organization that works with children & families
Building Collaborative Momentum

“I honestly think that everyone in our community is a stakeholder. By developing these early literacy skills we are helping our children to become successful citizens later in life.”

“I've started going to the early childcare center at the elementary school which provides daycare for children birth to the start of preschool. They have allowed me to start doing storytimes there twice a month…they love when we can collaborate.”

“We have…initiated collaborative efforts regarding early literacy with area Head Start, Parents As Teachers groups, and some licensed preschools/child care centers. Other possibilities for spreading the word about our early literacy services would be area home school groups, licensed family child care homes, or Young Mother's Bible Study groups at area churches.”
Literacy is a key component of early child development.

Most states have **early learning standards/guidelines** to support child development across **many** domains.

Reference State Early Learning Priorities as a Resource for Advocacy

**Explore** aspects of early childhood development prioritized in your state

**Identify** activities you already provide related to literacy and other areas of early learning

**Discuss** your library’s early learning efforts in the context of established priorities
Supercharged State Coordinators!

Shannon Schinagl
Maine State Library
Early Literacy Consultant

Jennifer Verbrugge
MN State Library Services
Library Program and Partnership Coordinator

Sara Groves
Montana State Library
Marketing & Communications Coordinator

Lori Special
State Library of NC
Youth Services Consultant

Tessa Michaelson Schmidt
WI Dept. of Public Instruction
Public Library Youth and Special Services Consultant
How is your state library supporting early learning? Are there specific resources or partners that you'd like to highlight?
Next Steps
In chat: share 1 word or phrase that represents what you will carry with you from this experience.
Use Your Supercharged Voice!

- **Review** your state’s early learning priorities, and **respond** to the related discussion questions in Supercharged Central

- **Complete** the **post-evaluation survey** – open through **Dec 11**

- To be **eligible** for a **Certificate of Participation** – must be **enrolled** in Supercharged Central and attend all **5 orientation sessions** (live online or archive viewing)

- Certificates of participation will be **provided** by **end of December 2015**.
Continue Supercharged Practice

✓ Continue to explore and practice the VIEWS2 concepts

✓ Continue to read and share in the session discussion forums

✓ Share your tips and “ah-ha’s!”

✓ Tell your friends about what you’ve learned. Supercharged Central will open statewide in early 2016!
Open Discussion Forum & Resource Rumpus

START new discussions!

This is the Supercharged Storytimes open discussion forum - a space to connect, ask questions, and share ideas that may fall outside of the weekly topics.

Please continue to complete your weekly reflection questions and use this forum space for conversations around other storytime topics you'd like to explore. You can post attachments (documents, photos, videos) to your comments, too!

SHARE favorite resources!

This is an open wiki area to collect online resource ideas (favorite books, songs, materials, etc.) for support and inspiration. It is a wiki space that will expand and grow as we move through this orientation. You are invited to add new resources and examples to this wiki!
Supercharged Storytimes

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