



Kathleen Gesinger

Learning Community Manager



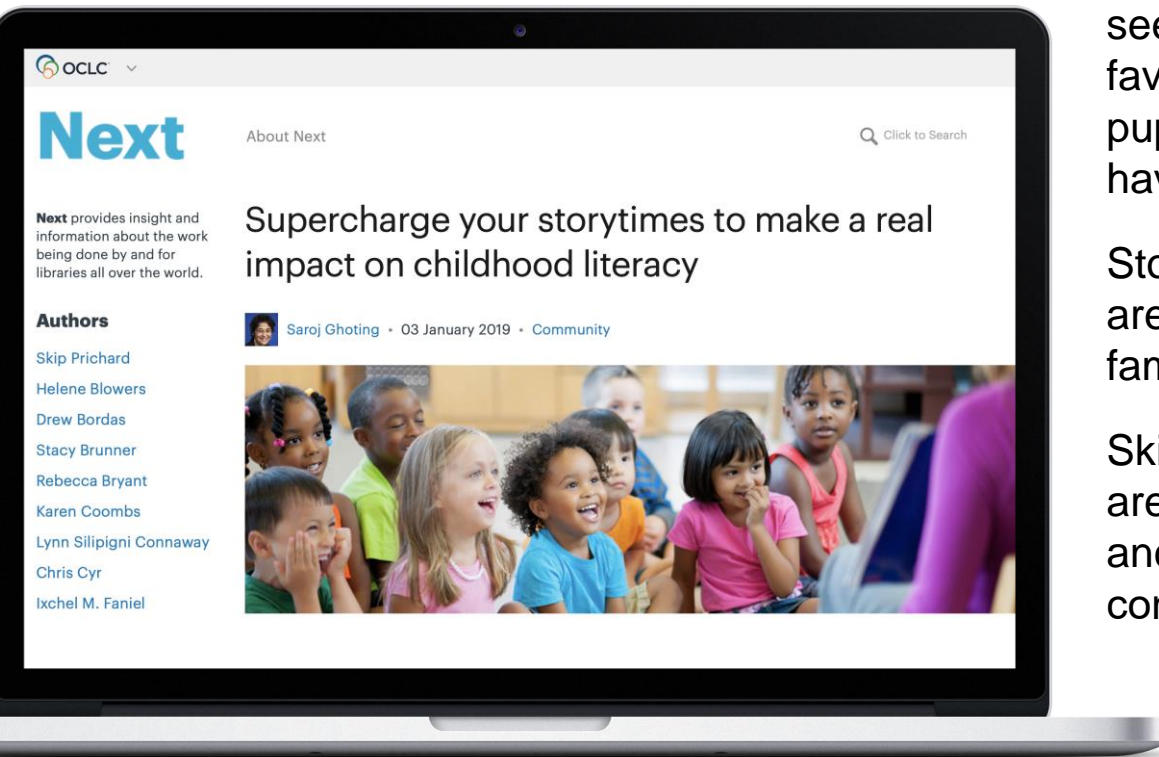
Brooke Doyle

Project Coordinator

15-minute briefings + 45 minutes of
office hour chats = **Power Hours**

SATURDAY, 11:30 AM – 12:30 PM

Supercharge Your Library's Storytimes



“To an outsider, a library storytime can seem deceptively simple— grab a favorite book and ham it up. Use a puppet, silly voices, and everyone will have fun.

Storytimes are entertaining! But libraries are in a unique position to connect with families and their children from birth.

Skillful, thoughtful storytime practitioners are key to the role libraries can play as anchor institutions within a broader community learning infrastructure.”

– Saroj Ghoting

WebJunction® Course Catalog

The learning place for libraries.

Your progress ⓘ



You already provide great storytimes.
Supercharge your practice to make them even better.

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What we've heard – Intentionality

“It's made me think more about **why I do what I do** and has me thinking more in-depth about **what methods would benefit my audience** more than what feels like a ‘full-meal’ storytime.”

“...the more **intentional** I become with incorporating **early literacy tips** into my storytime, the more **parents want to talk to me afterward about reading to their kids.**”

What we've heard – Tools & Methods

Using the toolkits automatically adds in those [early literacy] concepts in a very easy way.

I really like that Supercharged Storytimes encourages only a couple early literacy concepts each storytime.

It forces me to slow down and be intentional about how I craft storytimes as well as not overloading myself and the participants.

What we've heard – Equity Lens

“Ralph’s talk inspired me and also reminded me that this process is a constant and active journey of: connecting with community members, overcoming biases, building relationships, and removing barriers.”

“I want everyone to feel welcome and comfortable at our library.”

“...often we jump into programming (with the best of intentions) but miss the mark if we don't have relationships with those we serve.”

VIEWS2

Valuable Initiatives in Early Learning
that Work Successfully



Information School
UNIVERSITY of WASHINGTON

Project VIEWS2, a University of Washington Information School research project was conceived in response to **public librarians** and **library directors** across the state of Washington asking:

“How can we know whether the early literacy focus of our storytimes makes a difference for the children’s learning to read successfully?”

<http://views2.ischool.uw.edu/>

VIEWS2

Valuable Initiatives in Early Learning
that Work Successfully

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Information School
UNIVERSITY of WASHINGTON

“An **intentional focus on early literacy content** in public library storytimes can increase the children’s early literacy behaviors while at storytime.”

—VIEWS2 Research Team



Photo: Dr. Eliza Dresang on [VIEWS2 website](#)

What is early literacy?

Early literacy is what children know about reading and writing before they can actually read and write.



Photo: Mother and daughter playing at daycare; [Getty Images](#)

Early Literacy Practices

Every**CHILD**
Ready to**READ**[®]
@ your library[®]



Early Literacy Components

Oral Language – Foundation for all language

Phonological Awareness – Hearing smaller sounds in words

Print Awareness/Concepts – Knowing that print has meaning

Letter Knowledge – Exploring letters

Vocabulary – Knowing words

Background Knowledge – Prior knowledge about the world

- Conceptual Thinking
- Content Knowledge
- Book and Story Knowledge

4 Pillars of Supercharged Storytimes

- 1 Interactivity**
- 2 Intentionality**
- 3 Assessment**
- 4 Community of Practice**

1

Interactivity

Interactions between:



- Practitioner and the children at storytime
- Practitioner and the parents or caregivers
- Parents & caregivers with their children any time

2

Intentionality



- being **mindful** about planning storytimes
- being **purposeful** about including key early literacy components
- and **reflecting** afterward on storytimes

Early Literacy Planning Tool

Oral Language/Listening skills, speaking skills, social communication skills

Goals: Children demonstrate an understanding of language by listening and speaking.

Children use language for a variety of purposes.

Children understand and use the conventions of social communication.

Birth to 18 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none">• Uses a variety of voice sounds when sharing books, songs, including demonstrating the use of "parentese"	Respond to frequently heard sounds and words Orient to speaker in response to speaker's words
<ul style="list-style-type: none">• Provides or recites oral stories, nursery rhymes to children in order to prompt them to express simple thoughts or ideas• Repeats rhymes, songs, stories to increase familiarity and engagement	Attends to stories, rhymes, songs Use single words to express thoughts and ideas (e.g. when seeing the sun, say "sun")
<ul style="list-style-type: none">• Pauses so that children can interject and repeat	Vocalize/use words and gestures in response to person's voice or gestures and to solicit attention Imitate words and gestures
<ul style="list-style-type: none">• Encourages children to imitate simple sounds, repeated words in books and stories	Imitate words/sounds (e.g. simple greetings)
<ul style="list-style-type: none">• Greets children with nonverbal gestures (e.g. waves hello) in order to communicate• Encourages children to join in with songs and movement activities that use gesture• Adds gestures to books, songs, etc. that support communication	Use nonverbal gestures for social conventions of greeting (e.g. waving goodbye) Communicate needs through facial expressions, words, actions

Intentionality can transform storytime



Photo: Story Time by [New Jersey Library Assoc](#) on [Flickr/CC BY-NC-ND 2.0](#)

Intentionality and Early Literacy Tips

Empowering
parents and
caregivers to
support early
literacy at home



Photo: DSCF0743 by [JBLM MWR](#) on [Flickr](#) [CC BY 2.0](#)

Early Literacy Planning Tool based on Every Child Ready to Read2®

Print Awareness and Concepts/Knowing that print has meaning, how print "works"

Goals: Children draw meaning from pictures, print, and text.

Children demonstrate awareness of print concepts: how to handle books, direction of print, concept of word, concepts of print (punctuation, table of contents, etc.).

Children use writing implements to communicate through written representations, symbols, letters.

18 to 36 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none">Labels objects in books, using descriptive words, encouraging children to label as wellShows actual item of object pictured, uses propsShares books with objects and situations children can relate to their own experiences	Relate pictures to real objects, people, events, stories
<ul style="list-style-type: none">Points to title and some text, uses big books when possibleNarrates how books work (e.g. "Let's see what's on the cover." "I am turning the page to see what happens next.")"Plays" with orientation of book, holding it upside down/backwardsAllows opportunity for parents/caregivers and children to look at board books together, encouraging adults to narrate how books work	Show ability to handle books, turn book right-side up, turn pages Begin to understand that print represents spoken words Pretend to read text Recognize when book upside down
<ul style="list-style-type: none">Includes movement activities and action songs to build gross and small muscles later used for writing	Participate in movements in action/movement activities
<ul style="list-style-type: none">Provides opportunities for writing, asking children about what they have written, age-appropriate material (i.e. scribbles)	Scribble and makes marks on paper purposefully Tell what scribble means
<ul style="list-style-type: none">Provides opportunities for open-ended play, encouraging symbolic play	Use symbols or pictures to represent what is said

3

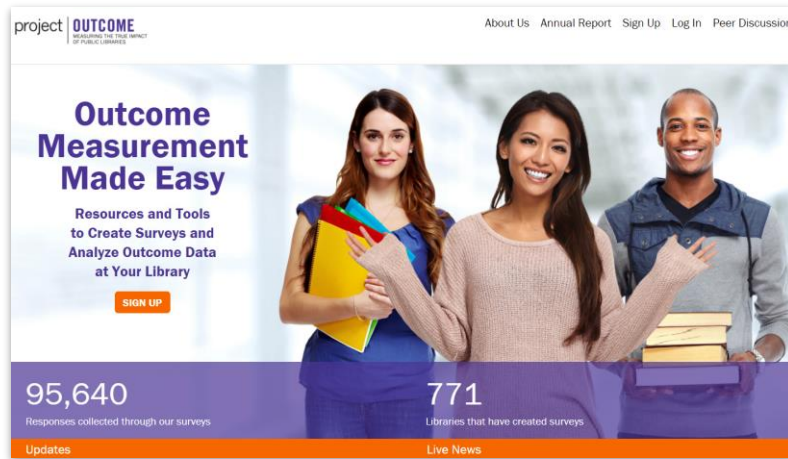
Assessment

A variety of ways to assess a **supercharged storytime**:



- Self-reflection
 - Observation and peer mentoring
 - Observing children's behaviors
-
- Structured assessment tools, such as PLA's Project Outcome toolkit for early childhood literacy development

Project Outcome Toolkit

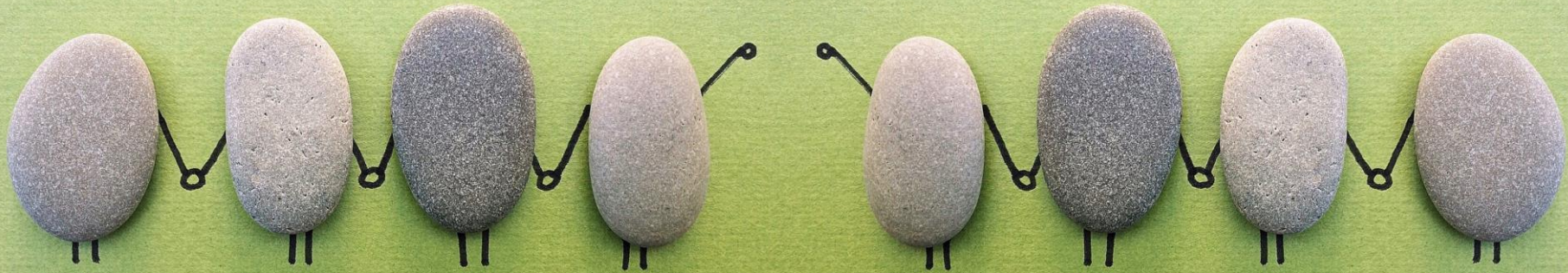


- A free set of evaluation tools from PLA
- Ready-to-go surveys
- Easy to use process
- Leads to improved programs and evidence of value

4

Community of Practice

Connecting with your peers and colleagues to share and receive ideas and feedback



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You already provide great storytimes.
Supercharge your practice to make them even better.

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Supercharged Storytimes Learner Guide

Module One: Key Supercharged Storytimes Elements

Use this learner guide to support the Supercharged Storytimes self-paced course **video recordings**, print a copy of this guide to jot down notes, participate in activities for reflections on your learning. There is great learning value in writing with pen and paper and helps the brain synthesize the important points to remember.

Introduction to Supercharged Storytimes

There are four pillars that will supercharge your storytimes.

And there is a cycle of **planning, delivery and assessment**.

Interactivity, intentionality and self-reflection (assessment) are incorporated into

- 1 Interactivity
- 2 Intentionality
- 3 Assessment
- 4 Community of Practice



As you learn more about supercharging your practice, you may find that you are doing things, either intuitively or through trainings you have received over the years.

Oral Language

Oral language is the development of knowledge and skills that allows children to use words to communicate.

It is the first of six early literacy components on which this course is structured, and the other components.

- **Reflection:** How does knowing how the young brain works influence how you

1

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Early Literacy Planning Tool based on Every Child Ready to Read28

Oral Language/Listening skills, speaking skills, social communication

Goals: Children demonstrate an understanding of language and use language for a variety of purposes.
Children understand and use the conventions of social interaction

Birth to 18 months

Storytime Provider/Educator/Adult

- Uses a variety of voice sounds when sharing books, songs, including demonstrating the use of "parentese"
- Provides or recites oral stories, nursery rhymes to children in order to prompt them to express simple thoughts or ideas
- Repeats rhymes, songs, stories to increase familiarity and engagement
- Pauses so that children can interact and repeat

- Encourages children to imitate simple sounds, repeated words in books and stories
- Greets children with nonverbal gestures (e.g. waves hello) in order to communicate
- Encourages children to join in with songs and movement activities that use gesture
- Adds gestures to books, songs, etc. that support communication

- Introduces sign language while using spoken words
- Encourages parents/caregivers to model eye contact and taking turns in communication as well as sounds and words one-on-one
- Offers simple instructions for fingerplays, movement activities, and transitions

18 to 36 months

Storytime Provider/Educator/Adult

- Changes intonation and tone to communicate meaning
- Prompts children to recount events
- Prompts children to reflect on the sequence of events in a story or book
- Points to objects and prompts children to point to objects in environment and/or within the pages of a book or within given context
- Responds to children's use of appropriate cues to solicit attention
- Prompts children to use adjectives to describe things or events in order to communicate effectively
- Offers instructions for fingerplays, movement activities, and transitions
- Provides children with the opportunity to use sound effects to convey meaning
- Uses songs and rhymes with children's names
- Reads books, tells stories, sings songs, shares rhymes, fingerplays, and poetry in engaging ways that encourage participation
- Uses puppets and/or props when reading/telling stories
- Uses motions that go along with stories and songs to convey meaning
- Repeats songs, books, fingerplays within storytime and over several storytimes
- Provides children with the opportunity to participate in turn-taking conversations
- Asks open-ended questions, pausing to allow time for response
- Provides opportunity for children to dictate stories
- Shares factual information and factual books for children to gain information
- Asks open-ended questions and encourages children to ask questions, pauses for children's responses

Tell simple stories which may include gestures to convey meaning

Understand language used to gain information
Convey information and ask questions on topics of interest

Respond to questions with words, phrases, sentences

Early Literacy Planning Tool WORKSHEET¹

This worksheet is a companion to the Early Literacy Planning Tool (ELPT). See the endnotes for directions on how to make use of it to be intentional about planning your storytimes.

ELPT Component:²

ELPT Goal:

Storytime Age Level(s)³ Your Strategy⁴ (column 1 of ELPT)

B – 18 months

18 – 36 months

36 – 60 months

Storytime Item⁵ (book, song, movement activity, flannel board)

Activity⁷ (What you are doing with the item? How could you modify it?)

Tip to share with parents/caregivers:⁶

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Library Walk-Through Observation Checklist

Physical Space - Building

- ☐ Is the entrance clearly marked? Is it inviting?
- ☐ Are there potential barriers, such as stairs or large heavy doors?
- ☐ When you enter, is the interior bright and welcoming? Or dark, cluttered or confusing?
- ☐ When you enter, are you able to make eye contact with or even see a library employee?
- ☐ Are the restrooms clean and accessible?

Comments or Notes:

Physical Space – Layout and Navigation

- ☐ How clear is the signage (wayfinding)? How effective is it in helping people navigate the space?
- ☐ Is the space arranged to encourage families to engage with libraries resources, with each other?
- ☐ What books (print and digital) are on display?
- ☐ Are there other community information resources readily available?
- ☐ What images are displayed? How well do they reflect the diversity of communities?
- ☐ Accessibility: does the space meet the diverse physical needs of patrons?
- ☐ Were you able to find the children's area easily?
 - ☐ Is it inviting to come in and use the books and materials?
 - ☐ Are there comfortable places to sit?

Comments or Notes:

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Oral Language

Watch later Share

SUPERCHARGED STORYTIMES

Oral Language/Talking

The Foundation for All Literacy

Saroj Ghoting, Early Literacy Instructor

WebJunction

36 – 60 months

Strategy: Provides opportunities to discuss what happens in a book/story



Equity, Discovery and Building Relations

Watch later Share

Understanding the Opportunity

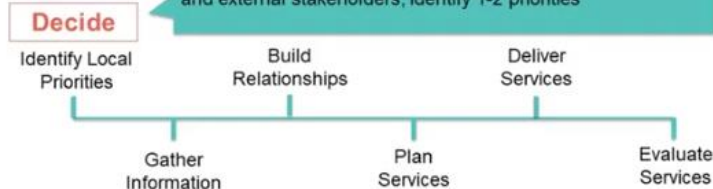
- Disparities in early learning experiences for young children
- Gaps in library programming
- Build collaborative relationships to expand reach



2:22 / 15:34

Pathway to Equitable Programming

Highlight your community assets. In conversation with internal and external stakeholders, identify 1-2 priorities



Supercharged Storytimes

Discussion: Early Literacy Tips for Parents and Caregivers

Display replies in nested form

Discussion: Early Literacy Tips for Parents and Caregivers

10/5/2018

Discussion: What do you feel might get in the way of including an early literacy tip for parents and caregivers in your storytime? How might you address these concerns?

[Permalink](#) | [Edit](#) | [Reply](#)



Re: Discussion: Early Literacy Tips for Parents and Caregivers

by [Kathy Brown](#) 10/14/2018

My biggest challenge is adults (mostly preschool teachers) talking to each other throughout story time, or not paying attention to what I'm doing (preparing crafts or snacks, cleaning tables, etc.) Many are very focused on the children's behaviors and less on what I'm doing, as well.

I put the early literacy tips on the handouts I provide. I like the idea of using a tip jar or the Early Literacy Begins With You poster, because some times adding new visuals to story times attracts the teachers' attention. I plan to try one or both of these techniques.

[Permalink](#) | [Show parent](#) | [Edit](#) | [Delete](#) | [Reply](#)



Re: Discussion: Early Literacy Tips for Parents and Caregivers

by [Kathy Brown](#) 11/20/2018

I think people talking during storytime is something we all experience. I think this is a struggle because we expect a certain behavior from adults in storytime (paying attention and interacting with kids), but not all adults know what the storytime expectation is for their behavior. I realized that I need to tell the adults what the expectation is and to set some rules for their behavior as well. In my introduction before storytime, I use this phrase, "Adults, for the kids to get the most benefit out of the program, I need you to please participate as much as possible and please keep conversations until the end of the program so that everybody can hear our songs and rhymes today. We will have time after storytime for the kids to play and the adults to visit." This has really reduced the amount of chitchat that happens during the program.

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Re: Discussion: Early Literacy Tips for Parents and Caregivers

by [Kathy Brown](#) 01/5/2019

I used to start every storytime with, "And remember parents, you are your child's first and best teacher. If you are excited and participate in storytime your child will as well!" and that always worked for me. But in the position that I'm in now it's never been a problem. The parents were engaged and interactive, except for this one mom. She would sit outside the storytime room and do whatever on her computer. It annoyed me, but I never said anything because her daughter came in with her best friend and the best friend's mother. Recently the best friend's mother has taken to sending both girls in by themselves and the two moms sit outside chit-chatting. I do not know what to do in this situation! I don't want to call them out--that seems rude--but their daughters are becoming disruptive in storytime.

[Permalink](#) | [Show parent](#) | [Edit](#) | [Delete](#) | [Reply](#)



Re: Discussion: Early Literacy Tips for Parents and Caregivers

by [Kathy Brown](#) 12/6/2018

I can relate. One of the challenges I had in a previous position were parents on their phones during storytime and not engaging. In my new position, part of my introduction is the experience of bonding with their child and participating.

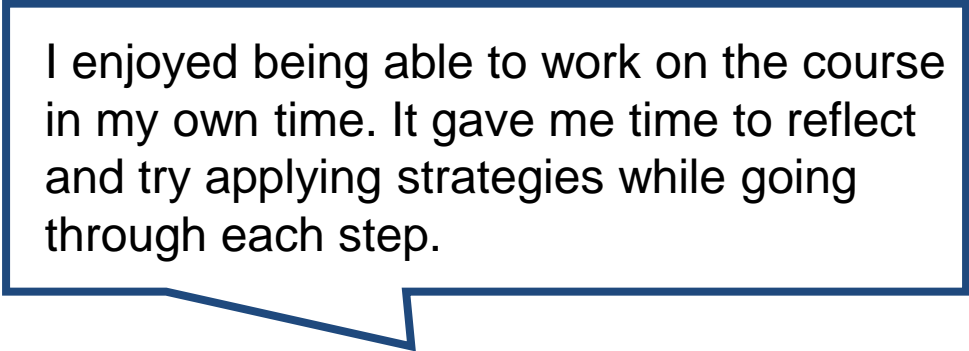
Facilitator Guide

For Supercharged Storytimes Self-Paced Course



Photo: People with lightbulbs by [rawpixel](#) on [Pexels](#)

Self-paced course feedback



I enjoyed being able to work on the course in my own time. It gave me time to reflect and try applying strategies while going through each step.



I love that it was self-paced, well-organized, and relevant to providing great storytimes.

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<https://oc.lc/supercharged-course>

Project Partners

This project is funded by OCLC and by a grant from the Institute of Museum and Library Services, RE-95-17-0085-17



INSTITUTE of
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project

OUTCOME
MEASURING THE TRUE IMPACT
OF PUBLIC LIBRARIES



thank you