

## PLANNING A LET'S READ! STORYTIME PROGRAM

**Featured Fiction Book** \_\_\_\_\_

**Featured Non-Fiction Book** \_\_\_\_\_

**Featured Phoneme** \_\_\_\_\_

### Other Materials to Consider Using

Nametags \_\_\_\_\_

Backdrop \_\_\_\_\_

Program title on backdrop \_\_\_\_\_

Picture related to program on backdrop \_\_\_\_\_

CD or Cassette Player \_\_\_\_\_

Musical recording \_\_\_\_\_

Mascot \_\_\_\_\_

Fiction book \_\_\_\_\_

Non-fiction book \_\_\_\_\_

Prop(s) , flannel boards... \_\_\_\_\_

Surprise bag or box \_\_\_\_\_

Item in surprise box \_\_\_\_\_

Foam, felt, magnetic, or paper letters for alphabet activity \_\_\_\_\_

Rhyming activity materials \_\_\_\_\_

Math activity materials \_\_\_\_\_

Concept activity materials \_\_\_\_\_

Song written in large print \_\_\_\_\_

Opening action rhyme written in large print \_\_\_\_\_

Closing action rhyme written in large print \_\_\_\_\_

Fingerplay written in large print \_\_\_\_\_

Thematic action rhyme written in large print \_\_\_\_\_

Materials needed for children's creative response \_\_\_\_\_

Craft or coloring materials \_\_\_\_\_

Handout for parents, teachers, caregivers \_\_\_\_\_

Display for parents, teachers, caregivers \_\_\_\_\_



## Explaining the Unfamiliar

Read all books, songs, chants, rhymes, fingerplays, action rhymes ahead of time and identify unfamiliar important ideas, themes, words, objects, and pictures. Plan how you will explain each by relating to something the children already know:

### Fiction Book:                      Unfamiliar                      Explanation

Ideas

Themes

Words

Objects

Pictures

### Non-Fiction Book:                      Unfamiliar                      Explanation

Ideas

Themes

Words

Objects

Pictures

### Fingerplay:                      Unfamiliar                      Explanation

Ideas

Themes

Words

Objects

Pictures



**Action Rhyme:** Unfamiliar Explanation

Ideas

Themes

Words

Objects

Pictures

**Chant:** Unfamiliar Explanation

Ideas

Themes

Words

Objects

Pictures

**Song:** Unfamiliar Explanation

Ideas

Themes

Words

Objects

Pictures



## Covers of the Books

1. What is the most important aspect of the illustration or photo on the cover of the book that you want the children to notice?

2. How will you guide their attention to this important aspect?

3. Which words in the title might be unfamiliar and how will you explain them?

Fiction Book Title:	Unfamiliar Words	Explanation
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Non-Fiction Book Title:	Unfamiliar Words	Explanation
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4. Which word in the title will you feature for spelling out or playing with the sounds such as thinking of rhyming words, more words with the same beginning sound, segmenting (saying each sound distinctly, slowly and separate from other sounds)? Which technique will you use?

5. Where are the opportunities for participation (vocal and/or physical) in the books?



## Asking Questions about the Books

1. Plan what you would like to ask the group but be flexible and give consideration to the size and energy level of the group. Plan a logical order for the questions (not necessarily the order below.) Consider using the illustrations in the book to help children remember the plot or ideas.

Use “Dialogic Reading” by repeating a response and then adding more descriptive words or making a complete sentence.

Who?

What?

When?

Where?

Why?

How?

2. If it's feasible, guide the group to reflect on the story. Plan what questions you will ask using the question starters below for ideas:

Was it fair that...?

What would have happened if...?

How would you feel if...?



## Creative Responses

Plan what type of creative response you will encourage from the group. Possibilities include:

1. Retelling: Use flannel or magnetic figures, creative dramatics, props, puppets, masks, sequencing cards, etc. to dramatize a book. "Cue" the children to use language from the book.
2. Craft project: Seize the opportunity to introduce new words and ideas in the process.
3. Other

## Handout for Adults

Consider including:

- An engaging image
- Titles of the books
- Suggestions for what to ask the child about one of the books read
- All the words to at least one of the songs, rhymes, or fingerplays
- An early literacy tip for helping the 3-5 year old
- An amazing statistic or fact about the effects of reading, talking, singing, etc.

## Display for Adults

Consider including:

- Information about upcoming library programs for both adults and children
- Copies of the books read, if possible
- Related books
- CD's of children's music to check out
- Parenting books, brochures, etc.
- Information about early literacy for babies and toddlers

