



GOAL: Take children to library storytime

Contributed by Christina Chill, Mary Jo Shriver, and Bill Carlsen
Lompoc Public Library

Introduction

Taking children to library storytime can be an enjoyable experience for parents and children. It's an activity that doesn't require any skills or a lot of preparation time. It's free. It's fun, and it's beneficial. Parents get to spend quality time with their children. They have an opportunity to explore the library as a free resource for life-long learning. They can meet other parents and children. Plus they can learn different ways to share books and make stories come alive for their children.

Getting Started

Arrange to meet with your tutor in the Children's Department for your tutoring session so you can familiarize yourself with this part of the library. You could begin your lesson by reading a children's book together. The book should be a simple picture book with bright illustrations and lively text. We suggest a FUN book which rhymes, is repetitive, or has a predictable story. Try to dramatize the story the best that you can. In other words ham it up, let loose, and have fun. You may want to read it a second time around and go over any unknown vocabulary words. Did you enjoy reading the story aloud? Most people do. Children especially enjoy being read to. (See the "Share a book with children/family" goal in this curriculum guide.)

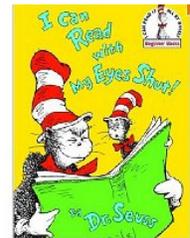
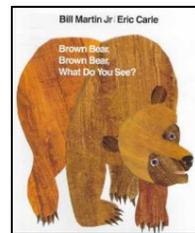
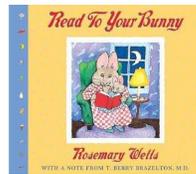
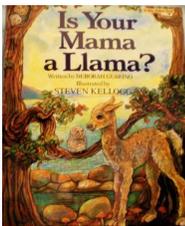
Now that you are in the Children's Department, take the opportunity to introduce yourselves to the Children's Librarian and find out when and where storytimes take place at your library. Storytimes are a great source of entertainment for kids and parents alike. Most children's story hours are conducted by the Children's Librarian who has training and lots of experience with puppets, finger plays, and other activities that help make the stories come alive for children. While you are there find out what ages the storytimes are for. Some are for adults and children together. Other storytimes are designed for older children and they can go in and participate without you (you just wait somewhere else in the children's room). Most libraries have a

storytime schedule. If so, take one with you, post it on your refrigerator. Now you're on your way to reaching your goal of taking your children to a library storytime.

Books & Materials

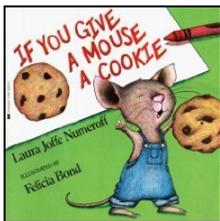
- Children's library storytime schedule
- Blank monthly calendar. Print a blank one from your computer or buy a cheap one from the Dollar Store.
- A children's book. See suggestions below.
- Optional: Storytime prop like a puppet or stuffed animal to go along with the story. Some libraries have puppets available in the Children's Department. If not, the Children's Librarian or FFL Coordinator may be willing to lend you one.

Here are a few of our favorite storytime books:



Read to Your Bunny by Rosemary Wells

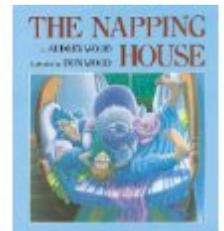
Brown Bear, Brown Bear, What do you See? by Bill Martin Jr.



Is Your Mama a Llama? by Steven Kellogg

I Can Read with my Eyes Shut by Dr. Seuss

If You Give a Mouse a Cookie by Laura Joffe Numeroff



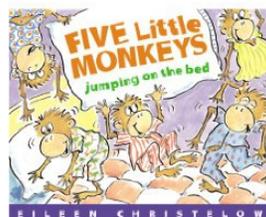
The Napping House by Audrey Wood



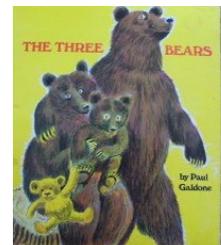
Three Little Pigs by Paul Galdone

The Three Bears by Paul Galdone

Five Little Monkeys Jumping on the Bed by Eileen Christelow



More, More, More, Said the Baby by Vera Williams



Key Vocabulary

- ♦ Storytime
- ♦ Librarian
- ♦ Illustration
- ♦ Author
- ♦ Schedule
- ♦ Calendar
- ♦ Monday
- ♦ Tuesday
- ♦ Wednesday
- ♦ Thursday
- ♦ Friday
- ♦ Saturday
- ♦ Sunday
- ♦ Illustrator

Reading Practice

Involve Your Child in the Book. Read children’s books together with your tutor in order to practice techniques to get your children to interact with you while you read. It takes getting used to. Here are some techniques you can try... Before you begin, introduce the book and try to grab your child’s interest by relating the story to their own life. Example: *The Lost Dog* by Paul Clark is a story about a boy who loses his dog in the park one day. You could ask, “If you lost your dog, what would you do and where would you look first?” Stop often and talk about what is happening in the story. Point to familiar objects or ask your child to find particular things in the pictures. “Can you find the little frog sitting on the log?” Ask lots of questions. “What do you think is going to happen next?” “What would you do?” After the story is over, ask what he/she liked or disliked about the story.

Review the Storytime Flyer. Read the children’s storytime flyer using the duet reading technique (reading aloud together): as you are reading, your tutor can drag his/her finger under the words and read at a steady pace; try to keep up even if you are only able to read a word here or there. Duet reading helps you practice reading fluently but it’s not a good way to read with comprehension so do go back over the flyer and make sure that you understand what’s being said there.

Audio-Books. Select a children’s book with CD or tape from the Children’s Room. Listen to it together and follow along in the book. Discuss any unknown words. Take the audio-book home and share it with your children. These are great in the car!

Writing Practice

Use a Calendar. Bring in your existing calendar or purchase a new one. Get an overview of how the calendar works by reviewing the months of the year and the days of the week. Write the days and times of library storytimes on your calendar by writing the time the storytime starts on the appropriate day and writing “storytime at the library.”

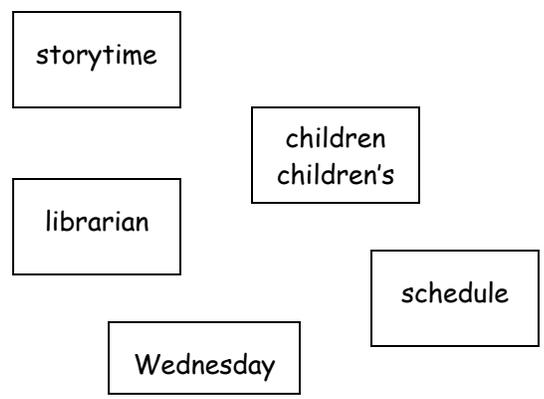
Brief Your Children. Write down behavior expectations for library storytimes on 3 x 5 cards and then review them with your children before you go. Keep in mind that these are ideal behaviors and no one is expecting a baby or pre-schooler to obey these to the letter! Especially the first several times you visit, you may find that your child is not accustomed to sitting still or raising his/her hand. It may take several months but you will soon see that your child learns the storytime routine. This demonstrates that your child is learning more from storytime than to love

books, s/he is learning social skills which will better prepare him/her for kindergarten. Here are some typical guidelines (maybe you can think of more?):

- No running or shouting in the Library.
- Sit still during storytime.
- Keep your hands to yourself.
- Listen quietly while the librarian reads.
- Do not grab books or props.
- Raise your hand to ask questions.

Language Experience Story. Talk about your tutoring session in the Children’s Department. You will tell the what happened while your tutor writes down exactly what you say. Next, your tutor will read it aloud. This is a good time to make some corrections or to add more details. Next, you can read it aloud. Choose 3 to 5 difficult words from the story that you would like to practice and learn. Write the words on small cards and practice reading them over and over until you can recognize them by sight. Here’s an example:

Today, my tutor and I met in the Children’s Department. We read a book called *Five Little Monkeys Jumping on the Bed*. It was a funny story. We met the Children’s Librarian, Mrs. Smith. She was very nice. She showed us around the library and gave us a children’s storytime schedule. My tutor and I are planning to take the kids to storytime at the Library next Wednesday at 7 p.m.



Games and Activities

Practice Reading Aloud. Practice reading children’s books with a lot of enthusiasm. Try changing your voice high and low for different characters. Try echo reaching where your tutor reads the first sentence and then you read the same sentence afterward, your tutor reads the next sentence and then you read the same sentence, and so on. Try *The Three Bears* or *The Three Little Pigs* for this exercise.

Make Puppets Together. Check with your Families for Literacy Coordinator, Children’s Librarian, or Google “children’s paper puppets” on the Internet to find instructions. Once you

are comfortable with how the craft works, bring materials home and let your children give it a try.

Treasure Hunt. Go on a treasure hunt in Children's Department. Find a fiction book and write the title down. Find a non-fiction book and write the title down. Find a book written by a particular author (for example, Eric Carle). Write down the title of a Caldecott Medal book; write down the title of a Newbery Medal book; find a board book; etc. If you are not familiar where to find any of these items, ask your Children's Librarian. S/he is there to help you.

Real World Practice

- Look over the storytime schedule and select a day that fits into your schedule. If you are reluctant to attend for any reason, you can schedule your next tutoring session during storytime and meet at a nearby table or go into the storytime room to observe.
- Once you've begun attending storytime with your child, let him/her put a star or happy face on your calendar each time you go. Try to make it into a regular habit.

Independent Practice/ Homework Ideas

- Visit the library with your children to show them around.
- Get a library card for you and your children and begin to check out books.
- Check the video collection in the library for storytime videos (Scholastic & Dr. Seuss) and watch them with your children.
- Read to your children and practice the reading techniques you learned during your tutoring session and/or library storytime.

Milestones

♦ **Initial Effort** – Meet the Children's Librarian, tour the Children's Room, and find out about library storytimes. Collect flyers and brochures and review those in your tutoring session.

♦ **Making Progress** – Get familiar with the library and find out what else is available for you and your children. Locate the area for children's videos, audio-books, magazines and computers. Make a date and plan to attend storytime with your children. Bring in your calendar and add the storytime days and times.

♦ **Accomplished** – Attend library storytime with your children and try to make it a weekly or at least monthly family activity. Do a language experience story about your storytime outing at your next tutoring session. Track the times you attend storytimes by letting your child mark your calendar with a gold star or happy face sticker.

Contributors' Biographies

Christina Chill. Christina has been employed with the Lompoc Public Library for 18 years. She coordinates the Adult and Family Literacy Programs and works in the Children's Department as well. Christina holds a teaching credential in Parent Education.

Mary Jo Shriver. Mary Jo has been a tutor at the Lompoc Public Library since 1995. She was also an ESL tutor for the Laubach Literacy Council for 9 years. She has a BS in Education and taught elementary and adult art classes.

Bill Carlsen. Bill is a retired school teacher and musician. He taught elementary school (4th grade) for 20 years. He has been a tutor in the adult literacy program for 2 years and also volunteers for library storytimes.