

Welcome to Supercharged Storytimes

Session 3 – Supercharge Your Practice - Phonological Awareness



Session 1 – Monday, October 5
Welcome to Supercharged Storytimes!

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

Session 3 – today!
Phonological Awareness -
Playing with Sounds

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

Session 5 – Monday, November 30
Sustaining Early Literacy Influence



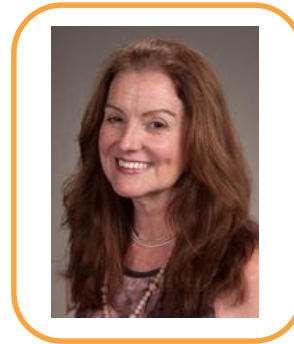
Today's Presenters



Kathleen Gesinger
OCLC – WebJunction



Betha Gutsche
OCLC – WebJunction



Janet Capps
Project VIEWS2



Greta Bergquist
Kitsap Regional Library

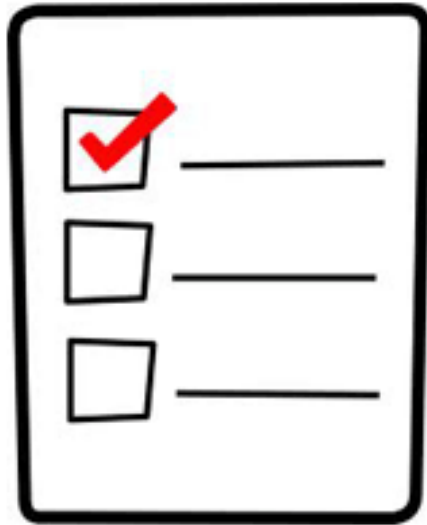


Today's agenda

- **Alphabetic Knowledge – check in!**
 - Successes & Challenges
- **Phonological Awareness**
 - What it is and why it matters
- **Another Supercharged Story!**
- **Planning with Do-Re-Mi**
- **Next Steps**



Certificate of Participation!



- ✓ Must be enrolled in **Supercharged Central** (**now** is the time!)
- ✓ **Attend all 5 orientation sessions** live online, and/OR...
- ✓ ...watch all 5 orientation session archives as *soon as possible* after each live session.
- ✓ Always **include** your **first and last name** when **you log-in to live or archive sessions**, so that we know you were there!
- ✓ Certificates of participation will be **provided** by **end of December 2015**.



Participating as a Group?

If you are viewing (or have viewed) sessions in a **group** with **other Supercharged participants**, please...



... have **1 group member email Liz Morris** *and* **your state library coordinator**, with this info:

- ✓ **Who was participating together** (first and last names)
- ✓ **What session you were participating in**
- ✓ **Date of participation** (for archives only)

Please email as soon as possible after a group viewing.



Open Forum & Resource Rumpus



Image Credit Matt DeTurk <https://www.flickr.com/photos/dalboz17/3584052210/>

[Open Discussion Forum](#)

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!

[Resource Rumpus](#)

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!

Ways to share and learn!

- ✓ Reflection questions
- ✓ Chat transcripts

Introducing:

- **Open Discussion Forum**
Ask questions/share ideas that fall *outside* of reflection questions.
- **Resource Rumpus Wiki**
Share online resources in a collective space.



Managing digest forum communications

▼ General

First name*

Kathleen

Last name*

Gesinger

Email address*

supercharged.storytimes@gmail.com

Email display

Allow only other course members to see my email address ▼

Email format

Pretty HTML format ▼

Email digest type ?

Subjects (daily email with subjects only) ▼

No digest (single email per forum post)

Complete (daily email with full posts)

Subjects (daily email with subjects only)

Forum auto-subscribe

Forum tracking

Yes: highlight new posts for me ▼

Text editor

Default editor ▼

I'm getting too many emails in my inbox! Help!

Managing digest forum communications

▼ General

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Email digest type ?

Subjects (daily email with subjects only) ▼

Forum auto-subscribe

Yes: when I post, subscribe me to that forum ▼

Forum tracking

Yes: highlight new posts for me ▼

No: don't keep track of posts I have seen

Yes: highlight new posts for me

Text editor

How do I know if there are new discussion posts to read?

Alphabetic Knowledge – Check In



Raising AK Awareness

**LETTER
SHAPES**
**letter
shapes**

Fun with Alphabetic Knowledge

“The letter B, oh what a fun letter! ...have a book ready with lots of "B"s. You could also incorporate songs to sing with baby, like my "Bonnie lies over the ocean". To really exaggerate "B", BBBBBBUUUZZZ! or BBBBBBBB when picking baby up to fly.”

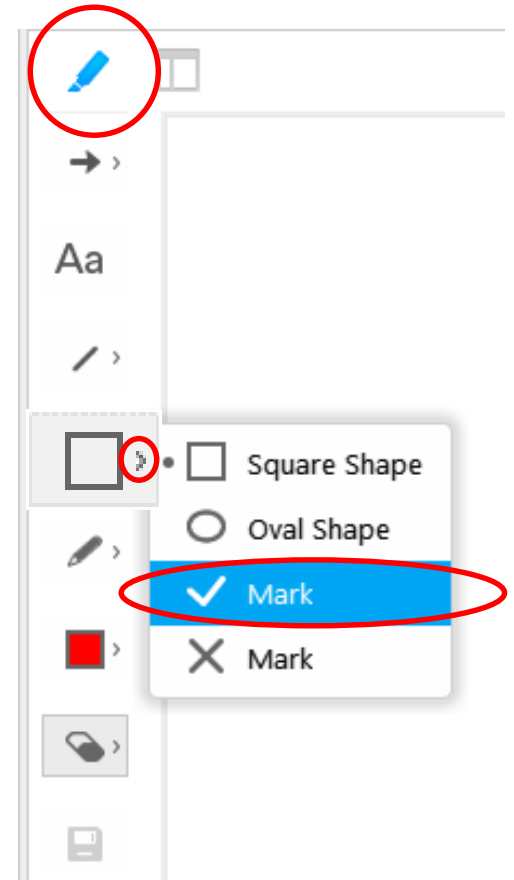
BBBBBBBUUUZZZ!

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.



Your intentionality



“I will plan to integrate more alphabetic knowledge activities into my storytime”



“I will use the tip sheet to look at my activities more intentionally”



“I will make a point to focus on letter shapes and compare/contrast the shapes of letters.”



“When I choose books for storytime, I will pay more attention to the elements that will enhance alphabetic knowledge”

More Fun with AK

“In the book “Lets Sing a Lullaby With the Brave Cowboy,” when the story says , “EEEEEEEEK!” and, “Oh,” I pointed out the letters and then we read the phrase together. Then, when those phrases were repeated I pointed to the word and asked what it said, did the kids remember? They DID remember and we said "EEEEK" and "Oh" together! It was a lot of fun!”

EEEEK! OH!

Success with Alphabetic Knowledge



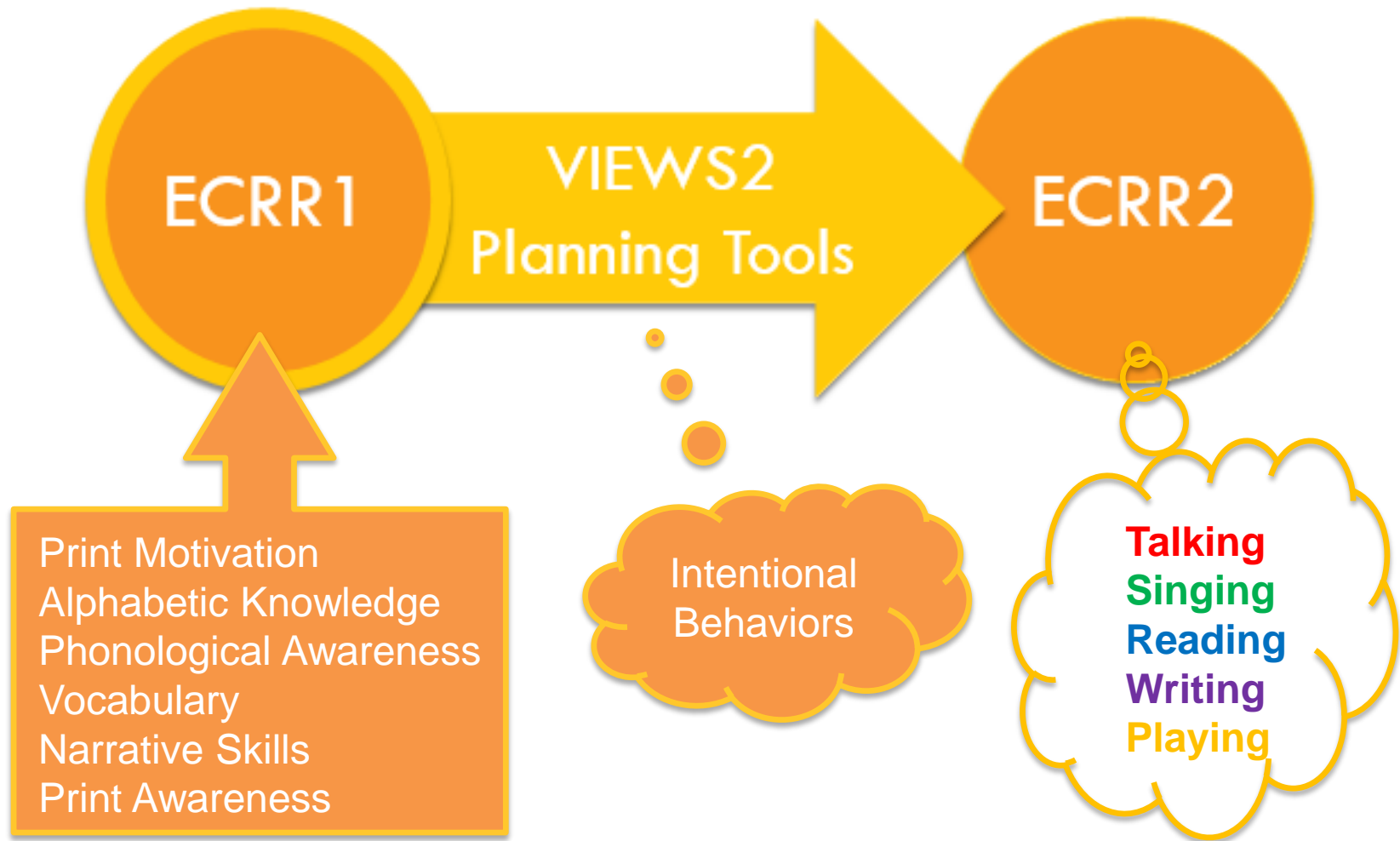
Alphabetic Knowledge challenges



Phonological Awareness



Skills and Practices Support Each Other



Phonological Awareness

B-18 months

Educator/Adult	Children
Reads to children from books with developmentally appropriate content and pauses, providing children time to insert the sounds of familiar words	Vocalizes familiar words when read to
Uses rhymes in stories, greetings, and directions	Recites last word of familiar rhymes, with assistance

18-36 months

Educator/Adult	Children
Uses reading style (e.g., pauses, providing children time to respond) where children can say the last word of familiar rhymes/songs	Completes a familiar rhyme or finger play by providing the last word
Invites children to act out a variety of tempos or speeds of sounds (e.g., clapping hands rapidly and clapping hands slowly; speaking rapidly and speaking slowly)	Imitates tempo and speed of sound

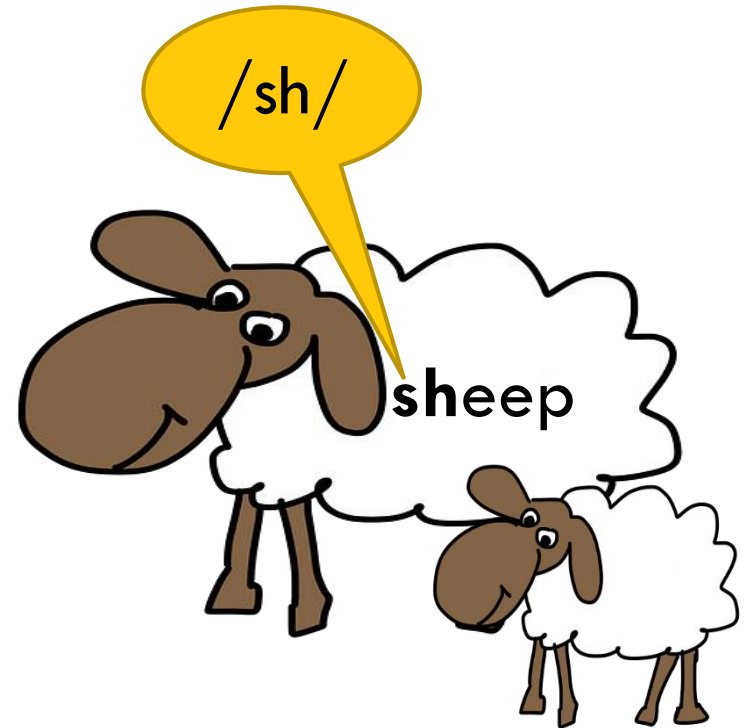
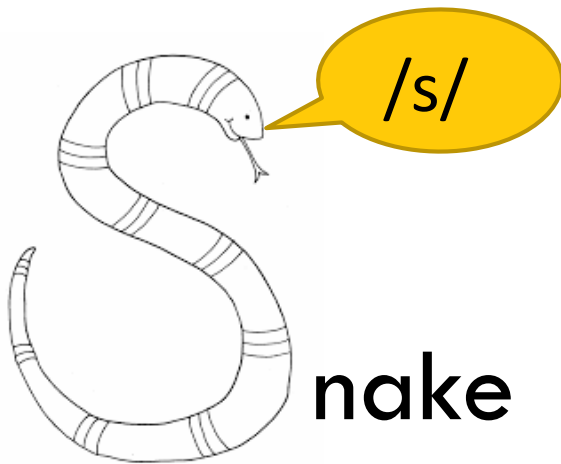
36-60 months

Educator/Adult	Children
Reinforces recognition of beginning word sounds (e.g., "Book begins with the "b" sound.")	Identifies initial sound of words, with assistance
Encourages children to find multiple objects in a picture with the same beginning sound	Find objects in a picture with the same beginning sound, with assistance
Points out the differences between similar-sounding words (e.g., 'three' and 'tree')	Differentiates between similar-sounding words



Phonological Awareness

Awareness of the sounds these alphabet letters may make in relation to the formation of words fosters decoding of the written word.



Phonological Awareness

Includes recognizing words that rhyme

The **fish** ran away with the **dish**.

Includes deciding whether words begin or end with the same sounds snake rake rap snap

Includes understanding how to separate words into their individual sounds: /k/ /a/ /t/ **cat**

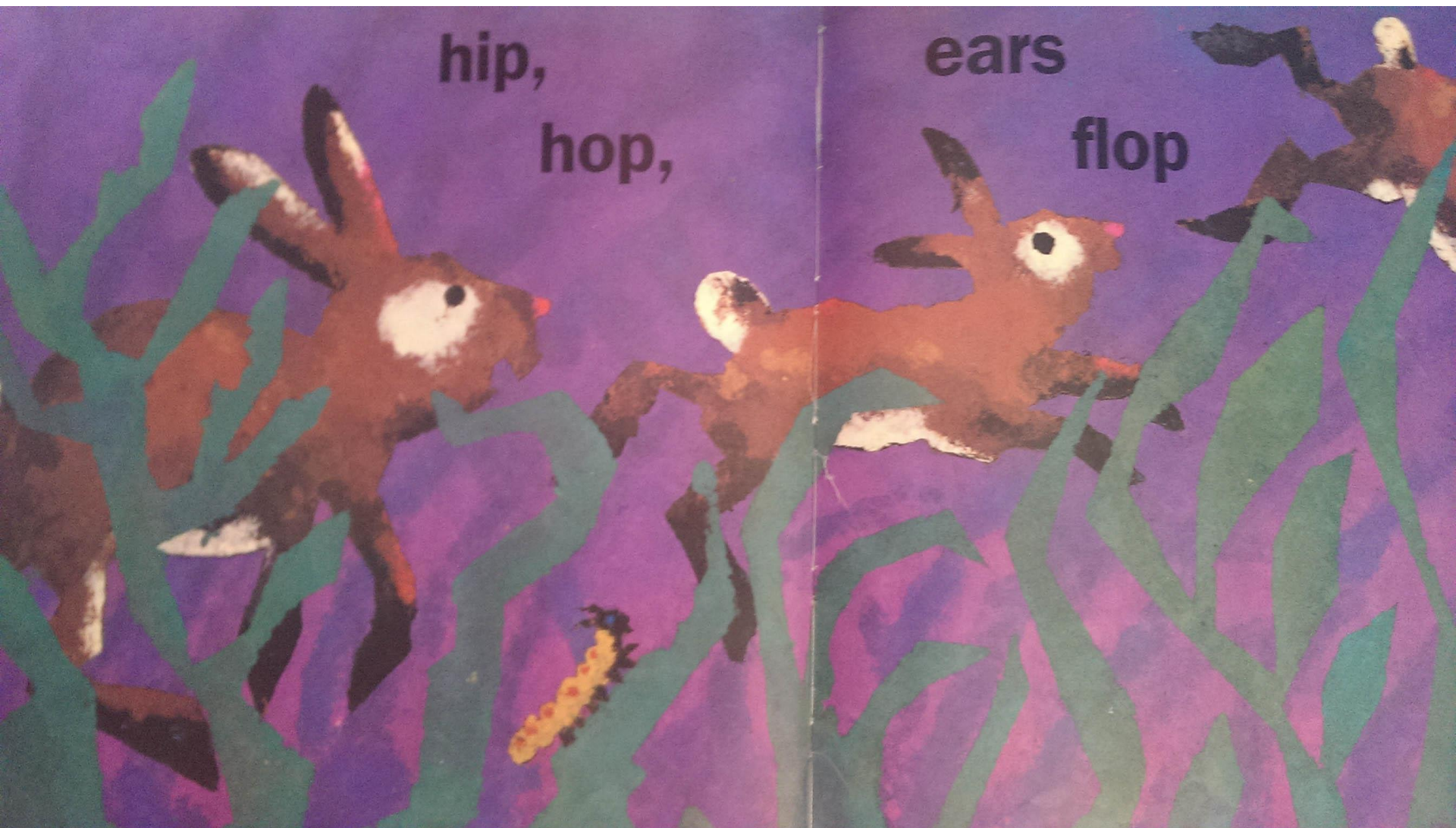


Includes understanding that sounds can be manipulated to create new words

cow boy

cowboy



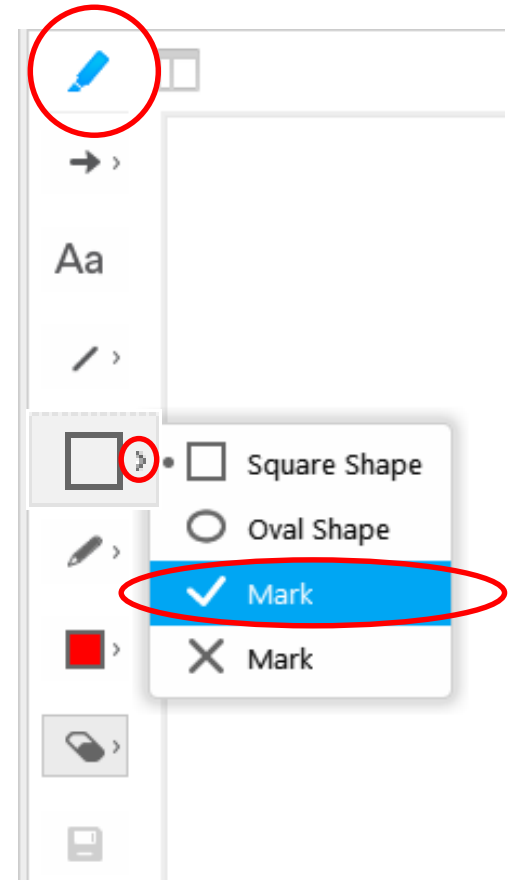


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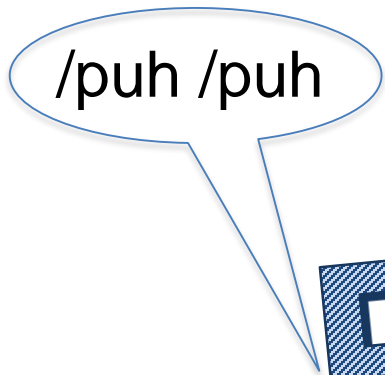




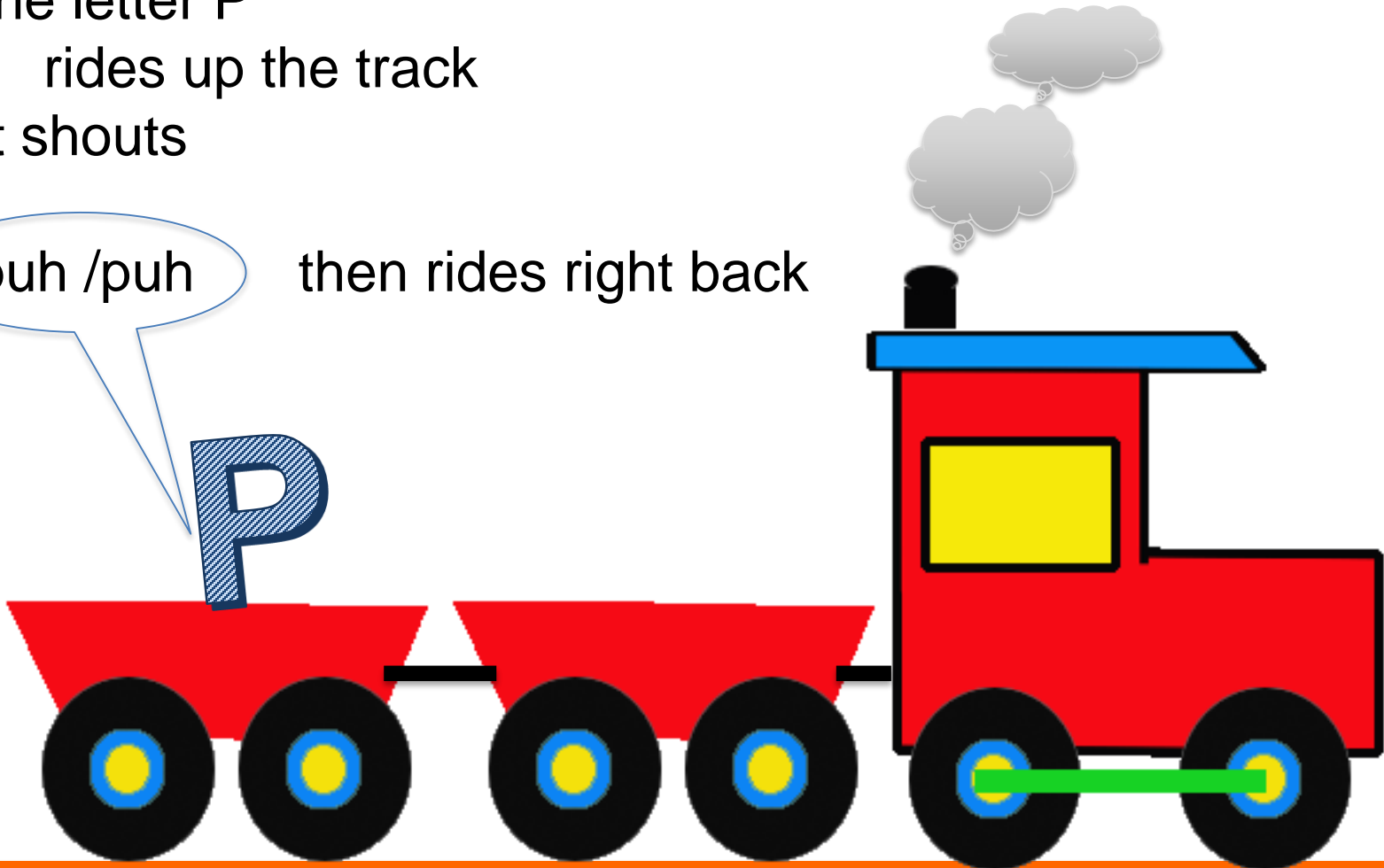
Letter Sounds Train Ride

The letter P
rides up the track
It shouts

/puh /puh then rides right back



P



	Reads to children from books with developmentally appropriate content and pauses, providing children time to insert the sounds of familiar words
	Uses rhymes in stories, greetings, and directions
	Uses reading style (e.g., pauses, providing children time to respond) where children can say the last word of familiar rhymes/songs
	Invites children to act out a variety of tempos or speeds of sounds (e.g., clapping hands rapidly and clapping hands slowly; speaking rapidly and speaking slowly)
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	Encourages children to find multiple objects in a picture with the same beginning sound
	Points out the differences between similar-sounding words (e.g., ‘three’ and ‘tree’)

Phonological Awareness – Questions?

B-18 months

Educator/Adult	Children
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A Supercharged Story





EVENTS BY BRANCH

- [Bainbridge Island](#)
- [Downtown Bremerton](#)
- [Kingston](#)
- [Little Boston](#)
- [Manchester](#)
- [Port Orchard](#)
- [Poulsbo](#)
- [Silverdale](#)
- [Sylvan Way](#)

FEATURED EVENTS

- [Book Groups](#)
- [Computers & Technology](#)
- [One Book One Community](#)
- [Storytimes](#)
- [Special Event Center](#)

HOURS, LOCATIONS & MORE

- Select a Branch -

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Storytimes

KRL youth service librarians offer storytimes for children at every one of our nine branches. In some branches, there are separate storytimes for infants, toddlers, pre-schoolers and early readers.

Here are the upcoming storytimes around the KRL system:

[Prev](#) [Next](#)

[PRINT](#) [SUBSCRIBE](#) [iCAL](#) [RSS](#)

<input checked="" type="checkbox"/> Bainbridge Island	<input checked="" type="checkbox"/> Downtown Bremerton	Mix-in: All, None
<input checked="" type="checkbox"/> Kingston	<input checked="" type="checkbox"/> KRLF Presents	
<input checked="" type="checkbox"/> Little Boston	<input checked="" type="checkbox"/> Manchester	
<input checked="" type="checkbox"/> Port Orchard	<input checked="" type="checkbox"/> Poulsbo	
<input checked="" type="checkbox"/> Silverdale	<input checked="" type="checkbox"/> Sylvan Way	

Select: All | None

[Add To My Calendar](#)

[Remind Me By Email](#)

[Other Event Actions...](#)

Monday, February 23, 2015

Event	Time	Location
<input type="checkbox"/> Toddler Storytime	10:30 a.m.	Bainbridge Island
<input type="checkbox"/> Preschool Storytime	10:30 a.m.	Kingston
<input type="checkbox"/> Pajama Storytime	7 p.m.	Downtown Bremerton
<input type="checkbox"/> Pajama Storytime	7 p.m.	Poulsbo

Tuesday, February 24, 2015

Event	Time	Location
<input type="checkbox"/> Baby Storytime	10 a.m.	
<input type="checkbox"/> Toddler Storytime	10:30 a.m.	Downtown Bremerton
<input type="checkbox"/> Preschool Storytime	10:30 a.m.	Little Boston
<input type="checkbox"/> Family Storytime	10:30 a.m.	Manchester
<input type="checkbox"/> Preschool Storytime	10:30 a.m.	Poulsbo
<input type="checkbox"/> Toddler Storytime	10:35 a.m.	Silverdale
<input type="checkbox"/> Family Storytime	11:15 a.m.	Silverdale
<input type="checkbox"/> Preschool Storytime	11:30 a.m.	Downtown Bremerton
<input type="checkbox"/> Preschool Storytime	11:30 a.m.	Poulsbo
<input type="checkbox"/> Baby Storytime	12:30 p.m.	Bainbridge Island
<input type="checkbox"/> Baby & Me Storytime	1 p.m.	Downtown Bremerton
<input type="checkbox"/> Baby Storytime	1 p.m.	Poulsbo

Wednesday, February 25, 2015

VIEWS2 Valuable Initiatives in Early Learning that Work Successfully

[Librarians & Educators](#)[Parents & Caregivers](#)[Directors](#)[Resources](#)[The VIEWS2 Team](#)

Phonological Awareness/Playing with Sounds

Definition

Phonological Awareness is the ability to recognize the sounds in language. Some examples of skills included in this behavior are: reciting the last word in familiar rhymes, identifying the sounds in words, listing objects that begin with the same sound, and distinguishing between similar-sounding words.

Phonological Awareness Skills Demo



Phonological Awareness, Birth-18 Months

Book used with author's permission, published by Henry Holt & Company, LLC.

Phonological Awareness Tool

Winner of the 2015 Washington Library Association President's Award

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

Storytime
Communities

← Tell Me A Story

BOOM CHICKA BOOM



A fun call-and-repeat or echo song – have participants repeat each verse after you and add any s... liking!

I said a-boom-chicka-boom,
I said a-boom-chicka-boom,
I said a-boom-chicka-rocka-chicka-rocka-chicka-boom!
Oh yeah?
Uh huh!
Next time -
A little louder!



Search for:

Search

Categories

Alphabet
Animals
Baby Rhymes
Body Parts
Bugs and Insects
Camp Songs
Circle Time
Clapping/Stretches
Clothing
Colors
Counting
Finger Plays
Food

Storytime Communities

Props
Rhymes & Songs



Jbrary

...tune in for storytime success

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Apr
2
2015

Community-Led Children's Librarians

by [Dana Horrocks](#)

We've had some pretty powerful posts in the past which have touched on the idea of community-led library service and I wanted to kick off a series of posts which allow me to explore this philosophy in a little more depth. So here goes: an introduction to community-led work, Children's Librarians style! A quick definition if you please:

What is Community-Led Work?

Community-led work is a particular kind of community engagement, where the library works collaboratively with community members so that we can understand the needs of the community, and use this understanding to inform the direction of library work and policies.

The community-led approach can be used with anyone facing barriers to library use. But, the less comfortable people feel with using the library the more important it becomes to use community-led methods. People who have had negative experiences with institutions, with education, and with libraries, may be slow to trust us.

Excerpt from *Connecting the Dots: A Guidebook for Working with Community*

The excerpt from above comes from a brilliant handbook written by some great folks at the Vancouver Public Library including one of our heroes [Els Kushner](#). You can access this guidebook, plus a lengthier exploration of the Community-Led Service Planning Model developed out of the Working Together Project [here](#). As you might have noticed here in Vancouver we are swimming in innovative folks and have also been lucky to learn from the cross-Canada work of John Pateman who we saw at a conference last year (here's a similar version of [his presentation](#)) and Ken Williment who blogs at [Social Justice Librarian](#).

I am also blessed to work in a large enough library system that I have a Community Librarian right at my branch. Not to mention she is a dear friend to both Lindsey and I and taught us both [Boom Chicka Boom](#) AND [There Was a Crocodile](#). Let's just say she's our favourite! But I digress, working with (and watching!) Christie has taught me some simple principles which I now do my best to remember and practice as often as I can. [Continue reading](#)—

Share:

Mar
26
2015

Spring Scavenger Hunt!

by [Lindsey Krabbenhoft](#)

Every since I used Lisa's [What Will Pumpkin Be?](#) Halloween scavenger hunt last fall, I knew I wanted to create my own version at some point. Spring seems like a great time for a passive program, so I went with a spring bunnies theme. One of the library assistants at my branch contributed her amazing artistic

Stay Connected



About Us



Hi! We're Dana and Lindsey, two children's librarians ready to take on storytime.

Jbrary is a library of storytime resources for those of us working with children. Join us for songs, rhymes, fingerplays, and more! [Learn more](#)...

[Search](#)

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Reading YAAQING Spring 2015 and there are so many great articles by good friends!
[issuu.com/Yaaqing/dossy...](#)

Storytime Communities

[HOME](#)[STORYTIME UNIVERSITY](#)[RESOURCES](#)[MEET THE CORPS](#)[ASK A STORYTIME NINJA](#)[GUERRILLA STORYTIME](#)[ADVOCACY](#)[SIGN ME UP!](#)

Ask a Storytime Ninja: Transitions

[Leave a reply](#)

The Question:

I am new to doing storytime (about 5 months in) and struggle with the transitions between the books, songs, and fingerplays. There always seems to be some awkwardness when I am about to do the next activity. Any advice for making things flow better? I've tried watching some videos, but the transition times are usually what is cut out.

Ask a
Storytime
Ninja

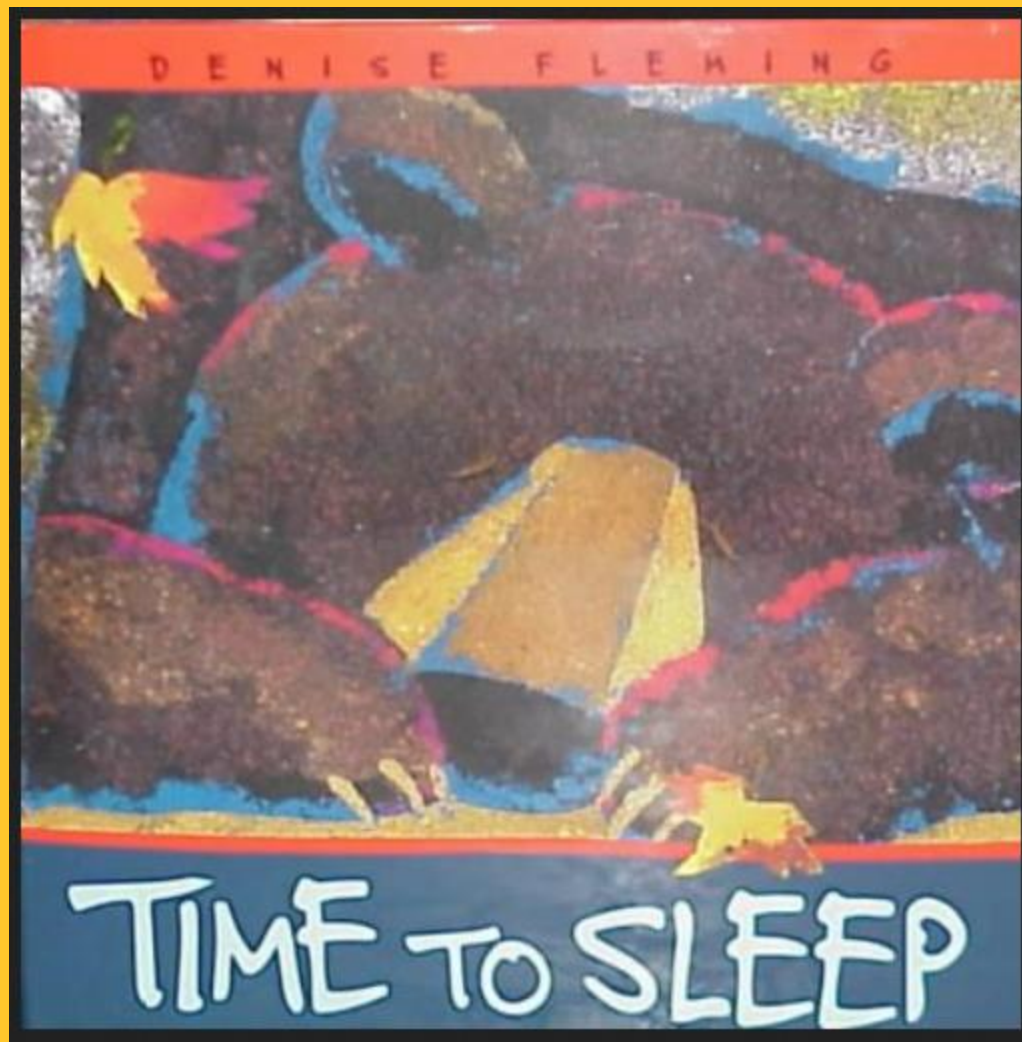
ENROLL YOURSELF IN STORYTIME UNIVERSITY!



GET STORYTIME UNDERGROUND SWAG



Storytime
Communities



Denise Fleming – *Time to Sleep*: <https://www.worldcat.org/oclc/35955121>

Snail was slowly slithering
up one leaf and down another.
“Snail,” rumbled Bear,
“winter is in the air.
It is time to seal
your shell and sleep.”



Playing with Sounds in Rhymes

Round as a pancake,
Round as a plum,
Round as an orange,
Round as a drum.....beat, beat, beat.



Share Your Practice!



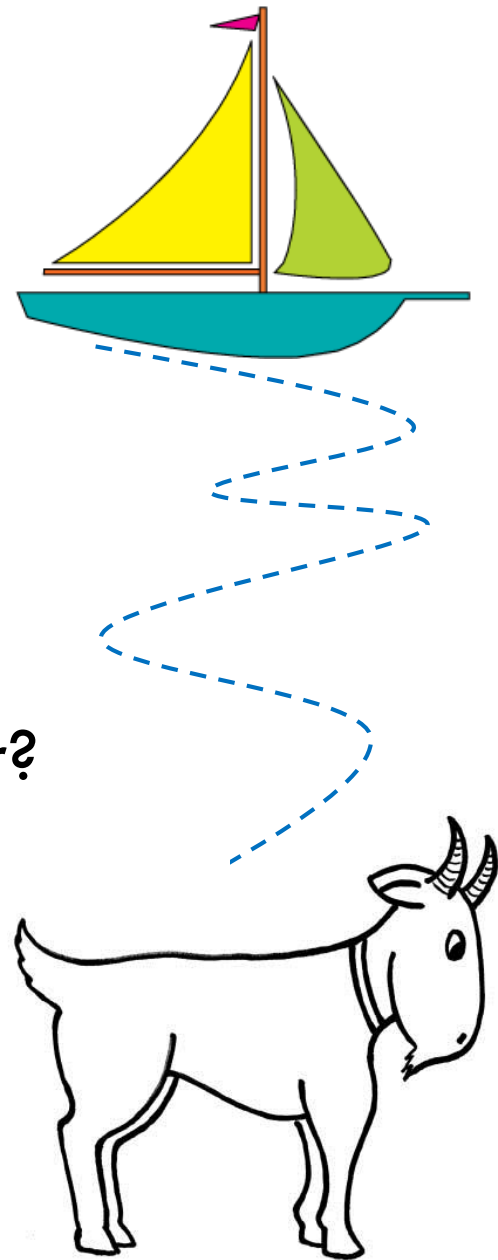
SUPERCHARGED STORYTIMES

Planning with Do-Re-Mi



Gather the Ingredients

- ❑ What **Phonological Awareness** behavior do you want to try?
- ❑ What **age group** will you work with?
- ❑ What **book** will work for this behavior?
- ❑ What **activity** do you want to try?
- ❑ What **parent tip** to include?



The VIEWS2 Storytime Planning Tools

VIEWS2 Valuable Initiatives in Early Learning that Work Successfully

Phonological Awareness / Playing with Sounds

Birth to 18 months

Reading Goal 66: Children demonstrate phonological awareness

Educator/Adult	Children
Reads to children from books with developmentally appropriate content and pauses, providing children time to insert the sounds of familiar words	Vocalizes familiar words when read to
Uses rhymes in stories, greetings, and directions	Recites last word of familiar rhymes, with assistance

18 months to 36 months

Reading Goal 66: Children demonstrate phonological awareness

Educator/Adult	Children
Uses reading style (e.g., pauses, providing children time to respond) where children can say the last word of familiar rhymes/songs	Completes a familiar rhyme or finger play by providing the last word
Invites children to act out a variety of tempos or speeds of sounds (e.g., clapping hands rapidly and clapping hands slowly; speaking rapidly and speaking slowly)	Imitates tempo and speed of sound

36 months to 60 months

Reading Goal 66: Children demonstrate phonological awareness

Educator/Adult	Children
Reinforces recognition of beginning word sounds (e.g., "Book begins with the 'b' sound.")	Identifies initial sound of words, with assistance
Encourages children to find multiple objects in a picture with the same beginning sound	Find objects in a picture with the same beginning sound, with assistance
Points out the differences between similar-sounding words (e.g., 'three' and 'tree')	Differentiates between similar-sounding words

The VIEWS2 Storytime Planning Tools

VIEWS2 Valuable Initiatives in Early Learning that Work Successfully

TIP Focus

Phonological Awareness / *Playing with Sounds*

Book

Llama, Llama Time to Share

By: Anna Dewdney

Example or Sample Activity

- You can point out some word pairs that rhyme, such as boat and moat. Ask children what other words rhyme with boat (they don't have to make sense). Helping children hear words that rhyme is one way to help them hear the smaller sounds in words that will then later help them **sound out words**. You can also modify this and have them clap the words as they are trying to sound them out. You can model this for them and then invite the variety of tempos and speeds of sounds.
- Llama, Llama Time to Share* by Anna Dewdney (or any of the others in the series) is one that would lend itself easily.

Example came from:

Lorena Sears, F D Campbell Memorial Library (PA)

Adapted by Project VIEWS2 Team

TIPS to share with Parents (and this one is excellent for librarians also):

- Parent handouts can suggest some rhyming games and ways for parents to help their children hear the smaller sounds in words.
- Here is an example that goes with the book highlighted above.
 - <http://tinyurl.com/m3mubpy>

Related Indicators:

Age Range	Educator/Adult	Children
0-18	Reads to children from books with developmentally appropriate content and pauses, providing children time to insert the sounds of familiar words	Vocalizes familiar words when read to
18-36	Invites children to act out a variety of tempos or speeds of sounds (e.g., clapping hands rapidly and clapping hands slowly; speaking rapidly and speaking slowly)	Imitates tempo and speed of sound
36-60	Reinforces recognition of beginning word sounds (e.g., "Book begins with the "b" sound.")	Identifies initial sound of words, with assistance

Blank Template

Focus Area		
[domain goes here]		
Select a behavior to focus on and the age group you will work with.		
Storytime age group(s)	Practicing this behavior	Looking for this behavior in children
B-18	[behavior from the VIEWS2 "tool" goes here]	
18-36		
36-60		
Book(s) that support this behavior		
Example or Sample Activity		
TIPS to share with Parents		
Help parents and caregivers practice this behavior with their child.		
This example was provided by:		
[contributor acknowledgement goes here]		

Tip Example 1

- ❑ **Phonological Awareness** behavior:
Use reading style (e.g., pauses, providing children time to respond) where children can say the last word of familiar rhymes/songs
- ❑ **Age group:** 18 – 36 months
- ❑ **Book:** Llama, Llama Time to Share, by Anna Dewdney
- ❑ **Activity:** I will point out word pairs that rhyme, such as boat and moat. Then, I will ask the children what other words rhyme with boat (they don't have to make sense).
- ❑ **Parent Tip:** Helping children hear words that rhyme is one way to help them hear the smaller sounds in words....



Phonological Awareness

Focus Area

Phonological Awareness / *Playing with Sounds*

Select a behavior to focus on and the age group you will work with.

Storytime age group(s)	Practicing this behavior	Looking for this behavior in children
8-18	Use reading style (e.g., pauses, providing children time to respond) where children can say the last word of familiar rhymes/songs	Completes a familiar rhyme or finger play by providing the last word
18-36	Invites children to act out a variety of tempos or speeds of sounds (e.g., clapping hands rapidly and clapping hands slowly; speaking rapidly and speaking slowly)	Imitates tempo and speed of sound
36-60	Reinforces recognition of beginning word sounds (e.g., "Book begins with the "b" sound."	Identifies initial sound of words, with assistance

Book(s) that support this behavior

Llama, Llama Time to Share
By: Anna Dewdney

Example or Sample Activity

I will point out some word pairs that rhyme, such as boat and moat.

Ask children what other words rhyme with boat (they don't have to make sense).

I may also modify this (for 36-60) and have them clap the words as they are trying to sound them out.

TIPS to share with Parents

Help parents and caregivers practice this behavior with their child.

Phonological Awareness tip:


Helping children **hear words that rhyme** is one way to help them hear the smaller sounds in words that will then later help them sound out words.

Next Steps



Next Steps for Session 3

Session 3: Supercharge Your Practice - Phonological Awareness

 [Session 3 - link to online session - October 19, 2:00 pm Eastern](#) ☐

Session 3 - begins on Monday, October 19 at 3:00 pm Eastern. This third session is an opportunity to share successes and challenges when including Alphabetic Knowledge behaviors into your practice, and a chance to explore the key concepts of Phonological Awareness.

Session 3 slides - coming soon. Session 3 chat transcript - coming soon.

Access VIEWS2 Phonological Awareness [Tools Sheet](#) and [Tips Sheet](#).

Access a blank [Tips Template](#) to use for your own planning.

- ✓ Watch VIEWS2 Early Literacy Phonological Awareness (PA) skills demo ☐

Playing with Sounds

Phonological Awareness is the ability to recognize the sounds in language. Some examples of skills included in this behavior are: reciting the last word in familiar rhymes, identifying the sounds in words, listing objects that begin with the same sound, and distinguishing between similar-sounding words.



- ✓ Review the full VIEWS2 PA page
- ✓ Identify and practice PA behaviors in your storytime!

 [Phonological Awareness/Playing with Sounds](#) ☐

Review the full VIEWS2 page focused on Phonological Awareness.

Here you will find a brief description, a demonstration video, and tools and tips sheets with specific behaviors related to this domain.

Next Steps for Session 3

- ✓ Reflect on Phonological Awareness (PA) behaviors
- ✓ Share how you are modeling these behaviors to parents or caregivers
- ✓ Share 2 favorite book titles that reinforce PA concepts
- ✓ *Stretch goal:* Create and share at least 1 PA tip sheet



[Reflection question 1: Phonological Awareness behaviors - what you're doing now.](#)



[Reflection question 2: Phonological Awareness behaviors - what you learned today!](#)



[Reflection question 3: Phonological Awareness - what behaviors will you try now?](#)



[Reflection question 4: How do you share ideas and concepts with parents?](#)



[Supercharge Your Practice! Share 2 favorite books that reinforce PA concepts](#)



[Supercharge Your Practice! Create and Share 1 Phonological Awareness Tip Sheet](#)

Supercharged Storytimes

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