

# Welcome to Supercharged Storytimes

Session 2 – Supercharge Your Practice - Alphabetic Knowledge



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

**Session 2** – today!  
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** – Monday, November 30  
Sustaining Early Literacy Influence



# Today's agenda

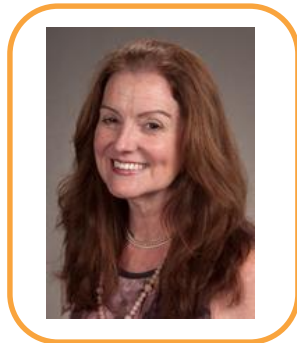
- **Alphabetic Knowledge**  
What it is and why it matters
- **A Supercharged Story**
- **The ABCs of Planning**
- **Next steps**



# Today's Presenters



Kathleen Gesinger  
OCLC – WebJunction



Janet Capps  
Project VIEWS2



Tammy Henry  
Spokane County  
Library District



Betha Gutsche  
OCLC – WebJunction



# What's in a name?

**Hello**  
my name is



What's in a name?

Hello  
my name is

Important to me



# What's in a name?



Hello  
my name is

## Full of letters





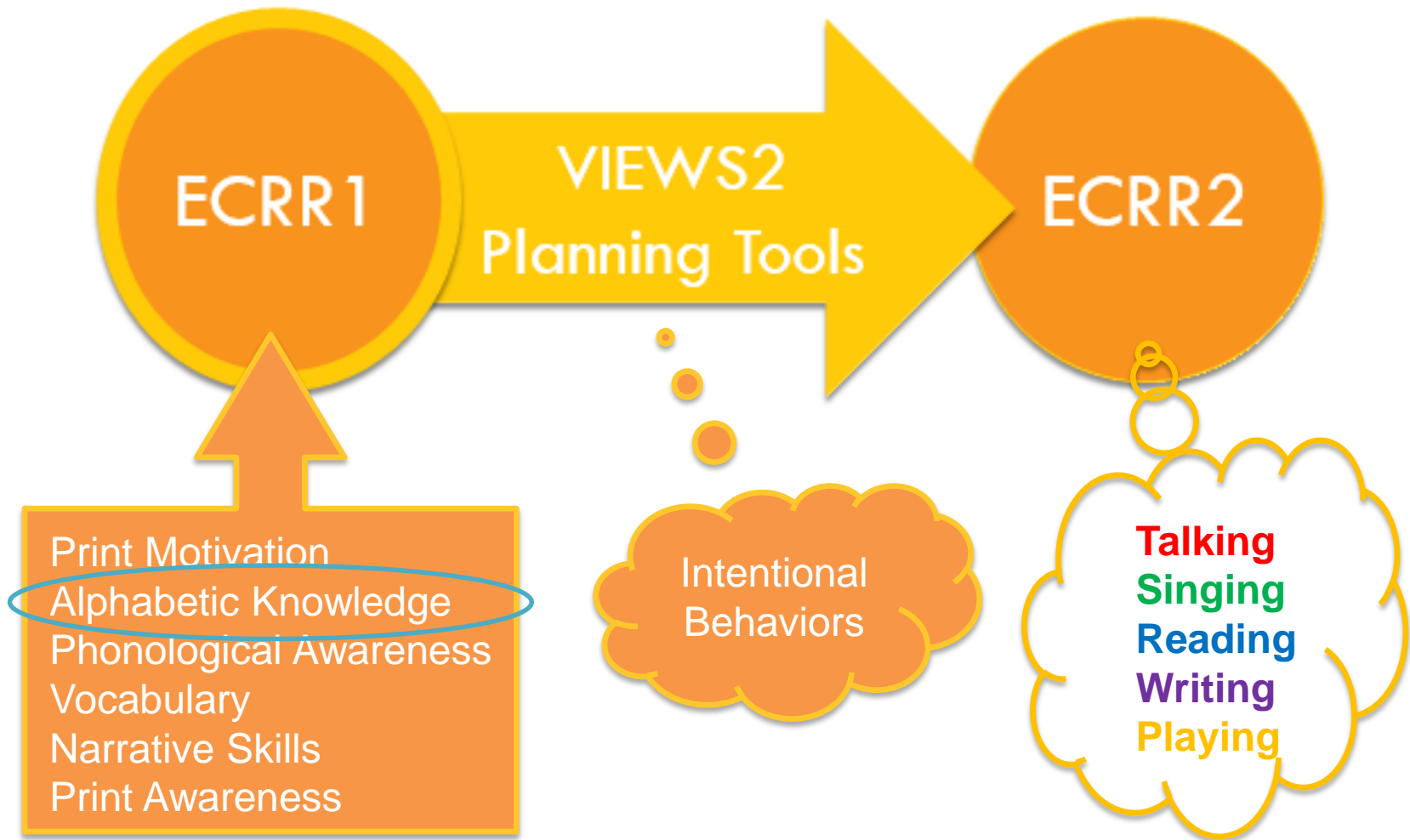
How do you encourage kids to explore and learn about the letters in their name?



# Alphabetic Knowledge



# Skills and Practices Support Each Other



# Alphabetic Knowledge – Behaviors

## B-18 months

Educator/Adult	Children
Reads books with repetitive sounds and/or pronounces words deliberately and slowly when reading	Imitates sounds when looking at words in a book
Points towards a book while reading or when a book is within reach of children	Points to words in a book

## 18-36 months

Educator/Adult	Children
Prompts children to recite or sing the letters of the alphabet	Recites a song with letters of alphabet, with assistance (e.g., an alphabet song or recitation)
Asks children to point to print on the page of a picture book or other illustrated page, poster, etc.	Begins to understand that print represents words (e.g., pretends to read text)

## 36-60 months

Educator/Adult	Children
Points out shapes with specific letters	Associates the names of letters with their shapes
Prompts children to match letters and sounds	Correctly identifies ten or more letters of alphabet
Prompts children to think about how letters and numbers are different	
Points to each word separately while reading	
Prompts children to identify the same word across pages of a book	



# Alphabetic Knowledge – Key Concepts

Alphabetic Knowledge is the ability to **name letters**, **distinguish letter shapes**, and **identify letter name sounds**.

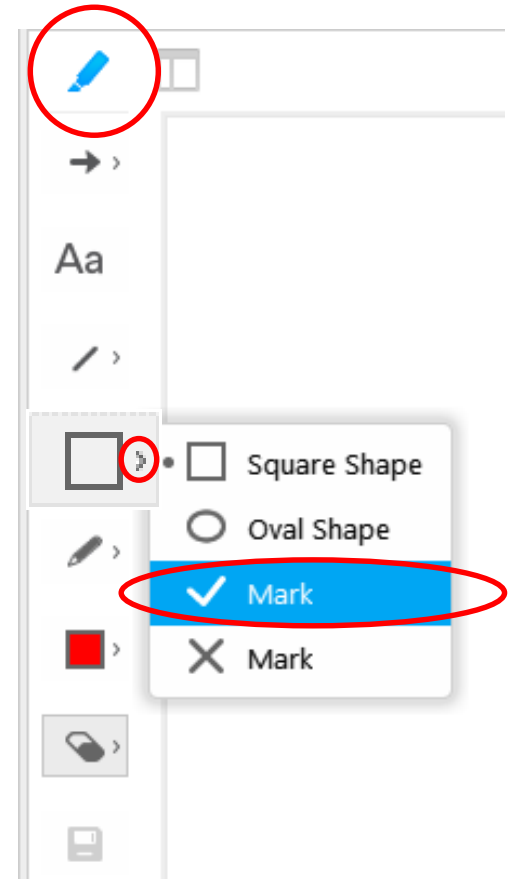


# Annotation Tools

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.





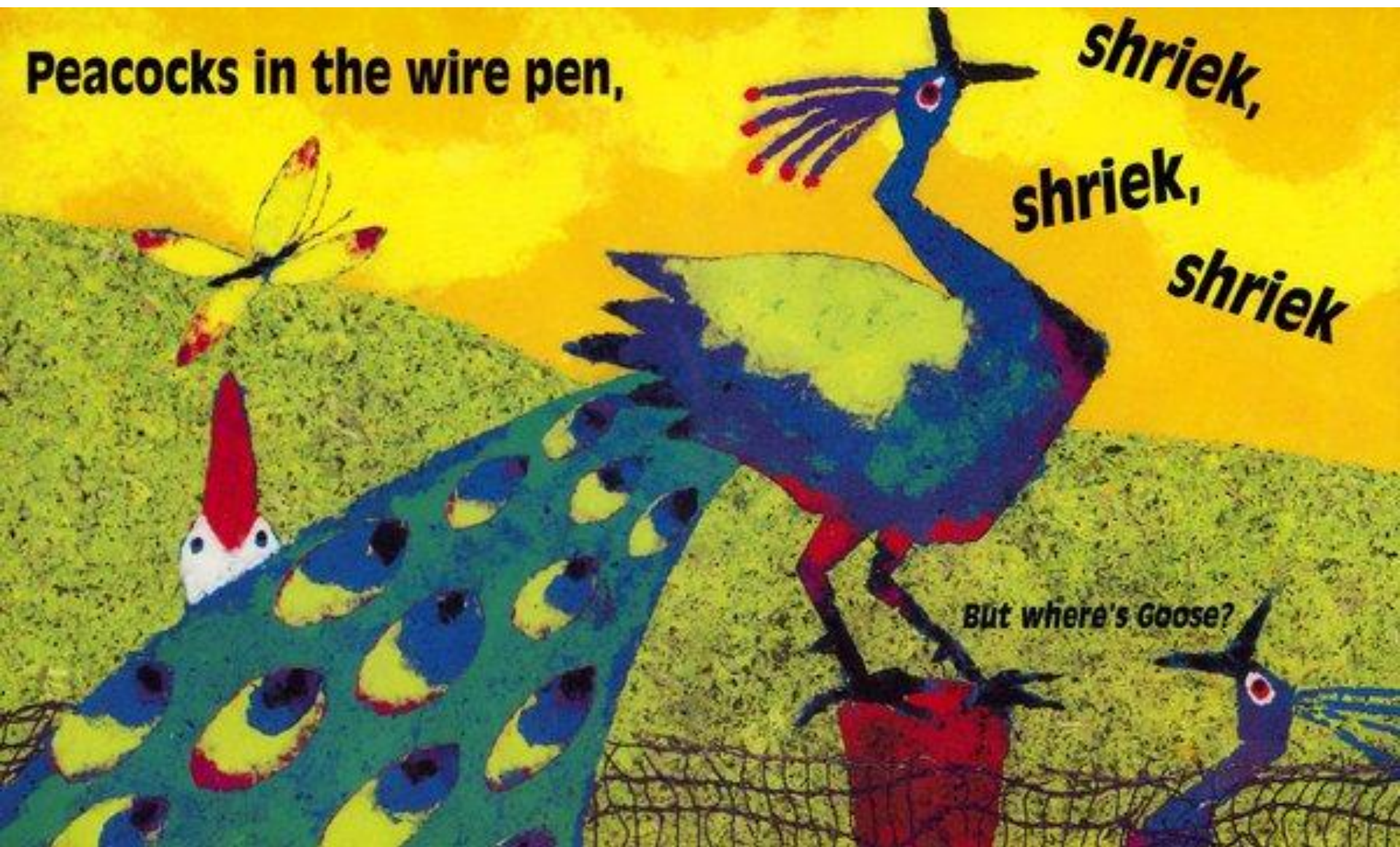
## THE BIG BOX

Buster stared at the big box.

He hoped there were juicy steaks or fancy French cheeses  
or spicy sausages in the big box.







# Where is Letter Hiding ?

Where is letter F

Where is letter f

Hiding in the room

Hiding in the room

YES.

We found a letter F

YES.

We found a letter f

**F F F**

**f f f**



\* Sung to the tune of "Are you Sleeping"

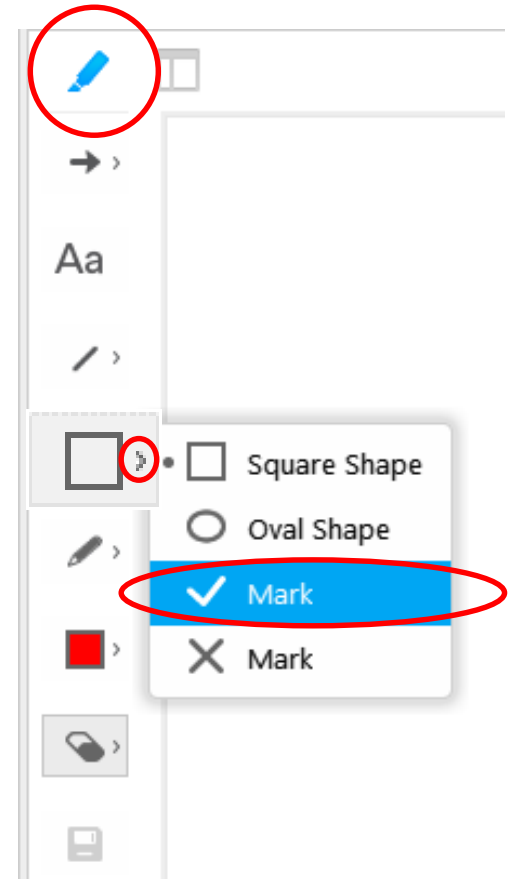


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	Points toward a book while reading or when book is within reach of children
	Prompts children to recite or sing some letters
	Ask children to point to print
	Points out shapes with specific letters
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# Alphabetic Knowledge – Questions?

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# A Supercharged Story





**SUPERCHARGED STORYTIMES**



Serve residents of Spokane County, WA  
Population 290,000  
10 Libraries

Throughout the district we offer 26 storytimes each week

- All Ages (at our more rural libraries)
- Preschool
- Toddler
- Baby
- Family



What I have learned from  
Supercharged Storytimes:

# Intentionality





# Alphabet Songs



## ABC Chant

A...B...CDE

F...G...HIJ

K...L...MNO

P...Q...RST

U...V...WXY

Now it's time to say goodbye

Zzzzzzzzz!

## Mel's Desk

Other tunes to sing the ABC

[melissa.depperfamily.net/docs/SingingABCs.pdf](http://melissa.depperfamily.net/docs/SingingABCs.pdf)

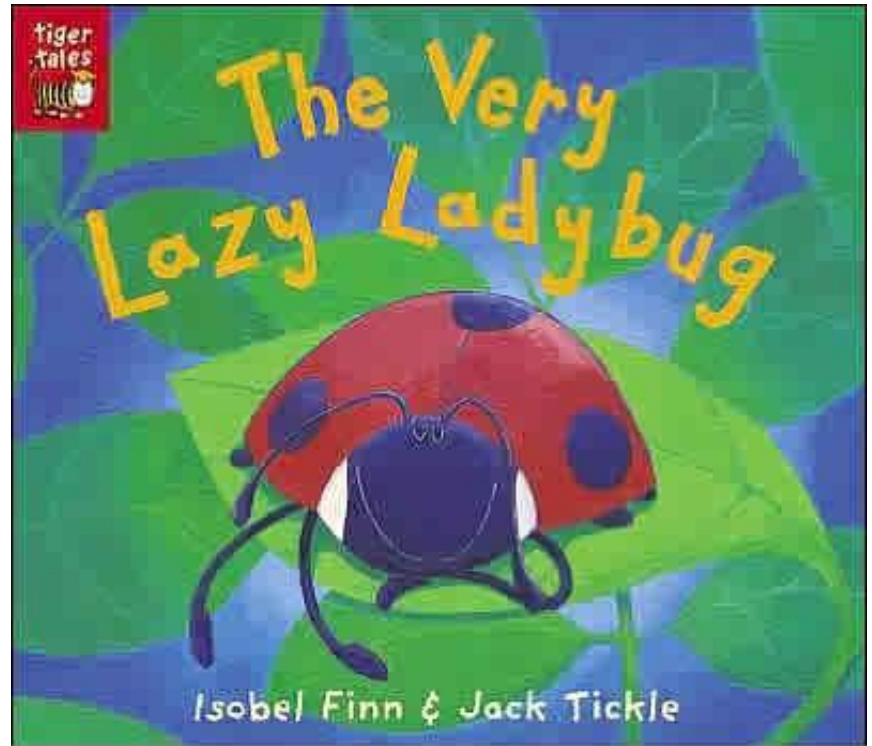
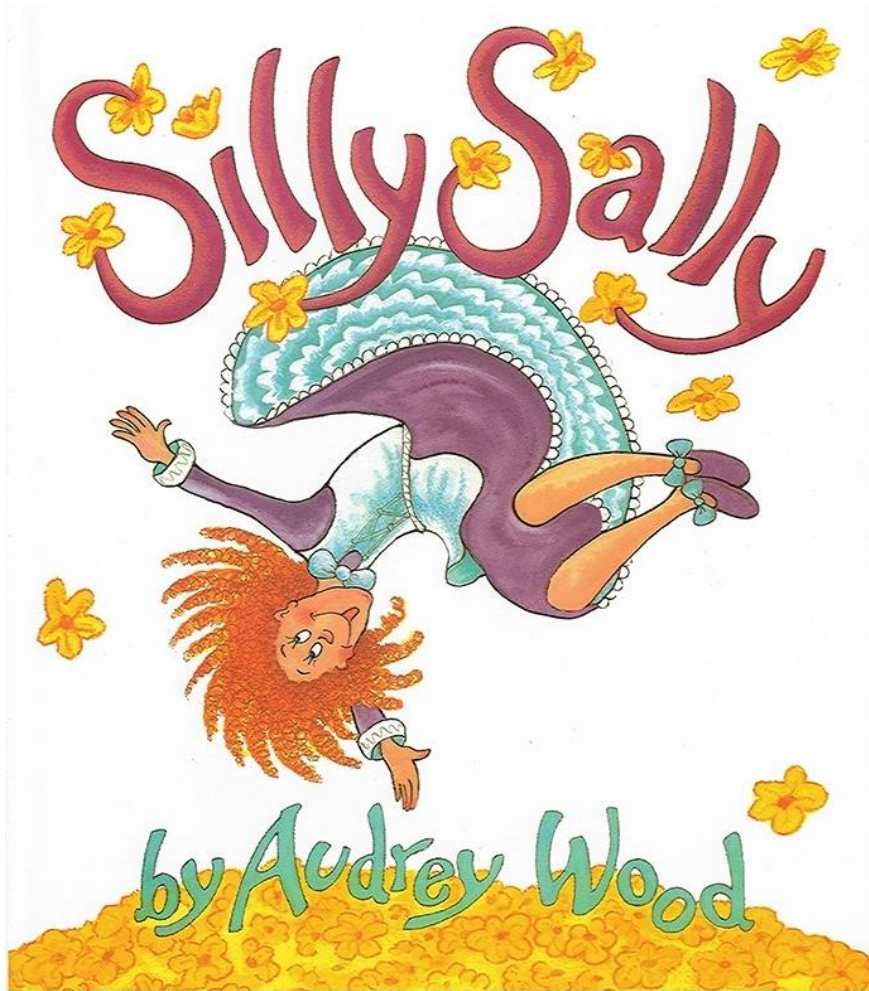


# BINGO Songs

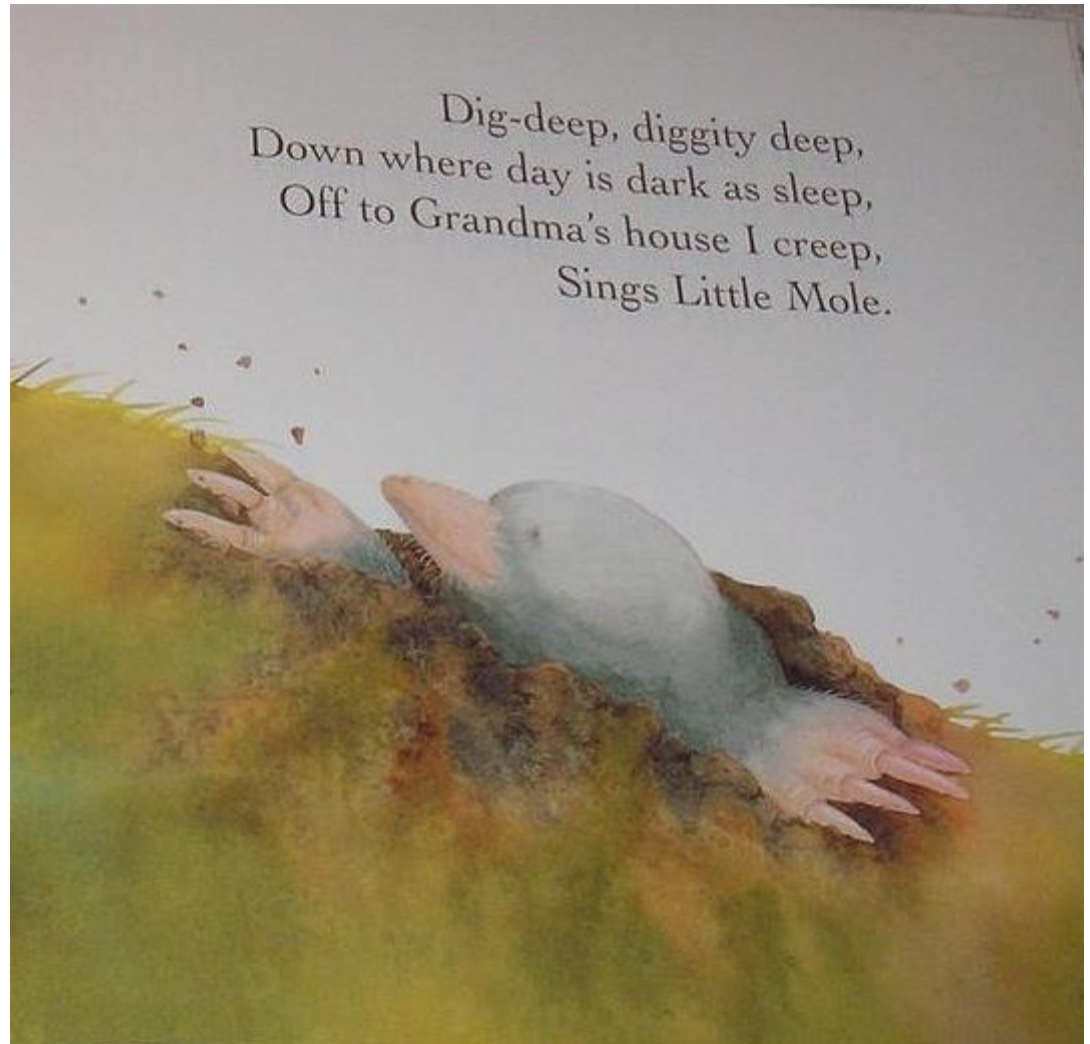
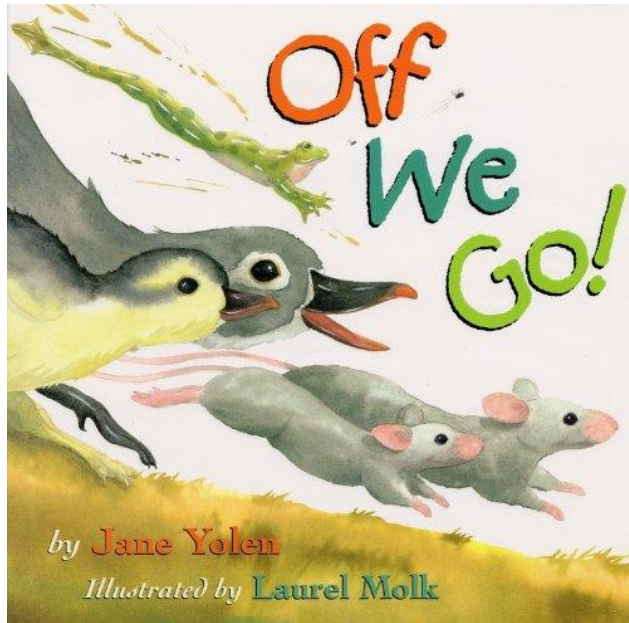




# Alliteration in Title

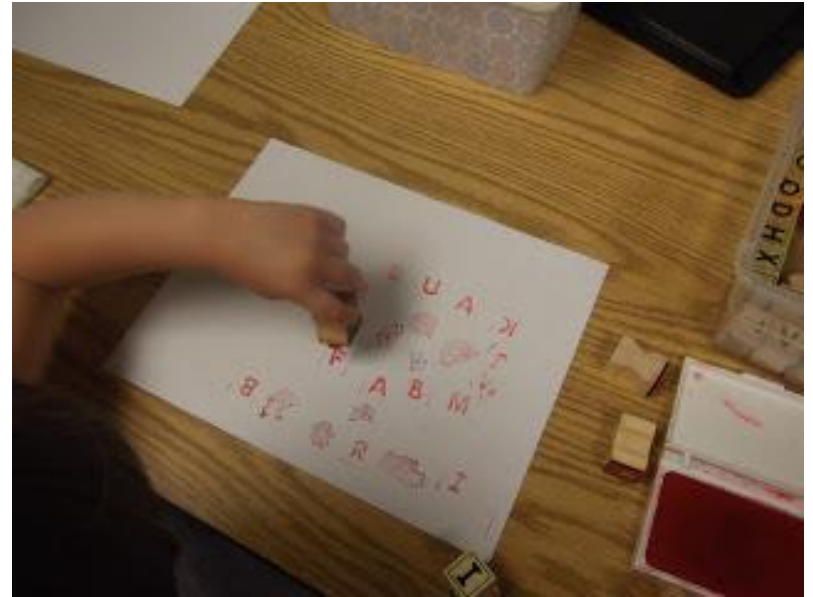


# Alliteration in Text





# Activities with Letters



**SUPERCHARGED STORYTIMES**

# Preschool and Homeschool Blogs and Websites

How to teach  
**the alphabet**



The Measured Mom

[www.themeasuredmom.com/learning/](http://www.themeasuredmom.com/learning/)



Playdough To Plato

[www.playdoughtoplato.com/alphabet-roundup/](http://www.playdoughtoplato.com/alphabet-roundup/)

# The ABCs of Planning

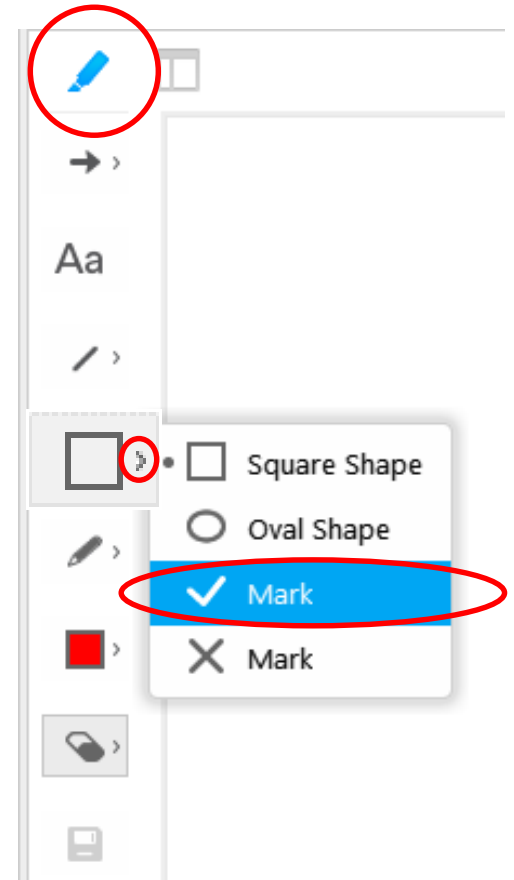


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# Your Planning Ideas

I typically have this much time to plan my storytimes:



A week

A day

4 hrs.

1 hour

10 min

No time!

# The VIEWS2 Storytime Planning Tools

## VIEWS2 Valuable Initiatives in Early Learning that Work Successfully

### Alphabetic Knowledge / Exploring with Letters

#### *Birth to 18 months*

##### Reading Goal 67: Children demonstrate awareness of the alphabetic principle

Educator/Adult	Children
Reads books with repetitive sounds and/or pronounces words deliberately and slowly when reading	Imitates sounds when looking at words in a book
Points towards a book while reading or when a book is within reach of children	Points to words in a book

#### *18 months to 36 months*

##### Reading Goal 67: Children demonstrate awareness of the alphabetic principle

Educator/Adult	Children
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#### *36 months to 60 months*

##### Reading Goal 67: Children demonstrate awareness of the alphabetic principle

Educator/Adult	Children
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# Gather the Ingredients

- ❑ What **Alphabetic Knowledge** 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?

A

B

C

# The VIEWS2 Storytime Planning Tools

## VIEWS2 Valuable Initiatives in Early Learning that Work Successfully

### TIP Focus

Alphabetic Knowledge / Exploring with Letters

### Book

Big Chickens

By: Leslie Helakoski

### Example or Sample Activity

- From time to time it is fun to point out letters. You don't need an alphabet book to talk about letters.
- There are three chickens and each of the chickens here is holding one of the letters for the word "big". Here is a B and an I and a G.

### TIPS to share with Parents

- Did you know that when your child plays with shapes or blocks and you talk about the shapes you are preparing them to learn to recognize letters!

*How* we read is as important as *what* we read AND *how often* we read.

### Example came from:

Librarian in the Sacramento Public Library  
Project VIEWS2 Team

### Related Indicators:

Age Range	Educator/Adult	Children
B-18	Points towards a book while reading or when a book is within reach of children	Points to words in a book
18-36	Prompts children to recite or sing the letters of the alphabet. Asks children to point to print on the page of a picture book or other illustrated page, poster, etc.	Begins to understand that print represents words (e.g., pretends to read text).
36-60	Points out shapes with specific letters	Associates the names of letters with their shapes

Adult component (PET) by E. Feldman, E. Dresang, K. Burnett, J. Capps & K. Campana

Children's component (BCPAF) by E. Feldman

# 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
E-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

- ❑ **Alphabetic Knowledge** behavior:  
Asks children to point to print on the page of a picture book or other illustrated page, poster, etc.
- ❑ **Age group:** 18 – 36 months
- ❑ **Book:** Big Chickens, by Leslie Helakoski
- ❑ **Activity:** From time to time, it is fun to point out letters. There are 3 chickens here and each chicken is holding one of the letters for word “big.”  
Here is a B and an I and a G.



# Tip Example 2

- ❑ **Alphabetic Knowledge** behavior:  
Prompts children to identify the same word across pages of a book
- ❑ **Age group:** 36 – 60 months
- ❑ **Book:** Barnyard Banter, by Denise Fleming
- ❑ **Activity:** I will focus on having the children read the repeating words with me, after I've read through it once.



# A l p h a b e t i c K n o w l e d g e T i p

Focus Area		
Alphabetic Knowledge		
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	Reads books with repetitive sounds and/or pronounces words deliberately and slowly when <u>reading</u>	Imitates sounds when looking at words in a book.
18-36		
36-60	Prompts children to identify the same word across pages of a book	
Book(s) that support this behavior		
Barnyard Banter, by Denise Fleming This is a good book to use because there are a lot of repeating words,		
Example or Sample Activity		
<p>I will focus on having the children read the repeating words with me, after I've read through it once.</p> <p><i>"Cows in the pasture.</i></p> <p><i>Moo.</i></p> <p><i>Moo.</i></p> <p><i>Moo"</i></p> <p>Point to the first "Moo" and ask if anyone knows what this word is.</p> <p>Point to the second "Moo" and ask what the word is. "Yes, it's the same word!"</p> <p>Point to the third "Moo" and ask again. "Yes, it's also 'moo!'"</p> <p>For younger kids, I would speak the animal sounds really slowly and repeat them while pointing at the word to reinforce that the word is the same as the sound coming from my mouth.</p>		
TIPS to share with Parents		
Help parents and caregivers practice this behavior with their child.		



# Next Steps



# Next Steps for Session 2



## Session 2: Supercharge Your Practice – Alphabetic Knowledge

 [Session 2 - link to online session - October 12, 11:00 am Pacific](#)



Session 2 begins on Monday, October 12 at 11:00 am Pacific. The second session is an opportunity to learn more about incorporating interactivity in your practice, and begin discussions around Alphabetic Knowledge. Session 2 slides - coming soon. Session 2 chat transcript - coming soon.

Access VIEWS2 Alphabetic Knowledge [Tools Sheet](#) and [Tips Sheet](#).  
Access a blank [Tips Template](#) to use for your own planning.

### Exploring with Letters

Alphabetic Knowledge is the ability to name letters, distinguish letter shapes, and identify letter sounds. Some examples of skills included in this behavior are: pointing to words in a book, reciting the alphabet, pretending to read, and connecting names of letters with their shapes.



 [Alphabetic Knowledge/Exploring with Letters](#)



Review the full VIEWS2 page focused on Alphabetic Knowledge. Here you will find a brief description, a demonstration video, and tools and tips sheets with specific behaviors related to this domain.

 [Reflection question 1: Alphabetic Knowledge behaviors - what you're doing now](#)



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



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



- ✓ Watch VIEWS2 Early Literacy Alphabetic Knowledge (AK) skills demo
- ✓ Review the full VIEWS2 Alphabetic Knowledge page
- ✓ Identify and practice Alphabetic Knowledge behaviors for your storytime
- ✓ Reflect on AK in forum &
  - Share 2 favorite books
  - ***Stretch goal:*** share at least 1 tip sheet you've created!

# Supercharged Storytimes

This project is funded by a  
National Leadership grant from the  
Institute of Museum and Library Services



and is a partnership of OCLC,  
Washington State Library and Thrive Washington



# Image Credits

- ABC blocks by Dennis Skley on Flickr:  
<https://www.flickr.com/photos/dskley/16744915722>
- [Letterage](#) by [Marin van Uhm](#): Twenty-six letters of the alphabet constructed from seventeen overlapping geometric shapes.
- Other photos from ThinkStock Images.
- Title: Buster; Author: Denise Fleming; Publisher: New York, N.Y.: H. Holt, 2003.
- Title: Barnyard banter; Author: Denise Fleming; Publisher: New York: Holt, ©1994
- Alphabet Fun Learning Chart by Trend Enterprises Inc  
<http://www.amazon.com/Trend-Enterprises-Inc-T-38157-Alphabet/dp/B000NX713S/>
- Title: Silly Sally, by Audrey Wood, Harcourt, Inc., Orlando, 1992.
- Title: The Very Lazy Ladybug by Isobel Finn; illustrated by Jack Tickle, Tiger Tales, Wilton, CT, 2003.
- Title: Off We Go! By Jane Yolen; illustrated by Laurel Molk, Little, Brown and Company, New York, 2000.

