**Script for Interactivity Deck**

**Slide 1:**

*Now let’s turn to interactivity, one of the key elements of a supercharged storytime.*

**Slide 2:**

Photo:Family Storytime & Pizza Party by Rapid City Public Library on Flickr: <https://www.flickr.com/photos/rcpl/4423623472/> CC BY-NC 2.0

*Interactivity is the “how” of supporting learning, including early literacy, in your storytimes.*

*The storytime provider incorporates elements encouraging children to participate and interact with the content of the storytime.*

*Includes giving children opportunities and time to respond.*

*Storytime provider becomes more of a facilitator and less of a performer.*

*Children learn best through interactivity, through their senses, and through the interactions they have with adults.*

*We want to make sure that we talk, sing, read, write and play with the participants in interactive ways.*

**Slide 3:**

*Let’s look first at one aspect of interactivity - interactive reading.*

*Here we are looking at the ways we share books in engaging ways, to keep children’s attention, to encourage participation, and to help them understand what is happening in the book.*

**Slide 4:**

Interactivity slide – adapt as desired.

**Slide 5:**

Photo: Book bins by WokinghamLibraries on Pixabay: <https://cdn.pixabay.com/photo/2013/05/02/10/53/picture-108539_960_720.jpg>

*Have a look at the Interactive Reading handout. This is a summary that brings together information on interactive reading. You will recognize lots of things that you are already doing.*

*Some books lend themselves more easily to interactive reading than others. Here are some characteristics (let them read the slide themselves)*

* *Clear storylines: predictable stories for young children*
  + - *more sophisticated stories for preschoolers*
* *Sensitive to diversity: offering characters, situations, topics, and stories that both reflect and expand on their world*

**Slide 6:**

*Let’s look at the features of interactive reading one by one*

*You can follow along on the handout*

*You wouldn’t be using all these features in any one book at one sitting!*

*Different books lend themselves to different features*

*We ourselves may feel more comfortable one or another type of interactivity*

*Keep in mind that having children listen to a story is also valuable, as it builds listening skills. Having them interact more builds speaking skills and develops comprehension.*

**Slide 7:**

Photo: Mem Fox at Mosman Library by [Mosman Library](https://www.flickr.com/photos/mosmanlibrary/) on Flickr https://www.flickr.com/photos/mosmanlibrary/243696731/ CC BY 2.0

*Reading with expression*

*Even though reading with expression, as opposed to using a monotone voice, does not necessarily make for interactive reading, it certainly helps children stay engaged.*

*There are many ways to read with expression. If making voices for different characters feels forced and confusing, there are still other ways to read with expression.*

*Pause*

*Pace—fast, slow*

*Pitch—high, low*

*Volume—loud, soft*

**Slide 8:**

*Let’s look at Chugga Chugga Choo Choo by Kevin Lewis and an example of how you would change the pace and the pitch of your voice from one page to another.*

*The beginning of this book it starts in the morning and the pages are bright and yellow. At the beginning I would say, in a spritely way*

*Sun’s up! Morning’s here.*

*Up and at ‘em engineer.*

*Hurry hurry load the freight*

*To the city can’t be late.*

*Chugga chugga choo choo*

*Wheels a turning whooo whooo.*

*When I come to this page with the train going through a dark tunnel, I would read it a bit more slowly*

*Into tunnels, underground*

*See the darkness, hear the sound (whisper)*

*Chugga chugga choo choo, echo calling*

*Whoo whoo---loud*

*Whoo shoo—soft echo*

**Slide 9:**

*Start with the book backwards and upside down*

*Be silly with how to orient the book*

*Can ask preschoolers what the author does, what the illustrator does*

**Slide 10:**

*Ask questions.*

*Here are some examples of open-ended questions, ones that cannot be answered with yes or no.*

*You would not need to ask all these questions.*

**Slide 11:**

*Having them join in with a repeated phrase, allowing them to complete a rhyme or phrase, encouraging them to talk about the topic in a factual book*

**Slide 12:**

Book: *Chugga-Chugga Choo-Choo* by Kevin Lewis, illustrated by Daniel Kirk

*In this book the title is Chugga chugga choo choo, the sound of the train on the tracks.*

*Chugga chugga choo choo is repeated over and over, so let me hear you say it with me.*

*You can say it throughout the book with me.*

*Do motion of round and round with arms and elbows.*

*Could bring in a factual book on trains as next book.*

**Slide 13:**

*Here are some ways we can develop vocabulary and comprehension as we read interactively*

*Use gestures, facial expressions and movements to convey meaning*

*Actually explaining words*

*Have children make connections to their own experiences.*

**Slide 14:**

*\*\*\*interactivity –ask learners “Now, how would use these pages to develop vocabulary and comprehension?” (for live-online session, ask them to post in chat)*

*If it was not noted, you may add:*

*Demonstrate echo with whoo, whoo; come back to this page after reading book.*

*What is an echo? Sound comes back off walls in a small room or in a cave or tunnel, comes back softer, reverberates*

*How do you think the boy is feeling? Demonstrate his face and arm position*

*Happy—or maybe courageous in the dark tunnel*

**Slide 15:**

*There are many ways we can extend the story, both within the storytime setting, or offering ideas to parents/caregivers to do at home*

*May offer a handout to parents with an extension activity to do at home*

**Slide 16:**

Photo: Storytime by Sno-Isle Libraries on Flickr: <https://www.flickr.com/photos/sno-isle/36034593910/in/photostream/> CC BY-NC 2.0

*Let’s look at other ways to be interactive in storytimes, not necessarily with books*

**Slide 17:**

*Photo:* Easter Storytime Craft by [Liberty Hill Public Library](https://www.flickr.com/photos/lhpl/) on Flickr: <https://www.flickr.com/photos/lhpl/6899897040/> [CC BY-SA 2.0](https://creativecommons.org/licenses/by-sa/2.0/)

*There are SO many ways we can be interactive with the participants, from quite simple to more involved.*

* *Theme Talk: introducing storytime theme*
* *Flannel board match*
* *Having children act out story, rhyme*
* *Craft or activity—make a book, draw, and tell story*
* *Word of the week—talk about it*

**Slide 18:**

*\*\*ask learners to refer to handout so they can read the questions; questions are on next slide for legibility*

*Self-Reflection is part of assessment, one aspect of a supercharged storytime. Here is an opportunity to try it out with interactivity.*

**Slide 19:**

You need not think of just one particular storytime, but your storytimes in general. Think back on them and jot down your thoughts on each of these questions.

You will notice question 5 is on facilitating interactions between the adults and their children. We will be going into this in more detail a later module. For now, think about things you already do.

**Slide 20:**

*Acknowledgement slide*