**Script for Background Knowledge Part 2:**

**Slide 1:***Welcome to Supercharged Storytimes*

*In this module, we look at the rest of background knowledge.*

**Slide 2:***Let’s look at the topic of Book and Story Knowledge*

**Slide 3:***It includes:*

* *How stories work—the structure of story and the language of story*
* *Narrative skills—telling and retelling stories, recounting events*
* *Print Motivation—child’s interest in and enjoyment of books and reading*

**Slide 4:**Image: “Goldilocks” by [JenDigitalArt /](https://pixabay.com/en/users/JenDigitalArt-6490932/) on Pixabay: <https://pixabay.com/en/girl-little-girl-child-kid-cute-2852252/>

*Children learn about story structure and the language of story not only from hearing stories, but also from telling or retelling stories.*

*Stories have a beginning, a middle, and an end.*

*There are certain motifs that are common, like three of a type of character, or actions done three times.*

*Language of “once upon a time” “the end” or “snip snap snout, this tale’s told out”*

*Use of repeated phrases*

**Slide 5:**Photo: Son playing an act in front of parents; Getty Images <https://www.gettyimages.com/detail/photo/germany-bavaria-munich-son-playing-an-act-in-front-royalty-free-image/108346487>

*Narrative skills, the ability to tell and retell stories and events, overlaps with the oral language component, speaking skills, the expressive aspect of language.*

*Developing a child‘s narrative skills, their ability to tell and retell stories, is one way to help them understand story structure and language.*

*In a broader sense, narrative skills supports all areas of background knowledge and leads to comprehension.*

*Children can express what they are thinking, simply at first, and then more complicated ideas and longer sentences as they get older.*

**Slide 6:**Photo: Boy sitting on books reading by [PublicDomainPictures](https://pixabay.com/en/users/PublicDomainPictures-14/) on Pixabay: <https://pixabay.com/en/child-book-boy-studying-isolated-315045/>

*Print motivation is a child’s interest in and enjoyment of books and reading*

*Research notes: Children who have had positive experiences around books and reading are more likely to stick with learning to read longer than children without these positive experiences. 60% of our children find learning to read difficult when they are formally taught to read in school. So, if they have positive experiences around books and reading, it may get them over that hump.*

*Enjoyment of books may seem natural to us, but it is learned behavior. Children learn whether reading is an enjoyable activity or not from the experiences they have around books and reading,*

*Read 20 minutes a day—give example*

*It is more important for the interaction around a book to be positive than it is to be long. Will grow long when enjoyable.*

*In storytime, when so chaotic, may not finish a book—say it!*

*We don’t turn it into a power struggle***.**

**Slide 7:**Photo: Lunch at the Library by [San José Public Library](https://www.flickr.com/photos/sanjoselibrary/) on Flickr: <https://www.flickr.com/photos/sanjoselibrary/27439342320/> [CC BY-SA 2.0](https://creativecommons.org/licenses/by-sa/2.0/)

*Here’s an opportunity for us to brainstorm! How do you support print motivation in your storytimes both through modeling activities and providing tips for adults?*

*\*\*\*INTERACTIVITY (adapt as needed)–transcribe key ideas to screen;*

*acknowledge their ideas and affirm that they are supporting print motivation, even if they didn’t have the name for it*

*Could add if not noted:*

*Set up display of books in storytime, including factual books, and if you can gather multiple copies of books you have shared in storytimes.*

*Tip to parents—have children choose book to read together, children love repetition and need repetition to learn; you can take turns choosing books*

*Tip to parents—substitute your child’s name for character in the book*

**Slide 8:**  
*Look at Me!* by Elliot Kreloff, Sterling Children's Books 2008; *Pat the Bunny* by Dorothy Kunhardt, Golden Books 2001

*For print motivation, we simply need books we think the children will enjoy and interact with.*

* *Small chunky books for little hands*
* *Bright, clear pictures*
* *Stark contrast between pictures and background colors*
* *Flap books and others that you can play games with like peek-a-boo*
* *Books with texture, using their senses*

*Using parentese until about 9 months old as we read books will keep their attention longer.*

*We all know babies will chew on books—parent reaction*

*Bat at books as they imitate us trying to turn pages*

**Slide 9:**  
Books: *Itsy Bitsy Spider; Five Little Ducks*, illus by Penny Ives; *Humpty Dumpty and Other* *Rhymes* by Iona Opie & Rosemary Wells

*Infants and toddlers respond to rhythmic language and singing*

*While we don’t need books to sing, there are many board books based on songs.*

**Slide 10:** *Spot’s Hide and Seek* by Eric Hill, Putnam Juvenile, 2010; *Look at You!*; *Llama Llama Wakey-Wake* by Anna Dewdney

*Books with clear pictures of familiar characters, animals, food*

*Books with familiar experiences, faces, family*

*Books with simple stories*

**Slide 11:***Chugga-Chugga Choo-Choo* by Kevin Lewis, Hyperion Books for Children, 1999; *Tuck Me In!* by Dean Hacohen Candlewick 2010; *Chug Chug Tractor* by DK Publishing 2013

*We support all of book and story knowledge.*

*Repetition—enjoyment and the structure of story*

*Children love repetition. They learn through repetition.*

*Choose books with repeated phrases or actions.*

*Repeat the book over several storytimes. Parents are reading books over and over again. For regular storytimers, they are seeing you model different ways to share the same book.*

*Participation, that interactivity brings enjoyment:*

* *Encourage child to point to picture and talk about picture. After pausing, you can*
* *answer yourself if the child cannot.*
* *Encourage child to say the sounds of animals.*
* *Sing along with a songbook.*

**Slide 12:** *For the preschoolers, we can take some of the elements of books and book sharing from the younger groups, but we apply it in a more challenging way.*

*For example, with repetition, instead of just a word or phrase, they can repeat a sentence, or add to a cumulative tale, or help with retelling a whole story.*

*Ask open-ended questions that allow the children to express their own interests and experiences.*

*Ask the child what s/he likes about a favorite book.*

*Let them know when you are reading a favorite book and what you like about it.*

*Factual books on topics of interest to your child insures more interest*

*Books with humor certainly contribute to enjoyment*

*Books that expose them to new experiences and information build on world knowledge*

**Slide 13:***Now that we have looked at supporting background knowledge through books, let’s look at how we can support all aspects, conceptual thinking, content knowledge, and book and story knowledge through the other practices.*

**Slide 14:***Talk about true topics of interest to yourself and to children, anywhere!*

*So in storytime, perhaps during intro to your storytime; for parents and caregivers—throughout the day*

*Encourage children to tell stories, recount events—this could take place during a storytime activity time at the end of the storytime, or for parents—anytime!*

*Talk about what is happening—in a storytime you might give them the sequence of what is happening in storytime—first we will have our opening song, then . . .*

*Model thinking and reasoning: It is hard to hold all these shakers in my arms. They kept falling so I found this woven basket.*

*You may offer a tip to parents about talking about the world around them—how do all these items get to the grocery store? When I turn on the switch, the light comes on*

**Slide 15:**Books: There Was a *Tree* by Rachel Isadora (this is based on Green Grass Grows All Around)**;** *Mary Had a Little Lamb* by Sarah Hale, Illustrated by Tomie de Paola

*Rhymes and songs of different cultures, this is part of cultural knowledge*

*Mother Goose rhymes referred to in literature*

*Cumulative songs--sequencing*

*Songs for print motivation: The More we Read Together*

**Slide 16:***Write their own story*

*Make a book*

*Draw about a topic they know*

*Draw about an experience they had and tell about it*

**Slide 17:***Symbolic play—supports symbolic thinking needed for language*

*Act out stories, role play*

*Make up own stories*

*Imaginary play*

*Problem solving around and through play*

*Talk about real things—going to doctor, add factual information*

**Slide 18:***So now you have an overview of all the early literacy components.*

*Children need all the early literacy components to become successful readers.*

*And they all develop from birth.*

*They do not just evolve, they are learned skills and behaviors, that need adult modeling and support.*

*You will find that one activity can go for more than one early literacy component. Singing a song can go for phonological awareness or for vocabulary.*

*Talking about shapes could go for conceptual thinking under background knowledge, or for vocabulary—knowing the words for the shapes, or for letter knowledge—children identify letters by their shapes.*

*It is important to understand the different components, but not to get bogged down in them.*

**Slide 19:***Dr. Scott Paris noted differences in the components.*

*He designated phonological awareness, print concepts, and letter knowledge as “constrained skills”*

*Vocabulary and background knowledge are unconstrained.*

*Constrained skills are finite, that is, there are 26 letters in the alphabet, there are 44 phonemes or sounds in the English language, there are a finite number of print concepts. These all most directly support decoding, sounding out words, and predict early reading success, to 2nd grade.*

*Unconstrained skills are infinite—we are always learning new words, developing vocabulary, and also learning new information throughout our lives. Unconstrained skills most directly support comprehension and predict reading success at grades 4 and up, and high school graduation.*

*Children go from learning to read to reading to learn.*

*However, now schools are trying to not make such a distinction in these two areas.*

*For example, they are introducing more factual books in kindergarten, so children will have heard the word metamorphosis before they read it.*

**Slide 20:**Images:   
Blocks: <http://www.freeimageslive.co.uk/free_stock_image/building-concept-jpg>  
Baby (vector) by [OpenClipart-Vectors](https://pixabay.com/en/users/OpenClipart-Vectors-30363/) on Pixabay: <https://pixabay.com/en/baby-crawling-child-infant-shadow-147416/>   
Toddler (vector) by [GDJ / 2688 images](https://pixabay.com/en/users/GDJ-1086657/) on Pixabay: <https://pixabay.com/en/child-baby-toddler-infant-kid-1769717/>

*Scaffolding is an educational term for adjusting the level of learning and assistance provided to fit the child’s abilities. More support is offered when a task is new; less is provided as the child’s competence increases, thereby fostering the child’s independence and mastery. [Berk, Scaffolding Children’s Learning, p.171]*

*We adjust our level of assistance to fit the child’s needs. As they go from crawling to walking, we are holding both their hands, then one hand, then standing a little bit away from them, then moving farther away. We are just beyond their competence to help them grow.*

*In a group situation, we cannot scaffold what we do to fit each individual child. However, we may notice when something is too hard or not challenging enough for the group as a whole.*

*PUSH IN CHAT: Ideas for scaffolding in storytimes*

[*https://www.youtube.com/watch?v=U\_neUKZQMjM*](https://www.youtube.com/watch?v=U_neUKZQMjM) *[add to resources, please]*

*Because the Early Literacy Planning Tool is divided into age level sections, you see a progression for each component, offering you options for strategies and activities that are more or less complex. The age ranges are broad and individual children develop at different rates. However, you can use the Tool as a guide to make activities easier or harder.*

**Slide 21:** *So now that you have boosted your interactivity, your intentionality, incorporated tips, and are giving consideration to scaffolding, how are you planning your storytimes?*

*I want to emphasize how we are choosing our storytime books and other items:*

*Read slide*

*Did you hear anything about theme? Yes, you can still have a theme! But it is not your first consideration. Themes don’t have to be nouns. Catch me if you can is a theme; Librarian’s favorites is a theme.*

*Do you see here anything about early literacy components? No, you are not planning your storytime around an early literacy component. With a tip you need only find one item and support one component which you will highlight.*

*Remember how you were being intentional even around one item? Storytimes are versatile. It is how you USE the book, song, or other item that makes it support an early literacy component.*

*Your intentionality will help you make connections between your storytime items, what you are doing and how you are doing it, and ways to support early literacy.*

*Storytimes are full of opportunities to support early literacy. This frees us to choose the books and language activities we love and that children will enjoy as well.*

**Slide 22:** *Closing / Acknowledgements*