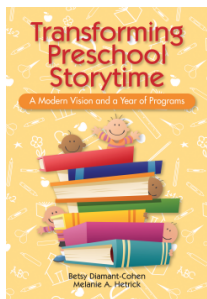


Transforming Preschool Storytime

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A new approach to storytime incorporates recent theories on developmental learning and how children's brains work. According to this research, the best way to make new connections in the brain is by building on something already known. A child who loves a book will listen to it repeatedly, maintaining interest. Using a selected book in a number of consecutive preschool storytimes by presenting it differently each time can help children learn new skill sets. Employing repetition with variety expands the story experience, helping children to connect and engage with the story on a higher level through activities specifically designed to address multiple intelligences. The child's experience with that book then becomes much richer.

1. What is a typical preschool storytime?

- 30 minute program for children from ages 3-5
- Used as a platform for introducing children to new books
- Often built around themes, which results in different materials being used each week
- Frequently have repeating starting and ending rituals

2. What are different ways that children learn?

- Using the five senses
- Using multiple intelligences
- By applying life skills
- Through scaffolding

3. What is the value of repetition?

- You become a facilitator rather than a performer
- Familiarity creates fondness
- Learning is easier when the material is familiar

4. How can a book be repeated in different ways?

- Show illustrations, but "tell" the story rather than reading it
- Have the children act out the story
- Create an art project that is related to the story
- "Interview" characters from the book
- Retell the story from different character's point of view
- Dance sections of the story
- Do a science experiment or magic trick related to the story
- Build a "set" where they story can take place
- Use puppets or flannel board characters to retell the story

5. Activity

- Choose a book
- Talk about ways in which it can be used
- Write down 6 ways to present it
- List the corresponding skills that each activity helps to develop

Activity

Title: _____ Author: _____ Illustrator: _____

Describe 6 ways to present the book:

1.

2.

3.

4.

5.

6.

Choose a skill

Pennsylvania School Readiness
Approach to learning through play Wants to find out about things Able to ask questions
Language and literacy development Practices speaking and listening Aware of print - hears sounds in words Positive feelings towards books Builds vocabulary
Mathematical thinking and technology Counts to tell number of objects Understands more or less Stacking, unstacking, dumping, filling Matching & sorting games, puzzles
Scientific thinking and technology Explores using all senses Collects data Describes observations
Social studies thinking Sense of belonging to a set of people Identifies community workers Knows characteristics of own home Understands role of local businesses
Creative thinking & expression Makes and responds to music Acts out new or unknown experiences Uses imagination and creativity Expresses self through process of art
Health, wellness, & physical development Coordination and balance Fine and gross motor skills Basic hygiene Understands "stop"
Social and emotional development Works as part of a group Expresses feelings and needs Sensitive to others Thinks before acting Exhibits self-confidence Connects emotions and behavior
Partnerships for learning
Every Child Ready to Read (ECRR)
Talk, Sing, Read, Write, Play
Multiple Intelligences
Linguistic -Words & language Logical-mathematical -Logic and numbers Visual spatial-Pictures, images and space Kinesthetic-Body movement control Musical-Music, sound, and rhythm Interpersonal-Social experiences Intrapersonal-Self-reflection Naturalist-Experiences in the natural world

List the skills developed in each of the 6 presentations:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____
