Benefits of Interactive Story Time

- **Supports the Development of:**
  - Language and Vocabulary
  - Creativity and Imagination
  - Cognitive Development
  - Socio-Emotional Fitness
  - Basic Book Knowledge (how books work)
  - Higher Order Thinking
  - Predictive Strategies
  - Physical abilities in eye tracking and eye-hand coordination
  - Book-Love!

- **Increases**
  - Attention Span
  - Awareness of the Outside World, Cross-Cultural with positive examples of diversity
  - Future Academic Success with a solid foundation for literacy and “book sense”
  - The Child’s Confidence in Choices and Interests (my questions are important, the books I love and my interests are valued)
  - The **FUN of reading**: story time eagerly anticipated with excitement…it can even be MORE FUN that the TV or Computer Games!!!

Features of Interactive Story Time

1. **Reading with Expression or Vocal Gymnastics**
   - a. Pause
   - b. Pace (fast or slow)
   - c. Pitch (high or low)
   - d. Volume (loud or soft)

2. **Interaction WITH the Story**
   - a. Noticing and pointing out elements of the pictures
   - b. Counting, naming, looking for common elements (seek & find)
   - c. **ASK**
     - i. At any age:
       1. “What do you see?”
       2. “Can you find...?”
     - ii. As developmentally appropriate:
       1. “Noticing” questions and as developmentally appropriate, waiting for answers
       2. “What do you think?” or “What do you think about...?”
       3. “Predicting” questions: i.e. “What do you think will happen next?” “Were do you think we will go next?”
       4. “Feeling” questions: i.e. “How do you think she feels right now?” “How would you feel?”
   - d. **LISTEN**

3. **FUN!!!**

   Grin, giggle, laugh and roll on the floor, have fun with the words, the pictures and the child listening!
   Get in touch with your inner child...plan to laugh and enjoy your time together!
   Interactive Storytime is **ALWAYS FUN** and (sh-h-h-h...**secretly educational**)
Interactive Story Time Specifics

1. General Characteristics
   a. A Minimum of Three Books a Day (30-minutes a day). Whenever possible, allow the child to choose:
      i. One New Book (lots of library books)
      ii. One Familiar Book (lots of library books)
      iii. One Favorite Book (ideally from the child’s personal library...you will read it MANY times)
   b. Repetition - Reading the books the child loves many times (see above)
      i. Increases familiarity, supports memorization, leading to motivation to figure out text and independent reading.
      ii. Supports development of predictive strategies, critical to the development of excellent passage reading skills.
      iii. Increases enjoyment of listening and interacting with favored texts, supporting child’s interests.
   c. Alphabet books support the development of phonemic awareness and the alphabetic principle.
   d. Books with Rhyme and Rhythm support language development and are interesting to all ages.
   e. Books with excellent art that draws the child into the story and supports interaction with the story.

2. Age Specific Characteristics of Interactive Storytime
   a. Birth to Around 3-months
      i. Anything will do...even the Wall Street Journal or the TV Guide! At this point, the infant is attracted to your voice and physical contact...but baby IS LISTENING and learning!
      ii. Point out colorful elements of the picture book to support the development of visual acuity.
      iii. Ask questions...baby is learning voice patterns while you are pouring the foundation for literacy.
   b. 3-months to toddler (around 12-18 months)
      i. It is time to move to board books. Babies as young as 3-months with storytime experience know how books work and will start reaching out to turn pages.
      ii. At 6-months allow baby to choose the “favorite” story so baby begins to “control” storytime.
      iii. Identify objects, colors, letters, and model counting.
      iv. Ask the baby to point to elements on the page. Start by modeling pointing for baby.
   c. Toddler to Pre-School (12-18 months to around 36-42 months)
      i. Increase focus on actions (point, clap, bounce, stamp, turn...) during storytime.
      ii. Include books with lots of repeating text.
      iii. Read and sing “Sing-With-Me” books...this aids memorization.
      iv. As the child’s interests and attention span increase, add books with increasingly complex “plot” and stories that include life little lessons. Use the morals of the story to talk about choices, actions, consequences, etc. as developmental appropriate, supporting language development.
   d. Pre-School to K-1
      i. Invite the child to “read” repeating text with you.
      ii. Encourage the child to point out the repeating text before reading it.
      iii. Encourage the child to “read” favorite books to you...don’t worry about whether it is “word perfect” as this is “proto-reading.”
      iv. Provide lots of developmentally appropriate books that the child can read independently.

REFERENCES