

Storytime Early Literacy Observation Checklist

Pre-Readers: Ages 4 - 5

Library: *Grapevine*

Date/Time: *7:00 Aug 14* 68

Targeted audience age: 3-8 Approx. # not in age group: 2

Approx. # in age group: 12 # adults attending: 12

Directions: Check off items each time you observe them during the storytime. Use back of page to add items observed that support the area addressed. Use right column for comments.

I. Print Motivation

- N Presenter conveyed the idea that reading is fun.
- N Presenter seemed to have fun.
- N Children seemed to have fun.
- N NA Adults in attendance seemed to have fun.

nice choice of stories!

II. Language & Vocabulary

- Presenter makes connections to concepts and vocabulary.
- Presenter exposes children to vocabulary/explains vocab. they may not be familiar with.
- Presenter calls attention to the pictures in the story.
- Presenter encourages children to join in repeated phrase(s).
- Presenter encourages the children to respond through movement/music.
- Presenter gives children opportunity to respond orally by asking simple questions about the story and/or pictures.

wonderful acting out of "Lion & Mouse"

III. Phonological Awareness

- Presenter invites children to chime in rhymes/fingerplays/songs/poems and/or music.
- Presenter uses books that highlight sound awareness (for ex. rhyming text, alliteration)
- Presenter plays rhyming game with children.
- NA Presenter uses nametags to help children understand letter sounds.

terrific costume

IV. Letter Knowledge

- Presenter uses and enjoyable alphabet book/activity/song.
- NA Presenter makes connections between letters in children's names and in alphabet book or book title.
- Presenter talks about/points out letters and/or letter sounds. *I liked the alphabet "a is for..." and*
- NA Presenter uses nametags to help children understand letters.
- Presenter provides opportunity for children to play with magnetic or foam letters.

great use of voices & gestures, actions

V. Print Awareness

- Presenter calls attention to the cover of the book; points to and reads the title/author.
- Presenter points to the print and occasionally runs finger along text while reading.
- Presenter has rhymes/songs written out so adults can follow and children notice text.
- NA Presenter comments on names on nametags.
- Presenter provides opportunity for children to draw picture/"write" about story.

"I love to read" song fantastic!

VI. Narrative Skills & Comprehension

- Presenter allows children to participate in retelling of story; may use puppets/props/creative dramatics/flannel board.
- Presenter talks about the events of the story/theme; encourages children's comments.
- Presenter reads book without much interruption so children exposed to story structure.
- Presenter helps children link the events and characters to what they know about.
- Presenter encourages children to make predictions before/during reading of story.
- Presenter demonstrates/models dialogic reading.

nice to mention using imagination invisible ball was fun

VII. Parent/Caregiver Connection

In what ways did presenter call the parents' attention to ways that early literacy is supported during the storytime?

- Presenter explains to parents ways in which activities/techniques support early literacy.
- Presenter notes the important role parents/caregivers play in early literacy development.
- Presenter makes suggestions for parents/caregivers to do at home.
- Presenter calls attention to early literacy handouts/displays for parents/caregivers.