

Early Literacy Planning Tool WORKSHEET¹

This worksheet is a companion to the Early Literacy Planning Tool (ELPT). See the endnotes for directions on how to make use of it to be intentional about planning your storytimes.

ELPT Component: ²	Writing	
ELPT Goal:	Children demonstrate alphabet knowledge	
Storytime Age Level(s) ³	Your Strategy ⁴ (column 1 of ELPT)	Children's Behavior ⁵ (column 2 of ELPT)
B – 18 months	Ask children to point out words and pictures in a book in order to prompt children to think about the differences between words and pictures.	Point to words in a book.
18 – 36 months	Asks children about attempts to produce written, age-appropriate material.	Scribble and make marks on paper purposefully
36 – 60 months	<p>Incorporates drawing into storytime activities.</p> <p>Provides activities that encourage drawing basic geometric shapes</p> <p>Provides activities that encourage pretend writing</p>	<p>Begin to draw representational figures.</p> <p>Draws basic shapes.</p> <p>Use pretend writing activities to show print conventions in primary language.</p>
Storytime Item ⁶ (book, song, movement activity, flannel board, craft, etc.):		
<i>Can I Be Your Dog?</i> By Troy Cummings		
Activity ⁷ (What you are doing with the item? How could you make it more interactive?):		
<p>*Pretending you are an animal, write a letter (or postcard) asking for a home? Younger children can dictate to an adult or older sibling and add pictures.</p> <p>*Draw a picture of the dog happy in his new home.</p> <p>*Draw a map of all the different places the dog wanted to live and retell the story with the map.</p>		



Tip to share with parents/caregivers:⁸

Before children learn actual letters, they are aware of shapes.

Writing has a natural progression. Scribbles progress to letter-like shapes followed by actual letters. Provide opportunities for practice.



How to use the worksheet

- ¹ This worksheet is derived from the “tip sheets” developed by the VIEWS2 research team and the WebJunction Supercharged Storytimes pilot program.
We all think and plan differently. You may fill in this form in any order. The goal is to make a connection between how you are using an item in your storytime and one of the early literacy components.
- ² **ELPT Component:** Select one of the early literacy components from the Early Literacy Planning Tool to highlight in your storytime.
- ³ **Storytime Age Level(s):** You may have more than one age level in your storytimes. Identify strategies for each age level and do your best to incorporate activities that address all ages present at storytime.
- ⁴ **Your Strategy:** Identify one strategy as you begin your intentional planning related to the early literacy component and goal. You are not limited to the examples listed in the ELPT as long as it supports the goal. You may add more strategies as you become more comfortable making connections between activities and the early literacy components.
- ⁵ **Children’s Behavior:** These are the behaviors you look for in the children as a result of the early literacy strategies you are using.
- ⁶ **Storytime Item:** There is a wide range of items you can choose for your storytime. Use things you like, or that the children like, that are appropriate for the age level, and that work well in a group.
- ⁷ **Activity:** Describe what you plan to do with the item you have chosen. Consider how you might make it more interactive. This may include interactivity between you and the children and/or facilitating interactivity between the children and their parents/caregivers.
- ⁸ **Tip to share with parents/caregivers:** Write the early literacy tip you will share with parents/caregivers. Remember to “connect the dots”—from your activity to early literacy to later reading.