



Quality ChildCare

For Registered Home-Based Providers

LEARNING TO GROW ★ WINDWARD COMMUNITY COLLEGE Vol. VII, No. 3

10 Hallmarks of Quality Child Care

- ★ Build trusting relationships
- ★ Provide consistent care
- ★ Support children's health
- ★ Provide a safe environment
- ★ Provide positive guidance
- ★ **Provide a language-rich environment**
- ★ Foster curiosity and development through play
- ★ Individualize care and learning activities
- ★ Partner with parents
- ★ Pursue personal and professional growth

This Month's Hallmark of Quality Child Care

Provide a Language-Rich Environment

The Magic of Oral Storytelling

The art of storytelling has been shared throughout time and across cultures, even to this day. Oral storytelling is defined as a story told through voice and body language. It encourages the listener to use his imagination to "see" the pictures without the use of a picture book. While picture books are certainly an important part of literacy development, oral storytelling also has an important place in the family child care routine.

Why is oral storytelling important? Neuroscientists have discovered that the mirror neurons (brain cells that fire not only when you act, but also when you observe someone else act) become stimulated when children hear stories. For example, when you hear the story of Little Red Riding Hood and the wolf leaps out of bed, your mirror neurons are stimulated in the same way that Red Riding Hood's would be, as we anticipate the fear that is being experienced by the character. This helps in developing empathy!

Children develop language and literacy skills when they learn unique words throughout the story. Your facial expressions and gestures help to give children context to what is happening within the story. For example, when Red Riding Hood's mom says, "Now don't dawdle as you walk through the forest. The woods are dangerous." The child may not know what dawdle means, however your expressions and the context of the story will give the child a clue as to the meaning of the word.

Storytelling also supports social-emotional development through connection and community. In many cultures, stories that have a moral are often told. For example, Native Hawaiian storytellers would share "mo'olelo" or stories that share values and traditions for the future generations.

In this newsletter, we will discuss ways to make storytelling come alive! We will also share how storytelling can be integrated into daily experiences for infants, toddlers and preschoolers.



Getting Started

There are many different types of stories that you can choose to weave into a tale. Before you begin, consider the developmental age of the listener and the types of stories that the child might be able to relate to. Keep this in mind as you choose from the following sources:

- **Personal Stories** are based on childhood or current experiences. Children are curious about what you do outside of the daycare. Telling a story about a mistake you made and the lessons learned helps to support them in learning how to make mistakes and be resilient.
- **Folk and Fairytales** are stories that you probably remember from childhood. Most of them have magical elements which are perfect for young children. Discover folk stories from different cultures around the world or those that are represented in the cultures of the children in your program.
- **Favorite Books** are readings of favorite stories in oral form. Stories that you have read over and over can be told using puppets, flannel boards, or other props. Repeated readings help to build oral language and comprehension.
- **Social Stories** are made up stories to teach a routine, help the child deal with a conflict, or reduce challenging behaviors. Such stories are effective in teaching these skills, as they are tailored with the child in mind.



After you have chosen the type of story, consider the characters, environment, and if there are any catchphrases (e.g., “Fee-Fi-Fo Fum!”). If using a favorite book, you do not need to memorize a book word for word, however it helps to read through the story a few times to familiarize yourself with the characters and plot. The key elements of good storytelling are making eye contact, varying your voice, using gestures, and using descriptive and unique words. You may also consider involving the children and adding props or costumes to engage your young listener.

Infants

Storytelling happens naturally as you respond to an infant’s coos with a back and forth exchange, much like a dance. Here are some tips for storytelling throughout an infant’s day:

- While changing his diaper, recite *This Little Piggie Went to Market* while you touch each of his toes.
- During feeding time, narrate your actions to create a story. For example, say “I’m mixing your yummy poi. The big spoon is turning into an airplane now. It is flying up *Ziiiiip!* It’s flying down *Zoop!* It’s flying into baby’s mouth!”
- As baby settles down for nap, tell him a story in a calm, soothing tone. Make up your own words with simple objects in the room, such as in *Goodnight Moon*.

Toddlers

In various cultures, storytelling is used to teach children lessons. You can teach a toddler why he needs to wash his hands or clean up by using a story. Here are some examples:

- **Handwashing stories** – “There once was a boy who never washed his hands. One day, the dirt on his hands grew and grew and got so sticky that he stuck to everything he touched! He stuck to the wall, he stuck to the floor. He couldn’t eat lunch because he stuck to the door!”
- **Clean up stories** – “When I was a little girl, I forgot to clean up my toys. I heard the ice cream truck outside. I ran towards the door and tripped over the blocks. CRASH! It all fell down with me on top of it. The ice cream truck left and I didn’t get any ice cream that day.”

Preschoolers

Oral stories can be used to teach concepts in ways that engage the children’s interests. Involve preschoolers in oral storytelling during everyday activities, such as:

- **Circle time** – When telling *The Three Little Pigs* story, count your breaths as you involve the children in huffing and puffing and blowing the house down.
- **Transition from Outdoors** – Create patterns in your stories. As the children begin to come inside, have them pretend



to be the Billy Goats Gruff. Pretend that they are clomping over the bridge as they walk inside, saying “Clip-clomp, Clip-clomp, clip-clomp” while standing up and dipping down. This helps children use their whole bodies to create patterns.

- **Children as Storytellers** – Preschoolers are natural storytellers! Involve them in narrating their own stories. Begin by asking a child to tell you a story. Write down the story exactly as the child says it. You can ask questions to extend the story, such as, “And then what happened?” Next, have the children act out the story. The author of the story gets to choose which character he wants to be, and the other children can be characters or other props in the story. Read the story aloud while the children act it out or listen as part of the audience. This powerful literacy tool provides a positive way for children to learn the structure of a story.

Training Opportunity

This online training offers a certificate for 1 training hour at EdWeb.net.

Make Literacy Learning Fun with Storytelling and Puppetry!

<https://home.edweb.net/make-literacy-learning-fun-storytelling-puppetry/>

Kids in the Kitchen

Microwave Mochi

Adapted from: *80 Years of 4-H Cooking in Hawai'i*



Ingredients:

- 1 box rice flour (mochiko)
- 2-1/4 C sugar
- 2 C water
- 1 (12 oz) can coconut milk
- 1 tsp vanilla extract
- Potato starch
- Cooking spray
- Food coloring (Optional)

Directions:

1. In a large bowl, help keiki mix rice flour, sugar, water and coconut milk.
2. Add vanilla extract and food coloring and talk about the changes in texture and color.
3. Spray a microwave bundt pan with cooking spray; put half of the mixture in the bundt pan.
4. Place pan in a dish with water and cover with plastic wrap.
5. Microwave on Medium-High for 10-12 minutes. As you are waiting, weave a tale about the "mochi man" who jumps off the plate and runs away, much like the story of *The Gingerbread Man*.
6. Dust plate with potato starch and invert mochi. Cool and help keiki cut mochi with a plastic knife.
7. Repeat with second half.

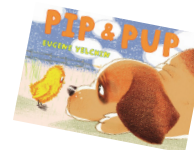
Suggested Books

Discover these books and more at the Hawai'i State Public Library www.librarieshawaii.org

Infants and Toddlers

Pip and Pup by Eugene Yelchin

Pip the chick spots a new friend to play with – Pup! This wordless story of friendship will help you in weaving a tale for your young listener.



Keiki Shark in Hawai'i by Jane Gillespie

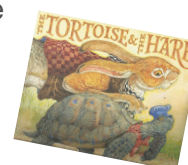
Follow along to the popular Baby Shark song, but with a local spin! Auntie shark, Uncle shark, and Tutu shark spending the day with Keiki shark as they explore, surf, and make new friends.



Preschoolers

The Tortoise and the Hare by Jerry Pinkney

This nearly wordless book is the classic story about the slowest tortoise defeating the quickest hare. This tale will encourage preschoolers to tell their own versions of *The Tortoise and The Hare*.



Chalk by Bill Thomson

This wordless picture book is about three children who go to a park on a rainy day where they find an unusual bag of chalk. They begin to draw and are astounded as their drawings come to life.



Citations

Goloway, S. (2020). *The Ordinary Magic of Storytelling*. Retrieved from: <https://www.continued.com/early-childhood-education/articles/the-ordinary-magic-of-storytelling-23554>

Isbell, R. (2002). Telling and Retelling Stories; Learning Language and Literacy. *Young Children*. Vol. 57, No. 2, pp. 26-30.



Join us on Facebook!
University of Hawaii Learning to Grow

www.facebook.com/learningtogrowhawaii/

Learning to Grow Quality Child Care for Registered Home-Based Providers is a project of University of Hawai'i, Windward Community College with funding from the Hawai'i Department of Human Services ★ 808-462-4700 ★ www.learningtogrowhawaii.org