

Every Child Ready to Read Webinar



Thank you for participating in ECRR in 2015-2016!

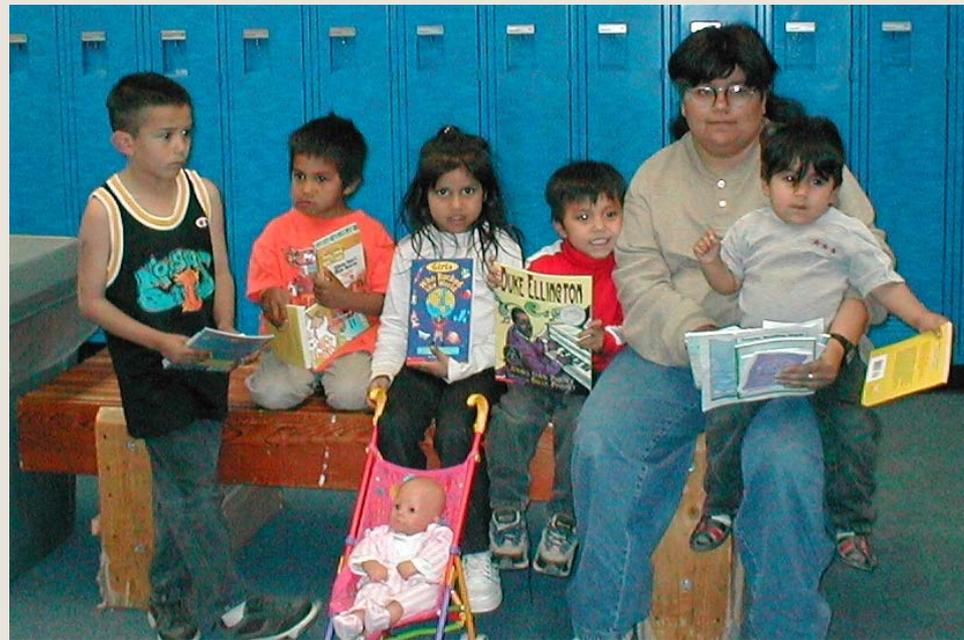


ECRR at Jerome Public

The Vision



All adults in a child's life should know the importance of literacy development and how best to support its growth.



Many Needs in Idaho



- Scores from the Idaho Reading Indicator show that 26% of children entering kindergarten in 2014 did not recognize three or more letters of the alphabet. Another 29% recognized fewer than 11.
- The earlier we can help these children the better. Research shows that children who are not reading on grade level by the end of first grade only have a **1 in 8** chance of ever catching up without costly direct intervention.

Children who are read to at least three times a week by a family member are almost twice as likely to score in the top 25% in reading compared to children who were read to fewer than three times a week.

(Denton, Kristen and Gerry West, "Children's Reading and Mathematics Achievement in Kindergarten and First Grade." U.S. Department of Education, NCES, Washington, DC, 2002)





The number of Idaho children who are not reading on grade level leads to a large number of students who do not complete high school or go on to college.

ECRR requirements

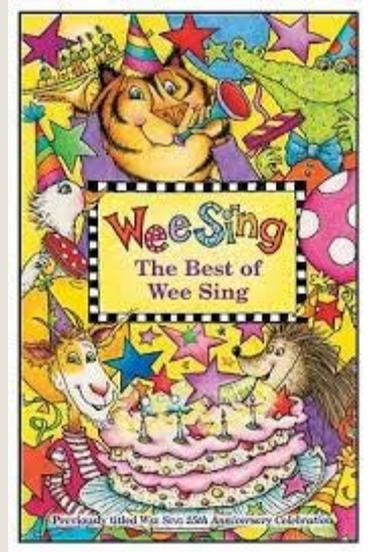
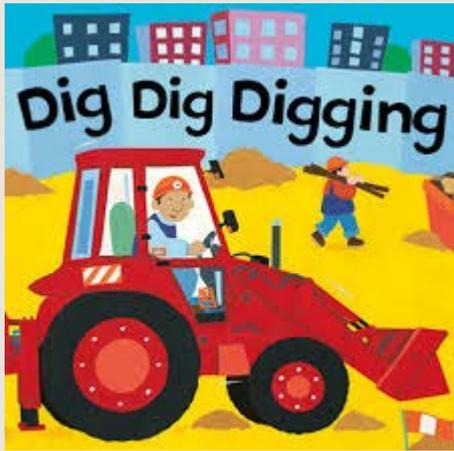


- Complete the library summary report
- Survey parents and send the surveys to us
- Try to reach underserved families



Every Child Ready to Read Programs

- Series of scripted enhanced storytimes
- Resources for families
- Great evaluation data



ECRR website is your friend



The screenshot shows a web browser displaying the Idaho Commission for Libraries (ICfL) website. The page is titled "Resources for ECRR Participants" and features the "Every Child Ready to Read" logo. The main content area includes a list of forms to be completed and returned to ICfL within two weeks of completing the workshop series:

- [ECRR Summary Report - Online Submission](#)
- [Parent Surveys Word Format](#)

A red asterisk warning states: *** Don't forget to send in your forms! ***

Below the list, there are two blue buttons with white text and downward-pointing chevrons:

- Every Child Ready to Read 2 Resources
- Every Child Ready to Read 1 Resources

At the bottom right of the main content area, it says: **Page reference:** [Every Child Ready to Read](#)

The left sidebar contains a "Programs & Services" menu with the following items: ONLINE @ YOUR LIBRARY, CONTINUING EDUCATION, E-BRANCH, IDAHO LIBRARY STATISTICS, LET'S TALK ABOUT IT, LILI - LIBRARIES LINKING IDAHO, MID-LIFE ADULTS, READ TO ME, SCHOOL LIBRARIES, [STACKS], SUMMER READING, TALKING BOOK, TRUSTEES, and TWEEENS AND TEENS.

<http://libraries.idaho.gov/read-to-me>

Research



THERE'S A RESEARCH OR EVALUATION COMPONENT TO NEARLY EVERYTHING WE DO.

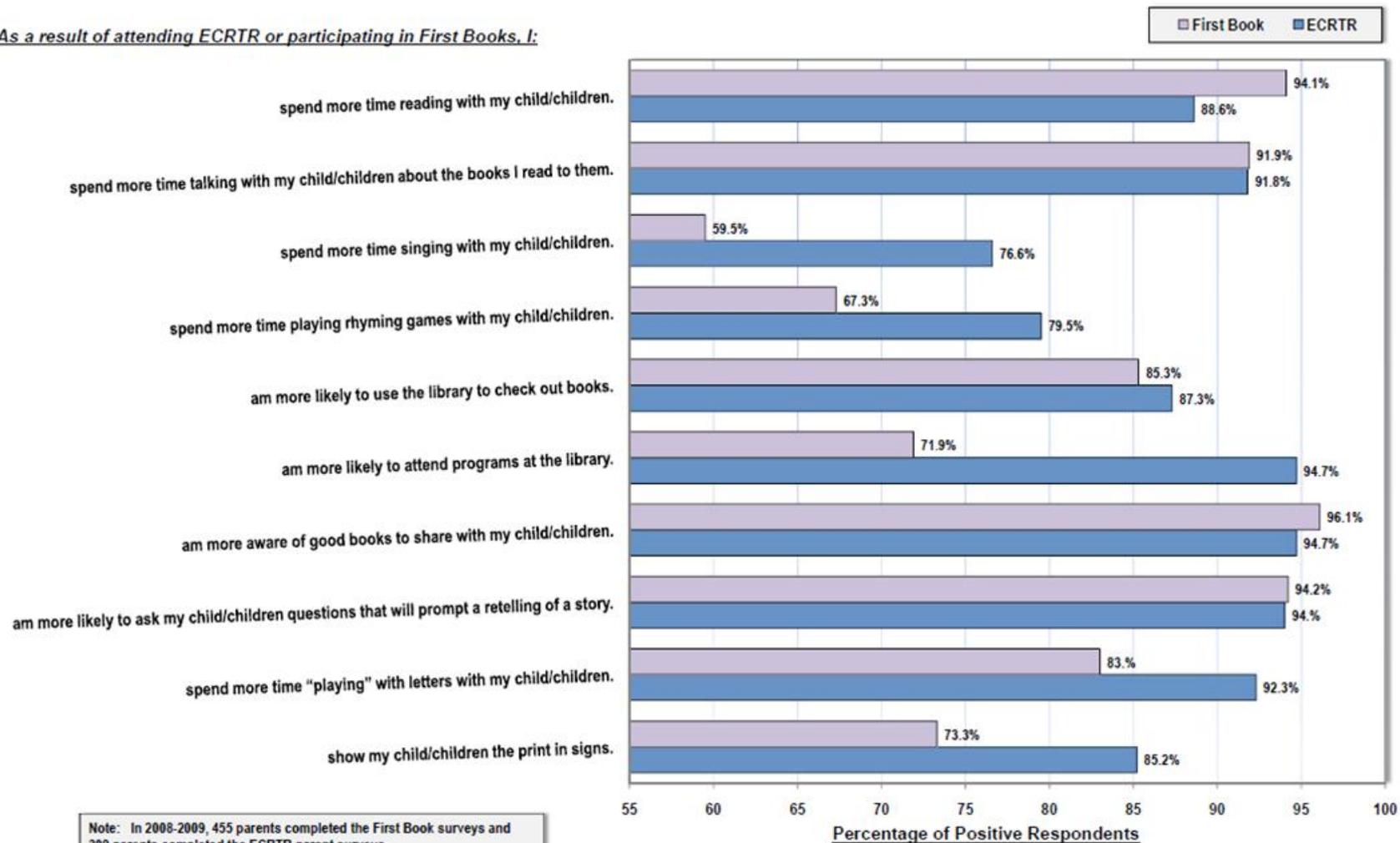
"THE CHANGES IN PARENT BEHAVIORS IN REGARD TO CHILDREN'S EARLY LITERACY ARE STRIKING."

— ROGER A. STEWART, PH.D.

ADULT EARLY LITERACY BEHAVIOR CHANGES

Results from the 2008-2009 First Book and Every Child Ready to Read (ECRTR) parent surveys

As a result of attending ECRTR or participating in First Books, I:



Note: In 2008-2009, 455 parents completed the First Book surveys and 309 parents completed the ECRTR parent surveys.

“The data collected for the Read to Me evaluation points to long-term benefits for participating libraries, their communities, and the state. The knowledge and skills gained through the projects are already being incorporated into library programs and services. Families will continue to find the resources they need to nurture their children’s literacy development and prepare them for success in school.” — *Roger A. Stewart, Ph.D.*



Time to share: What went well last year?

- Parents REALLY understood the connections we made between a book and how it incorporated the skills we were talking about. A couple parents gave me feedback about how the skills were already helping their children notice text.
- The new information is bountiful! The creativity I was allowed let me choose the books and songs I knew best and still emphasized the points that needed to be made. The Stay and Play time was well used by parents and children. Some used the time to ask questions, and others networked as parents. It was great!
- The interaction with the children went very well. The parents seem to interact better which that was one of my biggest challenges in the past. I took ideas from both E.C.R.T.R. 1 and E.C.R.T.R 2 for the workshop script. One of my employees help me present the workshops this time. In the past I have done them myself. The one who wasn't reading or doing the activities was the one who did the adult asides. I worked very well!!! It gave us a change to look over what we wanted to present while the other was talking. I felt we were able to present what we had prepared better.
- This was our first session using ECRTR 2. I could tell that parents really took to the new terminology (Sing, Play, Read, Write). Also, we sang the intro song to the tune of Skip to My Lou and the song was a great intro to the program.
- I love the new workshop. We had so much fun interacting together with book. The parents like taking time with the pretend play with their children.
- Doing the workshop offsite meant reaching a lot of new families who have never been to the library before. The school worked really hard to promote the program to families they knew could benefit from it.

Time to share: What went well last year?

- Parents and kids loved the hands on activities and playing together. Many hadn't tried wordless books before; I got a lot of comments that they planned to use wordless books more. "Cooking" was also a big hit on play day. All the parents were willing to dive in and try activities with the kids, to use the suggestions about open-ended questions, and to modify their behavior when I pointed out they were "helping" a little too much.
- The Stay and Play stations are a big hit with the morning families. I incorporated a hand-out for the parents with the songs we would sing, and a few of the "gold" nuggets on each side. At the bottom, I put what they are getting to take home and their "homework" activity. I had more parents doing the homework and reporting back!
- 1) Frequent and return attendance---the families signed up for (and attended!) all 3 classes. 2) Parent participation--previously, some parents would be texting on their phones during the workshops. 3) Stay And Play--We had 3 options each week, and encouraged the parents to visit each station to at least get an idea to take home with them and practice.

Time to share: Biggest challenges

- Again, the new information is bountiful! I had too much the first workshop, and it ran long (with the Stay and Play, it was over an hour). I cut back on the second and third, but still managed to get the information in. We had a neighborhood group of moms that put a preschool together, and had planned to have moms take turns coming. We are still struggling to emphasize "workshop" vs "story time".
- It was really hard to get all the good information that was available to teach these family all in a hour long workshop. I did like the 3 week program but the old 6 week program gave you more time to teach them better.
- I need to learn this new material better.
- I lost my audience in session #2 due to putting out the play items where the kids could see them while we were reading stories. Next time I'll hide them until it's time to play. We had some parents who wanted to write and cut FOR the kids instead of letting them do it; they needed reminders to let the kids do it. My session #3 group was half the size of #1 or 2; not sure what to do about that.
- Keeping everyone focused for even a half hour started as a huge challenge when we first started doing the workshops. But once we began building relationships with the teen parents and gaining their trust, they were more likely to listen and enjoy the classes.
- One night a 2 1/2 year old came and wanted nothing to do with participating or staying in the workshop area. The mom left with both children because he was so disruptive. Moms oftentimes have split custody, so their child is only able to attend every other week.

Time to Share: Benefits to Libraries

- People who had never visited our library were made aware of the awesome resource we have here in Middleton. We have gained some new volunteers and made more people aware of the activities we offer. We also had a group of moms and kids who would meet at the park before or after the workshop to socialize and let their kids play so some lasting friendships were made.
- We started a conversation about possible ways to help children with early reading and writing skills. Many parents were surprised that children as young as birth-3 could benefit from any parental assistance.
- Over the course of the last eight months several of the teen moms came to me after class and expressed how grateful they were to learn about the reading skills and also to receive the free books to share with their kids. A few teen parents who were closed-off at the start began to open up and interact with their children during the books and songs. In a few of the surveys, some remarked that their kids had started talking about the things they learned in each class. The teen parents seemed to understand the importance of early reading skills, and I consider that a mighty accomplishment.
- Getting these families into the library sometimes is a challenge. Being able to host these type of workshops gives us a chance to get them in the library, get a card and let them know what else is available to them at the library.

Time to Share: Feedback on scripts and materials

- The Every Child Ready to Read program is excellent. It is easy to follow the scripts and there are wonderful suggestions to enhance the program. Using blocks one session, puzzles the next session and writing and coloring the last session helped the children to be involved while information was shared with the adults at the beginning of each session.
- I took the scripts for ECRTR 1 and ECRTR 2 workshops and took the best out of both. I think this worked great this time around. When I did the workshop in the fall I went with just stuff from ECRTR 2 and I just didn't feel like it went as well as it had in the past. These workshop this time seemed to flow so much better. I had several parents say they loved the music CD and was playing it in the car as well as in their homes. The letter magnets are always a big hit.
- We found the scripts as written a bit long, and cumbersome. We did streamline ours, and re-arranged the information and books/music presented, but need to do more. See below on our best idea on how to improve the program – in the section on what we will do differently next time. Participants' comments after the first session: “I'm a little confused – is this for me or for the kids?” and “should be more interactive with the kids” . .
- This is our first workshop using ECRR 2. We did incorporate some of the tools from the original ECRR 1 content, including Little Red Hen and original finger plays. The scripts are straight forward, easy to use and allows the presenter flexibility in choosing materials and activities.

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- I think I will stick to the literacy station style of presentation. I think the parents get more out of it and the children can occupy themselves at the activity stations while the parents go through the information.
 - I think having the session in January was too early; no one seemed super interested. Maybe late February/March would be better. I also plan to keep Session 2 play materials hidden until it's time to play, so as to keep the kids from wandering off while we're still talking at the beginning. Finally, I need to find a way to try to retain the families for Session 3, but I'm not sure what that may be.
 - I'm still adapting to the new format for this workshop. I'm certain to try adding more active roles in the workshop for the parents. I just don't know exactly how, yet.
 - If possible, I'd find activities at the start of the classes to help make the teen parents feel comfortable in the workshop environment. So much of the first few classes was spent just establishing a sense of trust.
 - We will structure our presentation completely differently next year. We will share the stories, songs, and play times during the first 30 minutes completely interacting with the kids only (just as we would in a regular story time). Then one presenter will have a sharing time with the parents, providing the “nuggets” and getting their feedback and ideas. At the same time, another presenter will engage the kids in extended play activities. We will spend 15 minutes at the end of each of the three presentations with parents and kids separately. Next year we will include a new staff presenter in this program who will bring fresh ideas and excitement to the program. To increase publicity, we will place posters in several nearby libraries and schools as well. We will email reminders of the program each week!! We felt that this year did not represent our best effort, possible because it was a new format for us. We do have ideas for improving it!!

Parent Surveys Show ...

Good chance for my child to socialize with other kids. Also nice for child to listen to another adult.

Activities with magazines; building blocks

Book suggestions and authors

Memory matching

Writing tips

All information is very helpful with ideas.

Activities to do at home hiding letter of the day

More information in Spanish

Learning that talking about the book and asking the children questions while reading is helpful

Package of scrap paper & extras

Ways to not stress child in learning letters

Great ideas, helps me think outside the box

Taking scrap paper on trips so he can write and scribble

How to engage & reinforce shapes, letters and numbers

All kinds of helps for learning to help with Reading Readiness

Hearing different ideas was extremely useful

Books more specific for my 16 month old my 3 year old loves to read several times a day

Letter recognition was excellent and learned to ask my boys more questions while reading.

Use large movements while reading-held my sons attention longer.

How to do picture search - and make your own story - fun and creative!

Activities to help recognize letters

Describing in detail what they are doing, very fun ladies

Dialogic reading-using picture books w/o words

The importance of using syllables when sounding out words and reading

Song & fingerplay book

Writing kit

Books

ABC book; Letter Factory

Letter book

Enthusiasm of librarians

Literacy on the go pamphlet

piggyback songs

Parent suggestions included...

- Keeping it 45 minutes instead of an hour or more.
- She was amazing! It is difficult when you have more than one child and only get a kit per family
- 4 weeks is great! More time
- More child interaction-let them each talk a little.
- Offer more workshops during the year.
- Do more of them
- Providing books that are more age appropriate to the younger children in the class.
- More information in Spanish
- Maybe doing an adult only workshop in the evening. It is hard to entertain kids & learn.
- Singing more songs and being more active.
- I wish I had more time to spend, maybe give advance notice so I could schedule time.
- Moving chair to back for more interaction
- Maybe breaking it down into 2 age groups baby/toddlers preschoolers.
- Not sure how to attract/keep more families-giveaways, contest? We enjoyed the freebies.
- It's great. Wish more parents weren't so shy and stand with their children and do the actions to the songs. But hey-it's ok.
- Having them more often and on different subjects ie: social skills, math and reasoning
- Three sessions not enough. To have one or two more sessions would be helpful to allow more time to practice with our children and receive feedback from the presenter/facilitator on how to be more effective when we are at home. She frequently ran out of time and was rushed.
- I wish this class was longer than 3 weeks.
- More kid activities to keep them busy doing parent information.
- Giving a little more time. Maybe make it 6 weeks or 8 weeks
- Excellent program, but we need more sessions.
- Longer time frame. Just as we were getting warmed up it was over.

Parent suggestions included...

- Having sight word materials
- We have had fun & learned.
- More hands-on activities and less reading for the class about writing
- More activities
- Songs v. books

We love it! Ms. Kristina is awesome & so helpful. What a wonderful program!

It is great!

Love Kristina super*

It was a great opportunity to spend some one-on-one time with my son.

My daughter and I had a wonderful time attending!

Christine does so well with her puppet. She has made this class loads of fun for mom & daughter

I felt like the class was too big. There were too many kids which made it loud and crazy. Kristina handled it well, but I was still distracted. Loved all the ideas of things we can do at home.

Kristina does an amazing job. She interacts well with the children and keeps their attention.

Program you have is great. Keep up the good work you all do. Thank you

Thank you for all you do for our program

I really enjoyed the workshop

A lot of great ideas. Plan to use them with my children.

It's very nice for you to do this it really helps to know what are some good things to do and read for your children.

I love the free book program for my child. She comes home happy when she gets a new book.

Other Parent comments included...

- Having sight word materials
- We have had fun & learned.
- More hands-on activities and less reading for the class about writing
- More activities
- Songs v. books
- Nothing! It's perfect!
- I think these workshops were very useful and a lot of these things my child remembered and we still today sing some of the songs. His favorite is Twinkle Little Star.
- Perfect just the way it was
- The only suggestion I would have is that the classes be a little smaller-less noisy and confusion with kids
- Nothing, it was great. Maybe a tour of the library.
- They are great! Great presenters, great material
- provide a list of additional books that go along with the skill learned 😊
- Engaging the kids a little more in the first week
- guys do a good job more hands on would be fun
- They are great!
- These were great and much anticipated by both mom & dad!
- 6:30-7:30 is difficult for children who typically start bedtime at 7. As he gets tired he gets restless and fidgets
- Maybe ending a little earlier & starting
- It would be really neat to see something like this available for Infants/Toddlers. Other than that, it was wonderful! 😊

Other Parent Comments (73 other comments!)

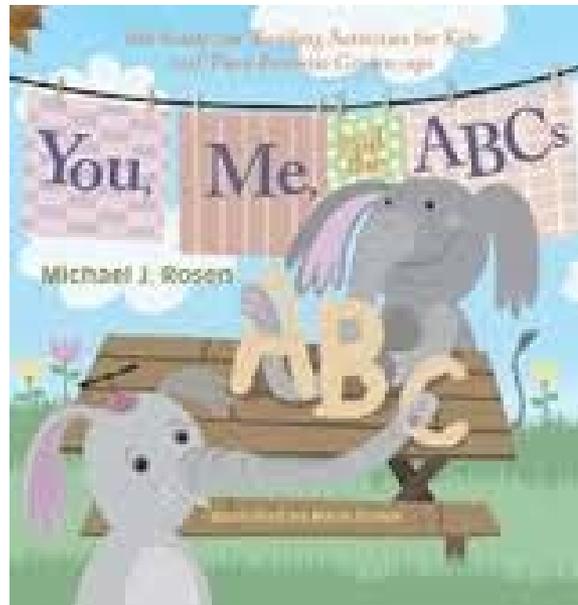
- The ladies who do the program are awesome. Thank you for making our library great.
- It was nice to have a class to help me have ideas to teach my child. Getting ideas what to do is one of the hardest parts.
- Wonderful! I've loved coming to these. I left wanting to purchase the books read. Pete the Cat was awesome!
- It was a great opportunity to spend some one-on-one with time with my son.
- My daughter and I had a wonderful time attending!
- Christine does so well with her puppet. She has made this class loads of fun for mom & daughter
- I felt like the class was too big. There were too many kids which made it loud and crazy. Kristina handled it well, but I was still distracted. Loved all the ideas of things we can do at home.
- Kristina does an amazing job. She interacts well with the children and keeps their attention.
- So thankful to have a resource to help us as parents who haven't been trained in early childhood development, to equip our children to be ready for school and love learning/reading.
- We love the magnets. We were not expecting them but since we received them we are working on letters, words and colors. My son loves it. Thank you!
- I appreciate having such a wonderful, fun resource in our community.
- A lot of great ideas. Plan to use them with my children.
- It's very nice for you to do this it really helps to know what are some good things to do and read for your children.
- I love the free book program for my child. She comes home happy when she gets a new book.
- Early education is an important step in a child's growth...I appreciate the support of the Head Start programs and most of all the public library for the resources needed for that growth.
- Enjoyed the ideas and gifts so I can implement what I've learned
- Thank you for this experience it will help us in giving us a push in helping our children with their learning.
- We are first time parents and this was very useful thank you.
- Great program that has helped my older child become a better than average reader. Great tools & resources from the library!
- Very eye-opening. I wish all parents had this information to get their kids started early. Loved it! The freebies were so nice.
- It was a great opportunity to spend some one-on-one with time with my son.

Other Ways to Share ECRR Info:



“Kindergarten Kick-Off” or “Count Down to Kindergarten” event the week after kindergarten registration at your library. This event would be a fun, hands-on time for families of children who will be starting kindergarten in the fall to meet their future classmates, explore early literacy activities, and learn more about your library services.

We are interested in seeing if these informal learning opportunities attract more families than the more structured Every Child Ready to Read family workshops or other methods of sharing early literacy information with parents. If you are interested in hosting this type of event this spring, please let me know. We are happy to provide a copy *You, Me and the ABCs* book for each family (in return for completing a short survey). The book has some great ideas for hands-on stations that could be set up to demonstrate how easy and fun it is to help children learn the alphabet.



Fun with Math & Science Workshops



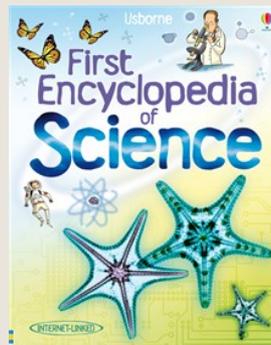
- First time applicants are required to host at least two family workshops.
- Returning libraries are required to host one additional family workshop.
- Complete Summary Report for each workshop.
- Submit parent surveys to ICfL.

Materials & Tools Provided

Display & Graphics



Wooden Block Set



Books for Families



Great Books to Help Build Your Child's Math & Science Skills

Actual Size, by Steve Jenkins. Houghton Mifflin, 2004. Colorful drawings illustrate attributes of animals to compare and contrast size.

All the Water in the World, by George Ella Lyon; illustrated by Katherine Tillotson. Atheneum, 2011. This book incorporates innovative text and picture designs to describe elements of the water cycle.

An Egg is Quiet, by Dianna Aston; illustrated by Sylvia Long. Chronicle Books, 2006. Wonderfully illustrated introduction to eggs for young readers; includes an array of facts on 60 types of eggs.

I Love Dirt! 52 Activities to Help You and Your Kids Discover the Wonders of Nature, by Jennifer Ward; illustrated by Susie Ghahremani; foreword by Richard Louv. Trumpeter, 2008.

Math Play! 80 Ways to Count & Learn, by Diane McGowan & Mark Schroten; illustrated by Loretta Braren. Williamsonbooks, 1997. Interactive activities help parents and teachers teach early math skills in everyday routines. These activities are low to no-cost, and are appropriate for 2-6 year olds.

Pattern Fish, by Trudy Harris; illustrated by Anne Canevari Green. Millbrook Press, 2000. Rhyme and repetition create a fun way of recognizing and creating patterns.

Science is Simple: Over 250 Activities for Preschoolers, by Peggy Ashbrook; illustrated by Marie Ferrante-Doyle. Gryphon House, 2003. There are 41 categories of science activities, from magnets to making slime. A "Bringing Science Home" newsletter is included at the end of each chapter.

Science Play, by Jill Frankel Hauser; illustrated by Michael Kline. Williamsonbooks, 1998. This book is full of "Beginning Discoveries for 2-to-6 year olds". A "More to Explore" feature extends learning.

Swirl by Swirl: Spirals in Nature, by Joyce Sidman; illustrated by Beth Krommes. Houghton Mifflin, 2011. Intricate drawings by Caldecott-winning illustrator Krommes bring spirals in nature to life. The simple text teaches about different attributes of spirals.

These Bees Count, by Alison Formento; illustrated by Sarah Snow. Albert Whitman & Co., 2012. As a class takes a field trip to a bee farm they learn facts about bees. Simple counting is incorporated into the text, creating a math connection.

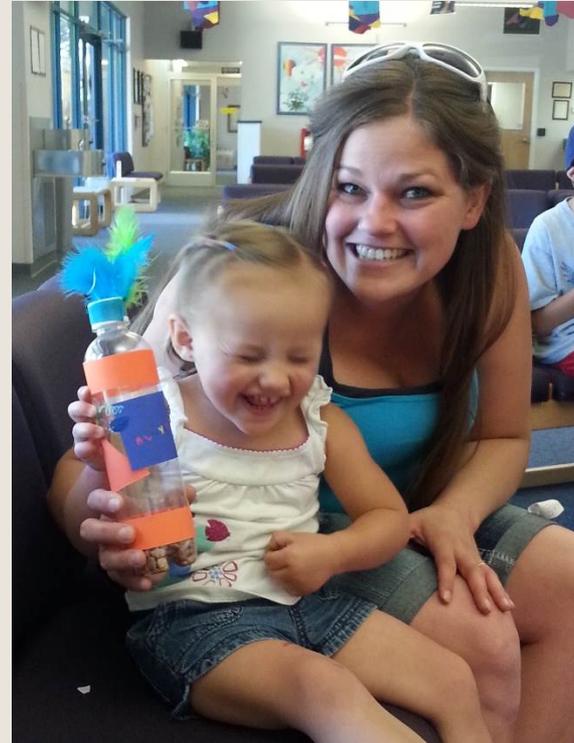
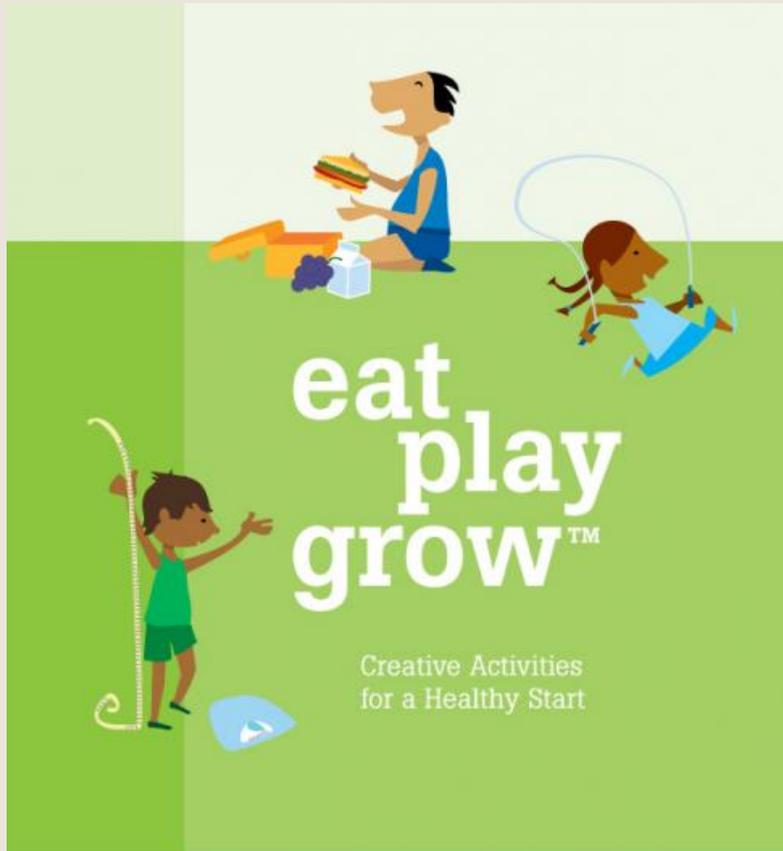
Wonderful Worms, by Linda Glaser; illustrated by Loretta Krupinski. Millbrook Press, 1992. The above and below ground world of worms is illustrated and described with simple facts and narrative.

Zero, by Kathryn Otashi. KoKid's Books, 2010. The simple format of this book underscores the math and social values that this story highlights. The importance of zero is cleverly taught as it interacts with other numbers.



12 non-fiction titles

EatPlayGrow



U.S. Department of Health and Human Services
National Institutes of Health



Illness's Moments of Mom

TumbleBooks & DaybyDayID.org

DayByDayID.org
STORYTIMES ONLINE

Please help promote Tumblebooks and DayByDayID.org.

Bookmarks and postcards
are available



**ACCESS ONLINE
KIDS' BOOKS &
STORYTIMES**

Discover the world of reading through TumbleBooks, a free online animated collection of quality children's books. Available through a direct link on your local public library's website, this site gives you access to great books anytime, anywhere.

Your Library Name
Your Library website address

Are you looking for great ideas to help build your child's love of learning at home? Visit DayByDayID.org to read a book of the day, find songs, rhymes, videos, and other activities to help build your child's language skills.

DayByDayID.org
STORYTIMES ONLINE



READ EVERY DAY

Sponsored by your local public library and the Idaho Commission for Libraries' Read to Me program. Funding provided in part by a grant from the U.S. Institute of Museum and Library Services.

Department of Museum and Library Services

U.S. Institute of Museum and Library Services

Save the Date!



- Read to Me Rendezvous November 5-6, 2015
- Boise, Oxford Suites
- Public and Elementary School Library Staff



“The stars of the Read to Me program are the librarians who serve their communities. It is through their efforts and their intimate knowledge of their communities that the Read to Me vision is focused into tangible results.”

— *State Librarian Ann Joslin*



In Summary ...

We know that kids who read succeed. By working together, we can get more books and early literacy information into the hands of the families in our communities and help create a state of readers.

