



Training Approval Packet Resource Guide July 2009

Complete this training information for each training you plan to offer. Please allow four to six weeks for processing.

Trainer's Name: Library Staff trained by the Idaho Commission for Libraries

Title of Training: Idaho Child Care Reads

Level of Training (choose preferred level):

- Please re-categorize this previously approved training
- Introductory level for early childhood educators/providers
(Trainer must have at least an Associate's Degree and experience in the training topic area)
- Intermediate level for early childhood educators/providers
(Trainer must have at least a Bachelor's Degree and experience in the training topic area)
- Advanced level for early childhood educators/providers
(Trainer must have at least a Master's Degree and experience in the training topic area due to national movement to credit ready training)

Target Audience (check all that apply):

- Home-based providers
- Center-based providers
- Preschool providers
- Early childhood administrators

Target Age Group

- All Ages
- Preschool (31 months – 5 years)
- Infant (0-12 months)
- School Age (5 years and older)
- Toddler (13-30 months)

Please attach a document including the following:

- Outline of the training

1) Welcome and Introductions:

Instructor introduces self and acknowledges the Idaho Commission for Libraries (ICfL) and the American Library Association (ALA), explains the research behind and goals of the ALA's Every Child Ready to Read national project, shares the workshop agenda and allows attendees to introduce themselves.

2) Three key points of workshop

- a. Importance of reading to children (see 3a below)
- b. Six Early Literacy Skills (see 3b below)

- c. Public Library providing access to books and resources (see 3c below)
- 3) Body of the training
- a. The access to books along with reading to children daily is crucial to children’s literacy later in life. Research and statistics will be shared throughout the workshop supporting this key point.
 - b. There are six early literacy skills that can greatly increase the ease at which children learn to read later in life. These skills include:
 - i. Phonological Awareness-presentation includes reading appropriate picture books; games (clapping, rhythm sticks) for syllabic awareness; use of animal sounds; rhyming songs and games.
 - ii. Vocabulary-presentation includes reading appropriate picture books, poetry and nonfiction; introducing vocabulary through a “rare words” activity; opposite, homonym, homophone and synonym books & games.
 - iii. Narrative Skills-presentation includes reading appropriate picture books; demonstration of dialogic reading model; and hands-on activities for retelling stories.
 - iv. Print Awareness-presentation includes reading appropriate picture books; demonstrations of print direction and book handling; ideas for writing kits and activities; environmental print games; songs and actions.
 - v. Letter Knowledge- presentation includes reading appropriate picture books; shape activities leading up to letter awareness; songs and gross motor actions; focus on associated sounds, upper and lower case letters; and visual discrimination games.
 - vi. Print Motivation- presentation includes reading appropriate picture books; focus on age appropriate behaviors related to books and reading; strategies for making reading and book sharing a positive and fun experience.
 - c. The public library is the very best place to access resources for adults working with children. Resources such as books, music CDs, thematic kits and services will be shared and library cards issued, where appropriate.
- 4) Restate key points using audience participation to help assess grasp of the following three skills:
- a. Importance of reading to children
 - b. Six Early Literacy Skills
 - c. Public Library providing access to books and resources

5) Conclusion

Thank attendees for making time to attend the workshop and for their commitment to children and their education. Provide contact information and encourage attendees to come to the library. Administer associated evaluations. Distribute bags of books and materials to each attending site.



Three key points of the training

- a. Importance of reading to children (see 3a above)
- b. Six Early Literacy Skills (see 3b above)
- c. Public Library providing access to books and resources (see 3c above)

Brief description of the training content (description will be entered on the Training Calendar)

This early literacy workshop will focus on the importance of reading to children, laying a foundation for getting children ready to read and how to use free resources found in the local library. The curriculum is built around the following six early literacy skills recommended by the National Research Council: narrative skills, letter knowledge, print awareness, phonological awareness, print motivation and vocabulary. Each skill will be explored through a variety of activities and practical examples. Childcare providers will have a set of skills ready to take back to their site to begin or expand upon early literacy development. The skills are appropriate for use with children ages 2 years through kindergarten. Free books and materials will be provided to each attending site, in order to build on-site libraries.

Two techniques for auditory learners

music, singing, vocal presentation

Two techniques for kinesthetic learners

games, music & movement, interactive participation like clapping and stomping.

Two techniques for visual learners

PowerPoint, posters, handouts, picture books

Cite scholarly resources used.

- Neuman, Susan, Celano, Donna, Greco, Albert and Shue, Pamela. *Access for All: Closing the Book Gap for Children in Early Education*. International Reading Association, 2001.
- *Eager to Learn: Educating Our Preschoolers*. Washington, DC: [National Academy Press](#), 2001.
- *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, DC: [National Academy Press](#), 2000.
- Hart, Betty. *Meaningful Differences in the Everyday Experience of Young American Children*. Baltimore: P.H. Brookes, 1995.
- *Report of the National Reading Panel: Teaching Children to Read, An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*. Rockville, MD: NICHD Clearinghouse, 2000.

Explain modifications of the training material that will be used to include all children and families.

This workshop is based on a differentiated curriculum allowing application to a wide range of ages, skills and levels including adult caregivers who may have lower literacy levels or those more fluent in languages other than English. An example of adaptation for the child learner is in relation to letter knowledge. Younger children are taught the importance of shape recognition as a precursor to actual letter recognition in older children.

List the Idaho Early Learning Guideline Domains and Indicators which your training will include.

The Every Child Ready to Read workshop will include Domain 5: Communication, Language, and Literacy Goals: 48, 49, 51, 52, 55, 56, 57, 58, 59, 60, and 61

IdahoSTARS Early Care and Education Core Knowledge Components

- *Training with six or fewer hours, select ONE OR TWO categories which best reflect the training area and estimate the total hours dedicated to that component area.*
- *Training more than six hours, estimate the total training hours dedicated to that component area as applicable.*
- *Please select the Idaho Early Learning Guideline Domains which your training will include.*

Component 1: Child Growth and Development Total Hours: _____

- Knowledge and understanding of developmental stages, processes, theories and their implications for work with children and families
- Idaho Early Learning Guidelines:
 - Domain 1: Approaches Toward Learning, Cognitive Processes, and Cognition
 - Domain 2: Physical Well-Being, Health, and Motor Development
 - Domain 3: Social and Emotional Development
 - Domain 4: General Knowledge
 - Domain 5: Communication, Language and Literacy

Component 2: The Environment, Curriculum and Practice Total Hours 3 _____

- Developmentally appropriate practice that supports physical, social-emotional, cognitive and creative development
- Idaho Early Learning Guidelines:
 - Domain 1: Approaches Toward Learning, Cognitive Processes, and Cognition
 - Domain 3: Social and Emotional Development
 - Domain 4: General Knowledge
 - Domain 5: Communication, Language and Literacy

Component 3: Character Building and Development Total Hours: _____

- Ability to identify developmentally appropriate behavior with a variety of positive guidance strategies that promote self-regulation, respect for others and meet the needs of all
- Idaho Early Learning Guidelines:
 - Domain 1: Approaches Toward Learning, Cognitive Processes, and Cognition
 - Domain 2: Physical Well-Being, Health, and Motor Development
 - Domain 3: Social and Emotional Development
 - Domain 4: General Knowledge
 - Domain 5: Communication, Language and Literacy

Component 4: Relationships with Families Total Hours: _____

- Building collaborative relationships with families and community resources to maximize support and services for each child and family

Component 5: Observing, Recording and Assessing Child Outcomes Total Hours: _____

- Understanding the how and why of observing children and utilization of informal, authentic, and formal assessment techniques as a tool for curriculum planning, goal setting for individuals in partnerships with parents, and preparation of the learning environment to enhance growth and learning
- Idaho Early Learning Guidelines:
 - Domain 1: Approaches Toward Learning, Cognitive Processes, and Cognition
 - Domain 2: Physical Well-Being, Health, and Motor Development
 - Domain 3: Social and Emotional Development
 - Domain 4: General Knowledge
 - Domain 5: Communication, Language and Literacy

Component 6: Program Operation and Administration Total Hours: _____

- Knowledge of regulations, policies, and quality standards that apply to the program and how to organize, evaluate and implement regulations and standards to enable a quality environment

Component 7: Professionalism and Leadership Total Hours: _____

- Making a commitment to the early childhood profession by advocating for quality programs and services while adhering to the professional code of ethics and keeping current in the field of early childhood education and child development

Component 8: Health, Safety and Nutrition Total Hours: _____

- Ensure child safety, promote health practices, recognize and respond to child abuse and neglect and provide for nutritious meals and snacks
- Idaho Early Learning Guidelines:
 - Domain 2: Physical Well-Being, Health, and Motor Development

Component 9: Special Needs Total Hours: _____

- Knowledge and understanding of developmental stages, processes, theories and their implications for work with children with disabilities and their families and to provide inclusive opportunities
- Idaho Early Learning Guidelines:
 - Domain 1: Approaches Toward Learning, Cognitive Processes, and Cognition
 - Domain 2: Physical Well-Being, Health, and Motor Development
 - Domain 3: Social and Emotional Development
 - Domain 4: General Knowledge
 - Domain 5: Communication, Language and Literacy

Component 10: Protective Factors Total Hours: _____

- Knowledge and understanding of the five protective factors and seven strategies as defined by *Strengthening Families through Early Care and Education*
- Idaho Early Learning Guidelines:
 - Domain 2: Physical Well-Being, Health, and Motor Development
 - Domain 3: Social and Emotional Development

Total In-Class Hours: 3
 Amount of time spent at actual training

Total Take-Home Hours: 0 _____
 (For Intermediate and Advanced training only)

Estimate the amount of time of take-home activity
 and/or follow-up (to the nearest half hour)

Total Training Hours: 3
 In-Class and Take-Home hours combined

Please return Training Approval Packet to the IdahoSTARS Training Office. Please allow four to six weeks processing time.

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