



Workshop Script

Sponsored by Read to Me, a program of the Idaho Commission for Libraries (ICfL)

This workshop is offered free of charge for preschool teachers, child care providers, early childhood administrators, and other caregivers of young children.

Optional: Participants can earn three IdahoSTARS Child Care Rating System credits if the workshop is facilitated by an ICfL Approved Trainer. For more information contact a Read to Me project coordinator: 334-2150 or 1-800-458-3271.

A note from the Read to Me Project Coordinators:

*The script we have provided below is an **example** of a quality workshop that incorporates the key points listed above, and includes engaging activities that allow for the various learning styles of the participants. The script was developed by Tamra Hawley-House, Youth Services Librarian at the Boise Public Library, and was based on the Idaho Child Care Reads! workshops she has facilitated for several years.*

*Librarians or library staff who facilitate a Idaho Child Care Reads! workshop are not bound to this script; we expect that every workshop will be customized to meet the needs of the facilitator, the participants, the physical space, the budget, etc. We also expect that facilitators will choose books, songs, rhymes, fingerplays, and activities based on personal preference, availability, and prep work. Where specific book titles, songs, etc. are listed, **please feel free to substitute works or activities of your choice.***

***Sections that are underlined and bolded** represent the **key pieces of information** that we deliver to parents and caregivers through Read to Me programs and through our support materials. These key pieces are also included in the IdahoSTARS approved course, and **must remain** in your adaptations to the script.*

The following outline of the topics, books, songs/rhymes, and activities included in the script can be used to help plan and prepare your workshop. If you are using this script in electronic format you can click on the headings to take you to that part of the script.

*Please feel free to contact a project coordinator if you have any questions (334-2150, or 800-458-3271).
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(continue to Key Points below)

Key Points of the workshop:

1. 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.
2. There are six early literacy skills that can greatly increase the ease at which children learn to read later in life. These skills include:
 - a. Phonological Awareness: presentation includes reading appropriate picture books; games (clapping, rhythm sticks) for syllabic awareness; use of animal sounds; rhyming songs and games.
 - b. Vocabulary: presentation includes reading appropriate picture books, poetry and nonfiction; introducing vocabulary through a "rare words" activity; opposite, homonym, homophone and synonym books & games.
 - c. Narrative Skills: presentation includes reading appropriate picture books; demonstration of dialogic reading model; and hands-on activities for retelling stories.
 - d. 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.
 - e. 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.
 - f. 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.
3. The public library is the very best place to access free 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. ICfL support materials and resources will be introduced.

Timeframe: 3 hours

Required handouts (<http://libraries.idaho.gov/page/idaho-child-care-reads-program-requirements-and-resources>): Idaho Child Care Reads Evaluation (copies provided by the ICfL); Reflective Evaluation Information Sheet (if this is an IdahoSTARS workshop); one-page list of Six Early Literacy Skills; *The Bookworm* bookmark (copies provided by the ICfL).

Optional handouts (<http://libraries.idaho.gov/page/idaho-child-care-reads-program-requirements-and-resources>): Additional Six Early Literacy Skills information, Read to Me support materials, book lists, library card applications, activity resource list.

(continue to Outline below)

Outline:

* Denotes books provided to libraries hosting Read to Me's "Every Child Ready to Read Family Workshops"

**[See resources and suggestions for this activity](#)

[Intro, Introductions](#) (10 minutes)

- Ice breaker
- Research

[Skill 1: Phonological Awareness](#) (25 minutes)

- Animal sounds:
 - [Seals on the Bus](#), by Lenny Hort
 - Other examples: *[Peek a Moo!](#), [Barnyard Banter](#)
 - Song: recording of "Old MacDonald" or others with animal sounds**
 - ICfL Support Materials: [Rhymes, Songs, and Fingerplays booklet](#), and [Rimas y Canciones](#)
- Syllables:
 - Say it, Clap it ([ready-made](#))
 - Say it slow, Say it fast ([ready-made](#))
 - *[Tanka Tanka Skunk](#), by Steve Webb
Tanka Tanka Skunk is out of print, so you may want to use an alternate title, such as *In the Tall, Tall, Grass*, by Denise Fleming
- Rhymes:
 - Rhyming picture book, such as *[Llama Llama Red Pajama](#), by Anna Dewdney
 - Rhyming song, to tune of "London Bridge"
 - Rhyming pictures ([ready-made](#))

[Skill 2: Vocabulary](#) (25 minutes)

- Unusual or rare words:
 - Picture book rich with unusual words, examples, such as [Frog in a Bog](#), by Karma Wilson or [Big Chickens Go To Town](#), by Leslie Helakoski
 - Library card applications – have prepared and set out for after workshop
 - ICfL Support Materials: [Read to Me](#) brochure, bilingual
 - Non-fiction examples
- Homonyms/homophones:
 - *[Did You Say Pears?](#) by Arlene Alda
- Opposites:
 - [You and Me: We're Opposites](#), by Harriet Ziefert or [Dinosaur Roar!](#) by Paul Stickland
- Music/game:
 - Song: "A List of Dances" ([Make It Noisy in Boise](#), by Jim Gill) Available at <http://store.jimgill.com>, \$15.00
 - Action rhyme: Two Little Feet

[Skill 3: Narrative Skills](#) (20 minutes)

- Questions: *[What Do You Do With a Tail Like This?](#) by Steve Jenkins
- Dialogic Reading: Share an example of appropriate book to have a "conversation"
- ICfL Support Materials: [Dialogic Reading](#) brochure
- Retelling:
 - Props: [Blue Sea](#), by Robert Kalan** or [The Jacket I Wear in the Snow](#), by Shirley Neitzel**
 - Flannelboard storyboxes**
 - Puppets: *[The Very Busy Spider](#), by Eric Carle, or your favorite storytime story/song
- Cumulative Stories:
 - I Know an Old Lady Who Swallowed a Fly, props**

[Skill 4: Print Awareness](#) (20 minutes)

- Print in books:
 - *A Splendid Friend Indeed, by Suzanne Bloom
 - Tall, by Jez Alborough, (or *Overboard, by Sarah Weeks)
- Print in songs:
 - Introduce a song, display some of the song's words
- Environmental print:
 - *Mouse Mess, by Linnea Riley
 - Song: "I Like to Ride My Bicycle" (Wiggle and Whirl, by Sue Schnitzer)
 - Use Stop and Go signs made from red and green construction paper, paper plates, craft sticks, etc.
 - Music is downloadable at CD Baby <http://www.cdbaby.com/cd/schnitzer> (song \$0.99, album \$10.00)
 - Food Container Puzzles**
 - ICfL Support Materials: [Literacy on the Go](#)

Skill 5: Letter Knowledge (20 minutes)

- Alphabet song:
 - Song: "Can You Clap" (Wiggle and Whirl, Clap and Nap, by Sue Schnitzer)
 - Music is downloadable at CD Baby <http://www.cdbaby.com/cd/schnitzer3> (song \$0.99, album \$10.00)
- Shape:
 - Shape Capers, by Kathryn Falwell, or other shape book
- Visual discrimination:
 - Cutouts of letters ([ready-made](#))
- Alphabet books:
 - *Chicka Chicka Boom Boom, by Bill Martin
- Music:
 - Song: "Alphabet in Motion" (Can a Jumbo Jet Sing the Alphabet, by Hap Palmer) Downloadable at CD Baby for \$0.99 <http://www.cdbaby.com/cd/happalmer9>

Skill 6: Print Motivation (10 minutes)

Read a favorite picture book

Resources and Culminating Activity (30 minutes)

- Review of 6 Skills
 - Post and/or include handout
- Professional resources:
 - Linking Language, Story Stretchers for Infants, Toddlers, and Twos. Story Stretchers for Primary Grades, etc
- Public Library as Resource
 - List of Host Library's resources, some examples, library card applications
- Other Resources: [Read to Me Resources website](#), [ICfL Support Materials](#), [Early Literacy Centers](#), [The Bookworm](#)
- Idaho eLearning Guidelines
- Culminating Activity**

Break: (15 minutes) Schedule at your discretion, aim for halfway through 3-hour timeframe

(continue to script below)

Script

Normal print = verbal, speaking parts (**underlined and bolded** indicates “Key Points.”)

Italicized print = tips and pointers for presenters

Introduction

Hello my name is _____ and I would like to welcome you to the library (*if workshop is held at the library. If held offsite, greeting should include your name AND your library’s name.*) We are very excited to be able to offer this workshop for you as a way for the library and your preschool/daycare to work together to educate our community’s children. **This workshop is made possible at no cost to you by a grant from the Idaho Commission for Libraries’ Read to Me Program.** (*Show the logo*) How many of you recognize this logo? Look for it, because this program is helping libraries all across the state to improve the education of young children.

At the end of this workshop you will be asked to fill out an evaluation, and each of you will receive a free Literacy Kit full of books and other resources for you to take back and share with your children. You must have more than three children enrolled in your care, and we do limit the Kits to one per classroom.

IdahoSTARS Trainers only:

You will be eligible for 3 hours of IdahoSTARS’ credit after completing this workshop. (*Briefly explain the IdahoSTARS Reflective Evaluation process and make sure they sign in on the attendance sheet if they want credits.*) In addition to the credits, each child care facility/ preschool will be receiving a free Literacy Kit full of books and other resources for you to take back and share with your children. You must have more than three children enrolled in your care, and we do limit the Kits to one per classroom.

Here is today’s agenda

- Introductions
- Research
- Importance of reading to children
- Six Literacy Skills
- Library resources
- Activity (flannelboard making or other hand-on activity)
- Evaluation & free books

**Add a 15 minute break to the agenda where you feel it would be appropriate.*

Introductions

(Implement an icebreaker activity that would allow attendees to meet and learn something about each other--- approximately 10 minutes.)

Examples:

1. *Have each person say his or her name, child care/preschool facility, age of children they work with, and their favorite children’s song.*
2. *Take the front of old greeting cards, cut them into two parts, mix them up and pass them out. Each attendee must find their partner, the person with the other part of the greeting card. They must then find out the following information about their partner: name, child care/preschool facility, age of children they work with, and their favorite picture book. Each person will then introduce his or her respective partner. Once introductions are over, explain that: Activities like matching greeting card pieces, doing simple puzzles, looking at “I Spy” books, and even matching socks help develop children’s “visual discrimination,” the ability to detect small differences in objects. It’s a handy skill to have when children are learning their letters and we’ll be talking about that later today.*

Before we get started learning about the six early literacy skills I want to make sure you are all familiar with the State of Idaho Department of Health and Welfare’s. Idaho Early Learning Guidelines (Display website and include information in workshop handouts.) They are used by early childhood educators child

care providers statewide, and can be found at

http://www.healthandwelfare.idaho.gov/Portals/0/Children/IELEGuidelines/Idaho_Early_Learning_eGuide_lines.htm. **If you ever have any questions about child development, cognitive learning, and such, this is a great place to start. You will see that each of the six skills we learn about today can be found or described in Domain 5-Communication, Language and Literacy.**

Today I am going to share with you the outcome of several bodies of early literacy research. **This research found that children who have access to a variety of books and are regularly read to early in life have significant advantages academically over those who are not read to. Reading to a child is the most effective way to increase a child’s knowledge.**

The research also showed that children who had mastered six literacy skills had an easier time learning to read when formal instruction was given to them. These skills are the foundation for reading. Two well-known professors, Dr. Grover C. Whitehurst and Dr. Christopher Lonigan were contracted by the Public Library Association to develop curriculum based on this research for librarians to use in “training” adults working with children. These six skills have been incorporated into a nation-wide education program, Every Child Ready to Read®, and classes are being offered at many libraries. Today, I am going to introduce you to each of these skills and share with you some fun ways to easily incorporate them into your early childhood learning environment. Remember, today **we are NOT going to learn to teach children to read, but to lay the foundation for reading.**

As an early childhood educator, you will be teaching children with a variety of learning modes and abilities. There is a greater diversity of language, culture, economics and special needs than there ever has been before. In a research paper titled *Eager to Learn: Educating Our Preschoolers*, we are reminded that, **“Because children differ in so many respects, teaching strategies used with any curriculum, from the committee’s perspective, need to be flexibly adapted to meet the specific needs and prior knowledge and understanding of individual children”** (2001, National Academy Press, 314). **As we go through the workshop today, be thinking about the ways that you can tailor your teaching activities to the children in your own class.** Do you have any questions before we begin?

Please remember that the single act of reading to children daily is the very best way to help them learn. Because of this, each of the six skills I am about to introduce will include examples of reading to children.

Skill # 1- Phonological Awareness

The first skill we are going to learn about today is called **“phonological awareness”**. **It means being able to hear and play with the smaller sounds in words. Phonological awareness is the precursor to phonics.** Phonological awareness and letter knowledge have been found to be two of the best school entry predictors of how well children will learn to read during their first two years of formal schooling, according to a report from the National Reading Panel (2000, NICHD Clearinghouse, 7).

A fun and easy way to increase a child’s phonological awareness is through the use of stories and songs that include animal sounds. Let’s read the book *Seals on the Bus*, by Lenny Hort. (*Have fun dramatically reading this book, using animal movements along with the sounds.*) There are many fun picture books that help children make and hear sounds. Here are some examples: (*Hold up a couple examples like – Peek a Moo! or Barnyard Banter.*)

Can anyone think of a song that might help children practice animal sounds? (*Have a recording ready of “Old MacDonald”, “Down on Grandpa’s Farm”, or other song.*) Let’s sing one. (*Play the song; sing along while using puppets or flannelboard pieces with the appropriate animal.*) Using puppets, flannelboard pieces, or pictures of the animals is a really fun way to engage children. You might give each child a picture of a different animal and have him/her make the sound of that animal during the song. You might leave the flannelboard pieces around during playtime to encourage kids to sing and make sounds. Do you have other examples of ways you can encourage children to make and play with sounds? (*Allow time for sharing.*)

Another way to increase a child’s phonological awareness is to give them opportunities to hear the syllables in words. As I mentioned earlier my name is _____. Please say my name while clapping the syllables. (*Say your name and clap syllables.*) In your preschool, give children opportunities to say and clap their own name and those of their friends. If you use nametags, you might have them clap out their name to you as they put on their nametag.

Can you tell me the name of the object on this picture? (*Hold up a picture of an apple and wait for response.*)

Say it,
Clap it,
1-2-3
Can you clap the word apple with me?
Ap-ple (*clap twice.*)

How many times did we clap while saying the word apple? That’s right—two claps because the word apple has two syllables.

Here is another way to help children hear the syllables. It is called “Say it slow, Say it fast”. Take a picture or photo of an object and cut it into the same number of pieces as the syllables of the object. An apple would be cut into two pieces, while a banana would be cut into three pieces. (*Hold up an example.*) Here is an apple. Say it slow (*while saying the word apple slowly, separate the picture.*) Good, now say it fast (*while saying the word apple quickly, put the pieces of the picture together.*) One more time, say it slow “ap – ple”, say it fast “apple”.

Several picture books that have a cadence or rhythm lend themselves nicely to helping children hear syllables. Here is an example. (*Hold up Tanka Tanka Skunk, by Steve Webb—alternate: In the Tall, Tall Grass, by Denise Fleming.*) This book is called Tanka Tanka Skunk. While reading this book to children, engage them in the breakdown of the words (“Tanka” and “skunk”). This can be done with clapping, feet stomping, or the use of rhythm sticks. Be sure to teach children how to “rest” during the story and only engage during the Tanka Tanka Skunk parts. While I read this story, you play the kids’ part. (*Read Tanka Tanka Skunk; adjust activity if reading In the Tall, Tall Grass or other alternate title.*)

Children’s songs and nursery rhymes are a great way to help children hear the syllables in words. Most children’s songs have one syllable per beat. Think about “Old Mac-Don-ald had a farm.” This song is very easy to clap to the beat or syllable. Another song that teaches syllables is a Spanish song called “Chocolate”. (*pronounced cho-co-lat-ay*)

| | |
|---------------------------|----------------------------|
| Bate, bate, chocolate, | Stir, stir, the chocolate, |
| Tu nariz de cacahuete. | Your nose is a peanut. |
| Uno, dos, tres, CHO! | One, two, three, CHO! |
| Uno, dos, tres, CO! | One, two, three, CO! |
| Uno, dos, tres, LA! | One, two, three, LA! |
| Uno, dos, tres, TE! | One, two, three, TE! |
| Chocolate, chocolate! | Chocolate, chocolate! |
| Bate, bate, | Stir, stir, |
| chocolate! | the chocolate! |
| (baje la voz y el cuerpo) | (lower voice and body) |
| Bate, bate, bate, bate, | Stir, stir, stir, stir, |
| Bate, bate, | Stir, stir, |
| CHOCOLATE! | CHOCOLATE! |
| (brinque y grite) | (jump up and shout) |

Can you think of other children’s songs that do this? (*Allow time for sharing of songs.*) Songs and music provide other crucial skills for children. Studies have shown that children who are exposed to music early in life often do better later with math and other skills. So please check out some children’s CDs from your library and use them in your class or center. The Read to Me program has 3 booklets with songs and rhymes that you can order for

free to use in your class or give to families so they can sing and rhyme at home. (*Show Songs, Rhymes, and Fingerplays booklet, and Rimas y Canciones.*)

I have just shared with you several ways that you can easily help children hear syllables. Do you think this is something that you can work into your day? Is anyone willing to share when they might do this? (*Allow time for sharing of ideas.*)

Along with sounds and syllables, exposure and play with rhymes is a good way to increase a child's phonological awareness. Some researchers believe that children who know at least four nursery rhymes by the age of four are significantly better readers at age eight. (*Note where nursery rhyme books can be found at your library.*)

Rhyming words, as you know, are words that have the same ending, but different beginnings or onsets. In addition to nursery rhyme books, there are many picture books that can expose children to rhyming words. Here is an example. (*Hold up any rhyming picture book like Llama Llama Red Pajama, by Anna Dewdney and read it.*) After reading the book look back through the pictures and text with children and help them identify the rhyming words. Share lots of rhyming books with kids so that they can hear rhymes.

Once they have had experience hearing the rhyming words you can play some rhyming games. Here are some pictures of objects that rhyme (*Hold up a picture of a cat and another of a hat.*) Here's a song you might sing to reinforce rhymes [*to the tune of London Bridge*]:

Cat and hat are rhyming words,
Rhyming words, rhyming words;
Cat and hat are rhyming words,
Say them with me:
Cat (*point to cat picture and say "cat"*)
Hat (*point to hat picture and say "hat"*)

In this song you are giving them the rhyming words. After they have had several opportunities to hear rhymes, they can then begin to find the rhyming words. Put out three pictures [cat, dog, bee]; hold up a picture of a log. Ask the children to help you find the picture of the word that rhymes with log. Does log rhyme with cat? Log, cat, log, cat....no. Does log rhyme with bee? Log, bee, log, bee....no. Does log rhyme with dog? Log, dog, log, dog....yes!! Log rhymes with dog, because the ends of the words sound the same. If children have not been exposed to rhymes they cannot "find" rhyming words.

After exposure to rhymes, children are ready to produce rhymes. Play games where children make up words that rhyme. Hold up a picture of a ball. Ask them to say words that rhyme with ball. Be sure to allow nonsense words as part of the fun, such as lall or zall. Identifying rhymes and producing rhymes are two different skills. Children who are non-English speaking students may take longer to learn rhyming skills.

I have shared with you many examples of easy ways to increase phonological awareness.

To recap, let's say this rhyme:

Willowby, wallowby woo, an elephant sat on you.

Repeating this phrase emphasizes rhyming.

Next let's say the Willowby rhyme while clapping out the syllables.

Next let's exchange the "w" sound for the "s" sound. Sillowby, sallowby, soo, an elephant sat on you.

Sounds, syllables and rhymes----Phonological Awareness. So do you think you might be able to work some of

these examples into your class activities? The Idaho Early Learning Guideline for phonological awareness is “Domain 56: Purposefully engage in activities that promote phonological awareness and to manipulate phonemes to make new words and to rhyme.”

Do you have any questions about phonological awareness? Do you have any other ideas or examples related to phonological awareness to share with us? (*Allow time for sharing.*)

Skill # 2- Vocabulary

Let’s move on to the next skill, which is Vocabulary. **Vocabulary is knowing a word and what that word means. Children first learn the names of concrete and familiar things like daddy, bottle, book. Then they begin to understand the words for more abstract things like emotions, feeling, and ideas. Children, like adults, need exposure to words several times before they understand them and even more exposure to make them part of their vocabulary and to begin using that word. One of the easiest ways to increase a child’s vocabulary is to read picture books to them.** Let me show you. While I am reading this book, please listen for “unusual or rare words,” words that a normal three year old would not hear while sitting around the dinner table. (*Read a picture book rich with unusual words, examples-Frog in a Bog, by Karma Wilson or Big Chickens Go To Town, by Leslie Helakoski.*) Did you hear any “unusual words”? What are some of them? (*Allow attendees to share.*) Research shows us that vocabulary should be taught both directly and indirectly.

Children who listen to good picture books can increase their vocabulary between 4,000 and 12,000 words annually. This is a really good tip to share with parents, to let them know what you are doing to help their child. Children who listen to good picture books are exposed to more rare words than used on primetime television. **Children need up to 12 exposures to a word in order for it to become part of his or her vocabulary.** Have any of you ever heard a child say “read it again”? Well now you know that reading it again and again is crucial to their learning.

Now, I would like each of you to find some “unusual words”. (*Pass out picture books rich with unusual words.*) I would like each of you take the next 2 minutes to look at your book. Don’t read it, just find some unusual words. After 2 minutes, I will ask you to share one unusual word from your book. Go! (*After 2 minutes, have each attendee share a word and write it on a white board.*) Take a look at all of these words found in picture books. I hope I have convinced you of the **importance of providing lots of picture books in your class or child care center. A library card is a free and easy way to do this.** If any of you need a library card, I can give you an application and help you get a library card at the end of this workshop. This brochure from the Read to Me program talks about the importance of reading at home. It shares some simple techniques to make reading picture books more effective and fun. (*Show bilingual Read to Me brochure.*)

Sharing nonfiction books are also a great way to increase vocabulary or introduce concepts. (*Share some examples, flip through some, and point out unusual words.*)

Here is a book that introduces homonyms (when the same word has different meanings, such as “bank” of a river and “bank” where you put your money), and homophones (words that sound the same, but have different meanings, such as “ad” in the newspaper and “add” two numbers). (*Read Did You Say Pears? by Arlene Alda.*) This is a pretty difficult concept – which is exactly why children need exposure to it before they can be expected to master it.

This non-fiction book introduces opposites. (*Read part of all of You and Me: We’re Opposites, by Harriet Ziefert or Dinosaur Roar! by Paul Stickland.*)

As I mentioned earlier, music is extremely important for a child’s learning; so now if everyone could stand, we are going to dance to a song that introduces some vocabulary, as well as opposite and rhymes. (*Post a list of all the actions/words to Jim Gill’s song, “A List of Dances” from Make It Noisy in Boise, 1995.*) With children, I would normally read each word and/or introduce the action before playing the music. I think this audience will probably catch on without it. (*Play song and dance accordingly to actions.*)

A List of Dances, by Jim Gill

I've made a list of all the dances in this song
I've made a list so that I'd never sing them wrong.
'Cause it's hard to remember
and easy to forget
a list that is sixteen dances long.

You do...
The tall
The small
The hop
The stop
The slow
The tiptoe
The curl
The twirl
The hide
The slide
The sleep
The creep
The slump
The jump
The sway
The stay

We've done dances like the tiptoe and the hop.
We've done them but it's still not time to stop.
'Cause though we danced it one time
the list would seem brand new
if we read it from the bottom to the top.

Alright! Everybody sit right down. We are still talking about vocabulary. Here is a fun game you might play with kids to help them with their vocabulary. Let me begin by asking you to tell me some words that are synonyms or mean the same thing as the word "little". (*List the words on the white board-here are some examples: tiny, teeny, small, wee, elfin, petite, microscopic.*) Okay, great! Here is the rhyme we are going to use for this game:

Two little feet go tap, tap, tap (*stomp feet during tap, tap, tap*)
Two little hands go clap, clap, clap (*clap hands during clap, clap, clap*)

Now, let's replace the word "little" with one of the synonyms:
Two tiny feet go tap, tap, tap (*stomp feet during tap, tap, tap*)
Two tiny hands go clap, clap, clap (*clap hands during clap, clap, clap*)
(Repeat several times using new synonyms)

Can anyone think of some other ideas for playing with words to help children increase their vocabulary? (*Allow time for sharing.*) A study by Hart and Risley tells us that "the most important aspect of children's language experience is quantity. The most important aspect to evaluate in child care settings for very young children is the amount of talk actually going on, moment by moment, between children and their caregivers" (1995, P.H. Brookes, summary). The Early Learning Guideline for Vocabulary is "Domain 51: Use responses that demonstrate an increased knowledge of specific concepts and to use phrases and sentences with functional and descriptive vocabulary."

Does anyone have any questions about this second skill? (*Allow questions and answer appropriately.*)

Skill #3 - Narrative Skills

Our next skill is called “narrative skills”. **This skill is the expressive and verbal part of language, being able to describe things and tell what happened. This skill helps children later understand what they read. Think about it like this: when you first hear or read about a new concept you kind of get it, but when we can tell or explain it to someone else, it requires a different level of understanding. This is when we really get it! For this skill we are helping the child take the vocabulary they have been acquiring and put it into action – verbally!**

Sharing books that ask questions and give answers is a great way to improve a child’s narrative skills.

(Hold up What Do You Do With a Tail Like This? by Steve Jenkins and read the title.) I will share with you a few of the pages in this book. Here is a page with animal noses. Can you guess the animal? What do you think this animal does with this nose? Let’s read about it. *(Read the following page describing each animal and their nose’s special feature.)* As you read books to children, you can often keep their attention by involving them in the story. Ask children, “What does your nose do?” Get them talking.

Using a dialogic reading model is perfect for increasing this skill. When most adults share a book with a preschooler, they read and the child listens. In dialogic reading, the adult helps the child become the teller of the story. The adult becomes the listener, the questioner, the audience for the child. Children learn most from books when they are actively involved. Children who have been read to dialogically are substantially ahead of children who have been read to traditionally on tests of language development.

Just remember three easy steps:

1. Ask “what, why, where, how, and when” questions
2. Ask open-ended questions – those that cannot be answered by “yes” or “no”
3. Expand upon what the child says

It is really just having a conversation about the book you are reading rather than having the child listen passively. *Share an example – include appropriate book (fire truck in this case).* Imagine that the parent and the child are looking at the page of a book that has a picture of a fire engine on it. The parent says, “What is this?” while pointing to the fire truck. The child says, “truck,” and the parent follows with “That’s right; it’s a red fire truck; can you say fire truck? What do fire trucks do?” This brochure by the Read to Me team explains dialogic reading to families so they can practice this skill at home *(show Dialogic Reading brochure).* *If there’s time, have them pair up and practice with a book.*

Another way to encourage narrative skills is through the retelling of a story. The Early Learning Guideline for Narrative Skills is “59: Understand information from oral stories, reading books, and pictures.” Children love being able to re-tell stories. Read a story to children and then, using props (puppets, flannelboard pieces, pictures of objects from the story), have the child retell the story. *(Demonstrate this by reading a simple book like Blue Sea, by Robert Kalan, or The Jacket I Wear in the Snow, by Shirley Neitzel.)* Could I have some volunteers come up front? *(Give each of them a prop.)* Now, I would like you seven to retell the part of the story that involves your prop. *(Allow time for retelling.)* Let’s give a round of applause for our volunteers. If using flannelboard pieces, you might store them in a pizza box with the name of the story on it. You can have lots of story boxes and allow children plenty of playtime for retelling. How might you use dialogic reading questions with this story? *(Allow sharing time, leading with examples is necessary: Can someone think of a “what” question? What does the big fish do? Why is the child crying? Ask an open-ended question. Expand on an answer.)*

The use of puppets is a very valuable tool for narrative skills. Have any of you seen a relatively quiet child take on a new persona when becoming a different character with a puppet? It can be truly amazing. Make puppets available for use in your class. Let children retell stories with them, practice their vocabulary, and make up stories. Don’t have any puppets? They are easy to make with old socks or paper bags. You can tell a story or sing a song with puppets. *(Use puppets from one of your favorite storytimes or songs, such as The Very Busy*



Spider, by Eric Carle. Hand out a puppet for each character. Read the story or sing the song and have each puppeteer play the corresponding character.)

Another type of story good for narrative skills is a cumulative story. These are stories that build, repeating the same sentences or phrases while adding new ones. Like, “I Know an Old Lady Who Swallowed a Fly”. (*Read or sing this story, using props if you have them.*) During the story ask a child if they can predict what the next animal might do. (*If you used The Jacket I Wear in the Snow above, you can refer back to this story.*)

I’ve shared a lot of ideas to get your kids talking and improving their narrative skills. Does anyone have any questions or suggestions for use in a preschool or child care setting? (*Allow time for discussion.*)

Skill #4 - Print Awareness

Our fourth skill is “print awareness”. **Print awareness means knowing that print has meaning. This includes knowing how to handle a book, and seeing print all around us. There are many things that you can do to help develop print awareness in a child.**

If you use nametags in your classroom, you could place them out for each child to see and find his or her own. This helps make children aware that print has meaning. Each nametag has a word, and each word identifies a classmate.

Before you begin to read a story is a great time to demonstrate print awareness. Begin by holding a book upside down. Children who have been read to will tell you that it is upside down. Hold it backwards. The children will let you know you are doing this. Once you begin reading, use your finger to sweep under some words as you read them, showing the direction of reading is left to right and top to bottom.

Here is a book that illustrates print awareness. (*Read A Splendid Friend Indeed, by Suzanne Bloom.*) Take a look at the picture showing the note from duck to bear. It is a picture of a heart. Duck knows that writing and reading are important, so he wrote a note to his friend Bear. **Make sure to provide lots of opportunities for writing. Let children see you write notes, make To-Do and grocery lists, and so forth. Let children do the same even if they can’t actually write words yet. They can draw pictures to help them tell a story.**

Research has shown that a child’s attention is almost entirely on the pictures when you are reading to them. You can use your hand to point out words occasionally as you are saying them. Using books that have a repeated phrase or word throughout the book is a great way to do this. Here’s an example....I would like to read to you the book Tall, by Jez Alborough, but I need your help! I would like to divide the room in half. This side will help me read the word “tall”. Say it proudly and loud. The other side will help me read the word “small”. Say it meekly, sad-like and softer. Ready? (*Read the book, using your finger to underline the words and cue the audience for their respective parts.*)(*You could also create an activity using Overboard, by Sarah Weeks.*)

I like to **use songs for print awareness by using posters or writing the words on a white board.** You don’t have to write all the words, maybe just the ones that have action, or those that get repeated. It is important that the poster not be too cluttered with print or pictures. This can be visually distracting or over stimulating for some children with special needs. Simple text and pictures can give strong cues for ELL children to be able to follow along. While singing, you can direct the children’s attention to the word(s) when appropriate. (*This would be a good place to introduce a song, while displaying some of the song’s words.*)

Another way to make children aware of print and its meaning is to point out environmental print, the print that is all around us. Point out signs in the room. Label objects in the room: table, chair, map, etc. Read the labels of foods and point out road signs. The book Mouse Mess, by Linnea Riley has several examples of environmental print. (*Show several pages – peanut butter, corn flakes, etc.*)

In the next song you can use Stop and Go signs to help reinforce print awareness. It is from Sue Schnitzer's Wiggle and Whirl album. (Give each person a Stop and a Go sign, ask them to hold up the appropriate word during the song.)

I Like to Ride My Bicycle, by Sue Schnitzer

I like to ride my bicycle.
I ride it to the shop;
And when I see a big red sign,
I know it's time to stop.

I like to ride my bicycle.
I ride it to and fro;
And when I see a big green light,
I know it's time to go.

Making games with environmental print signs can be a fun way to reinforce print awareness. You can print out some small signs (exit, stop, bus, etc.) and play the concentration/memory game by turning the pieces over and finding pairs. Younger children can use these same signs to practice identifying the signs. Show food container puzzles and discuss what children can learn from them.

While you are helping children become aware of print already in their environment, it is equally important to provide for them plenty of writing opportunities. Set up writing stations, have them write their names on nametags, let them scribble out stories and then share those stories with each other. Making writing kits for each child can be easy. Ask parents to save some used, but clean pizza boxes. You can often get donated boxes from pizza companies if you tell them what you are using them for. Fill them with crayons, pencils, and free paper sources like junk mail, used greeting cards, envelopes, and small notepads from businesses.

Remember print is everywhere. It is really easy to help children become aware of it and its importance in our lives. Do any of you have some examples of how you are doing this in your centers? (Allow time for sharing.)

This booklet called "Literacy on the Go" (*show booklet*) includes activities that families can do while they are out in the community, which will help their child be more aware of environmental print. The Early Learning Guideline for this skill is "Domain 58: Know that languages and words can be in written form."

Skill #5 - Letter Knowledge

"Letter knowledge" is the next skill. **Letter knowledge is knowing that letters have names and associated sounds, as well as knowing that some letters can look very similar. Do not confuse letter knowledge with singing the alphabet song. Many children can sing the alphabet song yet still not know their letters or their associated sounds. Children should learn the song!** Let's sing it now. (*Sing the alphabet song or play the Sue Schnitzner version, "Can You Clap" on Wiggle and Whirl, Clap and Nap. Enunciate the L-M-N-O-P part.*) **Just remember, they should also learn the letters and their sounds.**

Introducing children to shapes can help them with letter identification. Let me show you:

What is this shape? (*Hold up a circle.*) Take a look at the letters that have circles as part of them: "o" "b" "d" "g" "c". (*Display these letters {write on a whiteboard or have letters printed out to hold up} in a way that you can place the circle over the circular part of the letter, reinforcing the statement.*) How about this triangle? "A" "V" "W" "M". And the rectangle? "L" "E" "K". Helping children see which letters are alike and different can really help them when they begin to read. So let's begin with a book about shapes. (*Read Shape Capers, by Kathryn Falwell or other shape book.*) You can play a lot of games with shapes. You can make BINGO cards with shapes instead of letters, match shapes, or make pictures/designs using shapes.

There are many games that you can play to help children see the small differences in things. These games help them develop their visual discrimination. You can easily make games out of construction paper or felt. Make



them with seasonal themes (leaves, shamrocks, snowflakes). Cut out 8 large leaves. Glue colorful shapes onto the leaves, making sure that each leaf has one exact match. Have younger children find the matching pairs. Older children can play the matching/concentration game. You can make these increasingly more difficult as children become better at visually discriminating.

Visual discrimination is a necessary skill for use with letters. For example a lower case “n” is very similar to a lower case “h”. Take time to help children see how they are different. Many other letters have very small differences. Look at the lower case letter “d”. When you flip this letter vertically, it becomes the letter “b”, and a horizontal flip results in a “q” and a “p”. It is all about the placement of the rectangle to the circle. It is very common for children when they begin to read and write to confuse these letters. However, if we take the time to make them aware of the similarities and differences at an early age, when they begin to read they will have already had experience using their visual acuity to decipher the letters nuances. It might help with your curriculum planning to know how your local school district teaches letters – Handwriting Without Tears, block letters, etc.

Do you have any suggestions for applying these ideas in your center? *(Allow time for sharing.)*

Children should be able to identify at least 10-12 letters before starting kindergarten. There are many great alphabet books for helping children increase their letter knowledge; just come to the library and we can help you find them. Here is one example, Chicka Chicka Boom Boom, by Bill Martin. *(Read the book.)* Note that this book includes both upper and lower case letters. In your centers, make sure that you are exposing children to both. After reading the book, you might use it to help children find the letters in their names, or point to a letter and ask if anyone in the room has a name beginning with that letter. Do you have any other suggestions for using this book to increase letter knowledge? *(Allow time for sharing, lead discussion if necessary – point to the tree and find the letter “t”; demonstrate dialogic reading: ‘what’ questions, open-ended questions, expand on replies.)* A great transition activity is to dismiss children when you say the first letter of their name, or identify the letter card you are holding up.

Throughout this workshop, I have stressed the importance of music. Letter knowledge is yet another opportunity to sing, dance and move. Hap Palmer has lots of songs about letters. In the song “Alphabet in Motion” from the album Can a Jumbo Jet Sing the Alphabet, each letter of the alphabet is introduced, followed by an action beginning with that letter. For children, I would recommend that you share with them the actions before playing the song. Let’s stand up and move to this song. *(Play song—be sure to post words on whiteboard or on a poster.)*

Learn the abc's with ease
While getting fit and having fun.
Alphabetize your exercise
And do your moves one by one.
At the store or in the park,
You'll cause a small commotion
If you suddenly stand and start
The alphabet in motion!
A arch
B bend
C clap
D droop
E expand
F flop
G grow
H hop
I itch
J jog
K kick
L leap



M march
N nod
O open
P prance
Q quake
R rock
S squat
T turn
U uncurl
V vibrate
W walk
X make an X shape
Y yawn
Z zig zag

Now do some letters from your name,
Sharing them with someone.
It's a friendly way to end
The alphabet in motion.

There are many ways to use children's motor skills while increasing letter knowledge.
Here are a few:

- Taking scarves and making letters in the air or on the floor
- Making letters with their bodies
- Using playdough to roll out letters
- Taking a tray filled with sand or shaving cream and using a finger to write a letter

Do you have some ideas? (*Allow time for sharing.*)

Singing the BINGO song or some version of it can be a fun way to use letters in the classroom. Let me show you. Could I have five volunteers come to the front? O.K. I am going to give each of you a letter. Now let's see if we can spell the word BINGO. (*Arrange the volunteers.*) Okay, let's sing the song:

There was a farmer had a dog and BINGO was his name'o
B-I-N-G-O
B-I-N-G-O
B-I-N-G-O
And Bingo was his name'o.

For the next round, the person holding the letter "B" should put the letter on the floor and clap for their part, and so on....(*sing the entire song eventually having only the volunteers clapping without the letters*). This song can easily be reworked for all kinds of words, though it is best to stick with five letter words.

Apple-There was a treat that's fun to eat.

Hippo-There was a pet that's hard to feed.

Does anyone have any questions or comments about letter knowledge? (*Allow time for sharing.*)

Before we move on to our sixth and final skill, I want to point out that **almost any book can be used to help reinforce these skills.** We saw that Chicka Chicka Boom Boom is great for letter knowledge, but it's also a fun one for phonological awareness. And if you can use props with any of these books, you'll also add more opportunities to build narrative and vocabulary skills. Most children in Idaho don't get the chance to see coconut trees. If you can bring in a real coconut and pass it around so kids can feel it and hear the liquid slosh around and then open a bag of shredded coconut that kids can smell and taste you've engaged all five senses and children are much more likely to remember doing those things.

The Early Learning Guideline for Letter Knowledge is Domain 57: “Recognize letters as special symbols to represent spoken language.”

Skill #6 - Print Motivation

Our 6th and final skill is called “print motivation”. **Print motivation is really more an attitude than a skill. It is all about the enjoyment of reading. I hope that I have modeled to you today how to have fun while reading books. You can do this in your center, by making reading a really fun experience and reducing any negative encounters with books Try to separate reading experiences from power struggle situations.** For example, let’s say you see little Janie using a book like a hammer to flatten some play dough. A negative response to this situation would be to YANK the book from her hand while sternly saying “JANIE LEE SMITH, KNOCK IT OFF! NO BOOKS FOR YOU FOR THE REST OF THE WEEK!” While this response is extreme, it illustrates how a child might begin to associate negative feelings with books.

Here are some things you can do in your center to encourage positive experiences with books and reading:

- **Let children pick out a story they want to hear.**
- **Let children “read” books to each other if you need to be addressing other things like making lunch.**
- **Use choral reading** like we did with the book Tall, where children “read” their part.
- **Make a comfy area for reading.**
- **Have a variety of print materials- catalogs, magazines, ad inserts, phone books, and a variety of books.**

Do you have some others ideas? (*Allow time for sharing.*)

Print Motivation is a combination of domains, and is the end result of quality early literacy activities. When the talking that takes place between the teacher and child consists of encouraging, questioning and guiding the child’s exploration and learning, it results in higher test scores of verbal and general ability (2000, National Academy Press, 138).

I would like to share one last book with you, as an example of enjoying books. (*Read a favorite picture book, one that you sincerely enjoy and have had great response from kids. Read with enthusiasm!*)

Resources and Culminating Activity

Before we begin our activity, (*flannelboard making or other literacy hands-on activity*) let’s do a short recap of the workshop.

What is the single most important thing that can be done to increase a child’s learning?
(*Wait for the answer: read to a child.*)

Here are the six skills. (*Make sure the skills are posted and point to them as you move through the recap.*)

1. Phonological Awareness
Who can give some examples of increasing a child’s phonological awareness? (*Allow for sharing.*)
2. Vocabulary
Who can give some examples of increasing a child’s vocabulary? (*Allow for sharing.*)
3. Narrative Skills
Who can give some examples of increasing a child’s narrative skills? (*Allow for sharing.*)
4. Print Awareness
Who can give some examples of increasing a child’s print awareness? (*Allow for sharing.*)
5. Letter Knowledge:
Who can give some examples of increasing a child’s letter knowledge? (*Allow for sharing.*)
6. Print Motivation
Who can give some examples of increasing a child’s print motivation? (*Allow for sharing.*)



Professional Resources: Our library has some great professional books we hope you check out like (*show as many as possible and point out some that you really like – Linking Language, Story Stretchers for Infants, Toddlers, and Twos, Story Stretchers for Primary Grades, etc.)*)

(Show the book they will be getting in their Literacy Kit)

Library Resources:

(If facilitator is not part of Host Library staff, a librarian from the Host Library should facilitate this next section.)

Don't forget that the library is a really great partner for you! We can help you provide lots of books to read to your children, books with ideas for use in your centers, and music CDs. (List any other special things you offer for centers: special storytimes, daycare kits, etc.) (Take a few minutes to physically show some of the resources.) And best of all it is free to you with a library card! (Remind them to fill out the library card application if they do not have a card already.)

Other Resources:

You can find some great handouts in English and Spanish for the parents in your center at the Idaho Commission for Libraries' Read to Me Resource page, <http://libraries.idaho.gov/page/read-to-me-resources>. (Display website and include information in handouts.) There are also some great early literacy skill centers that you can download and set up in your center as a classroom activity, or for parents to engage in with their children for a few minutes when they pick them up/drop them off. And now you can subscribe for free to *The Bookworm*, an early literacy activity guide for parents and caregivers (refer to handout) that is emailed to you each month. You can use this in your classroom yourself, print copies for your parents, or share the Subscribe link with parents so they can receive it themselves.

(Show examples of other ICfL or library support materials, Literacy Centers, and Bookworms.)

Does anyone have any questions, comments or something to share? *(Allow time for sharing.)*

Culminating Activity:

Let's make our flannelboard!

(Allow about 20 minutes for the activity and one-on-one questions as you walk around. It can be fun to have people share what they have made if time and energy allow it.)

In conclusion, I would like to thank you all for finding time in your busy schedule to attend this workshop made possible by the Read to Me Program, and hosted by the _____ Public Library. I commend you all on your commitment to children and their education. My name is _____ and here is my contact information if you have any future questions or need help using some of our library services.

I do need to have you complete a short evaluation for the Idaho Commission for Libraries, who sponsored today's workshop. Please fill the ICfL evaluations out now and bring them to me when you are finished. I will exchange your evaluation for a Literacy Kit. Remember we provide one kit per classroom.

IdahoSTARS Trainers only:

I do need to have you complete some paperwork in order to receive your 3 credits, as well as complete a short evaluation for the Idaho Commission for Libraries, who sponsored today's workshop. Here is your **Reflective Evaluation information sheet**. Two weeks from today you will be able to go to the IdahoSTARS website and fill out the Reflective Evaluation. You can do this up to 6 months after today's date but after that it will no longer be valid for this workshop. If you plan to receive credit for today's workshop you must sign in on the **attendance sheet**. Please fill the ICfL evaluations out now and bring them to me when you are finished. I will exchange your evaluation for a Literacy Kit. Remember we provide one bag per classroom.

Thank you!

