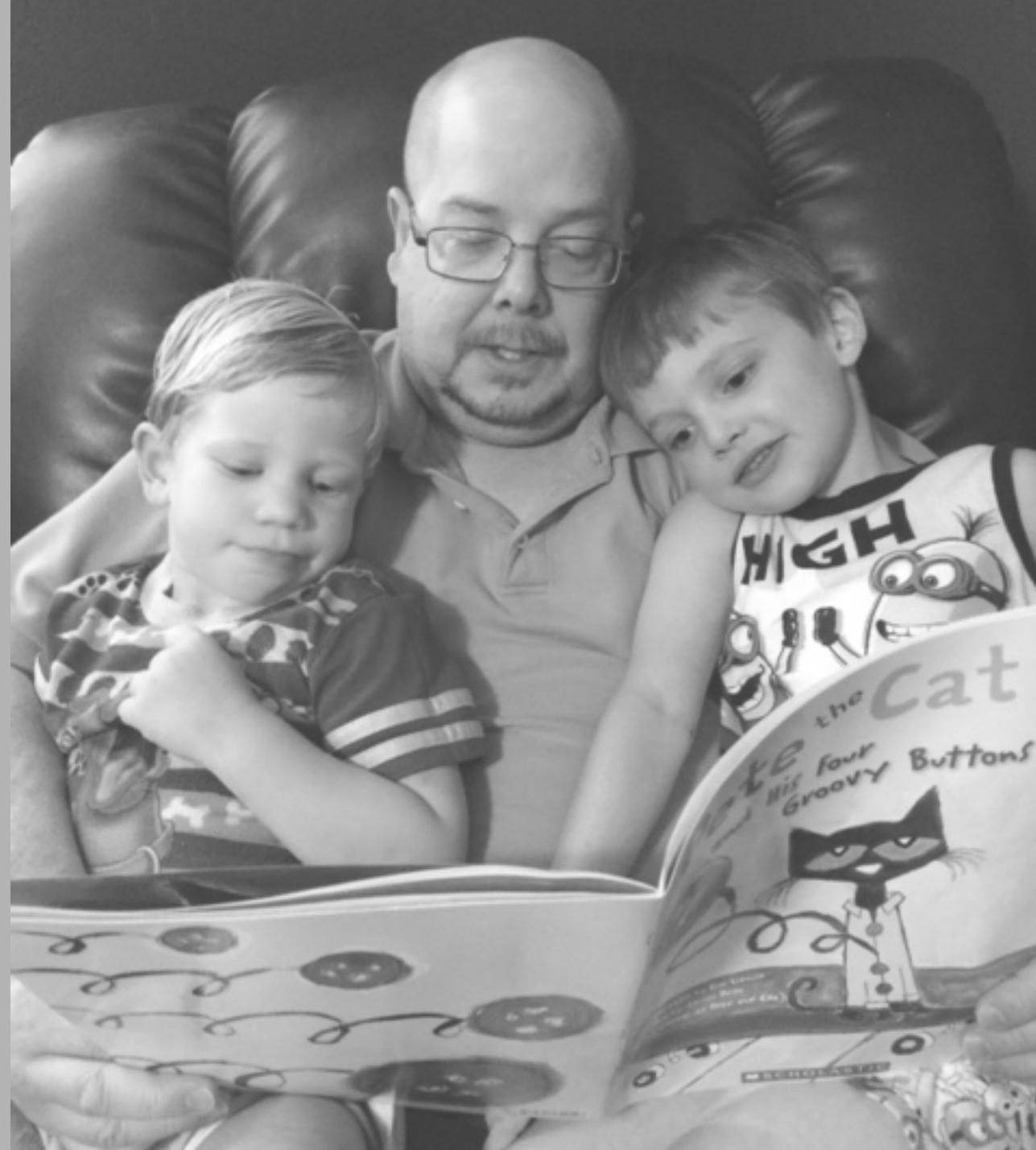


IDAHO PROVIDERS OFFERING MORE GREAT BOOKS

A webinar for Idaho
providers participating in the
Idaho AEYC First Book
Grant

May 30, 2019



WHO WE ARE



idaeyc

Hailey Michalk
Ready! for Kindergarten
Program Coordinator
hmichalk@idahoeyc.org

Staci Shaw
Youth Services Consultant
staci.shaw@libraries.idaho.gov



Idaho
Commission
for Libraries

OMG BOOKS GRANT: IDAHO

For providers serving low-income children

Each provider receives \$200 in book credits

Spend at www.fbmarketplace.org

Spend on books for classroom collection or books to send home with children

Spend all book credits by **August 1**

*Attend this webinar for **one free IdahoSTARS credit!***



AGENDA

Why do children, especially low-income children, need access to books?

How do certain types of books support the development of critical early literacy skills?

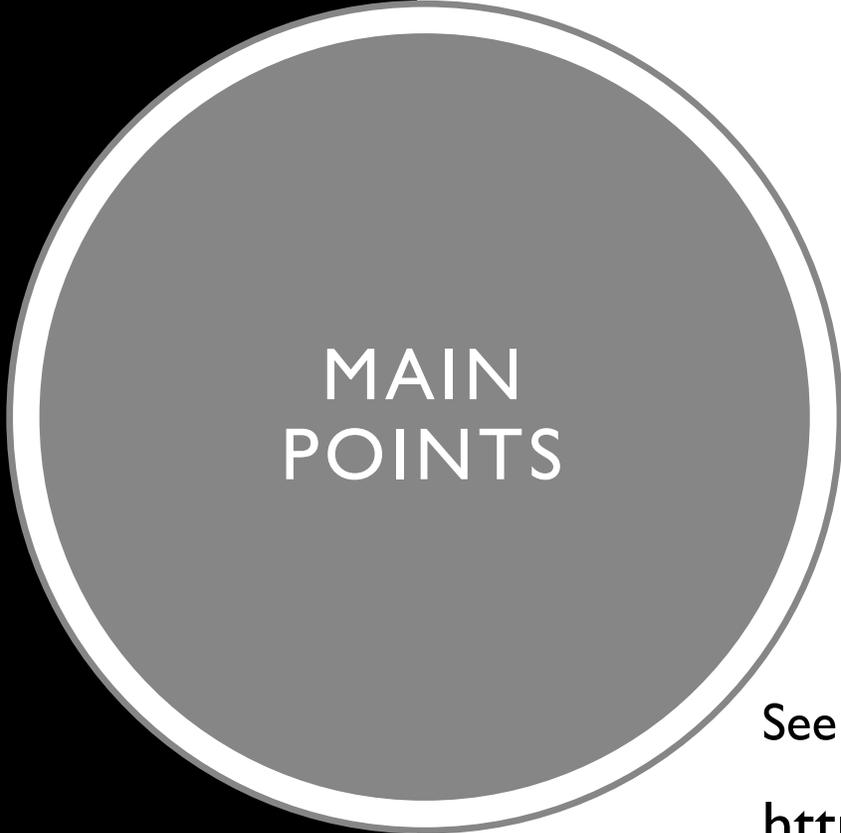
What kind of books should I have in my classroom or center?

How do I choose high-quality books?

What are the requirements of the grant, and how do I set up my First Book account?

How do I receive my IdahoSTARS credit for this training?

Questions



MAIN
POINTS

- Children who have access to a variety of books and are regularly read to early in life have significant advantages over those who are not read to.
- Children who have mastered six literacy skills have an easier time learning to read when formal instruction was given to them. These skills are the foundation for reading.

See more:

<http://everychildreadytoread.org/literature-review-2010/>

<http://ferstreaders.org/resources/fifty-top-literacy-statistics>



ACCESS TO PRINT

The availability of reading material in the home, whether owned or borrowed from the library, is directly associated with children's achievement in reading comprehension.

(National Center For Education Statistics, 2001)



META-ANALYSIS (RIF, 2010)

(from “Access to Print Materials Improves Children’s Reading: A Meta-Analysis of 108 Most Relevant Studies Shows Positive Impacts,” Learning Point Associates, 2010. Study commissioned by Reading is Fundamental.)

Providing children with print materials helps them read better. Kindergarten students showed the biggest increase in reading performance.

Providing children with reading materials allowed them to develop basic reading skills.

Giving children print materials leads them to read more frequently and for greater amounts of time.

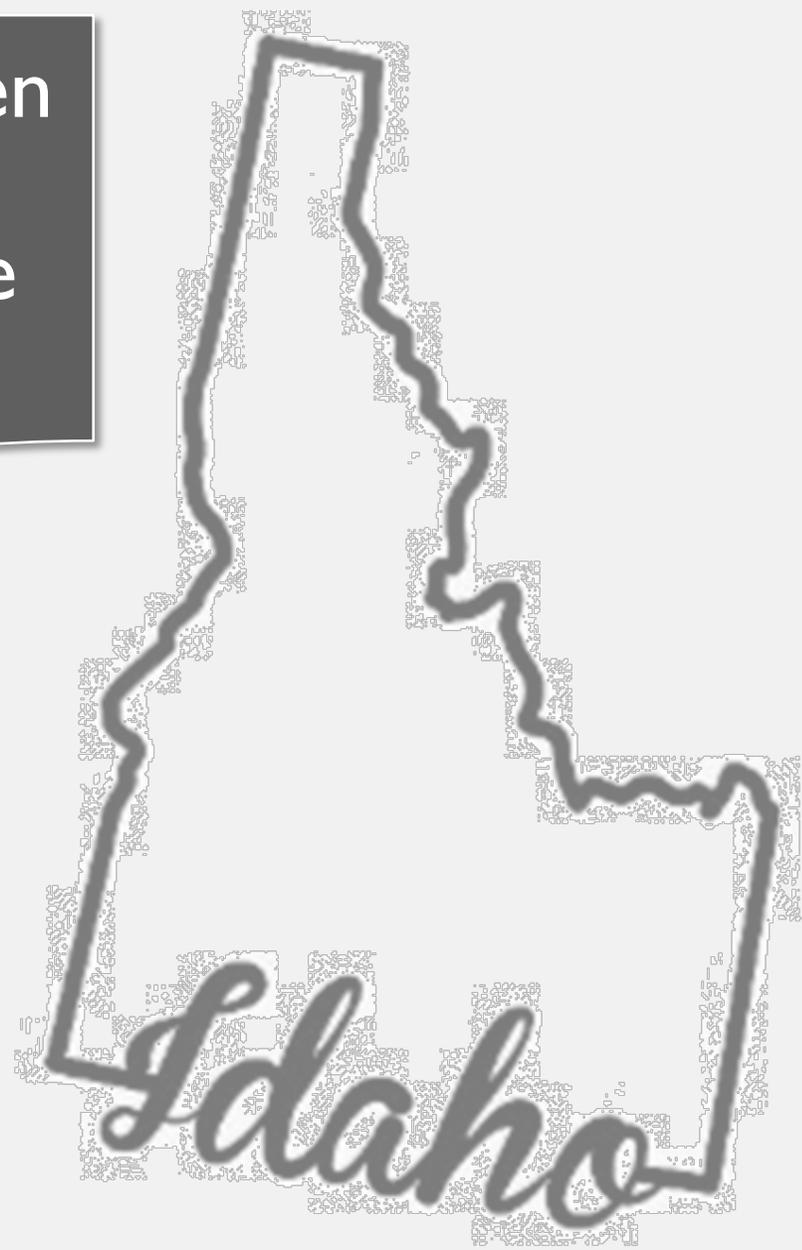
When children have greater access... they develop more positive attitudes toward reading and learning.

A young girl with dark hair and bangs is lying down, reading a book. She is wearing a light-colored shirt. The background is a soft-focus indoor setting with a patterned blanket and a framed picture on the wall. The entire image is overlaid with a semi-transparent grey filter.

61% of low-income children (nationally) have no books in the home.
(First Book)



18% of Idaho children live in poverty. For Hispanic children the rate is 27%.



In 2018-2019, 45% of Idaho public school children were eligible for free and reduced school lunch.



MAIN
POINTS

- Children who have access to a variety of books and are regularly read to early in life have significant advantages over those who are not read to.
- Children who have mastered six literacy skills have an easier time learning to read when formal instruction was given to them. These skills are the foundation for reading.



What
children
know
about
reading and
writing
before they
learn to
read and
write.

EARLY LITERACY



SIX EARLY LITERACY SKILLS

 **Vocabulary**

 **Phonological Awareness**

 **Letter Knowledge**

 **Narrative Skills**

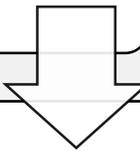
 **Print Awareness**

 **Print Motivation**



Meg is hipple when she
roffs with her mom.

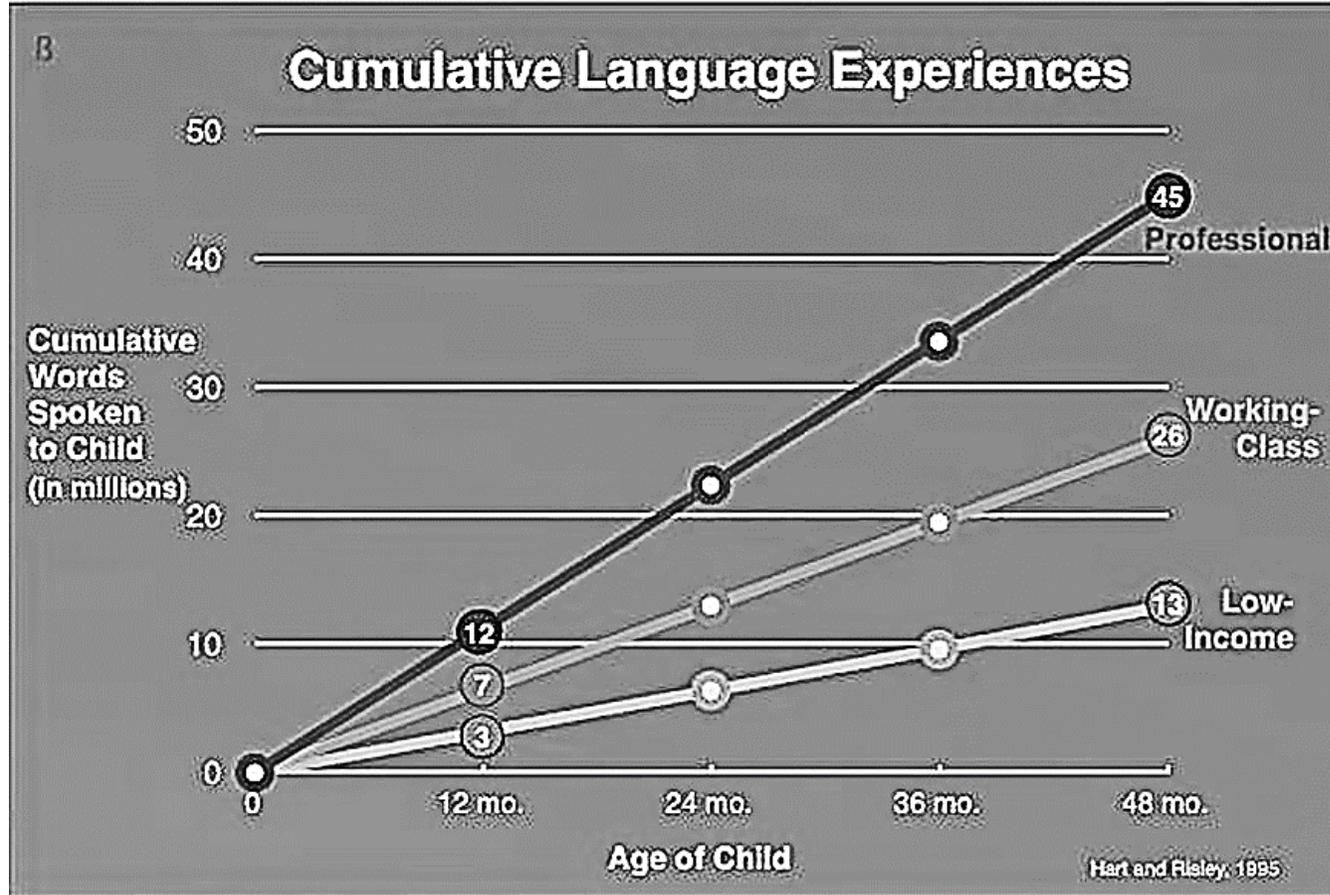
Reading is more than decoding words. Good readers understand the meaning of what they read.



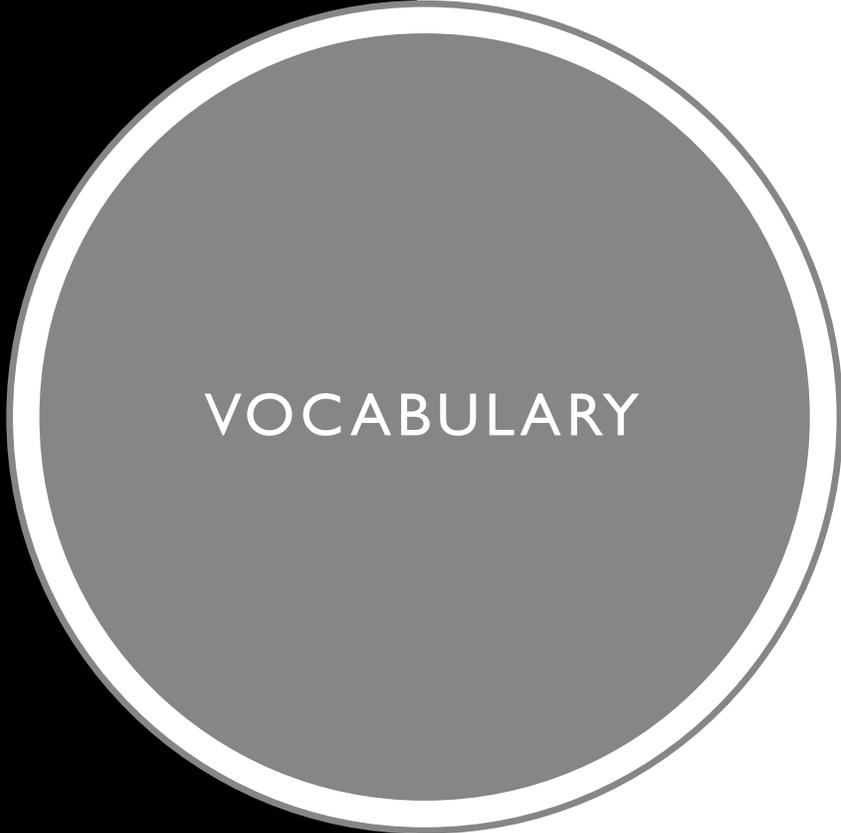
Reading is understanding the meaning.



30
MILLION
WORD
GAP



1995 Hart & Risley Study



VOCABULARY

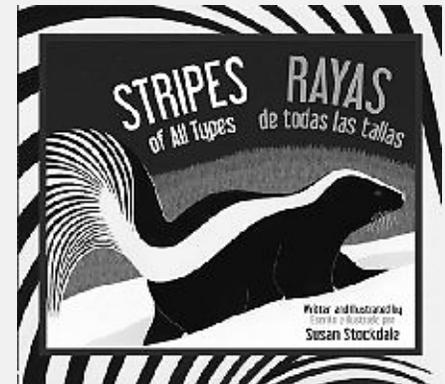
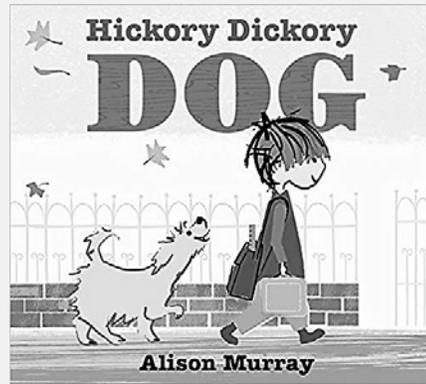
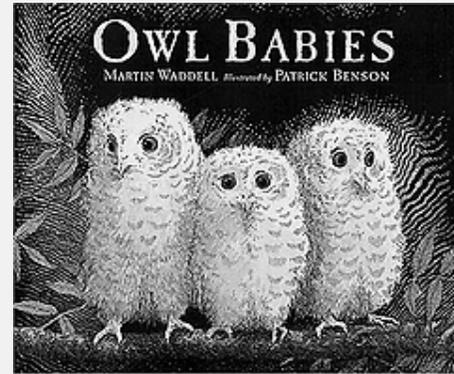
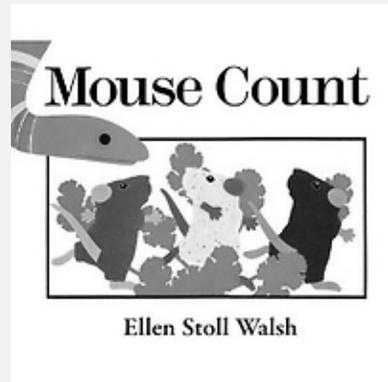
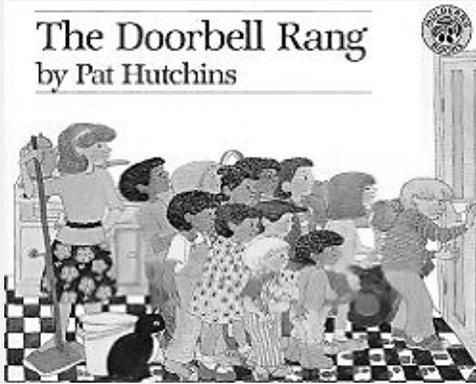
Books contain many words that children are unlikely to encounter frequently in spoken language. Children's books actually contain 50% more rare words than primetime TV or even college students' conversations.

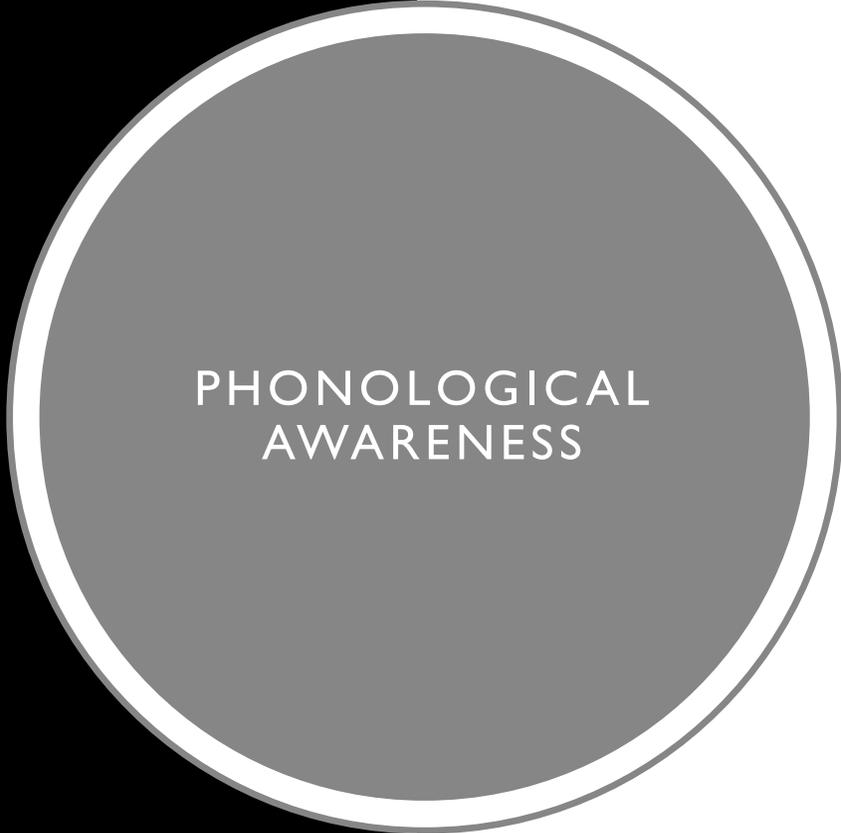
(“The Read-Aloud Handbook” by Jim Trelease)

VOCABULARY

- Books with lots of “rare” or interesting words
- Concept books (opposites, colors, numbers, counting, shapes, etc.)
- Books with lots of descriptive words
- Non-fiction books
- Books that talk about a word’s other meanings (homonyms, homophones, synonyms, etc.)
- Poetry books
- Any book!

Knowing a word and what the word means





PHONOLOGICAL
AWARENESS

Children who know
nursery rhymes by
age three are better
readers later.

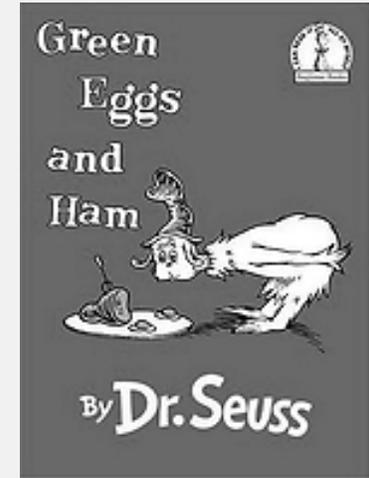
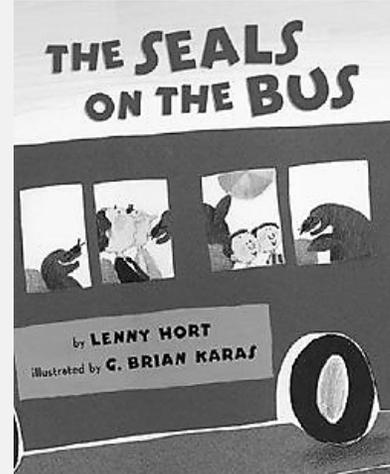
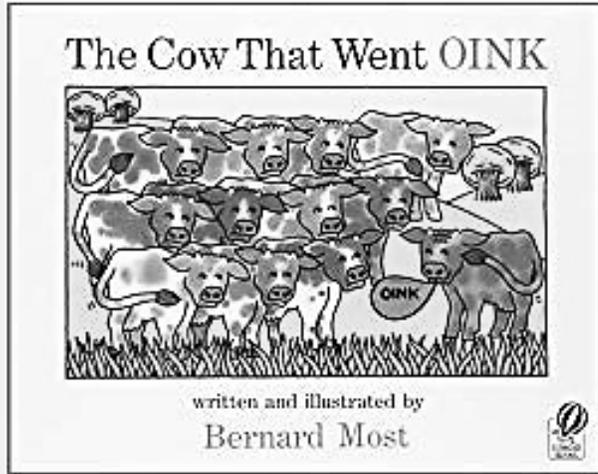
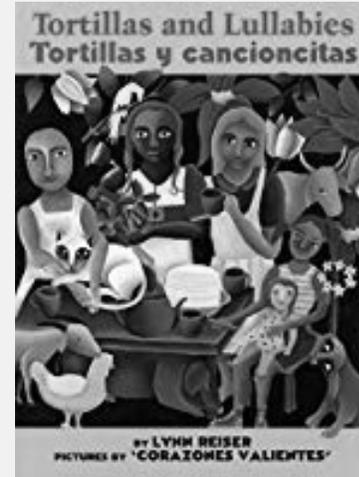
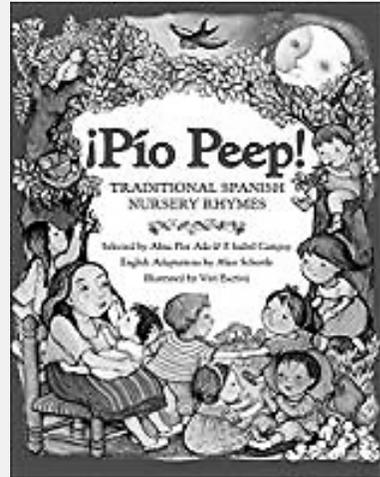
(Bryant study)

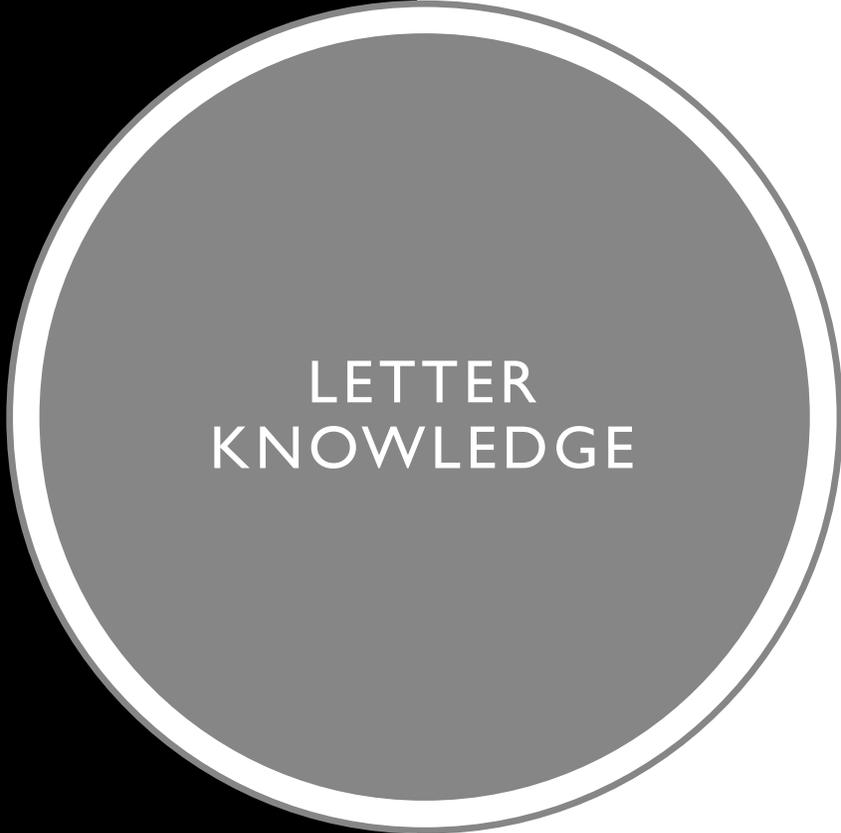


PHONOLOGICAL AWARENESS

- Books with animal sounds
- Books that rhyme
- Books that allow children to hear syllables in words
- Children's songs and nursery rhyme books
- Books with a rhythm or beat
- Books with sounds, such as “buzz,” “zoom,” or “pop!”

Being able to hear and play with the smaller sounds in words.





LETTER
KNOWLEDGE

Idaho reading indicator scores for the 2017-2018 school year show that almost 63% of low-income children entering kindergarten could not recognize at least 11 letters.

And 74% of Hispanic kindergarteners could not recognize at least 11 letters.

Idaho State Department of Education

LETTER KNOWLEDGE

Letter recognition is the single best predictor of first-year reading achievement. (Adams, 1990; Honig, 1996; Riley, 1996)

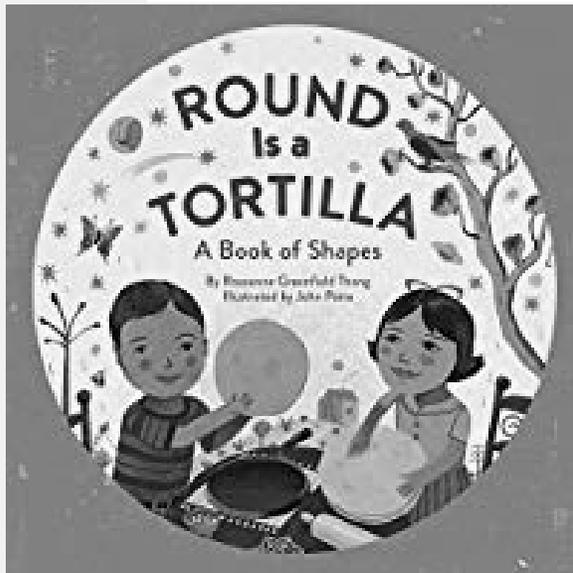
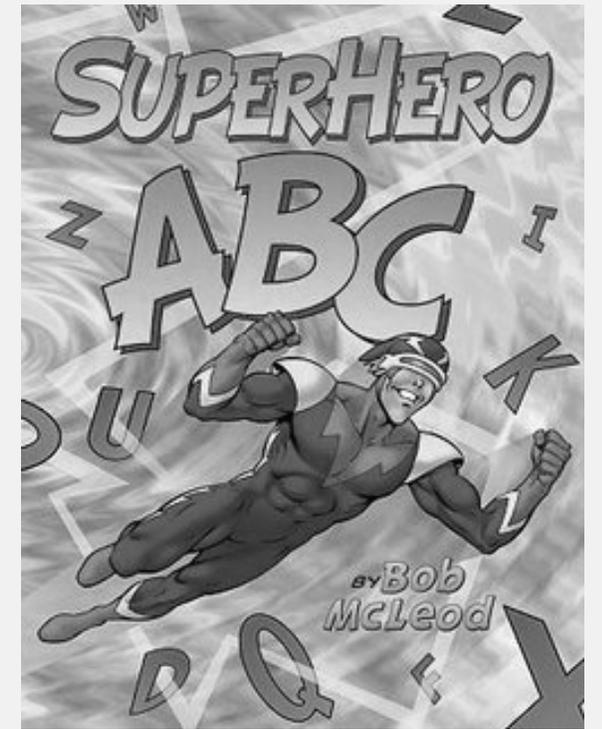
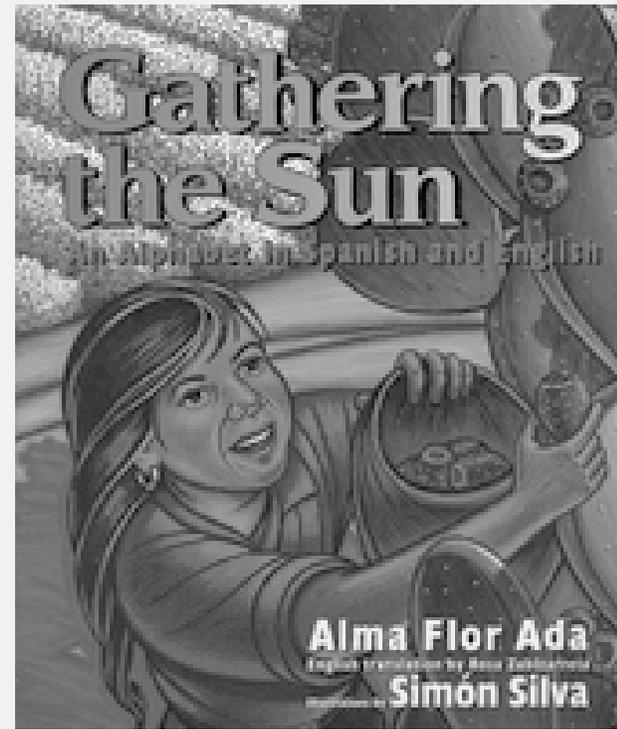
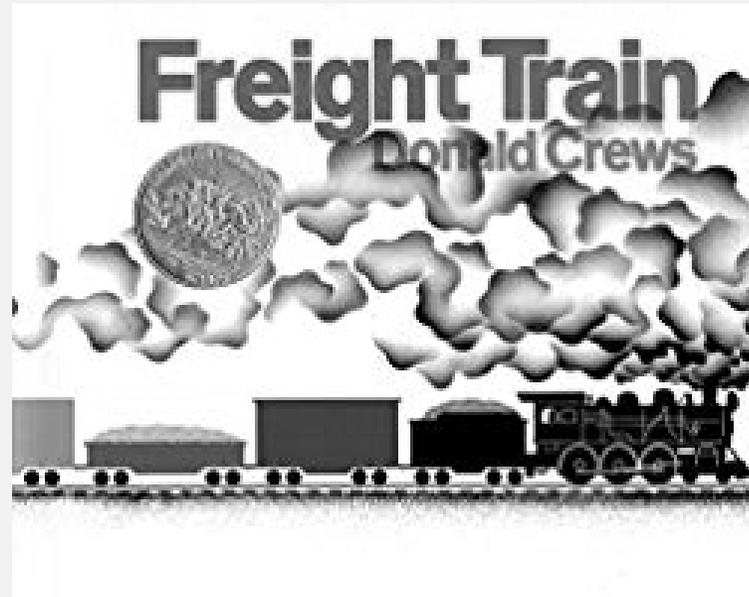
Letter knowledge is not simply being able to sing the “alphabet song”

Visual discrimination through the use of shapes



LETTER KNOWLEDGE

- Shape books
- Alphabet books
- Books that help with visual discrimination (alike and different, big and little, matching, etc.)
- Books with environmental print in the illustrations
- Any book!

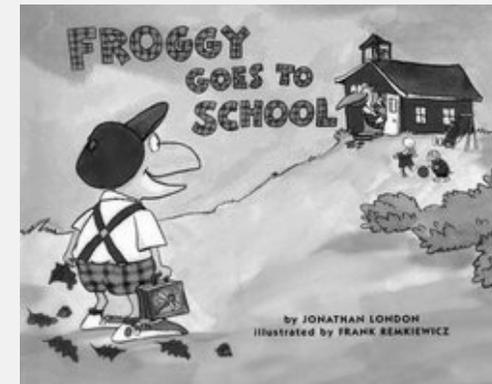
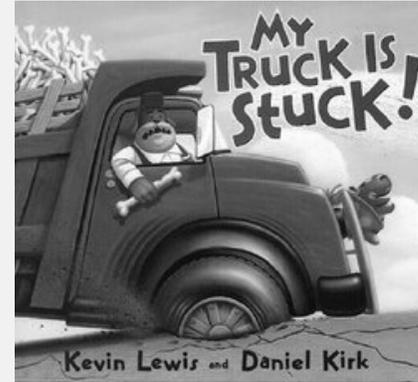
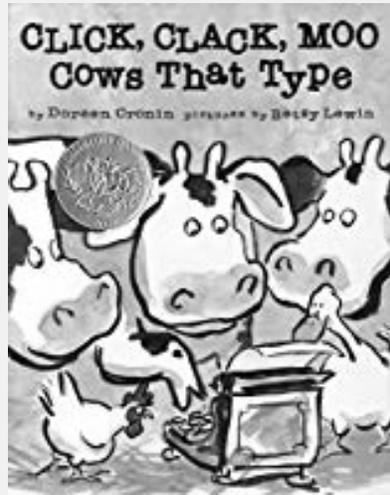




PRINT AWARENESS

- Books with speech or thought bubbles
- Books with environmental print in pictures (signs, lists, labels, menus, charts, instructions)
- Books in which characters are using print in different ways (writing letters, making grocery lists or other lists, using in their jobs, etc.)
- Books with large punctuation marks, or print that changes the emphasis on how a word is spoken
- Recipe books
- Any book! (Point out titles, authors)

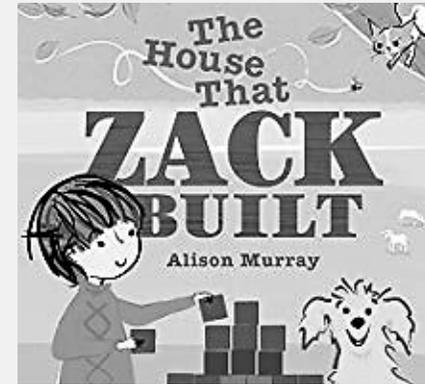
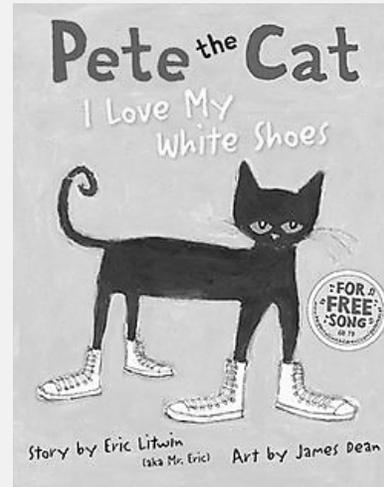
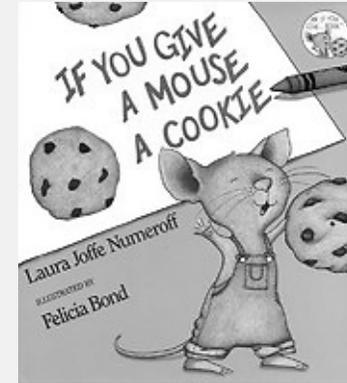
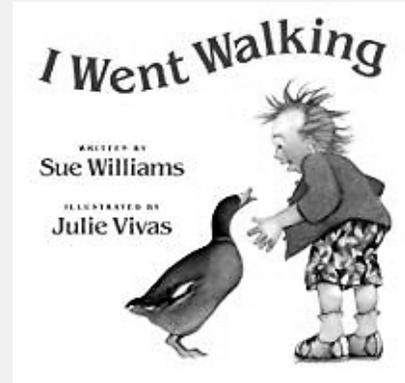
Understanding that print has meaning



NARRATIVE SKILLS

- Simple stories to re-tell with puppets, flannel boards, drawings, etc.
- Stories in which the events happen in a specific order
- Cumulative stories that build on themselves
- Books with repeated phrases
- Books with detailed illustrations to talk about
- Dialogic reading: (Grover J. Whitehurst) https://youtu.be/T_IIMZq8nJU

Being able to describe things and tell what happened

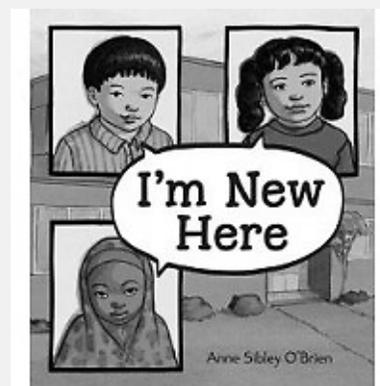
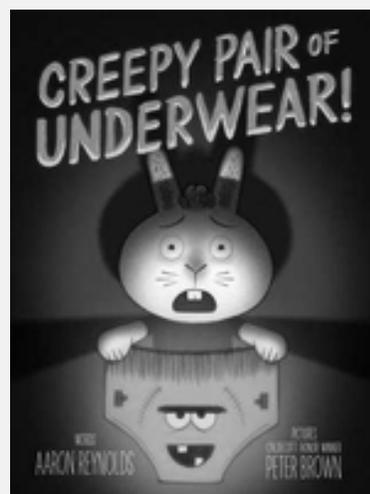
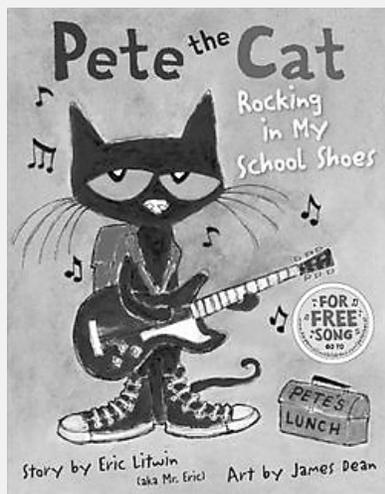
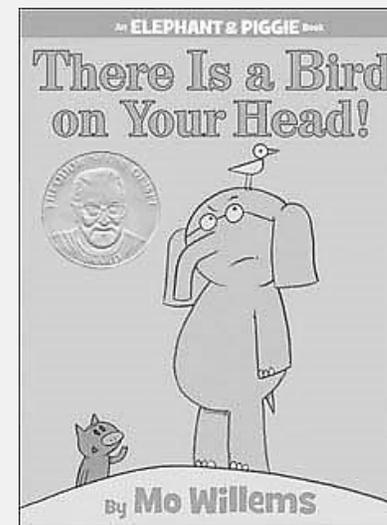




PRINT MOTIVATION

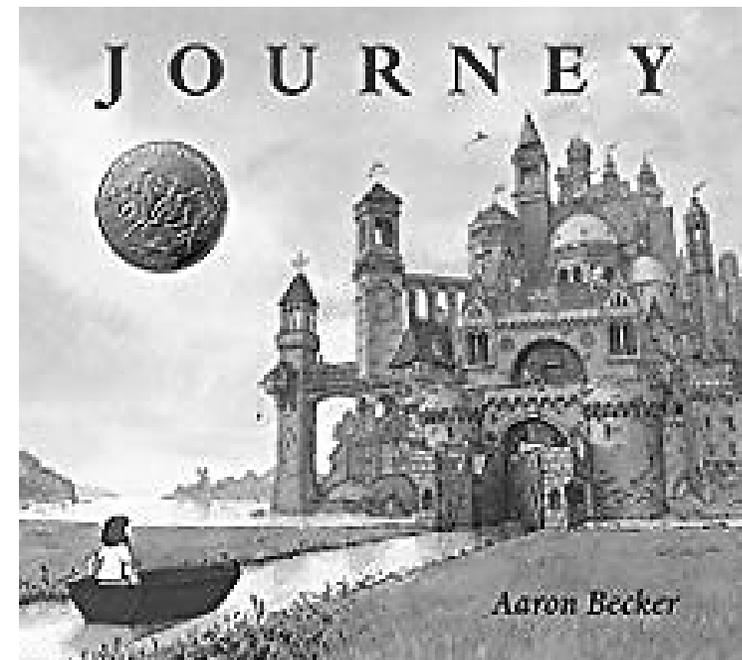
- Books in which children can participate
- Books children can “read” to each other
- Books that make children laugh or elicit strong emotion
- Stories about childhood, that children can relate to
- Stories in which children can see themselves (diverse, multicultural)
- **Store books for easy access!*

The enjoyment of reading and books



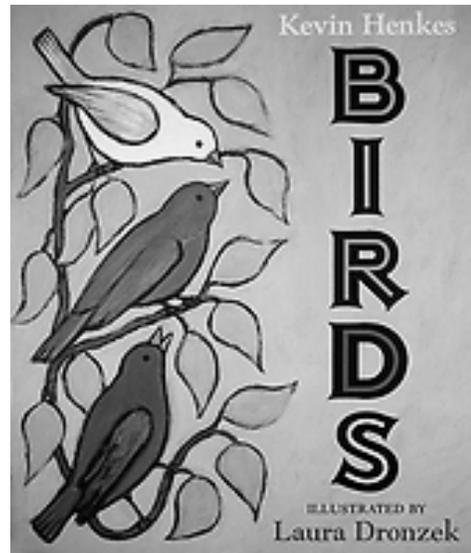
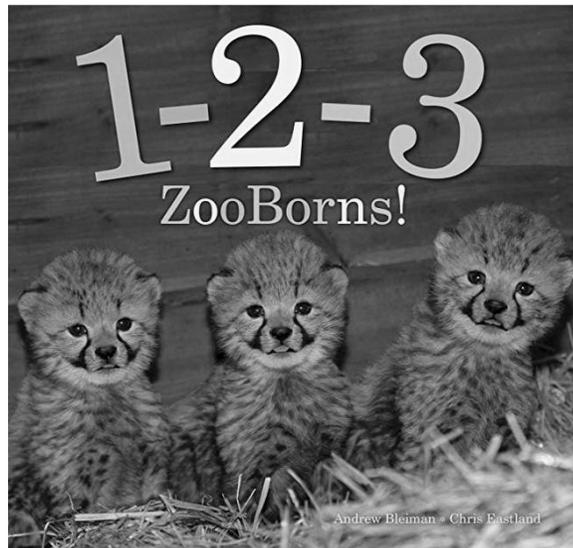
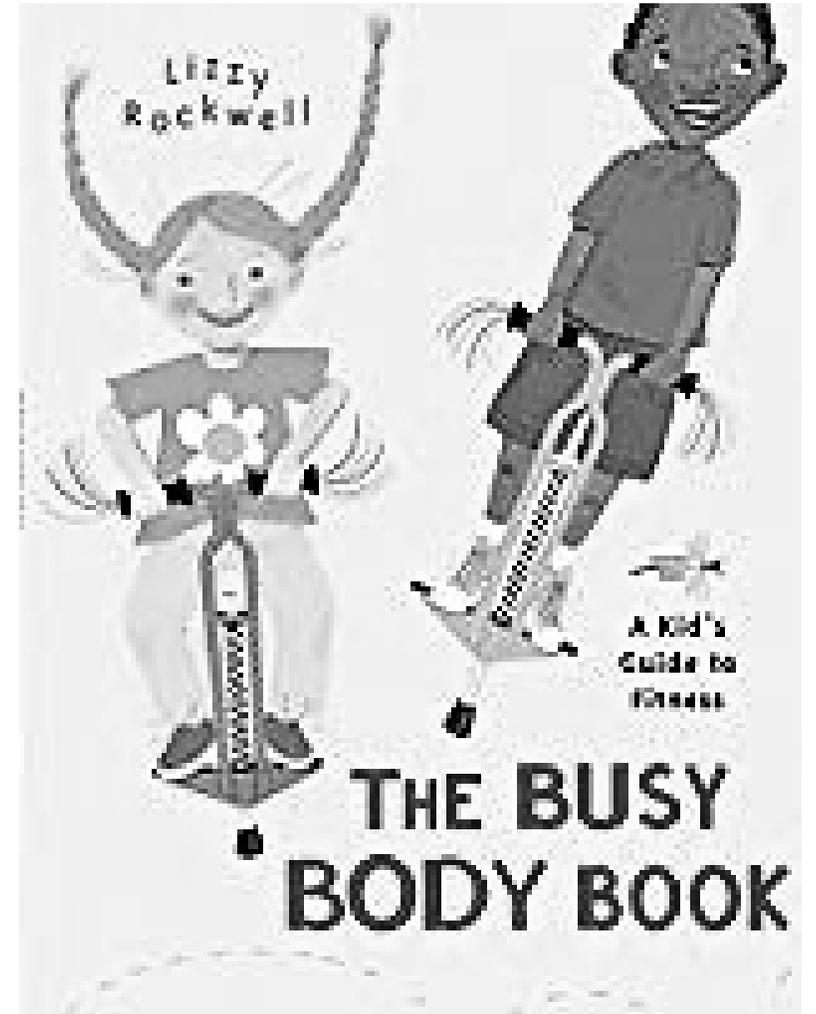
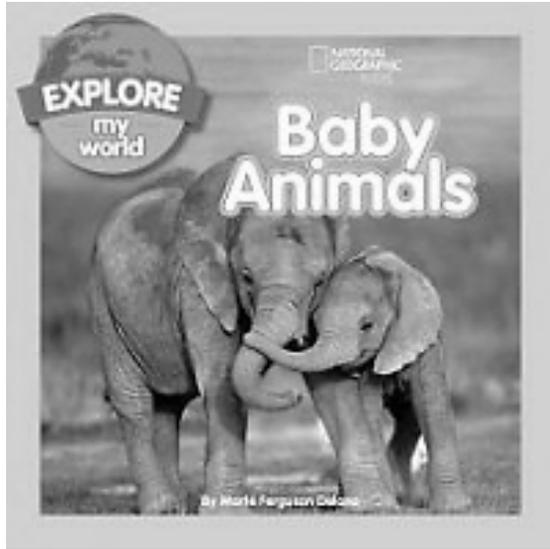
WORDLESS BOOKS

- Narrative Skills
- Vocabulary
- Dialogic Reading
- English as a second language
- Shared reading



NONFICTION FOR PRESCHOOL

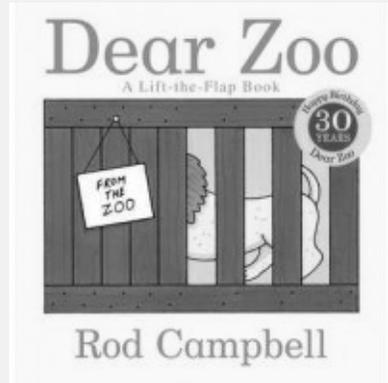
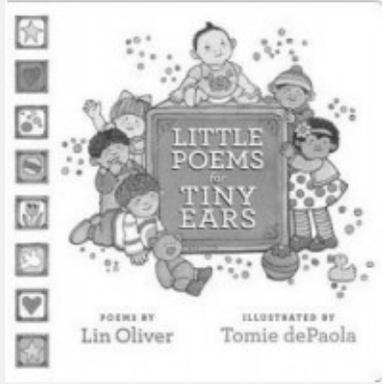
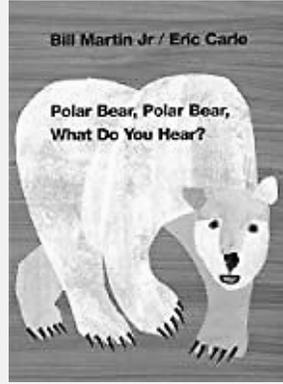
- Photographs or detailed illustrations
- Amount of text aligns to attention span
- Text boxes, bubbles, call-outs
- Simple layouts
- Concepts appropriate for “expanding environment” approach
- Student interest



BOARD BOOKS

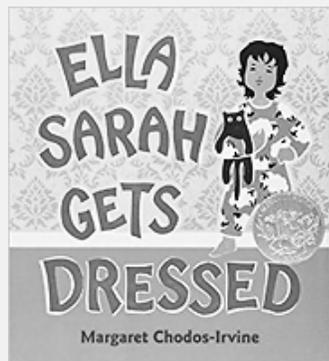
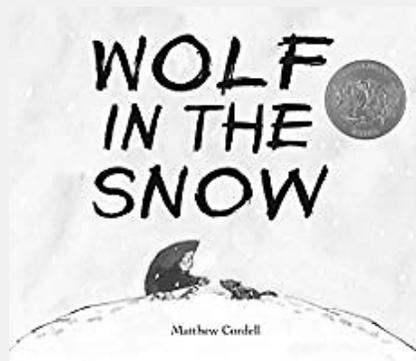
- For babies, toddlers
- Not all board books are developmentally appropriate
- Board book versions of stories that were originally in hardcover/paperback are condensed versions
- Choose books with photographs, or simple, clear illustrations or designs
- Limited text on each page– talk about pictures rather than “read”
- Preschoolers with developmental disabilities (hard to hold or turn pages)– choose content that matches interest level
- Clean with a little soap and water, wipe dry
- Store for accessibility (basket, low shelf)

Babies explore their world by putting things into their mouths... board books are made for little hands and mouths!



AWARD WINNERS AND LISTS

- American Library Association Youth Media Awards (Caldecott, Geisel, Coretta Scott King, etc.)
- Association for Library Service to Children “Best” Lists
- Reviews: School Library Journal, Booklist, Publisher’s Weekly, Kirkus, Horn
- Other awards and lists... See handout



Caldecott

Geisel

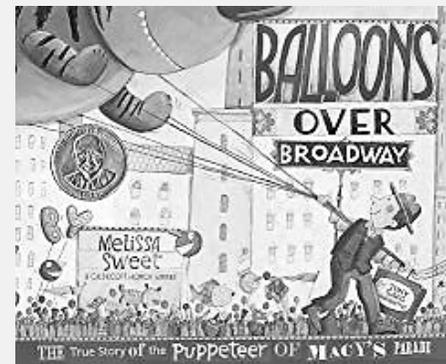
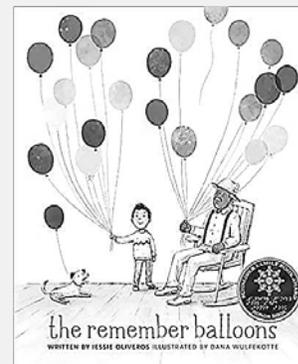
Coretta Scott King



Pura Belpré

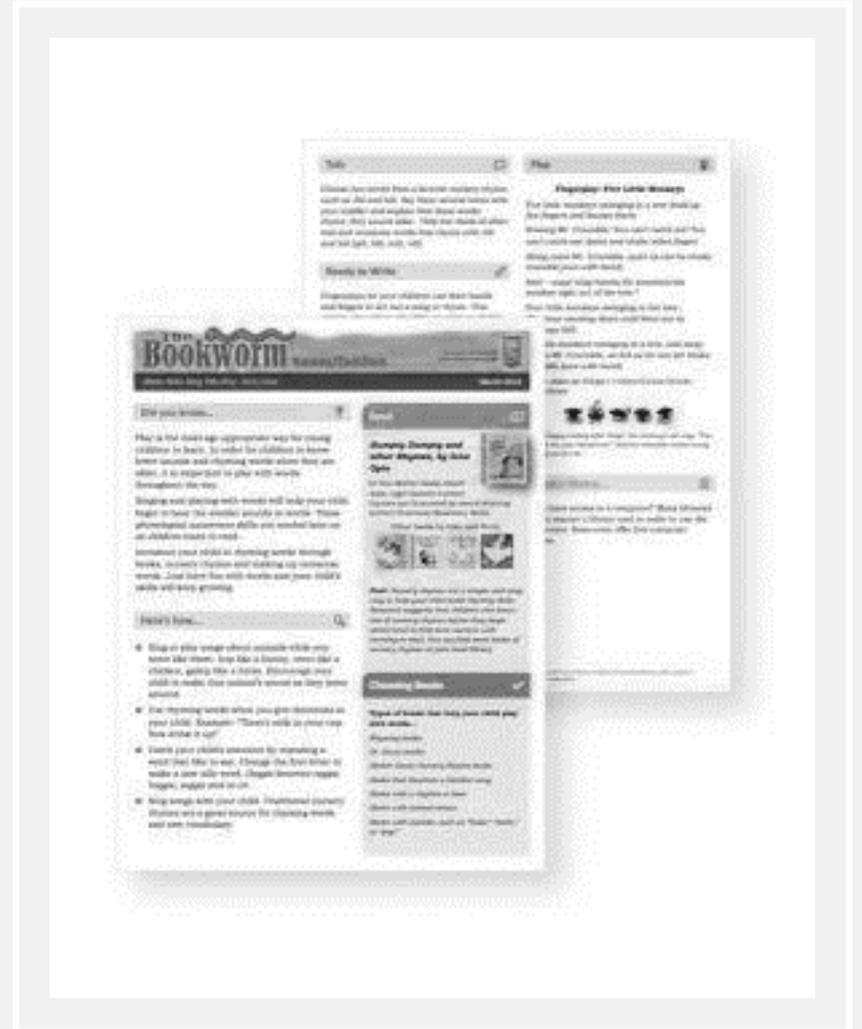
Schneider

Sibert



THE BOOKWORM

- Subscribe or access online
- English and Spanish
- Early literacy tips, activities, songs and rhymes, book suggestions



<https://libraries.idaho.gov/publications/bookworm/>

**RESOURCES
PROVIDED WITH
THIS WEBINAR**

Go to:

Booklists

**Online sources for
awards, lists, reviews**

Parent handouts

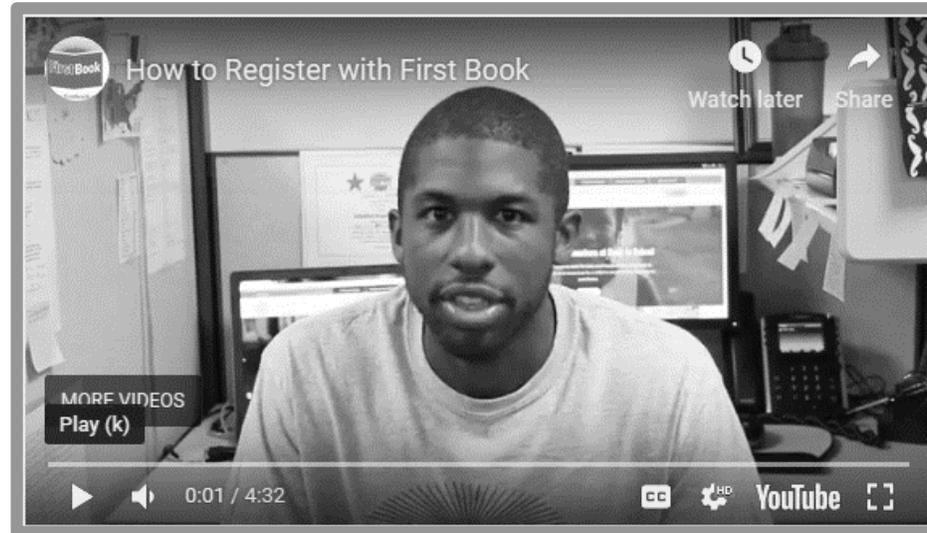
Copy of this presentation

SUMMARY

The development of early literacy skills in a child's life can better prepare that child for success in reading when he or she enters school.

Children who do not have early literacy experiences before they start going to school start behind and tend to stay behind.

Children who have access to a variety of books and are regularly read to early in life have significant advantages over those who are not read to.



SETTING UP A FIRST BOOK ACCOUNT

See video at

<https://www.fbmarketplace.org/register/>

How do I know if I am eligible to sign up with First Book?

If a person works at or represents the following organizations/programs, they are eligible to sign up with First Book:

- Head Start
- Title I or Title I eligible School
- USDA Food and Nutrition Program
- Federally Qualified Health Center
- Title VII recipient
- Military family support program
- Library with an E-rate of 90
- A program primarily serving children with disabilities
- A program where at least 70% of children come from low-income families.

If you have any questions about which boxes to check, contact:

Hailey Michalk at IAEYC:

hmichalk@idahoaeyc.org

BASIC INFORMATION

Prefix

First Name *

Middle Name/Initial

Last Name *

Suffix

Email Address *

Confirm Email Address *

Organization Name *

Locality *

I work at/represent a: *

- ✓ Please select
- For Profit
- Non Profit
- Private School
- Public School

Percent Low Income Children Served *

Estimate Justification *

Organization Address

Line 1 *

Line 2

City *

State *

Zip *

Primary Phone Number *

Phone Type *

Secondary Phone Number

Phone Type

Please select

- Census Poverty/Low-income data
- Community eligibility provision (CEP)
- DHS guidelines
- E-Rate
- Federally Qualified Health Centers
- ✓ Free and Reduced Lunch Data
- Head Start eligibility requirements
- HUD guidelines
- Medicare/Medicaid Guidelines
- SES Provider
- Survey data from parents and administration
- Title I School Eligibility
- USDA Summer Food Service Program (SFSP) Meals Site
- WIC eligibility requirements

FIRST BOOK MARKETPLACE TIPS

- Free shipping over \$25
- Product quantity: check to see if title is single or comes in cartons (sometimes both are options)
- Sort and filter
 - Under “books” you can choose topic such as Award Winners, nonfiction, etc.
 - Can filter by age range, price, product quantity
- Sort By and Show
 - You can sort by title name or price, not just “position” which is default
 - You can display more than 12 titles per page (24, 48, 96, or all)
- Use ISBN under Additional Information to search Amazon or Novelist K-8 for reviews or to see inside book
- Check cart before purchasing – sometimes your choices are gone by the time you are ready to check out
- Use shipping address that can receive boxes (as opposed to PO Box)

GRANT TIMELINE AND DETAILS

**May 30, 2019:
Webinar**

**Sign up for First
Book account**

Email your First Book
account information to
Hailey Michalk at
hmichalk@idahoaeyc.org.

Include:
First Name, Last Name
Email address (the one
you use to register with
First Book)

June 1 – August 1, 2019:
Spend \$200 in book
credits (can do all at
once or through several
smaller orders)

**One book credit
= one dollar**

You can go over your
\$200 allotment, but will
need to pay the
difference with a
credit card

Any unspent credits
after August 1, 2019
revert back to Idaho
AEYC

IdahoSTARS CREDITS

By attending this webinar you are eligible to receive one free IdahoSTARS credit.

To receive the credit, send your **name, city/town, and name of center** to Hailey Michalk at **hmichalk@idahoaeyc.org**. The code to put in the subject line is given in the verbal instructions during the archived webinar. *You must listen to the webinar in order to get the code.*

IAEYC staff will enter your attendance in the system, and you will follow the normal procedures for STARS credits.

EARLY LEARNING E-GUIDELINES

Provide detailed guidelines and strategies for early childhood development

Are for parents, child caregivers, educators, etc.

Is an electronic resource, allowing for individualized searches

<https://tinyurl.com/Idaho-earlylearningguidelines>



- **Special cards for providers**
- **Programs for providers**
- **Special kits/materials to check out**
- **Music CDs**
- **eBooks**
- **Librarian expertise in choosing high-quality books**

**LIBRARIES PLAY A VITAL
ROLE IN ACCESS TO
BOOKS AND EARLY
LEARNING!**

**Be sure to visit your
local library!**

The most successful way to improve the reading achievement of low-income children is to increase their access to print.