

# 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**

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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](http://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

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

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

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

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How do I choose high-quality books?

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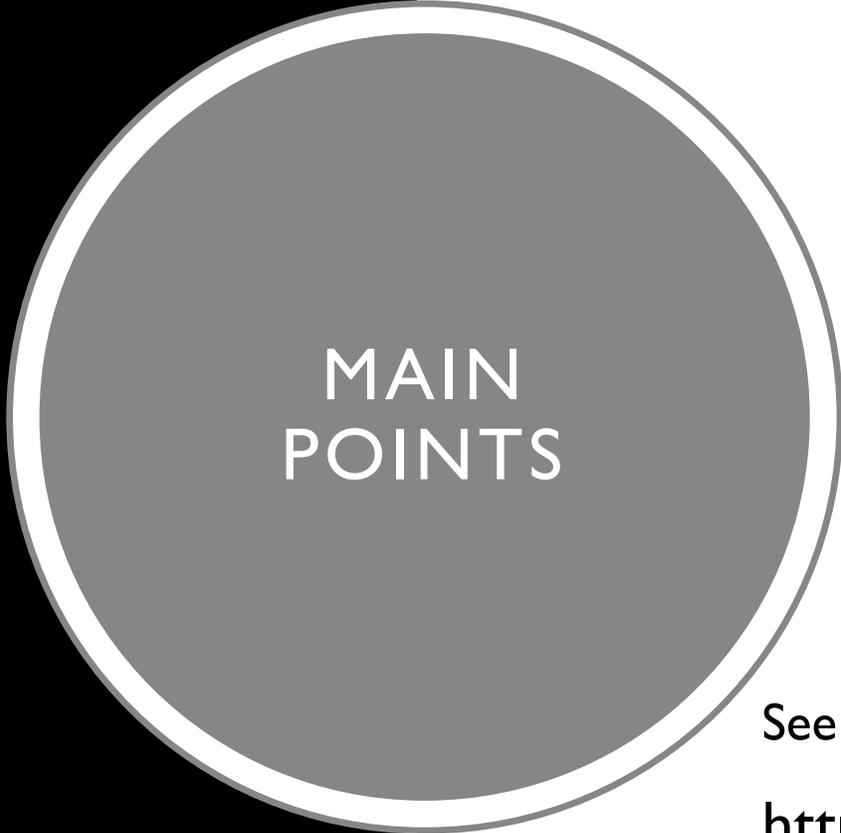
What are the requirements of the grant, and how do I set up my First Book account?

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How do I receive my IdahoSTARS credit for this training?

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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.)*

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

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

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

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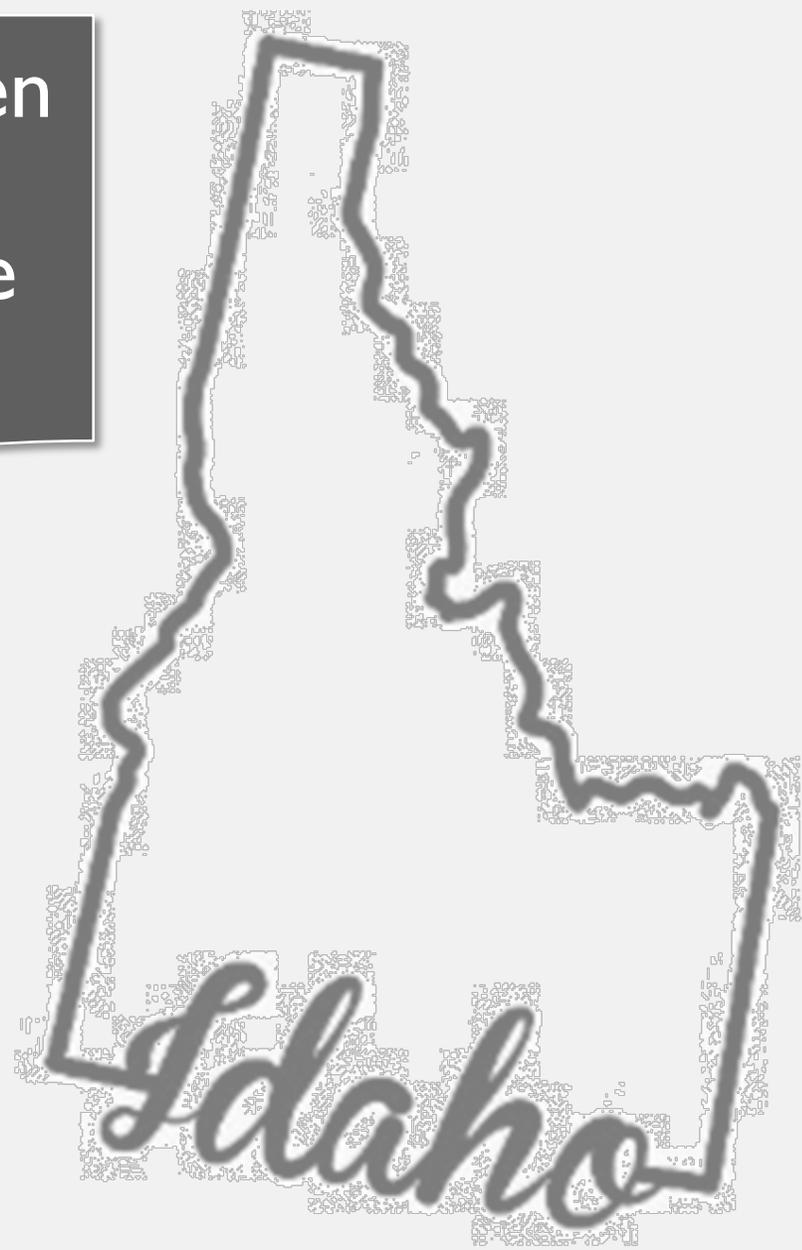
When children have greater access... they develop more positive attitudes toward reading and learning.

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**

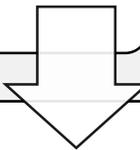
 **Print Awareness**

 **Print Motivation**



Meg is hipple when she  
roffs with her mom.

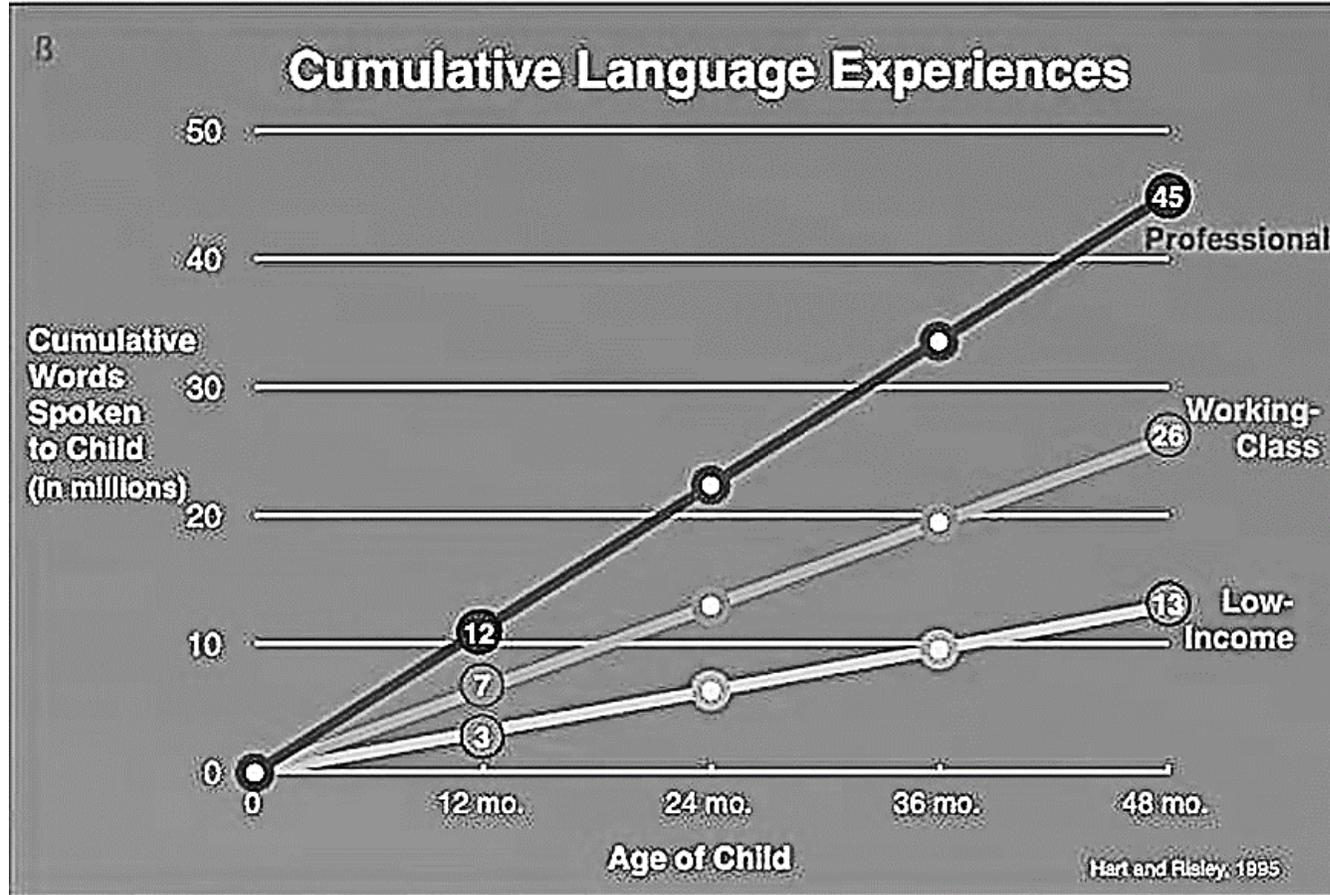
**Reading is more than decoding words. Good readers understand the meaning of what they read.**



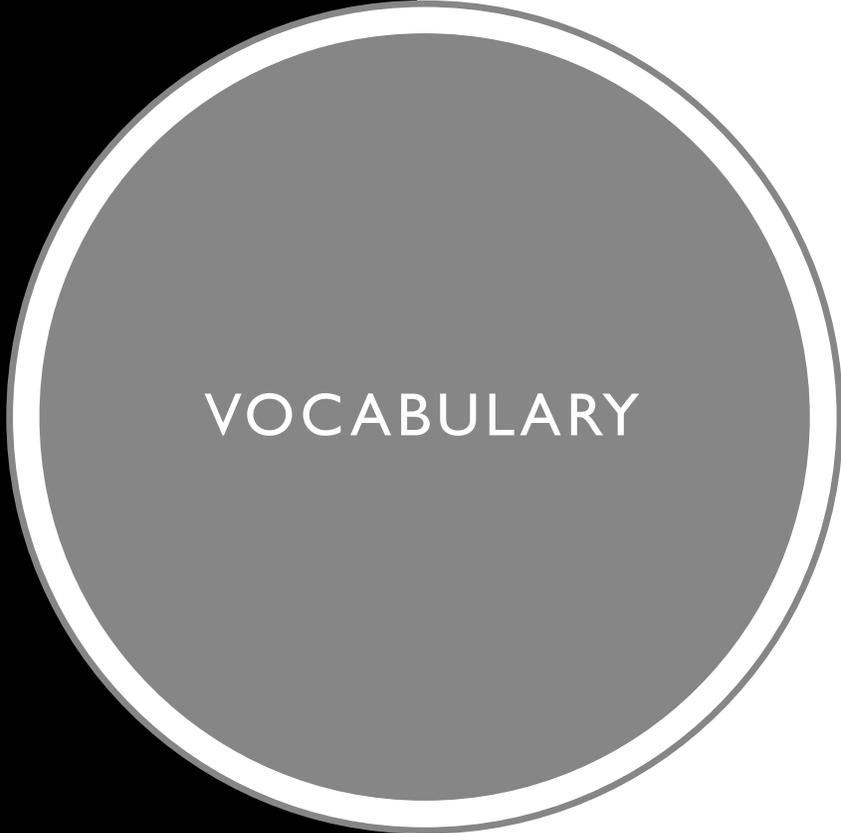
**Reading is understanding the meaning.**



30  
MILLION  
WORD  
GAP



1995 Hart & Risley Study



## VOCABULARY

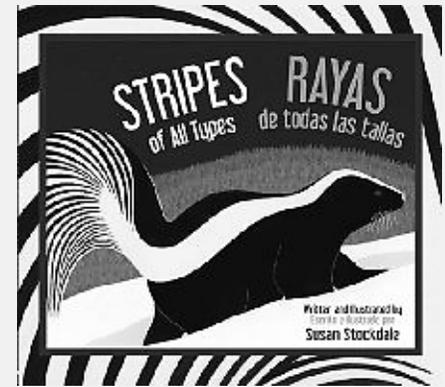
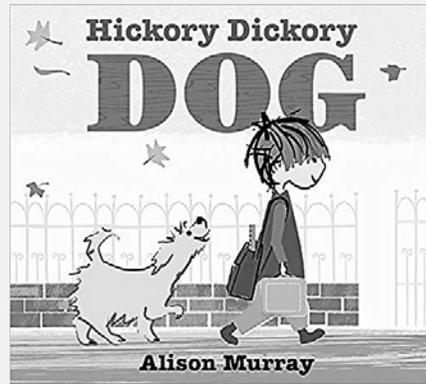
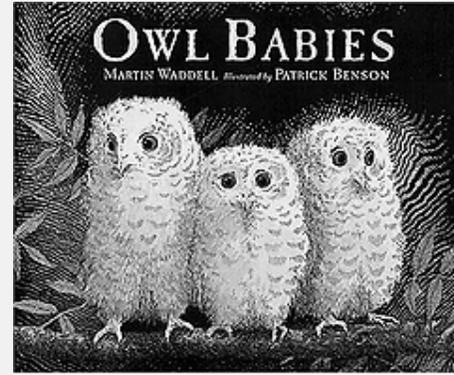
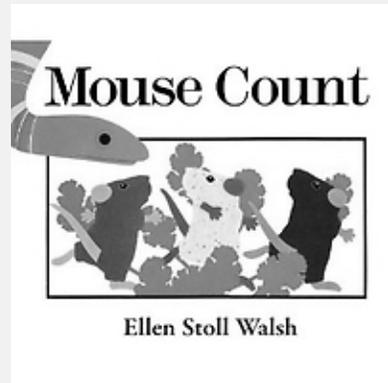
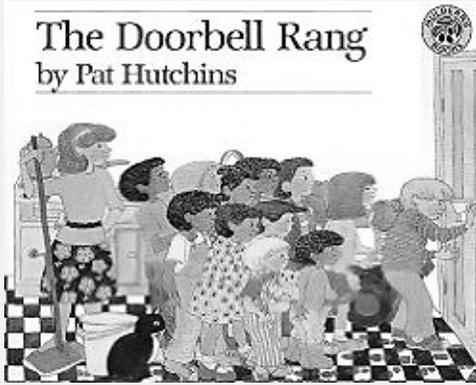
Books contain many words that children are unlikely to encounter frequently in spoken language. Children's books actually contain 50% more rare words than primetime TV or even college students' conversations.

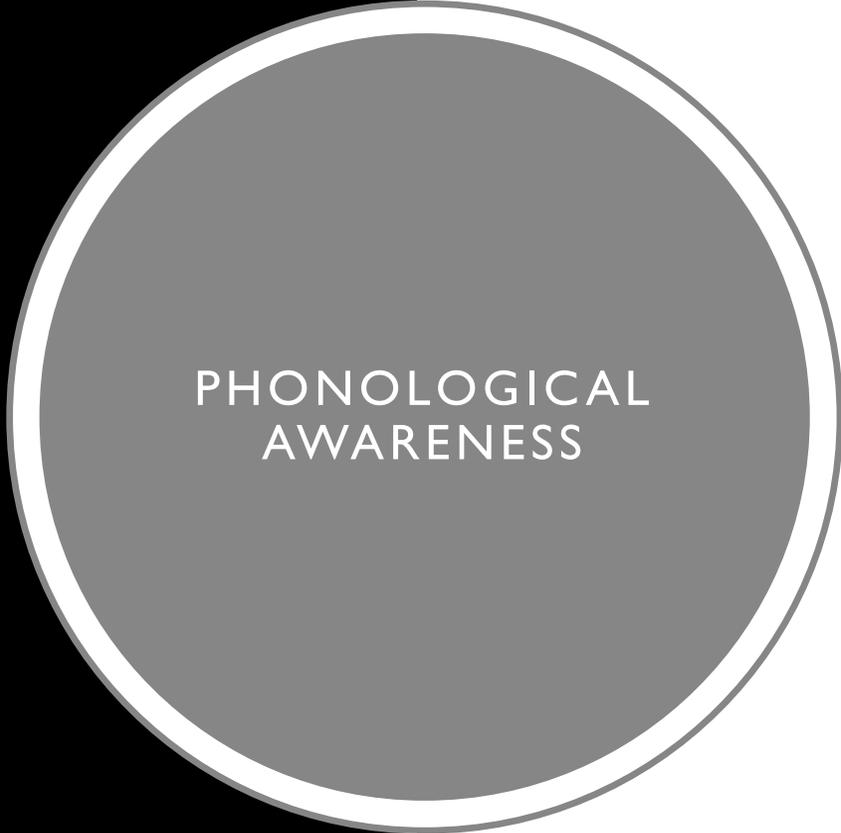
(“The Read-Aloud Handbook” by Jim Trelease)

# 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.

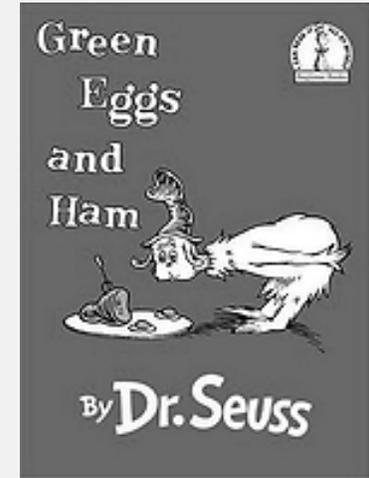
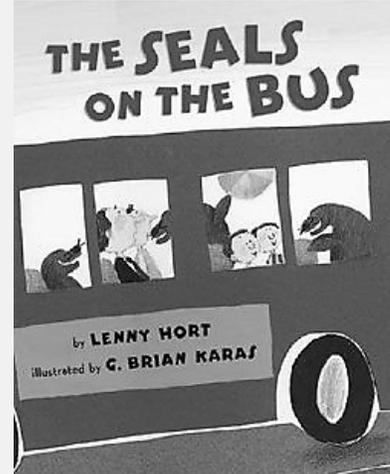
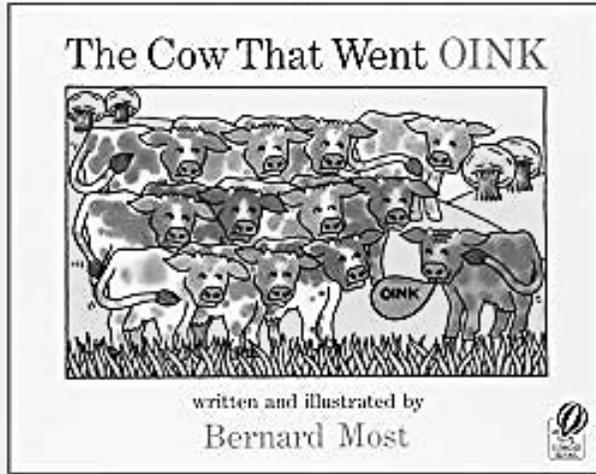
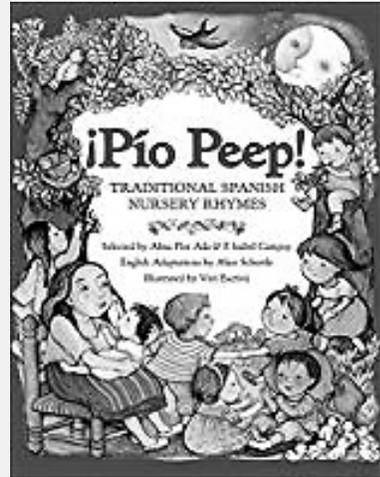
(Bryant study)

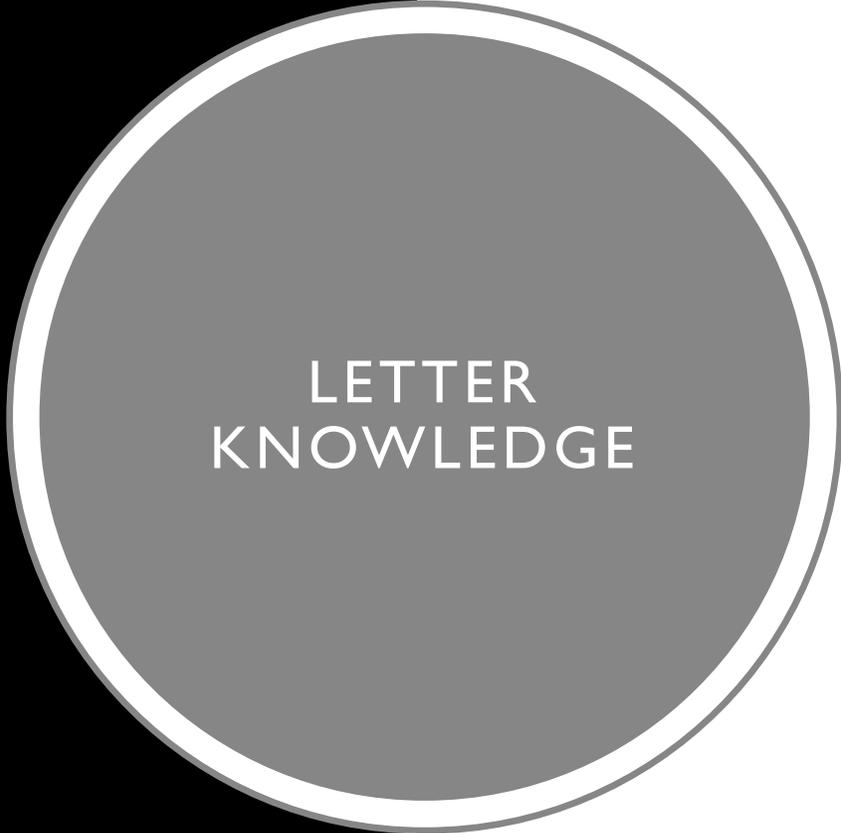


# PHONOLOGICAL AWARENESS

- 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)

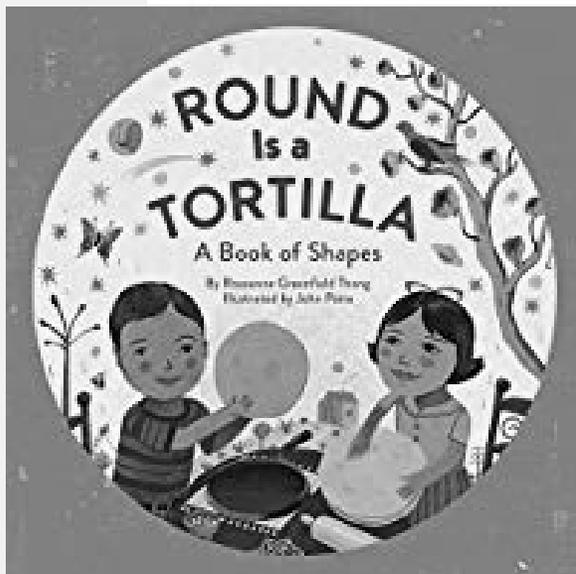
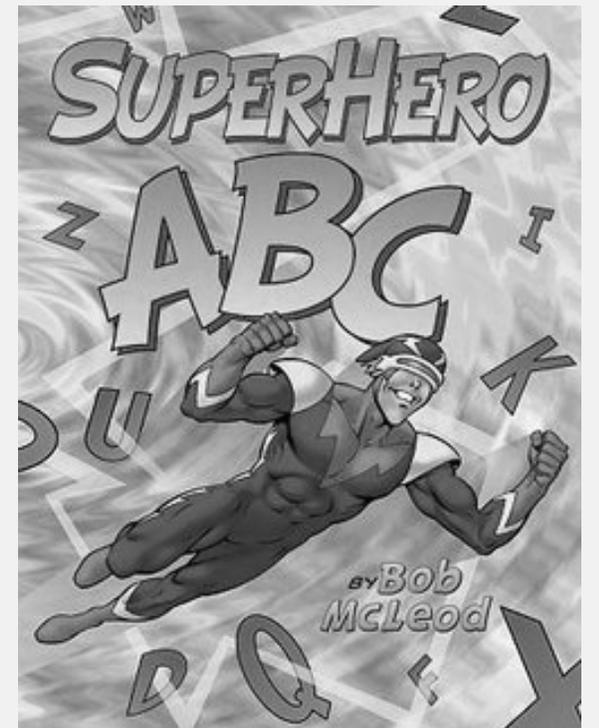
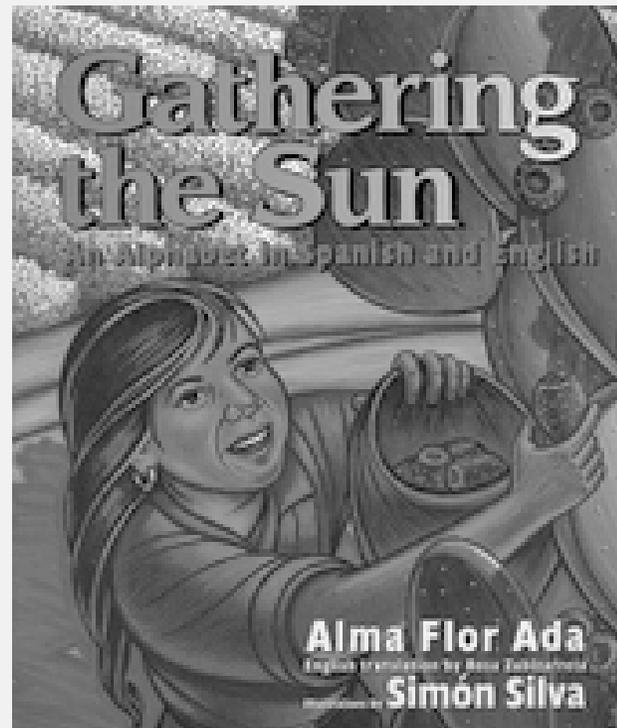
Letter knowledge is not simply being able to sing the “alphabet song”

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!

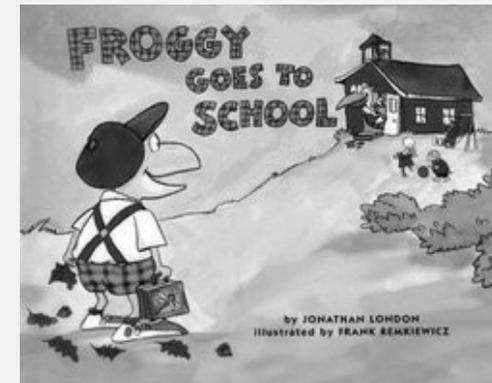
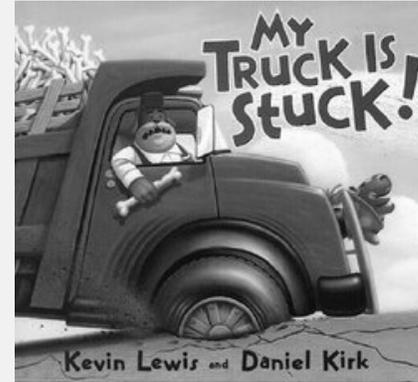
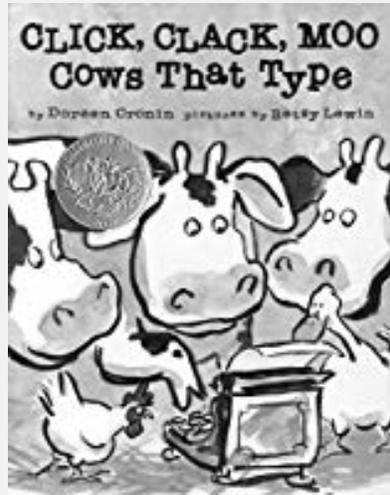




# PRINT AWARENESS

- 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***

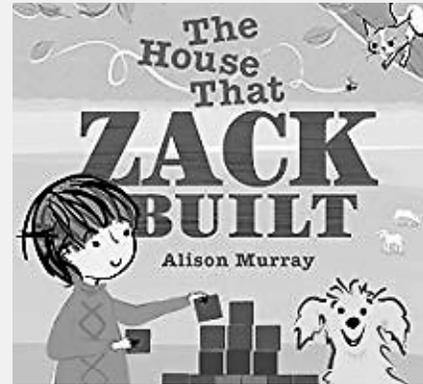
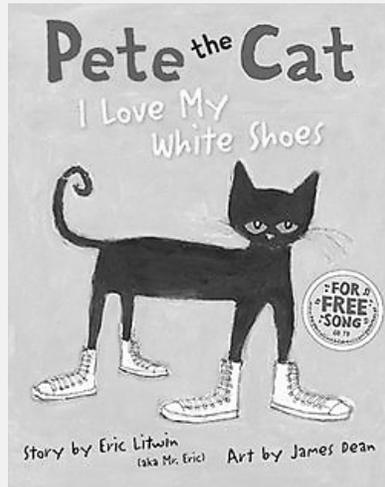
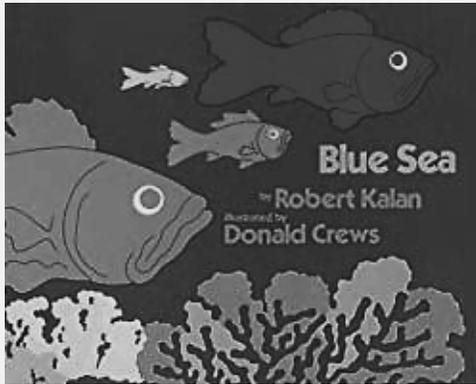
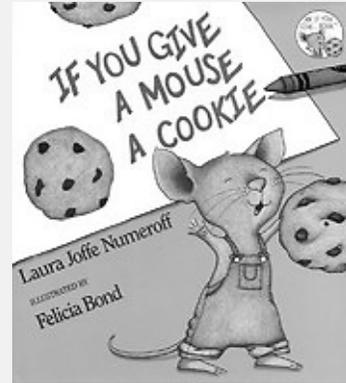
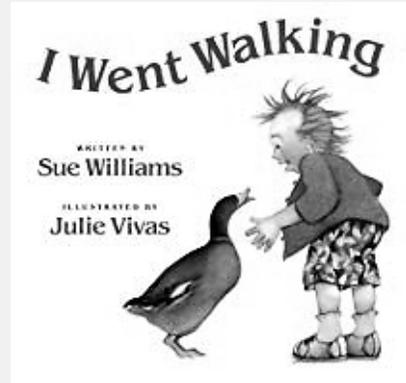




# NARRATIVE SKILLS

- 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](https://youtu.be/T_IIMZq8nJU)

***Being able to describe things and tell what happened***

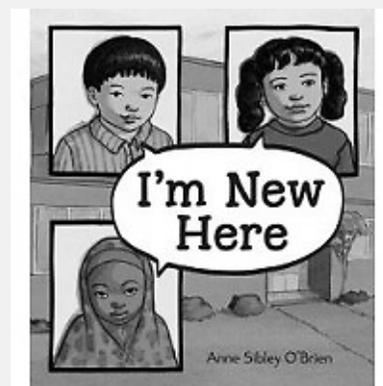
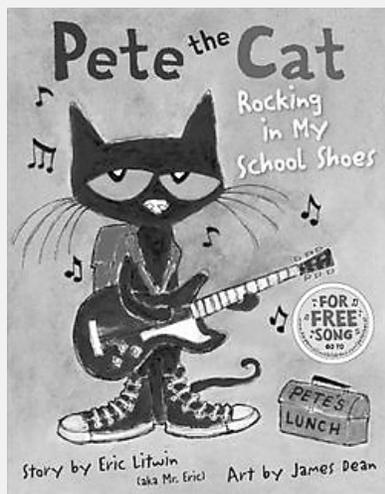




## PRINT MOTIVATION

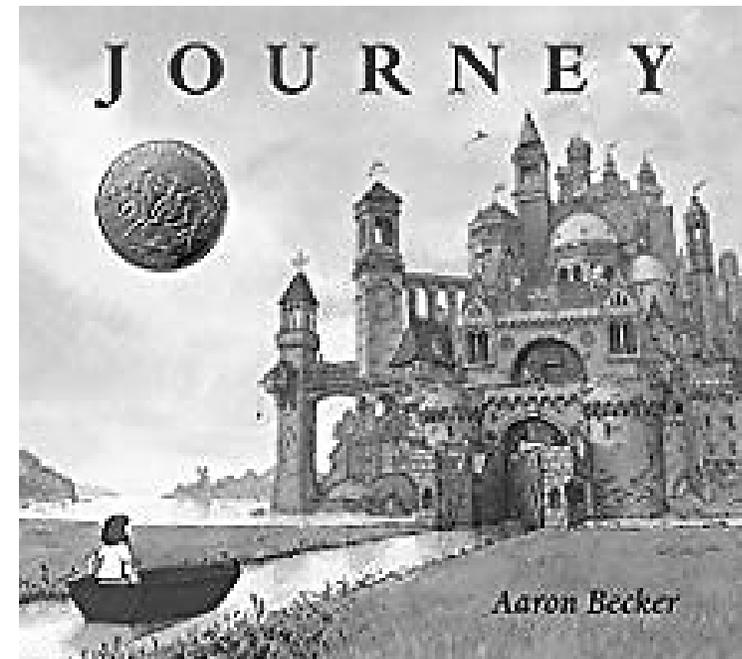
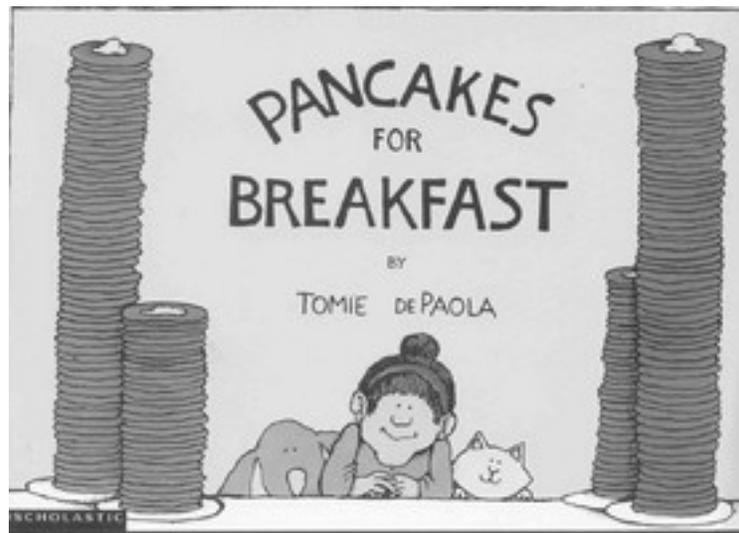
- Books in which children can participate
- Books children can “read” to each other
- Books that make children laugh or elicit strong emotion
- Stories about childhood, that children can relate to
- Stories in which children can see themselves (diverse, multicultural)
- *\*Store books for easy access!*

***The enjoyment of reading and books***



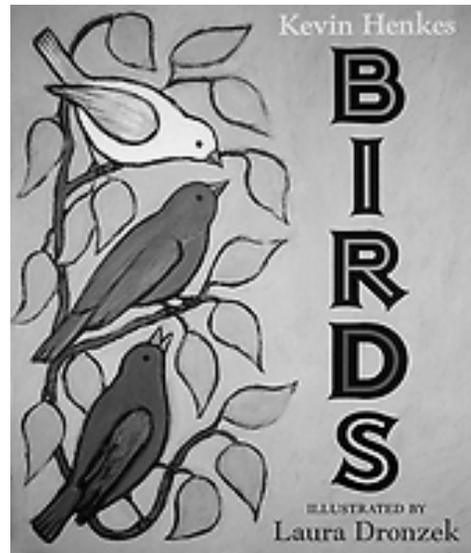
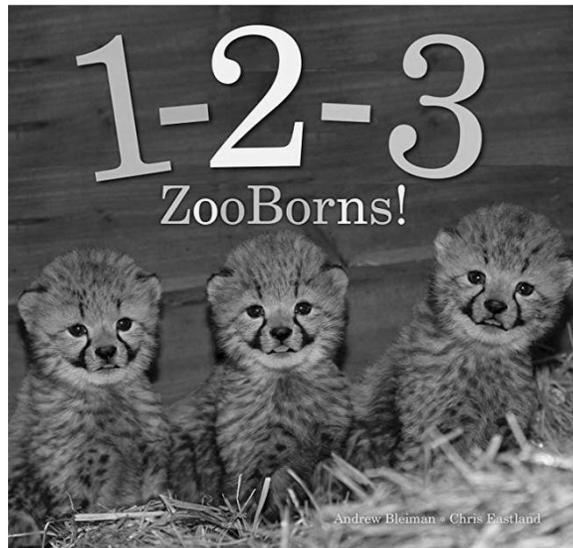
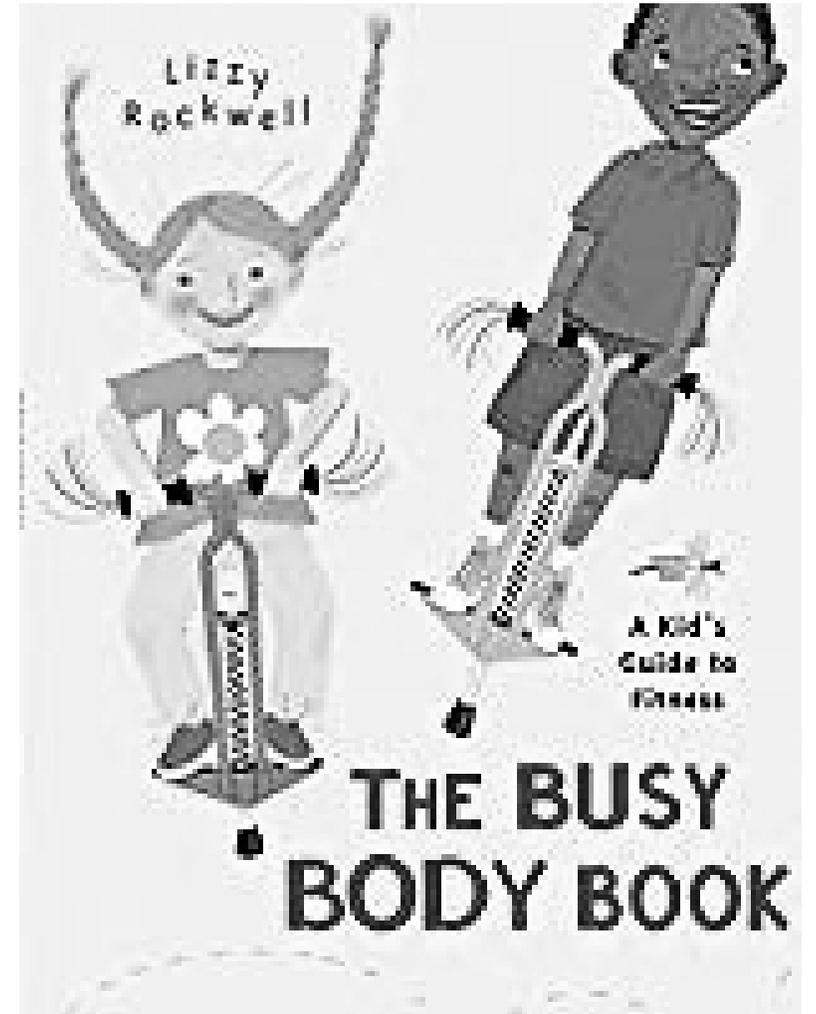
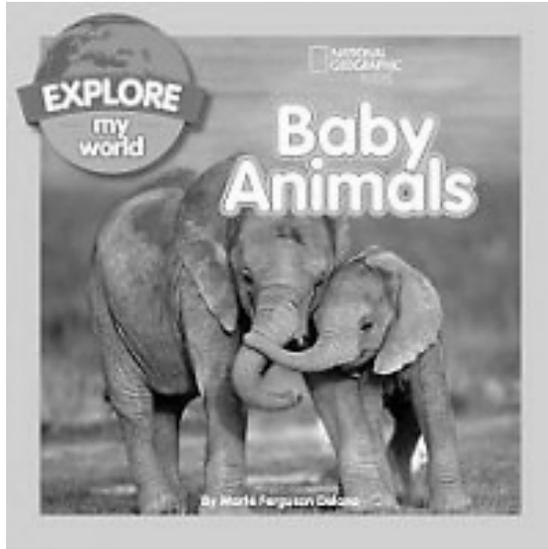
# WORDLESS BOOKS

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



## NONFICTION FOR PRESCHOOL

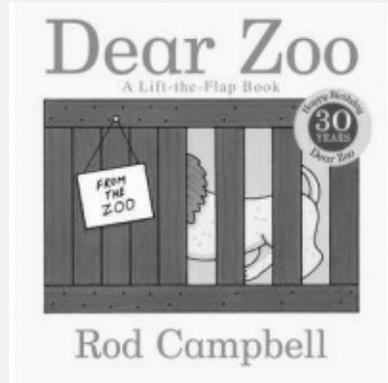
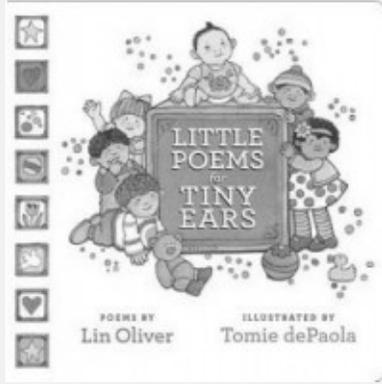
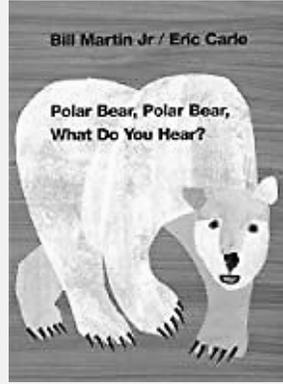
- Photographs or detailed illustrations
- Amount of text aligns to attention span
- Text boxes, bubbles, call-outs
- Simple layouts
- Concepts appropriate for “expanding environment” approach
- Student interest



# BOARD BOOKS

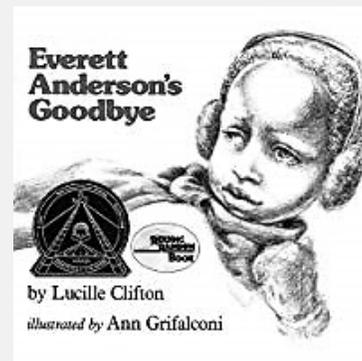
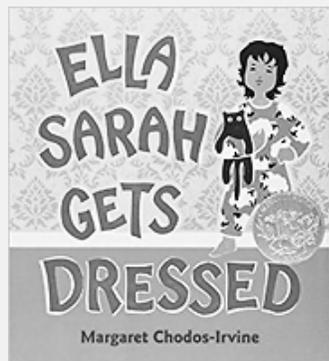
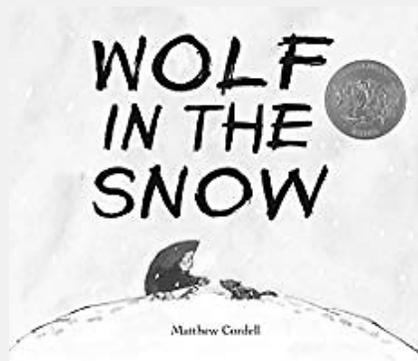
- For babies, toddlers
- Not all board books are developmentally appropriate
- Board book versions of stories that were originally in hardcover/paperback are condensed versions
- Choose books with photographs, or simple, clear illustrations or designs
- Limited text on each page– talk about pictures 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

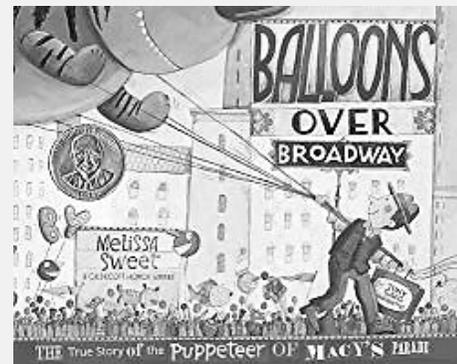
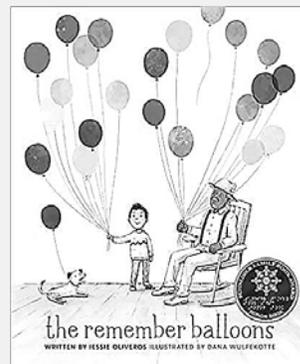
Coretta Scott King



Pura Belpré

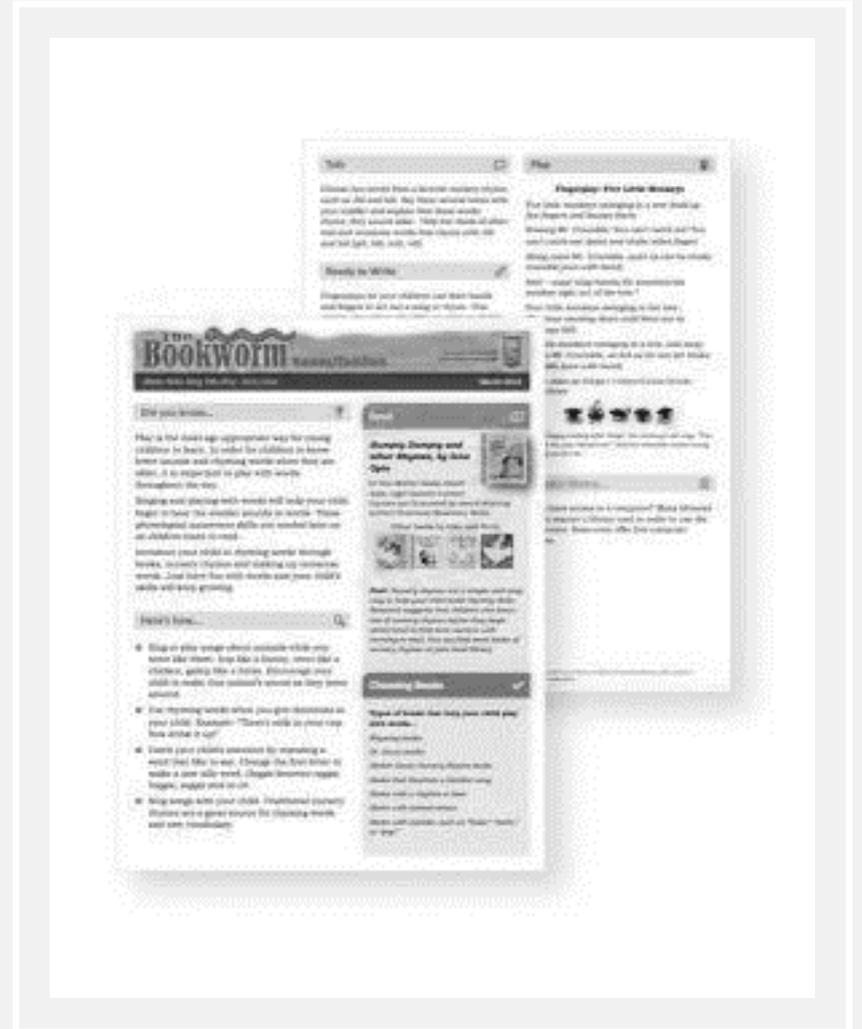
Schneider

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

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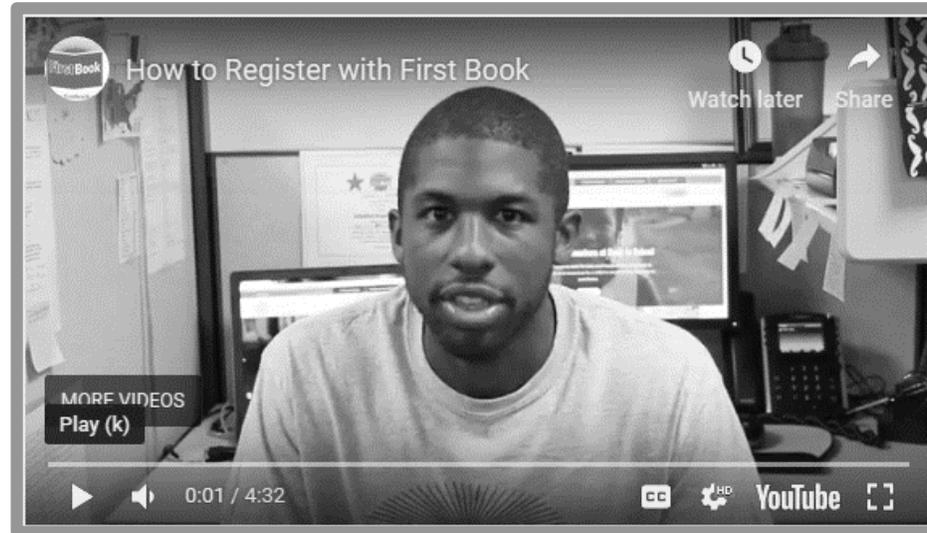
The development of early literacy skills in a child's life can better prepare that child for success in reading when he or she enters school.

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

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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	<input type="text"/>
First Name *	<input type="text" value="G"/>
Middle Name/Initial	<input type="text"/>
Last Name *	<input type="text" value="Smith"/>
Suffix	<input type="text"/>
Email Address *	<input type="text" value="friend@firstbook.org"/>
Confirm Email Address *	<input type="text" value="friend@firstbook.org"/>
Organization Name *	<input type="text" value="First Book"/>
Locality * ⓘ	<input type="text" value="United States"/>
I work at/represent: * ⓘ	<input type="text" value="Please select"/>
	<input type="text" value="For Profit"/>
	<input type="text" value="Non Profit"/>
	<input type="text" value="Private School"/>
	<input type="text" value="Public School"/>

Percent Low Income Children Served * ⓘ	<input type="text"/>
Estimate Justification * ⓘ	<input type="text"/>
Organization Address	<input type="text"/>
Line 1 *	<input type="text"/>
Line 2	<input type="text"/>
City *	<input type="text"/>
State *	<input type="text"/>
Zip *	<input type="text" value="20004"/>
Primary Phone Number * ⓘ	<input type="text" value="866-732-3669"/>
Phone Type *	<input type="text" value="Office"/>
Secondary Phone Number	<input type="text"/>
Phone Type	<input type="text" value="Please select"/>

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](mailto: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.**