

CONNECTING KIDS AND CAREGIVERS WITH GREAT BOOKS

Launch into Literacy and Math Workshop
February 20, 2016 Madison, Wisconsin

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CCBC

Cooperative Children's Book Center
School of Education
University of Wisconsin-Madison



- ▶ **Books: In your classroom, at home**
- ▶ **Library Literacy Learning Frameworks**
 - ▶ **Every Child Ready to Read 1 (ECRR1)**
 - ▶ In theory / In practice
 - ▶ **Every Child Ready to Read 2 (ECRR2)**
 - ▶ In theory / In practice
- ▶ **Integrating ECRR into Your School, Center and Family Child Care**

OUTLINE FOR TODAY'S SESSION



- ▶ **Understand library literacy frameworks of Every Child Ready Read**
- ▶ **Connect current curriculum, activities and home communication with these frameworks**
- ▶ **Create your own ECRR2 activities**
- ▶ **Access to and review of high quality, diverse books for children**

OUTCOMES



OPENING ACTIVITY



▶ Let's Talk about Books

▶ What are some books that work well with your students?

▶ Why: theme, humor, rhyme, illustrations

▶ How do you use books in your classroom?

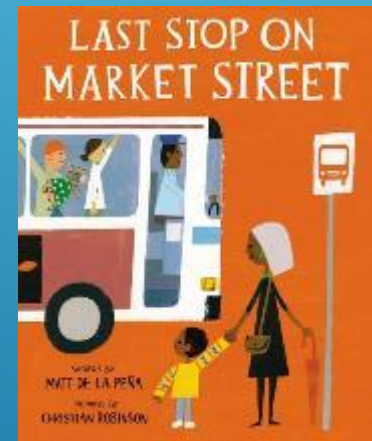
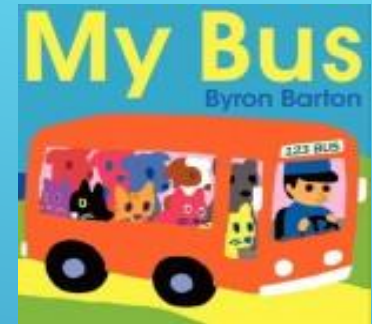
▶ Story circle, small groups, free activity, themed units

▶ Think Big

▶ I would love to find a book that...

▶ I would love to offer a program with books that ...

▶ I would love to use books in my classroom ...



LIBRARIES, LITERACY, AND CHILDREN



- ▶ **Libraries are your Literacy Partners**
 - ▶ **Youth Services Librarians** serve children and young adults, birth to 18, and their parents
 - ▶ **Materials: Books and other Media**
 - ▶ **Space: Maker and Media Spaces, Computer Labs**
 - ▶ **Programming: Story time, craft and maker workshops**
 - ▶ **Association of Library Services to Children (ALSC) of American Library Association (ALA) Resources**
 - ▶ **Best of Lists and Awards: Caldecott, Children's Notable Books**
 - ▶ **Guidelines for Working with Children and Parents**
 - ▶ **Intellectual Freedom**
- 

WHAT IS EVERY CHILD READY TO
READ?



EVERY CHILD READY TO READ @your library'

SIX PRE-READING SKILLS CHILDREN NEED TO BE READY TO READ:

LETTER KNOWLEDGE: KNOWING THE NAMES AND SOUNDS OF LETTERS HELPS CHILDREN FIGURE OUT HOW TO SAY WRITTEN WORDS.

NARRATIVE SKILLS: BEING ABLE TO TELL OR RETELL STORIES DEVELOPS COMPREHENSION SKILLS THAT WILL HELP CHILDREN UNDERSTAND WHAT THEY READ.

PHONOLOGICAL AWARENESS: BEING AWARE OF THE SMALLER SOUNDS THAT MAKE UP WORDS HELPS CHILDREN SOUND OUT WRITTEN WORDS AS THEY BEGIN TO READ.

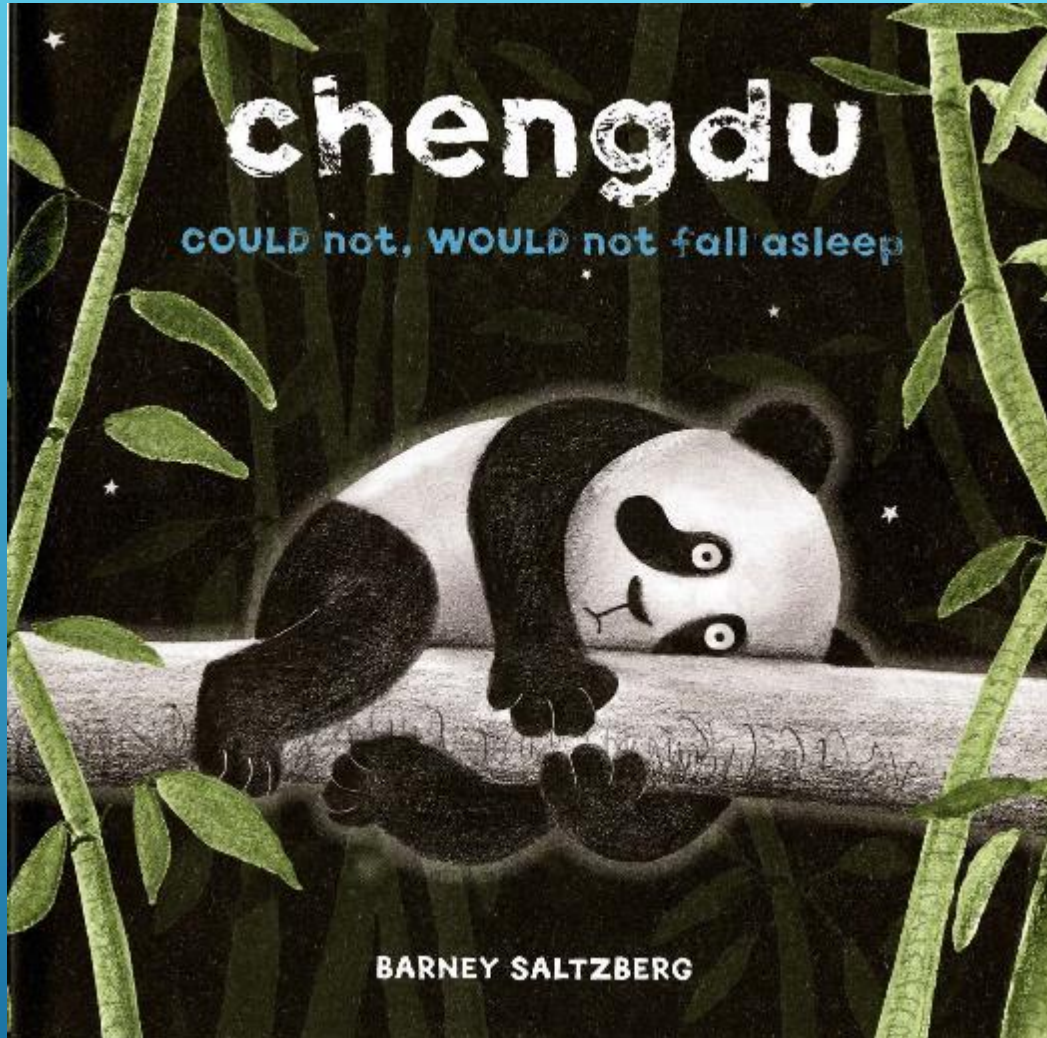
PRINT AWARENESS: BEING FAMILIAR WITH PRINTED LANGUAGE HELPS CHILDREN FEEL COMFORTABLE WITH BOOKS AND UNDERSTAND THAT PRINT IS USEFUL.

PRINT MOTIVATION: CHILDREN WHO ENJOY BOOKS AND BEING READ TO WILL WANT TO LEARN HOW TO READ FOR THEMSELVES.

VOCABULARY: THE MORE WORDS CHILDREN KNOW, THE BETTER ABLE THEY ARE TO RECOGNIZE WORDS AND UNDERSTAND WHAT THEY READ.

WHAT DOES ECRR1 LOOK LIKE IN
PRACTICE?





chengdu

COULD not, WOULD not fall asleep

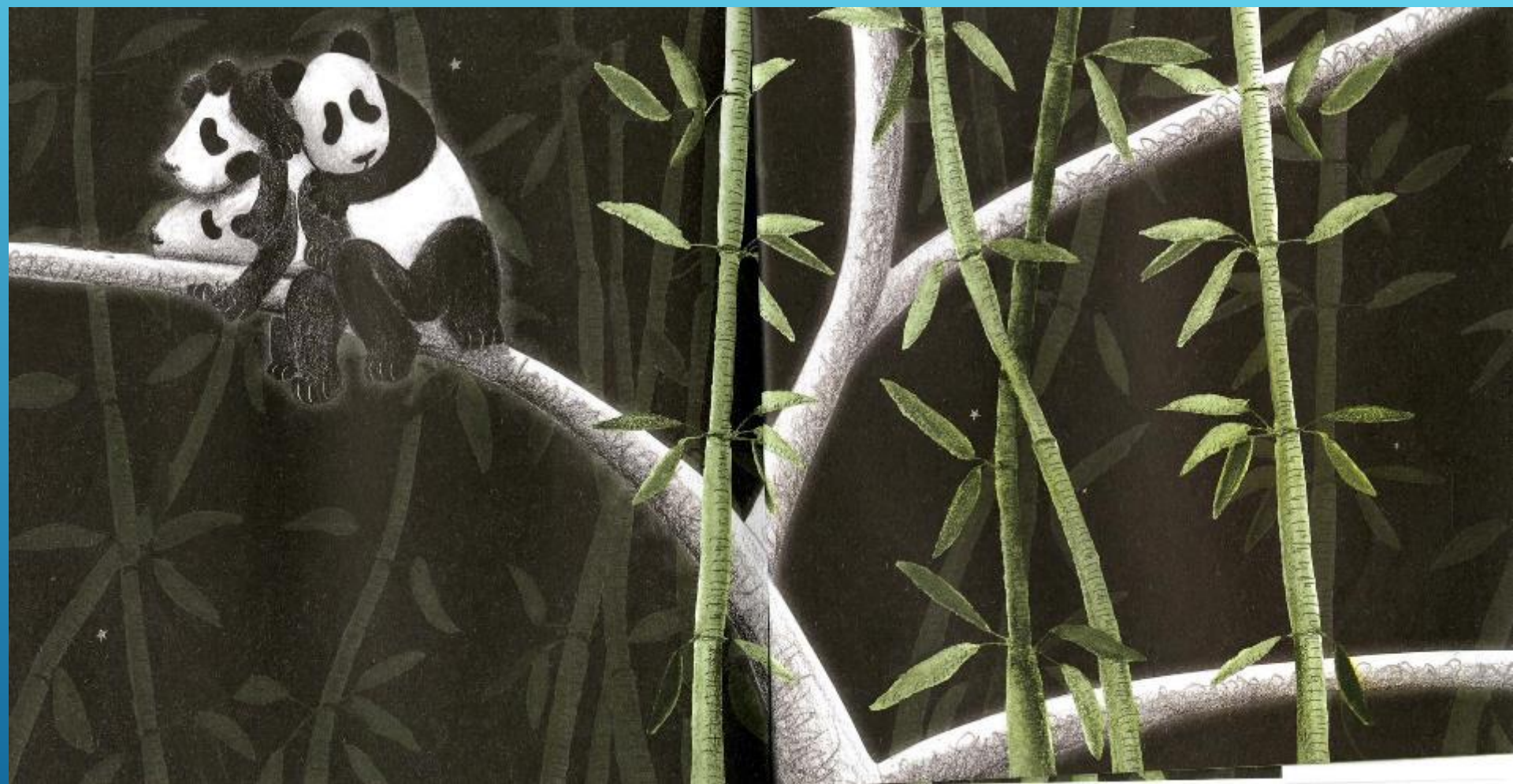
BARNEY SALTZBERG

and everyone in
the bamboo grove
was sleeping . . .



everyone
except ...





WHAT IS EVERY CHILD READY TO
READ TWO?





ACTIVITIES THAT HELP CHILDREN GAIN THE SIX PRE-READING SKILLS AND BE READY TO READ BY:

TALKING: TALKING WITH CHILDREN HELPS THEM LEARN ORAL LANGUAGE, ONE OF THE MOST CRITICAL EARLY LITERACY SKILLS. THE EXPERIENCE OF SELF EXPRESSION ALSO STIMULATES BRAIN DEVELOPMENT, WHICH UNDERLIES ALL LEARNING.

SINGING: SINGING (WHICH ALSO INCLUDES RHYMING) INCREASES CHILDREN'S AWARENESS OF AND SENSITIVITY TO THE SOUNDS IN WORDS. THIS HELPS PREPARE CHILDREN TO DECODE PRINT (WRITTEN LANGUAGE)

READING: READING TOGETHER, OR SHARED READING, REMAINS THE SINGLE MOST EFFECTIVE WAY TO HELP CHILDREN BECOME PROFICIENT READERS.

WRITING: WRITING AND READING GO TOGETHER. WRITING HELPS CHILDREN LEARN THAT LETTERS AND WORDS STAND FOR SOUNDS AND THAT PRINT HAS MEANING.

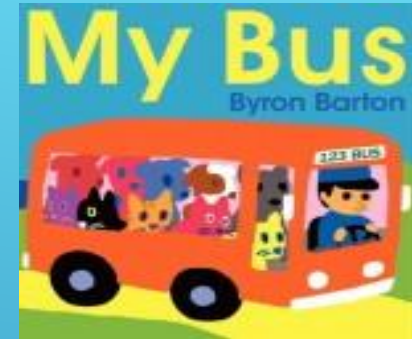
PLAYING: PLAY IS ONE OF THE PRIMARY WAYS YOUNG CHILDREN LEARN ABOUT THE WORLD. GENERAL KNOWLEDGE IS AN IMPORTANT LITERACY SKILL THAT HELPS CHILDREN UNDERSTAND BOOKS AND STORIES ONCE THEY BEGIN TO READ.

OPTIONAL: STEM: SCIENCE, TECHNOLOGY AND MATH ACTIVITIES BUILDS CHILDREN'S ANALYTICAL AND PROBLEM SOLVING SKILLS ACTIVITIES LIKE COUNTING, SORTING, AND PATTERNING HELP CHILDREN ORGANIZE IDEAS AND SEE PATTERNS IN LANGUAGE

WHAT DOES ECRR2 LOOK LIKE IN
PRACTICE?



***My Bus* by Byron Barton.**
Greenwillow / HarperCollins, 2014.



Read: *My Bus*

Talk: About the traffic signs in the book. Ask children to point to signs they recognize.

Sing: Sing the Wheels on the Bus with your child.

Write: For letter awareness, point out the traffic signs in the book. Ask children to trace the shapes and letters on the sign.

Play: Try a round of Red Light, Green Light or Mother May I.

STEM: Count the dogs on the bus? Count the cats on the bus? Count the total. Caregivers: Notice the use of ordinal numbers (first, second, third, etc.) Discuss, other first, second, and thirds in daily routines.

Chengdu Could Not, Would Not Fall Asleep
by Barney Saltzberg. Disney / Hyperion, 2014.

Read: Find other books about plants, animals, and the solar system.

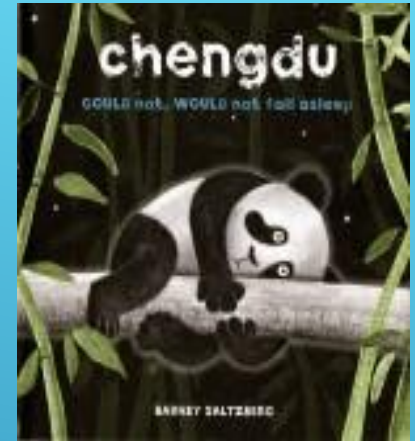
Talk: Talk about your bedtime routine.

Sing: Sing a favorite or traditional lullaby together. For example, “Twinkle Twinkle Little Star.”

Write: Make a list of your bedtime routine as your child describes the routine and hang the list by your child’s bed. Encourage your child to draw a picture of each routine.

Play: Have your child get their favorite doll or toy ready for bed.

STEM:



YOUR TURN...



TOGETHER:

***Last Stop on Market Street* by Matt de la Peña. Illustrated by
Christian Robinson. Putnam, 2015**

Read:

Talk:.

Sing:

Write:.

Play:.

STEM:



SOLO:

Happy in Our Skin by Fran Manushkin,.Illustrated by Lauren Tobia. Candlewick Press, 2015.

Read:

Talk:.

Sing:

Write:.

Play:.

STEM:



**What is one thing you learned today
that you could take back to your center,
school or family child care?**

REFLECTION

A decorative graphic consisting of several parallel white lines of varying lengths, slanted upwards from left to right, located in the bottom right corner of the slide.

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THANK YOU!



