



# read with me

developing early literacy with children



A Guide for Workshop Facilitators  
*Ready for Life*





# credits

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# getting started

using this curriculum module

Since the Texas debut of the documentary **Ready for Life**, KERA has received numerous requests for short video segments of the intimate family scenes shown in **Ready for Life** that could be used by parent educators and others who work directly with families.

The first curriculum module, **Who is My Child? Understanding Children's Temperaments**, is our first response to those requests. The second curriculum module, **Feeling Loved: Developing Attachment and Socialization**, addresses in-depth issues covered in the documentary. The third module, **Read to Me: Developing Early Literacy with Children**, also addresses the important role of parents and caregivers in developing early literacy skills.

For **Read with Me: Developing Early Literacy with Children**, KERA, in collaboration with Dr. Cathy Collins Block and Texas Christian University, has created materials designed to give parents and caregivers a better understanding of children and their development of literacy skills, and to provide workshop facilitators with all the tools needed to conduct a workshop on this topic. This module consists of print and video materials.

Included in this package are:

## Facilitator's Guide

- An overview of the workshop.
- A complete guide to leading this workshop, including suggested scripts.
- PowerPoint® slides.
- A resource section with the latest research and additional ideas for activities and ways to adapt the workshop for your group.
- Information on how to facilitate a session.
- A copy of **Read with Me**, a bilingual picture book for caregivers and children.
- An interactive participant guide, **Read with Me: Guide to Early Literacy**

## Video

- One DVD copy of the video segments to be used during this workshop.

This curriculum video is a critical and unique part of the presentation, and we urge you to use all of the segments when teaching the workshop.

These materials reinforce and expand on the content presented in this workshop and are excellent take-home materials for your participants. Additional materials may be ordered at [www.readyforlife.org](http://www.readyforlife.org).





# getting started

using this curriculum module

This guide also includes specific dialogue that you can use when presenting your workshop. This, however, is optional. We encourage you to follow the content and objective outline. The information is organized in a sequential manner, and presenting it this way will help participants understand and apply the information. The video can also be used in other types of workshops when teaching similar content.

Your input is invaluable to us. As you work with this curriculum, please make note of any questions or concerns you have regarding the material and how to use it. Your feedback will help us improve and modify this workshop in subsequent editions.

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# curriculum overview

one 3-hour session: *read with me*

Page	Topic	Time	Method	Materials
<b>Pre-session</b>				
	Prepare the room and materials for the workshop			Laptop computer and LCD projector PowerPoint®/Overhead Slides Door prizes Name tags Markers, pens Flipchart Sign-in sheet
<b>Section 1: Introduction</b>				
17	Welcome and Introduction	5	Mini-Lecture Information	Slide #1: Welcome Slide #2: Agenda Handout #1: Read with Me
19	Activity #1: Years of Experience	5	Small Group	Post-it notes® or index cards Flipchart Slide #3: Years of Experience
20	Activity #2: You Are Your Child's First Teacher	10	Small Group	Slide #4: You Are Your Child's First Teacher Participant Guide page 1 Puzzles
22	Video Segment #1: You Make the Difference	8	Video	TV DVD player Video
23	Activity #3: Literacy Activities in Our Daily Routines	5	Individual	Slide #5: Daily Routines Participant Guide page 2
24	Activity #4: Four Ways to Help Your Child Get Ready to Read	5	Information	Slide #6: Help Your Child Get Ready to Read Participant Guide page 3

# curriculum overview

one 3-hour session: *read with me*

Page	Topic and Objective	Time	Method	Materials
<b>Section 2: Discovering Language</b>				
25	Video Segment #2: Discovering Language	8	Video	TV DVD player Video Segment #2
26	Activity #5: Language Has a Rhythm	15	Group	Slide #7: Language Has a Rhythm Participant Guide page 4 Nursery rhymes and songs
28	Activity #6: Having Fun with Real and Silly Words	5	Interactive	Slides #8-9: Real and Silly Words Participant Guide page 5
29	Activity #7: Create a Finger Play	5	Interactive	Slide #10: Itsy Bitsy Spider Participant Guide page 6
30	Activity #8: Importance of Having Fun with Words	5	Information	Slide #11: Importance of Having Fun with Words Participant Guide page 7
	Break	10		
<b>Section 3: Saying More Words</b>				
31	Video Segment #3: Connecting Sounds to Print	8	Viewing	TV DVD player Video
32	Activity #9: Extending Oral Language	5	Individual	Slide #12: Extending Oral Language Participant Guide page 8
33	Activity #10: Labeling	15	Individual	Slide #13: Labeling Participant Guide page 9 Environmental print diary Newspapers, magazines Glue, scissors
34	Activity #11: Viewing Television	5	Information	Slide #14: Viewing Television Participant Guide page 10



# curriculum overview

one 3-hour session: *read with me*

Page	Topic and Objective	Time	Method	Materials
<b>Section 4: Building Your Child's Vocabulary</b>				
36	Video Segment #4: Building Vocabulary and Comprehension	7	Viewing	TV DVD player Video Segment #4
37	Activity #12: Name Books	10	Interactive	Participant Guide page 11 Paper, markers, pictures
38	Activity #13: Adult Recorded Stories	5	Information	Slides #15-16: Adult Recorded Stories Participant Guide page 12
<b>Section 5: Reading and Writing Together</b>				
39	Video Segment #5: Reading and Writing Together	8	Viewing	TV DVD player Video
40	Activity #14: Reading Picture Books	15	Interactive Information	<i>Read with Me</i> small book Slides #17-18: Books for Children Participant Guide page 13
42	Activity #15: Scribbling and Writing	10	Information	Slides #19-23: Scribbling and Writing Participant Guide pages 14-17
44	Activity #16: Paper Wad Review and Closure	8	Individual Group	Participant Guide page 3 Blank paper
45	Activity #17: Evaluation	5	Individual	Handout #2: Evaluation

# curriculum overview

three 1-hour sessions: session one: *read with me*

Page	Topic	Time	Method	Materials
<b>Pre-session</b>				
	Prepare the room and materials for the workshop			Laptop computer and LCD projector PowerPoint®/Overhead Slides Door prizes Name tags Markers, pens Flipchart Sign-in sheet
<b>Section 1: Introduction</b>				
17	Welcome and Introduction	5	Mini-Lecture Information	Slide #1: Welcome Slide #2: Agenda Handout #1: <i>Read with Me</i>
19	Activity #1: Years of Experience	5	Small Group	Post-it notes® or index cards Flipchart Slide #3: Years of Experience
20	Activity #2: You Are Your Child's First Teacher	10	Small Group	Slide #4: You Are Your Child's First Teacher Participant Guide page 1 Puzzles
22	Video Segment #1: You Make the Difference	8	Video	TV DVD player Video
23	Activity #3: Literacy Activities in Our Daily Routines	5	Individual	Slide #5: Daily Routines Participant Guide page 2
24	Activity #4: Four Ways to Help Your Child Get Ready to Read	5	Information	Slide #6: Help Your Child Get Ready to Read Participant Guide page 3
<b>Section 2: Discovering Language</b>				
25	Video Segment #2: Discovering Language	8	Video	TV DVD player Video Segment #2
45	Activity #17: Evaluation	5	Individual	Handout #2: Evaluation

# curriculum overview

three 1-hour sessions: session one: *read with me*

Page	Topic and Objective	Time	Method	Materials
<b>Pre-session</b>				
	Prepare the room and materials for the workshop			Laptop computer and LCD projector PowerPoint®/Overhead Slides Door prizes Name tags Markers, pens Flipchart Sign-in sheet
<b>Section 2: Discovering Language</b>				
26	Activity #5: Language Has a Rhythm	15	Group	Slide #7: Language Has a Rhythm Participant Guide page 4 Nursery rhymes and songs
28	Activity #6: Having Fun with Real and Silly Words	5	Interactive	Slides #8-9: Real and Silly Words Participant Guide page 5
29	Activity #7: Create a Finger Play	5	Interactive	Slide #10: Itsy Bitsy Spider Participant Guide page 6
30	Activity #8: Importance of Having Fun with Words	5	Information	Slide #11: Importance of Having Fun with Words Participant Guide page 7
<b>Section 3: Saying More Words</b>				
31	Video Segment #3: Connecting Sounds to Print	8	Viewing	TV DVD player Video
32	Activity #9: Extending Oral Language	5	Individual	Slide #12: Extending Oral Language Participant Guide page 8
33	Activity #10: Labeling	15	Individual	Slide #13: Labeling Participant Guide page 9 Environmental print diary Newspapers, magazines Glue, scissors
45	Activity #17: Evaluation	5	Individual	Handout #2: Evaluation

# curriculum overview

three 1-hour sessions: session two: *read with me*

Page	Topic and Objective	Time	Method	Materials
<b>Pre-session</b>				
	Prepare the room and materials for the workshop			Laptop computer and LCD projector PowerPoint®/Overhead Slides Door prizes Name tags Markers, pens Flipchart Sign-in sheet
<b>Section 3: Saying More Words</b>				
34	Activity #11: Viewing Television	5	Information	Slide #14: Television Participant Guide page 10
<b>Section 4: Building Your Child's Vocabulary</b>				
36	Video Segment #4: Building Vocabulary and Comprehension	7	Viewing	TV DVD player Video Segment #4
37	Activity #12: Name Books	10	Interactive	Participant Guide page 11 Paper, markers, pictures
38	Activity #13: Adult Recorded Stories	5	Information	Slides #15-16: Adult Recorded Stories Participant Guide page 12
<b>Section 5: Reading and Writing Together</b>				
39	Video Segment #5: Reading and Writing Together	8	Viewing	TV DVD player Video
40	Activity #14: Reading Picture Books	15	Interactive Information	<i>Read with Me</i> small book Slides #17-18: Books for Children Participant Guide page 13
42	Activity #15: Scribbling and Writing	10	Information	Slides #19-23: Scribbling and Writing Participant Guide pages 14-17
44	Activity #16: Paper Wad Review and Closure	8	Individual Group	Participant Guide page 3 Blank paper
45	Activity #17: Evaluation	5	Individual	Handout #2: Evaluation



# quick curriculum

## overview

### Pre-session Checklist

- **Arrange all handouts in the order in which you will use them and place them on a table near you.**
- **Try to have no more than 4-6 participants at a table.**
- **Put up PowerPoint® Slide #1 before participants arrive.**
- **Greet everyone as they come in the room.**
- **If you notice participants who seem nervous or uncomfortable, spend some extra time talking with them. You can ask them how old their children are and reassure them that the information they receive will be helpful.**
- **Have refreshments available.**
- **Have the Participant Guide and Handout #1 at each place.**

### Section One: Introduction (40 minutes)

Welcome and Introductions

Activity #1: Years of Experience

Activity #2: You Are Your Child's First Teacher

Video Segment #1: You Make the Difference

Activity #3: Literacy Activities in Our Daily Routines

Activity #4: Four Ways to Help Your Child Get Ready to Read

### Section Two: Discovering Language (40 minutes)

Video Segment #2: Discovering Language

Activity #5: Language Has a Rhythm

Activity #6: Having Fun with Real and Silly Words

Activity #7: Create a Finger Play

Activity #8: Importance of Having Fun with Words

### Section Three: Saying More Words (35 minutes)

Video Segment #3: Connecting Sounds to Print

Activity #9: Extending Oral Language

Activity #10: Labeling

Activity #11: Viewing Television

### Section Four: Building Your Child's Vocabulary (23 minutes)

Video Segment #4: Building Vocabulary and Comprehension

Activity #12: Name Books

Activity #13: Adult Recorded Stories

### Section Five: Reading and Writing Together (43 minutes)

Video Segment #5: Reading and Writing Together

Activity #14: Reading Picture Books

Activity #15: Helping Children Get Ready in Writing

Activity #16: Paper Wad Review and Closure

Activity #17: Evaluation





# planning sheet

for facilitators

Use this sheet as a guide to plan your workshop. You may wish to check off each item as you complete it.

Date of Workshop: \_\_\_\_\_ Time: \_\_\_\_\_  
Phone: \_\_\_\_\_ Number Expected: \_\_\_\_\_  
Location: \_\_\_\_\_

### Checklist of Needed Materials:

- Items for the tables such as paper, Post-it® notes, pens, markers, quiet toys such as play dough, pipe cleaners, stress balls
- Charts, markers, pencils, name tags, crayons
- Large pad or chart paper and easel
- Refreshments
- Paperware
- Laptop computer and projector

### Goal of Workshop:

- To help parents and caregivers understand and apply information on children’s early literacy development.

### Overall Workshop Objectives:

Participants will:

- Recognize the importance of reading and writing experiences for young children at home and with a caregiver.
- Receive information about the importance of early intervention in literacy skills for children.
- Identify what parents and caregivers already do to build their young children’s abilities to learn, read and write.
- Learn ways to model having fun with words.
- Understand the importance of rhythm and nonsense for literacy development in children.
- Recognize the importance of saying words with children.
- Understand ways to build children’s vocabulary.
- Recognize the importance of reading and writing with children.
- Identify ways to pass on a love of reading and writing to their children.

### Room Setup:

Draw a diagram of the way you would like to set up your room.





# planning sheet

for facilitators

## One to Two Days Before the Workshop:

- Make enough copies of handouts for each participant.
- Make sure audiovisual equipment is available and working.
- Make sign-in sheet.

## One Hour Before the Workshop:

- Set up room.
- Set up and turn on all audiovisual equipment.
- Check to be sure everyone can see.
- Set up sign-in table with a sign-in sheet, copy of handouts, etc.
- Place at each chair a name tag, Handout #1 and Participant Guide.
- Set out refreshments.
- Find the location of restrooms, telephones and water fountains so that you can direct participants to them.

## Marketing/Advertising Plan:

- Where will I advertise?
- Identify specific places such as: schools, local businesses, radio/TV, social service agencies, churches, apartment buildings and housing communities.
- Use newspapers, meetings of interested organizations, local magazines, direct mailings and flyers to get the word out.

## Personal Workshop Evaluation

(Fill this out after the workshop to assist you in planning for next time!)

**Number of Participants:** \_\_\_\_\_

**How would I rate this workshop?**      Poor      Okay      Great      Best I Ever Did

**How did participants rate the workshop?**      Poor      Okay      Great      Best I Ever Did

**How would I rate my preparation?**      Poor      Okay      Great      Best I Ever Did

**What can I do next time to improve the workshop, participation or attendance?**

**What do I want to remember next time?**



# section one:

## introduction

**Time: 40 minutes**

### Materials Needed for Section One:

- Pens or pencils
- Laptop and projector
- Slides #1-6
- Handout #1: *Read with Me* Pretest
- Post-it® notes or index cards
- Participant Guide
- Chart paper
- Puzzles
- TV
- DVD player
- Video Segment #1

### Section One Objectives:

- To describe the importance of reading and writing experiences for young children at home and with a caregiver
- To illustrate the importance of early intervention in literacy skills for children
- To identify what parents and caregivers already do to build their young children's abilities to learn to read and write.
- To introduce ways that caregivers and parents can teach child literacy skills.

**Note to Facilitators:** *A script has been created for you to use as an example of what you might say. If you are less familiar with the content of this module, you may want to use the script a few times until you become more comfortable presenting the workshop. However, feel free to substitute your own ideas, activities and stories.*

*Also, when playing the video segments throughout the training, leave the room lights on as long as the video can be seen adequately. This will prevent participants from getting drowsy in a darkened room.*

### Instructions for Facilitators:

1. Be sure that all the equipment is working and ready at the beginning: TV, DVD player, DVD, laptop computer and LCD projector or overhead projector.
2. Show Slide #1: Welcome on the overhead projector or LCD screen.
3. Model introductions by introducing yourself first. Share a little about yourself, why you are teaching this workshop, and something about your family if you like.
4. Give directions to water, restrooms, etc. along with your norms for the workshop. Ask participants to turn their cell phones to silent or vibrate mode.
5. At each table have paper, pens, and markers, quiet toys such as stress balls, play dough, pipe cleaners, sticky notes, candy and water.
6. Show Slide #2: Agenda and give participants a brief overview of what they can expect from the workshop schedule.







# section one:

## introduction

### Materials Needed:

- **Handout #1: Read with Me**
- **Slide #1: Welcome**
- **Slide #2: Agenda**

### Welcome

**Time: Five minutes**

### Purpose of Activity:

- Participants will receive an overview of the session.
- Participants will begin to reflect on their own views of the impact adults have on children and literacy skills.

### Instructions for Facilitators:

1. Ask participants to fill out Handout #1: Read with Me
2. Give participants an overview of the workshop.

Welcome to **Read with Me**. During this workshop, we will celebrate the wonderful things caregivers and parents already do for children to help them get ready to read. Throughout our session today, we will give you other ideas that you can use to help get your children ready for school, specifically getting them ready to read. Preparing a child to read does not mean that you have to be a classroom teacher. Today, you will learn about how to take advantage of opportunities that arise in daily life to help your child get ready to read. Often, these are unplanned, casual acts like commenting about words on an article of clothing or encouraging children to talk more when you are having a conversation. It may also be making an effort to read good books with children, telling what new words mean and helping them to use these new words. Getting your child ready to read also means singing songs, playing games and playing with your child.

One of the things that we have provided for you is a **Guide to Early Literacy** that will give you information on early literacy as well as tips for developing reading skills with your child. Look through the guide. Notice in the guide there is information about the importance of reading with your child along with activities you can do at home. At the end, you will also find lists of Web sites and books that can help you gain more information. This guide will be used throughout the workshop and it is yours to write in and take home.

Please make yourself comfortable. Get up and stretch or move around during the session if you need to. Please take care of yourself. There are items on the table for you to play with and keep your hands busy if this is helpful to you. During the workshop, please express your opinions and questions, please allow others to express theirs, and please understand that since we have only so much time, I may have to stop you before you are finished and ask you





# section one:

## introduction

*whether we can talk more about your question at the break or after the session. If you do not wish to be involved in sharing during an activity, you can say,*

*"I pass." However, participating will give you a chance to learn and take home some skills that will help you have a better relationship with your child.*

*This workshop is part of the **Ready for Life** project produced by **KERA**. If you have not seen the original video, we encourage you to view it. Contact information is provided near the end of your **Guide to Early Literacy**. During this workshop, we will watch a video about how early literacy activities can become part of our daily routines with our children.*

*We will be working in small groups for much of the workshop. Your group consists of the people at your table. You will be sharing information, values and ideas with each other. Since you will be working together, the next activity will help you get to know one another.*





# section one:

## introduction

### Materials Needed:

- Post-it® notes or index cards on each table
- Slide #3: Years of Experience
- Chart paper

### Activity #1: Years of Experience

**Time:** Five minutes

#### Purpose of Activity:

- To develop a comfortable relationship with others in the group.
- To identify the vast experience and knowledge that participants have as individuals and as a collective group.

**Note to Facilitators:** *You may use this icebreaker activity or another of your choice within the time frame suggested.*

#### Instructions for Facilitators:

1. Have Post-it® notes or index cards on each table.
2. Show Slide #3: Years of Experience.
3. Ask participants to add up the total number of years experience they have working with children. Be sure to include your years as a mother, aunt, professional caregiver, babysitter, etc. Ask participants to write this number on the Post-it® notes.
4. Ask participants to combine the total years of experience with children from all the people in their group.
5. Ask each group or table to share their total number of years of experience. Write these totals on a chart paper.
6. Total the number written on the chart paper.
7. Explain to participants that they already have a wealth of knowledge to share with each other today simply by the amount of experience of all the participants.

**Note to Facilitators:** *All of us have experience with young children in some form. We are going to do a quick activity to demonstrate the wealth of experience in this room. On a Post-it® note write down the number of years experience you have in working with preschool children. For instance, the number of years that I have been working with children is.... Be sure to include your years as a mother, an aunt, babysitter or caregiver. Now, at your table, add up the number of total years, taking a number from each participant. I will ask each table for a number and record it on this chart. (Record numbers and add them together.) Look at this huge number! There's a vast amount of experience in this room that I want you all to share as we work together on early literacy activities.*





# section one:

## introduction

### Materials Needed:

- Slide #4: You Are Your Child's First Teacher
- Participant Guide page 1
- Puzzles for each small group

### Activity #2: You Are Your Child's First Teacher

**Time: 10 minutes**

### Purpose of Activity:

- To share information about the importance of early literacy for later success in school.
- To illustrate the amount of time and opportunities available for literacy activities.

### Instructions for Facilitators:

1. Make copies of the three statements below in a large font to have one statement per page.
  - Children who have many literacy experiences as toddlers and preschoolers come to school ready to learn. (Allington & Walmsley, 1995).
  - During the first months and years of life, children's experiences with language and literacy can begin to form a basis for their later reading success. (Burns, 1999)
  - Values, attitudes, and expectations held by parents and others with respect to literacy are likely to have a lasting effect on a child's attitude about learning to read. (Snow et al., 1998, p.138)
2. Cut each page into puzzle pieces (about 10 pieces per page) and place in an envelope. Do NOT mix the statements in the same envelope.
3. Make enough puzzles for each group to receive one. Depending on group size, some groups will have the same puzzle.
4. Explain to participants that we will be talking about the importance of helping their children get ready to read.
5. Make sure participants have their Participant Guide CLOSED.
6. Tell participants that they will be working a puzzle that contains a key element of helping children get ready to read.
7. Distribute envelopes to each group and let them begin working on their puzzle.
8. When all groups have completed their puzzles, ask them to read the statement on their puzzle aloud.
9. Ask participants to turn to page 1 in their Participant Guide.
10. Show Slide #4: You Are Your Child's First Teacher
11. After participants read their puzzles, you may elaborate on the following points:
  - a. The importance of helping your child get ready to read
  - b. How the ability to read and write does not always develop naturally, without parents' and caregivers' deliberate guidance.
  - c. How children are able to get ready to read as early as 6 weeks of age.
  - d. How children can get ready to read as they go about their daily routines.
  - e. Research shows that attention to early literacy activities before entering school results in higher achievement levels.





# section one:

## introduction

**Note to Facilitators:** *Why do parents and caregivers need to take advantage of opportunities and moments for purposeful activities to get a child ready to read? Look at the following research that I have on this slide. The things a child learns as a toddler and preschooler can have an impact on his later success in school.*

**Children who have many literacy experiences as toddlers and preschoolers come to school ready to learn.**

*What this means is that children who come to kindergarten without these experiences may be significantly behind other children in their oral language development such as speaking and literacy skills. Thus they may find school more difficult.*

*The National Association for the Education of Young Children (NAEYC 1998) states that "failing to give children literacy experiences until they are school age can severely limit reading and writing levels they ultimately attain" (page 6).*

**During the first months and years of life, children's experience with language and literacy can begin to form a basis for later reading success.**

*Research repeatedly documents that the more children know about language and literacy before they start school, the better equipped they are to succeed. Areas of importance are oral language development (speaking), phonological awareness (sounds of the language), appreciation and motivation for books and writing along with print awareness and letter knowledge.*

**Values, attitudes and expectations held by parents and others with respect to literacy are likely to have a lasting effect on a child's attitude about learning to read.**

*In fact, research shows that one of the best indicators of children's school success is not likely the family income or level of education but the extent to which the parents are concerned with their child's education and involvement with the school.*





# section one:

## introduction

### Materials Needed for Video Segment:

- TV
- DVD player
- Video Segment #1: You Make the Difference

### Video Segment #1: You Make the Difference

**Time: Eight minutes**

### Purpose of Video:

- To demonstrate the importance of early interactions with your child.
- To illustrate natural settings for early literacy.
- To establish the concept of routine activities as opportunities for meaningful interactions.

### Instructions for Facilitators:

1. Introduce the first video segment.
2. Play the video segment.

**Note to Facilitators:** *The video segment we are going to watch is about early literacy with children. Dr. Dorothy Strickland, an expert in the field of early literacy, will narrate the video segments in this workshop. She will offer simple ideas for us and explain the purposefulness of things we do daily. You will be surprised about the effect that we have on developing the potential of our children. Let's watch and see how literacy skills can be found in a child's everyday routines.*





# section one:

## introduction

### Materials Needed:

- Participant Guide page 2
- Slide #5: Daily Routines

### Activity #3: Literacy Activities in Our Daily Routines

**Time:** Five minutes

### Purpose of Activity:

- To establish the concept of routine activities as opportunities for meaningful interactions.

### Instructions for Facilitators:

1. Place Slide #5: Daily Routines.
2. Ask participants to turn to page 2 in their Participant Guide.
3. Ask participants to put a star next to the activities that are part of their child's routine.
4. Ask participants to draw a circle around one activity that they would like to add to their routine with their children.

**Note to Facilitators:** Now look at the Participant Guide book page 2. This page illustrates examples of early literacy activities that we do in our daily routines with children. We are going to do a quick activity to help you see that you are already playing the role as teacher with your child.

- Put a star or asterisk (could provide stars stickers) next to the activities that are part of your child's routine
- Next, draw a circle over one activity you would like to try to add to your routine.





# section one:

## introduction

### Materials Needed for Section Two:

- Slide #6: Four Ways You Can Help Your Child Read
- Participant Guide page 3: Helping Your Child Get Ready to Read

### Activity #4: Four Ways You Help Your Child Get Ready to Read

**Time:** Five minutes

#### Purpose of Activity

- To provide an overview of four ways to help your child get ready to read.
- To provide the framework for the next sections of the workshop.

#### Instructions for Facilitators:

1. Place Slide #6: Four Ways You Can Help Your Child Read.
2. Ask participants to turn to page 3 in their Participant Guide.
3. Explain to participants that we will focus on these four ways during the workshop today.
4. Explain to participants that some activities are already listed for them under each of the four ways in their Participant Guide. They may use this page to add any more ideas they learn today that they would like to add.

**Note to Facilitators:** *As you noticed in the video, we can teach our children about literacy and language in our daily routines and interactions. We do not need specialized teacher training, but only have to think about our actions and extend them into purposeful playful activities.*

*In this workshop we will look at four areas of reading readiness which will help your child be ready to learn. For each one of the areas, we will practice with actual activities you can take home with you. We believe that your role as your child's first teacher is very important and we want to show you how easy it can be.*







# section two:

## discovering language

**Time: 40 minutes**

### **Section Objectives:**

- To introduce ways that participants can model having fun with words.
- To understand the individual sounds that letters represent through the rhythm of language.
- To share the joy of rhyming and nonsense for children in learning.

### **Video Segment #2 Discovering Language**

**Time: Eight minutes**

### **Objectives of Video Segment:**

- To define the concept of oral language development.
- To identify the importance of language in social and emotional development.
- To illustrate “following a child’s lead” in learning activities.

### **Introductions for Facilitators:**

1. Show video segment.
2. Discuss questions with group. (optional)

**Note to Facilitators:** *Having fun with words is saying words over and over, saying words that your child knows in new sentences, saying or singing rhythms, poems, chants or songs and creating nonsense rhyming words. Having fun with words is important in your child’s development because it helps him/her learn the individual sounds that letters represent and provides many experiences with the rhythm of the language. Children learn that language has a melody, rhyme and rhythm in the way that we put words together to communicate our ideas. You will see several activities in our next video segment that help children learn words.*

### **Optional Discussion Questions:**

1. How do you think language relates to a child’s social and emotional development?
2. What does oral language mean to you?
3. How do children develop oral language? What are some things you can do to encourage oral language development in children?

### **Materials Needed for section two:**

- TV
- DVD player
- Video Segment #2
- Slides #7-11
- Participant Guide pages 4-7
- Charts with written nursery rhymes and songs
- Markers, crayons, colored pens, pencils

### **Materials Needed:**

- TV
- DVD player
- Video Segment #2: Discovering Language





# section two:

## discovering language

### Materials Needed:

- Slide # 7: Language Has a Rhythm
- Participant Guide page 4: Language Has a Rhythm
- Examples of nursery rhymes and songs prepared ahead of time

### Activity #5: Language Has a Rhythm

**Time: 15 minutes**

#### Purpose of Activity:

- To illustrate the rhythm of language and words.
- To model nursery rhymes, songs, chants, poems and other examples of language in playful purposeful ways.

#### Instructions for Facilitators:

1. Using the rhymes below, model the rhymes for participants.
2. Write the rhymes on a chart prior to the session.
3. Demonstrate the sing-song joy of the language of rhymes.
4. Model a nursery rhyme using inflection and playfulness. Place Slide #7: Language Has a Rhythm.
5. Ask participants to list as many nursery rhymes as they can think of in their guide. Then compare with others at their table.
6. Ask participants to select one nursery rhyme from their table and recite it to the large group.
7. Sing a common child's song or use a tape to model the language of rhyme in music.
8. Ask participants to list as many children's songs as they can think of in their Participant Guide. Then compare with others at their table.
9. Ask participants to select one song from their table and share it with the group.
10. Share prepared examples of nursery rhymes and songs with participants on flipcharts. Ask participants to join in on the second reading of the example.
11. Facilitator will model examples of rhyming words or nonsense words usage for participants. Facilitator will prepare these on a chart ahead of time so that all participants can view them. Use the following examples, and ask participants to say them with you. Give the participants the opportunity to add some of their own.

**Rain, rain, go away.  
Please come back another \_\_\_\_.**

**Sam had a \_\_\_\_ (cat)**

Ask participants what other words rhyme with cat. Make a list next to the sentence (rat, zat, bat, hat). Explain that they can be nonsense words. The goal is to remove the initial letter and keep the ending sound intact.

*Researchers have found that children will spend an average of **26 minutes** reading, talking about, and guessing words during word plays, If word plays are not used they will pay attention to print for only **10 minutes**. (Campbell, 1998)*





# section two:

## discovering language

**Note to Facilitators:** *It is important that you show your child that our language has a rhythm and that many words rhyme. You can do so by singing chants, nursery rhymes and making up rhymes. Children supply their own rhyming words. Remember to giggle, laugh and play with your child as you teach nursery rhymes, songs and engage in finger plays. Phonological awareness involves the appreciation of sounds as well as the meaning of spoken words. Research shows that children who come to school with knowledge of nursery rhymes and the ability to rhyme have a stronger foundation for learning to read. (Goswami & Bryant 1990)*

*Now let's look at some rhymes, songs, chants and poems that we know collectively and some we can share with others. Look at Participant Guide page #4.*

*In the space provided for nursery rhymes, list as many as you can think of. Compare with the other people at your table. Select one nursery rhyme from your table and recite it to the large group.*

*In the space provided for songs/singing, work with the others at your table to make a list of the songs you know. Select one song and share it with the large group.*

### **I Scream**

*I scream,  
You scream,  
We all scream for ice cream!*

### **Up & Down**

<i>When I'm Up, I'm up,</i>	<i>(Stand up)</i>
<i>When I'm down, I'm down</i>	<i>(Sit down)</i>
<i>But when I'm only half way up</i>	<i>(Half sitting)</i>
<i>I'm neither up nor down.</i>	<i>(Stand on word up, sit on word down)</i>





# section two:

## discovering language

### Activity #6: Having Fun with Real and Silly Words

**Time:** Five minutes

**Purpose of Activity:**

- To hear sounds in words and make new words.

**Instructions for Facilitators:**

1. Ask participants to turn to page 5 in their Participant Guide.
2. Choose words from the chart and spend about 60 seconds making up silly words.  
Example: wat, zat, dap, cip, pip, spip
3. Ask participants to now spend some time making up silly sentences.  
Example: The wat went to pip for a snip.
4. Ask participants to think of real words that rhyme, write them down and share with a partner which parts sound the same.
5. Practice hearing and clapping the parts of words.  
Example: jump ing (2 claps),  
go (1 clap)  
hap py (2 claps)  
Ma ri a (3 claps).

**Note to Facilitators:** *During the preschool years, most children gradually become sensitive to letter sounds, as well as the meanings of spoken words. They demonstrate this awareness in many ways. For instance, they notice rhymes and enjoy poems and rhyming songs; they make up silly names for things by substituting one sound for another (e.g., bubblegum, bumbleyum); they break long words into syllables or clap along with each part.*

*Look at the Participant Guide page 5. Choose words from the chart and spend about 60 seconds making up silly words. (Example: wat, zat, dap, cip, pip, and spip). Spend another 60 seconds making up silly sentences. (Example: The wat went to pip for a spip.)*

*Think of real words which rhyme. For example, "goat" and "coat," "bat" and "sat," "lip" and "sip." Write them down and with a partner in your group, point to parts which sound the same. Try this with your own child.*

*Practice hearing and clapping the parts of words with your child. For example: "jump ing" (2 claps), "go" (1 clap), "Hap py" (2 claps), "Ma ri a" (3 claps).*

**Materials Needed:**

- Slides #8-9: Real and Silly Words
- Participant Guide page 5: Having Fun With Real and Silly Words





# section two:

## discovering language

### Materials Needed:

- Itsy Bitsy Spider on chart paper
- Slides #9-10: Itsy Bitsy Spider
- Participant Guide page 6: Itsy Bitsy Spider

### Activity #7: Create a Finger Play or Act Out a Story

**Time:** Five minutes

#### Purpose of Activity:

- To guide participants in the movement and motions of finger plays.

#### Instructions for Facilitators:

1. Lead participants in the finger play, "Itsy Bitsy Spider" with movements.
2. Have the participants practice this finger play with you.
3. If time allows, lead participants in other variations of "Itsy Bitsy Spider" such as "very small or very large spider" and change voice and motions accordingly.

**Note to Facilitators:** *Acting out stories and performing finger plays helps children learn that print has meaning and contains a message. Finger plays are movements of the hands to create a story or rhyme. The movements also make it easier to learn new words.*

#### The Itsy Bitsy Spider

*The itsy bitsy spider  
crawled up the water spout.  
Down came the rain  
and washed the spider out.  
Out came the sun  
and dried up all the rain.  
And the itsy bitsy spider  
crawled up the spout again.*

*Finger plays can become bigger when children use their entire bodies to act out a story. As you read a story in which the main character does things, you and your child can act like you are the main character doing these things too.*





# section two:

## discovering language

### Materials Needed:

- **Slide #11: Importance of Having Fun with Words**
- **Participant Guide page 7: Importance of Having Fun with Words**

### Activity #8: Importance of Having Fun With Words

**Time:** Five minutes

#### **Purpose of Activity:**

- To summarize the research of the value and importance of word play in literacy readiness.
- To stress the importance of playing in fun ways with children.

#### **Instructions for Facilitators:**

1. Show Slide #11: Importance of Having Fun with Words.
2. Ask participants to follow along on page 7 of their Participant Guide.
3. Review with participants the statements regarding importance of word play and having fun with words.

**Note to Facilitators:** *Let's take a look at the four bullets of word play on page 7 of the Participant Guide. Researchers who looked very closely at the early years of young children support each one of these statements. We will want to remember these important points.*

- *Your child learns patterns and predictability.*
- *Word play allows you to hear your child's ideas.*
- *Word play lets you encourage their thinking to expand vocabulary and ideas.*
- *It gives them a head start on learning to read.*

*Read and point out important words for participants. Ask them to circle three words they think are important to remember as they play with their child.*





# section three:

## saying more words

**Time: 35 minutes**

### **Section Three Objectives:**

- To introduce the concept of saying more words with children.
- To build listening comprehension strengths.
- To use strategies for speaking in complete sentences.

### **Video Segment #3: Connecting Sounds to Print**

**Time: Six minutes**

### **Purpose of Video Segment:**

- To demonstrate how parents and caregivers can help children associate the sounds they hear with print.
- To explain how repetition helps a child develop language skills.
- To identify how children connect letters to sounds,

### **Instructions for Facilitators:**

1. Show video segment.
2. Demonstrate the strong link between words a caregiver uses and getting a child ready to read.

### **Notes to Facilitators:** *(After the video segment)*

*Saying a lot of words or developing oral language increases a child's listening, reading, writing, and thinking vocabulary. Help your children say new words and talk about what they are thinking. When your child says "it," "thing" or other general words, say the specific name of the object and create or extend a sentence with a word or words that describes it. When you have finished saying your sentence, ask your child a question so they can use the words you said in your answer, as you saw in the video. Example: "Child" and "bird". Parent: "Oh, I see the red bird in the big tree." Always speak in complete sentences to model language for your child.*

### **Materials Needed for Section Three:**

- TV
- DVD player
- Video Segment #3
- Examples of wordless picture books
- Materials to make a book (paper, pens, markers, stapler, pictures)
- Chart paper
- Slides #12-14
- Participant Guide pages 8-10
- Environmental print diary
- Newspapers, food ads, magazines, flyers, etc.
- Paper or poster board, glue, scissors

### **Materials Needed:**

- TV
- DVD player
- Video Segment #3





# section three:

## saying more words

### Activity #9: Extending Oral Language

Time: 5 minutes

#### Purpose of Activity:

- To increase the specific words used by the child.
- To understand the importance of using exact names of objects and events.

#### Materials Needed:

- Slide #12: Extending Oral Language
- Participant Guide page 8: Extending Oral Language

**Note to Facilitators:** We saw many examples in the video clips of parents talking with their children in casual informal settings, while at the same time they are increasing vocabulary and awareness of objects in a child's world. Talking with your child within your daily routines is very important. To illustrate how to take a simple object and expand your usage, we are going to do the following activity.

Learning the language and the meaning of words is something that is taught. When your baby first said "Mama" or "Dada" it was because you repeated the word again and again over a period of time. The more words and sentences we hear, the bigger our oral and listening vocabulary and later our reading and writing vocabulary will be. We know as adults that we will occasionally hear a new word and then we will try to use it in our own vocabulary. For example, listen to this sentence. Today we will be learning a **plethora** of information about early literacy. **Plethora** means a huge or overabundant amount. Now think of a sentence using it in a different context. Do you have a **plethora** of laundry? Turn to someone at your table and try out your new sentence.

(NOTE: You may choose a different example if you wish to demonstrate how we learn new words.)

We will follow the steps in your book to show how easy it is to turn one word into a complete sentence.







# section three:

## saying more words

### Materials Needed:

- Participant Guide page 9: Labeling
- Slide #13: Labeling
- Sample environmental print diary (prepared ahead of time)
- Newspapers food ads, magazines, flyers, etc.
- Paper, poster board, glue, scissors

### Activity #10: Labeling

Time: 15 minutes

### Purpose of Activity:

- To increase the number of specific words used by the child.
- To understand the importance of using exact names of objects and events.

### Instructions for Facilitators:

1. Ask participants to turn to page 9 in their Participant Guide.
2. Ask participants to write down all the signs and words that their child could read or recognize while in the car. They may share with others if they wish.
3. Show participants how to make an environmental print diary or poster for their child.
  - a. Create an environmental print diary ahead of time as an example. Cut out pictures of well-known signs and logos that children might recognize and put these in a book made out of construction paper.
4. Have participants make four-page environmental print diary for their child.

**Note to Facilitators:** *As infants and toddlers are attempting to say words, we as adults can easily assist. Young children will learn to recognize things in their everyday environment. Traveling in the car with your child is an excellent time for oral language development. As you drive along say the names of the places you see and point to the signs, such as McDonald's or Target. Children will remember the visual signs as a precursor to reading.*

*Your child is reading when he/she is reading signs. We are going to put together a simple environmental print diary for your child. On your table you will find pictures and ads from places in your areas. Cut out and glue at least three pictures on the paper. Write the name of the place under the picture. Put your child's name on the top of the page. After you are finished, you will have a sample you can take home. (Optional: participants could make this into a book format if children are older)*

*Labeling is an easy way to gain more vocabulary. You can label the common things in your house by writing the name of the object on paper and securing it to the object. This simple activity will connect the object to a symbol (word) and later help with writing.*





# section three:

## saying more words

### Materials Needed:

- Slide #14: Television
- Participant Guide page 10: Viewing Television

### Activity #11: Viewing Television

**Time:** Five minutes

### Purpose of the Activity:

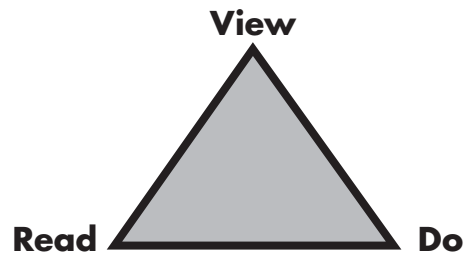
- To identify proactive television viewing models for adults and children.

### Instructions for Facilitators:

1. Discuss television viewing with participants.
2. Ask participants to turn to Participant Guide page 10 to use as a reference during the discussion.

**Note to Facilitators:** *Reading and literacy skills do not occur in isolation. Part of developing literacy skills is interacting with people and the world around you. Television is a very influential part of our culture and can play a dominant role in the lives of many children. By viewing positive educational television, children will enhance their literacy skills.*

### View-Read-Do Model



- **View** an educational children's show with your child that introduces and explores a topic.
- **Read** a related book that reinforces literacy skills.
- **Do** something fun and active that extends the learning and helps children practice self-expression and literacy skills. The View-Read-Do Model is an educationally sound way to use television with children.





# section three:

## saying more words

### **VIEW**

*TV is a tool – and what children get from it will depend on how well it's designed and how well children are guided to use it. Watching television should not make your job harder as a parent or caregiver! Know what your children are watching. What do they learn from these shows? Talk to them about the shows that they watch. Not knowing what your children are watching is just like inviting a stranger into your home. Balance how much time your children watch television. Limit viewing to 10 hours a week or less, making sure that children can choose from plenty of other fun activities. Use this time to interact with your child with talk, talk and more talk.*

### **READ**

*Find and read books that you can link to characters, themes or topics from TV. If your child loves Arthur, go to the library and get some Arthur books. Have your child draw a picture of Arthur and his friends and then ask him to tell you a story. Here's another example. Your child just saw something about rainbows and can't stop talking about it. Get a book full of rainbows, or sit down and draw a rainbow, stripe by stripe, stressing the color and the number of the stripes and MORE.*

### **DO**

*Although I have mentioned activities in the examples above, the opportunities are endless. Many of the popular children's shows will provide you with follow-up activities. Be an active parent and use television to your advantage.*

### **Video Resources on Early Literacy:**

Barney and Friends #613: A Little Mother Goose  
Between the Lions #112: The Chap with Caps  
Between the Lions #109: Fuzzy Wuzzy, Wuzzy?  
Between the Lions #207: Poetry Day  
Between the Lions #122: Red Hat, Green Hat  
Caillou #118: Words!  
Jay Jay the Jet Plane #113: Jay Jay and the Magic Books  
Reading Rainbow #20: A Chair For My Mother  
Reading Rainbow #97: If You Give a Mouse a Cookie  
Sesame Street #3916  
Sesame Street #3917

\*The View-Read-Do Model is an educationally sound strategy for families to use television that is recommended by the PBS Ready to Learn Department.





# section four:

building your child's vocabulary

**Time: 23 minutes**

**Section Four Objectives:**

- To introduce ways to build children's vocabulary.
- To identify different types of activities that build vocabulary.
- To demonstrate how building vocabulary can occur in natural, daily routines.

**Video Segment #4 Building Vocabulary and Comprehension**

**Time: Seven minutes**

**Purpose of Video Segment:**

- To identify different types of activities that build vocabulary.
- To demonstrate how vocabulary building activities can occur often in daily routines.
- To identify the importance of children's comprehension of words as a predictor of reading skills.

**Materials Needed:**

- TV
- DVD player
- Video Segment #4
- *Read with Me* small book
- Markers, crayons, colored pens, pencils
- Heavy paper
- A wide selection of newspaper, magazines, junk mail, food ads, etc.
- Several sheets of plain paper to make the book
- Glue, tape, scissors, stapler per table.
- A sample name book prepared prior to session by facilitator
- Participant Guide page 11-12.
- Slides #15-16: Adult Recorded Stories

**Materials Needed for Video Segment:**

- Video Segment #4
- TV
- DVD player





# section four:

## building your child's vocabulary

### Materials Needed:

- A wide selection of newspaper, magazines, junk mail, food ads, etc.
- Several sheets of plain paper to make the book
- Glue, tape, scissors, stapler per table
- A sample name book prepared prior to session by facilitator
- Participant Guide page 11: Name Books

### Activity #12: Name Book

**Time: 10 minutes**

### Purpose of Activity:

- To model various activities to add excitement to learning the names of letters and words.
- To use the child's name to build more vocabulary and sound recognition.
- To enable participants to create a sample letter book using their children's first names.
- To encourage participants to practice using everyday materials to help children read.

### Instructions for Facilitators:

1. Provide plain pieces of paper and markers.
2. Staple the pieces of paper together to make a book.
3. Show your example of a completed book.
4. Directions and extensions are in Participant Guide page 11.
5. Ask participants to write the name of their child on the cover on their book and place one letter on each page afterwards at the top or bottom of the page. (Example of Jane: Put the name Jane on the cover. On the first right-hand page, put the letter "J"; the next page "A"; the next page "N"; and the final page "E." They might have extra pages.
6. Ask them to cut out and glue appropriate pictures that match the letter on the page. They might want to draw a picture of something their child knows.
7. Encourage participants to take their book home and share it with their child. If they did not finish making the book, encourage participants to take the book home and complete it and even include their child in the process.

**Note to Facilitators:** *We know that children learn and respond to their names, so it makes sense that one of the first words they learn to read and write would be their name. They are fascinated by anything containing their name. You might have heard them say "That's my name" or "That's a letter in my name."*

*We can promote vocabulary development by simply connecting new objects and labels to letters in a child's name. We are going to make a name book using the letters of your child's name and connect them to other objects. You will find paper and pictures on your table. If you would rather draw a picture, please do so.*





# section four:

## building your child's vocabulary

### Materials Needed:

- Slides #15-16: Adult Recorded Stories
- Participant Guide page 12: Steps for An Adult Recorded Story

### Activity #13: Adult Recorded Story

**Time:** Five minutes

#### Purpose of Activity:

- To develop the language of the child into a story.
- To promote further extension of existing vocabulary to a higher level.
- To demonstrate to the child that print carries a message.
- To value conversations and promote interactions with children

#### Instructions for Facilitators:

1. Instruct participants to turn to page 12 in their guide.
2. Go over the steps listed below for creating a story from a child.

**Note to Facilitators:** *In an adult-recorded story you are the scribe who writes down the story that your child tells. The rule is simple: record what the child says, not what you would like her to say. It's a magical discovery for your child to realize that her words can be written down and read again and again.*

#### Steps for an Adult Recorded Story

- Have your child tell you what she wants you to write or ask her to describe what her drawing says.
- After you have written your child's story at the bottom of the drawing or on a blank page, read it to your child.
- Draw a colored line beneath each word as you reread your child's story.
- Ask your child to read what you have written. As he reads, point to each word.
- Help your child write (or scribble) her name at the bottom of the story, so as to sign her story as an author signs his story.
- Give your child the choice of drawing a picture to go with the story or acting out the story with you.
- Mount the story and/or drawing on the refrigerator or at a special place in your home.





# section five:

reading and writing together

## Materials Needed:

- TV
- DVD player
- Video Segment #5
- Post-it® notes or index cards
- Samples of various types of children books
- Slidess #17-24
- Participant Guide pages 3, 13-16
- *Read with Me* small book
- Blank sheets of paper
- Handout #2: Evaluation

## Materials needed for Video Segment:

- TV
- DVD player
- Video Segment
- Post-it® notes or index cards

**Time: 46 minutes**

## Section Five Objectives

- To describe the importance of reading books to children and writing about books.
- To discuss how participants can pass on a love for reading and writing to their children.
- To discuss the importance of reading a wide variety of books.
- To introduce activities that participants can use when they read books with their children.
- To show the importance of scribbling.
- To illustrate that getting ready to read can take place anywhere.

## Video Segment #5: Reading and Writing Together

**Time: Eight minutes**

## Purpose of video segment:

- To recognize the importance of reading and writing with children.
- To understand the importance of consistency in developing literacy skills with children.

## Instructions for Facilitators:

1. Show the video segment.
2. Ask participants to answer reflection questions following the video segment.

## Reflection question:

1. On a Post-it® note, write down one thing you saw in the video that you are already doing with your child.
2. On a Post-it® note, write down one thing you will add to your daily routine with your child.
3. Share these with the other people at your table.





# section five:

## reading and writing together

### Materials Needed:

- Copy of *Read with Me* small book
- A variety of children's books to match different types discussed
- Slides #17-18: Books for Children
- Participant Guide page 13: Types of Books for Children

### Activity #14: Reading Picture Books

**Time: 10 minutes**

#### Purpose of Activity:

- To demonstrate and practice book sharing with a child.
- To introduce book sharing ideas.

#### Instructions for Facilitators

1. Do a demonstration with *Read with Me*.
2. Look at the cover. Begin by asking your child to tell you about the things on the cover.  
Ask: What do you see?  
Ask: What do you think this book will be about?
3. Turn the pages, inviting your child to describe what she sees in the pictures, the words and possibly the placement of the words on the page. Pictures and words give children a general sense of what they are about to read and familiarize them with the language and vocabulary they will encounter. Try to link the pictures or words to your child's world. Example: Oh, look there is a dog in the story. We have a dog too!
4. Complete the reading of *Read with Me* and ask students to partner and share *Read with Me* with each other.
5. Ask participants to turn to page 13 in their Participant Guide. Show them the different types of books that are available for children.
6. If time or interest permits, tell participants to select a different book from a variety of books provided by the facilitator to practice book-sharing skills.

**Note to Facilitators:** Now we are going to practice reading to our child. Turn to your partner and read the **Read with Me** book to them, trying to point out familiar objects or connections that your child would respond to. If there is time, participants may pick from additional books provided by the facilitator to practice story-reading skills

Facilitator provides the following information on book selections for preschoolers. Now let's look at the types of books and some examples that children like to hear read to them and with them.







# section five:

## reading and writing together

**Predictable books:** These stories are popular with young children because they quickly pick up the repeating patterns of the language. They will often-times select these books as it can build self-esteem and good attitudes towards reading.

**Wordless books:** These books are excellent for oral language development because the pictures drive the message. So you could reread a book many times and change the message every time. Pictures allow children to use their imagination and to draw on familiar experiences.

**Concept books:** These books generally focus of an idea such as a shape, a color, time of the season, numbers or ABC's. They are excellent for developing the exact labels and names of common objects in a more conversational setting with your child.

**Poetry books:** These books reinforce the rhyme and sound patterns of words and our language. Poems are easy to remember and can be used to link known words to new words in vocabulary development.

**Information books:** Information books open a New World of knowledge. If your child is interested in a topic such as dogs, find a book with lots of pictures and share some of the information as you read it together.





# section five:

## reading and writing together

### Materials Needed:

- Slides #19-24: Scribbling and Writing, Success in Writing
- Participant Guide page 14-15: Why Scribbling is Important
- Participant Guide page 16: Success with Writing

### Activity #15 Scribbling and Writing

**Time: 10 minutes**

#### Purpose of the Activity:

- To demonstrate why scribbling is important to children's readiness to read.
- To value the attempts of young children to communicate.

#### Instructions for Facilitators:

1. Beginning with the Slide #19: Scribbling and Writing, walk participants through the stages of scribbling and how the scribbling will eventually lead children into writing skills.
2. Talk about the child's scribbles and what they mean. These slides demonstrate how the shapes and letters begin to look more like print by the time children reach four years of age.

**Note to Facilitators:** *It is important for children to scribble because it teaches them that print on a page represents what they are thinking or saying: that writing (scribbling) has meaning.*

*What does your child enjoy? How can you add print to it? For example, after a trip to the park, ask your child to draw a picture while you write the names of the objects drawn. If your child likes to play with toy animals, pick up some library books on those animals (both fiction and informational) and include those in the play area. Ask your child to write (scribble/draw) the ending of each book before you read it. As time goes on, your child will become better at drawing pictures and even making letter-like marks to write her thoughts.*

The following tips for participants will help preschoolers to be more successful with writing:

- Keep the messages predictable at first so children will find them easy to read.
- Model the process daily, and have children write their own messages two to three times a week.
- Give children time to write every day.
- Support children as they sound out words. Ask, "What do you think it starts with? Listen to me say the word. Do you hear any other sounds?"
- When you write or draw something, tell the child that the writing or drawing has meaning by writing the words that the picture says to your child on the picture.
- Point to the words as you read. Ask children to point to words as you engage in shared readings.
- Keep what you write in a book, folder or notebook.





# section five:

## reading and writing together

*The following activities can become fun ways to build your child's vocabulary through saying or writing his name and learning new words as you run errands:*

- *Look for opportunities to help your child find the initial letter of his own name. Many three-year-olds delight in identifying "my letter" in words seen on TV, labels, and printed on signs.*
- *Write, display and point out the child's name often. Print it on his artwork and help him recognize it*
- *As your child gets older, help him learn to recognize additional words he frequently sees printed in the world around him: for example, a word on a favorite T-shirt, stop sign and other favorites such as "zoo" "mom" and "dad."*
- *Watch TV programs such as Sesame Street with your child and learn the "letter song" together.*





# section five:

reading and writing together

## Materials Needed:

- Participant Guide page 3
- Blank paper for each participant

## Activity #16 Paper Wad Review and Closure

**Time:** Five minutes

### Purpose of Activity:

- To encourage participants to identify key concepts of learning for them and reinforce this learning with other participants.

### Instructions to Facilitators:

1. Instruct participants to go to Participant Guide page 3 and look at the list of things that they could do with their child.
2. On a separate piece of paper, write down two things from the list on Participant Guide page 3 that you will try at home, based on what you have learned today.
3. Wad the piece of paper into a ball and toss it in the air for someone to catch.
4. Catch a piece of paper that is not yours and read what it says.
5. Ask participants to share what their piece of paper says.

**Note to Facilitators:** *On the last page of the Participant Guide, write down two things you are going to try at home, based on what you have learned today. On a piece of paper, write down something you will try when you get home with your own child. Then crunch up your piece of paper and toss it up in the air for someone else to catch. Encourage each person to read the idea they caught out loud.*





# section five:

## reading and writing together

### Materials Needed:

- Handout #2:  
Evaluation

### Activity #17: Evaluation

**Time:** Five minutes

### Purpose of Activity:

- To evaluate the usefulness and effectiveness of the workshop.

### Instructions to Facilitators:

1. Hand out the evaluations and ask each participant to complete one and return it to the facilitator. Encourage participants to provide feedback on the workshop and what they would like to learn more about on early literacy for children.
2. Give door prizes, if available.
3. Thank participants for attending and dismiss the group.

**Note to Facilitators:** *In our session today, we have discussed the important role that both parents and caregivers have in getting their child/children ready to read. We have specifically identified four areas: having fun with words, saying more exact words, building vocabulary and reading and writing together. Your Participant Guide will provide you with additional resources and be a quick reference for ideas later on.*

*I have passed out an evaluation form that I would like you to complete. It is very important to us to know how useful the information we presented in this workshop is for you. Please make sure that I have your evaluation before you leave.*

*Thank you for your participation and for all the hard work here today. I would like to leave you with one closing thought.*

***The people who influence you are people who believe in you.***  
—Henry Drummond





# additional workshop materials

developing early literacy with children





# additional workshop activities

## Additional Activities

### Section 1: Introduction

#### 1. Introductions

Instead of Activity #1, have participants introduce themselves to the person seated next to them and share a little about themselves.

### Section 2: Discovering Language

#### 2. Rhyming Game

Divide participants into groups. Ask each group to think of a rhyme or song that they enjoyed as children. Ask groups to present that rhyme or song to the entire group.

### Section 3: Saying More Words

#### 3. Saying More Words

Give each group a piece of chart paper. Have them brainstorm different ways that they have helped their children develop a broader vocabulary and write these ideas on the chart paper. Give each group the opportunity to share some of their best ideas with the entire group.

### Section 4: Building Your Child's Vocabulary

#### 4. Name Book Extenders

Extend the name book activity by making other books for children: make an "I Like" book of things and people that a child likes. Make a color book with one page for each color or make a book of items of all one color. Make a number book by having items in different quantities on each page.

### Section 5: Reading and Writing Together

#### 5. Reading Books

Demonstrate different techniques in how to read books to children. Ask participants to divide into pairs or small groups and to take turns using these same techniques in reading books to each other.

### Section 5: Reading and Writing Together

#### 6. Postcards

Pass out postcards to participants and have them address the postcard to themselves. Ask participants to write one thing they will do with their child based on what they learned at this workshop. Mail postcards back to them one week after the workshop.





# handout masters

developing early literacy with children





# read with me



handout #1 (pretest)

**Please read the following statements and circle the appropriate answer:**

- Children who have many literacy experiences as toddlers and preschoolers come to school ready to learn. Yes No
- Children can develop literacy skills as they go about their daily routines. Yes No
- Children learn literacy skills through having fun with words. Yes No
- Talking with children helps children develop literacy skills. Yes No
- My knowledge of early literacy skills is: Poor Good Excellent

**What do you hope to learn from this workshop?**

**May we use these comments to help promote this program?** Yes No

Name \_\_\_\_\_ Date: \_\_\_\_\_

Contact information: \_\_\_\_\_

Phone Number: \_\_\_\_\_ e-mail \_\_\_\_\_





# lee para mí

## Cuestionario #1 (antes de la prueba)

**Por favor, lea las siguientes frases y haga círculo en la respuesta adecuada:**

- Los niños que tienen muchas experiencias de lectura cuando tienen entre 3 y 5 años de edad llegan a la escuela preparados para aprender. Sí            No
  
- Los niños pueden desarrollar su capacidad de lectura a medida que van experimentando su rutina diaria. Sí            No
  
- Los niños aprender a leer jugando con palabras. Sí            No
  
- Hablar con los niños desarrolla su capacidad de lectura. Sí            No
  
- Mi conocimiento sobre alfabetización: Pobre        Bueno        Excelente

**¿Qué espera aprender en este cursillo?**

**¿Podemos usar estos comentarios para que ayuden a promover este programa?** Si            No

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

Contacto: \_\_\_\_\_

Número de Teléfono: \_\_\_\_\_ e-mail \_\_\_\_\_



# evaluation

## handout #2



**Please read the following statements and circle the appropriate answer:**

**Please rate the quality of the workshop:**

- Presenter
- The materials/hand-outs used were



Poor  
Poor

Average  
Average



Excellent  
Excellent

**In today's workshop:**

- The information I learned was

Poor

Average

Excellent

**Based on what you know now:**

- Children who have many literacy experiences as toddlers and preschoolers come to school ready to learn.
- Children can develop literacy skills as they go about their daily routines.
- Children learn literacy skills through having fun with words.
- Talking with children helps children develop literacy skills.
- My knowledge of early literacy skills is:

Yes

No

Yes

No

Yes

No

Yes

No

Poor

Average

Excellent

**A new idea or activity that I will use with my child is:**

---

---

---

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**What else would you like to know about attachment and socialization?**

---

---

---

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~Thank you for your participation~

# evaluación

## cuestionario #2



**Por favor, lea las siguientes frases y haga un círculo en la respuesta adecuada:**

**Por favor, califique la calidad de este cursillo:**

- La persona que lo presentó:
- Los materiales/los volantes

	Pobre	Bueno		Excelente
	Pobres	Buenos		Excelentes

**En el día de hoy:**

- La información que recibí fue

Pobre	Buena	Excelente
-------	-------	-----------

**Basada en lo que usted sabe ahora:**

- Los niños que tienen muchas experiencias de lectura cuando tienen entre 3 y 5 años de edad llegan a la escuela preparados para aprender.
- Los niños pueden desarrollar su capacidad de lectura a medida que van experimentando su rutina diaria.
- Los niños aprender a leer jugando con palabras.
- Hablar con los niños desarrolla su capacidad de lectura.
- Mi conocimiento sobre alfabetización:

Sí	No	
Sí	No	
Sí	No	
Sí	No	
Pobre	Bueno	Excelente

**Una idea o actividad nueva que voy a usar con mi hijo es:**

---

---

---

---

**¿Qué más desea aprender sobre las uniones y la sociabilidad?**

---

---

---

---



~Gracias por su participación~



# adapting read with me

developing early literacy with children





# adapting read with me for specific audiences

## Tips:

- **Read activities and Overheads aloud.**
- **Ask for volunteers to read.**
- **Use the video.**
- **Use the small book, *Read with Me*.**

This workshop may be taught for specific populations. The workshop may be composed of a mixed audience where several of the participants have special needs. Adapting to meet the needs of each participant is critical to the success of the workshop.

## Participants Who Have Lower Literacy Skills

This workshop includes activities that involve reading and writing. If you suspect that some of the participants will have difficulty with reading or writing, you will want to read aloud all of the information that is in written form.

For example, take participants through the handouts by making them into charts or Overheads and pointing to each one as you read it. This will allow those who cannot read to identify their choices on paper.

Always ask for volunteers for reading. Never ask a specific participant to read anything out loud or to comment on something that has not been read to them.

The videos will be especially helpful for those participants with low literacy skills. You may want to use only the videos to convey information and then discuss what participants have seen.

The book, *Read with Me*, was designed specifically to be used with lower literacy audiences. If your participants have trouble reading any of the words, do an activity where you talk about what they see in the pictures.

## Tips:

- **Use the videos.**
- **Use cartoons and posters.**
- **Have them apply information to their peers.**

## Teen Parents

Teen parents can be a challenging audience. Keep their interest. Helping them learn to apply the information and plan ahead can be particularly difficult.

Maximize the use of the videos. Also, use cartoons from the newspaper or bright posters about children and literacy.

Ask teens to apply the literacy information to themselves and their friends. After they apply it with their peers, ask them how to apply the information with their children.

Focus on the here and now and on situations they are currently experiencing.





# adapting read with me for specific audiences

## Tips:

- Have them write down their frustrations.
- Share the workshop goals.
- Use roleplays.

## Participants Who Are Court Mandated or Who Are Reluctant to Attend

Some participants may be attending against their will. Courts may require attendance or a spouse may have insisted on their coming. They may be resentful about being required to attend parenting workshops.

Ask the participants to write down their frustrations at the beginning of the workshop. Or ask them to share them verbally. Offer them suggestions about things that might be bothering them such as, "having to find a sitter, not having enough time for dinner." If they are writing suggestions, invite them to write whatever bothers them about being here. Let them know that they are not to put their names on their comments so that it will be anonymous. You may decide not to share the comments with the group. But read them to yourself so you know what their frustrations are.

Tell participants, "Although many of you had frustrations about coming, since you are here, we want to make this worth your time. There are things about raising children that are hard. Knowing about early literacy could make your life easier."

Share the goals of the workshop with them. Ask them to think about some ways that this workshop could be helpful to them in their interactions with their children.

If a participant is being very difficult, antagonistic or distracting, call a break and quietly go to the person and ask if you can speak with him in the hall. Tell him that other people are here to learn about their child and that you need his cooperation.

State the behavior that you need him to change (less distracting) and be specific (lessen the anger in the voice, etc). Ask him to please refrain from that behavior. Tell the participant that he is welcome to leave if he would rather do so. You may also find that other participants will stop the person's comments or behavior for you if you give them the opportunity.

Some of these parents may lack basic communication and guidance skills. You may find that you will need to include additional information and skill development on these areas in your workshop.





# adapting read with me for specific audiences

## Tips:

- **Demonstrate respect for customs and traditions.**
- **Accept suggestions for doing things differently.**
- **Offer classes in other languages.**
- **Hold workshops in the neighborhood.**

## Participants from Diverse Cultures

The way that early literacy skills are developed can be heavily influenced by culture. A child may be encouraged to be more outgoing and expressive in an African-American home, but may be admonished to be quieter and calmer in a traditional Asian family. While generalizations about cultures do not apply to all individuals, there are commonalities among parents of specific cultures that tend to influence parenting practices.

At the outset, it will be important to validate the many different family structures found today. In some cultures, the family includes aunts, uncles, grandparents, cousins and close friends. In others, elders and respected community members are important in establishing norms, solving conflicts and playing other important family roles.

Just as important will be your approach to the workshop itself. Whether you are working with one ethnic or cultural group or several, it is important to demonstrate your respect for their customs and traditions. Don't imply that the approach you are introducing is the only way. Emphasize continually that it is one way of dealing with family interaction. Accept suggestions for doing things differently. Your behavior will convey the most important message you need to communicate: that you are sensitive to the needs of the group and that you are listening.

If you have a large group of participants who represent a different culture and language, consider offering a class just for them in their own language. If that is not possible, having a translator available will help to attract and involve those of other cultures. Holding a workshop in a facility close to a neighborhood that is of primarily one culture will also assist people in feeling more comfortable. Consider churches, community centers, apartment clubhouses and local schools.

If you are aware that parents from cultures with which you are uncomfortable or unfamiliar will be attending, read more about the culture, especially child-rearing practices. A good resource is *Multicultural Parenting*, edited by Stephen J. Bavolek, and available from Family Development Resources, Inc. at 1-800-688-5822. You can also ask your local library to order it for you through interlibrary loan.

People sometimes feel uncomfortable speaking in front of a group if English is not their first language. Tell everyone at the beginning that it is okay to pass if they are uncomfortable speaking in their group.

Encourage parents of differing cultures to share how things are done within their culture or how certain behaviors are perceived.







# facilitating your workshop

developing early literacy with children





# guide

## to conducting workshops

This guide is designed for the facilitator leading the **Read with Me: Early Literacy** workshops. It is a tool to help you lead the entire workshop. As workshop facilitator, you will be responsible for conveying information to your participants and for providing opportunities for them to ask questions and develop ways to use this information in their families.

You may already be an experienced facilitator. If that is the case, you may have already developed your own methods for setting up and conducting workshops. If you are a new facilitator, or if you just want to review some helpful information, this section can help you. You will find helpful information on everything from engaging your audience to marketing your workshop.

If you are working with a co-facilitator, you will want to review the curriculum outline together and decide how to divide the presentations, discussions and activities between you.

### **When facilitating your workshop think “PARENTS!”**

#### **Preparation**

**A**dult learning basics

**R**ole as facilitator

**E**ngaging your participants

**N**eeds of the participants

**T**ranslating knowledge into practice

**S**etting (Room Arrangement)

#### **Preparation**

Use the facilitator’s planning sheet provided with your handouts.

Check your equipment: microphones, charts, VCR, television, projection machine, chart stands, screen, etc. Are they in working order? If something goes out, do you have a backup? You may want to have an extra bulb or prepare a few copies of your overheads in case your overhead projector develops problems. Can you be heard from the back of the room? If not, plan on having a microphone and test it before the workshop.

Know your building and room. Visit the building and room for your presentation beforehand if possible. This will allow you to better plan room setup. Find out where the bathrooms, water and telephones are. Be sure to provide this information (you may want to make a chart) for participants.

Have all materials and copies needed before your workshops.





# guide

## to conducting workshops

### **Adult Learning Basics**

Adults have different learning styles. Some learn better by doing. Some need to hear things to learn. Some learn best by seeing, and others by talking about concepts. Provide learning activities that emphasize all of these learning styles. Adults also bring previous experience and knowledge to the learning setting.

### **Role as Facilitator**

Your role as facilitator is to help your participants understand the information you have to present and to provide opportunities for them to develop skills.

### **Some tips to keep in mind:**

- Your participants are responsible for their own learning.
- See yourself as a partner in the learning process and treat participants as equals.
- Recognize your participants' expertise as well as your own and encourage them to share it in appropriate ways.
- Create a learning environment that is safe and comfortable and encourages sharing and learning.
- Remember that research has shown that people must be involved in the training in new ways about every 8 to 10 minutes to maintain interest.

### **Engage Your Participants**

- Provide materials at each table for participants to play with, such as markers, post-it® notes, PlayDoh® and pipe cleaners.
- Be friendly and show concern for participants.
- Ask for opinions and allow participants time to respond.
- Leave plenty of time for questions. If you do not know the answers, it's okay! Let participants know that you will find out and bring or send them the answer.





# guide

## to conducting workshops

### **Needs of the Audience**

Your participants learn best when they are comfortable. Provide refreshments, water and comfortable seating. Be aware of the changing moods of participants. If people seem to be getting bored or tired, have them move around, stand up or do a different type of activity. The audience needs to feel successful as parents, as caregivers and also as participants. Thank them for comments and reinforce when they share an example of good parenting. Participants need permission to move around during the workshop if needed.

They also need permission to pass or “Go Fishing.” There are times when parents may not wish to share in small or large group discussions. Let them know up front they can pass if they choose. Also, let them know that everyone occasionally daydreams, begins to think about other things and does not hear what is said. If that happens, and they have been asked something, they can say, “Sorry, I went fishing!” It is a fun and non-threatening way to admit inattention.

### **Translate Knowledge into Practice**

Throughout the workshop, ask how the concepts can be applied in participants’ lives. One goal of the facilitator is to make sure the information from the workshop gets carried back to daily interaction. By continually reinforcing the practical application of the information, you are reinforcing the need to begin to incorporate this information into the family. Some ways to do this include:

- When a participant asks a question, see if others have the same problem and ask how they deal with it.
- Review, review, review! Content must be revisited in some form (through discussion, activities, video, writing) about six times for it to be remembered and applied.
- Make it fun and use activities to review.
- Revisit the information at another time. If you have the opportunity to contact these participants later or have them in another workshop, ask if they have used the ideas presented previously and how they have worked. This will provide an opportunity to review the application.
- Encourage participants to pull out their materials once a week for the next month and review them. They will be more likely to apply the information in their lives.





# guide

## to conducting workshops

### **Setting: Arranging the Room**

The way the room is set up and arranged is critical to the learning process. A room with stadium seating where the seats are small and leg room is cramped will encourage participants to think about how uncomfortable they are instead of the content of the workshop. Avoid last-minute frustrations by knowing your room and its arrangement ahead of time.

### **Good Room Setup:**

- Be sure the room has adequate lighting, comfortable seating and lots of leg room.
- Ask ahead of time how the room will be set up and request that you be given a room that has tables and chairs to give participants more space, and to allow them to write, prop their arms, lean and to have a place for their hands.
- Room setups that are most conducive for this type of workshop include using small tables on two sides of the room in short, angled rows with an aisle between (also called a chevron shape, or U shape).
- Set up tables for 4 to 6 participants at each table.
- Be sure there is a table in the front just for your things. Standing to the side of a table can be an effective means of facilitation that allows you to move around and interact with the audience.
- Arrange a table at the back of the room for refreshments and another for any display that you wish to set up.
- If you do not have tables, arrange chairs in semi-circles. Materials that will be needed by participants can be placed on the floor in front of each semi-circle.
- If you do not have tables, you can provide hard-backed notepads or even books for writing surfaces.
- If you have fixed seating such as stadium seating, encourage groups of three to turn toward each other and form a group.
- Check the room's lighting and windows. Will the sunlight reflect and cause problems?
- Ask if charts can be posted on walls.
- Check to see where audiovisual equipment can be located.





# guide

## to conducting workshops

### **Planning, Recruiting and Marketing the Workshop**

#### **Where Do I Begin?**

Marketing your workshop means that you will create and adapt to the needs of your audience – your customers – the participants! There are several things you need to do in order to reach your audience and make it easy for them to attend.

#### **Identify Your Target Audience.**

Try to identify a specific audience, such as parents of toddlers or Hispanic parents, rather than any or all parents. A workshop that is focused for parents of school-age children or one for teen parents can use the same curriculum but might use different images on promotional flyers and address different issues during the workshop. Then design your information and your marketing for that audience. Who has the greatest need, or what population should you target given your funding or the interest that has been shown?

#### **Plan Your Workshop Based On Parent Needs and Interests.**

As you begin to plan the workshop, ask participants to identify the best time of day and week for the workshop. Plan your workshop around their time rather than yours.

Ask some parents or caregivers, “What can I tell you about this workshop that would motivate you to come?” Then use that information to develop your promotional materials for the workshop.

Use themes, slogans, and graphics in your marketing that will connect your audience to the topic you are covering. Be consistent in your use of those images. Participants will begin to identify your programs by these images.

#### **Where Should I Hold My Workshop?**

The best place to hold your workshop is where the parents are.

Try lunchtime workshops at large businesses. Employers will usually welcome such programs but they will probably have to fit within an allocated lunch period. Consider partnering with a childcare center and offering your workshop in the evening. Ask the center to provide childcare.





# guide

## to conducting workshops

### **Other ideas for locations include:**

- Meeting rooms at community centers
- Local housing offices in areas near your target population
- Churches
- School PTA programs
- Head Start parent programs
- Health clinics, pediatricians' offices, or local social service agencies
- Local libraries
- Community centers or cultural centers

Some parents are more likely to attend when they are involved in the planning and preparation for the program. Involve parents and caregivers by asking them to assist in contacting other potential participants, bringing refreshments, or by setting up before the workshop.

### **How Can I Inform Parents?**

Remember that “word-of-mouth marketing” is usually more successful than advertising. Talk with parents, teachers and other professionals, and ask them to share information about your program with others.

Provide the local media – especially weekly newspapers and radio stations – with a packet of information on this workshop, and let them know they can call you for quotes or information about parenting or other family topics. When you post fliers and information, be sure to put them where they will be seen by the audience you want to attract.

### **Ways to get the word out about your workshops:**

- Give out fliers or brochures everywhere you go!
- Post posters or fliers at grocery stores, apartment laundromats and mail centers.
- Establish a telephone tree that can call parents in the area and/or other professionals.
- Send news releases to local newspaper, cable TV and radio.
- Ask local churches to announce your workshop or allow you to post materials on a bulletin board.
- Send information to local courts, social service agencies, libraries and local cooperative extension offices.
- Contact your local school and childcare centers and provide them with fliers to give to parents.
- Provide fliers to health centers and pediatricians' offices.





# guide

## to conducting workshops

### Offering Incentives

#### Solutions:

- Provide incentives such as snacks and door prizes to encourage attendance at workshops.
- Ask participants or sponsors to assist with meals and snacks. They can provide potluck dishes or take turns providing desserts.
- Volunteers or service organizations can be asked to provide meals or refreshments.
- Donations can be requested for snacks from local grocery stores.
- Some fast-food restaurants are willing to donate or provide a discount to nonprofit groups for meals that could be picked up and taken to the workshop for distribution.
- Give certificates that verify attendance and the number of hours of the workshop.
  - Certificates for completion of the workshop provide parents with a sense of completion and accomplishment.
  - Parents who are required by the judicial system to attend parenting classes will need the certificate for verification of attendance.
  - Certificates can also be given to childcare providers who use them to verify state-mandated training hours.
- Door prizes are great incentives for reluctant, at-risk and teen participants, and a nice bonus for all who attend the workshop.
  - Distribute tickets (available at discount and many variety stores) for participants to place in drawings for prizes. Participants can write their names on the back of the tickets and deposit in a basket. Tickets can become an effective reward for returning from breaks on time, to honor those who share great ideas, and fun rewards for races and activities during the workshop. You should be sure that everyone gets at least one ticket.
- Local businesses will usually provide discounts or freebies such as passes to movies, skating, bowling, books for and about children, or games or toys that encourage interaction with children.
- Fast-food restaurants often give coupons and stores give gift certificates.
- You can obtain pamphlets, booklets and free information about children from local health departments, Cooperative Extension Offices, Red Cross and Associations such as the American Heart or American Lung Association.
- Samples of products from companies are also great incentives for parents. If you have a local company that produces items that parents might use, call and see if they will provide samples.







# guide

## to conducting workshops

### Removing Barriers

#### What About Barriers to Attendance?

It is often difficult for participants to attend workshops such as these. Work hours, childcare, transportation, and feeling uncomfortable with the surroundings can all prevent parents from attending. Ask yourself and a few potential participants, “What would keep people away?” Families may not have childcare or transportation. Court-ordered parents may feel uncomfortable attending a workshop provided in a social service office. Shift workers may not be able to attend at night. Identify the barriers that will face the group you are targeting and then develop strategies to remove those barriers.

#### Possible barriers and solutions could include:

##### Families Often Need Childcare

###### Solutions:

- Parents can be charged for on-site childcare.
- The cost of childcare can be included in the cost of the workshop if there is a fee at all.
- If parents cannot afford childcare, ask teen youth groups, such as service organizations at high schools or church youth groups, to provide care. Often, youth leaders are willing to oversee this process.
- Offer the workshop on two different nights and ask parents to trade childcare.
- If the workshop is at a childcare center, ask the director if it would be possible for her to provide childcare.
- Offering the workshop and providing childcare can become a business deduction from business taxes and a marketing strategy for the center.

##### Transportation

###### Solutions:

- Provide transportation by bus or by van to the program.
- Provide bus passes for participants.
- Plan your program within walking distance of your target population.
- Arrange for groups to walk together or for those in unsafe areas to be accompanied to the workshop.
- Offer workshops in apartment clubhouses or in housing authority offices.





# guide

to conducting workshops

## Language Barrier

### Solutions:

- If most of the people in your target population speak another language, secure a facilitator that speaks their language.
- Ask someone to translate for you as you facilitate.
- Provide written materials and media in the languages of your participants.
- When you send out information on your program, prominently display the fact that there will be translation.
- Plan two workshops: one in English and the other totally in the spoken language.





# resources

developing early literacy with children





# research overview

Young children are capable of understanding and actively building knowledge, and they are highly inclined to do so.	Bowman, Donovan & Burns, 2001
Development is dependent on and responsive to experience, allowing children to grow far more quickly in domains in which a rich experiential base and guided exposure to complex thinking are available than in those where they receive no such support.	Bowman, Donovan & Burns, 2001
Learning to read and write is critical to a child's success in school and later in life. One of the best predictors of whether a child will function competently in school and go on to contribute actively in our increasingly literate society is the level to which the child progresses in reading and writing.	Neuman, Copple, & Bredekamp, 2000
The early childhood years – from birth through age eight – are the most important period for literacy development.	Neuman, Copple, & Bredekamp, 2000
Young babies make sounds that imitate the tones and rhythms of adult talk; they “read” gestures and facial expressions, and they begin to associate sound sequences frequently heard – spoken words – with their referents.	Berk, 1996
No one teaching method or approach is likely to be most effective for all children.	Strickland, 1994
The single most important activity for building literacy understanding and skills essential for reading success appears to be reading aloud to children.	Wells, 1985; Bus, van IJzendoorn & Pellegrini, 1995
Children learn a lot about reading from labels, signs, and other kinds of print they see around them.	Neuman & Roskos, 1993
Children learn about the sounds of language through exposure to linguistic awareness games, nursery rhymes, and rhythmic activities. The roots of phonemic awareness, a powerful predictor of later reading success, are found in traditional rhyming, skipping and word games.	Bryant et al. 1990





# research overview

In the preschool years, sensitizing children to sound similarities does not seem to be strongly dependent on formal training but rather on listening to patterned, predictable texts while enjoying the feel of reading and language.	Neuman, Copple & Bredekamp, 2000
Children need to interact with a rich variety of print.	Morrow, Strickland & Woo, 1998
Popular rhyming books may draw attention to rhyming patterns, serving as a basis for extending vocabulary.	Ehri & Robbins, 1992
Research shows that we can improve reading achievement by starting in early childhood to build cognitive and language skills.	Wells, 1985
Just as a child develops language skills long before being able to speak, the child also develops literacy skills long before being able to read.	National Research Council, 1998
The size of a young child's vocabulary is a strong predictor of reading – preschoolers with large vocabularies tend to become proficient readers.	National Research Council, 1998
Children's vocabulary can be greatly enhanced by talking and reading with parents. The vocabulary of the average children's book is greater than that found on prime-time television.	Hayes & Ahrens, 1998
Parents serve both as teachers and role models in reading.	National Research Council, 1998
Adults pass on to children their own expectations about education and achievement, both positive and negative.	Fingeret, 1990
The ideal time to begin sharing books with children is during babyhood, even with children as young as six weeks.	Burns, Griffin & Snow, 1999
Children most at risk for reading difficulties in the primary grades are those who began school with less verbal skill, less phonological awareness, less letter knowledge and less familiarity with the basic purposes and mechanisms of reading.	Burns, Griffin & Snow, 1999





# research overview

Children who are exposed to sophisticated vocabulary in the course of interesting conversations learn the words they will need to recognize and understand when reading.	Burns, Griffin & Snow, 1999
Talking to adults is children's best source of exposure to new vocabulary and ideas.	Burns, Griffin & Snow, 1999
Few preschoolers spontaneously attain phonemic awareness, but many studies have shown that they can acquire this understanding by engaging in activities that draw their attention to the existence of phonemes in spoken words.	Burns, Griffin & Snow, 1999
To have later literacy success, preschoolers need to be part of conversations that use extended discourse. This is the talk that requires participants to develop understandings beyond the here and now and that requires the use of several sentences to build a linguistic structure, such as in explanations, narratives, or pretend talk.	Koralek, 2003
The magnetic quality of the story is the universal power to remember, entertain, teach, inspire, create and know.	Raines & Isbell, 1994
The story and storytelling are essential to human existence.	Koralek, 2003
The repeated pleasurable experience of storytelling helps children develop concepts about words, print and books.	Morrow, 2001
Storytelling increases concentration and the ability to think symbolically and metaphorically.	Maguire, 1985
Storytelling encourages children to use their imagination, create visual images, and actively participate.	Alna, 1999
Listening is the necessary, interactive process that enables the brain to construct meaning from the sounds that are heard.	McSporran, 1997
Listening plays an essential role in learning, but expecting children to listen more is not the answer; teaching them how to listen better is.	DeHaven, 1983
Children who maintain their home languages as they learn a second language do better in school later on.	Collier, 1987





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