

TRAINING GUIDE

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Growing Learning & Caring

California Exempt Provider
Outreach and Training Project

Module Four
Family Literacy



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Module Four
Family Literacy

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TRAINING GUIDE OVERVIEW

Welcome to the *California Child Care Resource & Referral Network License Exempt Training Project*. The purpose of this *Training Guide* is to help you organize your training. It is a helpful tool filled with information, resources and suggestions. Please note that the word “provider” will be used throughout the *Training Guide* for the purpose of consistency. However, you may use other words, i.e. grandparents, relatives, caregivers, people who take care of children, etc., depending on your audience. Some license-exempt providers don’t view themselves as providers, so they may not identify with the terminology. The *Training Guide* is organized as follows:

WORKSHOP ONE: Language

- Activities
- Worksheets
- Overheads
- Handouts

WORKSHOP TWO: Reading

- Activities
- Worksheets
- Overheads
- Handouts

WORKSHOP THREE: Writing

- Activities
- Worksheets
- Overheads
- Handouts

BIBLIOGRAPHY

TRAINING GUIDE OVERVIEW

Take the time to become familiar with all the sections of this *Training Guide* and how they are organized. The workshop sections include a sample agenda with a list of activities that vary depending on the length of the training and the size of the group. The length of an activity depends on the time it takes for participants to engage in the activity, understand the concept, ask questions, add comments, and debrief the experience. Adjust your agenda according to the needs of the group. If time is limited, you may have to make some decisions about which key concepts you would like to discuss and which activities support the learning. Each of the activities builds on others, but can also stand alone.

It is recommended that each workshop open with a registration, a pre-assessment, and a welcome with introductions. The agenda should also include a break, a closing and an evaluation. This guide can be followed as is, or it can be adapted to your personal training style and group. You know yourself and your community best, so plan accordingly.

TRAINER'S PREPARATION

Background

Before embarking on the first training, the trainer must be familiar with the License Exempt Training Project. The trainer should have an understanding of the differences and similarities between licensed family child care providers, license exempt providers, nannies, and babysitters. The trainer should also be familiar with the group and know how many people will be participating.

The trainer should be familiar with the *Training Guide* for *Module Four: Family Literacy*, each of its sections, and additional resource materials listed.

Materials

The trainer should allow plenty of time to gather training materials for all of the selected activities, collate packets, review any videos, and cue them to the appropriate section.

Space

The trainer should confirm the space ahead of time, get directions to the training location. It's best to arrive at least one hour ahead of the scheduled time to arrange the space to suit the needs of the workshop. This allows time to create an inviting environment that might include: pictures, quotes, tablecloths, quilts, flowers, books, raffles and/or door prizes).

Equipment

Bring or request an easel and easel pads, overhead or power point machine and screen, TV and VCR. Check to make sure that the equipment is working and that an extension cord is available.

TRAINER'S PREPARATION

Thinking About the Adult Learner

Adult learners come with a wide range of experiences and background knowledge. They bring their own expectations, skills, culture, creativity and motivation to the training experience. They also bring their own concerns, fears, pressures and biases. They may have barriers to learning, such as language and literacy skills, health issues, disabilities, or previous negative learning experiences. For these reasons, the facilitator has a responsibility to make the training respectful and relevant to their needs. The trainer should:

- Create a safe and nurturing physical and emotional environment.
- Develop a “Safety Contract” that establishes some groundrules for participation.
- Make the information clear and applicable to their work.
- Allow for mutual, respectful sharing of ideas, knowledge and concerns between participants and you.
- Listen carefully; be completely present.

Thinking About Facilitation

The role of the facilitator is to create a sense of trust, openness and purpose during the training experience. The trainer should plan and prepare the content, schedule, materials, and the physical environment. The trainer should:

- Adhere to the “Safety Contract” developed by the group. Redirect participants if necessary (an example of a safety contract will be included in each workshop).
- Allow for dialogue and exchange of ideas between participants. Keep the dialogue relevant and focused on the subject. For example, *“That’s a good point. It will take more time to discuss it than we have allowed. Let’s wait to discuss that at the end.”*
- Ask open-ended questions to encourage dialogue. (Examples: *“Will you tell me more about...?”*, *“What are some reasons for...?”*, *“What are some examples of...?”*, *“What have you tried and how has it worked for you?”*)
- Expand on the participants’ knowledge by sharing information, resources and materials. (Examples: *“I wonder if you’ve also thought about...”*, *“Another issue to consider might be...”*)
- Make the workshop an interactive, guided learning experience. (There are examples of interactive learning activities throughout the *Training Guide*.)
- Monitor the agenda and adjust accordingly. (There are sample agendas in each workshop.)

MODULE FOUR
FAMILY LITERACY

Workshop One



Language

OVERVIEW

Language provides a basic overview of the language acquisition process, and introduces the connection between language and reading and writing. It discusses how adults can use everyday activities, errands and interactions as opportunities to foster relationships and language development, and how children's play experiences help enhance language skills. The workshop addresses the relationship between language and culture, and emphasizes the importance of children's home language as a foundation for learning. In addition, it identifies language patterns associated with learning more than one language, as well as strategies to interact with children. Other topics discussed in the workshop include the significance of story telling and singing, and how adults can use the library as a resource.

GOAL

To provide an overview of language development in the context of meaningful experiences

OBJECTIVES & MATERIALS

LEARNING OBJECTIVES

Participants will:

- Make the connection between language, reading and writing.
- Become familiar with the various components of language, and the language acquisition process.
- Learn how everyday activities and play can foster language development.
- Understand the importance of children's home language as a foundation for learning.
- Identify strategies to interact with children.
- Learn how singing and story telling promote the development of language skills.
- Learn how to access the library as a resource.

MATERIALS & EQUIPMENT NEEDED

- TV/VCR/DVD player
- Overhead projector
- Easel with flip chart paper or white board
- Handouts, worksheets and overhead transparencies
- Sign in sheets and name tags
- Sticky notes
- Markers and pens
- Materials specifically related to each activity

BACKGROUND RESOURCES

Complete information on the background resources listed below can be found in the bibliography at the end of the *Trainer's Guide*.

Books and Articles:

- American Institutes for Research, for the California Department of Education, Child Development Division. *Supporting Early Learning: Guidelines for Home Care Settings*. 2004 Draft.
- Isbell, Rebecca T. *Telling and Retelling Stories. Learning Language and Literacy*. Young Children. March 2002.
- Koralek, Derry (editor). *The Power of Conversations. Supporting Children's Language Learning*. Young Children. March 2002.
- California Department of Education. *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning*. 2007.

Videos:

- *A World Full of Language: Supporting Preschool English Learners*. 2006 DRAFT
- *Talking with Preschoolers. Strategies for Promoting First and Second Language Development*. 1998

SAMPLE AGENDA

Workshop Length:

2 hours

SUGGESTED TIMELINE

Registration, Introductions, Pre-Assessment, Warm-Up and Safety Contract

35 minutes

- Registration and housekeeping items (Activity 1)
- Introductions and pre-assessment (Activity 2)
- Warm-up activity: Language (Activity 3)
- Safety contract (Activity 4)

Activities: Choose from the following:

35 minutes

- Everyday Activities (Activity 5)
- Play Experiences (Activity 6)
- Home Language (Activity 7)
- Learning More than One Language (Activity 8)

Break

5 minutes

Activities: Choose from the following:

35 minutes

- Interacting with Children (Activity 9)
- Stories (Activity 10)
- Singing (Activity 11)
- The Library as a Resource (Activity 12)

Summary, Closing, Evaluation (Activity 13)

10 minutes

Note: There may not be time to do all the activities.

ACTIVITIES



REGISTRATION AND HOUSEKEEPING ITEMS

Goal

To welcome the participants, introduce the trainer, assess the environment, and review policies regarding food, cell phones and stretch breaks

Materials Needed

- Sign-in sheets
- Markers and pens
- Name tags
- Folders for *Workshop 1: Language*

As the participants come into the room, greet them, ask them to sign-in and, if they wish, make a personalized nametag. Hand them a folder. Once all the participants have come in and are settled, welcome them, introduce yourself and the agency you represent. Thank them for making the time to be there and tell them how to access the restrooms. This is also a good time to assess the temperature of the room and address policies regarding food, cell phones and stretch breaks.



INTRODUCTIONS AND PRE-ASSESSMENT

Goal

To get acquainted with the participants and their expectations for the workshop

Materials Needed

None

Group Sharing

Have the participants introduce themselves and answer the following questions:

- *What attracted you to this session?*
- *What do you expect to gain from this session?*



LANGUAGE

Goal

To provide a basic overview of the language acquisition process and introduce the connection between language, reading and writing

Materials Needed

- Easel
- Flip chart paper or white board
- Markers
- Handout: *Module 4, Workshop 1, Activity 3: Language*

Reflection

Write the following questions on the white board or flip chart paper:

- *When did you learn to talk?*
- *How did you learn to talk?*

Then, verbally invite the participants to think about it for a few minutes.

Sharing and Discussion

Ask the participants to share their thoughts on a voluntary basis, and write key words and phrases that relate to their answers (e.g., as a young child, over time, late talker, experiences, adults taught me).

Engage the participants in a brief discussion that builds on their answers. Use the *Key Talking Points* and the questions below to steer the conversation:

- *When did you say your first word? What was it?*
- *Was your first word connected to the world around you? How?*
- *Describe your home environment? (e.g., noisy, quiet, talkative people, children seen but not heard, etc.)*
- *Why do you think that people do not hear infants say things such as, “Hello! What is for lunch? I am hungry”?*
- *How do infants communicate?*
- *What do you use language for?*
- *In your opinion, how are language, reading and writing connected?*

Distribute and review the handout *Language*.

Key Talking Points

- Children are born with a biological capacity to develop language.
 - Language skills, including listening skills, develop over time as children experience life and interact with other people in their lives.
 - Gender, temperament and parenting styles are factors that influence how children develop language skills.
 - Children develop language skills gradually. Different home languages affect how they acquire language.
 - Achieving language milestones varies from child to child because children develop at different rates.
 - At approximately two months, children make cooing sounds (“oooo”). At about six months of age, they begin to make babbling sounds using their lips, tongue and teeth. During this stage, they experiment with syllable repetition (“mamama”, “dadada”, “babadada”). Between eight and twelve months, children begin to use gestures in combination with vocalizations to communicate what they want. For example, they may point at a toy and say, “ahahah”.
 - Sometime between ten and eighteen months, children go through the one-word stage. They use words like “I”, “you”, “me” or “duhwanna” (shortened version of “I don’t want to”). Between eighteen and thirty months, children go through the two-word stage. They put words together but leave grammatical elements out. For example, they may say, “baby eat” for “the baby is eating.”
 - At around twenty-four months, children begin to incorporate some simple language rules into their speech, and are able to form simple sentences that are grammatically correct. This stage is referred to as the multiword stage. From this point forward, children’s sentences become longer and more complex. Children continue to master their language skills during the elementary and middle school years.
 - The language that children hear from the time they are born enables them to begin to develop knowledge about their world. Many young children are exposed to more than one language.
 - Children use language to develop nurturing relationships, to meet their personal and social needs, to explore their interests, to express feelings and ideas, and to voice their opinions.
 - Language, reading and writing are different but interrelated forms of communication. For example, a child can write about something he read, talk about something he wrote, or read about something someone said.
- Note: The dynamic of Activity Three can be used to illustrate this point as well: The presenter writes what the participants say, and reads it to generate conversation.*
- The development of language, reading and writing skills is intertwined. For example, when preschoolers attempt to spell a word (writing), they rely on the sounds they have heard (language). Similarly, children begin to discover the connection between printed words (writing), meaning and sounds (language) when they read.



SAFETY CONTRACT

Goal

To establish some ground rules in order for participants to feel as comfortable as possible during the discussion

Materials Needed

- Overhead projector
- Easel
- Flip chart paper or white board
- Markers
- Overhead: *Module 4, Workshop 1, Activity 4: Safety Contract*

Opening Statement

Mention that one of the goals of the session is for everyone to feel as comfortable as possible during the discussion, and that a safety contract can help by establishing some ground rules. Display the *Safety Contract* that is already created and ask if it is acceptable to the group. Modify the contract according to their feedback. Emphasize that sharing personal experiences is not mandatory.

Example of contract:

We will respect each other.

We will speak one at a time.

We will listen to each other.

We will participate as fully as we can.

We will respect confidentiality and personal feelings.



EVERYDAY ACTIVITIES

Goal

To discuss how adults can use everyday activities and interactions as opportunities to foster relationships and language development

Materials Needed

Grocery

- Apples, carrots, grapes, green beans
- Small plastic bags, empty

Post Office

- Different types of envelopes (letter, manila, Express Mail, Priority Mail, etc.)
- Stamps
- Labels (return receipt, registered mail, certified, etc.)

Laundry

- Hand towels, bath towels and kitchen towels

General Materials

- Easel
- Flip chart paper or white board
- Markers
- Handout: *Module 4, Workshop 1, Activity 5: Everyday Activities*

Opening Statement

Children need experiences, responsive adults and many chances to practice what they learn, in order to develop language. Everyday activities are good opportunities for adults to interact and bond with children, while exposing them to language that relates to their environment.

Brainstorm

Ask participants to think of examples of everyday activities and interactions, and list their responses on the white board or flip chart paper.

Read the list aloud while tracing the writing (like tracing the lines when reading a book to a child). Then, underline the activities that are related to doing laundry, grocery shopping, and going to the post office. Add the activities to the list, if necessary.

Small Group Activity

Divide the large group into smaller groups of four or five.

Assign one of the underlined activities from the list to each group at random, and distribute the materials needed for each activity. Depending on the number of participants, the same activity may be assigned to more than one group.

Ask the participants to write down and discuss the following questions:

- *How does this activity expose children to language?*
- *What words are associated with this activity?*
- *How would you involve a child in this activity?*
- *How can this activity help children develop a nurturing relationship with adults?*

Sharing and Discussion

Transition the participants into a large group discussion by having a volunteer from each small group read aloud the list of words associated with their activity, while another volunteer writes them on the board or flip chart paper.

Encourage the larger group to mention more words, if they can think of any. Make the connection between everyday activities and exposing children to vocabulary, even if they cannot understand it yet.

Next, ask the participants to share their thoughts about how their activity exposes children to language, other than introducing words. The sharing can be done in any order.

Write key words that relate to the responses. If not mentioned, add key words such as concepts (weight, shape, texture, color), signs with letters and numbers, actions, and interactions with other people. Make the connection between everyday activities and these other aspects of language.

Continue the large group sharing and discussion. Keeping the *Key Talking Points* as a reference, build on the participants' responses to the last two questions. Emphasize the importance of talking with children during routine activities, and the significance of connecting language with the children's world. In addition, discuss the benefits of providing experiences that allow the children to use their senses.

Distribute and review the handout *Everyday Activities*.

Note: This activity may be a good opportunity for the participants to reflect on their own lives and how they relate to children while carrying out activities that are traditionally regarded as adult responsibilities, not child's play.

Key Talking Points

- Some examples of common everyday activities include diapering, feeding, brushing teeth, washing hands, preparing meals, setting/clearing the table, washing dishes, cleaning, grocery shopping, going to the post office, going to the bank, putting gas in the car, riding in the car or bus, trips to the park.
- Interacting with infants and toddlers during diapering, feeding or bathing routines, builds strong, nurturing relationships between the children and their caregivers, and exposes the children to sounds, tone, volume, body language and words.
- Interacting with children during everyday activities can help facilitate the children's understanding of the world. Adults can connect words, concepts and concrete examples through language. For instance, talking about and comparing the size of apples and grapes, while at the grocery store, or pointing out different textures while folding clothes.
- Everyday activities introduce children to new vocabulary and concepts when adults point out, talk about, and let the children experience what they see, touch, hear, smell and taste. For example, the bright red light at the crosswalk, the round bumps of a bag full of apples, the loud ringing of the train track barriers coming down, the flowery scent of clean clothes, or the sweet taste of a carrot.
- Exposing children to language does not mean talking to children non-stop or overwhelming them with new and more difficult words. Children need quiet time to absorb and practice what they learn. When children are exposed to language in a natural, spontaneous way, they learn to recognize and understand language, and begin to incorporate it in their speech.



PLAY EXPERIENCES

Goal

To make the connection between children’s play experiences and the development of language skills

Materials Needed

- Handout: *Module 4, Workshop1, Activity 6: Play Experiences*

Opening Statement

Daily experiences and interactions inspire children and are reflected in their play activities. Play is how children learn about their world and develop their abilities to communicate with others. A play environment that offers choices that children find interesting and meaningful fosters creativity, and promotes conversation and interactions.

Activity in Pairs

Invite the participants to reflect on their own childhood play experiences, or recall their observations of children at play. Then, ask them to share their thoughts with a partner.

Illustrate the activity by sharing a personal childhood experience that relates to language. For example, “*When I was little, my brother and I used to pretend that we could speak another language. We had a lot of fun trying to imitate what the German tourists were saying.*”

Observe how the activity unfolds. Pay attention to the way the participants interact, their level of interest in the topic, body language, whether the conversations remain between two people or involve others, etc.

Sharing and Discussion

Bring the attention back to the larger group and comment on your observations. Reiterate that interesting and meaningful choices often promote conversation and interactions.

Engage the participants in a discussion about the connection between play experiences and language development. Use their conversations as the starting point, and refer to the *Key Talking Points* to build on their experiences and comments.

Pose the following questions to help guide or focus the discussion, if necessary:

- *Who were your playmates when you were a child?*
- *Where did you like to play? Why?*
- *Did you like to imitate adults when you played? How?*
- *What was your favorite pretend play? What made it special?*
- *Did you ever make up words or languages?*
- *What were your favorite nursery rhymes or finger plays?*
- *What are some things that you have observed children say or do when they pretend play, or when they interact with their toys?*

Conclude the activity with a finger play or a nursery rhyme. Ask a volunteer to lead the group. Then distribute and review the handout *Play Activities*.

Key Talking Points

- Play experiences enable children to experiment with all the components of language: sounds, how words are put together, word combinations, meaning, and context.
- Play allows children to experiment freely with language in a non-threatening environment. Children label and name things, attempt to repeat what they hear, and make up their own words and word combinations.
- Children enjoy playing with language. Repetitive verses (e.g., “Head and Shoulders”), nursery rhymes (e.g., “Humpty Dumpty”) and finger plays (e.g., “Five Little Monkeys”) help children recognize, memorize and practice sounds, sound combinations, rhyming sounds and rhythm.
- When children pretend play, they use language in context. They select vocabulary that is relevant to the theme of their choice, and adapt the way they talk to reflect the role they are playing. For example, a child pretending to be a doctor may use a serious tone to talk to the pretend patient about needing medicine to cure a bellyache.
- Playtime provides opportunities for children to experiment with practical aspects of language such as listening, making themselves understood and conveying different types of messages. Children use words, gestures and body language to get their messages across. They also practice taking turns when they talk, asking questions, making requests and expressing emotions.
- Children incorporate social language rules into their speech when they play. These rules mirror the social values and behaviors of their communities. For example, they may add, “Please” or, “Thank you”, change their tone of voice, etc.



HOME LANGUAGE

Goal

To address the relationship between language and culture, and to emphasize the importance of children's home language as a foundation for learning

Materials Needed

- Note cards
- Pens
- Worksheet: *Module 4, Workshop 1, Activity 7: Home Language*
- Overhead: *Module 4, Workshop 1, Activity 7: Home Language*
- Handout: *Module 4, Workshop 1, Activity 7: Home Language*

Information Exchange

Divide the large group into three smaller groups by counting off one, two, three. Have each group stand in separate corners of the room. If the large group is twelve people or less, do the activity as one group and choose one of the options below, instead of all three.

- **Group One:** Pass out blank note cards. Instruct the participants to find out how to say and write their name in other languages, or variations of their name, by asking the other members of the group (e.g., Isabel, Elizabeth, Elisabeth, Isabella, Liz, Bettina).
- **Group Two:** Give each participant a copy of the worksheet *Home Language* and instruct them to match each phrase with the corresponding language. Clarify that they may ask other members of their group for help.
- **Group Three:** Instruct the participants to ask another member of the group to talk about their favorite meal and any memories associated with that meal.

Sharing and Discussion

Transition the participants into the next segment by asking them to go back to their seats. Then, encourage them to talk about their home language experience.

Once the conversation is underway, make it more personal for the participants. Ask questions that prompt them to reflect on their home language. For example:

- *Is your name important to you? Why? Why not?*
- *How would you respond if someone called you by a name that is not your name? Why?*
- *How would you feel if people continuously spelled your name incorrectly?*
- *How would it feel if your loved ones told you, “I love you”, in a language that you didn’t know or understand? Why?*
- *What makes talking about your favorite meal special? Is it talking about the ingredients?*

Use the *Key Talking Points* to validate, or build on the participants’ responses, and to emphasize the connection between home language and culture, self-identity and learning.

Video Segment

Show the segment, *Home Language*, from the video, *A World Full of Language*.

Conclude this activity by projecting the overhead, *Home Language*, and distribute the handout, *Home Language*.

Key Talking Points

- Language goes beyond just saying words or describing things. Language is tightly connected to personal experiences, thoughts and emotions. For example, a child who had a fun trip to the zoo is likely to recall it vividly, and infuse his story with enthusiasm and details.
- Life experiences and the language associated with them happen in social contexts. Children observe what people say, how they say it (including gestures and body language), when they say it, and who the audience is. Observing how language is used by other members of their communities becomes their foundation for learning.
- The first social context in which children experience language is their home environment. It is here that they are exposed to the primary language spoken by their family members, also referred to as home language.
- Home language and culture go hand in hand. Families use language to pass on traditions and values from generation to generation. Songs, folk stories, personal stories, rituals, books, poems, and recipes are examples of how families use language to transmit culture.
- Home language and culture contribute to the development of personal identity and help create a sense of belonging.
- Supporting a child’s home language, even when it is different from the language spoken in the community, validates the child’s family and the child’s personal and cultural identity.
- Language is a tool for learning. Supporting a child’s home language does not mean “teaching” the home language to the child. It means exposing the child to the home language through a variety of familiar experiences, such as family pictures, music, labels and signs, or reading familiar books and telling stories in that language.



LEARNING MORE THAN ONE LANGUAGE

Goal

To discuss some language patterns associated with learning more than one language

Materials Needed

- Three decks of cards with distinctly different back sides
- Rubber bands
- Worksheet: *Module 4, Workshop 1, Activity 8: Learning More than One Language*
- Handout: *Module 4, Workshop 1, Activity 8: Learning More than One Language* (2 pages)

Opening Statement

Children are born with the capacity to learn any language. Children are also capable of learning more than one language. Exposure, experiences and practice are essential to learning and maintaining a language or multiple languages.

Trainer's Preparation before the Activity

- **Step One:** Divide each deck of cards into four piles: Ace-Three, Four-Six, Seven-Nine, Jack-King. Each pile should have 12 cards (three numbers in each of the four suits).
- **Step Two:** Set aside the four piles of one of the decks.
- **Step Three:** Combine the matching piles of the other two decks. This will result in four piles with 24 cards each.
- **Step Four:** Shuffle each pile of cards and hold the cards together with a rubber band.

Note: Refer to worksheet Learning More than One Language for visual instructions.

Sorting Game in Small Groups

Divide the larger group into eight smaller groups by counting off one through eight.

Give each group a pile of cards. Then instruct the participants to sort the pile of cards they received (no further instructions). Allow a few minutes for them to work on this task.

Discussion

Transition the participants into a discussion that incorporates the information presented in the *Key Talking Points* by mentioning that learning a language is a process that requires identifying and sorting (sounds, words, meaning, rules). Then, invite them to reflect aloud on the activity and how they think it can be compared to the process of learning more than one language.

The following ideas may serve as a guide to build on the participants' responses or move the conversation along:

- Having cards from one or two decks of cards (one, two languages)
- Finishing at different times (variations in personality, circumstances, skill level)
- Sorting cards in different ways (making combinations of sounds, words, phrases, etc.)
- Sorting different numbers of cards (the more languages, the more rules and sounds to be sorted)
- Having cards from two decks in a pile (mixing languages, mixing language rules)

Distribute the handout *Learning More than One Language* and review the points listed on the first page.

Review the points listed on the second page. Then, engage the participants in a brief discussion that addresses the stages of learning a second language. Illustrate the discussion with specific examples that the participants may have, based on their experiences.

Key Talking Points

- Achieving language milestones varies from child to child because children develop at different rates.
- Children who are learning a new language go through several stages before they become fluent in that language. They may use their home language and gestures to communicate at first (there may be dual or multiple language use from the beginning). They also spend a great amount of time observing and listening to others use the new language. Children try out the new language by putting words together (“want truck”) and using familiar phrases in combination with different words (“I want truck”, “I want milk”, “I want go”). As the children’s vocabulary increases and they develop a better understanding of the new language rules, their level of proficiency and fluency in the language improves and they begin to communicate using sentences.
- Having an understanding of some language patterns that occur when children are learning more than one language can help adults guide their interactions with the children.
- Children who are learning more than one language may be more dominant in one language at times. This may have to do with their current level of knowledge of the language and the circumstances.
- Language mixing is likely to occur when children are exposed to more than one language. Expressions such as, “*Quiero* milk” or “I want *leche*”, for example, are not uncommon. Language mixing is a way for children to access their knowledge to get their message across.
- Every language has rules. Learning more than one language means learning more than one set of rules, being able to sort them out, and being able to use them correctly. This process takes time and involves trial and error (e.g., “sharpido”, an English word with Spanish ending; “*¿Qué es eso para?*” a phrase in Spanish with English structure)
- Acknowledging the message and modeling the desired use of the language is a better approach than criticizing the child or correcting what the child says. For example, when a child says, “I want *leche*”, the adult may respond by saying, “Do you want milk?” or “*¿Quieres leche?*”
- Knowing more than one language enhances communication with more people and children’s understanding of the world, by allowing children to experience the world from different perspectives.
- Language fluency assists with self-esteem and the development of identity, especially when children are fluent in more than one language.
- Fluency in more than one language opens doors to a wider variety of employment opportunities.



INTERACTING WITH CHILDREN

Goal

To identify and discuss interacting strategies that promote the development of language skills

Materials Needed

- Video: *Touchpoints, Volume 2: The First Month Through The First Year*. ____
- A table and a chair
- Worksheet: *Module 4, Workshop 1, Activity 9: Interacting with Children* (2 pages)
- Handout: *Module 4, Workshop 1, Activity 9: Interacting with Children* (2 pages)

Scenario and Brainstorm

Introduce the characters and the scenario. Ask for a volunteer to play the role of the child. Take a few moments to familiarize the volunteer with the worksheet for this activity and the interactions to be presented.

Act out the first scenario with the volunteer as realistically as possible. Use body language, tone, volume and movement. Ask the rest of the group to pay close attention.

Invite the group to reflect quietly on the scenario and the interaction between the characters.

Act out the second scenario with the volunteer as realistically as possible. Use body language, tone, volume and movement. Ask the rest of the group to pay close attention.

Once again, invite the group to reflect quietly on the scenario and the interaction between the characters.

Sharing and Discussion

Once the participants have had some time to reflect on the interactions, transition the group into a discussion that includes the participants' comments and information from the *Key Talking Points*. The following questions may help facilitate and steer the conversation:

- *What are your thoughts about the child-adult interaction in the first scenario?*
- *What was positive about this interaction? (the adult in close proximity to the child, adult following the child's cue to interact, adult telling a personal story)*
- *In your opinion, was this a good child-adult interaction? Why?*
- *What are your thoughts about the child-adult interaction in the second scenario?*
- *How was this interaction different from the interaction in the first scenario? (The adult next to the child and down to the child's level, open-ended questions, time for the child to respond, two-way conversation, adult modeling appropriate language use, adult building on the child's responses and expanding them, adult retaining the child's interest)*

Wrap up the conversation by asking the group to recapture and call out the strategies mentioned during the discussion.

Video Segment

Shift the focus of the discussion to interactions with younger children.

Show the segment from the video *Touchpoints, Volume 2: The First month Through The First Year* that shows a mother interacting with her infant (shown in two boxes side by side, approximately four and a half minutes from the beginning of the video).

Ask the participants to reflect on what they saw and heard. Then, engage them in a conversation about interacting with infants and toddlers.

Encourage the participants to think about their own experiences with infants and toddlers, and invite them to share them as a way to illustrate the information from the *Key Talking Points*. Conversely, use the *Key Talking Points* to build on the participants' comments and examples.

Distribute and review the handout *Interacting with Children*.

Key Talking Points

- Interactions help children learn how language works and how language is used. Interactions also help children learn about their world. Children are more likely to interact with adults when they have a trusting relationship that makes them feel safe and nurtured.
- Non-verbal infants and toddlers may not understand words, but they respond to the adults' voices, tone, inflection, body language, gestures and emotions. For example, a calm infant might start crying if an adult were to say, "*Lilly, I see that you are awake...*" in a very loud, deep voice, looking angry and turning away.
- It is also important that adults pay attention to subtle cues when interacting with infants and toddlers. Since they are not able to articulate words yet, they use noises, body movements and crying as ways to get their messages across.
- Speaking to children is different than speaking with children. The latter encourages the children to become actively involved in the interaction, instead of just being listeners.
- Some strategies that adults can use to make children feel more at ease are: Being close to the child, getting down to the child's eye level, showing genuine interest and paying close attention.
- Children learn in the context of interactions that are meaningful to them. Keeping their interests in mind and relating the conversations to their experiences may elicit more productive, longer responses.
- Repeating or paraphrasing what a child says indicates to the child that the adult is paying attention, and allows the adult to check and confirm the child's message.
- When interacting with children, it is essential that adults follow the child's lead. Some examples that illustrate this practice are: letting the children initiate the interaction spontaneously; going along with the children, even if they stray from the original topic of conversation; ending the interaction if the children's interests shift to something else.
- In order to keep preschoolers involved, adults should ask questions that require answers other than "yes" or "no" (open-ended questions that start with what, where, who, whom, whose, why, how). For example, "*Tell me about your drawing?*" instead of , "*Are you drawing a car?*"
- As children develop language, they make mistakes. Restating the correct usage of the language is more productive than correcting the mistake directly. For example, the adult's response to a child who is looking at a book cover and says, "*I see two mouses!*" could be, "*I see two mice also! This story is about two mice, Jeff and Juan. Jeff is the tiny mouse and Juan is the big mouse.*"
- Interactions are good opportunities for adults to expand children's language and introduce new words and concepts. For example, a child points at a shelf across the room and says, "*I want the car!*" and the adult, getting close to the shelf and pointing at the car, responds, "*Do you want the blue car that is on the shelf?*"
- Language-rich interactions go beyond utterances like, "*Carl, bring me that thing over there, please.*" (What thing? Over where?) It is important that adults label, name and describe the children's world. This is how children learn to talk about it.



STORIES

Goal

To make the connection between stories and language development, explore tips for story telling, and discuss strategies to involve children

Materials Needed

- Worksheet: *Module 4, Workshop 1, Activity 10: Stories*
- Handout: *Module 4, Workshop 1, Activity 10: Stories* (2 pages)

Activity in Small Groups

Divide the participants into small groups of four. Once the groups are formed, assign each one a number, one through three.

Distribute one worksheet per group and have them read the instructions that correspond to their assigned group number (sharing a story, inventing a story, or retelling a favorite tale).

Allow some time for the participants to reflect on their assignment. Answer any questions that they may have about the task before they start to work on it. Observe the dynamic of the groups.

Sharing and Discussion

Reconvene as a large group and invite volunteers to share their feedback about the activity. Ask them to tell the group what their assignment was, what they thought about it (difficult, easy, interesting, frustrating, challenging, entertaining), and why.

Once the participants have had an opportunity to share their thoughts about the activity, continue the conversation about stories and story telling by discussing what took place during the activities, and incorporating the information presented in the *Key Talking Points*. Some questions that may help guide the discussion include:

- *In your opinion, what is a story?*
- *Do you think telling stories promotes language and comprehension? How?*
- *How did it feel to hear a story that includes you as one of the characters?*
- *How many times have you told the story you shared with the group?*
- *Were the other members of the group listening to the story? How could you tell?*
- *What were some questions that the other members of the group asked?*
- *What tales did you hear today?*
- *What did you do to keep the attention of the other team members? (different voices, gestures, etc.)*
- *What do you do when a child tells a story over and over again?*
- *Have you ever heard a child tell a very long story containing the phrase “and then” many times? What do you do when this happens?*

Distribute and review the handout *Stories*.

Key Talking Points

- Stories are a fun way to promote the development of oral language, listening and comprehension skills. Stories are also an inviting way to encourage children to use their imagination and creativity.
- Stories are not limited to classic once-upon-a-time folk tales like “Little Red Riding Hood” or “The Three Little Pigs”. Anything can be the basis for a story: personal experiences, books, dreams, wishes, favorite toys, family traditions, etc.
- Children enjoy listening to stories with familiar, real life characters like themselves, or other people in their lives.
- Children find it fun to assume and act out the role of their favorite characters in a story.
- Older toddlers have great imaginations and tend to be very talkative. Letting them tell and retell stories allows them to use their creativity, recall words and practice talking.
- Children feel important and are motivated to tell stories when adults pay attention and listen to them attentively.
- Engaging children in conversations about their stories, asking open-ended questions and connecting the stories with their life experiences, encourage children to share their stories.
- Asking children to predict the story told in a book based on the characters and the title of the book can be an opportunity for interactive story telling.
- Stories can be told in combination with flannel boards or other visual props like puppets.
- Stories are more engaging when adults use body language and different voices for different characters, and when they change the volume and tone of their speech.
- Writing down what children say, including stories and descriptions, reading it back to them, and showcasing the writing helps children make the connection between language, reading and print.



SINGING

Goal

To explore how singing and rhyming help children develop language and reading skills

Materials Needed

- Worksheet: *Module 4, Workshop 1, Activity 11: Singing* (2 pages)
- Overhead: *Module 4, Workshop 1, Activity 11: Singing*

Brainstorm

Give each participant a copy of the worksheet *Singing* and refer them to the first page.

Ask the participants if they are familiar with the children’s song “The Wheels on the Bus”. Point at the overhead, or direct them to the worksheet. As a group, sing the verse and act it out.

Invite a volunteer to tell the group what children and adults do when they sing this song (i.e., think of different things that are associated with the bus, think of the sounds they make, insert them in the blank spaces, sing and act out the verses according to the different words and sounds using the same tune).

Ask the group to brainstorm words and sounds (or phrases) that can be used to sing this song. Record them on the easel paper or board to create a list. For example:

- | | |
|-----------------------|------------------------|
| • Wipers/Swish, swish | • Horn/Beep, beep |
| • Money/Clink, clink | • Signals/Blink, blink |
| • Engine/Zoom, zoom | • Driver/Move on back |
| • People/Up and down | |

Sing and act out the song again using the list generated by the participants.

Discussion

Start a large group discussion by asking the participants how they think a song like “The Wheels on the Bus” can help children develop language skills.

Build on the participants’ responses using the *Key Talking Points* as a guide, and talk about rhythm, sounds, creativity, vocabulary, comprehension, props, etc.

Large Group Activity

Project the overhead *Singing* (or refer the participants to the second page of their worksheet)

Have the participants read and sing both versions of “Hickory, Dickory, Dock!” Hum the tune, just in case there are participants who are not familiar with the rhyme.

Solicit their feedback (e.g., the words in the first version are scrambled and do not rhyme; the sequencing of the verses in the first version is switched; the first version may be more difficult to sing because the sounds do not flow well).

Use the participants’ responses and the *Key Talking Points* to explore how rhymes help children hear, recognize, identify, compare and associate sounds. In addition, take some time to make the connection between rhymes, memory, concentration and sequencing.

Distribute and review the handout *Singing*.

Key Talking Points

- Spoken language has rhythm. Children are exposed to rhythm when they sing and often move their bodies in tune with the rhythm of the song they are singing.
- Singing rhymes and songs with children models spoken language and helps them notice sounds.
- Children identify, sort and match language sounds when they invent songs or poems with rhyming words. In doing so, they also exercise their creativity.
- Singing and listening to songs helps children expand their vocabulary and develop their comprehension skills.
- Comprehension is further enhanced when adults act out the songs and use props. These strategies help children make the connection between symbols (words) and what they mean (e.g., actions) or represent (objects).
- Singing helps children develop skills that are necessary for reading (i.e., memory, concentration and abstract thinking).
- When children sing, they use their memory to recall words and phrases, and their sequence.
- Singing requires concentration. In order to sing, children have to recall and say the words, follow the tune, keep the rhythm and remember what comes next.



THE LIBRARY AS A RESOURCE

Goal

To explore how adults can use the library as a resource to foster the development of children's language skills

Materials Needed

- Flip chart paper
- Tape
- Markers and pens
- Worksheet: *Module 4, Workshop 1, Activity 12: The Library as a Resource*
- Handout: *Module 4, Workshop 1, Activity 12: The Library as a Resource* (2 pages)

Reflection and Sharing in Small Groups

Divide the large group into smaller groups of four or five. Each group should select a recorder.

Give each participant a copy of the worksheet *The Library as a Resource*, and a sheet of flip chart paper. Explain that the activity has two steps: an individual reflection and sharing ideas as a small group.

Read the scenario aloud and allow some time for the participants to gather their thoughts and write them down, if they want to do so. Then, encourage them share their ideas with the rest of the group. Have the recorder of each group write the answers given, unduplicated, on the flip chart paper.

Once the group sharing is over, have the recorders post the flip chart papers around the room.

Walk About

Invite the participants to move around the room for a few minutes, and read or talk about the ideas posted on the walls.

Discussion

Once the participants are back in their seats, initiate a conversation that stems from what they read or talked about while they were walking around the room. Pose the question, *What did Patty and Marco do at the library?* Wait for answers and pay attention to the following points:

- Are the answers mainly related to books and reading?
- What other activities are mentioned? In what context?
- Is there any reference to the librarian?
- Are there answers that refer to interactions?
In what context? What type?

Expand the discussion to include the participants' own experiences at the library and their thoughts about this institution.

Distribute the handout *The Library as a Resource* and focus the conversation on how adults can use the library as a resource to foster the development of children's language skills. Read and discuss each point, building on previous answers or comments as much as possible.

Key Talking Points

- Libraries are great community resources. They provide materials, services and learning opportunities for adults and children of all ages. A public library card is free of charge.
- Libraries are places where adults and children can interact. For example, they may interact with the librarian to seek information, advice on how to select materials, or help locating them. Adults and children may also interact with other adults and children.
- Libraries have a vast selection of books and other printed materials, including parenting resources. Printed materials can be the source of many valuable interactions that foster listening, talking, understanding, and vocabulary building. For example, adults can find a comfortable, well-lit place in the children's section of the library and read aloud to the children. Children can select their own books and read them, or talk to the adults about them.
- Libraries often have materials in different languages and about different cultures. Adults can use these materials as resources to promote the children's home language and culture.
- Most of the materials that libraries have (books and other printed materials, videotapes, DVDs, audiotapes) may be checked out and taken home, thus allowing adults and children to continue to use them longer, and make the most out of them. For example, a provider may check out an audiotape of children's rhymes and songs, take it home, and then send it home with the child.
- Libraries often offer story time sessions that welcome children and adults. This can be a fun time for children, and an inviting way to encourage them to use their imagination and creativity while they listen. Story time sessions may also be valuable for adults, for they may get some tips about how to tell stories or read aloud by observing it being done.
- Other special events that libraries often offer include parent play groups and community resource presentations.



CLOSING AND EVALUATION

Goal

To give the participants a chance to reflect on, and evaluate the presentation

Materials Needed

Handout: *Module 4, Workshop 1, Activity 13: Closing and Evaluation*

Closing

Ask the participants to reflect for a few minutes about the session and their thoughts about it. Thank them for attending and ask them to fill out the evaluation form.

MODULE FOUR
FAMILY LITERACY

Workshop One



Worksheets



Language

HOME LANGUAGE

English	<i>I Love You</i>
French	<i>Te Quiero</i>
German	<i>Je t'aime</i>
Indonesian	<i>Ich liebe dich</i>
Italian	<i>Ik houd van u</i>
Japanese	<i>Ti amo</i>
Spanish	<i>Mahal kita</i>
Tagalog	<i>Ai shiteru</i>
Dutch	<i>Saya cinta kamu</i>

Adapted from: <http://www.wikihow.com/Say-I-Love-You-in-Different-Languages>

Worksheet

Module 4, Workshop 1, Activity 7

Home Language

LEARNING MORE THAN ONE LANGUAGE

Group One

A♠ 2♠ 3♠ A♦ 2♦ 3♦ A♣ 2♣ 3♣ A♥ 2♥ 3♥

Cards from deck 1

Group Two

4♠ 5♠ 6♠ 4♦ 5♦ 6♦ 4♣ 5♣ 6♣ 4♥ 5♥ 6♥

Cards from deck 1

Group Three

7♠ 8♠ 9♠ 7♦ 8♦ 9♦ 7♣ 8♣ 9♣ 7♥ 8♥ 9♥

Cards from deck 1

Group Four

J♠ Q♠ K♠ J♦ Q♦ K♦ J♣ Q♣ K♣ J♥ Q♥ K♥

Cards from deck 1

Group Five

A♠ 2♠ 3♠ A♦ 2♦ 3♦ A♣ 2♣ 3♣ A♥ 2♥ 3♥

Cards from deck 2

A♠ 2♠ 3♠ A♦ 2♦ 3♦ A♣ 2♣ 3♣ A♥ 2♥ 3♥

Cards from deck 3

Group Six

4♠ 5♠ 6♠ 4♦ 5♦ 6♦ 4♣ 5♣ 6♣ 4♥ 5♥ 6♥

Cards from deck 2

4♠ 5♠ 6♠ 4♦ 5♦ 6♦ 4♣ 5♣ 6♣ 4♥ 5♥ 6♥

Cards from deck 3

Group Seven

7♠ 8♠ 9♠ 7♦ 8♦ 9♦ 7♣ 8♣ 9♣ 7♥ 8♥ 9♥

Cards from deck 2

7♠ 8♠ 9♠ 7♦ 8♦ 9♦ 7♣ 8♣ 9♣ 7♥ 8♥ 9♥

Cards from deck 3

Group Eight

J♠ Q♠ K♠ J♦ Q♦ K♦ J♣ Q♣ K♣ J♥ Q♥ K♥

Cards from deck 2

J♠ Q♠ K♠ J♦ Q♦ K♦ J♣ Q♣ K♣ J♥ Q♥ K♥

Cards from deck 3

Please note that the 10's will need to be removed from each deck.

Worksheet

Module 4, Workshop 1, Activity 8

Learning More Than One Language

INTERACTING WITH CHILDREN

Merry takes care of her three-year-old nephew Oscar. Now, he is sitting on the floor looking through a picture book. Something has caught his attention.

Scenario One:

Oscar: *“Look, a car!”* (glancing at Merry and pointing at the picture)

Merry: *“I see.”* (looking down while standing behind Oscar) *“Hmm, that car reminds me of my first car. Your grandfather gave it to me for my seventeenth birthday. Boy, was I happy to have a car!”* (pause, silence) *“Well. I’ve got to get back to fixing lunch now.”* (turning around to get back to the kitchen) *“Are you having fun looking at the pictures in that book?”* (talking from the kitchen)

Oscar: No response

Merry: *“Are you having fun with that book, Oscar?”* (talking louder from the kitchen)

Oscar: *“What?”*

INTERACTING WITH CHILDREN

Scenario Two:

Oscar: *“Look, a car!”* (glancing at Merry and pointing at the picture)

Merry: *“Yes, that is a blue car.”* (kneeling next to Oscar)
“Where is the driver?”

Oscar: *“Driver here!”* (pointing at the person in the car)

Merry: *“I see. The driver is in the car. What is the driver’s name?”*

Oscar: *“Oscar!”* (smiling)

STORIES

Group One:

Have one member of the group share a story. The other members should listen and ask questions.

Group Two:

As a group, invent a story whose characters are the members of the group.

Group Three:

Have two members of the group retell their favorite childhood tale, one at a time, while the other members listen.

Worksheet

Module 4, Workshop 1, Activity 10

Stories

SINGING

Think of other verses for this song:

The wheels on the bus go round and round,
round and round,
round and round.

The wheels on the bus go round and round,
all through the town.

The _____ on the bus go _____, _____, _____;
_____, _____, _____;
_____, _____, _____.

The _____ on the bus go _____, _____, _____;
all through the town.

Worksheet (1 of 2)

Module 4, Workshop 1, Activity 11

Singing

SINGING

Read and sing the following verses:

Hickory, dock, dickory!
The clock struck one,
The clock ran up the mouse;
Down ran the mouse,
Hickory, dock, dickory!

Hickory, dickory, dock!
The mouse ran up the clock;
The clock struck one,
The mouse ran down,
Hickory, dickory, dock!

THE LIBRARY AS A RESOURCE

Marco is a four-year-old boy. His father is from the United States and his mother is from China. The family lives in California. His aunt Patty moved to the United States a year ago and lives with them. She takes care of Marco in the afternoons.

Recently, Patty and Marco went to the local library and spent four hours there.

What do you think they did at the library?

Worksheet

Module 4, Workshop 1, Activity 12

The Library as a Resource

MODULE FOUR
FAMILY LITERACY

Workshop One



Overheads



Language

SAFETY CONTRACT

We will respect each other.

We will speak one at a time.

We will listen to each other.

We will participate as fully as we can.

We will respect confidentiality
and personal feelings.

Overhead

Module 4, Workshop 1, Activity 4

Safety Contract

HOME LANGUAGE

English	<i>I Love You</i>
Spanish	<i>Te Quiero</i>
French	<i>Je t'aime</i>
German	<i>Ich liebe dich</i>
Dutch	<i>Ik houd van u</i>
Italian	<i>Ti amo</i>
Tagalog	<i>Mahal kita</i>
Japanese	<i>Ai shiteru</i>
Indonesian	<i>Saya cinta kamu</i>

Adapted from: <http://www.wikihow.com/Say-I-Love-You-in-Different-Languages>

Overhead

Module 4, Workshop 1, Activity 7

Home Language

SINGING

Read and sing the following verses:

Hickory, dock, dickory!
The clock struck one,
The clock ran up the mouse;
Down ran the mouse,
Hickory, dock, dickory!

Hickory, dickory, dock!
The mouse ran up the clock;
The clock struck one,
The mouse ran down,
Hickory, dickory, dock!

Overhead

Module 4, Workshop 1, Activity 11

Singing

MODULE FOUR
FAMILY LITERACY

Workshop One



Handouts



Language

LANGUAGE

- Language skills, including listening skills, develop over time as children experience life and interact with other people in their lives.
- As children grow, their language skills become more complex:
 - Cooing sounds
 - Babbling sounds (dada, mama)
 - One-word utterances and two-word phrases
 - Phrases that incorporate some language rules (around 24 months)
- Language enables children to develop knowledge about their world.
- The development of language, reading and writing skills is intertwined. For example, when preschoolers attempt to spell a word (writing), they rely on the sounds they have heard (language); similarly, children begin to discover the connection between printed words (writing), meaning and sounds (language) when they read.

Handout

Module 4, Workshop 1, Activity 3

Language

EVERYDAY ACTIVITIES

- Interacting with infants and toddlers during routines builds strong, nurturing relationships between the children and their caregivers, and exposes the children to language.
- Interacting with children during everyday activities facilitates their understanding of the world, and introduces them to new vocabulary and concepts. For instance, talking about, and comparing the size of apples and grapes while at the grocery store, or pointing out different textures while folding clothes.
- Children need quiet time to absorb and practice what they learn.
- When children are exposed to language in a natural, spontaneous way, they learn to recognize and understand language, and begin to use it when they talk.

Handout

Module 4, Workshop 1, Activity 5
Everyday Activities

PLAY EXPERIENCES

Play allows children to:

- Experiment with sounds, how words are put together, word combinations, meaning, and context, in a non-threatening environment.
- Label and name things, repeat what they hear, and make up their own words and word combinations.
- Recognize, memorize and practice sounds, sound combinations, rhyming sounds and rhythm (e.g., “Head and Shoulders”, “Humpty Dumpty”, “Five Little Monkeys”)
- Select vocabulary and adapt the way they talk to reflect the role they are playing. For example, a child pretending to be a doctor may use a serious tone to talk to the pretend patient about needing a shot or medicine to cure a bellyache.
- Listen and convey different types of messages.
- Use words, gestures and body language to get their messages across, practice taking turns, ask questions, make requests and express emotions.
- Incorporate the social language rules of their communities into their speech.

Handout

Module 4, Workshop 1, Activity 6
Play Experiences

HOME LANGUAGE

- Language is tightly connected to personal experiences, thoughts and emotions.
- Language happens in social contexts. Observing how other members of the community use language becomes a foundation for learning.
- Home language and culture contribute to the development of personal identity and a sense of belonging. Families use language to pass on traditions and values from generation to generation.
- Supporting a child's home language validates the child's family and the child's personal and cultural identity.
- Adults can expose children to their home language through a variety of familiar experiences, such as family pictures, music, labels and signs, or familiar books and stories.

Handout

Module 4, Workshop 1, Activity 7

Home Language

LEARNING MORE THAN ONE LANGUAGE

Children learning more than one language are likely to:

- Use one language instead of another at times, or go through periods when they don't speak at all.
- Mix words from different languages. For example, “Quiero milk” or “I want leche”. Language mixing is a way for children to access their knowledge to get their message across.
- Apply the rules of one language to a another language. For example, “sharpido”, an English word with Spanish ending, “¿Qué es eso para?” a phrase in Spanish with English structure.

Learning more than one language means learning more than one set of rules, being able to sort them out, and being able to use them correctly. This process takes time and involves trial and error.

Modeling the desired use of the language works better than criticizing the child or correcting what the child says. For example, when a child says, “I want leche”, the adult may respond, “ Do you want milk?” or “¿Quieres leche?”

Handouts (1 of 2)

Module 4, Workshop 1, Activity 8

Learning More Than One Language

LEARNING MORE THAN ONE LANGUAGE

Children who are learning a second language go through the following phases before they become fluent in that language:

- They use the home language to communicate.
- They spend a lot of time observing and listening, and communicate using gestures instead of talking.
- They use both languages by putting words together (“Want truck”) or using familiar phrases (“I want truck,” “I want milk,” “I want go”).
- They communicate fluently using the vocabulary and the rules of the new language.

Handouts (2 of 2)

Module 4, Workshop 1, Activity 8

Learning More Than One Language

INTERACTING WITH CHILDREN

- Interactions help children learn about their world, how language works and how language is used.
- Children are more likely to interact with adults when they have a trusting relationship that makes them feel safe and nurtured.
- Non-verbal infants and toddlers respond to the adults' voices, tone, inflection, body language, gestures and emotions, and use noises, body movements and crying as ways to get their messages across.

Handouts (1 of 2)

Module 4, Workshop 1, Activity 9

Interacting with Children

INTERACTING WITH CHILDREN

- Get close to the child and down to the child's eye level.
- Show genuine interest and pay close attention.
- Keep the child's interests in mind and relate the conversations to familiar experiences.
- Repeat or paraphrase what the child says.
- Follow the child's lead.
- Ask questions that require answers other than "yes" or "no" (open-ended questions that start with *what, where, who, whom, whose, why, how*).
- Restate the correct usage of the language rather than correcting the mistake directly. For example, the adult's response to a child who is looking at a book cover and says: "*I see two mouses!*" could be "*I see two mice also! This story is about two mice, Jeff and Juan. Jeff is the tiny mouse and Juan is the big mouse.*"
- Expand the child's language and introduce new words and concepts. For example, a child points at a shelf across the room and says, "*I want the car.*" and the adult responds, "*Do you want the blue car that is on the shelf?*"
- Label, name and describe the children's world. Avoid sentences such as, "*Bring me that over there, please.*"

Handouts (2 of 2)

Module 4, Workshop 1, Activity 9
Interacting with Children

STORIES

- Children enjoy listening to stories with familiar, real life characters like themselves or other people in their lives.
- Children find it fun to assume and act out the role of their favorite characters in a story.
- Toddlers enjoy telling and retelling stories. In doing so, they use their creativity, recall words, and practice talking.
- Children feel important and are motivated to tell stories when adults pay attention and listen to them attentively.

Handouts (1 of 2)

Module 4, Workshop 1, Activity 10

Stories

STORIES

- Engage children in conversations about their stories, ask open-ended questions and connect the stories with the children's life experiences.
- Ask children to predict the story told in a book based on the characters and the title of the book.
- Tell stories in combination with flannel boards or other visual props like puppets.
- Make stories more engaging by using body language and different voices for different characters, as well as varying the volume and tone of speech.
- Write down what children say, including stories and descriptions, read it back to them and showcase the writing. This helps children make the connection between language, reading and print.

Handouts (2 of 2)

Module 4, Workshop 1, Activity 10

Stories

SINGING

- Singing rhymes and songs with children models spoken language, helps them notice sounds, and exposes them to rhythm.
- Children identify, sort, match language sounds, and use their creativity when they invent songs with rhyming words.
- Singing and listening to songs helps children expand their vocabulary and develop their comprehension skills.
- Singing helps children develop skills that are necessary for reading (i.e., memory, concentration and abstract thinking).
- When children sing, they use their memory to recall words and phrases, and their sequence.
- Singing requires concentration. In order to sing, children have to recall and say the words, follow the tune, keep the rhythm and remember what comes next.
- Acting out songs and using props help children make the connection between symbols (words) and what they mean (e.g., actions) or represent (objects).

Handout

Module 4, Workshop 1, Activity 11

Singing

THE LIBRARY AS A RESOURCE

Libraries are great community resources. They provide materials, services and learning opportunities for adults and children of all ages. Getting a public library card is free of charge.

Libraries are places where adults and children can interact. For example, they may interact with the librarian to seek information, advice on how to select materials, or help locating them. Adults and children may also interact with other adults and children.

Libraries have a vast selection of books and other printed materials. Printed materials can be the source of many valuable interactions that foster listening, talking, understanding, and vocabulary building. For example, adults can find a comfortable, well-lit place in the children's section of the library and read aloud to the children. Children can select their own books and read them, or talk to the adults about them.

Handouts (1 of 2)

Module 4, Workshop 1, Activity 12

The Library as a Resource

THE LIBRARY AS A RESOURCE

Libraries often have materials in different languages, and about different cultures. Adults can use these materials as resources to promote the children's home language and culture.

Most of the materials that libraries have (books and other printed materials, videotapes, DVDs, audiotapes) may be checked out and taken home, thus allowing adults and children to continue to use them longer and make the most out of them. For example, a provider may check out an audiotape of children's rhymes and songs, take it home, and then send it home with the child.

Libraries often offer story time sessions that welcome children and adults. This can be an inviting way to encourage children to use their imagination and creativity while they listen, and for adults to get some tips about how to tell stories or read aloud by observing it being done.

Handouts (2 of 2)

Module 4, Workshop 1, Activity 12

The Library as a Resource

WORKSHOP EVALUATION

Three things I learned ...

1.

2.

3.

One thing I will try...

One thing I want to learn more about...

Handout

Module 4, Workshop 1, Activity 13

Closing and Evaluation

MODULE FOUR
FAMILY LITERACY

Workshop Two



Reading

OVERVIEW

Reading provides an overview of the reading acquisition process. The workshop reviews the components of reading, discusses strategies that promote the development of reading skills over time, and explores ways to keep children motivated and interested in books and print. In addition, it identifies materials, equipment and activities that expose children to written language and provides tips for selecting books for children. The workshop illustrates various techniques to make books for children and offers suggestions to use the library as a resource to foster the development of children's reading skills.

GOAL

To provide an overview of the reading acquisition process and ways to promote the development of children's reading skills

OBJECTIVES & MATERIALS

LEARNING OBJECTIVES

Participants will:

- Become familiar with the components of reading.
- Understand that learning to read is a process that begins before children go to school.
- Learn strategies that promote the development of children's reading skills.
- Identify materials, equipment and activities that create a print-rich environment
- Learn techniques to make books for children.
- Learn tips to select books for children.
- Learn how to access the library as a resource to promote the development of reading skills.

MATERIALS & EQUIPMENT NEEDED

- TV/VCR/DVD player
- Overhead projector
- Easel with flip chart paper or white board
- Handouts, worksheets and overhead transparencies
- Sign in sheets and name tags
- Markers and pens
- Materials specifically related to each activity

BACKGROUND RESOURCES

Complete information on the background resources listed below can be found in the bibliography at the end of the *Trainer's Guide*.

Books and Articles:

- West, Sherry and Amy Cox. *Literacy Play: Over 300 Dramatic Play Activities That Teach Pre-Reading Skills*. 2004
- Renck Jalongo, Mary. *Young Children and Picture Books*. 2004. Second Edition
- Miller, Karen. *Ages and Stages*. 2001
- Neuman, Susan B.; Carol Copple; Sue Bredekamp. *Learning to Read and Write. Developmentally Appropriate Practices for Young Children*. 2000
- National Network for Child Care
http://cyfernet.ces.ncsu.edu/cyfdb/browse_2pageAnncc.php?subcat=Literacy+and+Language&search=NNCC&search_type=browse

Videos:

- *Read Aloud: Share a Book with Me*. 2000.VHS

SAMPLE AGENDA

Workshop Length:

2 hours

SUGGESTED TIMELINE

Registration, Introductions, Pre-Assessment, Warm-Up and Safety Contract

35 minutes

- Registration and Housekeeping Items (Activity 1)
- Introductions and Pre-assessment (Activity 2)
- Warm-up activity: The World Around Us (Activity 3)
- Safety Contract (Activity 4)

Activities: Choose from the following:

35 minutes

- More Than Reciting Words (Activity 5)
- Learning to Read (Activity 6)
- Setting Up the Environment (Activity 7)
- Keeping It Interesting (Activity 8)

Break

5 minutes

Activities: Choose from the following:

35 minutes

- Selecting Books for Children (Activity 9)
- Homemade Books (Activity 10)
- The Library as a Resource (Activity 11)

Summary, Closing, Evaluation (Activity 12)

10 minutes

Note: There may not be time to do all the activities.

ACTIVITIES



REGISTRATION AND HOUSEKEEPING ITEMS

Goal

To welcome the participants, introduce the trainer, assess the environment, and review policies regarding food, cell phones and stretch breaks

Materials Needed

- Sign-in sheets
- Markers and pens
- Name tags
- Folders for *Workshop 2: Reading*

As the participants come into the room, greet them, ask them to sign-in and, if they wish, make a personalized nametag. Hand them a folder. Once all the participants have come in and are settled, welcome them, introduce yourself and the agency you represent. Thank them for making the time to be there and tell them how to access the restrooms. This is also a good time to assess the temperature of the room and address policies regarding food, cell phones and stretch breaks.



INTRODUCTIONS AND PRE-ASSESSMENT

Goal

To get acquainted with the participants and their expectations for the workshop

Materials Needed

None

Group Sharing

Have the participants introduce themselves and briefly answer the following questions:

- *What attracted you to this session?*
- *What do you expect to gain from this session?*



THE WORLD AROUND US

Goal

To introduce the subject of reading and to establish the importance of reading in children's lives

Materials Needed

- Flip chart paper
- Markers and pens
- A variety of printed materials (magazines, newspapers, flyers, brochures, advertisements)
- Scissors
- Glue
- Handout: *Module 4, Workshop 2, Activity 3: The World Around Us*

Individual Activity

Spread the printed materials on a table, clearly visible.

Invite the participants to browse through the materials, select something that interests them, and bring it back to their seats.

Ask the participants to scan their selection and cut out words, phrases, sentences, paragraphs, or even whole articles that catch their attention for any reason. Explain that they may also pick pictures.

While the participants are working on their project, tape together several pieces of flip chart paper and post them on the wall as a blank mural.

Once the participants have finished, invite them to come up to the blank mural to glue or tape their selections on it. Then, have them return to their seats.

Discussion

Have the group observe and reflect on the collage for a moment before engaging in a brief discussion to introduce the topic of reading.

Use the following questions and the *Key Talking Points* to guide the conversation:

- *What did you select?* (a word, a phrase, an article, pictures, etc.)
- *Why did you select it?* (attractive presentation, new information, familiar information, curiosity about something, interest in the topic, it is applicable in my life, it got me thinking, I can relate to it, etc.)
- *Do you think it is important that children learn to read? Why?*

Distribute and review the handout *The World around Us*.

Key Talking Points

- Children live in a world that is full of print (e.g., signs, logos, advertisements, magazines, flyers, books, newspapers, billboards, labels, graffiti, bumper-stickers, menus, bills, e-mail, clothing).
- Reading becomes progressively more important in children's lives as they move up in school and learn new things (e.g., homework assignments, textbooks, literature, studying from notes).
- It's never too early or too late to start reading to children and to expose them to print. Reading helps children make the connection between spoken language and written language, and introduces new vocabulary.
- Reading enables children to exercise their imagination and creativity (e.g., they can picture the story in their mind, or anticipate what is going to happen, as the story is being read).
- Reading expands children's knowledge. It introduces children to new topics of interest.
- Reading connects children with experiences and the world around them (e.g., making the connection between a picture and a story about a fire engine, and the fire engine parked at the station down the street).



SAFETY CONTRACT

Goal

To establish some ground rules in order for participants to feel as comfortable as possible during the discussion

Materials Needed

- Overhead projector
- Easel
- Flip chart paper or white board
- Markers
- Overhead: *Module 4, Workshop 2, Activity 4: Safety Contract*

Opening Statement

Mention that one of the goals of the session is for everyone to feel as comfortable as possible during the discussion and that a safety contract can help by establishing some ground rules. Display the *Safety Contract* that is already created and ask if it is acceptable to the group. Modify the contract according to their feedback. Emphasize that sharing personal experiences is not mandatory.

Example of contract:

We will respect each other.

We will speak one at a time.

We will listen to each other.

We will participate as fully as we can.

We will respect confidentiality and personal feelings.



MORE THAN RECITING WORDS

Goal

To explore and illustrate different components of reading

Materials Needed

- Easel
- Flip chart paper or white board
- Markers and pens
- Worksheet: *Module 4, Workshop 2, Activity 5: More than Reciting Words*
- Handout: *Module 4, Workshop 2, Activity 5: More than Reciting Words*

Reading and Comprehension Exercise

Give each participant a copy of the worksheet *More than Reciting Words* and ask them to work on it for a few minutes.

Analysis

Print *I am watching my little brother eat a huge hot dog!* on the board or flip chart paper.

Then, use the set of questions listed below to begin an analysis that gets the participants thinking about various aspects of reading.

- *What letters can you identify in the sentence?*
- *How many words are there in the sentence? How do you know?*
- *What are the first three words? How do you know?*
- *How do you pronounce the word “watching”? Why did you pronounce it like that?*

Refer to the *Key Talking Points* to build on the participants’ answers and to talk about the following topics:

- Symbols (letters and words)
- Symbol identification and recognition
- Automatic word recognition (e.g., recognizing the word “brother” as a whole, without having to break it down to figure out the sounds that make it up)

- Language recognition (text in English),
- The relationship between written letters and spoken sounds (pronunciation)
- Text direction (e.g., left to right and front to back in English)

Ask the participants to trade their drawings with a neighbor and invite them to share what they see with the group (e.g., a tall girl, a short boy eating a sausage, a short girl, a tall boy eating a sausage, a boy trying to bite a big dog on fire).

Continue the discussion about the components of reading based on the participants’ responses. Talk about meaning and discuss how context, knowledge of the world, experiences and culture influence reading comprehension. Use the phrases “my little brother” and “a huge hot dog” to illustrate the conversation.

Distribute and review the handout *More than Reciting Words*.

Key Talking Points

- Structure, sound, vocabulary, meaning, comprehension and context are interrelated components of reading.
- Some skills associated with reading include:
 - Recognizing that letters and other language characters are symbols (e.g. periods, commas, semi-colons, exclamation and question marks).
 - Knowing that words are made up of letters, and that letters and words are part of a language system (e.g., English, Chinese, Spanish).
 - Knowing and recalling pronunciation rules in order to match letters and groups of letters with their corresponding sounds.
- Knowing where the sequence of text starts and in which direction it goes (e.g., left to right in English).
- Being aware that print has meaning. Printed words represent things, actions and concepts. For example, “my” indicates possession; “eating” represents an action; “huge” means “very big”.
- Being aware that words and combinations of words may have more than one meaning, and understanding that experiences, knowledge of the world, culture and context provide clues that help determine the appropriate meaning.



LEARNING TO READ

Goal

To explore and discuss strategies that promote the development of children's reading skills

Materials Needed

- Overhead projector
- Worksheet: *Module 4, Workshop 2, Activity 6: Learning to Read*
- Overhead: *Module 4, Workshop 2, Activity 6: Learning to Read*
- Handout: *Module 4, Workshop 2, Activity 6: Learning to Read* (3 pages)

Opening Statement

Learning to read is a process that begins long before children start going to school. Experiences in real life settings, rather than formal instruction, set the foundation that enables infants, toddlers and preschoolers to develop the skills that are necessary to become fluent readers over time. Relationships, interactions, and exposure to language and print are other factors that influence the development of these skills.

Answer Quest

Project the overhead *Learning to Read*.

Give each participant a copy of the worksheet *Learning to Read*.

Go over the questions on the worksheet, identifying them on the overhead and reading them aloud.

Note: the overhead and the worksheet have the same information.

Invite the participants to talk among themselves for a few minutes and think of answers to the questions.

Discussion

Engage the group in a discussion about strategies that promote the development of children's reading skills using the questions of the worksheet to structure the conversation. Address the questions in order, and in combine the participants' responses with related information presented in the *Key Talking Points*.

Continue the discussion talking about the important role that adults play in making reading activities and experiences special and interesting. Ask the group to recall their own experiences and think of examples that illustrate the first *Key Talking Point*.

Address the last *Key Talking Point* to conclude the discussion. Pose the following question:

- *What are some signs that show children are developing skills that will enable them to become fluent readers?* (e.g., recognizing street signs, pretending to read)

Key Talking Points

- Hearing the voices of their caregivers makes children feel safe. When caregivers spend time with children and engage them in reading-related activities, children begin to associate those activities with closeness and bonding time. For example, sharing the pictures of a book with an infant while the infant is in the adult's lap; reading a story to a child at bed or nap time; reading a child's favorite story over and over.
- Reading books to children exposes them to print and patterns, and allows them to hear the sounds of language. In addition, pointing at pictures and tracing lines while reading helps them discover that there is a connection between sounds, and pictures or letters.
- Reading books to children exposes them to the mechanics of reading. For example, how to turn pages, where the text begins, the direction of the text, rhythm and intonation.
- Understanding what is being read is closely related to language and vocabulary. Rich life experiences expose children to new vocabulary and allow them to practice what they learn. Mastering new vocabulary expands the children's knowledge and understanding of the world. For example, a child is more likely to understand a story about a horse if the child knows what a horse is, or what a horse looks like.
- Having an understanding of concepts such as "before", "after", "next to", "below" and "above" is important in order to be able to map out and read written language. For example, the phrase "the big dog" is made up of three words. The word "big" comes after the word "the", and before the word "dog". That makes the reading sequence "the big dog", instead of "dog big the". Adults can illustrate these concepts for children using everyday life activities. For example, reading and pointing at the words of store signs during a walk; showing and describing the location of toys or other objects; organizing things from big to small; singing songs and telling stories (What comes next?).
- Reading requires making sense of symbols (letters and words). Words represent objects, actions, etc. Children learn to use and make sense of symbols when they pretend play; they use something to represent something else. For example, a block may be the symbol that represents a car.
- Children do not reach a point of maturity that signals that they are ready to be taught to read. Instead, they show signs that they are acquiring the skills they need to become fluent readers in time. For example, they may laugh at a picture they like; imitate something they saw in a picture; point at familiar pictures; run their fingers over the lines as they pretend to read; talk about a story that was read to them; recognize street signs.

Note: refer to Language, the first workshop of this Trainer's Guide, for more information about language development.

- Letters have different shapes (a, b, c) and sizes (A a, B b, C c); a word may have letters that are the same (l-e-t-t-e-r); the same word may appear more than once in a sentence or paragraph (The boy gave the ball to the girl.) Sorting objects by shape or size, drawing, and creating patterns with play dough are examples of activities that help children learn about, and recognize similarities and differences.



SETTING UP THE ENVIRONMENT

Goal

To identify materials, equipment and activities which expose children to written language and encourage them to use their knowledge of print

Materials Needed

- Easel
- Flip chart paper or white board
- Markers and pens
- Overhead Projector
- Worksheet: *Module 4, Workshop 2, Activity 7: Setting up the Environment*
- Overhead: *Module 4, Workshop 2, Activity 7: Setting up the Environment*
- Handout: *Module 4, Workshop 2, Activity 7: Setting up the Environment*

Scenario

Project the overhead *Setting up the Environment*. Have a volunteer read it aloud and encourage the rest of the group to picture the scenario in their minds (Vicky, Laurie, Lucas, the marketplace, the fruits and vegetables, the interactions, the toy fruits and vegetables, the play setting at home).

Reflection

Distribute the worksheet *Setting up the Environment* and allow some time for the participants to work on it. This activity may be done individually or in groups.

Brainstorm and Discussion

Invite the participants to describe their mental image of what was in the marketplace. Mention signs, price tags, labels, money, name tags, receipts, and other examples of print.

Have the participants brainstorm names of fruits and vegetables, and write them on the paper or white board. Once the list is complete, read it aloud, tracing the words.

Ask the participants to share their thoughts on how Vicky responded when the children asked what the fruits and vegetables were. Did she just say the words? Did she point at the fruits and vegetables as she said the words? Did she point at the words on the signs?

Engage the participants in a discussion that introduces strategies to set up a print-rich environment. Build on their previous responses and refer to the *Key Talking Points* for ideas. Pose the following question to get the conversation started:

- *How can Vicky use the set of toy vegetables and fruits that she bought to create an interesting, fun play setting that exposes Laurie and Lucas to print?*

Distribute and review the handout *Setting up the Environment*.

Key Talking Points

- A print-rich environment exposes children to written language in meaningful ways; it showcases print that refers to familiar objects and reflects the children's world. For example, pizza and cereal boxes, empty cartons of orange juice or milk, the children's names.
- Labels help children connect language, objects and print. For example, a child playing store may ask, "Do you want to buy an apple?" as she holds a toy apple and points to a printed sign that reads "Apples".
- Props such as menus, shopping lists, calendars, magazines, price tags, name tags and signs encourage children to experiment with their knowledge of print and test their reading skills. For example, a child may pretend to read a menu, or he may recognize a familiar word from an actual shopping list created by an adult.
- A print-rich environment includes carefully selected books that reflect the children's interests and abilities. Books can complement play activities and real life experiences. In turn, life experiences and play activities can bring books to life. For example, a book about vegetables, toy vegetables in a basket, and a trip to the market.
- Low shelves with attractive books that are easily accessible, a comfortable chair, and floor pillows can turn a quiet, well-lit corner into a special reading area.
- Activities and games that involve sorting, creating and recognizing patterns, sequencing, and matching are fun ways to familiarize children with shapes, sizes, letters, and numbers.



KEEPING IT INTERESTING

Goal

To discuss strategies that adults can use to keep children motivated and interested in books and reading

Materials Needed

- Worksheet: *Module 4, workshop 2, Activity 8: Keeping it Interesting*
- Handout: *Module 4, workshop 2, Activity 8: Keeping it Interesting*

Activity in Pairs

Give each participant a copy of the worksheet *Keeping It Interesting*.

Instruct the participants to partner with the person next to them to do the activity.

Have volunteers read aloud the statements listed on the worksheet. Explain that the goal of the activity is to think of concrete examples that illustrate those statements. Encourage the participants to think of ideas and examples based on their own experiences.

Sharing and Discussion

Bring the attention back to the large group. Preface the next segment by stating that adults convey the message that reading is an enjoyable, pleasant activity when they show genuine enthusiasm and interest about books, print and reading, and that the right materials and experiences reinforce that message.

Initiate a discussion by asking the participants to recall some of their most memorable reading experiences, as children or as adults. Invite volunteers to share those experiences, and explore what made them memorable.

Link the participants' responses to the statements listed on the worksheet. Illustrate and discuss the statements that the participants do not mention. Refer to the *Key Talking Points* for additional ideas and examples.

Distribute and review the handout *Keeping It Interesting* to conclude the discussion.

Key Talking Points

- Reading experiences are more fun and enjoyable for children when adults select books and other printed materials that are in tune with the children's interests, and relate to their familiar experiences.
- It is important for adults to take into consideration the children's abilities, and to have realistic expectations. For example, it is not realistic to expect a ten-month-old child to sit still while an adult reads a twenty-page book with no pictures, even if the story is very interesting.
- Children become actively involved in the process of reading when adults turn it into a hands-on experience. For example, allowing the children to hold the book and turn the pages, or letting them select their favorite book to read.
- Children become actively involved in the process of reading when adults follow the children's lead and let them set the pace, instead of focusing on the right way to read the book. For example, reading a book starting on page five because there is an interesting picture on it, or straying from a written story because a child lets his imagination fly and takes the story in a different direction.
- Asking children to predict what will happen next, or to remember characters and details of a story is a strategy that turns "reading to a child" into "developing a story with a child."
- Books are more lively and interesting when adults and children act them out using body language, expressions, different voices for different characters, emotions, etc.



SELECTING BOOKS FOR CHILDREN

Goal

To identify different types of books and discuss tips for selecting books for children

Materials Needed

- Overhead projector
- Different types of children's books for display
- Three poster boards labeled 1, 2 and 3
- Tape
- Worksheet: *Module 4, Workshop 2, Activity 9: Selecting Books for Children* (4 pages)
- Overhead: *Module 4, Workshop 2, Activity 9: Selecting Books for Children*
- Handout: *Module 4, Workshop 2, Activity 9: Selecting Books for Children* (3 pages)

Opening Statement

Project the overhead *Selecting Books for Children*.

Books are an old invention; they have been around for thousands of years. Books tell stories, illustrate life, unleash imagination and contain a wealth of information. They come in different shapes and sizes, and can be made of different materials. Books may have words, pictures or both. Some books have pop-up pictures; others have pages that fold. Books are everywhere and people enjoy them all over the world.

Developing an interest in books is a gradual process that begins during childhood. Children learn to like and enjoy books, and to make them part of their daily lives when adults take the time to select books for them that meet their interests, personalities and abilities.

Walk About

Ahead of time, cut the four pages of the worksheet *Selecting Books for Children* and display the three blank poster boards in different parts of the room.

Distribute the strips of paper randomly among the participants. Depending on the size of the group, there may not be enough strips for all the participants, or some participants may get more than one strip.

Ask the participants to read their strips of paper and look for the number listed on them. Then, invite the participants to walk up to the poster board that matches their number and tape their strip of paper on it.

Note: The end product should be three posters with tips for selecting books for infants, toddlers and preschoolers.

Once the posters are finished, encourage the participants to walk around the room for a few minutes, read the information on the posters, and browse the book display before returning to their seats.

Review

Distribute the handout *Selecting Books for Children*.

Stand by poster number one and read the header paragraph about infants aloud. Pause for a while, so the participants can reflect on what they heard. Encourage them to think of infants they know. Then, review and discuss each tip, relating the information to the header paragraph.

Follow the same steps to review and discuss the tips for selecting books for toddlers and preschoolers.

Key Talking Points

Books for Infants

Infants use their senses to learn about the world around them (see, hear, smell, touch, taste). They explore objects by mouthing, licking, reaching, grasping, handling and banging them.

- Small books for easy handling
- Books made of thick cardboard, cloth or vinyl
- Books with different textures inside
- Books with simple, bright, realistic looking pictures of familiar things
- Books with photographs
- Books with flaps
- Books that encourage children to make sounds (clocks, animals, vehicles, etc.)
- Books with few words or no words
- Books of songs and finger plays

Books for Toddlers

Toddlers and two-year-olds like to manipulate things, experiment with “cause and effect,” and carry objects. They understand more words than they can say, and can match pictures and things. Toddlers enjoy finding and pointing at things.

- Books made of thick cardboard or vinyl
- Books with flaps and handles
- Books that repeat words or phrases
- Books with nursery rhymes or rhyming words
- Books with pictures that tell a simple story without words, or with a few words
- Books with pictures that allow them to find and name the familiar things
- Books that tell stories about familiar, everyday activities (e.g., eating, bath time, bedtime)

Books for Preschoolers

Preschoolers like asking “*Why?*” They know and use more words, and their attention span is longer. Older preschoolers have a great imagination and are attracted to adventures, monsters, dinosaurs and other types of scary characters. They are eager to learn new things.

- Books with thinner pages
- Books with color, letter or number themes
- Books with more words
- Books of rhymes and poetry
- Books with funny plots or characters
- Books with plots that have a lot of action
- Books about feelings and life issues (fears, separation, starting school)
- Books about less familiar things



HOMEMADE BOOKS

Goal

To illustrate different techniques that adults can use to make books for children or with children

Materials Needed

- Refer to each individual project for materials needed
- Worksheet: *Module 4, Workshop 3, Activity 10: Homemade Books*
- A book with torn pages
- Library tape
- Book repair tape

Homemade Books

Set up areas with the materials needed to make the different types of books.

Distribute the worksheet *Homemade Books* and invite the group to participate in the hands-on activity.

Once the activity is underway, walk around and answer any questions that may come up. Demonstrate the instructions, if necessary.

As participants work on their projects, talk about the information presented in the *Key Talking Points*.

When addressing the *Key Talking Point* that refers to repairing books, pass around the library tape and book repair tape so that participants become familiar with these materials. If time allows, give a brief demonstration on how to use them.

Sandwich Bag Books

Materials Needed	Steps to Follow
<ul style="list-style-type: none">• Empty plastic sandwich bags with zippers• Magazines, home pictures, postcards, etc.• Cardboard pieces that fit in the bags• Glue• Scissors• Yarn and needle	<ol style="list-style-type: none">1. Sew several plastic bags together along the bottom edge.2. Insert cardboard pieces to make the pages stiff.3. Place (or glue) the desired pictures on top of the cardboard pieces inside the bags.4. Close the zippers.

Photo Album Books

Materials Needed	Steps to Follow
<ul style="list-style-type: none">• Photo album with clear pocket pages• Magazines, home pictures, postcards, etc.• Cardboard pieces that fit in the pockets• Glue• Scissors	<ol style="list-style-type: none">1. Insert cardboard pieces to make the pages stiff.2. Place (or glue) the desired pictures on top of the cardboard pieces inside the bags.

Books with Flaps

Materials Needed	Steps to Follow
<ul style="list-style-type: none">• Two pieces of poster board (8 ½ x 11 each) cut in fourths (8 pieces altogether)• Clear contact paper• Pictures• Materials of different textures (fabric, textured wall paper, sand paper, etc.)• Pencil and markers• Stapler• Duct tape• Glue• Scissors	<ol style="list-style-type: none">1. Cover four of the pieces of poster board with clear contact paper and cut a three-sided flap in each piece.2. Align each piece with a flap on top of a piece without flaps. Trace the flaps with a pencil.3. Glue pictures or materials, or draw something, on the bottom pieces.4. Glue the top pieces over the bottom pieces to create four pages.5. Stack the four pages and staple them at the top.6. Cover the staples with duct tape.

Key Talking Points

- Homemade books can be customized to reflect the capabilities, interests and experiences of individual children (e.g., family pictures, pictures of toys and other familiar objects, children's own drawings and writing).
- Some homemade books can be modified as children grow and learn new things. The end result is a familiar book with different content (e.g., photo album books or books made with sandwich bags).
- Books made with sandwich bags or photo albums are suitable for toddlers because they are sturdy and easy to carry, and the children can turn the pages well.
- Children feel special and proud when adults turn their drawings and writing samples into books.
- Preschoolers have a vivid imagination and like to tell stories. Adults can turn children's stories into homemade books by writing down what the children say (without editing) and reading it back to them. Adults can take this process a step further by encouraging the children to illustrate their own stories.
- Children sometimes get attached to books and use them so frequently that they can get damaged, especially when they make their own books. Caregivers can show children how to protect their books by making book covers, using contact paper or turning pages gently.
- Books may get damaged as children familiarize themselves with their look and feel or while transitioning from using board books to paper books. It's important for adults to show children how to repair damaged books. For example, books that get wet can be dried by fanning them or by placing them in the sun; torn pages or covers can be repaired with book repair tape or library tape (available at office supply stores).
- It's important for adults to check with their local library about their policies on torn or damaged books, since policies may vary from library to library.



THE LIBRARY AS A RESOURCE

Goal

To explore how adults can use the library as a resource to foster the development of children's reading skills

Materials Needed

- Worksheet: *Module 4, Workshop 2, Activity11: The Library as a Resource*
- Overhead: *Module 4, Workshop 2, Activity11: The Library as a Resource*
- Handout: *Module 4, Workshop 2, Activity 11: The Library as a Resource* (2 pages)

Large Group Discussion

Give each participant a copy of the worksheet *The Library as a Resource* and direct them to read the questions at the bottom of the page.

Project the overhead *The Library as a Resource* and read it aloud. Explain that they can follow the story by reading it on their worksheet, reading it from the overhead, or by simply listening.

Allow a few minutes for the participants to reflect on the questions and think of ideas before engaging in a discussion.

Facilitate a discussion that stems from the questions on the worksheet, and incorporates the *Key Talking Points* and the participants' ideas and opinions.

Distribute and review the handout *The Library as a Resource* to summarize the main points of the discussion.

Key Talking Points

- Libraries are great community resources. They provide materials, services and learning opportunities for adults and children of all ages. Getting a public library card is free of charge.
- Libraries often have activities for children that captivate their interest. For example, story time sessions, puppet theaters and an array of puzzles and games. When children find interesting things to do at the library, they learn to think of it as a fun place to visit.
- Frequent trips to the library help make books part of children's lives.
- Taking children to the library is an opportunity for adults to find out what the children's interests are. Knowing what children like can help adults make appropriate book selections.
- Libraries usually have a specific section or room just for children. There, children can browse freely, touch and handle the books, pull them from the shelves, carry them around, and show the adults what catches their attention. When young children experience books hands-on, books become interesting and intriguing objects.
- Handling books allows children to discover the properties of books and how they work. It also exposes them to symbols.
- Libraries have a vast selection of books to meet the interests and abilities of all readers and potential readers. Having so many options may be overwhelming, but librarians are available to offer advice and help make selections.
- Libraries introduce children to a variety of printed materials including books, magazines, newspapers, recipes, flyers, bulletins, posters. Adults can use these materials as a way to explore the purpose of print, how text is organized, different fonts, etc.
- In addition to printed materials, libraries have books on tape or CD, and kits that include printed books and their corresponding audiotapes or CDs. Adults and children can read and listen to stories at the same time. This can help children make the connection between language and print.
- Libraries offer a comfortable environment where adults and children can relax, concentrate and focus on reading.



CLOSING AND EVALUATION

Goal

To give the participants a chance to reflect on, and evaluate the presentation

Materials Needed

- Handout: *Module 4, Workshop 2, Activity 12: Closing and Evaluation*

Closing

Ask the participants to reflect for a few minutes about the session and their thoughts about it. Thank them for attending and ask them to fill out the evaluation form.

MODULE FOUR
FAMILY LITERACY

Workshop Two



Worksheets



Reading

MORE THAN RECITING WORDS

Sally (16 years old) and her brother are at a baseball game. Sally is text messaging her friend.

“I am watching my little brother eat a huge hot dog!”

- Read Sally’s message aloud.
- Think about the meaning of the message
- Draw a picture that illustrates it.

Worksheet

Module 4, Workshop 2, Activity 5

More than Reciting Words

LEARNING TO READ

1. What is the name of the person next to you to your right?	2. What is directly above your mouth?	3. In the title above, what word comes after the word <i>TO</i> ?
4. What floor is located directly below the fourth floor of a building?	5. What word comes before the word <i>Project</i> at the bottom of the page?	6. What do children do with play dough?
7. What are some common objects that children use as imaginary cars?	8. What do children learn when they sort things?	9. Why is it important for adults to read aloud to children?

Worksheet

Module 4, Workshop 2, Activity 6
Learning to Read

SETTING UP THE ENVIRONMENT

SCENARIO

Vicky went to the market today with her three-year-old niece, Laurie, and her four-year-old nephew, Lucas.

Laurie and Lucas were thrilled! They seemed very interested in the colorful fruits and vegetables. They kept pointing at things and saying, “*Look! What’s that?*”

Vicky noticed their enthusiasm and decided to buy a set of toy fruits and vegetables for them to play at home.

1. What are the names of fruits and vegetables that Laurie and Lucas saw at the market?
2. How did Vicky respond when the children asked about the fruits and vegetables?
3. How can Vicky use the set of toy vegetables and fruits to create a play setting that exposes Laurie and Lucas to print?

Worksheet

Module 4, Workshop 2, Activity 7
Setting Up the Environment

KEEPING IT INTERESTING

Think of examples that illustrate the following statements:

- Reading experiences are more fun and enjoyable for children when the materials are in tune with their interests and abilities.
- Reading experiences are more fun and enjoyable for children when the materials relate to familiar experiences.
- Reading experiences are more fun and enjoyable for children when adults have realistic expectations.
- Reading experiences are more fun and enjoyable for children when adults turn them into hands-on experiences.
- Reading experiences are more fun and enjoyable for children when adults follow the children's lead.
- Reading experiences are more fun and enjoyable for children when adults turn "reading to children" into "developing stories with children."
- Reading experiences are more fun and enjoyable for children when adults and children act out the stories and the characters.

Worksheet

Module 4, Workshop 1, Activity 8

Keeping it Interesting

SELECTING BOOKS FOR CHILDREN

Small books for easy handling 1



Books made of thick cardboard, cloth or vinyl 1



Books with different textures inside 1



Books with simple, bright, realistic looking pictures of familiar things 1



Books with photographs 1



Books with flaps 1



Books that encourage making sounds (clocks, animals, vehicles, etc.) 1



Books with few words or no words 1



Books of songs and finger plays 1



Worksheet (1 of 4)

Module 4, Workshop 2, Activity 9

Selecting Books for Children

SELECTING BOOKS FOR CHILDREN

Books made of thick cardboard or vinyl 2



Books with flaps and handles 2



Books that repeat words or phrases 2



Books with nursery rhymes or rhyming words 2



Books with pictures that tell a simple story without words, or with a few words 2



Books with pictures that allow them to find and name the familiar things 2



Books that tell stories about familiar, everyday activities (e.g., eating, bath time, bedtime) 2



Worksheet (2 of 4)

Module 4, Workshop 2, Activity 9

Selecting Books for Children

SELECTING BOOKS FOR CHILDREN

Books with paper pages 3



Books with color, letter or number themes 3



Books with more words 3



Books of rhymes and poetry 3



Books with funny plots or characters 3



Books with plots that are full of action 3



Books about feelings and life issues (fears, separation, starting school) 3



Books about less familiar things 3



Worksheet (3 of 4)

Module 4, Workshop 2, Activity 9

Selecting Books for Children

SELECTING BOOKS FOR CHILDREN

Books for Infants 1 -----

Infants use their senses to learn about the world around them (see, hear, smell, touch, taste). They explore objects by mouthing, licking, reaching, grasping, handling and banging them.



Books for Toddlers 2

Toddlers and two-year-olds like to manipulate things, experiment with “cause and effect,” and carry objects. They understand more words than they can say, and can match pictures and things. Toddlers enjoy finding and pointing at things.



Books for Preschoolers 3

Preschoolers like asking “*Why?*” They know and use more words, and their attention span is longer. Older preschoolers have a great imagination and are attracted to adventures, monsters, dinosaurs and other types of scary characters. They are eager to learn new things.



Worksheet (4 of 4)

Module 4, Workshop 2, Activity 9

Selecting Books for Children

HOMEMADE BOOKS

Sandwich Bag Books

Materials Needed	Steps to Follow
<ul style="list-style-type: none">• Empty plastic sandwich bags with zippers• Magazines, home pictures, postcards, etc.• Cardboard pieces that fit in the bags• Glue• Scissors• Yarn and needle	<ol style="list-style-type: none">1. Sew several plastic bags together along the bottom edge.2. Insert cardboard pieces to make the pages stiff.3. Place (or glue) the desired pictures on top of the cardboard pieces inside the bags.4. Close the zippers.

Photo Album Books

Materials Needed	Steps to Follow
<ul style="list-style-type: none">• Photo album with clear pocket pages• Magazines, home pictures, postcards, etc.• Cardboard pieces that fit in the pockets• Glue• Scissors	<ol style="list-style-type: none">1. Insert cardboard pieces to make the pages stiff.2. Place (or glue) the desired pictures on top of the cardboard pieces inside the bags.

Books with Flaps

Materials Needed	Steps to Follow
<ul style="list-style-type: none">• Two pieces of poster board (8 ½ x 11 each) cut in fourths (8 pieces altogether)• Clear contact paper• Pictures• Materials of different textures (fabric, textured wall paper, sand paper, etc.)• Pencil and markers• Stapler• Duct tape• Glue• Scissors	<ol style="list-style-type: none">1. Cover four of the pieces of poster board with clear contact paper and cut a three-sided flap in each piece.2. Align each piece with a flap on top of a piece without flaps. Trace the flaps with a pencil.3. Glue pictures or materials, or draw something, on the bottom pieces.4. Glue the top pieces over the bottom pieces to create four pages.5. Stack the four pages and staple them at the top.6. Cover the staples with duct tape.

Worksheet

Module 4, Workshop 2, Activity 10
Homemade Books

THE LIBRARY AS A RESOURCE

Once upon a time there was a four-year-old girl named Danielle. Danielle went to the local library several times a week with her aunt Carol. Her aunt started taking her there when she was a baby. Danielle looked forward to their trip to the library every time. The children's section was her favorite area. Their visit always included a tour of the library, just for fun. Danielle enjoyed looking around, staring at the posters on the walls, and grabbing the colorful flyers neatly arranged by the copying machine. Danielle and Carol never left the library empty-handed. Being able to check out books with her own library card made Danielle very proud.

- Why do you think Danielle looked forward to the trips to the library?
- Why do you think the children's section was her favorite area? What was there? What could she do there?
- In your opinion, what was the value of looking around, staring at the posters on the walls, and grabbing the colorful flyers?

Worksheet

Module 4, Workshop 2, Activity 11

The Library as a Resource

MODULE FOUR
FAMILY LITERACY

Workshop Two



Overheads



Reading

SAFETY CONTRACT

We will respect each other.

We will speak one at a time.

We will listen to each other.

We will participate as fully as we can.

We will respect confidentiality
and personal feelings.

Overhead

Module 4, Workshop 2, Activity 4

Safety Contract

LEARNING TO READ

1. What is the name of the person next to you to your right?	2. What is directly above your mouth?	3. In the title above, what word comes after the word <i>TO</i> ?
4. What floor is located directly below the fourth floor of a building?	5. What word comes before the word Project at the bottom of the page?	6. What do children do with play dough?
7. What are some common objects that children use as imaginary cars?	8. What do children learn when they sort things?	9. Why is it important for adults to read aloud to children?

Overhead

Module 4, Workshop 2, Activity 6
Learning to Read

SETTING UP THE ENVIRONMENT

SCENARIO

Vicky went to the market today with her three-year-old niece, Laurie, and her four-year-old nephew, Lucas.

Laurie and Lucas were thrilled! They seemed very interested in the colorful fruits and vegetables. They kept pointing at things and saying, “*Look! What’s that?*”

Vicky noticed their enthusiasm and decided to buy a set of toy fruits and vegetables for them to play at home.

Overhead

Module 4, Workshop 2, Activity 7
Setting Up the Environment

SELECTING BOOKS FOR CHILDREN



Overhead

Module 4, Workshop 2, Activity 9

Selecting Books for Children

THE LIBRARY AS A RESOURCE

Once upon a time there was a four-year-old girl named Danielle. Danielle went to the local library several times a week with her aunt Carol. Her aunt started taking her there when she was a baby. Danielle looked forward to their trip to the library every time. The children's section was her favorite area. Their visit always included a tour of the library, just for fun. Danielle enjoyed looking around, staring at the posters on the walls, and grabbing the colorful flyers neatly arranged by the copying machine. Danielle and Carol never left the library empty-handed. Being able to check out books with her own library card made Danielle very proud.

Overhead

Module 4, Workshop 2, Activity 11

The Library as a Resource

MODULE FOUR
FAMILY LITERACY

Workshop Two



Handouts



Reading

THE WORLD AROUND US

It's never too early or too late to start reading to children and to expose them to print.

Reading:

- Exposes children to new vocabulary.
- Enables children to exercise their imagination and creativity.
- Expands children's knowledge.
- Introduces children to new topics of interest.
- Connects children with experiences and the world around them.
- Becomes progressively more important in children's lives as they move up in school and learn new things.

Handout

Module 4, Workshop 2, Activity 3

The World Around Us

MORE THAN RECITING WORDS

Some skills associated with reading include:

- Recognizing that letters and other language characters are symbols.
- Knowing that words are made up of letters, and that they are part of a language system.
- Knowing and recalling pronunciation rules.
- Matching letters with sounds.
- Knowing where the sequence of text starts and in which direction it goes.
- Being aware that print has meaning.
- Understanding that experiences, knowledge of the world, culture and context provide clues that help determine the appropriate meaning.

Handout

Module 4, Workshop 2, Activity 5
More Than Reciting Words

LEARNING TO READ

When caregivers spend time with children and engage them in reading-related activities, children begin to associate those activities with closeness and bonding time.

Reading books to children exposes them to:

- Print and patterns
- The sounds of language
- The mechanics of reading (e.g., turning pages, text beginning and direction, rhythm and intonation)

Pointing at pictures and tracing lines helps children discover that there is a connection between sounds, and pictures or letters.

Handouts (1 of 3)

Module 4, Workshop 2, Activity 6

Learning to Read

LEARNING TO READ

Reading comprehension is related to language and vocabulary. Rich life experiences expose children to new vocabulary and allow them to practice what they learn.

Letters have different shapes and sizes. Sorting objects by shape or size, and drawing help children learn about similarities and differences.

Mapping out and reading written language requires understanding the concepts of “before”, “after”, “next to”, “below” and “above.”

- Show and describe the location of things.
- Sing songs and tell stories (What comes next?)
- Organize, stack and sort things.

Handouts (2 of 3)

Module 4, Workshop 2, Activity 6

Learning to Read

LEARNING TO READ

Reading requires making sense of symbols. Words represent objects, actions, etc. Children practice using and making sense of symbols when they pretend play.

Children show signs that they are acquiring the skills they need to become fluent readers when they:

- Laugh at pictures they like.
- Imitate things they see in pictures.
- Point at pictures of familiar things.
- Run their fingers over the lines as they pretend to read.
- Talk about stories that were read to them.
- Recognize street signs.

Handouts (3 of 3)

Module 4, Workshop 2, Activity 6

Learning to Read

SETTING UP THE ENVIRONMENT

An environment that promotes reading and the development of reading skills includes:

- Print that refers to familiar objects and reflects the children's world.
- Books that reflect the children's world, experiences, interests and abilities.
- Props like menus, shopping lists, calendars, magazines, price tags, name tags and signs.
- Low shelves, comfortable chairs, and floor pillows in a quiet, well-lit area.
- Activities, games and materials that allow children to sort, create and recognize patterns, sequence, match and stack.
- Materials for drawing and writing.

Handout

Module 4, Workshop 2, Activity 7
Setting Up the Environment

KEEPING IT INTERESTING

Reading experiences are more fun and enjoyable for children when the materials:

- Are in tune with their interests and abilities.
- Relate to familiar experiences.

Reading experiences are more fun and enjoyable for children when adults:

- Have realistic expectations.
- Turn them into hands-on experiences.
- Follow the children's lead.
- Turn “reading to children” into “developing stories with children.”
- Use body language, expressions, different voices for different characters, etc.

Handout

Module 4, Workshop 2, Activity 8
Keeping it Interesting

SELECTING BOOKS FOR CHILDREN

Infants

- Small books
- Books made of thick cardboard, cloth or vinyl
- Books with different textures inside
- Books with simple, bright, realistic looking pictures of familiar things
- Books with photographs
- Books with flaps
- Books with things that make sounds (clocks, animals, vehicles, etc.)
- Books with few words or no words
- Books of songs and finger plays

Handouts (1 of 3)

Module 4, Workshop 2, Activity 9

Selecting Books for Children

SELECTING BOOKS FOR CHILDREN

Toddlers

- Books made of thick cardboard or vinyl
- Books with flaps and handles
- Books that repeat words or phrases
- Books with nursery rhymes or rhyming words
- Books with pictures that tell a simple story without words, or with a few words
- Books with pictures that allow them to find and name the familiar things
- Books that tell stories about familiar, everyday activities (e.g., eating, bath time, bedtime)

Handouts (2 of 3)

Module 4, Workshop 2, Activity 9

Selecting Books for Children

SELECTING BOOKS FOR CHILDREN

Preschoolers

- Books with paper pages
- Books with color, letter or number themes
- Books with more words
- Books of rhymes and poetry
- Books with funny plots or characters
- Books with plots that have a lot of action
- Books about feelings and life issues
(fears, starting school)
- Books about less familiar things

Handouts (3 of 3)

Module 4, Workshop 2, Activity 9

Selecting Books for Children

THE LIBRARY AS A RESOURCE

Children learn to think of the library as a fun place to visit when they find interesting things to do there.

Frequent trips to the library help make books part of children's lives, and help adults find out the children's interests.

Libraries have a children's section where children can experience books hands-on.

Handling books allows children to discover the properties of books and how they work, and it exposes them to symbols and print.

Handouts (1 of 2)

Module 4, Workshop 2, Activity 11

The Library as a Resource

THE LIBRARY AS A RESOURCE

Libraries have a variety of printed materials including books, magazines, newspapers, flyers, bulletins, posters. Adults can use these materials as a way to explore the purpose of print, how text is organized, different fonts, etc.

Libraries have books on tape or CD, and book kits (printed books and their corresponding audio versions). This can help children make the connection between language and print.

Libraries offer a comfortable environment where adults and children can relax, concentrate and focus on reading.

Handouts (2 of 2)

Module 4, Workshop 2, Activity 11

The library as a Resource

WORKSHOP EVALUATION

Three things I learned ...

1.

2.

3.

One thing I will try...

One thing I want to learn more about...

Handout

Module 4, Workshop 2, Activity 12

Workshop Evaluation

MODULE FOUR
FAMILY LITERACY

Workshop Three



Writing

OVERVIEW

Writing provides an overview of the writing acquisition process. The workshop explores different aspects of writing such as meaning, comprehension, knowledge of the world, culture, style, and rules. It compares the concepts of “writing readiness” and “writing acquisition as a process”; reviews the stages of writing; and makes the connection between play and the development of reading and writing skills. In addition, the workshop identifies materials, equipment and activities that encourage writing and promote the development of writing skills; offers tips to work with left-handed children; and suggests possible ways for libraries to expand their resources and include writing activities for children. Woven throughout this workshop are meaningful literacy related activities that families use to help children develop writing skills.

GOAL

To provide an overview of the writing acquisition process and to discuss ways to promote the development of children’s writing skills

OBJECTIVES & MATERIALS

LEARNING OBJECTIVES

Participants will:

- Become familiar with the components and stages of writing.
- Understand the difference between “writing readiness” and “writing acquisition as a process.”
- Learn how play is connected to the development of children’s writing skills.
- Identify materials, equipment and activities that promote writing.
- Expand their knowledge about left-handed dominance/preference.
- Learn how to access the library as a resource that links language, reading and writing.
- Learn how providers and families can utilize library resources to expand children’s writing skills.

MATERIALS & EQUIPMENT NEEDED

- TV/VCR/DVD player
- Overhead projector
- Easel & flip chart paper or white board
- Handouts, Worksheets & Overhead transparencies
- Sign in sheets & name tags
- Markers and pens
- Materials specifically related to each activity

BACKGROUND RESOURCES

Complete information on the background resources listed below can be found in the bibliography at the end of the *Trainer's Guide*.

Books and Articles:

- California Department of Education, Child Development Division. *Supporting Early Learning: Guidelines for Home Care Settings*. 2004 Draft
- McGee, Leah M. and Donald J. Richgels. *Designing Early Literacy Programs. Strategies for At-Risk Preschool and Kindergarten Children*. 2003.
- Miller, Karen. *Ages and Stages*. 2001
- Neuman, Susan B.; Carol Copple; Sue Bredekamp. *Learning to Read and Write. Developmentally Appropriate Practices for Young Children*. 2000

SAMPLE AGENDA

Workshop Length:

2 hours

SUGGESTED TIMELINE

Registration, Introductions, Pre-Assessment, Warm-Up and Safety Contract

35 minutes

- Registration and Housekeeping Items (Activity 1)
- Introductions and Pre-assessment (Activity 2)
- Warm-up activity: The Significance of Writing (Activity 3)
- Safety Contract (Activity 4)

Activities: Choose from the following:

35 minutes

- More than Printing Words (Activity 5)
- Learning to Write (Activity 6)
- Experimenting with Writing (Activity 7)
- The Importance of Play (Activity 8)

Break

5 minutes

Activities: Choose from the following:

35 minutes

- Setting up the Environment (Activity 9)
- Left-Handedness (Activity 10)
- The Library as a Resource (Activity 11)

Summary, Closing, Evaluation (Activity 12)

10 minutes

Note: There may not be time to do all the activities.

ACTIVITIES



REGISTRATION AND HOUSEKEEPING ITEMS

Goal

To welcome the participants, introduce the trainer, assess the environment, and go over policies regarding food, cell phones and stretch breaks

Materials Needed

- Sign-in sheets
- Markers and pens
- Nametags
- Folders for *Workshop Three: Writing*

As the participants come into the room, greet them, ask them to sign in and, if they wish, make a personalized nametag. Hand them a folder. Once all the participants have come in and settled, welcome them, introduce yourself and the agency you represent. Thank them for making the time for being there and tell them how to access the restrooms. This is also a good time to assess the temperature of the room and address policies regarding food, cell phones and stretch breaks.



INTRODUCTIONS AND PRE-ASSESSMENT

Goal

To get acquainted with the participants and their expectations for the workshop

Materials Needed

None

Group Sharing

Have the participants introduce themselves and briefly answer the following questions:

- *What attracted you to this session?*
- *What do you expect to gain from this session?*



THE SIGNIFICANCE OF WRITING

Goal

To introduce the subject of writing and to establish the importance of writing in the lives of children and families

Materials Needed

- Flip chart paper or white board
- Markers
- Handout: *Module 4, Workshop 3, Activity 3: The Significance of Writing*

Opening Statement

Technology is changing the way people communicate and function in the twenty-first century. The use of computers and other technological advances is commonplace. Often times, however, people comment that they are so accustomed to typing that they have difficulty handwriting. While this sentiment may be widespread, and technology cannot be disregarded, handwriting is still very much a part of everyday family life.

Brainstorm

Pose the following questions:

- *What are some examples of everyday activities that involve handwriting?*
(e.g., writing checks; signing documents; creating to-do and grocery lists; calendaring activities and events; jotting reminder notes; writing postcards; addressing envelopes; doing quick number calculations)
- *What are some examples of school activities that involve handwriting?*
(writing numbers for math activities; writing words, sentences and stories for language arts activities; taking spelling tests; writing names and dates on school papers; writing book summaries; labeling things; taking dictations; writing poems)

Sharing and Discussion

Invite the participants to share their examples, focusing on everyday activities first. List their responses on the paper or white board under the headings, “Everyday Activities” and “School Activities.”

Point at the two lists and read them aloud.

Engage the participants in a discussion about writing and why it is important that children and families develop writing skills. Use the information presented in the *Key Talking Points* and the questions listed below to guide the discussion.

- *In addition to handwriting, what are other ways to write?*
- *In your opinion, what does it mean to have good writing skills?*
- *Why is it important that children develop writing skills?*
- *Why is it important that families understand the significance of having good language, reading, and writing skills.*
- *What is the purpose of written language?*
- *What do writing, reading and speaking have in common?*

Distribute and review the handout, *The Significance of Writing*, to conclude the discussion.

Key Talking Points

- Writing is an art that has been evolving for centuries to keep up with the needs and demands of society, incorporating and leaving behind inventions along the way (e.g., hand-operated type-setting machines, manual and electric typewriters, computer word processing, e-mail, text messaging, voice-recognition programs). Today, handwriting is just one of many ways to write.
- Young children today become working adults in the future, and they need to be prepared to function in the workplace. Having good writing skills is essential to stay competitive in an increasingly demanding job market.
- Writing, along with reading and speaking, is a form of communication. It has many purposes and can be structured in many ways. Having good writing skills means not only writing well, but also being able to communicate well.
- Writing, reading and speaking are interrelated. For example, when preschoolers attempt to spell a word (writing), they rely on the sounds they have heard (language); children begin to discover the connection between printed words (writing), meaning and sounds (language) when they read.
- The development of writing, reading and language skills starts in childhood with the help of responsive adults and meaningful life experiences.



SAFETY CONTRACT

Goal

To establish some ground rules in order for the participants to feel as comfortable as possible during the discussion

Materials Needed

- Overhead projector
- Easel
- Flip chart paper or white board
- Markers
- Overhead: *Module 4, Workshop 3, Activity 4: Safety Contract*

Opening Statement

Mention that one of the goals of the session is for everyone to feel as comfortable as possible during the discussion and that a safety contract can help by establishing some ground rules. Display the *Safety Contract* that is already created and ask if it is acceptable to the group. Modify the contract according to their feedback. Emphasize that sharing personal experiences is not mandatory.

Example of contract:

We will respect each other.

We will speak one at a time.

We will listen to each other.

We will participate as fully as we can.

We will respect confidentiality and personal feelings.



MORE THAN PRINTING WORDS

Goal

To explore different aspects of writing such as meaning, comprehension, knowledge of the world, culture, style and rules

Materials Needed

- Overhead projector
- Easel
- Flip chart paper or white board
- Markers
- Overhead: *Module 4, Workshop 3, Activity 5: More than Printing Words*
- Worksheet: *Module 4, Workshop 3, Activity 5: More than Printing Words*
- Handout: *Module 4, Workshop 3, Activity 5: More than Printing Words*

Activity in Pairs

Ask the participants to find a partner for this activity. One person will be the writer.

Project the overhead *More than Printing Words* and distribute the worksheet with the same title.

Have a volunteer read aloud the projected text. Then, ask the group if they were able to understand what they heard.

Refer the participants to the worksheet and ask them to work with their partners to re-write the text, so that it is easier to read and understand.

Note: The unscrambled text reads as follows: "Once upon a time there were two little brothers, and their names were Miguel and Juan. They lived with their family in Bubi6n." (Bubi6n is a very small village located in the Sierra Nevada mountain range of Spain)

Sharing and Discussion

Collect the papers and redistribute them at random. Have a few volunteers read aloud the new written versions of the text, and talk about how they are different from the original version (i.e., the order of the verses, the way the verses are organized).

Facilitate a discussion that builds on the participants' responses and incorporates the *Key Talking Points*. The following questions may help introduce the Key Talking Points:

- *Why did you change the order of the verses?* (Meaning)

- *What clues did you use to change the order of the verses?* (Punctuation marks, capital letters, meaning)
- *Did you change the structure of the text? Why?* (The phrase "Once upon a time" is a typical beginning for stories, not poems. Stories are made of paragraphs, not verses.)
- *What is Bubi6n?* (Knowledge and culture)

Distribute and review the handout *More than Printing Words*.

Key Talking Points

- Printing symbols (letters, numbers, punctuation marks) is the mechanical aspect of writing. The result is written text. For example, "abcdef", "dog", "my house", "300 Laurel Avenue", etc. Some ways to produce written text include handwriting, typing and dictating (voice-recognition software programs).
- Writing is used as a means of communication, therefore, it conveys meaning. The choice of words, and the way they are organized, makes a difference in the meaning. For example: "My older stepbrother Steven has two younger (brothers, sisters, cousins)"; "my younger stepbrother Steven has two older (brothers, sisters, cousins)".
- Writing is used for many purposes. For example, people create lists, not novels, when they need to buy groceries; people write newspaper articles, not textbooks, to inform readers about current news.
- Written words are symbols that represent something (e.g., table, running, happy). People draw from their knowledge and their culture when they write. For example, someone from California may write, "I just bought a new truck!" Whereas someone from England may write, "I just bought a new lorry!"
- Written language and culture are intimately related. When families write letters, label things or create grocery lists using their home language, they are doing more than just printing. They are: exposing children to meaningful symbols; creating opportunities for conversation; broadening the children's knowledge of their culture; stimulating their curiosity and imagination.
- Written text is the symbolic representation of spoken language. Writers use punctuation marks, capital letters and spaces to organize symbols and turn them into text that sounds like meaningful spoken language when it is read. These indicators guide the rhythm and intonation that readers use. For example, the long sequence of letters "ihavetwobrothershowmanybrothersdoyouhave" is easier to read when it is organized as a statement followed by a question: "I have two brothers. How many brothers do you have?"
- Different types of writing are defined by their structure and how the text is organized. Poems, for example, have a different structure than letters, recipes, stories, brochures or flyers.



LEARNING TO WRITE

Goal

To compare the concepts of “writing acquisition as a process” and “writing readiness”, and to illustrate skills that are involved in writing

Materials Needed

- Easel
- Flip chart paper or white board
- Markers and pens
- 8 1/2 x11 blank paper
- Handout: *Module 4, Workshop 3, Activity 6: Learning to Write* (2 pages)

Opening Statement

The most current research indicates that learning to write is a gradual process. The development of writing skills happens over time through hands-on experimentation, interactions and exposure to life experiences. The process begins with simple exploration when children are toddlers (around 18 to 24 months) and continues through the elementary and middle school years. This current view has replaced the previous concept of “writing readiness.” Proponents of this concept believed that children reached a point of physical and mental readiness, usually about age six, that signaled that they were able to start learning to write. They also believed in teaching writing skills through direct instruction.

Observation in Small Groups

Divide the large group into smaller groups of three or four. Each group will have a designated writer. The other members of the group will be observers.

Ask the designated writers to compose a brief letter to a friend. Encourage the other members of the group to observe the writing process carefully.

Sharing and Discussion

Invite the observers to describe in detail what the writers did. Then extend the invitation to the writers.

Write the participants' responses on the flip chart paper or white board. Add the following actions if the participants do not mention them:

- Thinking before writing
- Picking up the pen
- Holding the pen
- Holding the paper down with the other hand
- Positioning the pen over the paper
- Moving fingers to design the letters
- Lifting the hand to separate words
- Repositioning the pen over the paper to start a new word, sentence or paragraph
- Looking down at the paper
- Watching and following the writing
- Arranging the text to look like a letter

Engage the large group in a discussion about the physical and cognitive skills that are involved in writing. Weave the *Key Talking Points* into the discussion and refer to the examples listed during the activity to illustrate the skills.

The following questions may help guide the conversation about cognitive skills:

- *Writers, what language did you use to compose the letter to your friend? How do you know?*
- *How did you organize the text in the letter? Why?*
- *What was the purpose of the letter? What was the message that you were trying to convey?*

Distribute and review the handout *Learning to Write* to conclude the activity.

Key Talking Points

- Learning to write is a process that evolves as children's physical and cognitive skills develop.
- Physical skills associated with writing include having muscle strength, fine and gross motor control, and good hand/eye coordination.
- Writers need to have muscle strength to grip the writing tool (pen, pencil, marker) and to hold it in place.
- In order to carry out precise movements of the fingers and wrist, writers need to have control of their fine muscles (fine motor movement). Underlining, highlighting or starting new paragraphs involves movement of the whole arm, which requires having control of the large muscles (gross motor movement).
- Writers need to have good hand-eye coordination in order to place the writing tool correctly on the writing surface, and to guide their writing (Try writing a paragraph without looking).
- Cognitive skills associated with writing include understanding that letters are symbols and that the symbols belong to a language system (English, for example); knowing that writing has purpose and can be organized in different ways; being able to identify the purpose for which writing is being used, and knowing how it should be organized; being aware that writing conveys meaning.
- The role of the adults is to facilitate the development of the physical and cognitive skills that children will need to become good writers.
- Adults can facilitate the development of physical and cognitive skills by setting up a meaningful, well-equipped, print-rich environment that allows children to move around, explore, manipulate, interact, exercise their creativity, and practice what they learn.
- Families can use daily activities such as writing checks, addressing envelopes, or creating lists as opportunities to: model writing (symbols, directionality, etc.); talk with children about the different purposes of writing; explain how text is organized.
- Families can help children develop knowledge of print by introducing them to a variety of written materials such as newspapers, books, magazines, street signs, etc.
- Adults can use daily activities such as writing checks, addressing letters or making grocery lists as opportunities to model writing, and talk with children about the different purposes of writing and how text is organized. Writing stories that children dictate helps them make the connection between writing and spoken language.



EXPERIMENTING WITH WRITING

Goal

To explore and illustrate the stages of writing development

Materials Needed

- Samples that represent different stages of writing
- Handout: *Module 4, Workshop 3, Activity 7: Experimenting with Writing*

Opening Statement

Children are exposed to writing even before they start experimenting with it. For example, they observe adults write in different situations and contexts such as the bank, the grocery store or the post office. As children develop physical and cognitive skills, their writing attempts become more elaborate and precise.

Walk About

Post the samples of the different stages of writing around the room following the progression of development (scribbles, letter-like shapes, letters or letter strings, invented spelling, conventional spelling)

Invite the participants to walk around the room and look at the writing samples carefully.

Mingle with the participants for a few minutes and ask them questions while they analyze the samples. For example:

- *What do you see?* (Lines, circles, drawings, combinations)
- *Do you see any letters? Which ones?*
- *Are the letters written correctly? Why? Why not?*
- *What are these words? How do you know?* (invented spelling)

Once all the participants have returned to their seats, invite some volunteers to go back and stand by the different writing samples (one volunteer per sample) during the discussion to follow.

Discussion

Distribute the handout, *Experimenting with Writing*, and ask a volunteer to read the stages of writing aloud.

Facilitate a discussion that addresses each stage and incorporates information from the corresponding *Key Talking Points*. The following strategies may be useful to engage the participants and illustrate the conversation:

- Point at the writing samples that correspond to the stage being discussed and have the volunteers standing by them describe what they see.
- Encourage the rest of the group to recall what they saw during their walk around the room and to give their feedback.

- Prompt the participants to think of real life examples and experiences that may further illustrate the conversation.

Mention that children progress at different rates and that the writing stages may overlap. Emphasize the importance of avoiding judgmental comparisons, especially if they are based on what children can or cannot do. For example: “*Pete’s letter s are not as good as Nick’s*”; “*Leslie’s writing was neater when she was your age*”; “*That E looks a little messy. Look at Molly’s*”

Underscore the importance of encouraging children to experiment with writing, regardless of their level of ability.

Key Talking Points

- Children’s writing goes through several stages before it resembles conventional written language. Each stage is defined by certain characteristics (e.g., scribbles, letter-like forms, random letters or letter strings, invented spelling, conventional spelling).
- The stages of writing occur in sequence but they overlap. Children transition from one stage to the next at different rates. How and when the transition is made depends on each child’s developmental level and circumstances.
- Toddlers enjoy handling and manipulating crayons. They have fun experimenting with “cause and effect” as they explore what happens when they move or bang the crayons against the paper.
- Some time between eighteen and twenty-four months, children begin to scribble. Early scribbles are marks that don’t resemble conventional writing. They usually look like lines, zigzags or circles. Scribbles are not drawings.
- As children’s fine motor skills improve, and as they learn more about lines and how to combine them to form letters, children begin to mix scribbles with scattered shapes that resemble letters.
- As children grow, they begin to recognize more letters and their motor skills become more refined. Children practice their writing skills by printing letters at random and by printing long strings of letters. The letters may have printing errors. For example, there may be an E with two horizontal lines instead of three, or facing left instead of right (mirror image). The letters usually come from the children’s names or other familiar words. During this stage, it is also common for children to combine drawings with a large amount of scribbles, as if they were imitating adult writing.)
- As children’s cognitive skills improve, they begin to understand the connection between spoken language and written words; they begin to match sounds and letters. During this stage, children often invent their own spelling based on the sounds they know and hear.
- Children continue to refine their writing skills during the elementary and middle school years.



THE IMPORTANCE OF PLAY

Goal

To make the connection between play and the development of writing skills

Materials Needed

- Play dough
- Eye droppers
- Paper towels
- Containers with colored water
- Extra large beads
- Buttons
- Thread
- Scissors
- Magazines
- Plastic cups
- Small plastic pitchers filled with water
- Handout: *Module 4, workshop 3, Activity 8: The Importance of Play*

Hands-on Play

Display the materials in different areas as follows:

- Area 1: Play dough
- Area 2: Eye droppers, paper towels, containers with colored water
- Area 3: Extra large beads, buttons, thread, scissors
- Area 4: Scissors, magazines
- Area 5: Plastic cups, small plastic pitchers filled with water

Invite the participants to rotate through the different areas at their own pace and play with the materials provided.

Discussion

Once the participants are back in their seats, initiate a discussion about the importance of play in connection with the development of writing skills. Refer to the Key Talking Points to guide the discussion. Pose the following questions to get the conversation started:

- *How would you describe your play experience?*
- *Which materials did you use?*
- *Have you ever observed children engaged in these activities?*
- *How can playing with these materials help children develop writing skills?*

As the conversation progresses, talk about dramatic play as an opportunity for children to engage in writing activities and experiment with print.

What are some scenarios that children like to re-enact when they pretend play? (e.g., going to the doctor, eating at a restaurant, playing house, going to the post office)

How do these scenarios engage children in writing? What are some examples? (writing prescriptions, signing-in, taking orders from customers, writing letters and addressing envelopes, creating shopping lists)

Distribute and review the handout *The Importance of Play* to conclude the discussion.

Key Talking Points

- Play experiences are opportunities for children to strengthen their muscles, gain control of their bodies and acquire motor skills. Children develop their small muscles when they grasp, pick, cut, push, button, string, fasten, zip, thread, pour, tie, and track objects with their eyes. Small muscle strength, control and dexterity are needed to hold pencils and crayons, and to make the movements associated with writing.
- Through play children experiment with and learn about shape, size, distance, direction, patterns, similarities and differences. Having an understanding of these concepts is useful to compose text. For example, letters have different shapes and can be written in upper or lower case; English is written from left to right and top to bottom; patterns of letters form words; letters like E and F are similar, but they are not the same.
- When preschoolers play with computers, they practice their hand-eye coordination; use fine motor skills; experiment with “cause and effect”; and strengthen their finger muscles. In addition, computers expose children to letters, numbers and other symbols.
- Computers allow children to experiment with typing and to develop typing skills.
- Dramatic play allows children to experiment with writing regardless of their level of ability. For example, they may choose to write letters using scribbles, sign their name, label things, etc.
- Children engaged in dramatic play explore the purpose of writing and experiment with the organization of text. For example, a child in the role of a parent may create a list of things to buy at the store; a child who is pretending to be a doctor may write a prescription.
- Singing, rhyming, telling stories and listening to adults read are fun activities that expose children to spoken language and enhance their vocabulary. Children draw from their knowledge of sounds and words to experiment with spelling.
- Play experiences may inspire children’s creativity when they write.



SETTING UP THE ENVIRONMENT

Goal

To identify materials, equipment and activities that encourage writing, and promote the development of writing skills

Materials Needed

- Handout: *Module 4, Workshop 3, Activity 9: Setting Up the Environment* (3 pages)

Activity in Small Groups

Divide the large group into smaller groups of four or five. Assign a number (one, two, three) to each group.

Distribute the handout *Setting up the Environment* (three pages) and instruct the small groups to focus their attention on the page number that matches their group number.

Ask the participants to read their assigned page individually and then have a brief conversation with the other members of their group about it. Ask them to think of children they know and reflect on the following questions:

- *What do children do with the materials listed?*
- *What materials or activities can help children strengthen their muscles? How?*
- *What materials or activities help improve the children's hand/eye coordination? How?*
- *How can the materials and activities help the children gain control of their fine movements?*
- *Why is it important that the environment include books, labels and other printed materials?*
- *How can families partner with providers to set up a meaningful print-rich environment for the children?*

Sharing & Discussion

Invite each group to share their thoughts and ideas. Extend the invitation to the other participants and encourage them to ask questions or share their comments.

Address the questions listed above and incorporate the *Key Talking Points* into the discussion.

Key Talking Points

- An environment that promotes the development of writing skills includes more than just crayons and paper.
- Children need materials and activities that strengthen their muscles, improve their hand/eye coordination, and help them gain control of their fine movements.
- An environment that promotes the development of writing skills offers materials and activities that allow children to express their creativity and encourages them to practice what they learn.
- As children grow, their fine motor skills improve and their movements become more controlled. Fine motor skills enable children to pick up smaller objects; movement control enables them to draw and scribble on smaller surfaces.
- Children need materials and activities that expose them to print.
- It is important for families and providers to work together to set up a meaningful environment that invites children to observe, explore, analyze and play with print. families can be actively involved in this process by sharing pictures, children's artwork, recipes, books and library resources such as magazines or book-tape sets; labeling things; providing drawing and writing materials.



LEFT-HANDEDNESS

Goal

To discuss left-handed dominance/preference in the contexts of popular belief and research and to provide tips to work with left-handed children

Materials Needed

- Easel
- Flip chart paper or white board
- Markers and pens
- 8 1/2 x11 blank paper
- Handout: *Module 4, Workshop 3, Activity 10: Left-handedness*

Reflection

Ask the participants to think of everyday activities that require the use of a hand (e.g., carrying a grocery bag, throwing away trash, holding utensils, picking things up, handing toys, reaching for cans in the pantry). Then pose the following questions:

- *Which hand would you normally use to carry out these activities?*
- *Which hand do you use when you write?*
- *Have you always used your right/left hand to write?*

Use the participants' responses to estimate the hand preferences of the group.

Discussion

Refer to the *Key Talking Points* to guide a discussion about left-handedness. Talk about popular opinions, current information and strategies to work with left-handed children. Use the strategies listed below to initiate a conversation that engages the participants:

- Ask the group to brainstorm popular opinions associated with being left-handed.
- Invite left-handed participants, if there are any, to share childhood stories or experiences related to their hand preference.

Introduce the following questions to shift the focus of the discussion:

- *Why is it important that adults be aware of children's hand preference?*
- *What are some difficulties that left-handed toddlers and preschoolers may experience when they play, do art activities or write?*
- *What are some strategies that adults can use to work with left-handed children?*

Distribute and review the handout *Left-Handedness*.

Key Talking Points

- In the past, left-handedness was seen as an undesirable trait. Children were discouraged from doing things with their left hand and oftentimes were forced to use their right hand.
- Left-handedness is not a disease or a defect. Being left-handed means having a preference for using the left hand to do things. Some people use their left hand exclusively but other people do not. There are varying degrees of hand preference. For example, a left-handed individual may use the right hand to throw or to eat.
- Infants and toddlers often experiment using both hands to do things. Hand preference is usually well developed by the age of three. Approximately one in every ten people is left-handed.
- Infants and toddlers spend much of their time having fun exploring, manipulating and discovering how things work. Left-handed children, however, may become frustrated when they have difficulty manipulating or using materials and equipment designed for right-handed individuals.
- Left-handed children may not be able to imitate or reproduce hand movements modeled by right-handed adults who are sitting or standing next to them (e.g., weaving, sewing, stringing beads). Adults may solve this problem by facing the children instead (as if they were a mirror image).
- Being aware of children's hand preferences can help adults in making decisions about modeling certain hand movements.
- Being aware of children's hand preferences can help adults in making decisions about arranging the physical space. For example, left-handed children have more freedom of movement when there aren't other children or a wall close to their left side; they also benefit from having materials displayed so they can easily reach them with their left hand.
- The directional tendencies of left-handed children are different from those of right-handed children. For example, children who favor the left hand may try to close lids or wind toys using counter-clockwise movements; or they may weave from left to right.
- Being aware of children's hand preferences can help adults select appropriate equipment and materials. For example, left-handed children often have difficulty cutting with right-handed scissors or using pens that smear easily.
- It is very important that adults model directionality for left-handed children as they start scribbling and forming letters (of languages such as English). Following their natural tendencies, they may scribble from right to left, instead of left to right.



THE LIBRARY AS A RESOURCE

Goal

To explore how providers and families can collaborate with local libraries to expand the library resources and to promote the development of writing skills

Materials Needed

- Worksheet: *Module 4, Workshop 3, Activity11: The Library as a Resource*
- Overhead: *Module 4, Workshop 3, Activity11: The Library as a Resource*

Activity in Small Groups

Divide the large group into smaller groups of three or four.

Project the overhead, *The Library as a Resource*. Read it aloud, assuming the role of narrator, using body language, and changing the intonation to reflect the enthusiasm of the characters.

Distribute the worksheet, *The Library as a Resource*. Ask the participants to become active characters in the scenario by pretending that they have been invited to attend a meeting to brainstorm ways that the library could include writing activities for children.

Sharing

Invite the small groups to share their ideas and suggestions. Build on their responses and mention the following ideas:

- Having drawing and writing materials available and accessible
- Extending story time so children can write about the story or draw pictures
- Displaying stories that children dictate or write in a visible location
- Label-making sessions (children make and decorate labels to take home)
- Book-making sessions (children write and illustrate their stories, and design the covers)

Discussion

Using the *Key Talking Points* as a guide, engage the large group in a brief discussion that highlights the value of libraries as community resources that help promote the development of skills that children need to succeed in school: listening, speaking, reading and writing.

Encourage the participants to become actively involved in collaborating with their local libraries and to extend the invitation to families. Emphasize that libraries strive to meet the needs and interests of the communities they serve, and they welcome ideas and suggestions.

Discuss the importance of sharing resources and information with families (e.g., how to get a library card, where to find materials, story-time schedules, adult-learning workshops).

Key Talking Points

- The services provided by local libraries have been gradually changing to meet the needs and interests of the communities they serve. Libraries have become valuable community resources that provide materials, services and learning opportunities for adults and children of all ages.
- Adults and children may engage in many different activities when they visit the library. They may interact with others, browse the inventory, read books and other printed materials, listen to books and music on tape or CD, check out materials, participate in story time or reading programs, attend workshops, etc.
- Traditionally, libraries have provided children with many opportunities to use their listening, speaking and reading skills. Currently, a growing number of libraries are providing opportunities for children to develop their writing skills as well.



CLOSING AND EVALUATION

Goal

To give the participants a chance to reflect on, and evaluate the presentation

Materials Needed

- Handout: *Module 4, Workshop 3, Activity 12: Closing and Evaluation*

Closing

Ask the participants to reflect for a few minutes about the session and their thoughts about it. Thank them for attending and ask them to fill out the evaluation form.

MODULE FOUR
FAMILY LITERACY

Workshop Three



Worksheets



Writing

MORE THAN PRINTING WORDS

*and
in Bubi6n.
lived
Miguel and Juan.
Once upon a time
their names
there were
They
two little brothers,
were
with their family*

Re-write the text above in the space below.

Worksheet

Module 4, Workshop 3, Activity 5
More Than Printing Words

THE LIBRARY AS A RESOURCE

Tuesday afternoon is story time at the local library in town. Marvin, a four-year-old boy, looks forward to going there every week with his Aunt Rita. Marvin enjoys listening to the stories and talking about them on the way home.

Today, Marvin came home after story time and drew a picture of a blue dragon. He also signed his name at the bottom of the page.

Marvin: *“Look, aunt Rita! It’s the dragon of the story!”* (pointing at the drawing) *“And that is my name!”* (pointing at the scribbles and letters on the page).

After seeing Marvin’s enthusiasm, Rita had an idea: Wouldn’t it be great if the library offered writing activities for children?

Rita and the librarian are now thinking of ways for the library to include writing activities for children.

What are your ideas and suggestions?

- _____
- _____
- _____
- _____

Worksheet

Module 4, Workshop 3, Activity 11

The Library As a Resource

MODULE FOUR
FAMILY LITERACY

Workshop Three



Overheads



Writing

SAFETY CONTRACT

We will respect each other.

We will speak one at a time.

We will listen to each other.

We will participate as fully as we can.

We will respect confidentiality
and personal feelings.

Overhead

Module 4, Workshop 3, Activity 4

Safety Contract

MORE THAN PRINTING WORDS

and

in Bubi6n.

lived

Miguel and Juan.

Once upon a time

their names

there were

They

two little brothers,

were

with their family

Overhead

Module 4, Workshop 3, Activity 5

More Than Printing Words

THE LIBRARY AS A RESOURCE

Tuesday afternoon is story time at the local library in town. Marvin, a four-year-old boy, looks forward to going there every week with his Aunt Rita. Marvin enjoys listening to the stories and talking about them on the way home.

Today, Marvin came home after story time and drew a picture of a blue dragon. He also signed his name at the bottom of the page.

Marvin: *“Look, Aunt Rita! It’s the dragon of the story!”*
(pointing at the drawing) *“And that is my name!”* (pointing at the scribbles and letters on the page).

After seeing Marvin’s enthusiasm, Rita had an idea: Wouldn’t it be great if the library offered writing activities for children?

Overhead

Module 4, Workshop 3, Activity 11

The Library As a Resource

MODULE FOUR
FAMILY LITERACY

Workshop Three



Handouts



Writing

THE SIGNIFICANCE OF WRITING

Handwriting is just one of many ways to write.

Having good writing skills is essential to stay competitive in an increasingly demanding job market.

Having good writing skills means writing well and being able to communicate well.

Writing, along with reading and speaking, is a form of communication. It has many purposes and can be structured in different ways.

Writing, reading and language skills start developing in early childhood with the help of responsive adults and meaningful life experiences.

Handout

Module 4, Workshop 3, Activity 3

The Significance of Writing

MORE THAN PRINTING WORDS

Writing is used as a means to convey meaning.

Writing is used for many purposes.

People draw from their knowledge and their culture when they write.

Written text is the symbolic representation of spoken language.

Punctuation marks, capital letters and spaces organize symbols and turn them into text that sounds like meaningful spoken language when it is read.

Different types of writing are defined by their structure and how the text is organized (poems, letters, recipes, stories, brochures or flyers).

Handout

Module 4, Workshop 3, Activity 5

More Than Printing Words

LEARNING TO WRITE

Writers need to have the following skills:

- Muscle strength to hold the pencil in place
- Control of their fine muscles to pick up the pencil and carry out precise movements with their fingers and wrists
- Control of their large muscles to move their arms when they underline, highlight or start new paragraphs
- Good hand-eye coordination to place the pencil correctly on the writing surface, and to guide their writing
- The understanding that letters are symbols that belong to a language system (e.g., English)
- Awareness that writing has purpose, conveys meaning and can be organized in different ways

Handouts (1 of 2)

Module 4, Workshop 3, Activity 6

Learning to Write

LEARNING TO WRITE

The role of the adults is to facilitate the development of the physical and cognitive skills that children will need to become good writers.

Adults can facilitate the development of physical and cognitive skills by setting up a meaningful, well-equipped, print-rich environment.

Adults can use daily activities such as writing checks, addressing letters or making grocery lists as opportunities to:

- Model writing
- Talk with children about the purposes of writing
- Talk with children about how text is organized

Handouts (2 of 2)

Module 4, Workshop 3, Activity 6

Learning to Write

EXPERIMENTING WITH WRITING

Stages of writing development in children:

- Scribbles
- Letter-like shapes
- Random-letters and strings of letters
- Invented spelling
- Conventional spelling

Handout

Module 4, Workshop 3, Activity 7

Experimenting With Writing

SETTING UP THE ENVIRONMENT

Toddlers (approx.12 – 36 months)

Toddlers like to manipulate and stack objects, put things in holes, pour, fill, dump, and experiment with “cause and effect.” They also like to tear, cut, paste, and scribble.

- Wooden puzzles
- Stacking toys
- Dishpans of water
- Small pitchers
- Play dough
- Thick brushes
- Thick chalk
- Large writing surfaces
- Stacking toys
- Basters
- Books, labels and other printed materials
- Boxes with slots
- Jars with lids
- Plastic cups
- Round tip scissors
- Finger paint
- Thick crayons
- Easels
- Large pegboards
- Extra large beads
- Eye-droppers

Note: Assess the choking hazard of these materials, especially the beads.

Handouts (1 of 3)

Module 4, Workshop 3, Activity 9

Setting Up the Environment

SETTING UP THE ENVIRONMENT

Preschoolers (Approx. 36 – 48 months)

Preschoolers like to squeeze, poke and roll soft materials, string beads, put toys together, pour, do art projects, cut, glue, and paste. They also like to accompany songs with finger plays.

- Play dough
- Sand & water
- Plastic tubing for stringing
- Plastic bricks
- Miniature figurines
- Brushes
- Thick chalk
- Large writing surfaces
- Glue
- Books, labels and other printed materials
- Clay
- Small pitchers
- Extra large beads
- Wooden blocks
- Finger paint
- Crayons
- Easels
- Eye-droppers
- Round tip scissors

Handouts (2 of 3)

Module 4, Workshop 3, Activity 9

Setting Up the Environment

SETTING UP THE ENVIRONMENT

Preschoolers (48 months and older)

Four-year-olds like to button, zip, lace, cut, and string small beads. They also like to sort, sequence, line things up, and print letters.

- Play dough
- Small beads
- Wooden blocks
- Simple jigsaw puzzles
- Pegboards
- Crayons
- Easels
- Glue
- Books, labels and other printed materials
- Clay
- Small pitchers
- Wooden inlay puzzles
- Construction toys
- Brushes
- Markers
- Writing surfaces
- Round tip scissors

Handouts (3 of 3)

Module 4, Workshop 3, Activity 9

Setting Up the Environment

LEFT-HANDEDNESS

Being left-handed means having a preference for using the left hand to do things.

Infants and toddlers often experiment using both hands to do things. Hand preference is usually well developed by the age of three.

Approximately one in every ten people is left-handed.

Being aware of children's hand preferences helps adults arrange the physical space and select appropriate equipment and materials.

It is very important that adults model directionality for left-handed children as they start scribbling and forming letters (of languages such as English). Following their natural tendencies, they may scribble from right to left, instead of left to right.

Handout

Module 4, Workshop 3, Activity 10

Left-Handedness

WORKSHOP EVALUATION

Three things I learned ...

1.

2.

3.

One thing I will try...

One thing I want to learn more about...

Handout

Module 4, Workshop 3, Activity 12

Closing and Evaluation

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