

NO ASSEMBLY REQUIRED

Early Learning Programs

Quiz! Who are you?

- What is the size of the community you serve?
- Are you the only youth services staffer in your library, or are you part of a youth services team?
- What was your motivation for attending this preconference?

Who knows why we do storytime?



What is the goal?



From the experts...

“The cornerstone of good educational programming and the first and most important idea to integrate into storytime is the fact that children are more receptive to learning when they are having fun and are actively engaged.”



Cahill, M., & Bigheart, J. (2016). What can librarians learn from Elmo, Sid, and Dora? Applying the principles of educational television to storytime. *Knowledge Quest*, 44(3), 48.

Role: engaged, connected

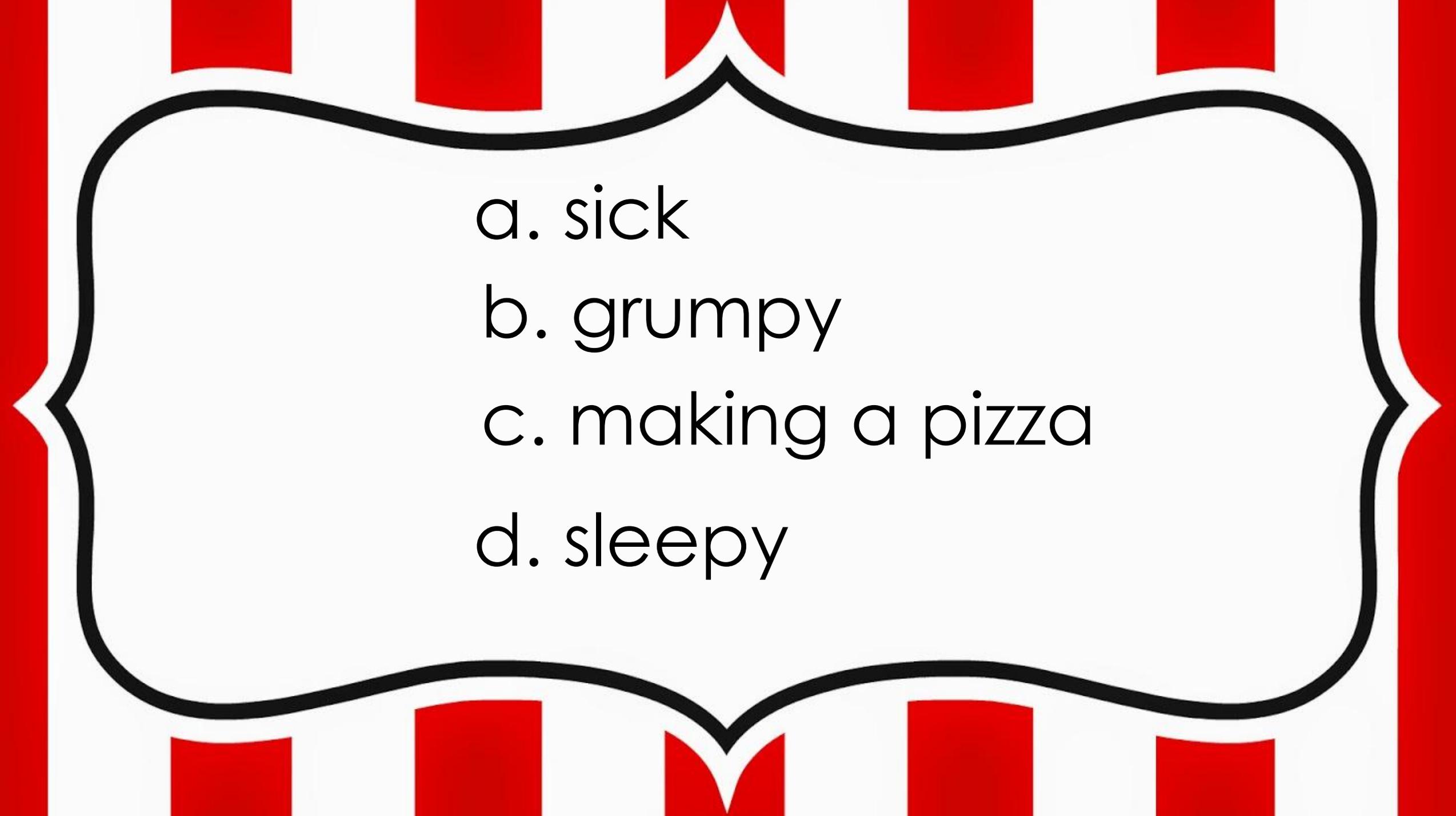
Slower, quieter

Less plan, more purpose

Performer?



Facilitator?

- 
- a. sick
 - b. grumpy
 - c. making a pizza
 - d. sleepy

- 
- a. made playdough
 - b. watched ice melt
 - c. had puppets sneeze
 - d. played catch

structured



From the experts...

“ When engaging in dialogic reading, inviting children to volunteer, and leading question/response exchanges, librarians should be sure to provide a three- to five-second think-time pause to allow all children sufficient time to consider the issue and respond.”



Cahill, M., & Bigheart, J. (2016). What can librarians learn from Elmo, Sid, and Dora? Applying the principles of educational television to storytime. *Knowledge Quest*, 44(3), 48.



Do less, more intentionally.



Storytime Plan

My Hands Say Hello
What's the Weather
BOOK All Kinds of Kisses
FB Letters/Envelopes
Itsy Bitsy Spider
PUPPETS Thank you, Bear
FB Song Little Red Valentine
FB Mouse in the House Game
Wrist Ribbons
-Move like animals
-SONG Here We Go Up
-Stretch Like rainbows
-SONG We're GonnaSTOP
If You're Happy and You Know It

What's
happening in
between?

Is that part
of the
plan?

.....

What's your program
job description?

.....

CONNECTION

RAPPORT

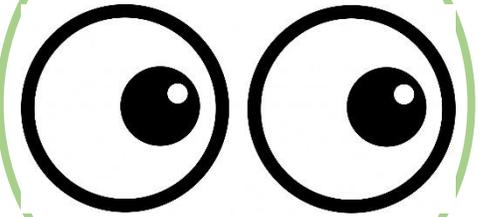
PARTICIPATION

Your Tools

YOU



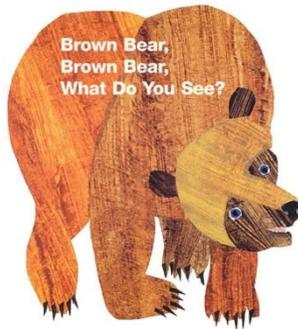
Hi!



YOUR
MATERIALS

Bill Martin Jr / Eric Carle

Brown Bear,
Brown Bear,
What Do You See?





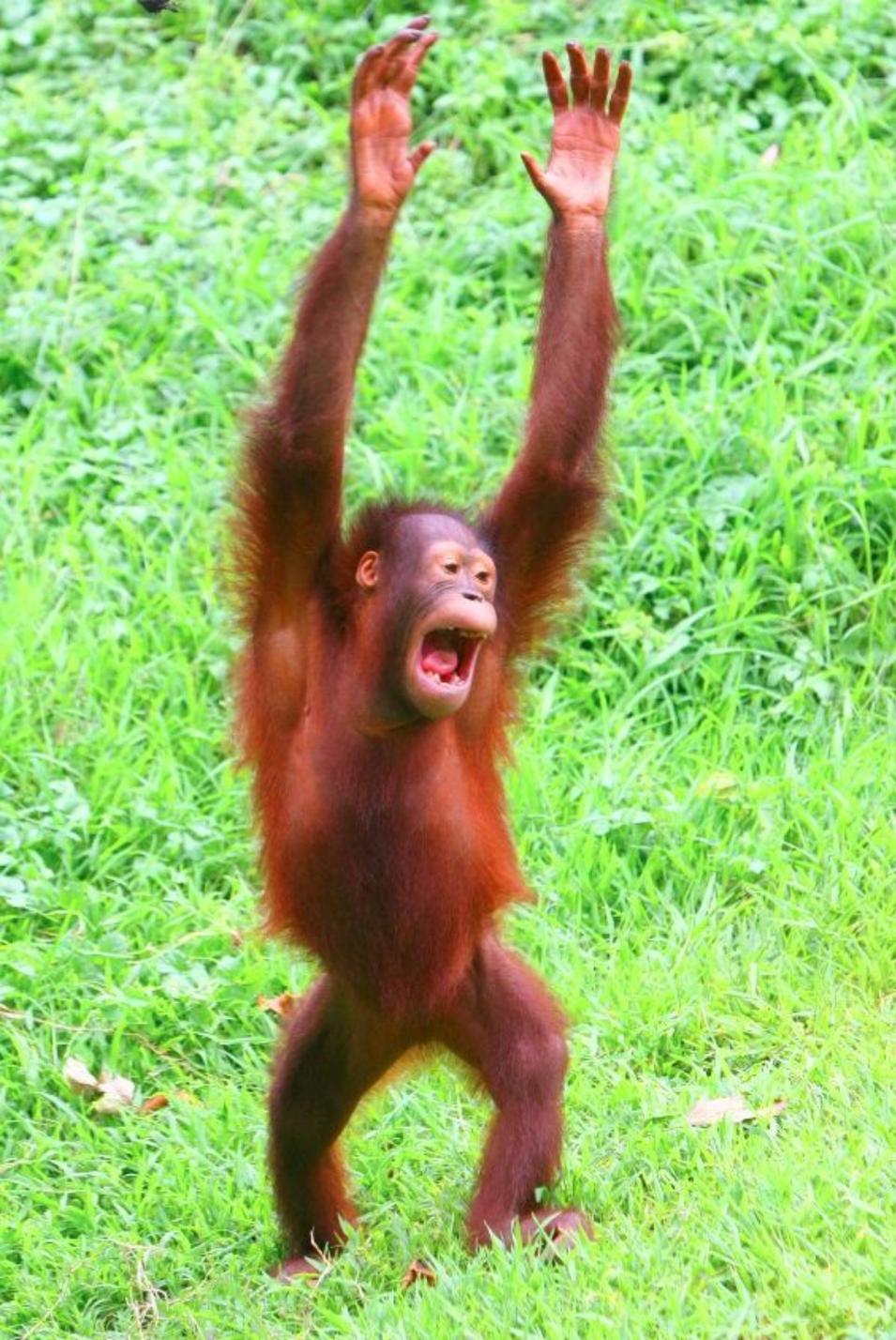
9/14 Thursday	Sing & Storytime	Shapes	Ball Block Pyramid Pics of flat shapes	Round is a mooncake Baby party	FB Shape pieces FB It looked like spilt milk Act Circles	Shape collages on sticky paper
9/15 Friday	Ready, Sit, Read	Owls	Pieces for Owl Babies story	Good night owl Little owl's day I'm not cute Hootenanny!	FB Owl Babies	Newspaper owls
9/21 Thursday	Sing & Storytime	<u>Bathtime</u>	Washcloth Bath toy Bubbles!!!	<u>Bathtime</u> with Thea & Beau Bears in the bath Animal baths Big smelly bear	FB 5 fish FB Elephants in tub FB Dog's colorful day Act Scarves	Foam boats
9/22 Friday	Ready, Sit, Read	Things That Go	FB pieces	BB Seals on the bus The little school bus My car Truck Driver Tom <u>Choo Choo Clickety-Clack</u>	SRF Green Means Go FB Thing that go –matching Puppets—Mr. <u>Gumpy's</u> Outing Act Driving with circles	Steering wheels Sort things that go (land/water/air)
9/22 Friday	Outreach	Verne Duncan Carnival				
9/28 Thursday	Sing & Storytime	Honk & Quack	Duckling puppet	BB One Duck Stuck Look out Suzy Goose 5 Little Ducks Birthday for cow	FB Two blackbirds SRF 5 little ducks Act eggs	Bird pictures with feathers
9/29 Friday	Ready, Sit, Read	Apples	Different apples (cut open to look inside)	Apples and robins The apple pie that papa baked Apple farmer Annie What's an apple?	FB tree & apple sorting SRF Way up high	Apple print people Apple tasting
10/5 Thursday	Sing & Storytime	Rain	<u>Rainstick</u>	<u>Mr Gumpy's</u> motor car The big storm In the rain with Baby Duck	FB Rain clouds – colors Act Parachute	Watercolor painting
10/6 Friday	Ready, Sit, Read	Wind	Bag – wind experiments	When the wind blows Olga the cloud Sneeze, big bear, sneeze	FB Spilt milk FB Kites Puppets – Move over, Rover	Wind chime with sticks and keys

Talk

Repetition

Play

Quiet



Who loves
storytime
break?

STORYTIME

SHOULD BE



EASY

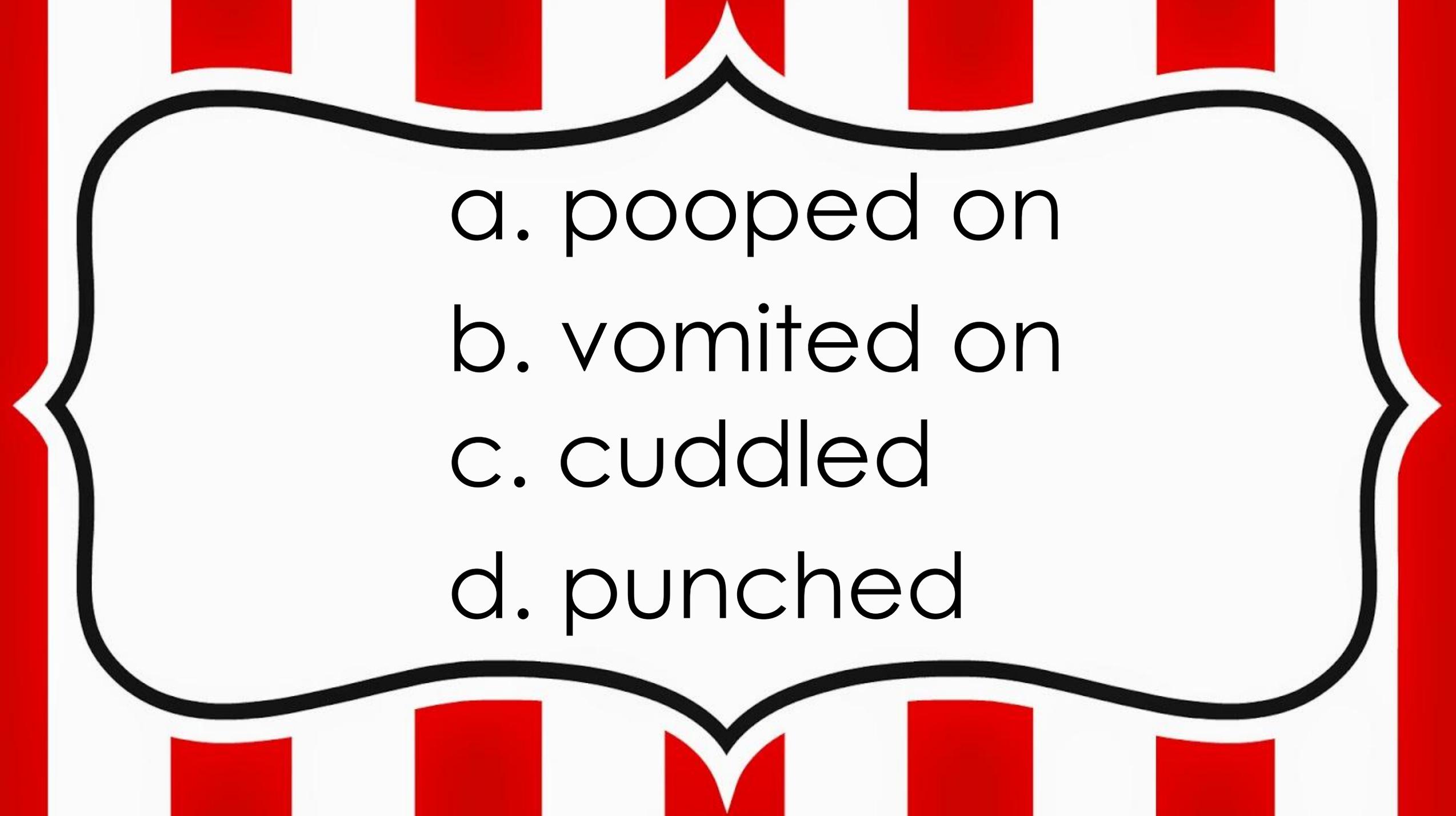


BUT SOMETIMES IT'S **NOT**



AND SOMETIMES KIDS ARE SCARY



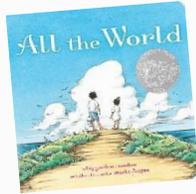


a. pooped on

b. vomited on

c. cuddled

d. punched



a. *All the World*



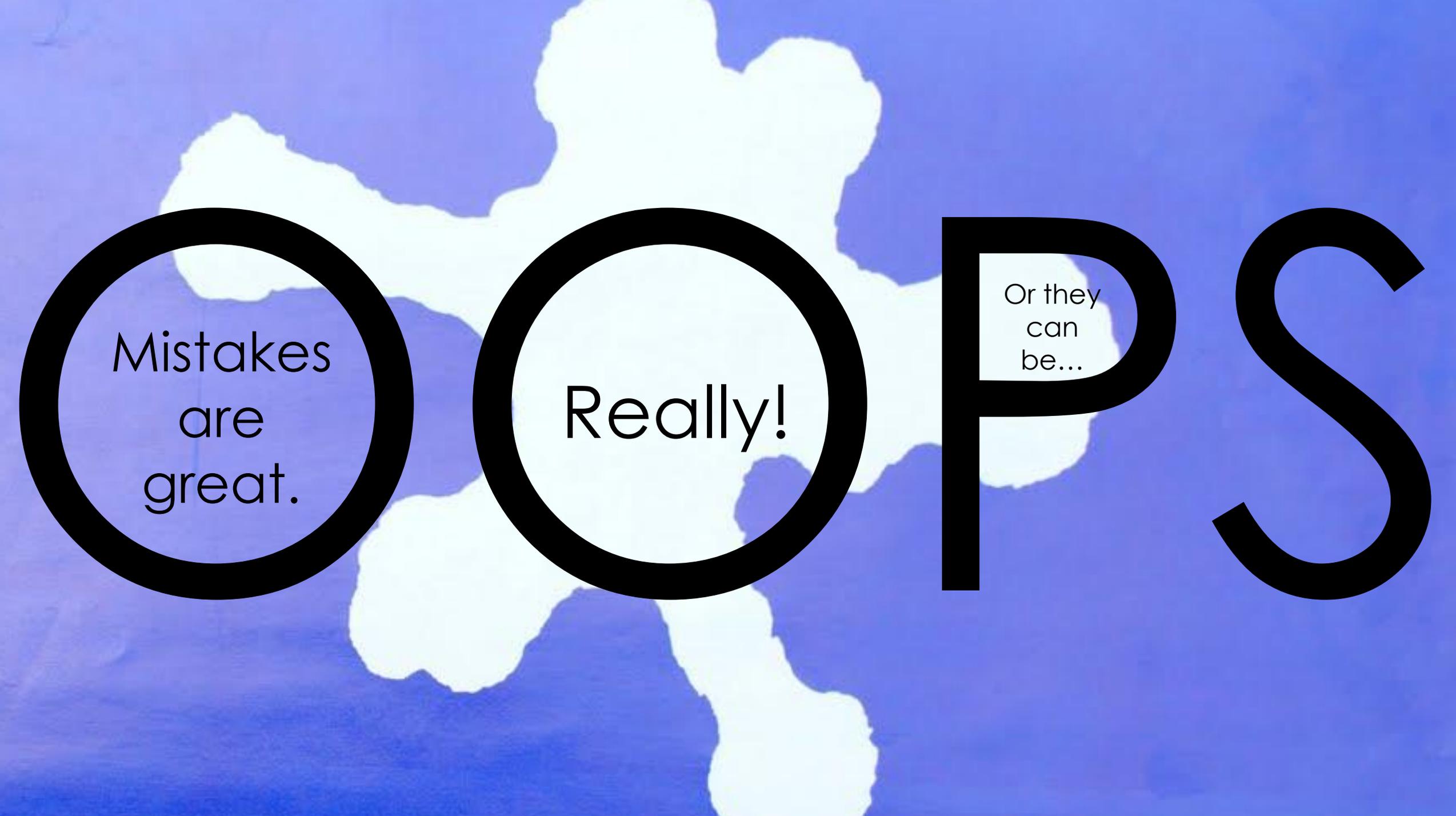
b. *Thank You, Bear*



c. *Love you Forever*



d. *The Giving Tree*



Mistakes
are
great.

Really!

Or they
can
be...

S



What makes you happy?



Crafts: whose intention?

.....

What are you doing
10 minutes before
your program?

.....

What can you do?

Think of one element of your current programming
(song/fingerplay/moment) that you
can play with.

OKAY, BUT...

- I'm ***TOO TIRED*** for more programs
- We ***DON'T HAVE ENOUGH STAFF*** to support more events
- I want to do ***SOMETHING DIFFERENT***
- ***I CAN'T STAND ANY MORE RENDITIONS OF BABY SHARK***
(you're welcome)



LIBRARY AS PLACE

- ***CULTIVATE YOUR CIRCULATING COLLECTION*** to support early learning at home
- ***CREATE EARLY LEARNING SPACES*** in your library
- Provide quality, approachable early learning ***INFORMATION*** for your caregivers

CULTIVATE YOUR COLLECTION

- ***THEME KITS*** backpacks with themed materials including books, a game/toy/manipulative, music, and video
- ***BOOK SETS*** sets of the same book for classroom circulation (including PreK & Homeschool)
- ***CURRICULUM BINS*** themed collections of books for classroom circulation (including Prek & Homeschool)
- ***STORYTIME KITS*** for librarian and volunteer use

Springfield Public Library
Theme Kit: Bilingual Spanish/English I

7 Books
 El patito feo/The Ugly Duckling
 Viva Frida
 ¡Pío Peep!
 Rojita y Sly/Little Red and Sly!
 Mamy Wata y el Monstruo/Mamy Wata and the Monster
 Augusto y su sonrisa/Augustus and His Smile
 ¡Shh! Escucha/Listen, Listen

1 Toy/Prop
 1 Puzzle with 6 Pieces and 1 Frame in Fabric and Plastic Bag

Springfield Public Library
Where Minds Grow
 225 Fifth Street
 Springfield, OR 97477
 (541) 726-3766
 www.mindsgrow.org

Do Not Put In Book Drop. Thank You!

5 0733 40200485 4

Springfield Public Library
Theme Kit: Wild Animals

Books
 First Animal Encyclopedia
 New! Ever-Shorter & Zoo
 Wild About Books
 Little Bat
 Children's Zoo
 Zoo for the Zoo

CDs
 Zoo Songs, Animals on the Zoo
 Zoo
 Zoo
 Zoo

DVDs
 Zoo
 Zoo
 Zoo

Toys
 Zoo, Rhino, Giraffe, and Elephant 100%

Do Not Put In Book Drop. Thank You!

Springfield Public Library
Theme Kit: Peas

Books
 Peas
 Peas

CDs
 Peas

Do Not Put In Book Drop. Thank You!

Springfield Public Library
Theme Kit: New Baby II

Books
 A First Book - I Understand Love, Birth, Crying & More
 Welcome Baby! The Natural
 Welcome to Baby
 Oh Mother! Can
 How to Take Care of a Baby
 with Little Fingers & Toes Like These

CDs
 Soft Lullaby Music
 A Child's Gift of Lullabies

Toys/Props
 2 Strollers
 1 Truck Doll

Do Not Put In Book Drop. Thank You!

This LEGO Club creation was made by CEAT
 Its title is The Villainias

This container, including its contents, checks out as ONE ITEM. PLEASE DO NOT SEPARATE ITEMS.

CURRICULUM BINS

EVERYTHING YOU NEED IN ONE CONTAINER

Springfield Public LIBRARY
Where Minds Grow

**Curriculum Bin:
Animal & Outside Stories**
31 Books

3 week check-out.
Please check-out with staff member.
Must be returned at check-in desk.

Please ensure all items are in the container to expedite check-in and avoid extended use fees.
One per library card, please.

Springfield Public Library
9 0733 40207832 8

Springfield Public Library
225 5th Street, Springfield OR 97477
541-726-3766 & wheremindsgrow.org
Open Mon & Tues 10-8/Wed - Sat 10-6 Closed Sundays

HEAVY

This container, including its contents, checks out as ONE ITEM. PLEASE DO NOT SEPARATE ITEMS.

BOOK SETS

Springfield Public LIBRARY
Where Minds Grow

**Pete the Cat and
His Four Groovy Buttons**
8 Copies

3 week check-out.
Please check out with staff member.
Must be returned at check-in desk.

Please ensure all items are in the container to expedite check in and avoid extended use fees.
One set per library card, please.

Springfield Public Library
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BOOK SETS

Springfield Public LIBRARY
Where Minds Grow

**Don't Let the Pigeon
Drive the Bus!**
8 Copies

3 week check-out.
Please check out with staff member.
Must be returned at check-in desk.

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One set per library card, please.

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BOOK SETS

Springfield Public LIBRARY
Where Minds Grow

**Curriculum Bin:
Concepts: Letters & Colors**
26 Books

3 week check-out.
Please check out with staff member.
Must be returned at check-in desk.

Please ensure all items are in the container to expedite check in and avoid extended use fees.
One set per library card, please.

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HEAVY

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BOOK SETS

Springfield Public LIBRARY
Where Minds Grow

My First Book
8 Copies

3 week check-out.
Please check out with staff member.
Must be returned at check-in desk.

Please ensure all items are in the container to expedite check in and avoid extended use fees.
One set per library card, please.

Springfield Public Library
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Open Mon & Tues 10-8/Wed - Sat 10-6 Closed Sundays





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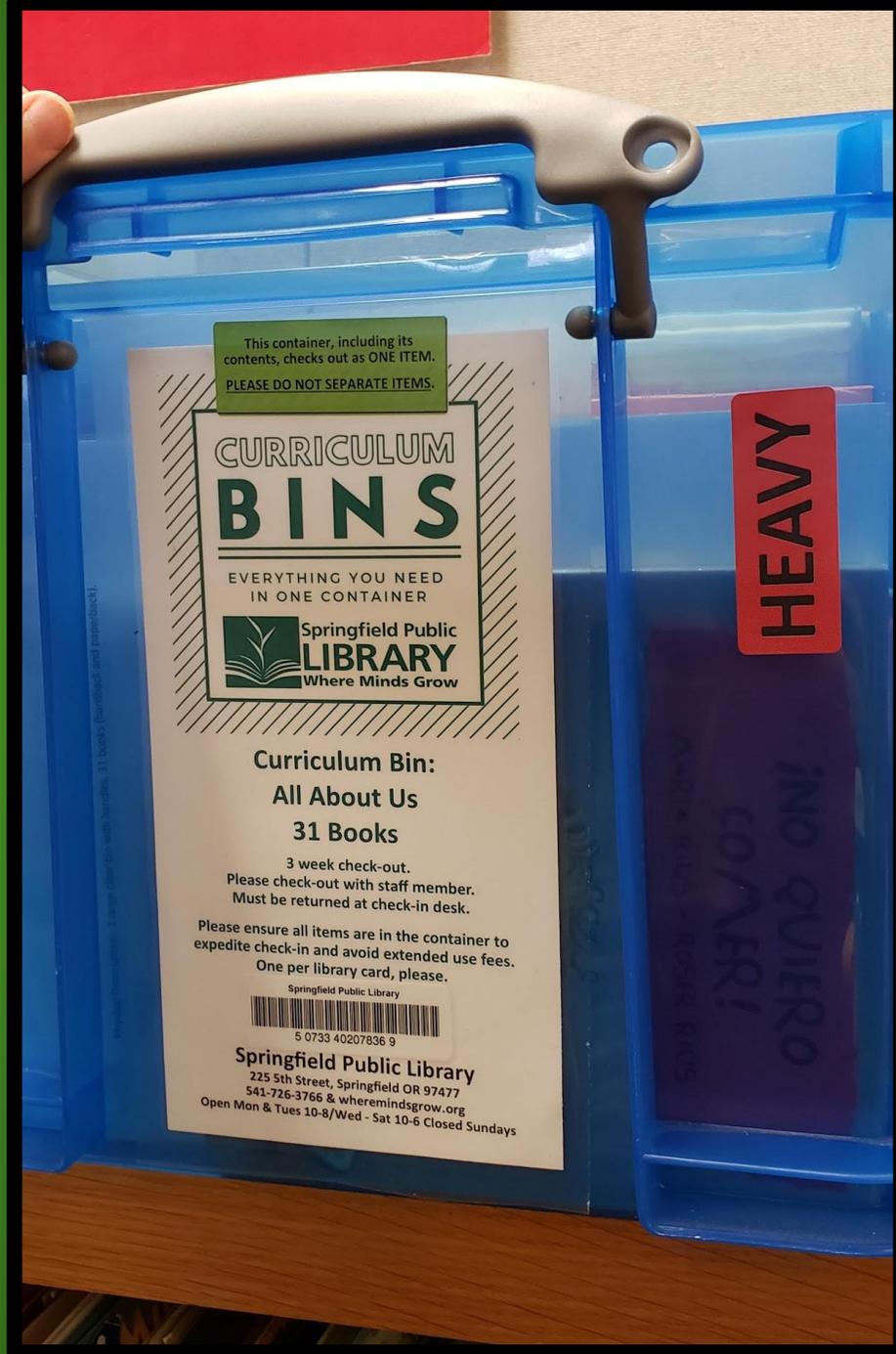
BOOK SETS

MULTIPLE COPIES, ONE CONTAINER, ONE CHECKOUT
Springfield Public LIBRARY
Where Minds Grow

Pete the Cat and His Four Groovy Buttons
8 Copies

3 week checkout.
Please check out with staff member.
Must be returned at check-in desk.
Please ensure all items are in the container to expedite check in and avoid extended use fees.
One set per library card, please.

Springfield Public Library
5 0733 40202031 2
Springfield Public Library
225 5th Street, Springfield OR 97477
541-726-3766 & wheremindsgrow.org
Open Mon & Tues 10-8/Wed - Sat 10-6
Closed Sundays



This container, including its contents, checks out as ONE ITEM. PLEASE DO NOT SEPARATE ITEMS.

CURRICULUM BINS

EVERYTHING YOU NEED IN ONE CONTAINER
Springfield Public LIBRARY
Where Minds Grow

Curriculum Bin: All About Us
31 Books

3 week check-out.
Please check-out with staff member.
Must be returned at check-in desk.
Please ensure all items are in the container to expedite check-in and avoid extended use fees.
One per library card, please.

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HEAVY



El Cuerpo humano
THE HUMAN BODY
OLIVER JEFFERS
IT WASN'T ME
Doctor Wayne W. Dyer, con Patricia
Eres increíble!
LIFE THE CAT
HENKES WEMBERLY WORRIED
CHRYSANTHEMUM
HENKES WEMBERLY WORRIED
Read and Learn... Dealing with Feeling...
PROUD
Read and Learn... Dealing with Feeling...
CARING
Read and Learn... Dealing with Feeling...
HAPPY
Read and Learn... Dealing with Feeling...
JEALOUS
Read and Learn... Dealing with Feeling...
WORRIED
Read and Learn... Dealing with Feeling...
SHY
Read and Learn... Dealing with Feeling...
SAD
Read and Learn... Dealing with Feeling...
ANGRY
Read and Learn... Dealing with Feeling...
BUSBY Un libro interactivo divertido
La comida de Lulu
Lime Bic El pequeño Edu no está enfadado
Willems & PIGGLE BOOK I BROKE MY TRUNK!
WILLEMS & PIGGLE BOOK LUCHA LIBRE
WILLEMS & PIGGLE BOOK A BIG GUY TOOK MY BALL!



CREATE EARLY LEARNING SPACES

- ***PLAY & LEARN CENTER*** themed play center; rotates every 4-8 weeks, depending on use
- ***WRITING CENTER*** pencils, crayons, paper, rulers, stencils, activity sheets, etc.
- ***EXTRAS*** blocks, puzzles, toys, board games, building tools, etc.

THIS WILL CHANGE YOUR LIBRARY

- ***NOISE & ACTIVITY LEVELS*** kids learn by playing, and play is NOISY. Activity levels will rise and change.
- ***CLUTTER*** there's no way around it. There will be more to police and clean up. Every. Shift. Every. Day.
- ***BEHAVIOR*** behavior will change. Basic rules like “walking feet and inside voices” just don't always cut it when you provide aerodynamic, foam rocks.



SPRINGFIELD PUBLIC LIBRARY
GROWING MINDS DINER

The growing skill book on the challenge and information for kids at home

Stream music, commercial free with

GROWING MINDS

NATURE BOOK



SPRINGFIELD PUBLIC LIBRARY
GROWING MINDS DINER

PLEASE, DO NOT
COLOR ON THE
LIGHT TABLE
CLEAN WITH WARM, SOapy
WATER ONLY. NO CHEMICAL
CLEANERS.

Light table area with purple wall and wooden frame. Underneath are clear storage bins containing toys.

Shelving unit with four shelves. Top shelf: colorful plastic baskets, cups, plates, and a red cash register. Middle shelves: wicker baskets containing kitchen items like a strainer, wooden blocks, and a sign that says 'LIBRARY GROWING MINDS DINER'. Bottom shelf: wicker baskets filled with colorful toy fruits and vegetables.

Small sign on the counter: 'Eat Fruits and Vegetables Daily'

Yellow circular sign on the wooden post.

Small circular sign on the wooden post.



COLORING SHEETS

Be Aware
and Be Kind
Thanks for
Cleaning Up!

Stacks of papers and coloring sheets in a blue tray.

Stack of white papers on the shelf.

PLAIN PAPER

COLORED PAPER

COLOR PENCILS

WRITING PENCILS

RECYCLE
WHITE PAPER ONLY

MARKERS

BOXES BIN!
(inks or special supplies)

KNIVES AND TOOLS

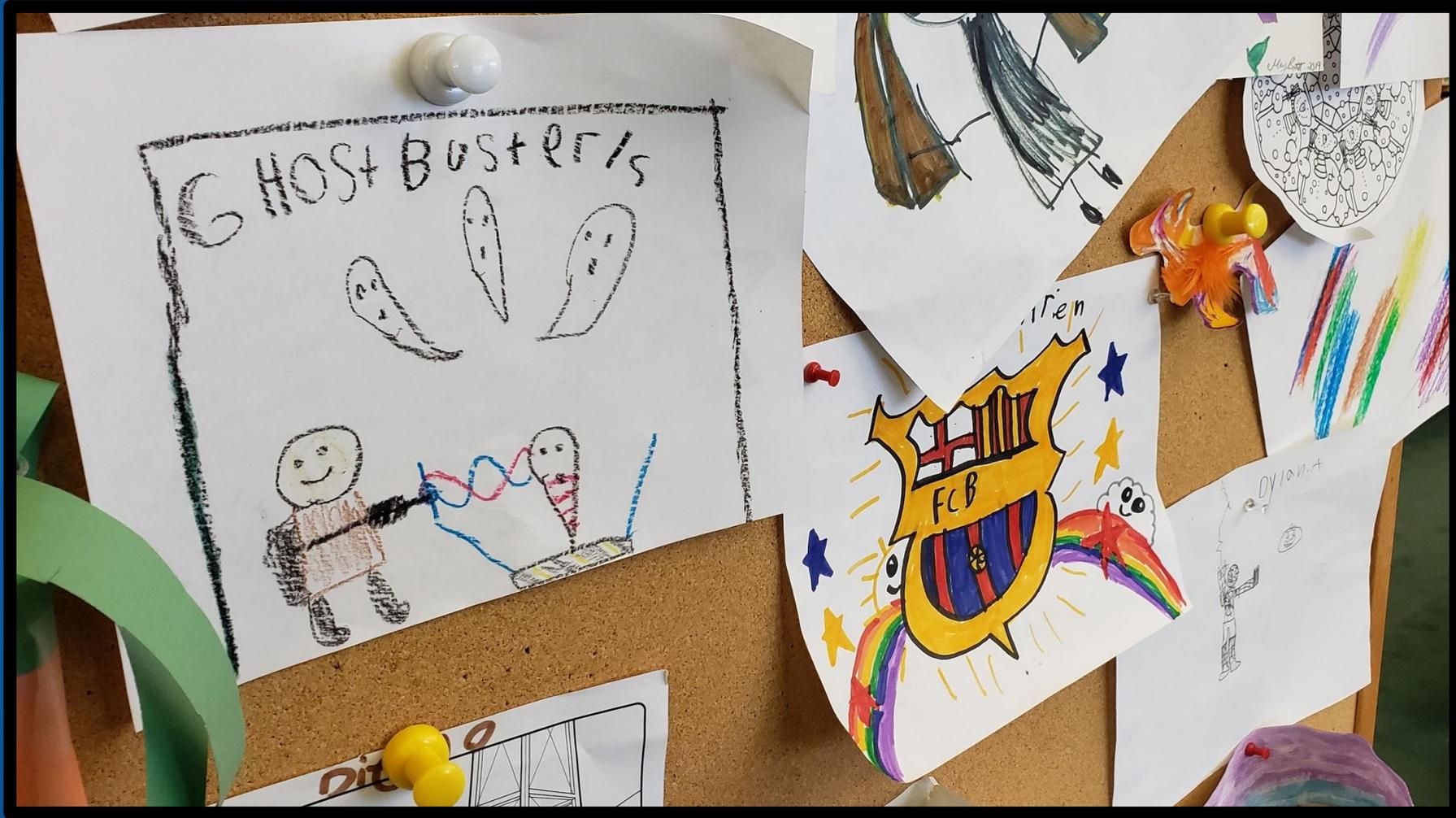
CRAYONS

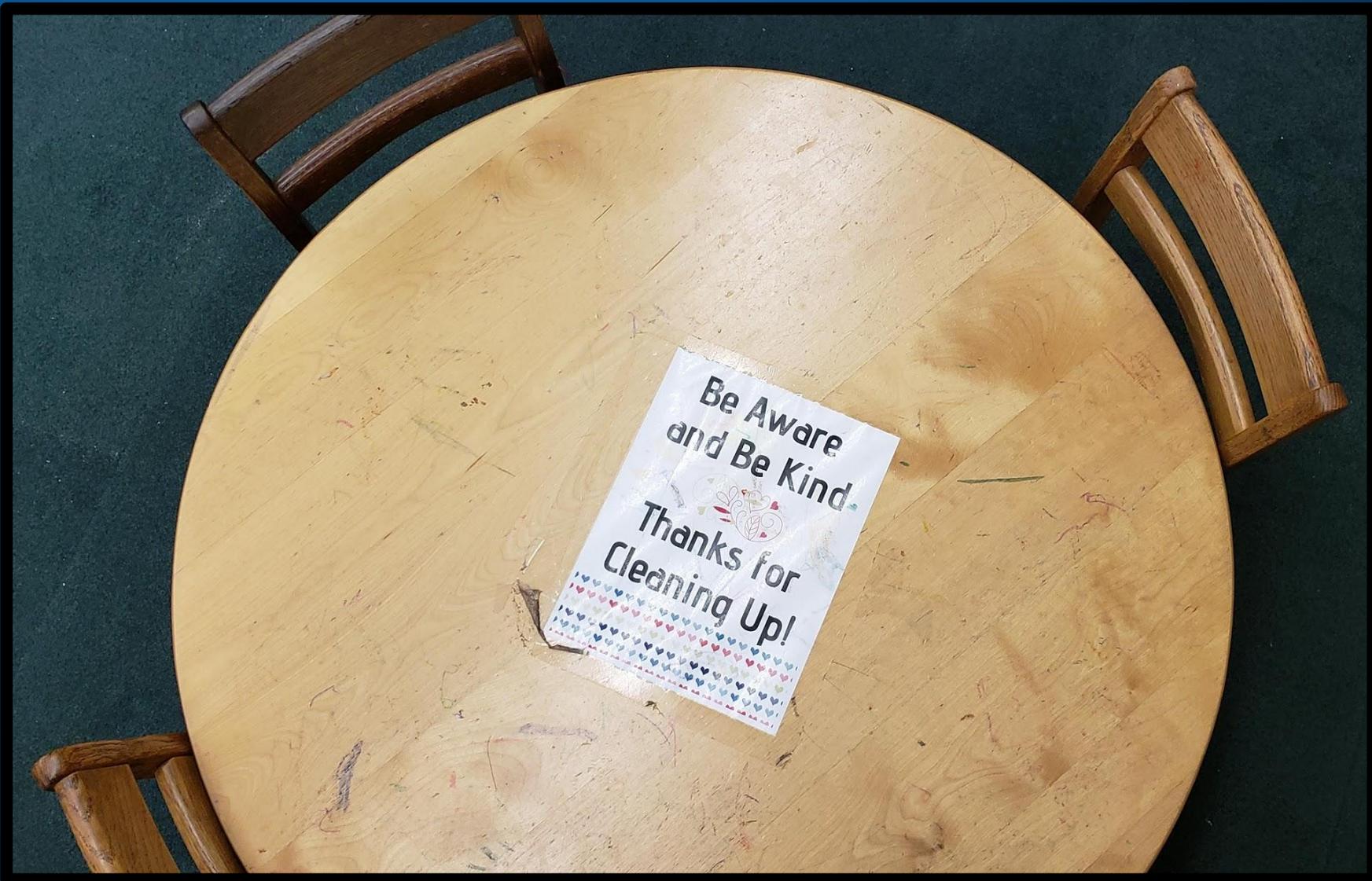














LIBRARY
GROWING MINDS DINER

PLEASE DO NOT
COLOR ON THE
LIGHT TABLE

Be Aware
and Be Kind
Thanks for
being here!

LIBRARY FACTS
A library is a place where you can find books, movies, and more. It's a great place to learn and have fun!

Be Aware
and Be Kind
Thanks for
Cleaning Up!

SPRINGFIELD PUBLIC LIBRARY
GROWING MINDS DINER



EARLY LEARNING INFORMATION

- ***EARLY LEARNING BROCHURES*** developed for caregivers of babies, toddlers, and preschoolers. Used both in-house and for outreach.
- ***INFORMATION CENTER*** book lists, library information, kids' area map, etc.

Fun Things to Do

Create a simple puzzle
A pot with a lid, stackable cups, and other common items are great puzzles for babies. Encourage and talk baby through her actions.

Experiment with finger foods
New textures and tastes are fun, and so are the words you can use to describe what baby is experiencing.

Have baby look for hidden toys
Hide a toy under a blanket or in a pocket and ask baby where it is. You can even use smaller items (but nothing so small as to be a hazard) to hide in baby's pockets or cuffs.

Show baby their reflection
Does baby realize...

Talking with Baby

Babies respond with an entire array of gestures, expressions, and sounds even when they can't form words. By meeting the children on their level, you can engage them in quite interesting conversations!

"For example, when walking by a pasture you might hold baby so she can see the horses grazing. Then you could point out the horses and excitedly call the child's attention to them, naming and describing the horses and mimicking a whinny. When the child responds with a coo or point, you can reciprocate by positively reinforcing the child's observations".

When you talk with children who are too young to form words themselves, they are still learning conversational structure, sounds of their primary language, and even the words that make up their early vocabulary. Even when too young to process word meaning, the sounds of love and support that come from your conversation are essential to baby's early development.



What Should I Read to Baby?

Don't feel awkward reading to baby! Try books that...

- ...are washable, durable, and chewable.
- ...have clear and colorful pictures.
- ...have nameable pictures to point out.
- ...show familiar objects or actions.
- ...have lots of different textures to feel.
- ...are simply rhythmic or rhyming.
- ...are homemade!
- ...are fun for caregivers and parents too.
- ...can be shared over and over again.

Don't forget that baby's books don't have to tell a story! If your favorite picture book is just too long, try focusing on one thing per page instead. You can read it in entirety when baby is older.

Interacting verbally with caregivers is the primary source of early literacy learning for babies. Sharing a book is one of the easiest ways to introduce new sights, sounds, and textures to baby.

If you are concerned about the life expectancy of the books you purchase for your home, try books similar to the "Indestructible" brand. These books are made with a special, baby-friendly paper that will hold up to even the most avid chewers and strongest fingers.

A big thank you to Betty S. Bardige and her book *Talk to Me, Baby: How You Can Support Young Children's Language Development* for this fantastic list and all her early literacy knowledge. We've quoted her liberally in this brochure.

Shaker Toys

Use plastic bottles or eggs, fill with rice, water, or lentils, and secure the seal. (Be sure the seals are nice and secure for baby's safety. Decorative Duct Tape works very well and is snazzy, too.) These are great for rolling, shaking, hiding, and carrying. Don't forget to talk to baby about what they are doing!

Remember to Read

Never und...

Great Books for Baby

Besos for Baby	By Jen Arena and Blanca Gomez
Where Do Pants Go?	By Rebecca Van Slyke
Puppy Talk: Opposites	By J. C. Coates
Jazz Baby	By Lisa Wheeler
...	By Jabari Asim
...	By Child's Play
...	By Taró Gomi
...	By Bill Martin Jr.
...	By Violet Lemay
...	By Steve Light
...	By Leslie Patricelli
...	Amy Pixton and Stephan Lomp
...	By Jason Fulford
...	By Sandra Boynton
...	By Jonathan Litton
...	By Asia Citro
...	Lois Ehlert
...	Cynthia Weill
...	ilary Leung
...	ia Hoban
...	id Ezra Stein

Every Baby Ready to Read



Early Literacy for Babies



SPRINGFIELD PUBLIC LIBRARY

Where Minds Grow

225 5th Street, Suite 301
Springfield, Oregon 97477
(541) 726-3766 • library@springfield-or.gov
wheremindsgrow.org

Based on Betty Bardige's Ed.D. "Talk to Me, Baby!: How You Can Support Young Children's Language Development." 2009

Every Preschooler Ready to Read



Early Literacy for Preschoolers



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wheremindsgrow.org

Based on Betty Bardige's Ed.D. "Talk to Me, Baby!: How You Can Support Young Children's Language Development." 2009

Every Toddler Ready to Read



Early Literacy for Toddlers



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wheremindsgrow.org

Based on Betty Bardige's Ed.D. "Talk to Me, Baby!: How You Can Support Young Children's Language Development." 2009



APERBACKS
& BEGINNING READERS

Master your Schoolwork with

LearningExpress LIBRARY
Math and Language Arts Skills

HelpNow
Tutoring, Writing Lab, Flashcards, + More

InfoBits
Facts, Books, Articles, Images, + More

NATIONAL GEOGRAPHIC KIDS
Videos, Pictures, Books, and Magazines

RESEARCH
Primary Resources, Video, Audio, News, Reference, + More

Free with your Springfield Public Library Card

Get personalized, live tutoring with

brainfuse HelpNow
Grades K-12
Math, Science, Social Studies, Language Arts, Writing

Free with your Springfield Public Library Card

Download or Stream Books and Audiobooks with

Libby by OverDrive
Free with your Springfield Public Library Card

Learn a new language with

mango languages
Free with your Springfield Public Library Card

Stream music commercial-free with

freegal music
Free with your Springfield Public Library Card

Book display rack containing various children's books and audiobooks.

Labels: BOBOB, MISS BOSSY, WHO STOLE THE STELOSHERE?

I CAN READ
BEGINNING TO READ & LEVELED READERS

AUDIOBOOKS
MORE AVAILABLE ONLINE AT LIBRARYCARD

BOOKPACKS
PERFORMANCES & BOOKS TOGETHER

MUSIC

READ-ALONGS
TEXT & AUDIO TOGETHER - MAKE READING FUN!

Wooden bookshelves filled with books, audiobooks, and CD/DVDs.

Labels on shelves: Audiobooks, Can Read, JR CDV

Green display case containing a white sculpture of a person reading.

Label: JR CDZM

Informational display board with various notices and flyers.

UM, THIS SOUNDS LIKE A WHOLE LOTTA ASSEMBLY...

- ***START SMALL*** don't do it all at once, and do what you can
- ***WORK UP FRONT*** with lasting impact
- ***INVEST*** create a culture of early learning in the library over time and through many facets
- ***REMEMBER*** these things are true, with few exceptions (we haven't found a workaround, yet):
Quick & Cheap ≠ Good
Good & Cheap ≠ Quick.
Quick & Good ≠ Cheap.



YEAH, BUT HOW DID YOU PAY FOR ALL THIS?

- ***GRANTS. ALL THE GRANTS.*** Over the past 5 years, we've used 5 Read to Read Grant cycles, 3 LSTA Grant cycles, and gifts from our Friends to fund these projects.
- ***MANAGEMENT SUPPORT & STAFF TIME*** our management supported our bringing in these materials (cataloging, processing labor) and adding Play & Learn/Writing Center maintenance into desk responsibilities.
- ***WE'RE STILL WORKING ON IT*** we're still working on getting last year's theme kits circulating; it's always growing, changing, and there are always items needing attention.

MISTAKES WE MADE:

- ***TOO MANY SIMULTANEOUS GRANTS*** too many grants means too many deadlines, budgets, and reports.
- ***ORGANIZATION*** we didn't consider closely enough the impact of space and storage
- ***TIME & EFFORT VS. MONEY*** at first we valued our money more than our time. This is exhausting.

MORE MISTAKES WE MADE:

- ***SQUISHY BABY FURNITURE*** super cute, great idea. Epic failure in execution. (The big kids ruined it all.)
- ***IMPACT ON STAFF*** don't forget, anything you bring into the library affects all staff, somehow.

THINGS WE DID RIGHT

- ***INVESTING IN GOOD PIECES/EQUIPMENT GRADUALLY*** train table one year, light table the next. Budget in extra pieces with the initial purchase.
- ***LISTEN TO WHAT THEY LIKE*** our Play & Learn Center is a kitchen/restaurant at least 3 months a year, because they adore it and it inspires some of the best imaginative play.
- ***MADE THE LIBRARY A DESTINATION*** our library is a place our families come to spend time, not just borrow items.

A SELECTION OF BOARD GAMES FOR KIDS & FAMILIES IN THE LIBRARY

- Dixit (and any of the expansions/versions)
- Catan Jr
- Pengoloo
- Apples to Apples
- Apples to Apples Kids
- Gobblet Gobblers
- Boggle Jr
- Yatzee
- Dominos
- Quirkel
- Zimbbos!
- Scrabble Jr.
- Chickyboom
- Keekee the Rocking Monkey
- Robot Turtles: the Game for Little Programmers
- Exploding Kittens (NOT the NSFW edition)
- Forbidden Island, Desert, and/or Sky
- Sushi Go!
- Tsuru
- Ticket Ride (LOTS of pieces, but a wonderful game)
- Patchwork
- Seven Samurai
- Go
- Bohnanza
- Go Go Gelato
- Azul

One of our go-to game designers for preschool/early-learning focused games is [Blue Orange Games](#).

Not all of the games listed here are preschool appropriate, but we recommend all of these games for a general, kid and family-focused game collection at the library.

FOR MORE INFORMATION, CONTACT TAYLOR WORLEY AT TWORLEY@SPRINGFIELD-OR.GOV OR 541-726-2243.

Print Motivation

Print Motivation is the most important Early Literacy skill for children to acquire, and it is the easiest to teach. It means, simply, thinking that books and reading are fun.

Why this is important: Adults often underestimate the importance of enjoying what you are reading, especially when you are learning how to read. Some make reading a chore, and others even turn it into a punishment! In “Attachments and Bookreading Patterns”, a study from *Childhood Research Quarterly* (1997), it states “When the experience of sharing a book is pleasurable for both the parent and the child, it is easier to talk about the pictures and the child will be more attentive and responsive.” Of course, we have always known that children who love books and reading have an easier time learning to read and are more likely to become life-long readers.

What you can do at home: Pick favorites– not children... books. Share your favorite books with your children and let them pick their own favorites. There are so many wonderful picture books available, try to find ones that both you and your child can enjoy. If your child can see that you love a book, s/he will love it too.

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What you can do at home: We all know we should read to our children everyday, but let's face it, when you have little ones at home the only thing that happens everyday is messes. Make reading everyday a goal, but feel really good about yourself if you manage three times a week. The important thing is to make reading together a happy, pleasant experience for you and your child.

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Why this is important: A child with good print motivation enjoys being read to, plays with books, pretends to write, asks to be read to, and likes trips to the library.

What you can do at home: Visit the library on a regular basis and make them fun outings, not just another errand on the list of things to do today. Slow down, sit awhile and give your child the time they need to pick out their own books.

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Letter Knowledge

Letter Knowledge means knowing that letters are different from each other, that each letter has a name, and that specific sounds go with specific letters.

Why this is important: Learning to read is a process of accumulating many types of skills. Learning the letters is a skill that is more appropriate for preschool age children, but even very young children can learn the concept of shapes and how they differ from one another. After all, letters are just very special shapes. When little babies turn things over and over with their hands and put them in their mouth, they are learning about shape and how shapes work. That's why we always say, "Getting ready to read starts at birth!"

What you can do at home: Before children can learn their letters, they need to be able to tell the differences and similarities between shapes. Even the youngest children can benefit from playing with toys that are different shapes, like blocks and balls. You can also use your body to make different shapes. Can you use your arms to make a circle? How about a triangle?"

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What you can do at home: You can play the Letter-Sound game by highlighting a certain letter. For instance, if you are reading a dinosaur book, talk about the letter *d*. Point out the letters in the book as you read, like this: "dinosaur starts with the letter *d*. D says dh, dh, dh. Can you say that?" You can play this game anywhere, even when you are running around doing errands. Point to a sign along the road and say, "See that big S? S says sssss. That sign says stop."

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What you can do at home: Help your child learn the first letter in his/her own name, and then build up to writing and reading their name and other familiar words. You can use magnetic letters, crayons, makers, string, play dough, or anything that makes learning fun.

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Vocabulary

Vocabulary is knowing the names of things.

Why this is important: It is an extremely important skill to have when they are learning to read. Vocabulary begins to develop at birth and continues to grow throughout the child's life. Studies show that children learn new words in context. In other words, when they can attach the word to something they have experienced.

What you can do at home: Talking to your child is one of the best ways to teach them new words in context. Talk to them about what you are doing, what they are seeing, and how they are feeling. Give a name to the world around them. Talking to your child helps expand vocabulary, develop background knowledge, and inspire a curiosity about the world – all of which help with learning to read!

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What you can do at home: When you are sharing a picture book with your child, stop to talk about the pictures. Ask your child questions and expand upon their answers. For instance, point to a picture of the sun and ask them what it is. When they answer, "sun" say, "Yes, that is a yellow sun" or a "bright sun" or a "radiant sun". Use these opportunities to introduce new words to your child.

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Why this is important: “One of the beauties of wordless books is that children themselves become the storytellers. Each time a child goes through such a book, she tells the story somewhat differently. She uses her developing vocabulary, creativity, and knowledge of narratives to elaborate, explore, and refine the story.”

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What you can do at home: Read a wordless book like *The Hunter and the Animals* by Tomie de Paola or even a book with few words like Jez Alborough’s *Hug*. Encourage the children to tell you what is happening in the pictures, and tell the story together.

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What you can do at home: When you talk to your children, give them at least 5 seconds of extra time to answer you. Responding to a question is a complicated process for children, because their brains aren't as used to doing it yet. Children need to develop confidence about answering questions and can become discouraged if they are frequently cut off. Be patient and encourage them to answer you.

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Why this is important: Research shows that hearing a question and forming a response involve at least three different parts of the brain. You may have noticed that it takes children longer to respond to questions than adults. This is because children's brains are still learning this process. (Ghouting and Martin-Diaz, 2005.)

What you can do at home: When you talk to your children, give them at least 5 seconds of extra time to answer you. Responding to a question is a complicated process for children, because their brains aren't as used to doing it yet. Children need to develop confidence about answering questions and can become discouraged if they are frequently cut off. Be patient and encourage them to answer you.

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Why this is important: Kids naturally like to play make-believe. Studies have now shown that imaginative playing helps prepare kids for school. In a number of studies, researchers found that children who play with their caregivers in imaginative ways make significant gains in readiness skills. Playing is also good for caregivers, because it involves them as full partners in their children's development (Singer & Singer, 2001; Singer & Singer, 1992).

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Print Awareness

Print Awareness means knowing how a book works and being able to recognize print.

Why this is important: The more children are exposed to print, the easier it will be for them to learn to read. Children learn emergent literacy skills beginning from infancy, and those who are exposed to books and print early in life have better language skills than those who wait until later. (Payne, Whitehurst, and Angell, 1994.)

What you can do at home: Choose books that use text in interesting ways, like *My Friend Rabbit* by Eric Rohmann (or whatever book you are using that day). Show your child the fun things the illustrator does with the text. This bold and colorful text helps children understand how print works.

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What you can do at home: Let your child choose books off the bookshelf and hand them to you. Show them how to turn the book around to the front. Let them turn the pages for you, and occasionally run your finger under the words as you read.

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Phonological Awareness

Phonological Awareness is the ability to hear and play with the smaller sounds in words.

Why this is important: According to “Learning to Read and Write”, a study published in the *Journal of Educational Psychology*, most children who have difficulty in reading have trouble with phonological awareness (Juel, 1988.) By using music, rhymes, and word games, we can nurture the development of this skill in children.

What you can do at home: Sing songs at home. The singing along to the rhythm and melody help children break words into smaller parts. There are some great books that are sing-able, like “There Was an Old Lady Who Swallowed a Fish” (or another book you are using in storytime).

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What you can do at home: Do silly rhymes and poems like Willaby Wallaby Woo.

Willaby wallaby woo, An elephant sat on you.
Willaby wallaby wee, An elephant sat on me.
Willaby wallaby wason, An elephant sat on Jason...

You get the idea. Make up nonsense rhymes at home. They are fun, and help your child develop an ear for the smaller sounds that make up words, which will make it easier for them when they start to learn how to read.

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Why this is important: Some children seem to develop this skill fairly easily, while others need more help. In fact, more than 20 percent of students struggle with some aspects of phonological awareness, and 8–10 percent exhibit significant delays. Early intervention is crucial for these children in order for them to be ready to learn how to read. (*Comprehensive Literacy Resource for Kindergarten Teachers*,)

What you can do at home: Play word games with your child.

- Do two word rhymes
- Say words with pause between syllables and have child guess the word
- Categorize words by their first sound
- Make up “silly” words by changing the first sound in a word
- Say words with chunks of sound left out, for ex. “say bat without “buh”
- Put two parts of word together to made a word, like “cow” and “boy”. Then pick a new word to put in like “pizzaboy” or “cowdog”.

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Dialogic Reading

Dialogic Reading is one of the most powerful tools you can use to help your child get ready to learn to read. In easy terms, it is actively encouraging a dialogue about what you are reading with your child. This works best with picture books, but you can use these techniques even without a book.

Why this is important: Dialogic reading has been proven to increase vocabulary and narrative skills, and is a fun way for children to get more out of books. Initially developed for children with delayed language development, this method encourages the development of language skill.

What you can do at home: Instead of reading a book straight through, stop and explore each page with your child. Ask open-ended questions about the pictures, like “What is happening in this picture?” If your child doesn’t know what to say about a picture, provide something and have your child repeat it. As your child gets used to open-ended questions, ask your child to say more.

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What you can do at home: If you have time, read a book twice. The first time, just read the book as you normally would. The second time, ask questions while you are reading and let your child direct you through the book. Remember to praise and encourage your child as you explore the book together.

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Nursery Rhymes

Nursery Rhymes: Cultural literacy is knowing the common stories, phrases, and allusions in the dominant culture.

Why this is important: Many school curricula use nursery rhymes and fairytales to teach reading. Children who are not already familiar with these rhymes and stories are at a distinct disadvantage.

What you can do at home: Read, sing, or say Mother Goose rhymes. Not only are they fun to say, but they help teach importance literacy skills, such as vocabulary. For instance, in *Diddle Diddle Dumpling, My Son John*, children encounter the unfamiliar word “stockings”. Mother Goose rhymes use lots of unfamiliar words. You can use these as opportunities to help your child build his or her vocabulary. Nursery rhymes also teach the rhythm of speech and intonation as well as the grammatical structure of language.

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What you can do at home: Read, sing, or say Mother Goose rhymes. Not only are they fun to say, but they help teach importance literacy skills, such as vocabulary. For instance, in *Diddle Diddle Dumpling, My Son John*, children encounter the unfamiliar word “stockings”. Mother Goose rhymes use lots of unfamiliar words. You can use these as opportunities to help your child build his or her vocabulary. Nursery rhymes also teach the rhythm of speech and intonation as well as the grammatical structure of language.

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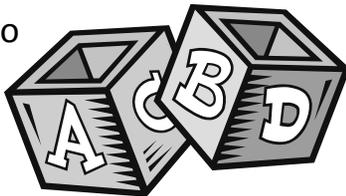
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Hablando con el bebé

Los bebés responden con toda serie de gestos, expresiones y sonidos incluso cuando no pueden formar palabras. ¡Al cumplir con los niños en su nivel, usted pueda participar en conversaciones muy interesantes!

Por ejemplo, al caminar por un jardín es posible sostener a la bebé para que ella pueda ver las flores y los pájaros. Además, usted se pueda señalar las aves a la bebé con entusiasmo, llamando la atención de la niña a las aves, describiéndolas e imitando los chirridos. Cuando la bebé responde con arrullos o gestos, usted pueda reforzar positivamente las observaciones.

Cuando usted habla con los niños que son demasiado jóvenes para usar palabras en sí, todavía ellos están aprendiendo la estructura de conversaciones, los sonidos de su idioma primaria, e incluso las palabras que conforman su primer vocabulario. Para los bebés que sean muy jóvenes para entender lo que significan las palabras, estas conversaciones llenas del amor y el apoyo son esenciales para el desarrollo.



¿Qué debo leer al bebé?

**¡No se sienta torpe leyendo al bebé!
Prueba libros que...**

- ...se pueda lavar, se pueda masticar y que sean durables.
- ...tengan dibujos claros y de colores brillantes.
- ...tengan imágenes que se puede nombrar y señalar.
- ...muestren objetos o acciones familiares.
- ...tengan un montón de texturas diferentes para tocar.
- ...tengan ritmos y rimas sencillos.
- ...se hecha en casa.
- ...sean divertidos para los adultos en la vida del bebé.
- ...se pueda compartir una y otra vez.

¡No se olvide que los libros del bebé no tienen que contar un cuento! Si su libro de dibujos favorito es demasiado largo, trate de concentrarse en y hablar de una cosita por cada página. Así se puede divertirse con el bebé. Pueda leerlo en totalidad cuando el bebé es mayor.

La fuente primaria del aprendizaje del lenguaje para los bebés se encuentra por las pláticas, las canciones y los cuentos que los adultos comparten con ellos. Compartir un libro es una de las maneras más fáciles de introducir nuevas vistas, sonidos y texturas al bebé.

Si usted está preocupado acerca de la esperanza de vida de los libros que usted compra para su hogar, busque libros hechos de tela o libros como los "Indestructables" que se hecha con un tipo de papel especial que se puede contender hasta igualar a los masticadores más ávidos y los dedos más fuertes.

Todos los bebés listos para leer



Las lecturas infantiles para bebés



Springfield Public Library
225 5th Street
Springfield, Oregon 97477

(541) 726-3766

wheremindsgrow.org

Springfield Public
LIBRARY
Where Minds Grow

Adaptado del libro de Betty Bardige's Ed.D.
"Talk to Me, Baby!: How You Can Support Young
Children's Language Development." 2009

¡Diviértase con el bebé!

Juega con burbujas

Se puede usar agua y jabón de lavar platos. Hable y ría con su bebé.

Haga una rompecabezas simple

Se puede usar una olla con una tapa, tazas apilables y otras cosas de la casa que se convierten en rompecabezas y juegos divertidos para los bebés. Hablar con el bebé y dele ánimo mientras que juega.

Experimente con comida para comer con los dedos

Cuando la bebé tenga más de 6 meses de edad, se puede introducir alimentos nuevos con sabores diferentes y texturas divertidas. Use palabras variadas para describir la experiencia de la bebé.

Busque un juguete escondido

Esconda un juguete debajo de una cobija o en un bolsillo. Pregúntele al bebé donde está el juguete.

Muéstrele a la bebé su reflejo

¿Piensa la bebé que el reflejo es otra bebé? Si le pone un gorrito, trata de tocarse el gorro o el espejo? ¡Qué descubrimiento divertido!

Haga juguetes para llenar y vaciar

Agarre un grupo de cosas como bloques, pinzas de ropa, tapas de frascos, etcétera y enséñele a ponerlas en un envase. Cuando el bebé ya puede hacerlo bien, dele un envase con una abertura más estrecha.

Haga una pista de obstáculos para el bebé

Se puede usar almohadas, cajas y otras cosas para hacer un lugar que sea divertido e interesante para jugar y explorar con el bebé.

Cree oportunidades para explorar efectos

En la tina o salvadera de niños, la bebé pueda explorar lo que sucede cuando el agua gotea o la arena cae de una taza. Dele muchas herramientas—esponjas, tazas, tamices, etcétera.—para que la bebé juegue.

Siéntese y mire por la ventana con el bebé

Hable sobre las cosas que vean. Acuérdesse, aunque el bebé no está hablando, él está aprendiendo mucho.

Dé al bebé telas diferentes

Hable de las texturas diferentes y cree una oportunidad para que el bebé toque y juegue con las telas. Así se puede jugar mientras que usted haga la lavandería.

Dele a la bebé una caja o cesta

Invita a la bebé a entrar la caja o cesta. También, se puede jugar en la manera de guardar los juguetes allí y sacarlos otra vez. Golpee la caja o cesta como un tambor o ocúltese allí. ¡Hay posibilidades infinitas!

Maracas

Se puede llenar botellas de plástico o huevos de plástico con arroz, macarrones, frijoles o lentejas. Hay que asegurar que esté bien cerrada la maraca. El bebé no pueda abrir las maracas. Usted se puede usar cinta adhesiva como "Duct Tape" para cerrarlas bien — y para divertirse más, se puede usar cinta de un color bonito. ¡Que divertido jugar con las maracas! Se puede agitarlas, pero también, rodarlas, ocultarlas y el bebé puede practicar con llevarlas también. Mientras que juega, platique usted con el bebé acerca de lo que está haciendo.

No olvide las rimas

¡Una rima buena tiene gran poder para divertirse! Las rimas que tienen movimientos, como "*Los Dedos de la Mano*" o "*La Pequeña Arañita*" son juegos divertidos y ayudan el aprendizaje del idioma y el desarrollo de las habilidades motoras finas.

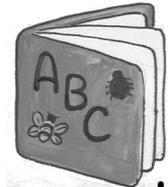
Hablar - Hable usted con la bebé, incluso si la bebé no habla consigo en el sentido tradicional. Ella está escuchando y aprendiendo con usted.

Cantar - ¡Cante! Cante mientras se viste el bebé y mientras se baña el bebé. No importa si usted piensa que no cante bien, el bebé va a gozar el sonido de su voz. Cantar es un paso fundamental en el aprendizaje de idiomas.

Leer - Tal vez la manera más fácil de criar a un lector es simplemente leer con el bebé. Lea libros, recetas, señales de tráfico, el correo y todo lo que el bebé pueda ver.

Escribir - Aunque la bebé no puede sostener un lápiz, usted puede apoyar el desarrollo de las habilidades motoras finas de ella. Las rimas que tienen movimientos o juegos de dedos son actividades perfectas para el desarrollo. También, cualquier actividad en que la bebé usa sus manos va a apoyar su desarrollo.

Jugar - ¡La importancia de jugar! Por el acto de jugar el bebé explora y aprende sobre su mundo. Jugar es una llave fundamental en el aprendizaje de los críos.



Libros buenísimos para bebé

Diez deditos de las manos y diez deditos de los pies	Mem Fox
Cada oveja con su pareja	Estrella Ortiz
Llévame	Rena Grossman
Bebés del mundo	Eida del Risco
Hello Night/Hola Noche	Amy Costales
Duerme negrito	Paloma Valdivia
¿Dónde estoy?	Gabriela Rubio
Good Morning/Buenos Días	Sergio Membrillas
Besitos y abrazos	Roberta Grobel Intrater
Rojo + Verde	Jill Hartley
Yo tenía 10 perritos	Paloma Valdivia
¿Dónde está el bebé?	Cheryl Christian
Cosquillas	Martha Riva Palacio Obón
¿Dónde está el ombligoito?	Karen Katz
Mis colores, mi mundo	Maya Christina Gonzales
Toca, toca libro juego	Combel Editorial
¡Sentirse bien!	Jessica Stockham
Rin, rin, rin, do, re, mi	José-Luis Orozco
Barbillas y cosquillas	Laurence Afano
¡Pío Peep!	Alma Flor Ada & F. Isabel Campoy
Siesta	Ginger Foglesong Guy

BOOK SETS & CURRICULUM BINS - EXAMPLES

Curriculum Bin: All About Us

- Health and Your Body: My Plate and You
- Health and Your Body: Healthy Habits
- Health and Your Body: The Cycle of Your Life
- Health and Your Body: Science and Your Health
- Health and Your Body: How Your Body Works
- Health and Your Body: First Aid Basics
- Health and Your Body: Safety Basics
- Health and Your Body: Burps, boogers, and Other Bodily Functions
- Dealing with Feeling: Proud
- Dealing with Feeling: Sad
- Dealing with Feeling: Shy
- Dealing with Feeling: Worried
- Dealing with Feeling: Jealous
- Dealing with Feeling: Happy
- Dealing with Feeling: Angry
- Dealing with Feeling: Caring
- El cuerpo humano
- Las emociones de nacho
- ¡Eres increíble! 10 formas de permitir que tu grandeza brille a través de ti
- Chrysanthemum
- A Big Guy Took My Ball!
- La comida de, Lulu: Un libro interactivo divertidísimo
- Lucha libre: Anatomy - Anatomía: A bilingual anatomy book
- El pequeño Edu no está enfadado
- Pete the Cat and His Magic Sunglasses
- Wemberly Worried
- ¡No quiero comer!
- I Broke My Truck!
- Are You Ready to Play Outside?
- The Hueys in: It Wasn't Me
- The Hueys in: My New Sweater

Book Set Titles (12-20 copies per set)

- Cat in the Hat (Bilingual)
- Pete the Cat and His Four Groovy Buttons
- A Pig, A Fox, and a Box
- Little Roja Riding Hood
- Don't Let the Pigeon Drive the Bus

FOR MORE INFORMATION, CONTACT TAYLOR WORLEY AT TWORLEY@SPRINGFIELD-OR.GOV OR 541-726-2243.

What Preschoolers Like to Read

So which books will catch my preschooler's attention? Try books that...

- ...are uniquely illustrated.
- ...are fun to read out loud.
- ...feature a favorite character.
- ...have a distinct rhyme or rhythm.
- ...explain strange things that happen.
- ...teach kids about themselves.
- ...show cultures other than their own.
- ...have patterns.
- ...help them explore a specific interest.
- ...engage a "what will happen next" mindset.
- ...feature characters sharing their feelings.
- ...show characters overcoming adversities, both large and small.
- ...are books they have made themselves!

These are only a few examples of the books that will engage preschoolers; each presents unique learning opportunities. The more words your child hears, the better prepared they will be to enter kindergarten.

A big thank you to Betty S. Bardige and her book *Talk to Me, Baby!: How You Can Support Young Children's Language Development* for this fantastic list and all her early literacy knowledge. We've quoted her liberally in this brochure.

Let's Play Pretend

What does playing pretend have to do with learning to read? Everything!

When preschoolers play pretend, with each other and with caregivers, it exercises many different skills. Here are a few:

- Planning
- Negotiation
- Storytelling
- Taking Turns
- Resourcefulness
- Intellectual & Social Flexibility
- Conversation
- Vocabulary
- Creativity
- Imagination
- Self-Confidence
- Provides an Emotional Outlet
- Emotional Resiliency
- ...and More!

"If you notice your preschooler's pretend play becoming a little static or overly wild, use those moments to teach or jumpstart the play session to make it more creative or productive. Support the children and help them work through disagreements and conflict."

Every Preschooler Ready to Read



Early Literacy for Preschoolers



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(541) 726-3766 • library@springfield-or.gov
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Fun Preschool Activities

Play “I Spy”

Pretend to Be Animals

Make Maps

It doesn't matter if you are mapping a real or imaginary place; making maps is a great way to learn.

Explore Rainbows

Can you make a rainbow? How many different ways?

Cook Together

Cooking allows preschoolers to learn about counting, measuring, nutrition, and even different cultures.

Introduce Photography

Made even more accessible with smart phones and tablets, photography is a great way for preschoolers to see the results of their actions. Let them take their own photographs, too!

Find Out what Lives Under your Neighborhood

Take a walk and find out what lives under that rock, the porch, and the swings. See how many different plants or creatures you can find and talk about them.

Make a Book

Fold a few brown paper sacks in half, punch wholes through the fold, and lace them with yarn. You now have a book with pockets and pop-up pages! Use whatever art supplies you find to finish your creation.

Try New Food

This is a great way to engage all your senses: sight, smell, taste, touch, and yes, even sound! Trying new and “strange” foods also provides an opportunity to expand your preschooler's vocabulary.

Get Messy

Try different art techniques! You can use cut vegetables as stamps and paint with spices, or you can make a collage with recycled materials. Even if you don't have paints or clay, you can create beautiful works of art with your preschooler.

Oobleck

Begin with equal parts cornstarch and water, then adjust the mixture so that it pours like liquid but feels solid when pressed.

Silly Putty

1 Tablespoon White Glue
1 Tablespoon Liquid Starch

Soapsuds Clay

3/4 Cup Ivory Snow Soap Powder
1 Tablespoon Warm Water

Beat with an electric or hand mixer and add food coloring if desired.

Talk

Preschoolers love to talk! Talking with your preschooler is an ideal way to exchange ideas, pose questions and puzzles, and expose your child to an array of fabulous new words.

Sing

Singing helps preschoolers hear the individual sounds that make up words. Understanding these different sounds is crucial when learning to read.

Read

Share the joy of reading with your preschooler! By sitting and truly enjoying the reading experience with your child, you are cultivating that love in them and preparing them for later academic success and enjoyment.

Write

Remember that any task that utilizes fine motor skills is preparing your child for writing. This means that cutting, lacing, and coloring are wonderful preschool activities. Get those little fingers moving!

Play

Pretend play is especially important for preschoolers. They learn to work together and use their expanding vocabulary to put words to their feelings and experiences while they solve problems and create.

Great Preschool Reads

Petra	By Marianna Coppo
Bear Has a Story to Tell	By Philip C. Stead
My Pet Wants a Pet	By Elise Broach
The Big Bed	By Bunmi Laditan
Bear's Scare	By Jacob Grant
A Big Mooncake for Little Star	By Grace Lin
Penny and Her Doll	By Kevin Henkes
Pete the Cat and His Four Groovy Buttons	By Eric Litwin
Up, Tall, and High!	By Ethan Long
Journey	By Aaron Becker
This Is not My Hat	By Jon Klassen
Giraffe Problems	By John Jory
Mr. Tiger Goes Wild	By Peter Brown
Tyrannosaurus Rex vs. Edna , the Very First Chicken	By Douglas Rees
Chicka Chicka Boom Boom	By Bill Martin Jr.
Flora and the Flamingo	By Molly Idle
Creepy Carrots	By Aaron Reynolds
Sam & Dave Dig a Hole	By Mac Barnett
Nope!	By Drew Sheneman
Mother Bruce	By Ryan T. Higgins

THEME KITS - EXAMPLES

Theme Kit: New Baby II

- A First Book All About You: Eyes, Nose, Fingers & Toes
- Julius: Baby of the World
- Waiting for Baby
- On Mother's Lap
- Now We Have a Baby
- Ten Little Fingers & Ten Little Toes
- CD: Baby Blanket Music
- CD: A child's Gift of Lullabies
- Toy: 2 Shakers/Maracas
- Toy: 1 Plush Doll

Theme Kit: Weather

- CD: Sounds of Nature: Thunderstorm
- DVD: Eyewitness: Weather
- What will the weather be? (Let's read and find out series)
- ABDO Weather Series Snow
- ABDO Weather Series Rain
- ABDO Weather Series Clouds
- ABDO Weather Series Wind
- ABDO Weather Series Tornadoes
- ABDO Weather Series Thunder and Lightning
- ABDO Weather Series Rain

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Theme Kit: Bilingual Spanish/English III

- I Like It When.../Me gusta cuando...
- The Very Hungry Caterpillar
- La oruga muy hambrienta
- Colors/Colores
- Animals/Animales
- Numbers/Numeros
- If You're Happy and You Know It.../Si te sientes bien contendo...
- Where Is the Green Sheep?/¿Dónde está la oveja verde?
- CD: Diez Deditos/Ten Little Fingers and Others... (José-Lois Orozco)
- 1 Puzzle with 12 Pieces, 1 Frame (from Begin Again; Color Eggs, Chicks)

Kit temático en español: la comida

Theme Kit: Food (Spanish)

- Sabores de América
- Concinar con niños
- Comida sana de la A a la Z
- Los tamales de Ana
- Las tortillas de Magda
- ¡Que sabroso el arco iris!
- ¡A comer!
- CD con libro/CD with book: Pachanga Deliciosa

- Juguete/Toy: frutas y verduras/fruit and veggies (14 piezas/pieces)

Fomentando el Vocabulario

1. Si mira algo que le captura el ojo a su niño, sígalo y hable sobre el objeto con él! Identifique el objeto diciendo su nombre y describa su función, características, etc.
2. Cante una nueva canción o rima usando una palabra graciosa o interesante incorporando el nombre de un objeto. Canciones que repiten las mismas palabras y sonidos ayudarán a su hija en su aprendizaje.
3. Lean un nuevo libro juntos. Sabía que los libros sin palabras también pueden ayudar a los niños que se agreguen palabras nuevas a su vocabulario actual. Lo importante es que usted hable con los niños sobre los dibujos y que se divierten ustedes.
4. ¡Cuenta una chiste! Utilice el humor para asociar dos cosas que claramente no van juntos y ayude a su hijo de entender el chiste.
5. Simplemente use su vocabulario regular y piense en voz alta. Niños naturalmente curiosos van a preguntar "que es eso?" cuando usted dice una palabra fascinante que el niño no conoce. Utiliza el momento para educar.

¡Diviértase!

La mayoría de estas situaciones ocurren todos los días. Si tome en cuenta como una cosa cotidiana pueda ser algo divertido y una acción regular pueda ser una diversión, usted se le va a ayudar a su hija en su aprendizaje.

Las electrónicas y las pantallas

Oh, que podemos hacer sobre esas pantallas? La mayoría de los hogares tienen un tipo de pantalla, aunque sea una televisión, computadora, tableta, o teléfono celular. Es demasiado difícil de eliminar el tiempo de nuestras vidas que damos a las pantallas, pero debemos pensar en el tiempo que su hijo le da a la pantalla.

"La mayoría de los expertos avisan manteniendo el tiempo a lo mínimo que damos a las pantallas. Incluso cuando el contenido de un programa se desarrolla apropiado, la presentación puede ser muy estimulante. Exposición excesiva a programación que captura la atención puede afectar el desarrollo de los niños y la habilidad de entretenerse o formar sus propias ideas."

Los adultos deben de limitar su propio tiempo mirando una pantalla y también el tiempo que niños miren las pantallas, para que modelen buenos comportamientos y que sean involucrados en actividades físicas, leyendo, jugando y hablando. La Academia Americana de Pediatría recomienda que niños menores de dos años no miren televisión.



Una cita de "Talk to Me, Baby! How You Can Support Young Children's Language Development" by Betty S. Bardige.

Todos los Niños listos para leer



Las lecturas infantiles para niños entre 1-3 años de edad



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Actividades divertidas

Haga que sus animales de peluche hablen

Tratarlos como unos títeres aunque sean unos animales de peluche. ¡Y hasta pueden actuar una historia corto!

Imagine un viaje

Una actividad excelente para los niños que les gusta de coleccionar y cargar cosas. Salga a un paseo o vaya a una tienda y utilice una bolsa, canasta o un carrito de compras y nombra a cada cosa que vaya mirando o comprando.

Haga un Picnic

Trabajen juntos para decidir que quieren llevar. No se les olvide una cubeta o bolsa pequeña para que su hijo pueda transportar la comida. ¡Hasta puede llevar libros con temas de comida!

Juegue un juego de disfrazar

No es necesario que la ropa sea lujosa. Recoge ropa usada, zapatos, gorras, bolsas, etc. y, cualquier cosa que haga, no se le olvide un capote o una capa.

Hagan un álbum de fotos de familia

Incluyan fotos de familia, mascotas, amigos, experiencias, etc. Puedan hacer dibujos o pinturas también. Así se hace su propio libro especial para charlas con su hijo.

Jueguen siga el líder

Después que su hija a dominado la habilidad de caminar y correr este juego sea muy divertido. Juegos como “Luz Roja, Luz Verde” Y “El Puente de Londres” son otros juegos divertidos para jugar.

Resbalen diferentes objetos

Utilicen varios objetos—Unos suaves, unos redondos, unos pesados, unos cuadrados— y miren lo que ocurre cuando los objetos van resbalando. Comparen para averiguar cuales objetos son más rápidos y lentos.

Anime a los niños que jueguen juntos

Dé juguetes similares a dos niños (dos gorras, pelotas, etc.). Mire si juegan juntos o se imitan uno al otro. Comenta que es lo que cada niño esta haciendo, juntos o separados.

Haga algo gracioso

Ponga una taza en su cabeza o finja de mordisquear un bloque como si fuera una pieza de comida. Mire si su niña imita a usted.

Señale y nombre

Alrededor de su hogar o durante una paseo afuera, note y toque los objetos pequeños de su mundo.

¡Haga ruido!

Dele instrumentos musicales a su niño. Puedan ser ollas, cazuelas, cucharas de madera, tubos de cartón, panderetas, tambores, silbatos, o cualquier otra cosa. Que todos se ponga en fila (y tal vez sean solamente ustedes dos) y comiencen la música mientras están marchando alrededor de su hogar como si fuera su propia banda de marcha. ¡Puntos extra si se disfracen ustedes!

Hablar

Prueba un libro sin palabras con su hijo y pídale que le explique lo que está ocurriendo en cada pagina y que identifique a los caracteres. Se puede usar un libro con palabras o un libro en ingles, también. Lo importante es que su hijo use los dibujos para contar el cuento. La búsqueda para la palabra correcta extenderá el vocabulario de su hijo.

Cantar

Cantando ayuda a los niños que se entiendan cómo los sonidos y palabras funcionan en realidad. Todo que se combina con la música ayudará el desarrollo de las habilidades de la alfabetización.

Leer

Incluso unos pocos minutos de leyendo con su hijo cada día hace una diferencia notable en las habilidades de alfabetización y la preparación para el kínder. En cultivando el amor por la lectura, usted esta fomentando la alegría de aprender en su hijo.

Escribir

¡Agarre los crayolas y saque el rompecabezas, porque es tiempo para desarrollar las habilidades motoras finas! Dibujen juntos. Enséñele a su niña como escribir su nombre. Actividades como escribir su nombre harán a los niños sentirse exitosos.

Jugar

¡Vístanse para ensuciarse; finjan y sean chistosos! El tiempo de juego flexiona los músculos creativos de su niño y les ayuda poner palabras a sus experiencias.

Libros para leer y compartir

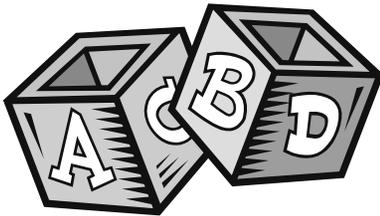
¡Vámonos! Let's Go!	René Colato Laínez
¡Voy!	Matthieu Maudet
Perros Perros, Dogs, Dogs!	Ginger Foglesong Guy
¿Dónde está Tomás?	Micaela Chirif
A de activista	Martha Gonzales
Limón	Antonio Rubio Herrero
La oruga muy hambrienta	por Eric Carle
Hola, cartero	Michael Escoffier
¿Dos ojos?	Lucie Felix
Arrullo	Maria Baranda
Beso	Martha Riva Palacio Obón
Canciones con beso para las buenas noches	Chiara Buccheri
Estaba la rana	Paloma Valdivia
Buenas noches, monstruos	Lucía Serrano Guerrero
¿Dónde está Spot?	Eric Hill
Maria tenia una llamita	Angela Dominguez
Cómo reconocer a un monstruo	Gustavo Roldán
¿Quién se esconde?	Hector Dexet
Somos parecidos	Guido van Genechten
¿Cuántos animales?	Anna Laura Cantone

Talking with Baby

Babies respond with an entire array of gestures, expressions, and sounds even when they can't form words. By meeting the children on their level, you can engage them in quite interesting conversations!

“For example, when walking by a pasture you might hold baby so she can see the horses grazing. Then you could point out the horses and excitedly call the child's attention to them, naming and describing the horses and mimicking a whinny. When the child responds with a coo or point, you can reciprocate by positively reinforcing the child's observations”.

When you talk with children who are too young to form words themselves, they are still learning conversational structure, sounds of their primary language, and even the words that make up their early vocabulary. Even when too young to process word meaning, the sounds of love and support that come from your conversation are essential to baby's early development.



What Should I Read to Baby?

Don't feel awkward reading to baby! Try books that...

- ...are washable, durable, and chewable.
- ...have clear and colorful pictures.
- ...have nameable pictures to point out.
- ...show familiar objects or actions.
- ...have lots of different textures to feel.
- ...are simply rhythmic or rhyming.
- ...are homemade!
- ...are fun for caregivers and parents too.
- ...can be shared over and over again.

Don't forget that baby's books don't have to tell a story! If your favorite picture book is just too long, try focusing on one thing per page instead. You can read it in entirety when baby is older.

Interacting verbally with caregivers is the primary source of early literacy learning for babies. Sharing a book is one of the easiest ways to introduce new sights, sounds, and textures to baby.

If you are concerned about the life expectancy of the books you purchase for your home, try books similar to the “Indestructible” brand. These books are made with a special, baby-friendly paper that will hold up to even the most avid chewers and strongest fingers.

A big thank you to Betty S. Bardige and her book *Talk to Me, Baby!: How You Can Support Young Children's Language Development* for this fantastic list and all her early literacy knowledge. We've quoted her liberally in this brochure.

Every Baby Ready to Read



Early Literacy for Babies



SPRINGFIELD PUBLIC LIBRARY

Where Minds Grow

225 5th Street, Suite 301
Springfield, Oregon 97477
(541) 726-3766 • library@springfield-or.gov
wheremindsgrow.org

Based on Betty Bardige's Ed.D. "Talk to Me, Baby!: How You Can Support Young Children's Language Development." 2009

Fun Things to Do

Create a simple puzzle

A pot with a lid, stackable cups, and other common items are great puzzles for babies. Encourage and talk baby through her actions.

Experiment with finger foods

New textures and tastes are fun, and so are the words you can use to describe what baby is experiencing.

Have baby look for hidden toys

Hide a toy under a blanket or in a pocket and ask baby where it is. You can even use smaller items (but nothing so small as to be a hazard) to hide in baby's pockets or cuffs.

Show baby their reflection

Does baby realize that it is a reflection? If you put a hat on baby, will they reach for the hat or the mirror? This is a fantastic discovery experience!

Make emptying and filling toys

Use a group of items like blocks, wooden clothespins, etc. and have baby fill a container. After baby has mastered the first toy, choose a new container with a narrower neck.

Make a baby obstacle course

Pillows, furniture cushions, and many other household items can make a fun, challenging, and safe area for baby to explore and discover.

Let baby explore effects

In a bathtub or sandbox, baby can explore what happens when water drips into the tub or sand pours from a cup held high. Supply lots of tools—sponges, cups, sieves, etc.—for baby to play with.

Sit and look out the window with baby

Talk about all the things you see! Remember, just because baby isn't talking doesn't mean that baby isn't learning.

Give baby different fabrics

Talk about the different textures and let baby pull and play with the fabrics.

Give baby a sturdy box or clothes basket

Ask baby to get inside or to put toys in and then take them out of the box. Bang it like a drum or hide inside it! Infinite possibilities.

Shaker Toys

Use plastic bottles or eggs, fill with rice, water, or lentils, and secure the seal. (Be sure the seals are nice and secure for baby's safety. Decorative Duct Tape works very well and is snazzy, too.) These are great for rolling, shaking, hiding, and carrying. Don't forget to talk to baby about what they are doing!

Remember to Rhyme

Never underestimate the power of a good rhyme. Rhymes that get the fingers going (think *Itsy Bitsy Spider* or *Pat-a-Cake*) are also called "finger plays" and help with language and fine motor skills.

Talk - Talk to baby, even if baby doesn't "talk back" in the traditional sense. They are laughing and learning along with you.

Sing - Sing! Sing while you're dressing baby and sing when taking a bath. You don't need to carry a tune to give baby the benefit of singing. Singing is a fundamental step in learning language.

Read - Perhaps the easiest way to raise a reader is simply to read with baby! Read books, recipes, street signs, the mail, and anything else that baby can see.

Write - Even though baby can't hold a crayon, you can still help baby practice their motor skills with lots of finger plays. Anything that uses their fingers will help!

Play - Oh, the importance of PLAY! Playing is a way for baby to explore and learn about the world around them. Playing is a learning fundamental.

Great Books for Baby

Besos for Baby	By Jen Arena and Blanca Gomez
Where Do Pants Go?	By Rebecca Van Slyke
Puppy Talk: Opposites	By J. C. Coates
Jazz Baby	By Lisa Wheeler
Whose Toes Are Those?	By Jabari Asim
Wheels on the Bus	By Child's Play
Little Truck	By Tarō Gomi
Brown Bear, Brown Bear	By Bill Martin Jr.
Hello, Ocean Friends	By Violet Lemay
Black Bird, Yellow Sun	By Steve Light
Tooth	By Leslie Patricelli
Indestructibles (series)	Amy Pixton and Stephan Lomp
A Pile of Leaves	By Jason Fulford
Moo Baa La La La	By Sandra Boynton
Anatomy for Babies	By Jonathan Litton
Vroom Vroom: Garbage Truck	By Asia Citro
Planting a Rainbow	By Lois Ehlert
Animal Talk	By Cynthia Weill
Who Will Ladybug Hug?	By Hilary Leung
Black & White	By Tana Hoban
Pouch!	By David Ezra Stein

NO ASSEMBLY REQUIRED
EARLY LEARNING PROGRAMS

PRECONFERENCE, OLA/WLA 2019

ANNA BRUCE

Youth Services Librarian
Happy Valley Library, OR
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503-783-3464

I have really focused on slowing down and being present, so that I have more time for conversation, baking and crying way too easily (it's usually from happiness, but I get weepy all the same!).

KENDRA JONES

District Manager, Youth & Family Services
Timberland Regional Library, WA
kjones@trl.org
@klmpeace (Twitter)

My love for library work comes from my love of people and the connections between us all. I spend my non library time with my spouse, dog, and family, usually playing video games or exploring the outdoors.

TAYLOR WORLEY

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I read things and I make things. Sometimes I go places. I have an ever-expanding collection of literary tattoos, two dogs, and not enough time to read all the things.

Music & Movement Online Manual

Overview of Program:

Music & Movement is a 30 minute structured program designed for children from birth to 3 and their caregivers. The structured portion of the event may be followed by an additional 30 minutes of unstructured play or exploration while music is played in the background.

Outcomes:

Families who participate in M&M will:

- Strengthen their bonds with each other and the library

Children who participate in M&M will develop skills:

- Key for literacy development
- For physical and emotional development
- Necessary for school readiness according to WaKIDS assessment

Basic Program Outline:

Opening songs and rhymes (3)

Activity song

Activity song

Smaller/quieter activity song

Rhyme to transition to prop

Prop for remaining time, about 5 mins

Additional rhymes/songs, if time

Closing rhymes/songs (2)

Unstructured Activity

Sample Prop Rotation Schedule for Weekly M&Ms:

Week 1: shakers during, instruments after

Week 2: parachute during, balls and toys after

Week 3: scarves during, dancing ribbons and tunnels after

Week 4: shakers: instruments after

Week 5: parachute: building materials after

Week 6: scarves during, dancing ribbons and sensory after

Week 7: shakers during, balls and toys after

Week 8: parachute during, instruments after

Best practices:

- Introduce yourself and provide expectations for caregivers at the beginning of each program.
- Repeat all non-recorded songs and rhymes 3 times.
- Give clear instructions when introducing and using the prop.
- Use no more than 2 props per session, 1 is ideal.
- Provide ideas for modifications when introducing activities/rhymes which require caregivers to hold/bounce their child.

- Include at least one early literacy aside, per session, to caregivers highlighting why you do a specific activity, or
- Include displays of books for grown ups to check out, as well as picture books and board books in the room
- All adults and children should have props to use. Adult participation is REQUIRED!

Sample Program Outline:

Introduction

Hello and welcome to Music & Movement! My name is Kendra and before we get started I just want to go over a few housekeeping items. This is a very active program so I hope you all came prepared for a workout. Adult participation is required, so please join in the activities as much as you are able. I will provide low impact modifications for some activities- feel free to modify movements to make them comfortable for you. Your and your child's health and safety are most important! We'll do about 30 minutes of movement and music activities, including (insert prop here) activities. Afterwards we'll have some free play and you can check out the books in the back of the room, ask me questions, and talk amongst yourselves. Ok, let's get started!

Opening Rhymes (do these every session):

- Hello Bubbles
- Hands Are Clapping
- Penny Pointers

Run, Baby, Run by Caspar Babypants (2:59)

Zoom Zoom Zoom

Have You Ever Seen a Baby

This is Big

Shakers:

- We're Tapping by Kathy Reid-Naiman
- Shimmie Shake by the Wiggles (2:46)
- Wake Up! Quiet and Loud song

Ram Sam Sam

Icky Bicky Soda Cracker

Closers (do these every session):

- Tick Tock
- Goodbye Bubbles

Activity: Musical Instrument Jam Session

Storytime/Program Expectations Spiel Instructions

General Best Practices:

- Introduce yourself before every program, even when it happens weekly.
- Include all expectations the first week of a session.
- Always require adult participation. This will prevent a lot of behavior issues and increases engagement.
- Include expectations on a handout or write them on a whiteboard in the room.
- Give your spiel after everyone has gathered and settled down. You may choose to do this after your welcome song.
- Be firm, but kind.
- Ask parents to help if you need it, especially with their child's behavior.

Example expectations:

- If you're engaged with the program, your child is more likely to be and you're showing all the kids in the room that what we are doing here is fun and important.
- Adult participation is required. Please, join in as much as you are able. (for above reason)
- Please hold all grown up conversations until after storytime. (for above reason)
- The area behind me is the "no fly zone." If your child comes up to get things from that table, please redirect them to the carpet.
- It is OK if your child gets up and moves around. They might not seem like they are paying attention, but I promise they are soaking up everything and moving is totally developmentally appropriate.
- Please put away any snacks or toys as they could be a distraction to others. (optional)

Other things you might want to include in an opening spiel:

- Announcements about your building or upcoming programs
- Invite them to check out books you have on display (have books for adults, too!)
- Invite them to ask you questions, or for help finding a book after storytime

Transition to first storytime activity:

- Example: Ok, now let's blow some bubbles. This is a repeat after me song, so grown-ups, let me hear those beautiful voices!
- Transition into your next activity, and tell them what you are going to do.

Post-Storytime spiel/storytime closing should:

- Come immediately before your goodbye song
- Include instructions for post-storytime activity
- Invite them to check out books and ask you questions after storytime

Example Closing phrases:

- I want to remind you to check out the books on display. The more you check out, the fewer I have to put away.
- Our activity today is _____. Kids will do _____ and grown-ups, when you are working with your child, be sure to ask lots of questions about what they are doing.

- Thank you for participating in today's program! Please continue the activities we did here at home to cement the learning.

Welcome Spiel Template:

Opening: Welcome to _____! My name is _____. Before we get started with _____ there are a couple of housekeeping items to go over (*some things to go over, some information for grown-ups, whatever phrase you are comfortable with*).

Transition to first storytime activity:

Closing Spiel Template:

Thank you for coming to _____ today! Before we sing our goodbye song...

Moving Towards Process

2019 OLA/WLA Conference



Why are we doing early learning programming?

You might not know the answer now. It's probably a gut thing. Our hope is to make it more intentional in your process.

Why do we do programming? Why do children want to come (back)? Why do grown-ups choose to come? Starting to think about storytime as a creative process means making time for reflection. What have you learned? What do you already know?

What we know

What is our role in storytime? We are not performers, but facilitators. Our goal is to connect.

We connect by slowing down and allowing for quiet moments.

Our purpose is more important than our plan.

Being a facilitator

What are we facilitating? We are facilitating connections.

We want to show caregivers that whatever we're doing, they can do it too.

If we create an atmosphere of active engagement, there can be no mistakes. Anything that happens can be a point of connection.

Building Rapport

Let's pretend we know and like everyone!

Why care about rapport? Rapport means we're all together. We're all having more fun. We're all making more connections. Adults get more involved, too.

How can we be extroverted introverts?

How we begin storytime sends a message. What message do we want to transmit?

Passing out props is not only about passing out props. It is a chance to connect.

What is storytime? More than our materials, it's us. Better rapport, better storytime.

How to talk

Narration frames everything we do in storytime. We are creating a language rich environment by talking about what we're doing, as we're doing it.

Talking about what we just did, or what we're about to do, slows down the flow and helps everything feel more connected and coherent.

What we're saying is not as important as how we're saying it.

Repetition

What if we did mostly the same songs for every storytime? What if we only chose songs we enjoyed singing?

Repetition makes storytime easier- easier to be silly, easier to go off-script, easier to engage.

Play

Playing requires paying attention.

What happens when we don't know what to do?

Playing means being open to other possibilities. What is a book for? What are puppets for?

We learn by playing. We learn to play by playing.



Quiet

Quiet can be expectant or calm. Both are useful.

Sometimes when nothing is happening, everyone pays closer attention.

Being quiet allows for interaction- who will break the silence?

It never stays quiet.

Reflection

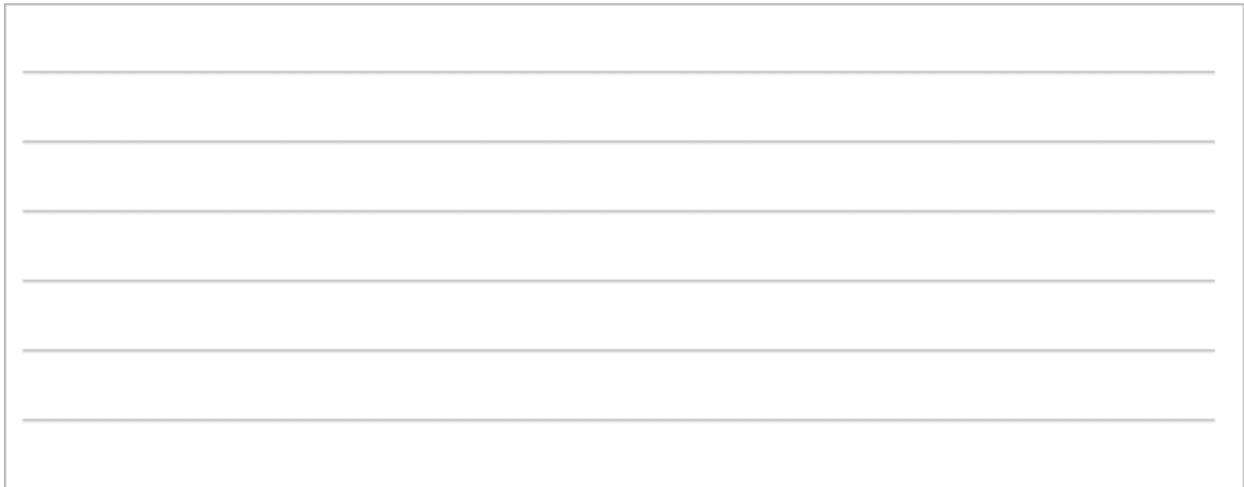
When are you most happy in your programs?

Can you build your program routine around what makes you happy?

You already make time in your schedule for planning - can you also make time for reflection?

What would reflection look like for you? Talking with someone, thinking by yourself, brainstorming, something else?

You plan in order to choose what materials to bring to storytime. You reflect in order to clarify your purpose.



Papers quoted in the Powerpoint

Cahill, M., & Bigheart, J. (2016). What can librarians learn from Elmo, Sid, and Dora? Applying the principles of educational television to storytime. *Knowledge Quest*, 44(3), 48.

Mills, J. E., Campana, K., & Clarke, R. I. (2016). Learning by design: Creating knowledge through library storytime production. *Proceedings of the Association for Information Science and Technology*, 53(1), 1-6.

Storytime Evaluation Form

Name

Branch/Program

Date

Evaluator

The objectives for storytime are:

- to develop a love of books and lifelong library use
- to introduce a diversity of literature to children and caregivers using a variety of techniques
- to model pre-reading skills that benefit caregivers
- to provide social interaction and information for caregivers and children

Items in bold are core elements of a storytime. Any Core Competencies receiving a score of 1-2 will require further training and mentoring.

Rating is 1-5 scale where 5 is Excellent and 1 Unacceptable

5 4 3 2 1 Comments

Pre-storytime					
Room setup, preparation					
Welcoming Environment - presenter converses with patrons, background music					
Storytime Components					
Opening Routine Evident					
Age Appropriate Selections					
Materials featuring diverse characters or non-English language.					
Movement Activities (gross motor, fine motor)					
Storytime embellishments: puppets, flannel boards, props, scarves, bells, etc.					
Caregiver Asides: highlight language and literacy learning for adults					
Closing routine evident					
Storytime Delivery					
Book Handling (Audience view, introduce title, author)					
Knows story, rhymes, songs,					

Delivery: Eye Contact, Voice, Expression, Pace, Projection, engagement w/ book

Variety of Books, songs, music (illustrations, stories, concepts, vocabulary, length)

Asks questions or encourages interaction, allows time for children to respond/learn movements

Crowd Management

Interactive interruptions (I have a cat. His name is Fred)

Problems/Disruptions

Age Appropriate Expectations

Expectations for caregivers stated

Post Storytime

Activity (age appropriate, instructions effective)

Library resources and materials on display and accessible

Community Building encouraged (parents to parents, staff member to parents and children)

Total

Total score possible: 100 points

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Additional Comments:





Expanding Vocabularies

1. If you see something catch your toddler's eye, follow their lead and talk about it with them! Identify the object by saying its name and discussing its function, characteristics, etc.
2. Sing a new song or rhyme with a funny or interesting word in it. Songs that repeat the same words and sounds will help your child remember it.
3. Read a new book together. Even books that are wordless help children pull words from their current vocabulary while adding new ones to it.
4. Tell a joke! Use humor to associate two things that clearly don't go together and help your child "get" the joke.
5. Just use your regular vocabulary and think out loud. Naturally curious kiddos will ask "what is that?" when you hit a fascinating word they don't know. Use it as a teaching moment.

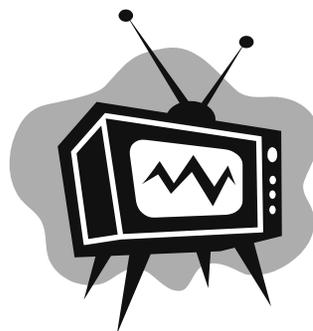
Don't Forget to Have Fun!
Most of these situations happen every day, already. All we have to do is utilize them the best we can.

A big thank you to Betty S. Bardige and her book *Talk to Me, Baby!: How You Can Support Young Children's Language Development* for this fantastic list and all her early literacy knowledge. We've quoted her liberally in this brochure.

Much Ado about Screen-time

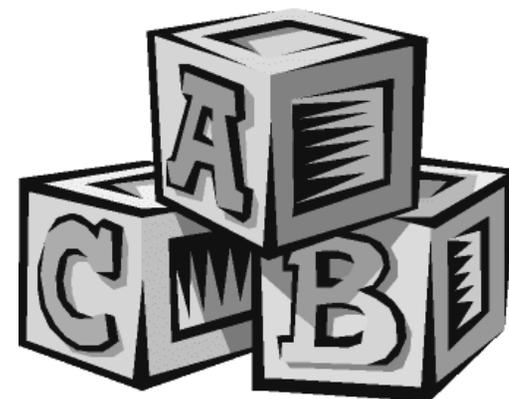
It is so tempting to rely on screens when it comes to our kids, especially when we have multiple children of varying ages. Most homes have many screens, including television, desktop, tablet, or phone. While it is difficult to eliminate screen time from our lives, when it comes to your toddler, we have some clear recommendations:

- Start by designating media-free times together, such as dinner or driving, as well as media-free locations at home, such as bedrooms.
- For children younger than 18 months, try to avoid the use of screen media other than video-chatting.
- If you want to introduce your kids 18 to 24 months to digital media, select high-quality programming, watch it together, and use it as a conversation starter or inspiration point for activities and playtime.
- For kids ages 2 to 5 years, limit screen use to 1 hour per day of high-quality programs. Try to watch with your kids and help them understand what they're seeing. Even better, find ways to apply it to your lives!



Screen time recommendations are from the American Association of Pediatrics. 10/21/2016
<https://www.aap.org/en-us/about-the-aap/aap-press-room/Pages/American-Academy-of-Pediatrics-Announces-New-Recommendations-for-Childrens-Media-Use.aspx>

Every Toddler Ready to Read



Early Literacy for Toddlers



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Fun Things to Do

Make Your Stuffed Animals Talk

Treat it like a puppet, even if the stuffed animal isn't built like one. You can even act out short skits!

Go on a Pretend Shopping Trip

This is especially excellent for toddlers who like to collect and carry things. Use a tote bag or mock shopping cart and name each item as you "buy" or borrow it.

Plan a Picnic

Work together to decide what to bring, pack, and prepare. Don't forget a small pail or bag so that your toddler can help transport the meal. You can even bring some food themed books!

Play Dress-Up

The clothes don't even have to be fancy! Collect old clothes, shoes, hats, bags, etc. and, whatever you do, don't forget the cape.

Make a Family Photo Album

Include pictures of family members, pets, friends, experiences, etc. Laminate the photos or place them in sturdy plastic sleeves. You have just made your own special book to discuss with your toddler!

Play Follow the Leader

After your toddler has mastered walking and running, this game becomes loads of fun. Games like "Red Light, Green Light" and "London Bridge" are other fun games to play.

Slide Different Objects Down a Slide

Use many different items—some soft, some round, some heavy, some square— and see what happens when they go down the slide. Compare to see which were the fastest and slowest.

Encourage Toddlers to Play Together

Give two young toddlers similar toys (two hats, balls, etc.). Watch to see if they play together or imitate each other. Comment on what each child is doing, either separately or together.

Do Something Silly!

Put a cup on your head or pretend to nibble a block like it was a piece of food. See if your toddler will imitate you.

Point Out & Name the Signs on a Walk

Around the room or on a hike, notice and handle the small pieces of the world around you.

Make Some Noise

Give your toddler rhythm instruments. They can be pots and pans, wooden spoons, shakers, tambourines, drums, or almost anything else. Line everyone up (even if it's just the two of you) and get the music going while you march around the room in your very own marching band. Bonus points if you dress up, too!

Talk

Try a wordless book with your toddler and have them walk you through what happens on each page and identify the characters. Searching for just the right word will expand your toddler's vocabulary!

Sing

Singing helps toddlers understand how sounds and words fit together and form language. Everything coming together with music reinforces vital early literacy skills.

Read

Even a few minutes of reading with your child each day makes a noticeable difference in their early literacy skills and kindergarten preparedness. By cultivating a love of reading, you are inspiring joy in learning.

Write

Grab the scissors and break out the puzzles, because it's time to build some fine motor skills! Teach your toddler how to write their name. Few things will make them feel more accomplished.

Play

Dress up and get muddy; pretend and be silly! Playtime flexes your toddler's creative muscles and helps them put words to their experiences.

Great Books to Try

The Very Hungry Caterpillar	By Eric Carle
Owl Babies	By Martin Waddell
Knuffle Bunny	By Mo Willems
Go Away, Big Green Monster!	By Ed Emberly
Not a Box	By Antoinette Portis
Moo!	By David LaRochelle
Press Here	By Herve Tullet
Waiting	By Kevin Henkes
The Napping House	By Audrey Wood
Hello, Hello	By Brendan Wenzel
There Are Cats in this Book	By Viviane Schwartz
Bark, George!	By Jules Feiffer
Planting a Rainbow	By Lois Ehlert
How Are You? ¿Cómo Estás?	By Angela Dominguez
Stack the Cats	By Susie Ghahremani
Again!	By Emily Gravett
No, David!	By David Shannon
Shake the Tree	By Chiara Vignocchi
See Pip Flap	By David Milgrim
Pignic	By Matt Phelan
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