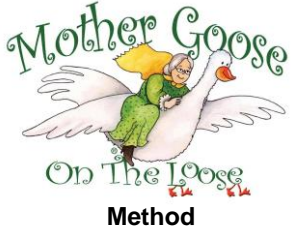


Presenting High Quality Early Literacy Programs Using the



Traverse Area District Library  
April 29, 2014  
Presented by Dr. Betsy Diamant-Cohen

©Betsy Diamant-Cohen, 2008

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## Workshop Presented by:

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[www.mgol.org](http://www.mgol.org)  
[www.facebook.com/mothergooseontheloose](http://www.facebook.com/mothergooseontheloose)



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## Albert Einstein

Learning is \_\_\_\_\_.  
Everything else is just \_\_\_\_\_!

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### Confucious

- I \_\_\_\_\_ AND I forget.
- I \_\_\_\_\_ and I MIGHT remember.
- I \_\_\_\_\_ and I UNDERSTAND.

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### John Ciardi

- An ulcer is an un-kissed \_\_\_\_\_.

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### A few facts....



- At birth, a baby's brain contains 100 billion neurons
- At birth the brain weights 25% of it's adult weight; by age 2, it is 75% of its adult weight
- As a child grows, the number of neurons remains relatively stable, but each cell grows, becoming bigger and heavier

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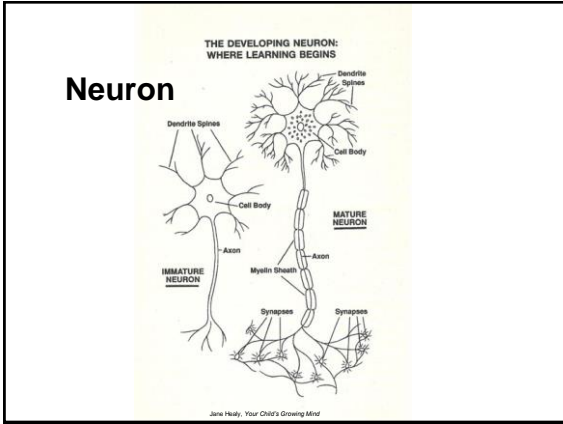
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## Brain Cells Song

By Brooke Harding

*Sung to the tune of "Where Have All the Flowers Gone?"*

Cytoplasm nucleus  
 Axon, myelin sheath, dendrites  
 Synapse .. Between neurons  
 Synapse .. Between neurons.

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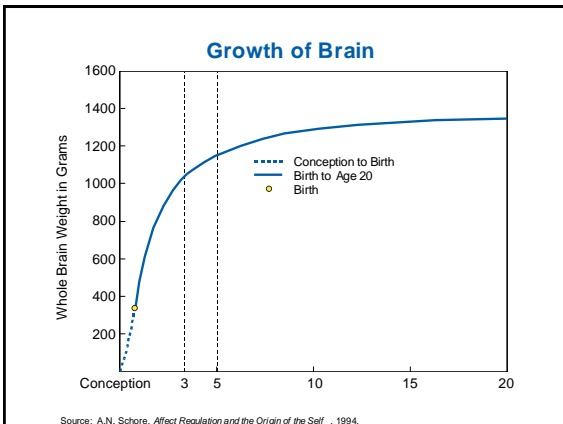
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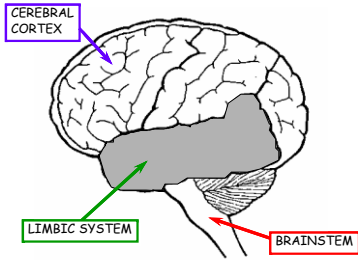
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## The Triune Brain



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## Limbic Level Communication

- Touch
- Tone of voice
- Facial expression
- Music
- Smell
- Rocking, other rhythmic motion



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## Three Brains in One

The executive part of the brain manages attention, emotions, and behavior. It weaves together social, emotional, and intellectual capacities in order to help us reach our goals.



Pulling together feeling and thinking helps people reflect, plan, and evaluate.

Jane Healy, Your Child's Growing Mind / Ellen Galinsky, Mind in the Making

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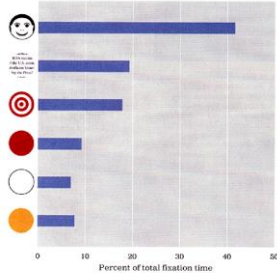
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## The Key Factor: Attachments between infant and mother



Source: Gillian Triggs-Brown, The Developing Person Through Childhood and Adolescence, 1991

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## Our first relationships hold many clues to how we've become who we are...



Attachment theory explains how the parent-child relationship emerges and connects it with social, emotional and cognitive development.

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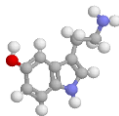
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## Brain Chemistry

- Cortisol (stress hormone)



- Serotonin (neurotransmitter with implications for mood, anxiety, aggression, impulse control)




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### Experiences that Strengthen Connections

- Are frequent, regular, and predictable
- Occur in the context of a warm, supportive relationship
- Are associated with positive emotion (fun, excitement, humor, comfort)
- Involve several senses
- Are responsive *to the child's* interests or initiative

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### Early Brain Development Research Does Not...



- Support early emphasis on academic skills
- Support the idea that *more* stimulation will result in smarter babies
- Indicate that parents need specialized skills to meet their children's needs

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### Early Brain Development Research Does...

- Support an emphasis on nurturing and early relationships
- Indicate that early experiences influence which brain connections are kept and which are pruned away
- Indicate that optimal brain development requires consistent, responsive, and affectionate caregiving.

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**What ingredients does brain research suggest for a successful early learning program?**

- Atmosphere
- Ritual
- Repetition
- Movement
- Music
- Enthusiasm
- Play
- Multiple Intelligences
- Joyful Interactions



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**Environment**

- Welcoming
- Warm
- Safe
- Stimulating
- Joyful

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**Ritual**

- Invites* us
- Unites* us
- Involves* senses
- Activates* memory
- Embodies* meaning
- Eases* transitions

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**Repetition...Repetition...Repetition**

Promotes learning  
Increases enjoyment  
Creates a sense of safety

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**SURPRISE!**

*Alert – senses*  
*Focus – attention*  
*Activate – response*  
*Impress -- memory*

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**Movement**

Movement is responsible for physical changes in the brain that can lead to higher intelligence

Movement provides an outlet for expression of emotions



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### Music Helps Children Develop:

- Physically
- Mentally
- Emotionally
- Socially
- Aesthetically



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### Enthusiasm Breeds Enthusiasm



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**Play** is a basic biological necessity that has survived through the evolution of the brain

**Most adults who have had appropriate play experiences as children, exhibit:**

- Emotional control
- Social competency
- Personal resiliency
- Continuing curiosity



Research supports the developmental and therapeutic value of play; it also affects mental and physical health

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## Multiple Intelligences

- Linguistic intelligence** ("word smart"):
- Logical-mathematical intelligence** ("number/reasoning smart")
- Spatial intelligence** ("picture smart")
- Bodily-Kinesthetic intelligence** ("body smart")
- Musical intelligence** ("music smart")
- Interpersonal intelligence** ("people smart")
- Intrapersonal intelligence** ("self smart")
- Naturalist intelligence** ("nature smart")

Howard Gardner

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## Joyful Interactions

How you feel affects how you learn

Research suggests that children who had been read to on a regular basis in an unfriendly, pressured or threatening home environment actually developed a strong negative reaction to books. These findings indicate that it is better not to read to a child at all at home rather than read to him or her in a resentful or coercive and harsh manner.



(Bus, Belsky, van Ijzendoorn, & Crnic 1997)

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Mother Goose  
ON THE LOOSE!

assists healthy development  
of the **WHOLE CHILD**




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### Unique Features:



- Structure with 10 sections
- 80% repetition
- Librarian as facilitator
- Includes:
  - 2 developmental tips
  - Material by Barbara Cass-Beggs
  - Positive reinforcement activities

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### The Ten Sections



1. Welcome
2. Rhymes, reads, & book illustration
3. Body: Head, arms, belly, legs
4. Rum pum pum
5. Stand-up activities
6. Animals (books and puppets)
7. Musical instruments or scarves
8. Lullaby
9. Interactive rhymes (candlestick, Humpty)
10. Closing songs

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### MGOL incorporates scientific findings into practice in many ways.



- Takes place in an environment with the child in mind.
- Encourages the development of school readiness skills.
- Takes multiple intelligences into account
- Promotes bonding between parents and their children
- Enriches children's lives through the arts

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**Mother Goose Demonstration**




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**What is school readiness?**



Put on your thinking cap, Let's take a quiz

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- o Verbally communicates thoughts (84%)
- o Enthusiastic and curious (76%)
- o Can follow directions (60%)
- o Is not disruptive in class (60%)
- o Is sensitive to other's feelings (58%)
- o Takes turns and shares (56%)
- o Pays attention (42%)
- o Identifies primary colors and basic shapes (24%)
- o Uses pencils and paint brushes (21%)
- o Knows letters of the alphabet (10%)
- o Can count to 20 or more (7%)

The National Center for Educational Statistics KTSSR 1993

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## Domains of School Readiness

1. Health and physical well-being
2. Social and emotional well-being
3. General knowledge
4. Approaches to learning
5. Language development



In other words, **The WHOLE CHILD**

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## Physical well-being and motor development

- Fine motor skills
- Gross motor skills
- Expressing self through movement



Physical problems  
Identified and treated

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## Social & emotional development

- Self-confidence
- Most important skill is being able to relate needs, wants, and feelings to others
- Sensitive to others
- Manages transitions
- Seeks adult help when needed
- Can work as part of a group




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**Social & emotional development:**

Influenced largely by positive relationships between children & caregivers



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**Cognition & general knowledge**

**Expected Behaviors:** Indoor and outdoor voices, appropriate greetings for people, manners

**Social studies:** Family roles, being part of a community, recognizing a leader

**Geography:** Forms of transportation, recognizing natural and man-made places

**The World Around You:** Names of common objects



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## Approach to learning

- Enthusiastic
- Good sense of the “teacher”
- Able to ask questions
- Wants to find out about things
- Can work independently or as part of a group
- Can follow directions



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## Language Development

- Knows how to listen
- Things have names
- Print awareness
- Letters make up words
- Words are composed of sounds
- Scribbling as the first step to writing
- Familiarity and good feelings about books
- Listens and asks questions



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## Language and Literacy: The Six Skills To Get Ready To Read

- **Print Motivation**
- **Vocabulary**
- **Narrative Skills**
- **Phonological Awareness**
- **Print Awareness**
- **Letter Knowledge**

Every Child Ready to Read @ your library

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## Every Child Ready To Read® @ your library

1. Talk
2. Sing
3. Read
4. Write
5. Play




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## STEAM (Science, Technology, Engineering, the Arts, and Mathematics)

- Use senses to observe and explore
- Familiarity with numbers
- Cause and effect
- Sequences
- Patterns
- Colors, lines, shapes




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## 21<sup>st</sup> Century Skills

- **Ways of thinking.** Creativity, critical thinking, problem-solving, decision-making and learning
- **Ways of working.** Communication and collaboration
- **Tools for working.** Information and communications technology (ICT) and information literacy, STEM
- **Skills for living in the world.** Citizenship, life and career, and personal and social responsibility

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## Seven Essential Life Skills Every Child Needs

- 1.Focus and self control.
- 2.Perspective taking
- 3.Communicating
- 4.Making connections
- 5.Critical thinking
- 6.Taking on challenges
- 7.Self-directed, engaged learning

Ellen Galinsky, 2010, *Mind in the Making*

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## Common Core Sample

### English Language Arts Standards » Reading: Foundational Skills » Kindergarten

- **Print Concepts**
- CCSS.ELA-Literacy.RF.K.1 Demonstrate understanding of the organization and basic features of print.
  - ~~CCSS.ELA-Literacy.RF.K.1a~~ Follow words from left to right, top to bottom, and page by page.
  - ~~CCSS.ELA-Literacy.RF.K.1b~~ Recognize that spoken words are represented in written language by specific sequences of letters.

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## Why is school readiness important?

- Relationship with literacy and life experience
  - Likelihood of holding a job
  - Average weekly earnings
  - More successful long-term relationships
  - Lower rates of incarceration
  - Direct economic benefit to society



HighScope Perry Preschool Project

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### There is a gap between what society knows and what society does relating to early care and education



- Mistaken impressions
- Misunderstandings
- Misplaced priorities



*Science, Policy, and the Young Developing Child, Jack P. Shonkoff, M.D.*

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### What can we do?




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### Kids learn when parents talk to them.

The average number of words heard by a child in an average year:

- In a higher income home: 11 million
- In an average income home: 6 million
- In a lower income home: 3 million



By age 3, children have HUGE differences in vocabulary and in IQ scores.

Children with smaller vocabularies are less successful in school.

Golinkoff and Hirsh Pasek

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### We can help increase a child's vocabulary by:

- Modeling how to use books with very young children without actually reading them
- Explaining things
- Using words in a variety of ways
- Incorporating language with movement, music, and art
- Exposing children and adults to voice inflection




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### Include Nursery Rhymes

- Nursery rhymes are repetitive and include words that begin and end with the same sounds
- Help the child's brain recognize syllables and hear similarities in patterns.
- Promote "sound play" which leads to phonological awareness skills
- Are often simple to sing, within the voice range of the child.




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### Let parents know what school readiness really is while also creating school readiness opportunities for children.

State the rules of the program at the beginning and direct activities in an encouraging way, getting children to

- Follow directions
- Take turns and share
- Be curious and enthusiastic
- Interact positively with peers




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### Help parents understand the value of parent/child interaction

- By participating in Mother Goose on the Loose sessions, parents can experience a positive interaction of play and dialogue with their child.



- By explaining the value of these interactions, we are encouraging them to continue these type of joyful interactions at home.

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### Parents are the major factor in school readiness, but we help by

- Using books in joyous ways with very young children
- Encouraging families to use the public library
- Providing a place with age-appropriate toys, games, activities, furniture, and books
- Recommending that parents sing play, read, and talk with their children.




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### We can also bring parents into the picture by

- Encouraging discourse at home
- Providing developmental tips in small doses to let parents know the importance of seemingly easy activities for helping in their children's brain development
- Talking with parents about being a role model (being a lifelong learner)




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### Present early literacy programs on a weekly basis

Experiences that strengthen positive connections:

Are frequent, regular and predictable

Occur in the context of a warm, supportive relationship

Are associated with positive emotion

Are responsive to the child's interests or initiative

Involve several senses



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Assist with healthy development of the **WHOLE CHILD** by offering

Mother Goose  
ON THE LOOSE!



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### Connect the Dots!



How does Mother Goose on the Loose help children develop early literacy skills?

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An Early Literacy Program  
for Infants and Young Children

Mother Goose  
ON THE LOOSE!

1. Welcome
2. Rhymes, reads, & book illustration
3. Body: Head, arms, belly, legs
4. Rum pum pum
5. Stand-up activities
6. Animals (books and puppets)
7. Musical instruments or scarves
8. Lullaby
9. Interactive rhymes (candlestick, Humpty)
10. Closing songs

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**MGOL  
Planning  
Template**



1. Welcoming remarks
2. Opening rhymes and reads  
*Fingerplay:* Old Mother Goose  
*Flannel board:*  
*Flannel board or Puppets*  
*Book:*  
*Song:*
3. Body Rhymes  
*Head:*  
*Fingers:*  
*Knee bouncing:*
4. Rum Pum Pum Sequence  
 Rum pum pum (Tap out names with syllables)
5. Standing-up Activities  
*Circle Activity:*  
*Circle Dance:*  
*Sit down:* Handy Spandy

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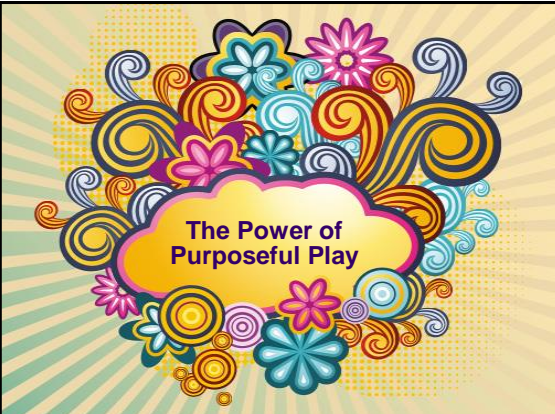
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**The Power of  
Purposeful Play**

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In all settings, MGOL can be beneficial



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**Exposure to musical instruments**



Teaches cause and effect  
Gives children an opportunity to express themselves non-verbally  
Strengthens listening skills

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**Using colored scarves**



Sparks imagination  
Inspires free-form body movements  
Gives opportunities to talk about colors  
Exposes children to unusual textures

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### Using books

- Exposes children to a variety of illustrations,
- increases their vocabulary,
- builds their narrative skills, and
- expands their knowledge of the world.




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### Providing props

Gives children opportunities to explore skills (throwing, shaking, pushing, pulling, rocking, and building)

Encourages imitating, sharing, and taking turns

Gives opportunities to practice putting toys away.




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### Playing with puppets

Encourages children to attempt independent learning experiences

Helps children explore ways to communicate ideas and feelings

Can illustrate new vocabulary words




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### Lapsit Programs such as MGOL



- Encourage playful bonding
  - between parents and children
  - between caregivers and children

Provide songs, rhymes, and finger games that can be repeated over and over

Give young children a positive experience of “the classroom”

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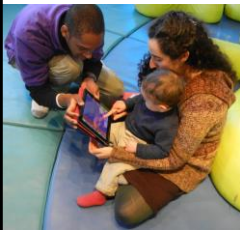
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### Adding new media



- Exposes children to technological tools
- Expands the way Mother Goose rhymes are presented
- Models developmentally appropriate media behavior for parents

<http://www.softwaresmoothie.com/app/felt-board-mother-geese-loose/>

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### Ways to add new media

- Use a rhyme with the MGOL app.
- Encourage parents to download and use it at home.
- Sing about a color and project it.
- Use mp3 players or iPads for music
- Show animals and the sounds they make on an ipad .
- Film your children doing a fingerplay, show them the video and make copies for the parents.




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### Playing games with positive reinforcement



- Gives children a sense of accomplishment
- Helps children learn how to show appreciation to others
- Builds self-regulation skills

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### Introducing new instruments



Your voice can be a musical instrument (so can your body!)

Use a rain stick

Make real bird sounds with Audubon birds

Clink with spoons

Water bottle maracas



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### Serving children with special needs



Music is a universal language

Hard-of-hearing children can sit closer to the flannel board

Visually impaired children can be given tactile objects

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### Include American Sign Language



Child is asking for "more"

Helps children communicate BEFORE they can talk  
Being able to communicate reduces frustration  
ASL is a recognized language; knowing ASL will allow communication with others

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### Offer Programs by Ages (if possible)

- Baby programs
  - For non-walkers and walkers
- Toddler programs
  - For two year olds
- Preschool storytime
  - For ages 3-5



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### Adhere to a Structure

- Mother Goose on the Loose
  - 10 sections
  - 80% Repetition
  - 2 developmental tips
- Toddler Times
  - Ritual
  - Repetition
  - Bridge between MGOL & Preschool
  - 2 developmental tips
- Preschool Storytime
  - Ritual
  - Books always followed by an activity
  - Stand-up in middle
  - Shortest book last
  - 2 developmental tips

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## Use Age-Appropriate Materials

- Mother Goose on the Loose
  - Mostly nursery rhymes
  - Read one book cover to cover
  - Use book illustrations without reading the book
- Toddler Times
  - Very short books with big, colorful pictures
  - Lots of movement, puppets, music
    - Preschool Storytimes
      - More involved plots, targeting preschool interests
      - Keep music, movement, puppets, games, poetry

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## Create an Optimal Learning Environment

- **Welcome everyone warmly, and put them at ease throughout the program.**
  - Ritual
  - Repetition with surprise
  - Only realistic expectations
  - Social interaction with other children
  - Positive reinforcement, when warranted
  - New experiences
  - Personal connection with you




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## Look at Your Audience

- What are the ages of the children?
- Are there any children with special needs?
- Are children with parents or childcare groups?
- Do children have difficulty keeping still?
- Do adults need encouragement to participate enthusiastically?




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**Include Books in a Variety of Ways**

- Read them aloud
- Sing them
- Talk about the book
- Talk about the illustrations
- Show the cover
- Ask questions
- Vote on them
- Show digital versions
- Dance with them!




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**Include The Arts – Music**



- Create music with voice and instruments
- Give simple directions & verbal cues in singing games
- Introduce diverse musical sounds & by playing music from a variety of cultures
- Explore a steady beat through singing and playing
- Experiment with sound patterns
- Imitate rhythmic and melodic patterns




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**Add Creative Expression Activities**

- Improvise animal and environmental sounds
- Use voice and body percussion to create sounds
- Explore pictorial representations with sounds
- Use colored scarves imaginatively
- Express ideas, thoughts, and feelings through movement
- Include dance & drama




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### Move, Move, Move!

Respond to steady beats through body movements

Explore a variety of movements (creep, twirl, etc.)

Express & imitate using body parts & positions

Reproduce demonstrated movements

Respond to prompts related to timing

Create physical accompaniment to songs and rhymes



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### Plan Programs that...

- Keep the child in mind & take multiple intelligences into account
- Are designed to build school readiness skills.
- Encourage children to work & play together
- Promote bonding between parents & children
- Enrich children's lives through the arts
- Are joyful and make everyone laugh



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### Include Activities that Help with Social and Emotional Development, by Allowing Children to Experience...

- Taking turns
- Waiting patiently
- Putting toys away when asked
- Learning the rules and sticking to them
- Interacting with others in a positive way
- Receiving positive reinforcement for a job well-done



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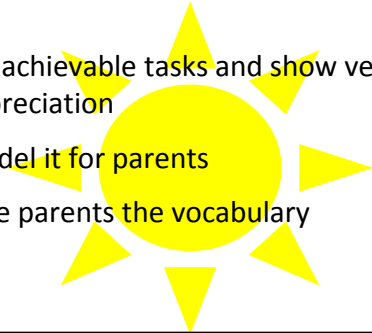
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### Give positive reinforcement

- Set achievable tasks and show verbal appreciation
- Model it for parents
- Give parents the vocabulary




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### Don't Forget The Visual Arts!

Use the flannel board

Mention colors, lines, and shapes

Show meaning in pictures

Connect visual representations with actions or objects

Display how different illustrations represent the same thing

Foster enjoyment of looking at artwork

Connect illustrations with rhymes, objects, or characters




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### SING!!!

Whether or not you sing on key, music helps children

- Develop self-awareness
- Improve concentration
- Expose their natural abilities
- Strengthen muscle coordination
- Experience cooperation with others
- By providing another way to communicate
- By providing an emotional outlet
- By providing a source of enjoyment and/or relaxation




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### Use MGOL activities with older kids!



Mesmerized faces



Ticking rhymes



Tapping names with syllables on the drum



Marching to the drum

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### Make it Comfortable and Easy for Yourself

- Like the books and activities you are using
- Be familiar with material before you start
- Use nametags, if want to know names
- State limitations at the beginning
- Keep back-up materials available
- Don't re-file materials you will use again



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### Keep Records

- Have a file for each specific program
  - Word document with the date as title
  - List outline
  - List new items needed
  - After program, write comments
- When planning new program
  - Open most recent doc and save it with the new date
  - Read your notes
  - Make changes and save



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**Keep Goals in Mind -- For Children:**

- Create & strengthen connections  
With you, the library, books, other children, their adults
- Encourage exploration
- Ignite imagination
- Promote joy through learning; learning through play
- Give opportunities for building self-confidence and giving positive reinforcement
- Build early literacy and school readiness skills



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**Keep Goals in Mind**

**For Caregivers:**



- Create Connections
  - Strengthen bonds between caregivers & their children
  - Help parents and caregivers feel connected with you
  - Create a positive connection with the library
- Explain the importance of activities & give tools to help develop skills
- Help caregivers relax by knowing what to expect (and what NOT to expect)
- Promote joy through learning; learning through play

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**Your Goals**

- Serve as a voice to relay the message
  - Reading aloud to young children is important
- Model parent/child literacy behavior
- Provide high quality early literacy experiences
- Give opportunities to practice social skills
- Encourage problem-solving and critical thinking
- Help foster a life-long love of reading
- Create an inclusive community

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### Make it an Optimal Learning Environment for You, Too!

- Plan activities you consider fun
- Use your talents
- Choose high-quality books that you like
- Be enthusiastic
- Don't be afraid to try new things
- Share yourself



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People have different learning styles, so...



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### Hopes for This Workshop



- Knowledge
- Skill
- Motivation

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