

Easy to Plan Early Literacy Programs with



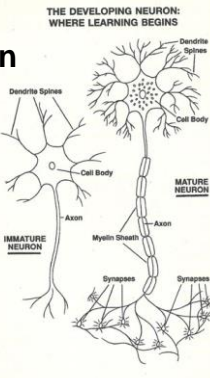
Presented by Dr. Betsy Diamant-Cohen
Maricopa County
December, 2014

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A few facts....

- At birth, a baby's brain contains 100 billion neurons
- The brain at birth is 25% of it's adult weight
- As a child grows, the number of neurons remains relatively stable, but each cell grows, becoming bigger and heavier

Neuron



Brain Cells Song

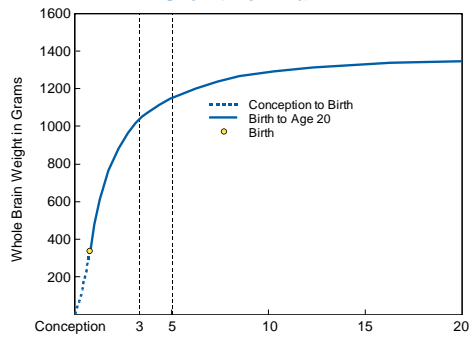
By Brooke Harding

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

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

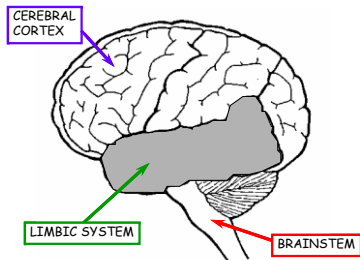


Growth of Brain



Source: A.N. Scahill, *Affect Regulation and the Origin of the Self* 1994.

The Triune Brain



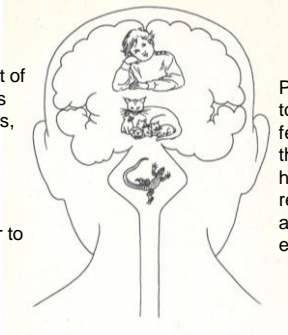
Limbic Level Communication

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



Three Brains in One

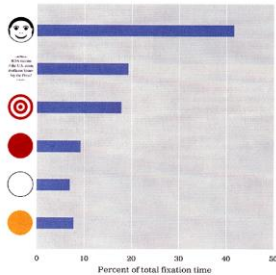
The executive part of the brain manages attention, emotions, and behavior. It weaves together social, emotional, and intellectual capacities in order to help us reach our goals.



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

Jane Healy, *Your Child's Growing Mind* / Elkon Galtinsky, *Mind in the Making*

The Key Factor: Attachments between infant and mother



Source: Gillian Noveck-Bergs, *The Developing Person Through Childhood and Adolescence*, 1997

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



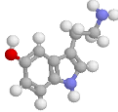
Attachment theory explains how the parent-child relationship emerges and connects it with social, emotional and cognitive development.

Brain Chemistry

- Cortisol (stress hormone)



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



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

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

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.

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

- Optimal learning environment
- Ritual
- Repetition
- Movement
- Music
- Enthusiasm
- Play
- Language



Environment

Welcoming
Warm
Safe
Stimulating
Joyful

Ritual

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

Repetition...Repetition...Repetition

Promotes learning
Increases enjoyment
Creates a sense of safety

SURPRISE!

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

Movement

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

Movement provides an outlet for expression of emotions



Music Helps Children Develop:

- Physically
- Mentally
- Emotionally
- Socially
- Aesthetically



Enthusiasm Breeds Enthusiasm



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

Mother Goose
ON THE LOOSE!

assists healthy development of the **WHOLE CHILD**



Unique Features:



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

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



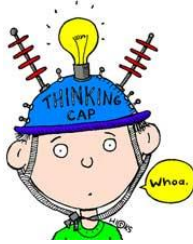
An Early Literacy Program for Infants and Young Children



Mother Goose Demonstration



What is school readiness?



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

- 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

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**

Physical well-being and motor development

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

Physical problems
Identified and treated



Social & emotional development

- Self-confidence
- Self regulation
- 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



Social & emotional development:

Influenced largely by
positive relationships
between children &
caregivers



Cognition & general knowledge

- Recognizing shapes
- Knowing colors and sizes
- Familiarity with everyday things
- Names of objects
- People's roles



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



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



**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

**Every Child Ready To Read®
@ your library**

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

**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*

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

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.

What can we do?



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

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



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



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.

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.



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)



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



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

Mother Goose
ON THE LOOSE!



Connect the Dots!



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



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
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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

In all settings, MGOL can be beneficial



Exposure to musical instruments



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

Using colored scarves



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

Using books

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



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.



Playing with puppets

Encourages children to attempt independent learning experiences
 Helps children explore ways to communicate ideas and feelings
 Can illustrate new vocabulary words



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"

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/>

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.



Playing games with positive reinforcement



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

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



Serving children with special needs



Music is a universal language

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

Blind children can be given tactile objects

Including American Sign Language



Child is asking for "more"

Helps children communicate BEFORE they can talk

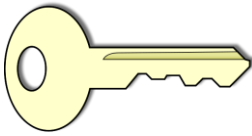
Being able to communicate reduces frustration

ASL is a recognized language; knowing ASL will allow communication with others

People have different learning styles, so...



The Key to Children's Programming Public Libraries



©Mother Goose on the Loose, LLC, 2010

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



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

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

Plan Programs that...

- Take place in an environment with the child in mind & take multiple intelligences into account
- Plug into children's social and emotional development
- Encourage development of school readiness skills.
- Have opportunities for children to work & play together
- Promote bonding between parents & children
- Enrich children's lives through the arts
- Are joyful and make everyone laugh



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



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?



Use Books Joyfully & Age-Appropriately

- Model ways to use books without actually reading them
- Expose children and adults to voice inflection
- Use words in various ways (acting, singing)
- Connect the written word to the spoken word
- Connect the sound of word to an object
- Incorporate language w/music, movement, & art
- Read books aloud and build vocabulary
- Encourage interest in illustration



Include The Arts – Music



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



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
- Add movement with dance & drama using sensory stimuli



Move, Move, Move!

- Respond to steady beats through body movements
- Develop the concept of personal space
- Explore a variety of movements
- Express & imitate using body parts & positions
- Reproduce demonstrated movements
- Respond to prompts related to timing



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

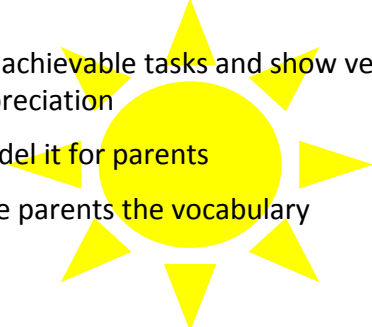
- Taking turns
- Waiting patiently
- Putting toys away when asked
- Learning the rules and sticking to them
- Interacting with others in a positive way
- Receiving positive reinforcement for a job well-done



80

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!

Exposure to colors, lines, and shapes

Find meaning in pictures

Connect visual representations with actions or objects

Recognize that different illustrations represent the same thing

Observe, respond, and enjoy artwork

Connect illustrations with rhymes, objects, or characters

Use the flannel board



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



Use MGOL activities with older kids!



Mesmerized faces



Tickling rhymes



Tapping names with syllables on the drum



Marching to the drum

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



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



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



Your Goals

- Provide children with high quality pre-literacy experiences
- Give opportunities to practice social skills
- Encourage problem-solving and critical thinking
- Help foster a life-long love of reading
- Reading aloud or playing with books sets a model for families
- Serve as a voice to relay the message
 - Reading aloud to young children is important

Make it an Optimal Learning Environment for You, Too!

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