

Easy-to-Plan Early Literacy Programs with



Oakland, California Workshop
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Workshop Presented by:

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Albert Einstein

Learning is _____.
Everything else is just _____!

Confucious

- I _____ AND I forget.
- I _____ and I MIGHT remember.
- I _____ and I UNDERSTAND.

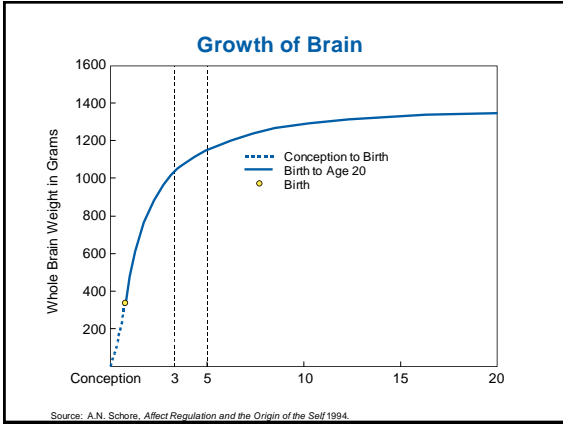
John Ciardi

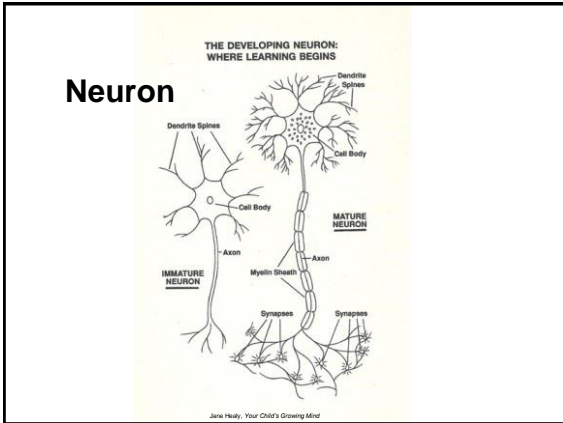
- An ulcer is an un-kissed _____.

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 by age 2, it is 75% of its adult weight





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.

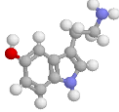
© 2008 Brooke Harding

Brain Chemistry

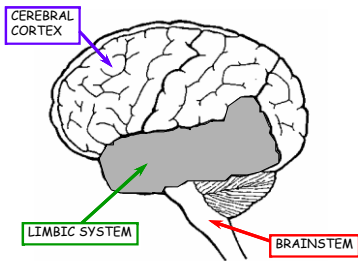
- Cortisol (stress hormone)



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



The Triune Brain



Limbic Level Communication

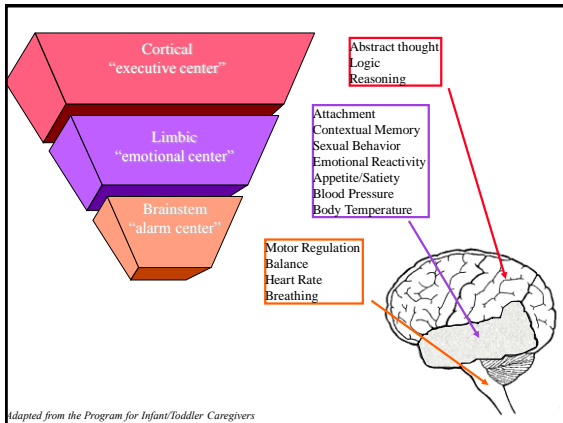
- Touch
- Tone of voice
- Facial expression
- Music
- Rocking, other rhythmic motion
- Smell



Limbic System

- Developed and functioning at birth
- “Emotional” brain – actually the front line of processing basic survival emotions
- Interactive structures include:
 - Amygdala
 - Hypothalamus
 - Hippocampus





Adapted from the Program for Infant/Toddler Caregivers

Three Brains in One

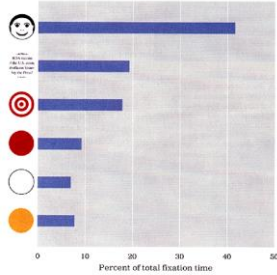
The executive part of the brain manages attention, emotions, and behavior. It weaves together social, emotional, and intellectual capacities in order to help us reach our goals.



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

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

The Key Factor: Attachments between infant and mother



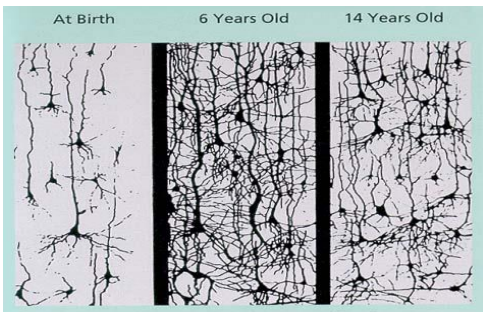
Source: Kellian Klavans-Beggs, *The Developing Person Through Childhood and Adolescence*, 1991

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.

Synaptic Density



From *Rethinking the Brain: New Insights into Early Development* by Rita Dunn (NY: Families and Work Institute, 1997)

Synaptic Density: Synapses are created with astonishing speed in the first three years of life. For the rest of the first decade, children's brains have twice as many synapses as adult brains. (Drawing supplied by H.T. Oringel)

Role of Experience

- Repeated use strengthens brain connections
- If connections are not used, they are “pruned” away
- The brain “grows itself” for the environment it experiences
- Most of this experience-based growth occurs in the cortex (the “executive brain”)

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

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

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



Environment

Welcoming
Warm
Safe
Stimulating
Joyful

Enthusiasm Breeds Enthusiasm



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, & Cmic 1997)

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



Musical experiences

- Trigger speech development
- Improve concentration
- Stimulate learning
- Enrich vocabulary



Play



- **Playing** helps children cope with everyday pressures
- **Social play** strengthens and builds friendships and attachments
- **Imaginative play** develops creative problem solving skills
- **Physical play** helps children develop gross and fine motor skills as well as balance and coordination.

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

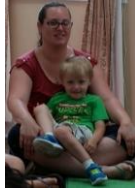
Hydration

- Nerve transmission is heavily dependent upon water
- Many parts of the brain draw much of their energy from water
- Drinking water keeps the brain hydrated which boosts learning and performance
- Dehydration results in difficulty learning and poor performance
- Water is vital to energy production in cells, in overall metabolism, and neurotransmission.



Connection

- “Conversational duets”
- Quality of language within caring relationships rather than quantity of words
- Appreciating others
- Feeling appreciated



Science tells us

- Gene expression is affected by environmental influences
- Positive experiences contribute to the formation of well-functioning neural circuits
- In cases of excessive childhood stress, chemicals are released in the brain that damage it's developing architecture.



Early Brain Development Research Does Not...

- Support early emphasis on academic skills
- 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.



Relationships Matter



- Securely attached toddlers show more confident exploration and mastery in new situations
- Adults who are more emotionally responsive **and** offer verbal and cognitive stimulation enhance children's development

Raver, 2002

Social and Emotional Growth go hand in hand with cognitive development



- Early years lay the foundation for many social and emotional skills that are linked to success in learning and relationships
- These skills are reflected in what we know about brain development and are shaped by experiences.
- All our programs need to support both social/emotional and cognitive development

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

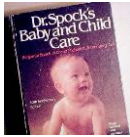


1. Welcome
2. Rhymes, reads, & book illustration
3. Body: Head, arms, belly, legs
4. Rum pum pum
5. Stand-up activities
6. Animals (books and puppets)
7. Musical instruments or scarves
8. Lullaby
9. Interactive rhymes (candlestick, Humpty)
10. Closing songs

- 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

School readiness is **NOT** just based on academic skills like knowing letters, numbers or shapes, or even how to hold a pencil.



Scientific knowledge is crystal clear: cognitive, emotional, and social competence evolve hand in hand.

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
- Flexibility and endurance
- Muscular strength

***Possible developmental difficulties recognized and community resources offered



Social & emotional development

- Self-confident
- Sensitive to others
- Seeks adult help when needed
- Can work as part of a group
- Is able to relate needs, wants, and feelings to others



Self-Regulation

Social & emotional development:

Influenced largely by positive relationships between children & caregivers



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, sounds that animals make



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



Approach to learning

- Enthusiastic
- Good sense of the “teacher”
- 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



Every Child Ready to Read @ your library

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

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



ECRR2

Five Practices That Help Children Be Ready to Learn



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



Every Child Ready To Read® @ your library

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

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*

21st 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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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.

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?



Offer Early Literacy Programming

No preschool for many kids

Many childcare providers and caregivers are unaware of developmentally appropriate school readiness activities & their importance.



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



Build children's vocabulary by:

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



Bring parents into the picture

- Encourage discourse at home
- Provide developmental tips in small doses (*let parents know the importance of seemingly easy activities for helping in their children's brain development*)
- Remind parents that they are role models.



Remind parents to talk to their children.

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

Hart and Risley, 1995



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

Include Nursery Rhymes

- Nursery rhymes are repetitive. They 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.



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.

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
5. Stand-up activities
6. Animals (books and puppets)
7. Musical instruments or scarves
8. Lullaby
9. Interactive rhymes (candlestick, Humpty)
10. Closing songs

Offer Mother Goose On The Loose®

The early literacy program that incorporates brain research



- Ritual
 - Social skills
 - Play
 - Bonding
 - School readiness
 - Fun
 - Movement
- Repetition/surprise
 - Music/art/literature
 - Language development
 - Encourages joy, enthusiasm, curiosity
 - Stress/relaxation
 - Builds self-confidence

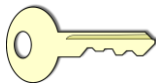


MGOL Planning Template



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

The Key to Making Flannel Pieces



- Think of a rhyme or song
 - What can you DO with it?
 - What visual representation will you make?
-
- No smaller than your fist.
 - No bigger than 3/4 of a sheet.
 - One is best; two pieces maximum
 - If your piece is the same color as the flannel board, glue to a backing of a different color.

www.mgol.net/ock

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,
- 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"

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

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

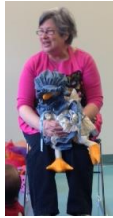
- Mother Goose on the Loose
 - Mostly nursery rhymes
 - Read one book cover to cover
 - Use book illustrations without reading the book
- Toddler Times
 - Very short books with big, colorful pictures
 - Lots of movement, puppets, music
- Preschool Storytimes
 - More involved plots, targeting preschool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

Plan Programs that...

- Keep the child in mind, plugging into their social and emotional development
- Encourage development of school readiness skills
- Create opportunities for children to work & play together
- Promote bonding between parents & children
- Are joyful and make everyone laugh

Create an Optimal Learning Environment

- Warm welcome & ritual opening
- Repetition with surprise
- Only realistic expectations
- Social interaction with other children
- Positive reinforcement, when warranted
- Unthreatening 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?



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
- Dance with them!



Enrich Children's Lives through Music

Create music with voice and instruments



Give simple directions & verbal cues in singing games

Introduce diverse musical sounds & play music from a variety of cultures

Explore a steady beat through singing and playing

Experiment with sound patterns

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

Include dance & drama

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



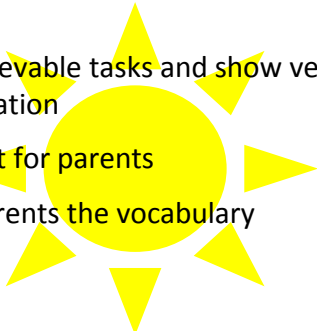
Include Activities that Help with Social and Emotional Development, by Allowing Children to Experience...

- 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



Give positive reinforcement

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



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



Remind parents to:

- Have fun using books with children without actually reading them
- Explain things that they are doing
- Talk, Sing, Read, Write, and Play with their children!!!



Use MGOL activities with older kids!



Mesmerized faces



Tickling rhymes



Tapping names with syllables on the drum



Marching to the drum

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



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



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:
YOU Make a Difference!!!!**

- Welcome everyone
- Smile
- Enjoy yourself
- Show your enjoyment
- Connect with children and adults



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



**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

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
- Set a model for families by reading aloud and playing with books
- Serve as a voice to relay the message
 - Talking, singing, reading aloud, and playing with your children is important

Hopes for This Workshop



- Knowledge
- Skill
- Motivation

www.mgol.net

The screenshot shows the MGOL website with a navigation menu: About, Workshops, Resources, MGOL Around the Country, Blog, Store, Contact. A yellow arrow points to 'Workshops' and a blue arrow points to 'MGOL Around the Country'. Below the menu is a banner image of people at a workshop with the text: 'Welcome to Mother Goose on the Loose, a fun filled half-hour interactive session that uses original songs, stories, rhymes, and activities to introduce the learning process of literacy and social skills. Learn More.' Below the banner are three columns: 'Why MGOL?' (with a question mark icon), 'Workshops' (with a book icon), and 'Testimonials' (with a thumbs up icon). At the bottom, contact information is provided: 'betsydc@mgol.org' and '443-928-3915'.
