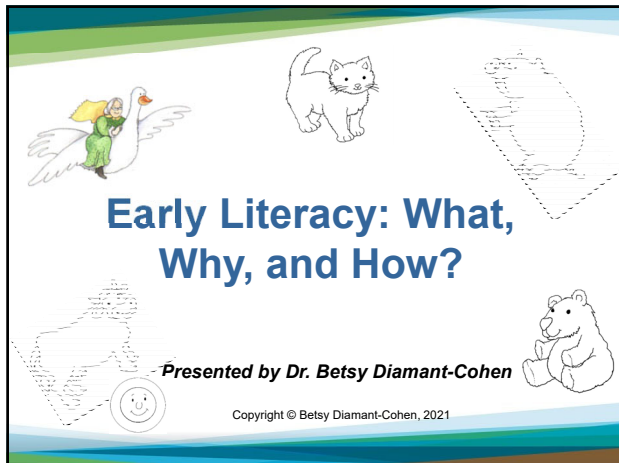




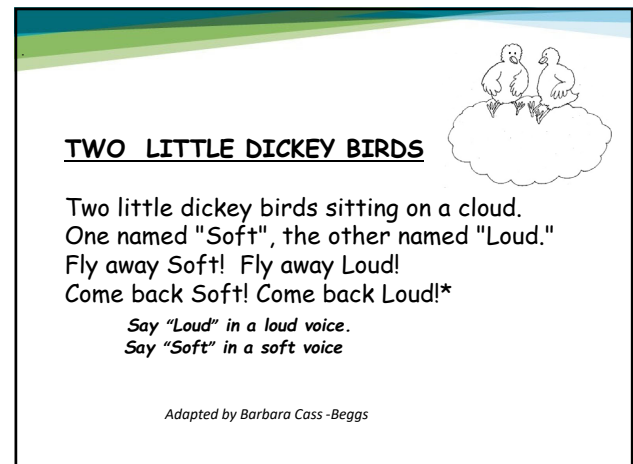
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2



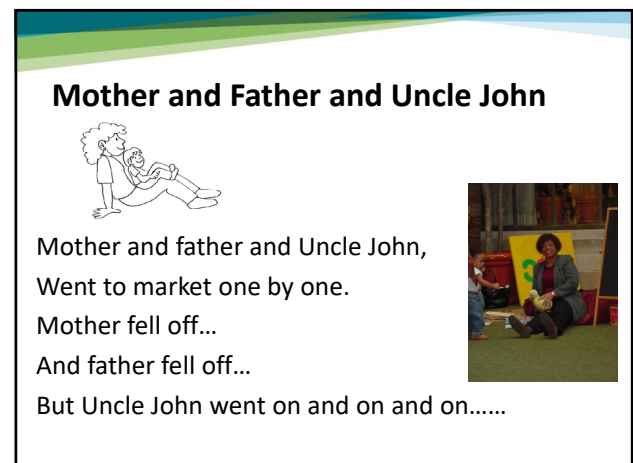
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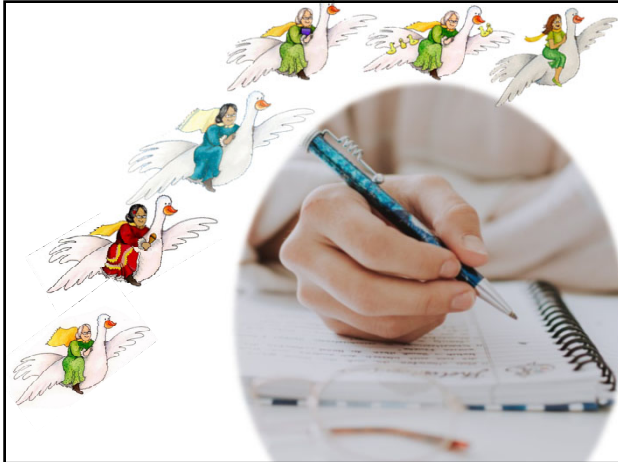
4



5



6



7

Brain Quiz!

T or F?

The definition of Early Literacy is what children know about reading and writing before they can actually read and write.

8

Brain Quiz! Answer

True!

Scribbles, babbling, putting together blocks and puzzles, singing, and listening to stories are essential components of early literacy.

Association for Library Service to Children (ALSC) and the Public Library Association (PLA). Every Child Ready to Read, Second Edition Kit 2011. ALA Editions.

9

Early Literacy

Early literacy is what children know about communication, language, verbal and non-verbal, reading and writing before they can actually read and write.

Encompasses all of a child's experiences with conversation, stories, oral and written, books, and print.



10

Early Literacy

Early Literacy is NOT the "teaching of reading." It is laying the FOUNDATION for reading.

The focus should not be on teaching but on FUN



11

What Early Childhood Educators Can Do

- ❖ Provide songs, rhymes, & finger games that can be repeated over and over
- ❖ Give children positive experiences with books – no matter how old they are!
- ❖ Enable children to practice paying attention & following directions



12

We Hit the Floor Together

We hit the floor together,
We hit the floor together,
We hit the floor together,
Because it's fun to do.



(Smack our knees, clap our hands, wiggle our fingers, sway from side to side, all wave "hello")

Adapted by Barbara Cass-Beggs

Change the song. For example, "We're going to the store... because it's fun to do."

13

A few facts....

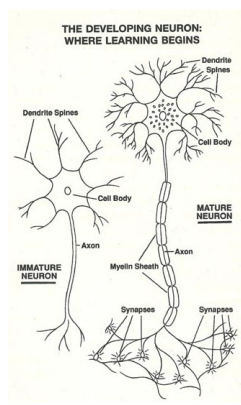


- At birth, a baby's brain contains 100 billion neurons
- At birth the brain weighs 25% of its adult weight; by age 2, it is 75% of its adult weight
- As a child grows, the number of neurons remains relatively stable, so what accounts for the rapid weight gain?

14

Neuron

Myelination



Jane Miall, Your Child's Growing Mind

15

Brain Cells Song

By Brooke Harding

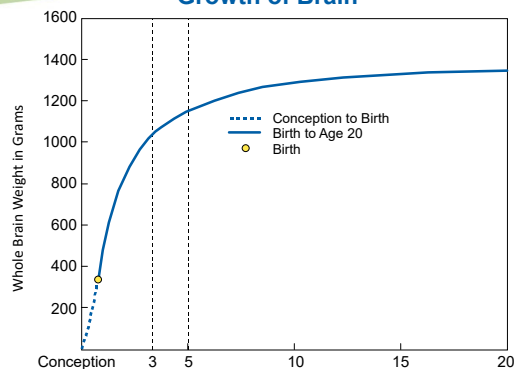
Sung to the tune of "Where Have All the Flowers Gone?"

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



16

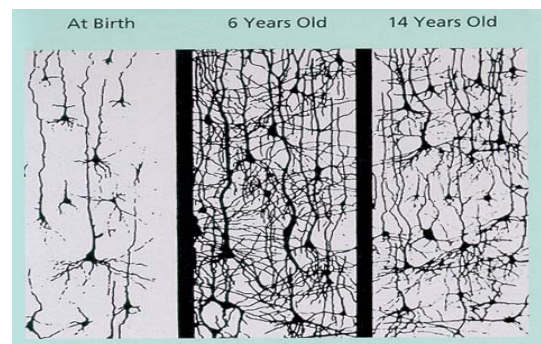
Growth of Brain



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

17

Synaptic Density



From Rethinking the Brain: New Insights into Early Development by Rita Shore (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 adults' brains. (Drawing supplied by H.T. Chugan)

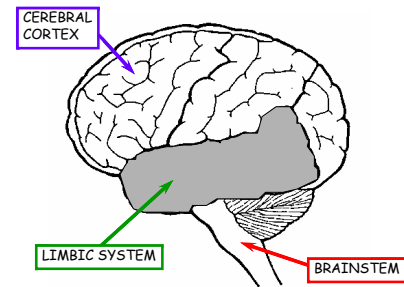
18

Pruning



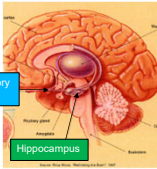
19

The Triune Brain



20

Limbic Level of Communication



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

21

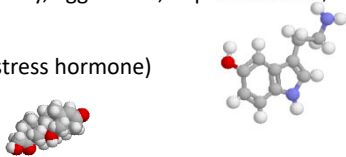
Is it a best-seller?



22

Brain Chemistry

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



23

The good news: Neurogenesis



- Exercise
- Enough sleep
- Healthy diet
- Mindfulness / Meditation
- Cognitive stimulation
- Someone who cares (social support)



24

How You Feel Affects How You Learn

Atmosphere is more important than content

(Bus, Belsky, van Ijzendoorn, & Crnic)



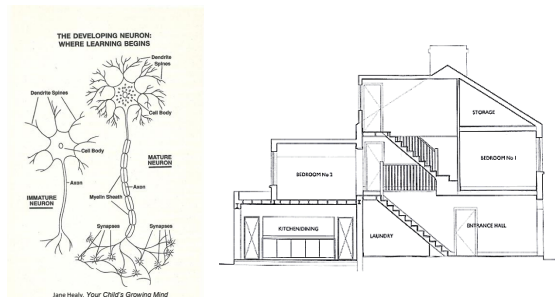
25

Young Children Develop in an Environment of Relationships



26

Children's Emotional Development is Built into the Architecture of their Brains



27

Role of Experience

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

28

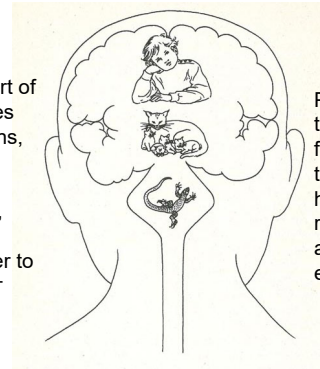
Experiences that Strengthen Connections

- 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

29

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.

30

Rhymes and songs assist in the healthy development of **ALL CHILDREN** while also building early literacy skills



31





Make Way for Dendrites
How Brain Research Can Impact Children's Programming
Betsy Diamant-Cohen, Ellen Rindas, and Regina Wade





Nurturing the Brain

32

Environment

A welcoming environment
Non-judgmental
Safe
Joyful
Stimulating
With personal connections
Celebrating individuality



33

Ritual

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



34

We're So Happy

We're so happy, we're so happy.
We're so happy that everyone is here.

Estamos Contentos

Estamos contentos, estamos contentos.
Estamos contentos que todos están aquí.

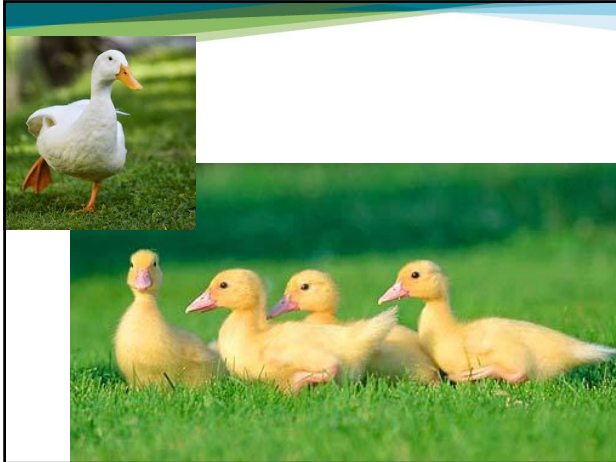
35

Repetition...Repetition...Repetition

Promotes learning
Increases enjoyment
Creates a sense of safety

- You facilitate rather than perform
- Familiarity creates fondness
- Learning is easier when the material is familiar

36



37

SURPRISE!

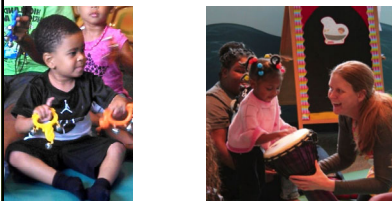
Alert – senses
Focus – attention
Activate – response
Impress -- memory



38

Musical experiences

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



39

Music Helps Children Develop

- Physically
- Mentally
- Emotionally
- Socially
- Aesthetically



40

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

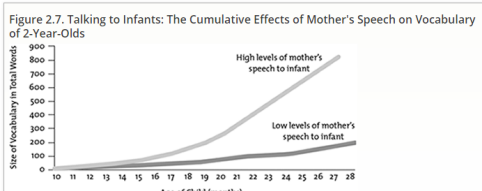


41

“The easiest and most effective way
to build young children’s vocabulary
is to talk and sing with them.”

(Golinkoff, et. al., 2015)

Figure 2.7. Talking to Infants: The Cumulative Effects of Mother’s Speech on Vocabulary of 2-Year-Olds

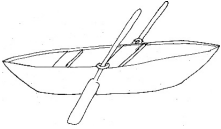


Source: Adapted from “Early Vocabulary Growth: Relation to Language Input and Gender,” by J. Huttenlocher, W. Haight, A. Bryk, M. Seltzer, and R. Lyons, 1991, *Developmental Psychology*, 27(2), pp. 236–248.

42

ROW, ROW, ROW YOUR BOAT

Row, row, row your boat.
Gently down the stream.
Merrily, merrily, merrily, merrily, merrily,
Life is but a dream.



43

Movement

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

Movement provides an outlet for expression of emotions

Check out this video via QR code or URL:
<https://bit.ly/MovementAndBrain>



44

And We Walk....

And we walk, and we walk,
and we walk, and we stop.
And we walk, and we walk, and we walk, and we stop.
And we walk, and we walk, and we walk, and we stop.
And we all turn around.... WOOOOOOO

And we creep, stomp, march, twirl, tiptoe, etc.



45

We're Marching to the Drum* by Barbara Cass-Beggs (Tune of "The Farmer in the Dell")

We're marching to the drum. We're marching to the drum.
High-ho the der-ri-o, we're marching to the drum.

We're marching 'round the room. We're marching 'round the room.
High-ho the der-ri-o, we're marching 'round the room.

We're marching to the drum. We're marching to the drum.
High-ho the der-ri-o, we're marching to the drum.

And the drum says STOP!!!!
Can you say STOP?

46

We're Marching to the Drum* by Barbara Cass-Beggs (Tune of "The Farmer in the Dell")

Developmental Tip: Complimenting children on job well-done after they have followed directions helps them feel proud of themselves. Saying "Good job!" after everything becomes meaningless, but when a child is asked to do a specific task and successfully completes it, a positive word is always welcomed. Children who have pride in themselves and believe in their own abilities will have more reason to follow directions!

47

Move, Move, Move!

Through movement, a child can:

Respond to steady beats through body movement

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



48

Playing games with positive reinforcement

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



49

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 to develop gross and fine motor skills as well as balance and coordination.



50

Research supports the value of play

Play assists in a child's development. Play has many therapeutic benefits. Play is essential for both mental and physical health. While playing, children use language. During some play, children experiment with physics! Children often use math skills during play. Children build social skills during play with others.



51

Wind, Oh Wind*

by Barbara Cass-Beggs

Wind, oh wind, oh wind, I say
What are you blowing away today?
Scarves, oh scarves, oh scarves I say.
The wind is blowing the scarves away.

(Wave colored scarves, then blow and let go at the same time) .

Developmental Tip: "Playing with colored scarves can ignite the imagination while strengthening gross motor skills."



52

Positive Reinforcement Opportunities



53

According to GEEARS (Georgia Early Education Alliance for Ready Students)

School readiness requires families, schools, and communities to work together to provide the healthy foundation that supports children's growth in the following fundamental domains:

physical development, including physical health, well-being, and motor skills;

social-emotional development, including self-regulation and relationships with peers and adults;

cognition and general knowledge, including mathematics and problem-solving;

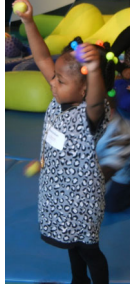
language & literacy development, including language understanding and use, emergent literacy, and early writing; and

approaches to learning, including initiative, attentiveness, persistence, and play.

54

Physical Well-Being and Motor Development

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

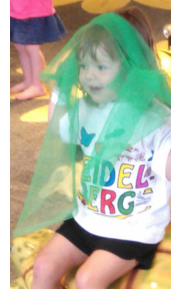


55

Peek-a-boo

Peek-a-boo, I See You
Peek-a-boo, I see you!
I see you smiling there. (2x)

* by Barbara Cass-Beggs



56

THIS IS THE WAY WE WASH

This is the way we wash our neck,
Wash our neck, wash our neck.
This is the way we wash our neck,
So early in the morning.

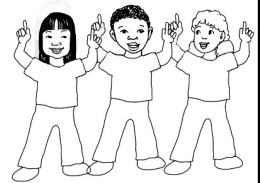
(arms, legs, knees, belly, back)



57

Hokey Pokey

You put your hand in
You take your hand out.
You put your hand in, and you shake it all about.
You do the Hokey Pokey and then you turn around.
That's what it's all about – Hey!



58

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



59

Humpty Dumpty traditional

Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the king's horses and all the king's men,
Couldn't put Humpty together again.

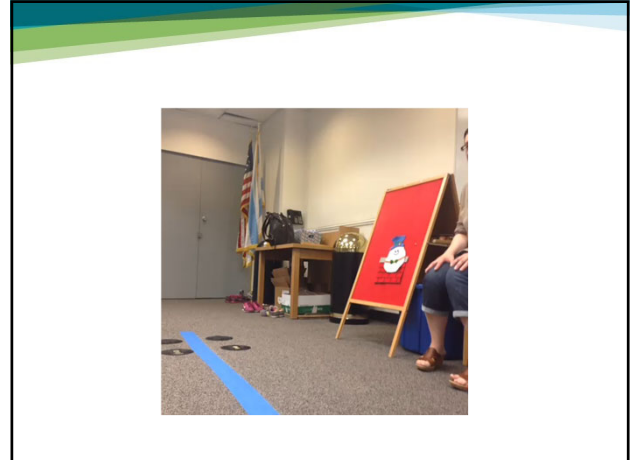
(Recite the rhyme using flannel board pieces. Pull Humpty off the wall when he falls down. Then invite the children to come up one at a time and pull Humpty off of his wall. Ask everyone else to give a big round of applause each time to celebrate a job well-done.)



60



61



62

Making it Even Better!

Wicomico County Birth to Five Program, Infants and Toddlers

63

If You're Happy and You Know It

It you're happy and you know it,
give a ring,
or a kick,
or a tap,
or a shake,
or a wave.....

If you're happy and you know it.....

64

Musical Activities Build 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

65

Social and Emotional Development

Self-Regulation

FALL RIVER
Fall River man sentenced to 4 years in prison for 2015 bar stabbing

THE BALTIMORE SUN
Halethorpe man stabbed outside Ritchie Highway 7-Eleven

Daily Herald
Aurora man killed, Batavia man stabbed in fight outside bar

Daily Herald report
A 36-year-old Aurora man was killed and a 22-year-old Batavia man was stabbed but not seriously hurt during a confrontation in the parking lot outside a bar in the heart of downtown Aurora early Saturday morning, police said.

66

Grandfather's Clock

Grandfather's clock goes tick-tock, tick-tock, tick-tock.

Mother's kitchen clock goes tick-tock tick-tock, tick-tock tick-tock.

Brother's little watch goes tick-tick tick-tick tick-tick tick-tick, STOP!



67

Ring, Ring, Ring, SHHHHHHH

(Ring bells, then stop and say "Shhhh" and hold the quiet for a little bit longer than necessary. See how the children respond and follow your lead, without you ever having to tell them what to do.)

Ring, ring, ring, ring, ring, ring. SHHHHHHH.
Ring, ring, ring, ring, ring, ring. SHHHHHHH.
Ring, ring, ring, ring, ring, ring. SHHHHHHH.
Ring, ring, ring, ring, ring, ring. SHHHHHHH.

Developmental Tip: "Listening games like this require children to pay attention. Instead of relying on verbal instructions, children play along by being involved in the activity and responding appropriately. Because it is a game and not a request to be quiet, children LOVE to participate. And they are getting great practice at self-regulation!"

68

Jack-in-the-Box

Jack in the box
Sitting so still.
Won't you come out?
Yes, I will!



Developmental Tip: "Learning a rhyme that requires waiting and listening for a trigger word in order to perform an action helps children practice self-regulation skills."

This rhyme can also be done with bells. Put the bell down on the floor in front of you, recite the rhyme softly, but pick up the bell and ring it loudly during the last verse!

69

Cognition and General Knowledge

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



70

Mathematics

Five Fat Sausages

Five fat sausages frying in a pan
All of sudden, one went bang....

(One went bang? Let's count how many sausages are left:
1, 2, 3, 4... That's four sausages!)

Teach math by counting and then stating how many.



71

Language and Literacy

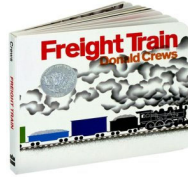
Benefits of Being Literate

- Graduation from high school
- Likelihood of holding a job
- Average weekly earnings
- More successful long-term relationships
- Lower rates of incarceration
- Direct economic benefit to society

72

Language and Literacy: Six Skills to Get Ready to Read

- Print Motivation



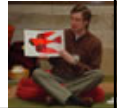
Every Child Ready to Read @ your library

73

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



74

Language and Literacy: Six Skills to Get Ready to Read

- Print Motivation
- Vocabulary
- Narrative Skills
- Phonological Awareness



Every Child Ready to Read @ your library

75

Rum pum pum

Rum pum pum.
This is my drum..
Rum pum pum.
This is my drum..
My name is ____.
What's your name?



76

Language and Literacy: Six Skills to Get Ready to Read

- Print Motivation
- Vocabulary
- Narrative Skills
- Phonological Awareness
- Print Awareness

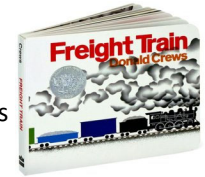


Every Child Ready to Read @ your library

77

Language and Literacy: 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

78

EECR2

The Five Practices That Help Children Be Ready to Learn

- Talk
- Sing
- Read
- Write
- Play



EVERY CHILD READY TO READ @ your library

79

Why use nursery rhymes?

- The more rhymes a baby or child hears, the easier it will be to decode words when learning to read.
- Showing familiar characters when reading rhymes together helps children identify the rhymes by their characters.



MacLean, Bryant, & Bradley, 1987; MacLean, Morag, Bryant, & Bradley, 1987; Goswami, 1999; Goswami, 2001; Dickinson, et.al., 2003; Cardany, 2012; Bradley, & Bryant, 1983; Bradley & Bryant, 1985; Bryant, Bradley, Maclean & Crossland, 1990; Muter, Hulme, Snowling, & Taylor, 1997; Harper, 2001; Neuman 2004; Dunst, Meter, & Hamby, 2011

80

Why Nursery Rhyme Activities?

- They are rich with vocabulary words and narratives that can be acted out.
- They are short and "catchy," and easy to remember.
- Nursery rhyme activities incorporate language with music, movement, and art.



Cook, 1997; DeCastro & Kern, 2001; Johnson & Hayes, 1987; Shilling, 2002; Kenney, 2005; Paulsen, 2008; Lefebvre, Bolduc, & Pirkenne, 2015

81

PIZZA, PIZZA HOT!

Pizza pizza hot.
Pizza pizza cold.
Pizza pizza in the box,
Nine days old.
Some like it hot.
Some like it cold.
Some like in the box,
Nine days old.



Clap and tap to the beat.

82

Approach to learning

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



83

Use digital media consciously



84

Using activities for Transitions

- ❖ Increases exposure to the arts
- ❖ Fills in waiting times
- ❖ Gives a shared vocabulary
- ❖ Eases transitions
- ❖ Adds pizzazz!



85

Try It, You'll Like it!

These activity works well in a number of different settings such as.....

86

Early Head Start



87

Play groups in homes and during home visits



88

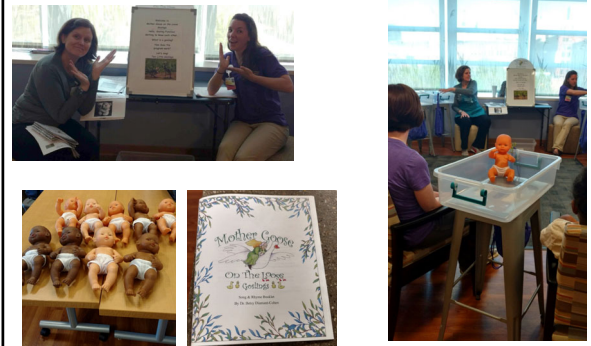
Easily Adaptable

TALK WITH ME BABY



89

Hospitals



90



MGOL Goslings in NICUs

91

Try It, You'll Like it!

Songs and rhymes are easily adaptable and can be used with different populations,

These activities can be used almost anywhere and can be adapted for children of all ages and all abilities.

92

Non-walking Babies

Toddlers

Preschoolers

93

Super Stars !!!!

94

Resources

MGOL Playlists:
<https://www.youtube.com/c/mothergooseontheloose/playlists>

SCARVES: MGOL Rhymes 103 Scarf Activities	MATH: MGOL Rhymes 173 Math Words & Concepts	BELLS: MGOL Rhymes 61 Bells
LULLABIES: MGOL Rhymes 123 Lullabies	PUPPETS: MGOL Rhymes 159 Rhymes using puppets	KNEE BOUNCES: MGOL Rhymes 159 Knee Bounces
SPANISH: MGOL Rhymes 34 Spanish Rhymes/ Mamá Gansá si la Alcanza en Español		

95

Get Handouts for this presentation on the Mother Goose on the Loose Website:

<https://bit.ly/Ringgold-Handouts>

Or use this QR Code:

96

Pair and Share, then tell us!

Name one new thing that you learned today which you expect to put into action.

97



98

"On the Kindergarten Wall"

*Of all the things you learn here,
remember these the best:*

Don't hurt each other

Clean up your mess.

Take a nap every day

Wash before you eat

Hold hands

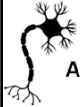
Stick together

Look before you cross the street.

Remember the seed in the little
paper cup?

First the roots go down

And then the plant grows up.



- John McCutcheon



99

Questions



100