

## Reading Rockets Workshop Leader Guidelines

### Introduction

The video modules are short segments from the Reading Rockets series, *Launching Young Readers*. The series features best practices and information that reflects the latest research findings, including the landmark *Preventing Reading Difficulties* from the National Research Council, 1998, and the National Reading Panel Report, 2000. All Reading Rockets material is carefully reviewed by our advisory panel of nationally known experts (listed on page 2).

These video modules were selected to help you strengthen the connection between library resources and reading. They provide an opportunity to introduce parents, child-care providers, teachers, and others to a way to think about how they can use library resources to participate in children's education. The Reading Rockets materials have also been used to help library staff increase their awareness of how what they provide fits into the larger reading picture.

The videos will provide you with the ability to show workshop participants what best practices actually look like and how library resources support children's and family learning. They will go a long way toward making sure participants leave a library workshop armed with information and ideas to put into action. And what better place to go for more of both than the library!

### Organization of Video Modules

Each of the first four modules is three to four minutes long and provides a great springboard for discussion. In this section of the toolkit, you will find **suggested uses**, **talking points for workshop leaders**, and **handouts** to go along with each of the modules.

Please note that while handouts have been written to accompany specific modules, you may find most of them interchangeable. Feel free to mix and match handouts to best meet your particular needs.

### An Overview of the Modules in This Toolkit

#### >> Module 1: Finding the Right Book (Length 3:14)

The library is a vital resource for one mom whose son's appetite for information — especially about dinosaurs — is growing as quickly as his shoe size.

#### >> Module 2: Roots of Literacy (Length 3:30)

Three-year-old Mira gets a head start on reading from her parents.

#### >> Module 3: Reading as Dialogue (Length 3:05)

In a Long Island Head Start classroom, children boost their reading skills using a technique called "dialogic reading."

#### >> Module 4: Reading Together (Length 3:25)

A program called Georgetown Even Start is helping families in Washington, D.C., break the cycle of low literacy.

#### >> Module 5: Trade Secrets (Length: 20:00)

Embedded in each *Launching Young Readers* video is a three to four minute interview with a children's book author or illustrator. We have placed them together in this module for your convenience. They include:

- Norman Bridwell, author/illustrator of *Clifford* books
- Kate Duke, illustrator of *I Won't Get Lost* and others
- William Joyce, author/illustrator of *George Shrinks*, *Dinosaur Bob*, and others
- Christopher Myers, illustrator of *Harlem*, *Black Cat*, and others
- Walter Dean Myers, author of *Brown Angels*, *The Blues of Flats Brown*, and others
- Rosemary Wells, author/illustrator of the Max and Ruby books, *Yoko*, and others

### Need Help?

If you have questions about the use of these modules, please contact Reading Rockets at [info@ReadingRockets.org](mailto:info@ReadingRockets.org).

### Video Clips

You can download the video clips at [www.ReadingRockets.org/outreach/libraries/video.php](http://www.ReadingRockets.org/outreach/libraries/video.php).

## Module 1: Finding the Right Book

**Recommended Use:** This is a good piece for introducing the library to parents, childcare providers, and educators – and to remind educators of an easy way to get parents involved in their children’s education.

**Workshop Objectives:** Participants will be informed about the resources available at public libraries and motivated to use them. Classroom teachers will be provided with a way to encourage families to become involved in their children’s education.

**Library Links:** This module can serve as a jumping-off place to introduce the range of children’s books available at the library and to explain how children’s interests can grow with books. It allows staff to talk about the specifics of their library and its resources. Library booklists by age or subject can be promoted as well as library programs for children and families. The module can also be used as part of a library card sign-up campaign.

**Video Clips:** To view this module, go to [www.ReadingRockets.org/outreach/libraries/video.php](http://www.ReadingRockets.org/outreach/libraries/video.php)

**BEFORE THE VIDEO:** Prepare the audience for the video clip.

This video features Andrea Alford and her son T.J. Their trip to the library illustrates how important the library can be in growing children's appetite for books.

**TALKING POINTS:**

- » Libraries offer children an opportunity to discover the type of books that they enjoy most. Librarians can ask questions and make suggestions to guide children through the process of self-discovery needed to choose books that they find exciting.
- » Books are only the beginning! Libraries are filled with educational resources such as computers, Internet access, educational videos, curriculum, educational games, and other tools. Many libraries offer formal tours, or a librarian can walk visitors through the library to show what is available.
- » Some libraries offer storytime or book clubs, which bring children together with their peers.
- » Once the children have found their books, adults can look for books and other material of interest for themselves.

**AFTER THE VIDEO:**

- » Engage the groups in a discussion about your library.
- » Highlight some of the upcoming family events that might be happening in your community.
- » Have booklists and other library handouts available.
- » If the program takes place in the library, take a short tour. If it takes place in another location, talk about when the participants could come to see the library and meet the staff.

**Handout:** Distribute the "Discover Your Library" handout or create your own.

**Web Sites:** For more information, direct participants to [www.ReadingRockets.org](http://www.ReadingRockets.org), [www.pbs.org/launchingreaders](http://www.pbs.org/launchingreaders), and, for Spanish-speaking families, [www.ColorinColorado.org](http://www.ColorinColorado.org).

## Module 2: Roots of Literacy

**Recommended Use:** This module can be used in a workshop for parents and/or child-care providers, either in the library or as an outreach service. It can also be used with pre-K teachers, librarians, and curriculum-based childcare center staff to reinforce information they can share with parents and other adults.

**Workshop Objectives:** Adults will understand the importance of reading, be able to identify early literacy behaviors, gain the knowledge to model positive adult-child reading experiences, and promote and/or highlight library resources to support literacy-building activities.

**Library Links:** Books about the community, community helpers, board books, and a variety of picture books that appeal to young children may be displayed for circulation or checked out to the host organization. Also, adult books about child development may be useful to the group. Library booklists of additional suggestions are helpful.

**Video Clips:** To view this module, go to [www.ReadingRockets.org/outreach/libraries/video.php](http://www.ReadingRockets.org/outreach/libraries/video.php)

**BEFORE THE VIDEO:** Prepare the audience for the video clip.

This module features three-year-old Mira and shows how her parents incorporate early literacy skills into their everyday lives. The specific focus is on Mira's efforts to gain print awareness.

**TALKING POINTS:**

- »» Print awareness is important for young children. It involves children's knowledge about print and how it is typically organized on a page.
- »» Children who are exposed to a "print-rich environment" are more likely to become proficient readers and achieve academic success than children who experience little or no exposure to print before beginning school. Libraries help build and sustain that print-rich environment!
- »» We can begin preparing children to learn to read very early in life. Books can be read to children long before they understand what a book is — from birth onwards. From the child's perspective, she is sharing a pleasurable interaction with parents or other adults. From the parents' or other adults' perspective, they are helping the child to develop an ear for language.
- »» Shared reading on a regular basis will help set the tone — children will understand that reading is as much a part of their family's daily activities as eating and sleeping.
- »» Children who learn to "read" product names from logos found on signs, boxes, containers, and wrappers may be motivated and inspired to seek out opportunities to participate in literacy-related activities. The self-confidence that accompanies early reading success tends to motivate children to practice their reading skills often enough to become proficient readers.

**AFTER THE VIDEO:**

You just watched a piece in which Mira's mother reads to Mira and her baby brother. Mira's mother plainly illustrates concepts that adult readers know and take for granted but that children must be taught in order to become fluent readers:

- »» There is a difference between words and pictures. Point to the print on a page as you read to children.
- »» Words on a page have meaning, and these are what we learn to read.
- »» Words go across the page from left to right. Follow with your finger as you read.
- »» Words on a page are made up of letters and are separated by spaces.

**Handouts:**

**For Parents:** Distribute "Helping Your Child Become Aware of Print" and/or "Never Too Early to Read: Books for the Very Young" booklist.

**For Librarians and Other Professionals:** Distribute the handout entitled "Print All Around." You may also want to use the handout entitled "Reading Aloud: Tips for Reading to Children."

**Web Sites:** For more information on reading and suggested books, direct participants to the three Reading Rockets Web sites: [www.ReadingRockets.org](http://www.ReadingRockets.org), [www.pbs.org/launchingreaders](http://www.pbs.org/launchingreaders), and, for Spanish-speaking families, [www.ColorinColorado.org](http://www.ColorinColorado.org).

## Module 3: Reading as Dialogue

**Recommended Use:** This module can be used as a core piece in workshops for pre-K teachers, childcare providers, and parents, and/or as in-service training for library staff.

**Workshop Objectives:** Participants will see modeled techniques for questioning, reading aloud, and shared reading techniques. They will better understand how comprehension is monitored and how to increase children's vocabulary. This technique could be used in an intergenerational book club in a classroom, at the library, or in the community.

**Library Links:** A great way for the library to generate interest in books is by starting an adult-child "reading club." Adults can actively engage kids in talking about books recommended by librarians. Librarians can provide lists of children's books for intergenerational book clubs as well as books from the adult collection about this type of activity.

**Video Clips:** To view this module, go to [www.ReadingRockets.org/outreach/libraries/video.php](http://www.ReadingRockets.org/outreach/libraries/video.php)

**BEFORE THE VIDEO:** Prepare the audience for the video clip.

This video features Head Start students and their teacher using a reading technique called "dialogic reading." It encourages young children to become active participants in the read-aloud process. Dialogic reading helps to build comprehension and vocabulary.

**TALKING POINTS:**

*Mostly for Parents and Family (Home-Based) Childcare Providers:*

Parents can do things at home to help build comprehension and vocabulary in children.

» Parents can help build comprehension by talking about everyday activities. This helps build a child's background knowledge, which is crucial to listening and reading comprehension. Activities that foster comprehension do not always involve reading. Keep up a run-

ning patter, for example, while cooking together; take your child someplace new and talk about what you see; or discuss the movie or television show you have just watched together.

#### ***Mostly for Teachers and Center-Based Childcare Providers:***

In addition to supporting the activities above, teachers and childcare providers help children in slightly more formal ways.

- » Children who are engaged in the reading process are more likely to comprehend the story. Teachers can help students to become engaged by using big books, positioning children so that they are physically near the librarian or teacher, reading with enthusiasm, and asking questions that encourage students to express their opinions and ideas.

#### ***For All Adults:***

- » One way to improve a child's comprehension skills is to improve his or her vocabulary. Knowing the meaning of individual words or being able to figure out the meaning of words in a sentence or paragraph is essential to comprehension.
- » Talk is powerful! Young children learn the meaning of most words by listening to people talk.
- » As children grow older, what they read becomes an even more important source of new vocabulary. Many words, in fact, are rarely heard in everyday speech.

#### **AFTER THE VIDEO:**

- » Remind non-classroom teachers (librarians, parents, others) that although the clip showed a teacher and her students, they can use some of the same techniques in other settings. You may want to engage participants in a discussion about how the techniques used in dialogic reading can be modified for use in different situations, such as with intergenerational book clubs.

To get the discussion going, you may ask questions like these:

- » Did you notice how engaged the children on the tape were as they listened to the story? It was clear that the students were sharing in the storytelling process.
- » What was different about dialogic reading as compared to what we think of as traditional story reading?
- » Ask participants to share effective comprehension and vocabulary-building techniques that they use with children.

#### **Handouts:**

**For Parents and Home-Based Childcare Providers:** Distribute the handout entitled "Talk, Read, Listen to Your Child."

**For Librarians and Other Professionals:** Distribute "Reading as Dialogue."

**Web Sites:** For more information, direct participants to the Reading Rockets Web sites – [www.ReadingRockets.org](http://www.ReadingRockets.org), [www.pbs.org/launchingreaders](http://www.pbs.org/launchingreaders), and, for Spanish-speaking families, [www.ColorinColorado.org](http://www.ColorinColorado.org).

## Module 4: Reading Together

**Recommended Use:** For programs and workshops for professional staff at Even Start, Head Start, and other parent programs. This module is not recommended for use in workshops for parents because the third-person presentation style may put off some participants.

**Workshop Objectives:** Participants will learn read-aloud techniques that support young children's literacy development; how families who are rebuilding their family life can help prepare their children for school; and how reading to children can also enrich family relationships.

**Library Links:** Reading aloud is not only important, it's fun! Make available library books, materials, and booklists, and be sure to have a display of books. Have parents and other adults practice reading aloud or sharing books. Partner with adult literacy groups (or library staff with this expertise) to reach out to nontraditional library users and/or provide information about opportunities for adult learners.

**Video Clips:** To view this module, go to [www.ReadingRockets.org/outreach/libraries/video.php](http://www.ReadingRockets.org/outreach/libraries/video.php)

**BEFORE THE VIDEO:** Prepare the audience for the video clip.

The video clip presents the Georgetown Even Start program in Washington, D.C., where shared reading concepts are introduced to parents.

**TALKING POINTS:**

The video includes several strategies that you can share with parents:

- »» The closeness shared between parent and child while reading is as important as the act of reading.
- »» Encourage parents to integrate stories from the family's everyday life and family history when discussing stories.
- »» Children enjoy being active participants in the storytelling process.

**AFTER THE VIDEO:**

You may want to ask follow-up questions and engage the participants in a discussion. Here are some sample questions:

- »» In the clip, we see parents who are confident and self-assured as they read with their children. What do you think their initial reaction to reading with their children may have been like?

- »» What are some things that you could do to help reluctant parents participate in a program like the one at Georgetown?

- »» Have you made provisions in your program for parents who are non-readers or who have limited proficiency?

You may also want to discuss library resources that are available to help parents and families connect with information and other appropriate resources.

**Handout:**

Distribute the handout "You Are Your Child's First and Best Teacher." Teachers and caregivers may wish to hand these out to parents in meetings and workshops.

**Web sites:** For more information, direct workshop participants to [www.ReadingRockets.org](http://www.ReadingRockets.org), [www.pbs.org/launchingreaders](http://www.pbs.org/launchingreaders), and, for Spanish-speaking families, [www.ColorinColorado](http://www.ColorinColorado).

## Module 5: Trade Secrets

**Recommended Use:** For in-service training or workshops for older children, teachers, caregivers, parents, and other adults interested in children's literature.

**Workshop Objectives:** Participants will gain insight into the creative process from well-known children's book creators.

**Video Clips:** To view this module, go to [www.ReadingRockets.org/outreach/libraries/video.php](http://www.ReadingRockets.org/outreach/libraries/video.php)

**BEFORE THE VIDEO:** Choose one author or illustrator to feature in your workshop:

- » Norman Bridwell, author/illustrator of *Clifford* books
- » Kate Duke, illustrator of *I Won't Get Lost* and others
- » William Joyce, author/illustrator of *George Shrinks*, *Dinosaur Bob*, and others
- » Christopher Myers, illustrator of *Harlem*, *Black Cat*, and others
- » Walter Dean Myers, author of *Brown Angels*, *The Blues of Flats Brown*, and others
- » Rosemary Wells, author/illustrator of the Max and Ruby books, *Yoko*, and others

### TALKING POINTS:

- » Authors and illustrators often tell stories from their backgrounds or create imaginative stories that stem from their lives.
- » Authors and illustrators often like to hear from their readers, young and old. Children can write a letter to a favorite author or illustrator.

- » You can find out more about the lives of these authors and illustrators at the library from print and Web resources.

### AFTER THE VIDEO:

- » Have ready a display of books by this author or illustrator.
- » Develop a booklist or bookmark listing books at the library by a featured author or illustrator.
- » Identify biographical information about the author to complement the display.
- » Have children and parents write to the author or illustrator.
- » Have children create book promotions and displays at the library.
- » Invite parents to learn with their children about the books and their creators at the library.

**Web sites:** Visit [www.ReadingRockets.org](http://www.ReadingRockets.org), [www.ColorinColorado.org](http://www.ColorinColorado.org), and [www.ala.org/alsc](http://www.ala.org/alsc) for more information about authors, illustrators, children's books, and for downloadable handouts.