



Community Leadership Forum

***“Early Childhood Literacy: Sparking Ideas,
Dialogue and Action in our Diverse Community”***

Saturday, May 11, 2013

Children’s Bureau

Magnolia Place Family Center

PROGRAM WORKBOOK



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Agenda May 11, 2013

- 9:30am **Registration & Continental Breakfast**
- 10:00am **Welcome Address**
Alexa Bleifer, President, Junior League of Los Angeles
Alex Morales, CEO, Children's Bureau
- 10:15am **Designing Multi-Lingual Learning Environments**
Angela Capone, Director of Early Education, Para Los Niños
Lisa Rosenthal Schaeffer, Pedagogy Specialist, Para Los Niños
- 11:30am **Parent Engagement: The Key to Improving Children's Literacy**
Debra Colman, Director of Early Education and Family Literacy,
Families in Schools
- 12:45pm **Networking Lunch**
- 1:45pm **The Art of Book Selection for a Diverse Community**
Diane Olivo-Posner, Senior Librarian in Children's Services, Los
Angeles Public Library
- 2:15pm **Storytelling Workshop: Ideas & Techniques for Early
Childhood**
Rebecca Martin, Professional Storyteller and Storytelling Instructor,
Dream Shapers
- 3:00pm **Dessert Reception and Booth Interactions with Resource
Providers**
- 4:00pm **Event Conclusion**



Alexa Bleifer, President Junior League of Los Angeles



A native of Los Angeles, **Alexa Bleifer** has been a member of Junior League of Los Angeles since 2002. As a member of the JLLA she has served as Development Director, Community Director Done In A Day Co-Chair along with many other committees in the League and is honored to President this year. Alexa is a graduate of the JLLA Leadership Development Institute (LDI), Public Policy Institute (PPI), Appointments to Boards and Commissions Institute (ABCI) and the JLLA Board Fellows program. She was also awarded a scholarship to attend the Association of Junior Leagues International, Inc. Organizational Development Institute focusing on Community Impact. She also graduated from the Leadership Los Angeles program (LLA) which is part of the Southern California Leadership Network. She has previous volunteer experience with the American Stroke Association, House of Ruth, Coach Art and is currently an Associate Board member of Heart of Los Angeles (HOLA).

Alexa graduated from the University of California, San Diego where she earned a degree in Sociology. She is the Director of Operations for Wealth Advisory Group, an insurance firm focusing on estate planning in the Los Angeles area. In her free time, Alexa enjoys outings with family and friends, traveling, reading, trying new restaurants and spending time with her two puppies, Charlie and Cotton.

The **Junior League of Los Angeles** is an organization of women committed to promoting voluntarism, developing the potential of women and improving the community through the effective action and leadership of trained volunteers. Its purpose is exclusively educational and charitable.

Website: www.jlla.org



Alex Morales, President and CEO Children's Bureau

Alex Morales is president and CEO of Children's Bureau. He has been with the organization for 25 years. Under his leadership, Children's Bureau formed a visionary plan and raised \$22+ million through 600 generous individuals and foundations to make it a reality. These resources have been used to build the Magnolia Place Family Center and be the "founding spark" of the Magnolia Community Initiative in Los Angeles pioneered by a large community network. This revolutionary initiative will become a national model/framework for building community wellness, resiliency, prevention and family support. Magnolia Community Initiative seeks to help ALL of the 35,000 children and youth within 500 blocks achieve success in education, health and receive nurturing care and economic stability from their families and community. Most recently, Children's Bureau launched the Belong Institute to serve as a "national megaphone" for learning from the Magnolia Community Initiative. Belong Institute will promote replication nationally of the community wellness framework through training and advocacy. Alex has a Masters degree in social work and a Bachelor of Arts degree in physics.

Since 1904, **Children's Bureau** has been a nonprofit leader in the prevention and treatment of child abuse and neglect. Children's Bureau is committed to providing vulnerable children -- especially in the early years -- the foundation necessary to become caring and productive adults by preventing child abuse and neglect; protecting, nurturing and treating abused children; enhancing the potential of families and communities to meet the needs of their children; and advancing the welfare of children and families through superior programs in foster care, adoptions, child development, parent education, mental health, research and advocacy.

Website: www.all4kids.org



**Angela Capone, Director of Early Education
Para Los Niños**



As Director of Early Education, **Angela Capone** will be the driving force in continuing Para Los Niños' history of achievement by preparing inner-city preschool and pre-K students to succeed in kindergarten and beyond. In addition, she will be instrumental in supporting families with referrals as an added resource for the success of their children.

Prior to joining Para Los Niños, Angela was Senior Program Manager at Southwest Head Start in Phoenix, Arizona, where she was Site Director for EDUCARE Arizona and was responsible for supervising Child Development manager and overseeing the curriculum for Southwest's 52 Head Start Preschool/Early Head Start classrooms. In addition, she was a faculty member with the Harris Infant-Toddler Mental Health Training Institute, a graduate level training for Infant/Toddler Mental Health Clinicians, Early Childhood professional and Family service professionals.

Angela has a Ph.D. in Early Childhood Special Education from Pennsylvania State University, a Masters in Special Education from the College of William and Mary in Virginia and a B.S. from Westfield State College in Westfield, Massachusetts.

Para Los Niños is a nonprofit organization that has worked for more than thirty years to create academic success and social well-being for children. Through early education centers, charter schools, and wellness centers, we offer high-quality education integrated with family supports, mental health services, and community engagement opportunities to thousands of children living in at-risk neighborhoods in Los Angeles county.

Website: www.paralosninos.org

Angela's Favorite Children's Book:

Make Way for Ducklings by Robert McCloskey



Lisa Rosenthal Schaeffer, Pedagogy Specialist Para Los Niños

Lisa Rosenthal Schaeffer currently works as a S.T.E.M. (with Arts integration) consultant for the Charter Elementary and Early Childhood Services of Para Los Niños, the UCLA Lab School, and the Pasadena Unified School District. Prior to this, she served as Director of Pedagogy at Para Los Niños, supporting teachers, 0 yrs-6th grade, with inquiry and project-based teaching and learning.

Ms. Rosenthal Schaeffer worked for many years as a Demonstration Teacher in the UCLA Lab School classrooms and while at the lab school, co-developed and implemented the Critical Thinking Institute, in which hundreds of California educators have participated.

Influenced by her studies of the pre-schools in Reggio Emilia, Italy, Ms. Rosenthal Schaeffer has worked with early childhood teachers at Para Los Niños, the John Tracy Clinic, Westside Children's Center Head Start and those in the Lennox School District, to create engaging learning spaces that promote critical thinking, inquiry, and academic language.

Ms Rosenthal Schaeffer has also collaborated with UCLA professors and researchers in creating the Classroom Ecosystem Explorer, an online application designed to help educators create effective K-3 S.T.E.M, with the integration of the arts, instruction.

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Website: www.paralosninos.org

Lisa's Favorite Children's Book:

The Story About Ping by Majorie Flack and *Swimmy* by Leo Leoni



**Debra Colman, Director of Early Education and Family Literacy
Families in Schools**



Debra Colman possesses more than 20 years of experience designing, administering, and evaluating programs for children, youth and families. Born and raised in Los Angeles, she holds a Bachelor's Degree in Philosophy from Cal State L.A. and a Master's Degree in Social Welfare from UCLA. Early in her career, she worked in various arenas including low-income housing, clinical counseling and youth development. For the past 17 years, Debra has specialized in building the capacity of organizations and schools to deliver quality school readiness, literacy, and parent engagement services. Over the years, she has managed Motherread/Fatheread, Los Angeles, a program intended to encourage parents to read with their children, and administered United Way's early learning initiative, Success by 6. She currently oversees Families In Schools' Early Education and Family department including curriculum and training programs (Read with Me, Reading Roads, Steps to Success, and Abriendo Puertas), intermediary projects (First 5 LA Grants Administration Project), and literacy campaigns (Million Word Challenge and Passport to Success). In addition, Debra teaches graduate students in partnership with UCLA Impact in the UCLA School of Education and is a Field Instructor with the USC School of Social Work.

Families In Schools (FIS) was founded in 2000 as a legacy organization of the Los Angeles Annenberg Metropolitan Project (LAAMP) and strives to involve parents and communities in the education of their children to achieve life-long success. To achieve this mission, FIS provides research-based programs for families, schools, and community-based organizations. Recognizing the significant impact of the family on a child's learning, FIS has developed three strategic priorities including 1) Curriculum and Professional Development, 2) Community Engagement and Advocacy, and 3) Supporting Non-Profit Sustainably. FIS' dynamic family literacy portfolio includes:

Website: www.familiesinschools.org

Debra's Favorite Children's Book:
The Whales Go By by Fred Phleger



Diane Olivo-Posner, Senior Librarian – Children's Services
Los Angeles Public Library

**LOS ANGELES
PUBLIC LIBRARY**



Diane Olivo-Posner is the Senior Librarian of Children's Services for the Los Angeles Public Library. Previous to this Diane worked as the Early Literacy Specialist, Outreach and Bilingual Librarian for the Children's Literature Department. She also worked with the other librarians in the Department on book selection for the entire LAPL system. Diane received her undergraduate degrees from the University of Southern California in Print Journalism, International Relations, and Spanish. She received her Masters in Library Science from San Jose State University. Diane is always searching for great books to share with others.

The **Los Angeles Public Library** provides free and easy access to information, ideas, books and technology that enrich, educate and empower every individual in our city's diverse communities. The Los Angeles Public Library's Central Library is the third largest central library in the nation. Its subject departments contain more than 2.6 million books; 10,000 magazine subscriptions; almost 3 million historic photographs, 5 million U.S. patents, plus language learning and multi-media materials. The Central Library is the headquarters for the Los Angeles Public Library, which includes 72 branch libraries.

Website: www.lapl.org

Diane's Favorite Children's Book:

Press Here by Henre Tullet (Spanish version is *Presiona Aqui*)

Designing Multi-Lingual Learning Environments

**Angela Capone, Para Los Niños
Lisa Rosenthal Schaeffer, Para Los Niños**

Designing Multi-Lingual Learning Environments



Influential Educational Philosophies and Research

Vygotsky (1987) “Social constructivism,” which emphasizes how understanding and making meaning grows out of social relationships. Adult guidance or peer interaction exceeds what can be attained alone.

Dewey (1938)

- Children are active participants in their own learning. Students should be involved in real-life tasks and challenges.

Gardner (1997)

- Human beings have different intelligences that reflect different ways of interacting with the world.

National Research Council and Cognitive Development (1999)

- The meaning of “understanding” has shifted from being able to remember and repeat to being able to find and use.
- Experts vs. novices
- Depth vs. Breadth

Reggio Emilia Approach

- Views the child as strong, rich in potential, competent, resourceful
- Child and teachers are researchers
- Education is based on relationships
- Environment is the “third teacher”

Image of the Child...

- Active participant vs passive learner.
- Competent, curious, filled with potential.



Role of the Teacher...

- Researcher vs. one who only imparts knowledge
- Lifelong learner



Planning

- Teachers use an approach to teaching curriculum that is both goal-oriented and responsive to children's ideas and questions.
- Using the California State Standards, the Common Core Standards or the DRDPs as learning goals, teachers work to make teaching and learning more meaningful by planning around big ideas and concepts rather than isolated facts, topics, or themes.



Classroom's Physical Space

- The classroom space should adapt and change to respond to the ideas and interests of the children.
- The classroom space should spark children's curiosity, inspire them to ask questions and develop academic language.



Firsthand Experiences

A multiplicity of our five senses, the only avenues into the brain are activated through firsthand experiences.” --Lawrence Lowery

Firsthand Experiences:

- level the playing field
- connect prior knowledge with newly acquired knowledge
- stimulate inquiry and discussion, and provide incentive to research and learn more
- build academic language skills



Symbolic Representation

Symbolic Representation:

- deepens understanding of concepts
- builds academic language skills
- provides an entry point for all students.
- serves as an additional form of assessment.
- provokes discussion and inquiry.
- provides opportunities to use different modalities.
- must always connect back to the concept or big idea.
- are teacher planned, student driven.



Representation of Roots

Investigations and Projects

- ***“Unless children have the experience of understanding something in-depth they cannot develop the disposition to seek in-depth understanding.” Lilian Katz***

In-depth Investigations and Projects:

- Develop expertise
- Support and enrich children's learning in which responding, recording, playing, exploring and predicting occurs
- Builds academic language
- Are teacher planned and student driven
- Complement and enhance what students learn through other parts of the curriculum
- Intrinsically motivates students and teachers

Parent Engagement: The Key to Improving Children's Literacy

Debra Colman, Families in Schools

Parent Engagement: The Key to Improving Children's Literacy

Overview and Icebreaker	Notes
<ul style="list-style-type: none"> • Overview of Families In Schools • Icebreaker <ul style="list-style-type: none"> - What is your earliest reading memory? 	

The State of Literacy	Notes
<ul style="list-style-type: none"> • What is the state of literacy today? • How can we improve literacy in our community? 	

Connection Between Parents and Student Success	Notes
<ul style="list-style-type: none"> • The role of parents in a child's literacy development • Parent engagement research 	

Supporting Family Literacy at Home and at School	Notes
<ul style="list-style-type: none"> • What can parents do to support their child's literacy at home? • What can schools do to engage parents around their child's literacy? 	

Take the Pledge	Notes
<ul style="list-style-type: none"> • "I pledge to support literacy at home by... • "I pledge to support literacy at school by ... • "I pledge to support literacy in my community by... 	



When Families Read... Students Succeed!

The Problem:

Children Are Not Reading at Grade Level!

53% of 3rd grade children in Los Angeles County are not reading at grade level.

(Source: California Department of Education, 2012)

The Solution:

Reading Builds School Success! Educational research overwhelmingly supports the premise that "the single most important activity for building understanding and skills essential for reading success appears to be reading aloud to children."

(Source: Bus, van Ijzendoorn & Pellegrini, 1995)

Read to your Child 20 Minutes a Day!

A typical middle class child enters 1st grade with 1000 to 1700 hours of one-to-one picture book reading, while a child from a low-income home averages only 25 such hours. (Source: Adams, 1990)

Talk to your Child Everyday! By age four, children who live in poor families will have heard 32 million fewer words than children living in professional families. (Source: National Center for Family Literacy, 2008).

Reading Develops Basic Skills! Children who have not developed some basic literacy skills by the time they enter school are 3-4 times more likely to drop out in later year.

(Source: National Adult Literacy Survey, (1002) NCES, U.S. Department of Education)



Learn how to support your child's reading. Sign up for free family literacy tips by calling (888) 766-2242 or visit www.millionwordchallenge.org.

The Million Word Challenge is an initiative of Families In Schools in partnership with Target, the Los Angeles County Office of Education, La Opinión, the Los Angeles Area Chamber of Commerce, the Los Angeles Unified School District, the City of Los Angeles, and The Campaign For Grade-Level Reading.



Los Angeles County
Office of Education

La Opinión
www.laopinion.com



Los Angeles Area
Chamber of Commerce





10 TIPS

For Reading Aloud To Your Child

Reading to your child 20 minutes everyday helps your child become more successful in school. These tips will help you make story time a fun event for your family!



Pick a Place

Pick a special place in your house to read everyday.



Talk about Pictures

Discuss the pictures in the story with your child as you read. Ask your child what they think is happening in the illustration.



Read Together

Have your child sit beside you and hold the book so you child can see the pictures.



Ask Questions

Ask your child open-ended or predictive questions about the story like "What do think will happen next?"



Introduce the Author

Every time you begin a story, show the cover of the book and tell your child the name of the author and the illustrator.



Build New Vocabulary

Use pictures in the books to help explain what a word means and introduce new vocabulary to your child.



Read at a Paced Speed

Be sure not to read too slow or rush through the book. Pace your reading.



Draw a Picture

After reading the story, you can continue the story sharing experience by having your child draw a picture about the story.



Change your Voice

Change your voice to deeper and higher tones to fit what is going on in the story. Try various voices for different characters.



Have Fun!

Reading should be a fun experience. Be sure to laugh along with your child as you experience the magical joy of reading together.

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For more information about the Million Word Challenge go to millionwordchallenge.org

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Los Angeles County
Office of Education

La Opinión
www.laopinion.com



Los Angeles Area
Chamber of Commerce





Reading At Every Age

Infants and Toddlers:

Developing Brains – Children develop much of their capacity for learning in the first three years of life, when their brains grow to 90% of their eventual adult weight. (Source: *Investing in Our Children*. RAND, 1998)

Associating Words – From birth to age 3, children begin associating words they hear with the meaning. They also identify objects in books, talk about characters, look at pictures and recognize they are symbols of real things. (Source: DeBruin-Parecki, Perkinson, & Ferderer, 2000.)



Preschool:

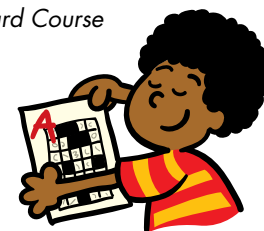
Recognizing Letters – During the preschool years, children begin identifying the parts of a book, recognize and name letters of the alphabet, begin to bring together letter-sounds in one-syllable words. (Source: *The Importance of Reading*. NC Standard Course of Study, 2002)

Acquiring Language – Reading to preschool age children promotes language acquisition, literacy development and future achievement in reading comprehension and overall success in school. (Source: U.S. Department of Education, National Center for Education Statistics. (2006). *The Condition of Education 2006*)

Elementary School:

Beginning to Read – During first grade, children use phonics knowledge to read one-syllable words and begin writing about personal experiences in stories. (Source: *The Importance of Reading*. NC Standard Course of Study, 2007)

Reading to Learn – In third and fourth grade, children are no longer learning to read, but reading to learn. They should be able to read at grade level with fluency, accuracy, and understanding. (Source: National Center for Family Literacy, 2007)



Middle School:

Drawing Conclusions – Middle school students read to comprehend literal information and draw conclusions. They read to give information (reports), to persuade (speeches), to interpret and judge ideas and information (book reviews). (Source: *The Importance of Reading*. NC Standard Course of Study, 2007.)

Understanding the World – For middle school children, reading is important to expand their horizons, explore interests, and form opinions about the world and their place in it. (Source: *The Importance of Reading*, NC Standard Course of Study, 2007)

High School:

Connecting to Personal Experiences – High school students are involved in reading and understanding complex text, drawing conclusions, and making connections to personal experiences and other readings. (Source: *The Importance of Reading*. NC Standard Course of Study, 2007)

Transitioning to the Workforce and College – Students are preparing to transition into the workforce and/or to college, however many high school graduates enter college unprepared in reading. Approximately 25% require remedial reading courses. Many drop out, since they cannot read well enough. (Source: U.S. Department of Education. Adolescent Literacy Research Network, 2007)



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A Welcoming Environment

An Early Education Checklist

Schools can engage parents in their child's education by creating a welcoming environment. Here are some best practices that schools can use everyday.

- ☐ Friendly signs welcome families and explain how to get around the building.
- ☐ The program has standards of welcoming behavior that apply to all staff.
- ☐ Front office staff are friendly, helpful and recognize visitors right away.
- ☐ A comfortable family resource room is stocked with books and games.
- ☐ Families can borrow items from the resource room.
- ☐ Parents are provided with an area for them to meet.
- ☐ Children's /parents' work are displayed throughout the building.
- ☐ Exhibits explain the purpose of the work.
- ☐ Program staff make personal contact with each family.
- ☐ Staff reflect the diversity of community.
- ☐ Staff actively recruit and welcome families from all backgrounds.
- ☐ The program is open and accessible—it is easy for parents to meet with the staff.
- ☐ Community resources for staff and families are readily available.
- ☐ Parents are involved in the process to make the center more collaborative.
- ☐ Building is open to community use and social services are available to families.
- ☐ Translators are readily available.
- ☐ Resources (eg: books and materials) are about families' cultures.
- ☐ Parents can use program's phone, copier, fax and computers.

Adapted from: Henderson, Anne T., Karen L. Mapp, Vivian R. Johnson, and Don Davies. *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships*. New York: The New Press, 2007

The Art of Book Selection for a Diverse Community

Diane Olivo-Posner, Los Angeles Public Library

The Art of Book Selection for a Diverse Community

Diane Olivo-Posner
Senior Librarian, Children's Services
Los Angeles Public Library

Introductory book:

I Want My Hat Back by Jon Klassen

We Read Together Literary Skills:

To become successful readers children need to:

- Learn a code
- Understand its meaning

Five simple practices help children get ready to read

- Talking, Singing, Playing, Reading, Writing

(Information from Every Child Ready to Read 2—American Library Association and Public Library Association)

The library offers parent workshops called “We Read Together,” which highlight these five practices. Contact your local LAPL branch library to set up a workshop.

Right book for the right age:

Babies, Toddlers, Preschoolers

- In this age level the attention spans are short, eyesight still not well developed.

Best to use books with few words, board books, cloth books, concept books, color books, counting books, books emphasizing sounds and rhythm.

Black on White by Tana Hoban

Baby Faces Smile! By Roberta Grobel Intrater

Baby Faces Al Agua Patos! By Roberta Grobel Intrater

My First Word Bath Book (DK Publishing)

Flower in the Garden by Lucy Cousins (cloth book)

Moo, Baa, La La La! By Sandra Boynton

My Very First Mother Goose by Iona Opie and Rosemary Wells (board books available)

Count with Maisy by Lucy Cousins

Eating the Alphabet by Lois Ehlert

One Blue Fish by Charles Reasoner

Grades K-3

- Children are learning how to read, will listen longer, and enjoy wider variety of books.

Best to use picture books, chapter books, easy mysteries, fairytales, folklore, joke, riddle and word play, graphic novels, reading together titles, non-fiction and poetry.

Press Here by Henre Tullet also available in Spanish *Presiona Aqui*

The Ducklings Get a Cookie By Mo Willems

My Lucky Day by Keiko Kasza

There is a Bird on Your Head! By Mo Willems

Not a Box by Antoinette Portis
Reading Makes You Feel Good by Todd Parr
Go, Go, Grapes a Fruit Chant by April Pulley Sayre
Rah, Rah, Radishes a Vegetable Chant by April Pulley Sayre
You Read to Me, I'll Read to You by Mary Ann Hoberman
See Me Grow by Penelope Arlon
Benny and Penny in The Big No-No! by Geoffrey Hayes—early reader graphic novel
Babymouse Rock Star by Jennifer Holm—graphic novel
Extreme Babymouse by Jennifer Holm—graphic novel

Bilingual Books:

Let's Eat / A Comer by Pat Mora
Here, Kitty, Kitty! / Ven, Gatita, Ven! By Pat Mora
Food / Comida by Clare Beaton

Resources for planning a lesson or themed storytime for Babies or Preschoolers

American Library Association Lists of Notable Books:

<http://www.ala.org/alsc/awardsgrants/notalists>

Los Angeles Public Library Children's Booklists: <http://kidspath.lapl.org/kidspath/books/>

*Book lists by grade, genre, librarians' favorites, and more. Also, **Tumblebooks** and **Bookflix** provide free and easy access to electronic books for children online.*

**Early Literacy Programming En Espanol: Mother Goose on the Loose* by Betsy Diamont-Cohen. (x027 D537)

**Early literacy storytimes @ your library : partnering with caregivers for success* by Saroj Nadkarni Ghoting, (x 372 G427) *Early literacy research, plus plenty of ready-made storytime program ideas.*

**The Flannel Board Storytelling Book* (2nd ed) by Judy Sierra, (x372 S572 1997) *50 stories, poems, and songs and over 300 patterns for making flannel board pieces.*

Recommended Books in Spanish for Children and Young Adults by Isabel Schon. (x028 S371-2 2009) *Great annotated lists of books by topic and age level.*

Storytimes for Two-Year-Olds (3rd ed) by Judy Nichols. (x372 N619 2007)

The Read-Aloud Handbook by Jim Trelease

How to Choose The Best Multicultural Books

What to Keep in Mind

- Use picture books and novels as a way to inspire students to learn more about the history and culture of their culture

- Make sure the illustrations and text, do not leave the students with stereotypes.
- Search for stories that exhibit values inherent in Asian, Hispanic and African American cultures (respect for family and traditions)

The Old Man & His Door by Gary Soto

Snapshots from the Wedding by Gary Soto

Big Bushy Mustache by Gary Soto

Too Many Tamales by Gary Soto

A Day's Work by Eve Bunting

So Far from the Sea by Eve Bunting

Amazing Grace by Mary Hoffman

Goin' Somewhere Special by Patricia McKissack

Yoko Learns to Read by Rosemary Wells

- Be aware of the following American Library Association's Award list winners
Coretta Scott King Awards: given annually to author and illustrator who demonstrate an appreciation of African American culture and universal human values

Let it Shine by Ashley Bryan

Uptown by Bryan Collier

Dave the Potter: Artist, Poet, Slave by Laban Carrick

Tar Beach by Faith Ringgold

Pura Belpré Awards: presented annually to a Latino/Latina writer and illustrator whose work best portrays, affirms and celebrates the Latino cultural experience in an outstanding work of literature for children and youth.

Just in Case: A Trickster Tale & Spanish Alphabet Book by Yuyi Morales

Just a Minute: A Trickster Tale and Counting Book by Yuyi Morales

Book Fiesta! By Pat Mora

Lost Gatos Black on Halloween by Marisa Montes

Conclusion: Summer Reading Club

This year's theme is "Reading is So Delicious"

Reading in the summer helps prevent summer learning loss!

Children can come to their local libraries to sign up starting June 3.

The program will run until August 3

There are also group packets available that can be obtained at the branches.

I will have examples of Summer Reading Club game boards to show the audience.

Children can earn a free book and participate in fun activities and programs throughout the summer at the library.

Children's Literature Librarians Recent Top Picks



Dyckman, Ame. ***Boy + Bot***. Illustrated by Dan Yaccarino (xz)

PreK-K. A boy and a robot strike up a friendship despite their differences. Use for friendship or bedtime storytime.

Gibbs, Edward. ***I Spy Under the Sea***. (xz)

PreK-Gr.1. Like *I SPY WITH MY LITTLE EYE* (2011), this gorgeously illustrated book is a real multi-tasker: it's a counting book (backwards from 7), and interactive game, a toy-movable (holes in the pages), and a beautifully illustrated piece of art. Another fabulous addition to your Wet and Wild Storytime.

Ghigna, Charles. ***Little Seeds***. Illustrated by Ag Jatkowska. (xz)

PreK-K. Exactly what preschool teachers are looking for when they want a book about springtime and/or seeds.

Kohuth, Jane. ***Duck Sock Hop***. Illustrated by Jane Porter. (xz)

PreK-Gr.2. Your tongue will be tangled, your heart will be racing, your toes will be tapping, and your audience will be dancing. Awesome for a Duck or Dance or Clothing storytime!

McElligott, Matthew. ***Even Aliens Need Snacks*** (xz)

PreK-Gr.2. Companion book to ***Even Monsters Need Haircuts*** in which the boy experiments on creating some tasty snacks such as an eggplant, mustard, and lemonade smoothie. The parade of rainbow-hued, tentacled aliens lining up for "Swiss cheese donut holes" and turnip-side-down cake" is a hoot. Share at a Food or an Alien Storytime.

Murguia, Bethanie. ***Zoe Gets Ready***. (xz)

PreK-Gr.1. Zoe, a young fashionista, has a style that shines, especially on Saturday when there's no school, no rain, no soccer, and no one else to decide what she will wear. Pen-and-ink and watercolor cartoon illustrations capture Zoe's fanciful attire and the coordinating activities. Note: CA Author. Perfect for a 'Getting Dressed Storytime'!

Nicholas, Grace. ***Whoa, Baby, Whoa!*** (xz)

PreK-K. A baby crawls toward trouble at every turn, only to hear 'Whoa, Baby, Whoa!' Even very young readers will note that the members of Baby's mixed-race family are acting out of love. In a style reminiscent of Helen Oxenbury. Toddler and Preschool Storytime use.

Sayre, April Pulley. ***Go, Go Grapes!*** (xz)

PreK-Gr.2. Companion to last year's ***Rah, Rah, Radishes!*** Rhyming text and colorful illustrations, describe the tastes, scents and appearance of a variety of fruits. Delicious fun! -

Yoo, Taeun. ***You are a Lion! And Other Fun Yoga Poses*** (xz)

K-Gr.2. Simple text and colorful illustrations featuring a multi-cultural cast of children guide readers through easy and fun yoga poses. Also, a good imagination exercise as kids become a lion, a butterfly, a dog, a snake, a frog, a cat, and a mountain. -

Other Favorite Books:

Arlon, Penelope. *See Me Grow* (x591.5 A725)

PreK-2. Watch baby animals grow up, and find out all about their amazing life cycles.

Hale, Sarah. *Mary Had a Little Lamb* (xz)

PreK-1. Picture by Salley Mavor. Fabric relief illustrations accompany this familiar nursery rhymes about a young girl whose lamb follows her to school. Includes information about the history of the rhyme.

Hoberman, MaryAnn. *You Read to Me I'll Read to You: Very Short Fairytales to Read Together* (xz). Eight favorite fairy tales in very short tellings, told in two voices to allow reading together.

Reasoner, Charles. *One Blue Fish* (xz)

PreK-K. Introduces the numbers one through ten through simple text and lift-the-flap illustrations of animals.

Tullet, Herve. *Press Here*. (xz)

All ages. Starred reviews: Kirkus, SLJ, PW. "Without so much as a single tab to pull or flap to turn, this might be the most interactive picture book of the year. A simple yellow dot greets readers on the first page: 'Press here and turn the page.' A second dot appears; then, after touching that, a third. The simple commands continue, as the reader rubs, taps, shakes, blows, and tilts the book, causing the various dots to react as if the actually book contained a multidimensional space." –Booklist. LI

Parr, Todd. *It's Okay to Be Different* (xz)

PreK-2. Illustrations and brief text describe all kinds of differences that are "okay, such as "It's Okay to be a different color," "It's Okay to be adopted," "It's Okay to have a Different nose."

Spanish Favorites:

Beaton, Clare. *Food/Comida* (S xz)

PreK. Cuddly and colorful teddy bears teach new words in two languages. Simple guide to pronouncing the Spanish words is included on each page and as a glossary.

Mora, Pat. *Here, Kitty, Kitty! / Ven, Gatita, Ven!* / (Sxz)

PreK-1. In this illustrated story told in both English and Spanish, a child describes the antics of a mischievous kitty.

Storytime and Programming Resources

Online Resources:

American Library Association Lists of Notable Books:

<http://www.ala.org/alsc/awardsgrants/notalists>

Art Felt Flannel Board Storytelling Kits: <http://www.artfelt.net/warehouse/front.htm>

Inexpensive, attractive ready-to-use kits.

School Library Journal: <http://www.slj.com/> (*The latest reviews of books and other media by professionals working in the field of Children's Literature*)

Los Angeles Public Library Children's Booklists: <http://kidspath.lapl.org/kidspath/books/>

*Book lists by grade, genre, librarians' favorites, and more. Also, **Tumblebooks** and **Bookflix** provide free and easy access to electronic books for children online.*

Books:

Baby Rhyming Time by Linda L. Ernst. (x027 E71-2), *Easy activities for infants and toddlers.*

Big Book of Animal Rhymes, Fingerplays, and Songs by Elizabeth Cothen Low, (x372 B5925) *Includes music notation.*

Big Book of Stories, Songs, and Sing-Alongs: Programs for Babies, Toddlers, and Families by Beth Maddigan, (x027 M179)

*Early Literacy Programming En Espanol: Mother Goose on the Loose by Betsy Diamont-Cohen. (x027 D537)

*Early literacy storytimes @ your library : partnering with caregivers for success by Saroj Nadkarni Ghoting, (x 372 G427) *Early literacy research, plus plenty of ready-made storytime program ideas.*

*The Flannel Board Storytelling Book (2nd ed) by Judy Sierra, (x372 S572 1997) *50 stories, poems, and songs and over 300 patterns for making flannel board pieces.*

I'm A Little Teapot by Jane Cobb. (x027 C653 1996) *A classic, relevant resource.*

Recommended Books in Spanish for Children and Young Adults by Isabel Schon. (x028 S371-2 2009) *Great annotated lists of books by topic and age level.*

Storytimes for Two-Year-Olds (3rd ed) by Judy Nichols. (x372 N619 2007)

Storytelling Workshop: Ideas & Techniques for Early Childhood

Rebecca Martin, Dream Shapers

Storytelling Workshop: *Ideas and Techniques for Early Childhood*

By Rebecca Martin

The art of storytelling is both ancient and new. It seems to be a basic need to hear and share stories. As a storyteller, I see stories everywhere, in every person and place. You just need to look at things a little differently, ask questions and listen.

You can make up stories at any moment when with kids; they will be delighted. When it comes to telling stories from books, there are several things you can do to help make it successful and fun. These are some things that help me:

First, find a book that you loved as a child or love now. Then, read it several times to yourself and then several times out loud. You can write it down in your own words if writing helps you. This will help you in the process of memorizing the story – but don't worry, you don't have to learn it word for word. It is more about the basic structure and what stands out to you. When you are interested in something, it is easier to remember!

As you are reading, look for:

- repetition
- rhythm
- words that start with the same letter or have a similar vowel sounds
- the number of times things are repeated
- characters and how their voices may sound
- the dramatic moments – when something significant happens to a character.

Then use voices, pauses, and breath to bring life to the story. Look for the silly, the odd – the kids will love it. Also, look for places where you can add songs.

When you start to tell the story to your audience, look for laughter, an emotional response, and eye contact -- this lets you know its working. If you are missing these things, you can adjust your volume (sometimes going softer), pacing, or details of the story.

Stories are wonderful in the classroom, but also whenever you are with children at the park, the store, and of course bedtime when they are already in that reflective state. You can create your own characters that they will want to meet again and again as you go through the day. You'll be surprised the power of story to calm, focus, and inspire children.

Storytelling for Children: *Three Quick Tips*

By Sean Buvala from the website <http://storytellingforchildren.info/>

Storytelling for children is fun! Storytelling is good for both the listener and the teller. We want to encourage you to [put the book down](#) and actually experience the joy of watching a child become immersed in the story. Although it might seem easier to just pop in one of those children's storytelling tapes or CD's, real storytelling with children requires the storyteller to be completely immersed in the experience, too.

Here are three storytelling tips to help you with storytelling for children. The tips apply for bedtime kid's stories and even for storytelling in the classroom.

1. The most important storytelling technique: look the child in the eyes.

When you are holding a book, you can't fully engage the child as you are giving your focus to the words. You've heard the expression, the eyes are the windows to the soul? The eyes are also the window to the inner lives of children. You can see the excitement building in their eyes or maybe you'll see confusion and know you have to take your story slower. As well, children get to see your enthusiasm as they watch you tell.

2. Use gestures freely.

Be the elephant. Show the long trunk using your arm as you make elephants sounds! Point to where the characters are going. Put your hand to your brow as you squint to see far away things. When you are doing storytelling for children-remember that in their little minds, they often think the story is really happening! Use your whole body to tell stories! Remember, your voice is part of the storytelling process. Use a big voice to be a loud giant or a small, squeaky voice for little mice. Have some fun and mix it up- how about the giant having the small squeaky voice?

3. Expect a demand for repeat performances!

When you have hit upon a story that children love or need to hear, they'll ask for that story over and over. Since you're not relying on a book for your storytelling stories, you will always be ready to captivate a child with a great story. By the way, children love repetition. It's normal for a child to want the same story over and over again. There's something in your great story that the child subconsciously needs to learn or understand. So, when you are asked for the same story, know that you are helping that child grow and learn. Literacy begins at home!

Put down the storybook, learn some classic bedtime stories and join the fun of storytelling with children.

[Sean Buvala](#) is the Director of [Storyteller.net](#).

Information from Heather Forest's website *Story Arts Online*

<http://www.storyarts.org/lessonplans/lessonideas/>

Storytelling Activities & Lesson Ideas

This collection of storytelling activities-developed by storyteller/author **Heather Forest** for her storytelling workshops with students, teachers, and librarians.

A Story Treasure Hunt

A class selects a well-known fable or folktale. The plot is simplified into a sequence of events that can be transcribed onto cards with short sections of the tale on each. Students hide the cards out of sequence throughout the school or classroom. A treasure map showing the exact location where all the cards are hidden, is given to another class (Or, with clues, one card can lead to the next). Groups of students must find the cards and assemble them in correct order. The treasure is finding the WHOLE story. Two classes can trade treasure hunts by putting the stories on two different-colored cards. The treasure hunts can go on simultaneously and, when each class has found the other's story, they confirm it by assembling it, learning the plot and sending representatives to retell it, or to act it out as a skit to the other class.

Finding Stories in Songs

Find and learn songs which tell a story. Folk ballads to contemporary songs often suggest a larger tale. Listen to records and then have students retell the story in the song in their own words. Or have a "storysong" concert.

Story Circle

One person begins a tale and stops after a few sentences. The next person picks up the story thread and continues it, then stops. Next person adds to it and so on until the tale comes to a resolution. The story could begin with a pre-selected title or subject to guide the improvisation. Try recording the story circle on a tape recorder for later listening.

Local Historians

Have students collect stories about their town from older people. Have students find out how the streets were named. Are there any interesting people or legends to which the street names refer? Are there any local places in town about which people tell stories? Any haunted houses? Have students find out when the town was founded and by whom? Visit a local historical society to see old photographs or artifacts.

Have student create an original historical fiction:

Describe the town from the point of view of a fictitious citizen who might have lived in the town long ago. Include local issues of the time in the story. Tell the story of the town from the fictionalized point of view of a resident who actually lived.

Collecting Family Stories

Have students collect true tales about the "old days" by interviewing older relatives. Have students find out about the history of their families as far back as anyone can tell them.

Puzzle Tale: *Putting the Pieces Together*

Copy a folktale from a printed anthology and cut it up into sections or scenes. Paste each section on a separate page. Give out the sheets to students who each prepare to retell their small piece of the whole story. Assemble the story by having each student retell his or her part in the plot's sequence. Have students keep the flow going as the story is told so that the performance moves along as though one person were telling it. Do a second round by giving students different sections to retell. Notice how differently students retell the same sections!

Chain Sentence

Teams of two students orally construct the first sentence of an invented story. To orally make the sentence, each says one word, trusting their ears to recognize conventional grammar, until a long sentence evolves. Shape the improv by setting the tone of the sentence. Make the first sentence of:

- a ghost story
- pirate story
- love story
- mystery
- any story, etc.

Beginnings:

This exercise can be used to generate the first sentence of a Chain Story where each participant adds a section to a tale.

Endings:

The chain sentence exercise could generate a "last sentence." This sentence is written on a piece of paper and placed in the middle of the story circle. The game is over when the story has woven around to the point where someone can say the "last sentence."

The Autobiography of Anything

Everything has a story! Everything comes, in its elemental origin, from the Earth. Collect an assortment of "things:"

- Piece of Paper
- Shoe
- Sneaker
- Match
- Rubber Band
- Paper Clip
- Woolen Socks

Imagine the life story of each of those "things." Describe their history backwards through the personal use, purchase, manufacture, to original natural resources from which it or its components were made. Personify the thing and tell its story like an autobiography.

Example:

1. Tell the tale of a piece of newspaper back to the tree in the forest.
2. Tell the tale of a plastic toy's life, tracing its history back to the oil that became plastic and then back to the prehistoric plants that created the oil.

Chiseled in Stone: *Using Stories for Lessons that Last with Children*

By Randel McGee

<http://youthstorytelling.com/toolbox/Chiseled-in-Stone.pdf>

Educators are constantly doing research and studies on the best ways to present lessons to children, at all stages of their development that will have lasting, beneficial effects, make a life-long impression, and simply put, stick with them. Monies are spent, reports are published, elaborate programs are implemented, etc. Most overlook one of the oldest, most honored and sure-fire ways to teach any principle or concept to every soul: Story.

From the beginning of civilization stories were used not only to entertain, but to pass on community values, culture, wisdom, and knowledge. Story brings relevance and practicality to the information being shared. Several studies have been done on the effect of storytelling to learning information and developing values over the years. While preparing this article, I discovered a particularly insightful article about the psychology of the storytelling process that I found very descriptive and applicable to my personal experiences as a storyteller.

In his article "Storytelling as a pedagogical tool in higher education" ("Education" April 1998)* Craig Eilert Abrahamson cited the work of noted hypnotherapists Milton H. Erickson and Ernest Rossi and their studies of storytelling's effects on listeners. They proposed five stages of thought processes or "conversational hypnosis" characterized by storytelling that lead to a simple hypnotic-like state. These five stages are: fixation of attention, depotentiating habitual frameworks and belief systems, unconscious search, unconscious process, and hypnotic response (Erickson & E. Rossi, 1976).

Fixation of attention is what happens when the storyteller appears before the audience and then through the power of his or her performance skills grabs their attention or engages the minds and hearts of those listening. The listener is focusing on the immediate experience of the story. **Depotentiating habitual frameworks and belief systems** means that the listener is re-examining what he or she usually accepts as normal or "real". Most people call this "suspending reality"; or opening the mind to the suggestion that fantasy might be a form of reality. An **Unconscious search** occurs when a listener compares the incoming information of a story with what he or she already knows and understands. This is a very subtle, almost subliminal, process. **Unconscious process** is the storyteller's insertion of information, ideas, and values as a natural part of the story that can be likened to a hypnotic suggestion. The listener absorbs the teller's feelings or opinions about the information and then quietly decides if he or she agrees with the teller. The **Hypnotic response** describes the effect that the storytelling experience has had on the listener. Without really understanding what has happened, a listener comes away feeling sympathy for the teller and

enthused about the messages that were carried by the stories. The listener retains large portions of information given and feelings shared, because he or she was involved with the experience on many levels of consciousness.

These stages are so descriptive of what happens during my performances! I have two very different acts that I offer. The one is my storytelling/ventriloquism act of Randel McGee and Groark (the dragon) and the other is my portrayal of Hans Christian Andersen, the world famous fairytale author.

Groark is a large green dragon puppet with what appears to be my right arm holding him around his stomach, but this is an illusion. In actuality my right hand enters Groark through a cleverly hidden sleeve and extends into his head to make him move and talk. My ventriloquism is another illusion, with two voices seeming to come from two different characters. Groark himself is a riveting "fixation of attention". The more life-like he acts the more the audience, children in particular, have to suspend what they believe to be true: that there are no talking dragons (or are there?). The humor of the show is so constant that soon they are listening intently so as to not miss a punch-line or witty comeback. After an initial time for the audience to be drawn into Groark's "reality", I start teaching Groark important character traits and values that are soon being absorbed by the enraptured audience. They leave the show singing the songs to themselves, reciting their favorite lines to each other, and feeling generally happy for having been at the show.

The effect my shows have on children have always amazed me. Teachers tell me that children discuss the show often and Groark-ish expressions are heard for weeks afterwards. This really was impressed upon me when I returned to a school about a year after my first appearance there. A boy of about 9 or 10 years old saw me loading my equipment into the auditorium. He recognized me as Groark's "friend" and proceeded to tell me his favorite parts from the show the year before. He quoted several minutes of different segments of my show verbatim... after a whole year's absence! How is that for making a lasting impression!

My H. C. Andersen shows have a completely different energy to them, but apply the same five stages of conversational hypnosis. I appear before the audience in full costume, dressed as a gentleman from the 1860's. I then greet them in Danish. These two actions fix their attention and let them know that this is going to be a different experience than they are used to. I perform the stories as if they were unfolding around me. My involvement in the story draws the audience into the story as well. I can often see on the children's faces that they are reacting to the sights and smells and consequences I am suggesting. By inviting them to repeat recurring phrases and asking them what they think will happen next they become invested in the process. There is a part of the program when I start snipping on a piece of paper with long scissors. The audience becomes almost mesmerized by the movement of the paper and scissors as I continue to tell a story. When I unfold to cut paper to reveal an elaborate design that illustrates the

story I just told, the audience always lets out a gasp as they are jolted back to the reality of the small marvel they have just witnessed. They leave the show with the

morals of the stories deeply engraved upon their souls. Again I hear from teachers that phrases from the show are heard for weeks after I have performed. Pictures that students often send me show that they were able to visualize certain aspects of the story very clearly.

I want to share a very personal anecdote about the power of story to make lasting impressions. At the funeral of a friend, the deceased's children each came forward to share a valuable lesson they had learned from their father. Afterwards I asked my grown children what they could say they learned from me. They all responded with very positive examples. My daughter had made a list of traits that she felt she had learned from me. One of those traits was strength. I asked her how I had taught her strength. She answered that I used to tell her stories at night before she went to bed in which she and her brothers were superheroes that saved their friends from dire situations. She told me that those stories lead her to feel that she really was strong enough to face problems and do great things. This is the power of the story!

Storytelling is a powerful way to teach any concept or principle to any soul, because a well-told story touches the intellect, tickles the humor, and embraces the heart. Storytelling chisels in the stone of the soul a lasting message.

Storytelling Resources

Websites

Stories to Tell Children: Fifty-One Stories With Some Suggestions for Telling

<http://etext.lib.virginia.edu/toc/modeng/public/BryStor.html>

A list of simple stories to choose from.

Story Arts

www.storyarts.org

A wonderful resource for storytelling in the classroom and elsewhere.

Books

[The Art of Storytelling](#) by Nancy Mellon (1998)

A classic book that helps readers see parts of story, characters, and meaning with an exploration of folktales.

[Children Tell Stories: Teaching and Using Storytelling in the Classroom](#) by

Martha Hamilton and Mitch Weiss (2005)

Great for telling stories in the classroom.

[The Grammar of Fantasy: An Introduction to the Art of Inventing Stories](#) by

Gianni Rodari and Jack David Zipes (1996)

A great resource for inspiring creative writing with kids through games.

[Just Enough To Make A Story: A Sourcebook for Storytelling](#) by Nancy

Schimmel (1992)

A wonderful introduction to storytelling.

[Ready-To-Tell Tales: Sure-Fire Stories From America's Favorite Storytellers](#)

(1994) and **[More Ready-To-Tell Tales From Around the World](#)** (2000) by

David Holt and Bill Moone

Excellent story selections from professional storytellers.

[Storyteller, Storyteacher](#) by Marni Gillard (1995)

A helpful book for parents and teachers to gain confidence with storytelling.

[The Storyteller's Start-Up Book: Finding, Learning, Performing, and Using Folktales](#) by Margaret Read MacDonald (1993)

Margaret MacDonald is a storyteller and librarian with a lot to teach: an important voice in storytelling.