



## About this Toolkit

Growing Readers Together (GRT) - the Colorado State Library's project addressing the needs of informal child care providers- is pleased to present this toolkit, developed as a result of GRT's first two years of work.

This toolkit, created from project evaluation results and lessons learned by participating libraries, will be of interest to any library wishing to expand its services to engage the family, friends and neighbors that young families depend on to provide child care prior to school entry (i.e., aged birth – 5).

The first two sections of this toolkit provide background information on the development of Growing Readers Together, as well as a discussion of the role informal child care providers play in Colorado. The initial two sections conclude by considering how and why libraries are uniquely positioned to serve this population.

Next, the toolkit provides examples of the specific activities and materials that libraries of all sizes in GRT have used to meet the needs of these unique caregivers, and presents lessons learned along the way.

The remaining sections address ways to incorporate some of the lessons from Growing Readers Together into your own library services, and provide documents for you in planning your next steps.

Finally, and because Growing Readers Together believes in resource sharing, materials developed by us as well as by others have been included for your consideration and use.



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## **I. Growing Readers Together Background:**

Colorado has a child care problem. There's simply not enough available, and the care that is available often comes at a very high price. "There are enough licensed slots for approximately 45 percent of children under age 5 in Colorado," says Erin Mewhinney, director of the Division of Early Care and Learning for the state human services department. "While we cannot say what the child care situation is exactly for the remaining 55 percent, we believe many are left in the care of family, friends and neighbors (FFN), as well as other unlicensed care."<sup>1</sup>

Because care is provided by family, friends & neighbors, it is often exempt from licensing and can vary greatly in quality. However, efforts to improve child care quality in our state have focused almost exclusively on licensed child care centers and homes. Despite that focus, a 2013 report on FFN Care in Colorado, [\*School Readiness for All\*](#), found that informal child care providers are interested in improving the quality of their learning environments.<sup>2</sup> To address this mismatch, the Buell Foundation – a major philanthropic supporter of early childhood efforts in Colorado- approached the State Library in 2016. Buell recognized the importance of supporting FFN providers, and speculated that leveraging the local public library system to do so could be key; thus Growing Readers Together was born.

## **II. Family, Friend & Neighbor (FFN) Child Care Providers in Colorado: The Opportunity**

As mentioned above, the majority of Colorado's young children receive child care, through part or full time arrangements, from family members, friends and neighbors. This is particularly true when children are very young (i.e., infants & toddlers); have special care needs; when families have fewer economic resources; live in areas with limited licensed child care options, and/or work jobs with inflexible or nontraditional hours. Additionally, many families simply prefer to have their children cared for by those with whom they already have a personal connection and/or with whom they share cultural/linguistic backgrounds.

The science of early childhood development, and particularly brain development, has also revealed that it is precisely during this same era- the first three years of life- that critical brain structures are being formed that can have lifelong impacts on overall health and wellness. What's more, the strength of those structures is directly connected to early experience; when children have positive experiences with caregivers who respond to their needs, the brain forms stronger structures that are better able to withstand stress.

So, how to supply the family, friends & neighbors caring for Colorado's youngest children with the knowledge & resources they need to provide those "brain-building" positive experiences- particularly early literacy activities? Enter the public libraries. As trusted community anchors and hubs of learning freely available to all, libraries are perfectly positioned to respond to this need. What's more, the network of public libraries in Colorado means FFN in communities of all sizes across the state can access this support. By intentionally serving the FFN community, libraries are both addressing a critical need in the early childhood system and highlighting their role as a major community resource for developing early literacy capabilities.

### III. Serving FFN through Libraries- Details and Local Examples

Between 2016 -2018, the following library systems participated in at least one year of Growing Readers Together:

<u>Libraries Serving 100,000 or more:</u>	<u>Libraries Serving &lt; 10,000:</u>
Aurora Public Library	Alamosa Public Library
Pikes Peak Library District	Burlington Public Library
Pueblo City-County Library District	Combined Community Library (Ordway, CO)
	Conejos County Public Library District
	East Morgan County Library District (Brush, CO)
<u>Libraries Serving 10,000 – 99,999:</u>	John C Fremont Library District (Florence, CO)
Canon City Public Library	La Veta Public Library
Pines & Plains Library District (Elbert County)	Limon Memorial Public Library
Lamar Public Library	Lincoln County Bookmobile
Security Public Library	Spanish Peaks Library District (Walsenburg, CO)
	West Custer County Library District (Westcliffe, CO)

The overall goals of Growing Readers Together, which remained consistent during that timeframe, were:

**Goal 1:** FFN caregivers will have the skills, confidence, and resources to engage children in their care with early literacy materials and activities daily.

**Goal 2:** Public library staff will have strategies to connect FFN caregivers in their area with early literacy services.

**Goal 3:** Colorado State Library will develop state-level infrastructure for early literacy support to FFN caregivers and the children in their care.

**Goal 4:** Children under six in Colorado will be exposed to language and literacy-rich experiences in informal childcare settings and at the library.

To achieve Goals 1, 2 and 4, participating libraries were asked to partner with other early childhood organizations in their community and develop a plan that included strategies they felt would both address the grant’s purpose and be an appropriate fit for their community. As Goal 3 is a state-level goal, it was not required to be included in local libraries’ plans.

Beyond that general guidance, the sole requirement was that, during their 1<sup>st</sup> year in GRT, libraries set aside at least 20% of their grant funds to purchase and distribute materials directly to FFN for them to keep and use in their homes. This requirement directly impacts the first goal, which is for FFN caregivers to have adequate resources to engage children in early literacy activities.

Examples of local libraries' plans and photos of items they purchased for inclusion in "giveaway kits" can be found in **Section VI** of this document, but the following are brief descriptions of a few local library projects:

### **Alamosa: The Importance of Library Spaces**

Engaging young children and their caregivers in early literacy activities begins with offering a bright, attractive space that clearly welcomes young children's exploration and play. The Alamosa Public Library focused its in-house efforts on updating and enhancing the space available for their youngest patrons. By creating the "Playful Adventure Destination" or PAD, librarians in Alamosa are working to change the stereotype that libraries are quiet places where only serious studying is allowed. To ensure young families were aware of that change, the library hosted a series of "Literacy Nights" at locations around the community in which interactive story times modeled sound early literacy practices that child care providers could then replicate at home by using the complimentary kits provided at each Literacy Night.

### **Burlington: Growing Readers Together as a Catalyst**

Timing is critical in life, and the Growing Readers Together grant came at just the right time for the Burlington Public Library. When a new Director with a strong desire to re-energize the library and increase its presence in the community was hired, the emphasis GRT places on outreach and expanded services to caregivers of young children fit right in. As the Director reported, *"In October we also participated in Trunk-or-Treat with the Burlington Police Department. We handed out early-literacy material, our promotional pencils, bags, and a free book. Trunk-or-Treat was a huge success. We have had numerous sign-ups for our 1000 Books before Kindergarten, because we were able to get people into the library and understand the importance of early childhood literacy. Until we establish our presence and make people think about the library again, they may look at us with suspicion....this the first outreach the library has EVER done."*

### **Conejos County: Word of Mouth is a Powerful Advocate**

The librarians in Conejos County know their community, and they know how to get the word out. As they began to share information about Growing Readers Together with the natural leaders of their community, they discovered just how powerful personal communication can be. By creating early literacy kits and distributing them via home visits with library staff, word quickly spread of the value that learning about early literacy practices can bring. Soon after beginning their communication efforts, library staff reported *"We have 25 FFN providers signed up which is quite a bit more than we anticipated. Word of mouth has worked out better than we imagined!"*

## **La Veta: Connecting Kits & Activities to Every Child Ready to Read Practices**

One of Growing Readers Together's goals is to ensure that informal child care providers have, and use, a variety of materials in their home to support early learning development. As staff in the La Veta Public Library discovered, connecting each kit to a specific early literacy practice in the Public Library Association's Every Child Ready to Read framework—reading, writing, playing, singing, and talking—helps achieve that goal. The following excerpts from two recent monthly reports highlight how:

*“One of our FFN providers told me how much she appreciated the kit we gave out at our ‘sing’ event. She said the music CD in the kit was perfect for the mixed group of kids she looks after. They invented a new dancing game using the music on the CD and lily pads made from laminated paintings the kids had done.”*  
(Jan 2018)

*“I used Tomie DePaola's wordless book 'Pancakes for Breakfast' as a 'talk' activity at our last FFN event. It was great to get the young children to look at the pictures and use their own words to describe what was happening in the story. It was so successful I used it at all my storytimes preschool- 2nd grade and they all thoroughly enjoyed it!”* (April 2018)

## **Pueblo: Sharing Early Literacy Information outside the Library Walls**

Distributing materials directly to FFN providers, while an expectation of Growing Readers Together, is an incomplete strategy on its own, as an important element of the grant's work is helping providers understand how the everyday interactions they have with the children in their care support brain growth and early literacy development. By seamlessly incorporating informative tips and demonstrating the use of different materials during outreach Storytimes at the zoo, medical offices, etc., staff at Pueblo City – County Library District has inspired caregivers to continue engaging in these activities at home. Here's a recent example, *“I did Storytime at the park this month and I had a grandmother bring her granddaughter. She told me that she had come to my Storytimes at the library and wanted to know where to buy the shaker eggs. I told her that after Storytime today, I was going to give her a bag with a shaker and told her about the grant. The little girl was so excited!”*

## **West Custer County: Connecting to Medical Providers**

When thinking about places that young families routinely go, medical providers quickly rise to the top of the list. Capitalizing on that and connecting with local providers' special events has been a successful outreach strategy for staff at the West Custer County Library. By participating in a health fair, the youth services librarian was able to identify and connect with an FFN provider. This resulted in gaining a new library patron with an expanded awareness of library services: *“I met an FFN provider I've never seen before at the Health Fair. She is a grandma caring for her 4 year old grandson 5 days a week. I met her on a Saturday and that following Tuesday she came into the library with her grandson. They played in the kids' area and we also talked for a bit about early literacy and child development. It was the first time they'd ever been in our library. If I hadn't gone to the Health Fair to do outreach, they may never have come into the library. I have her contact info and she is excited to come to the caregiver workshops we are having in June as well as the opportunity for materials to keep at her home.”*

## IV. Applying Lessons Learned through Growing Readers Together in Your Library

As the examples shared above illustrate, libraries capitalized on the strengths of their partners and communities, utilized their internal plans for improvement and relied upon their willingness to engage in outreach to successfully locate and serve informal child care providers. In this section of the toolkit, we'll dive deeper into those strategies to consider the elements that led to success, and make recommendations for libraries seeking similar results.

### **A1: In Your Community- Outreach**

One of the first challenges faced by libraries, and indeed any organization seeking to serve informal FFN child care providers is simply identifying and locating them. While lists of licensed child care centers are available online and through social service organizations, due to the informal nature of the caregiving relationship, FFN caregivers can't always be so readily identified. Therefore, a more personalized approach must be used.

**Recommendation:** Many of the libraries in Growing Readers Together had success by starting in the library, approaching FFN that are already patrons- typically grandparents. By starting a conversation with them and describing the goals of Growing Readers Together, staff has an opportunity to discuss their caregiving role with them, the extent to which they feel supported in that role, their awareness of others also acting as FFN and their level of interest in participating in any programs you plan to offer.

Further information describing FFN and their caregiving role can be found in **Section VI** of this document.

While starting with FFN already served by your library is a logical beginning, it must be seen as only the *first* step. Successfully engaging FFN requires getting outside the library walls and directly offering services in the community, as the children and caregivers that may benefit most from early literacy support may not routinely attend library programs.

**Recommendation:** Spend time researching where in your community families with young children congregate, and what agencies/organizations serve them. In larger communities, this may be a cultural resource such as a zoo or museum, and in smaller communities it may be a church, a community pool, a grocery store or even the indoor play area at a local fast food restaurant. Think outside the box, and be ready to do a little detective work!

### **A2: In Your Community- Partnerships**

As is probably obvious by this point, libraries alone cannot identify, locate and serve FFN providers; that requires collaboration. However, knowing what agencies to target as potential partners can sometimes be tricky.

**Recommendation:** Asking yourself a few key questions, such as "what other organizations in my community are concerned with child development?"; "how do young families hear about programs and services?"; "what other organizations have young children in their buildings?" is

often a helpful exercise to suggest potential partners. An important partner for many libraries in Growing Readers Together was their local Early Childhood Council. With 34 Councils across the state, most libraries will be able to find and connect with a local Council. Find your nearest Early Childhood Council at <https://ecclacolorado.org/find-an-early-childhood-council/>)

In addition to identifying who to partner with, it's just as important to know why you're interested in a partnership with them. Considering how they can assist you and how the library may be able to assist them is an important step in determining whether or not a potential partnership is worth pursuing.

**Recommendation:** Be clear about your reasons for wanting to partner with a particular entity, and what you're really asking of them. Take the time to clarify your expectations of them as a partner, and ask them to do the same. Don't be afraid to discuss what might happen if the partnership doesn't work as expected; it's better to have that conversation around a hypothetical situation than in the midst of a real one.

Further information on creating/sustaining effective partnerships can be found in **Section VI** of this document.

### **A3: In Your Community- Marketing & Communications**

Outreach and partnerships allow you to create connections and visibility to engage in this work, but sharing information with and encouraging participation of FFN require marketing and communication skills. One lesson of Growing Readers Together is that language matters. While the actual language used (e.g., English, Spanish, etc.) obviously matters, the terms used to describe the target population in flyers and other marketing tools matter, too.

**Recommendation:** The term FFN, while used throughout the early childhood field and within Growing Readers Together, is shorthand for the clunky phrase, "informal, legally-exempt child care typically provided by family, friends and neighbors." However, it is NOT a term recognized or used by FFN providers themselves, and should not be used when creating marketing materials. Libraries in Growing Readers Together had more success when using words like "take care of," "babysitting for" and "watching" to describe the role of the population targeted by their programs. This was also true when speaking directly to FFN providers. In those instances, libraries often had the most success when asking about the nature of the relationship between the adult & child (e.g., "Is that your grandchild....niece/nephew....etc?").

Libraries in Growing Readers Together also made use of a variety of communication platforms to reach their intended audience. In addition to traditional flyers posted in and around the building and community, libraries used e-mail lists of partner organizations, posted to social media sites such as Facebook, created/wrote blogs, and posted information on NextDoor, a neighborhood-style social networking group. However, even with those options available, libraries often reported that good, old-fashioned word of mouth often was the most effective method of communication.



**Recommendation:** While FFN may use online networks or other electronic media to find information initially, they are more likely to respond to personal invitations from those they already know and trust. Build connection among FFN providers themselves as a way to encourage increased participation, and/or ask FFN with whom you have a connection already to help “spread the word.” Please remember that this “high-touch” approach will take more time to develop and you shouldn’t expect immediate results.

Further information on marketing and communication strategies can be found in **Section VI** of this document.

### **B1: In Your Building- Early Literacy Services (Spaces, Collections and Programs)**

FFN are interested in both learning more about child/literacy development, and in social opportunities to meet and connect with others caring for young children. Libraries in Growing Readers Together have leveraged these natural interests to develop specific programs targeted at FFN providers. In some cases, libraries have chosen to survey FFN to determine specific topics, and in others, libraries have chosen to align their program offerings with the five early literacy practices of Every Child Ready to Read.

**Recommendation:** Specific topics to address, while important, may be less of a concern for FFN than the way in which programs are implemented. Programs that allow both the FFN and the children in their care to participate and model early literacy activities for parents; that provide new insight into children’s development and learning; that are simply fun; and that can be easily replicated at home using common household items have generally met with success. Use your knowledge and expertise to develop the right approach to providing programs, and worry less about specific topics/themes to present.

Further information on creating and implementing engaging programs can be found in **Section VI** of this document.

### **B2: In Your Building- Staff Training**

All of the library staff members participating in Growing Readers Together have reported increased knowledge and/or improved skill in an area related to the grant. At times, the process of gaining these insights has been re-energizing for staff, and at other times, challenging. The two comments below are examples of this:

*“I have learned to be more adept at Excel! I can make better decisions on budgeting. Now I have even better ideas on how to reach those kids and how to do story time and how to get their attention. I was getting a little stagnant and now I’ve learned new techniques. Speaking with peers was very helpful, giving me whole new ideas.”<sup>3</sup>*

*“Several librarians said they had to become more prosocial than they otherwise were accustomed to. They talked about needing to move out of their comfort zones at times to approach people in the community outside of the library. Relatedly, one librarian said, ‘I had to*

*learn how to take rejection gracefully. Sometimes people just weren't interested. I had to be able to take that rejection and stay positive and still make them feel welcome.'"*<sup>4</sup>

**Recommendation:** Engaging in new activities such as budgeting/tracking grant expenditures and/or outreach may require the development of skills that staff has previously not used. Providing training on these skills- through your library's internal resources, through cross-training with organizational partners, or by reaching out to CSL and/or local libraries that have participated in Growing Readers Together- will be an important support to staff. Identifying the specific needs for training will best occur on an individual basis through conversations between supervisors and staff implementing the new services.

### **B3: In Your Building– Leadership/Policies**

Adding a new service, or choosing to engage in outreach to a specific audience requires a certain degree of organizational capacity; and indeed, libraries in Growing Readers Together that have acknowledged and actively planned for that have been able to more readily address challenges as they arose. At times, the acknowledgement/planning required has been as simple as understanding the iterative nature of this work and allowing for strategies to shift and change during implementation, as things don't always go as planned. In other situations, more tangible resources- additional funding, increased staff time on the project, use of volunteers, etc. has been required.

**Recommendation:** Acknowledge the need for administrative support and/or organizational capacity as part of the planning process. Determine what, specifically, it will take to enable your library to take on this work and develop a realistic way to address those needs. Think creatively about resources within your library and/or community that may be able to assist, and include those assets in your plans as well.

Further information on supporting staff and building capacity can be found in **Section VI** of this document.

## **V. Planning Ahead Worksheets**

Congratulations! You've read through the information above and determined that your library is ready to "Grow Readers Together"! We're very excited that you've chosen to expand your library's services to address a critical need in Colorado's early childhood system, and believe taking this step will highlight the library's role as a major community resource for supporting early literacy development.

Time to strategize! On the next few pages, you'll find a planning worksheet to help you organize your initial thoughts about incorporating early literacy services targeted at informal child care providers into your library's current offerings.

Additional materials that may be useful in planning can also be found in the next section, **VI. Resources**.

**Planning Sheet Instructions:** In thinking about what you've learned through reading this toolkit, consider each section below and answer the following questions.

**In the library:**

What do you want to see happen as a result of implementing any these recommendations? What's your overall goal?

How well do the goals & objectives of Growing Readers Together align with your library's goals & objectives for early literacy services?

Does implementing one or more of these recommendations provide an opening to expand your current early literacy services?

What organizational capacity do you already have that can assist with implementing these recommendations? What organizational capacity would have to be developed?

Which of your existing staff might have a passion for this work and can be supported to take it on? Is there a role for volunteers?

What is your budget for making these changes? Who can support it?

How do you feel about “experimenting”? Are mid-course corrections OK with you?

What’s your timeline for implementing this program? Is there a best time for you to begin, or a time you should avoid beginning?

**In the community:**

What do you already know about child care in your community, and who provides it?

What services/programs are most often used by young families in your community?

Do you have existing partnerships with any early childhood organizations currently? Can they help you understand the target audience (FFN child care providers)?

List at least three partners you want to talk to about this project.

Which of the examples from libraries previously in GRT do you think will work in your community?

How comfortable are you with outreach? Where's the best place to go in your community to find young children? What time of day?

What communication techniques will you use to let your community know about these new services? Have you considered local news media (TV stations, radio, etc.)?

## VI. Resources (hard copies of items not accessible via hyperlinks immediately follow this section)

- a) **Local plan examples:** GRT provided an optional planning template for libraries to use when designing their local projects. Examples from communities of different sizes and from communities that used (or not) the planning template are provided.
- i. Large library systems- those serving 100,000 people or more
  - ii. Medium library systems- those serving between 10,000 – 99,999 people
  - iii. Small library systems- those serving less than 10,000 people
- b) **Kit Ideas:** GRT required the purchase of “giveaway” materials for local FFN providers. In addition to that, some libraries were also interested in having ready-made kits available for use as regular circulating items. Examples of both types of kits are included here. **It’s important to remember that the Colorado State Library does not endorse these or any other specific products; the list is provided for your information only.**
- i. [Pre-made, commercially available kits](#)
  - ii. Library-made kits
- c) **Family, Friend & Neighbor Caregivers:** Because serving informal child care providers as a distinct population may be new for some libraries, GRT provided libraries with general information about serving FFN, as well as developed a variety of materials that can be shared with them. Resources both to learn more about FFN generally, as well as examples of specific materials created by GRT to use with the FFN population have been included in this section. It’s important to note that all of the materials that GRT created can be customized by libraries to include local logos, contact information, etc. Additionally, some of the materials - particularly the lesson plans and the guidance for FFN to use when Creating Early Literacy Kits - provide in-depth information, and would best be used by libraries as part of an ongoing FFN group or class, and not simply as a giveaway item.
- i. General information:
    1. [School Readiness for All Report](#) (information on FFN caregivers in Colorado)
    2. [Strategies for Supporting FFN Care Providers](#) (National Women’s Law Center)
  - ii. Growing Readers Together-created documents
    1. Who is an “FFN”?
    2. Materials for Use with FFN Providers (English & Spanish)
      - a. [Colorado Day by Day Family Literacy Calendar](#)
      - b. Early Literacy Tip Sheets
      - c. Lesson Plans

- d. Creating Early Literacy Kits for Babies, Toddlers & Preschoolers: Guidance for FFN Providers
3. Helpful early literacy resources/websites for FFN to know
- a. [Earlier is Easier](#)
  - b. [StoryBlocks](#)
  - c. [CLEL Bells](#)
  - d. [Daily Vroom](#)
  - e. [Bright by Three](#)
  - f. [Colorado Early Learning & Development Guidelines](#)
- d) Outreach:** Documents/webinars created or used by GRT relating to providing outreach.
- i. Planning sheet for outreach services
  - ii. WebJunction's free webinar on [outreach and community engagement](#)
- e) Developing Partnerships:** Documents/webinars created or used by GRT relating to developing partnerships.
- i. Growing Readers Together Partnership Agreement Form
  - ii. WebJunction's free webinar on [developing community partnerships](#)
- f) Marketing and Communications Strategies:** Documents created by GRT relating to marketing and communications. All documents can be customized by libraries for local use.
- i. Suggested Social Media Messages
  - ii. Press releases
- g) Programs:** Resources used by GRT to promote specific learning by FFN, or focused on specific topics of interest to FFN.
- i. Early Learning with Families' (CA. State Library) webinar on [Promoting Creativity in Childhood](#)
  - ii. [The Brain Architecture Game](#), Harvard Center on the Developing Child's interactive, affordable method for teaching adults basic brain development theories and underscoring the importance of early experience.

**End Notes:**

\*

- 1.) Whitfield, C. (2017). Almost Half of Coloradans Live in ‘Child Care Deserts’. [online] Colorado Trust. Available at: <https://www.coloradotrust.org/content/story/almost-half-coloradans-live-child-care-deserts> [Accessed 29 May 2018].)
- 2.) Colorado Family, Friend, and Neighbor Community at Clayton Early Learning. (2013). School Readiness for All: The Contribution of Family, Friend and Neighbor Care in Colorado (Report). Denver, CO.
- 3.) Green, S., PhD. (2017). Growing Readers Together Evaluation Findings (Report). Denver, CO: Clayton Early Learning Research & Evaluation Dept.
- 4.) *Ibid.*



# RESOURCES

## **Local plan examples:**

GRT provided an optional planning template for libraries to use when designing their local projects. Examples from communities of different sizes and communities choosing to use the planning template (or not) are provided.

**Instructions:** The goals and objectives for Growing Readers Together (GRT) are listed in the box below. Following the example provided in the shaded areas of the template on page 2, describe the details (i.e., the “who, what, how, when & why” of your local plan) for use of GRT funds.

**Goal 1:** FFN caregivers in southeast Colorado will have the skills, confidence, and resources to engage children in their care with early literacy materials and activities daily.

**Objectives related to goal 1:**

- 1.1 Increase FFN caregivers’ knowledge of early literacy and child development
- 1.2 Increase FFN caregivers’ skills and confidence in offering early literacy practices to the children in their care
- 1.3 Increase FFN caregivers’ incorporation of more early literacy activities into the daily lives of the children in their care
- 1.4 Increase caregivers’ awareness of and participation in free early literacy services offered by the library
- 1.5 Increase the number of early literacy items owned by FFN caregivers for the benefit of the children in their care
- 1.6 Establish local FFN caregiver communities of practice for informal peer support and connection

**Goal 2:** Public library staff in southeast Colorado will have strategies to connect FFN caregivers in their area with early literacy services.

**Objectives related to goal 2:**

- 2.1 Increase library staff knowledge of evidence-based early literacy practices for library spaces, collections, and other offerings
- 2.2 Establish and/or expand local partnerships between libraries and other agencies to identify and serve FFN audiences in each community
- 2.3 Increase library staff services (in-library and outreach) to FFN caregivers and the children in their care
- 2.4 Increase library early literacy collections for in-library and/or borrowing Increase early literacy experiences for children in FFN care in southeast Colorado in their childcare or home setting through August 2017

**Please note that there is no “Goal 3” listed, as that goal is focused exclusively on state-level work and therefore not necessary to include in local plans.**

**Goal 4:** Children under six in southeast Colorado will be exposed to language and literacy-rich experiences in informal childcare settings and at the library.

**Objectives related to goal 4:**

- 4.1 Increase early literacy experiences for children in FFN care in southeast Colorado in their childcare or home setting
- 4.2 Increase early literacy experiences for children in FFN care in southeast Colorado in the library and/or through library outreach

## Growing Readers Together Project Plan Template- Large Library (Serves 100,000+)

<b>Which Growing Readers Together Goal do you want to address? (Aligned to Project Goals above)</b>	<b>For Whose Benefit? (Target Audience)</b>	<b>How will you let them know what you're doing? (Outreach Strategies to Target Audience)</b>	<b>What will happen as a result of your work? (Anticipated Results)</b>	<b>What do you specifically plan to do to achieve those results? (Project Activities)</b>	<b>Who will you ask to help you? (Partners)</b>	<b>What will they do to help? (Partner role or task)</b>	<b>How can we help you? (Support Needs from CSL)</b>
Create and Distribute Early Literacy Packs  1.1, 1.2, 1.3, 1.4, 1.5	FFN Caregivers	- Promotion via Social Media, Quarterly library newsletter/program guide, and via outreach and distribution at local community Literacy Events	- Raise parent/caregiver awareness of critical early literacy skills  - Increase awareness of library resources and programming	Create Early Literacy Packs that contain: <ul style="list-style-type: none"> <li>• Storybook</li> <li>• Manipulative toy</li> <li>• GRT Literacy Calendar</li> <li>• Early Literacy tips/brochure</li> <li>• Library hours &amp; locations</li> <li>• Library Explore Guide (program listing)</li> </ul>	Tri-County Nurse Support Program	Help us connect directly with young families	Additional early literacy calendars

<b>Early Literacy Events</b> <b>1.1, 1.2, 1.3, 1.4, 1.5, 1.6</b>	FFN Caregivers	Promotion via Social Media, Quarterly library newsletter/program guide, Library Website, marketing in local newsletters	<ul style="list-style-type: none"> <li>- Raise parent/caregiver awareness of critical early literacy skills</li> <li>- Increase awareness of library resources and programming</li> </ul>	Create an event that specifically addresses each of the 5 Early Literacy Skills, encouraging caregivers to interact directly with the child, rather than relying on the librarian for direction.			
<b>Literacy Night Support Kit</b> <b>2.1, 2.3</b>	Library Staff	Create an Early Literacy event kit that can travel between libraries. Staff will be trained in hosting an Early Literacy Events and encouraged to plan their own.	<ul style="list-style-type: none"> <li>-A system-wide adaption of Early Literacy training and skills</li> <li>-Widen the range of services offered at each of the branches, ensuring that Early Literacy education for FFN is available at all locations</li> </ul>	<ul style="list-style-type: none"> <li>-Train staff on kit contents</li> <li>-Provide a "Best Practices" guide, and hints/tips for alternative activities</li> </ul>			
<b>Updating ELC toys at branches</b> <b>2.1, 2.3</b>	2.1, 2.3	Add new, and update outdated Early Literacy toys and interactives at each of our locations.	Widen the range of services offered at each of the branches, ensuring that Early Literacy education for FFN is available at all locations	-Provide hands-on, learning resources for families who may not have access to these toys at home.			

<p><b>Marketing Storywalk</b></p> <p><b>1.1, 1.2, 1.3, 1.4, 1.6</b></p>	<p>FFN Caregivers</p>	<p>Promote new Storywalk which will feature Early Literacy Tips, and a librarian-led storytime each month – working with parents on Early Literacy Skills</p>	<p>A wider audience will be aware of the storywalk, as well as the programming offered by the library. In addition, caregivers attending the storywalk will gain a sense of community with other storywalk participants</p>	<p>-Promote Storywalk via Colorado Public Radio</p> <p>Promote Storywalk via local Parks, Recreation, and Open Space</p> <p>-Provide hands-on, interactive experience with a librarian, allowing parents to become familiar with early literacy skills</p>	<p>Local Parks, Recreation and Open Space</p>	<p>-Provide a location for the storywalk,</p> <p>-Provide marketing and awareness via their advertising channels</p>	
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## Growing Readers Together Annual - Large Community Serving 100,000 +



Month	Goal	Year: 2017-2018	Activities/Strategies	Partners	Materials and/or resources
		Objective			
September (Year 2 start)					
Every Month	Goal 2 Goal 1, Goal 4	2.2 1.1-1.6 & 4.1-4.2	Share Kids Events Flyer Baby, Toddler, Preschool ST	HIPPY and Early Childhood Council	(except May and August)
October	Goal 1, Goal 2 Goal 2	1.1-1.4 , 2.2, 2.3 2.1	Pop Up Storytime Mall Pick the ST Book Workshop	Local Mall	Library Staff
November	Goal 1, Goal 2	1.1-1.4 , 2.2, 2.3	Pop Storytime Mall	Local Mall	
December	Goal 1, Goal 2	1.1-1.4 , 2.2, 2.3	Pop Storytime Mall	Local Mall	
January	Goal 1, Goal	1.1-1.4 , 2.2, 2.3	Pop Storytime Mall	Local Mall	

<b>February</b>	<b>Goal 1, Goal 2</b>	<b>1.1-1.4 , 2.2, 2.3</b>	<b>Pop Storytime Mall</b>	<b>Mall</b>	
<b>March</b>	<b>Goal 1, Goal 2</b>	<b>1.1-1.4 , 2.2, 2.3</b>	<b>Pop Storytime Mall</b>	<b>Mall</b>	
<b>April</b> <b>(Week of the Young Child)</b>	<b>Goal 1, Goal 2</b>	<b>1.1-1.4 , 2.2, 2.3</b>	<b>Pop Storytime Mall</b>	<b>Mall</b>	
<b>May</b>	<b>Goal 1, Goal 2</b>	<b>1.1-1.4 , 2.2, 2.3</b>	<b>Pop Storytime Mall</b>	<b>Mall</b>	
<b>June</b> <b>(SRP)</b>	<b>Goal 1, Goal 2</b>	<b>1.1-1.4 , 2.2, 2.3</b>	<b>Pop Storytime Mall, Pop Storytime Zoo</b> <b>Pop Storytime City Park</b> <b>Books in the Park</b>	<b>Mall</b> <b>Zoo</b> <b>City Park &amp; Rec</b>	
<b>July</b> <b>(SRP)</b>	<b>Goal 1, Goal 2</b>	<b>1.1-1.4 , 2.2, 2.3</b>	<b>Pop Storytime Mall</b> <b>Pop Storytime Zoo</b> <b>City Park</b> <b>Books in the Park</b>	<b>Mall</b> <b>Zoo</b> <b>City Park &amp; Rec</b>	
<b>August</b> <b>(Back to School)</b>	<b>Goal 1, Goal 2</b> <b>Goal 4</b>	<b>1.1-1.4 , 2.2, 2.3</b> <b>4.2</b>	<b>Pop Storytime Mall</b> <b>Literacy Fair</b>	<b>Mall</b> <b>Library</b>	

# Large Library- Serving 100,000 +

## Growing Readers Together Grant 2017-2018

### Target Audience

Our program will target reaching non-licensed child care providers for children birth through age 6 in our community. The care providers may not know about the early literacy programs the library offers or cannot transport all of the children.

### Specific Outcomes

- Teach caregivers early literacy skills and practices by modeling storytimes and activities by using the Every Child Ready to Read model from the American Library Association.
- Promote age appropriate programming and services that the library offers.

### Detailed Description of Plan

- **Develop Early Literacy To Go Area:** Add manipulatives and items for a play area for the visitors of Book in the Park and to take to pop up storytimes to provide more early learning experiences.
- **Develop Weekly Storytime Kits to Use at Books in the Park and For Pop-Up Storytimes:** Create eight storytime kits that include early literacy activities and crafts.
  - **Once a Month Outreach Storytime:** Visit the Mall and City Park once a month to do a pop up storytime. Provide customers with library and early literacy information. Visits the mall October-April and visit the City Park May-August.
  - **Summer Time Outreach at the Zoo:** Visit the Zoo to do storytimes once a week. Provide customers with library and early literacy information.
  - **Monthly Electronic Children's Program Flyer:** Each month work with Community Relations to create a flyer of the storytimes and children's programs offered by the library district. Email the flyer at the beginning of each month to the Early Childhood Council to send out through their listserv that reaches 3,000 people. Also provide paper copies to Catholic Charities HIPPIY program to distribute to the caregivers they visit 200 families every month.
  - **Hold a literacy fair at the library.** The literacy fair will share learning activities based off Every Child Ready to Read and provide literacy activities they can do at home.

### Logistics of the Program

- **Ordering Items:** We will work closely with our Technical Services department to order items for the early literacy play area for Books in the Park and FFN items to give away.
- **Training:** Before the program begins, I will offer a training a staff day Picking the Perfect Storytime Book.
- **Early Childhood Council (ECC):** One partner is the Early Childhood Council. The mission of the council is to collaborate and advocate in order to enrich and strengthen the lives of children and families in our community. The ECC's role in our project is consulting and as an information



source. They have an email listserv that reaches over 3,000 people. The email reaches college students, members of the ECC, daycares/preschools, and caregivers who have requested referrals.

- **Catholic Charities HIPPY:** The organization will provide library program information each month to the care providers that they visit. I will also invite them to set up tables at storytimes to sign care providers for their free literacy programs.
- **Mall:** The Mall will be a partner to reach people in the community. Once a month a pop up storytime will be offered to share early literacy and library information.
- **City Parks and Rec:** Once a month during the warm months a pop up storytime will be held at the City Park.

## **Recommendations**

- **Reaching Out**
  - *Actively partner with other organizations that serve caregivers with young children:* We will partner with community organizations to spread the early literacy message and promote library services.
  - *Present outreach programs in convenient locations:* We will consult the mall and park about what location and times for the Storytimes, will work best for their customers.
- **Home Early Literacy Practices**
  - *Early Literacy Knowledge Base, Home Habits, On-the-Go Habits:* During our storytimes, we plan to model early literacy activities that families can do at home and on-the-go. Also, in our handout, we plan to share early literacy tips, songs and fingerplays.

Medium Library: Serving 10,000 – 99,999				Year: 2017-2018	
Month	Goal	Objective	Activities/Strategies	Partners	Material/resources
September (Year 2 start)	Goal 2	2.1, 2.2	Attend CLEL conference, Story time, STEAM activities, maintain and enhance current programming at the library, continue to encourage participation in 1000 Books Before Kindergarten,  Partner with St. Paul’s Preschool to provide books for use in the classroom	Local County Spellbinders group, local faith-based preschool	Craft supplies, robotics, notebooks and books for 1000 Books
	Goal 4	4.2			
October	Goal 1	1.2, 1.4, 1.5	Expand community partnerships—CASA, ECCO, Early Childhood Council, Department of Health & Human Services to help with identifying FFNs  Community outreach at Harvest/Pumpkin/Halloween Festivals  Attend literacy night in Simla  Get more early literacy bags and calendars into the hands of FFNs	Towns & school districts in our county	Literacy bags, early literacy calendars
	Goal 2	2.2			
	Goal 4	4.1, 4.2			
November	Goal 1	1.3	Develop “story time in a bag” backpacks for checkout  Partner with Bright by Three to get more early literacy materials into the hands of families	Bright by Three	Board books, craft supplies, printed material with songs/fingerplays, audio CDs
	Goal 2	2.2, 2.4			
	Goal 4	4.1			
December	Goal 2	2.4	Add book packs with playaways, books on CD, books to expand the early literacy collection		Book packs, playaways, books on CD, books

<b>January</b>	Goal 4	4.2	Roll out sensory and interactive displays for babies/toddlers in branches		Busy boards, bubble walls, mirrors
<b>February</b>	Goal 1	1.1, 1.4, 1.6	Family Fair around Chinese New Year to get more families involved in the library and reach more FFNs that may not frequent the library	Early Childhood Coalition, Police/Sheriff Department, Fire Department, CASA, ECCO, Department of Health & Human Services?	Literacy bags, early literacy calendars, fortune cookies with early literacy tips
<b>March</b>	Goal 2	2.4	Add book packs with playaways, books on CD, books to expand the early literacy collection		Book packs, playaways, books on CD, books
<b>April (Week of the Young Child)</b>	Goal 4	4.1	Participate in One Book for Colorado—deliver and story time for preschools in the area, and push sign-ups for SRP  Host a grandparent/FFN event to give providers time to network and provide information	Schools & local Early Childhood Coalition	Books for One Book, grandparent handbook from zero to three
<b>May</b>	Goal 2 Goal 4	2.3 4.2	Plan mobile story times for the warmer months—possibly in local parks	Parks & Rec districts	Books, craft supplies, outdoor games
<b>June (SRP)</b>	Goal 4	4.2	Include activities that are relevant to kids 0-6	Performer for SRP	Craft supplies
<b>July (SRP)</b>	Goal 2 Goal 4	2.3 4.2	Include activities that are relevant to kids 0-6  Outreach at local festivals and fairs	Towns in county	Craft supplies, promotional materials for the library, literacy bags, early literacy calendars

<b>August (Back to School)</b>	Goal 2	2.2	Attend back to school events at local schools to get the word out about the library	County school districts	Promotional materials for the library, literacy bags, early literacy calendars
	Goal 4	4.2			

**Reference Materials: GRT goals and objectives:**

**Goal 1:** FFN caregivers in southeast Colorado will have the skills, confidence, and resources to engage children in their care with early literacy materials and activities daily.

**Objectives related to goal 1:**

- 1.1 Increase FFN caregivers' knowledge of early literacy and child development
- 1.2 Increase FFN caregivers' skills and confidence in offering early literacy practices to the children in their care
- 1.3 Increase FFN caregivers' incorporation of more early literacy activities into the daily lives of the children in their care
- 1.4 Increase caregivers' awareness of and participation in free early literacy services offered by the library
- 1.5 Increase the number of early literacy items owned by FFN caregivers for the benefit of the children in their care
- 1.6 Establish local FFN caregiver communities of practice for informal peer support and connection

**Goal 2:** Public library staff in southeast Colorado will have strategies to connect FFN caregivers in their area with early literacy services.

**Objectives related to goal 2:**

- 2.1 Increase library staff knowledge of evidence-based early literacy practices for library spaces, collections, and other offerings
- 2.2 Establish and/or expand local partnerships between libraries and other agencies to identify and serve FFN audiences in each community
- 2.3 Increase library staff services (in-library and outreach) to FFN caregivers and the children in their care
- 2.4 Increase library early literacy collections for in-library and/or borrowing Increase early literacy experiences for children in FFN care in southeast Colorado in their childcare or home setting through August 2017

**Please note that there is no "Goal 3" listed, as that goal is focused exclusively on state-level work and therefore not necessary to include in local plans.**

**Goal 4:** Children under six in southeast Colorado will be exposed to language and literacy-rich experiences in informal childcare settings and at the library.

**Objectives related to goal 4:**

- 4.1 Increase early literacy experiences for children in FFN care in southeast Colorado in their childcare or home setting
- 4.2 Increase early literacy experiences for children in FFN care in southeast Colorado in the library and/or through library outreach



## **Medium Library: Serving 10,000 – 99, 999**

The Public Library's goal for this year of Growing Readers Together is to redesign our children's department and create an area that will encourage parents and caregivers to use the space with their children, from birth to age 5, to enhance their library experience and to develop early reading skills. The redesign of our children's area will encourage learning by providing a vibrant literacy-rich space to help young children develop the six early literacy skills using colors, letters, numbers, sounds, objects, shapes, textures and books.

The redesign of the children's area will feature an interactive sensory wall and activity wall, special book collections, an alphabet/numbers carpet, play tables, seating for parents and children. By redesigning the area we will provide a place where parents and caregivers can spend time with their children, and enjoy working on developing and enriching pre-reading skills together. The basic idea is that a fundamental feeling of safety and security enables relationships, esteem, and creative potential in children.

The best way to engage early learners is through literacy-rich and play-based areas that allow children to explore and navigate the world around them. Research shows that the more senses you engage, the stronger learning becomes. As part of the redesign, we would like to add Early Literacy Station computers. Early Literacy Station computers are touch screen computers that come loaded with games, stories, animations and art programs for children ages 2-8. They help children develop reading, writing, problem-solving and computer literacy skills through fun, colorful and engaging activities.

Playing is how kids learn; playing in a space like this helps kids use their imagination to solve problems—it also helps them learn to work with others and prepares them to learn and read. Our Public Library strives to offer a rich learning experience that will keep our patrons coming back and we believe that that designating an area for our youngest patrons and their caregivers will do just that.

We plan to continue the partnerships we built during the first year of the program. The Public Library will team with local preschools to circulate early literacy information and materials to FFN providers. The information and materials will help increase knowledge of the six skills and five practices of early literacy. Library staff will distribute pamphlets to local clinics, stores and community centers promoting monthly programs held here at the library.

Library staff will once again help the Early Childhood Council (ECHO) during screening events to provide material that will increase material owned by FFN caregivers. Library staff will provide training to E.C.H.O Staff and caregivers at events. Staff will model proper use of the materials and provide information about early literacy and why it is important to the healthy development of a child.

Staff will provide training about early literacy monthly for parents and caregivers at our Growing Readers Together nights starting with “the Power of Play” on October 16th. Our youth services department will demonstrate book reading, flannel board stories, and songs/finger plays. This training will ensure that parents and caregivers understand the importance of early literacy activities in developing young children’s minds, and know that children learn by speaking, listening, singing, and playing with their parents and caregivers. This will also help to make the library a welcoming place for Friends Family and Neighbors.

As a result of last year’s program, we have increased the number of story times we provide for the public to four times a week. We have also increased our outreach story times to include not only preschools but also informal childcare settings like the farmers market and the kindergarten roundup. After attending an outreach story time at the farmers market last year. I was approached by a caseworker for DHS and asked if we could provide a special story time for mothers in the processes of regaining custody of their children. This has been a very successful for both the library and the mothers of the program and we plan on continuing the partnership over the next year.

We believe one of the most successful parts of year one was the amount of material we provided directly to caregivers. The collection of board books, wordless books, picture books and parenting books helped caregivers expose the children in their care to reading and gave them tools to support early literacy. With the remaining funds, we plan on purchasing more material that will go directly to caregivers.

Growing Readers Together Annual Plan: Small Library Serving <10,000				Year: 2017 - 2018	
Month	Goal	Objective	Activities/Strategies	Partners	Material/resources
September (Year 2 start)	1 – connect with caregivers	Make community aware of GRT	Personal contacts; articles in paper & radio spots; presentations at parents & grandparents events	Local newspaper, radio and Senior Center	Grandparents as caregivers presentation & handouts
October	2 – staff training & outreach	1 & 2 & 3 & 4	Review of materials online & in print; add to lib collection; improve library kids space; start handing out GRT calendars	Elem. School reading program; Bright by Three	Browser bins & manipulatives & early lit books; GRT calendars
November	1 & 2 & 4	Increase exposure to language	Pop up story time in English and Spanish at local events & ball games; establish Spanish story time at Library; Xmas Crafts fair	Recreation and Community Centers; all schools	Early literacy kits; library schedules; GRT calendars;
December	1	6	Organize FFN groups with scheduled time in the Library & discussions & practices; modeling story time methods; hand out books at Parade of Lights; infant days in library for child development 4H project with members & babies' parents.	4H child dev projects; MOPS; preschool; County Health Services; Comm. Center	Early literacy kits – second set with crayons & coloring pages; GRT calendars
January	4	1 & 2 Increase outreach to grandparents –	Pop up story time at all public events at Comm. Center; regular scheduled story times at daycares; ball games; Boy Scout & 4-H awards banquets; other libraries in County. Service Club story time and books giveaway in library. Grandpa & Grandma night with kids – special stories & craft activities	Comm. Center; Service Clubs.; Boy Scouts; Extension Service; County Libraries; Senior Center	Early literacy kits & handouts & calendars; craft supplies & grandparent-themed kids' books
February	1 & 2 & 4	Update community on GRT & continue outreach	Pop up story time in additional places – parent/teacher conferences ;HS students read to students at the elementary school – connect them to the library and let them hand out the materials for younger siblings	Local school students	Early literacy kits ; additional book handouts from Library
March	1 & 2 & 4	Increase exposure to language	Extra story times in Library customized to different groups; Library –hosted workshops on childhood nutrition & early child development	All FFN groups; Extension Office; County Health Services; MOPS	Early literacy kits; games for circulation; family activity nights/ programs centered around reading

<b>April (Week of the Young Child)</b>	1 & 2 & 4	Outreach to more groups	Father & child story time and craft activity; family game & story times – Screen Free Week include toddler activities	Child care centers, public & private elementary schools	Story time books; craft supplies; family games;
<b>May</b>	4	1 & 2 Exposure to language	Story time in the parks – twice a week; parent night out with babysitting provided in Library (6:00 to 8:00 pm)	All FFN; Library; Safe Sitters group	Early literacy kits – 3 <sup>rd</sup> kits with more books & games & music CDs
<b>June (SRP)</b>	1	6 – informal peer support	FFN group meetings & activities at Library; presentation by local kindergarten teachers about “school readiness”	All FFN groups; local kindergarten teachers	Online programs for caregivers about early childhood & learning opportunities
<b>July (SRP)</b>	2	3	Evaluation of our GRT programs – what worked & what did not; new ideas for future – ask FFN what they would like to see happen	All library staff – possibly from other county libraries as well	Local survey form for FFN to fill out; local evaluation form for FFN to gauge our program
<b>August (Back to School)</b>	1 & 2	5	Continue story time visits; programs in library; outreach to more groups – church nurseries? & grandparent social groups (pinochle & bridge)	All FFN groups & individuals; Senior Center; local churches	Early literacy kits - 4th set



Growing Readers Together Annual Plan: Small Library Serving <10,000				Year: One	
Month	Goal	Objective	Activities/Strategies	Partners	Material/resources
<b>September</b> (Year 2 start)	GRT grant objectives will be understood.	Research grant. Plan & budget.	Meet with director to plan strategy, research, ask year one libraries what worked last year.	Other GRT Libraries	_____
<b>October</b>	GRT grant will be planned and focused.	Submit budget and Annual Plan.	Plan out events and literacy kits, research early literacy ideas, ask other libraries what went into their kits.	Other GRT Libraries	_____
<b>November</b>	FFN Providers will be identified and welcomed.	Outreach Make library space more inviting.	Figure out if pop story time at the gas station is an option. Look into bookcases and rug and getting couch recovered. Make bear's house beneath stairs.	Gas Station	Materials for a story time activity. Bookcases, couch cover, rug, and bear's house materials.
<b>December</b>	FFN providers will be aware of upcoming activities.	Poster will be displayed/articles written.	Advertise in the paper, make and display posters.	Local Newspaper and/or Grocery Store	Paper, card, and color copies
<b>January</b>	FFN providers will have access to literacy programs, information, and kits.	Hold first FFN event and give out first part of kit	Advertise and plan first event, assemble first part of kit to give away.		Coffee and snacks, activity resources, and kit components.
<b>February</b>	Same	Hold second FFN event and give out second part of kit.	Advertise and plan second event, assemble second part of kit to give away.	Fire Department	Coffee and snacks, activity resources, and kit components.
<b>March</b>	Same	Hold third FFN event and give out third part of kit.	Advertise and plan third event, assemble third part of kit to give away.		Coffee and snacks, activity resources, and kit components.
<b>April</b> (Week of the Young Child)	Same	Hold fourth FFN event and give out fourth part of kit.	Advertise and plan fourth event, assemble fourth part of kit to give away.	Live Well	Coffee and snacks, activity resources, and kit components.

<b>May</b>	Same	Hold second FFN event and give out fifth part of kit.	Advertise and plan fifth event, assemble fifth part of kit to give away.	—	Coffee and snacks, activity resources, and kit components.
<b>June (SRP)</b>	FFN Providers will be informed about Summer programs.	Include FFN providers in SRP program planning.	Plan activities that work for FFN care providers and advertise through established channels.	—	SRP Activity resources
<b>July (SRP)</b>	FFN Providers will be informed about Summer programs.	Include FFN providers in SRP program planning.	Plan activities that work for FFN care providers and advertise through established channels.	—	SRP Activity resources
<b>August (Back to School)</b>	Grant Objectives will be in progress and evaluated.	Submit final report and evaluate progress.	Self-evaluate and pull number together for final report.	—	SRP Activity resources

## Kit Ideas:

One of the grant objectives was to provide family, friend and neighbor child care providers with early literacy materials and trainings to enhance their home learning environments. All of the libraries were required to provide these materials during their first year of participation. Additionally, many used them beyond the first year as an outreach strategy. Along with the materials, librarians modeled use of the kits to enhance providers' engagement with the children in their care.

Some examples of the type of kits that libraries in GRT created "in-house" have been included on the pages that follow.

In addition to that, some libraries were also interested in having ready-made kits available for use as regular circulating items, and typically purchased those from commercially available sources. Examples of commercially available kits can be found online in numerous locations. Please remember that the Colorado State Library does not endorse these or any other specific products.



## Kits for FFN: Examples and Ideas from GRT Libraries

Example from Library District serving 100,000+

### Write

- Dry Erase magnet board
- Dry eraser markers
- Jug of magnet letters and numbers
- 3 plastic animals
- 1 playdoh starter kit
- Laminated pages to use for playdoh page



### Read, sing talk



### English bag

- 4 board books
  - Baby Animals on the Farm
  - Brown Bear
  - Carry and Learn Colors
  - Love is You and me
- 1 paperback book
  - Bear Counts

## Spanish bag

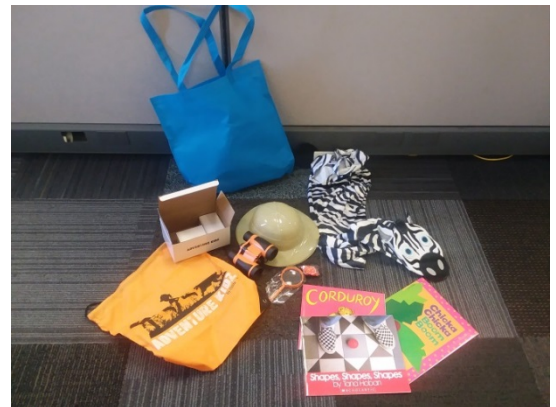
- CuCu, Vamos a Comer – Clifford
- Colores Llévame y aprende
- El amor somos tu y yo

## Both bags

- 1 adult book – Toddler Busy Book
- 1 set scarves and shaker eggs
- 1 Wiggleworms CD
- 3 finger puppets
- 2 rattles
- 2 sock puppets
- 1 bubbles
- 1 Every Child Ready to Read Brochure

## Theme bag: Explorer

- Animal cape
- Pith helmet
- Explorer kit: magnifying glass, whistle, binoculars, flashlight, compass, backpack bag
- 3 books





## Kits for FFN: Examples and Ideas from GRT Libraries

*Example from Library Serving 10,000 – 99,999*

### "The Bunny Bag" (0-3 years)

- 3 bunny counters of various colors for sorting, counting and playing
- whiffle ball and pipe cleaners for developing fine motor skills and hand-eye coordination
- rainbow nubby ball
- play dough for developing fine motor skills
- Time for a Bath board book
- Set of 8 mini board books--ABCs, 123, animals, on the farm, things that go, colors, shapes and opposites
- CO Day by Day Early Literacy Calendar
- Library card application



### The Bear Bag (4-6 years)

- 5 bear counters of various colors for sorting, counting and playing
- craft stick with pompoms to match colors, count and develop fine motor skills
- play dough for developing fine motor skills
- National Geographic Kids: Bears book
- Set of 12 Pete the Cat or Paw Patrol phonics books--predictable text that focuses on vowel sounds for those just learning to read
- CO Day by Day Family Literacy Calendar
- Library card application





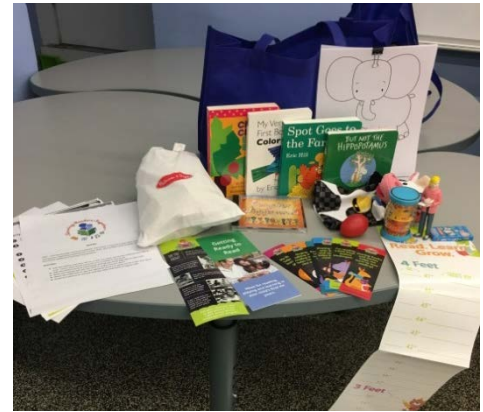


## Kits for FFN: Examples and Ideas from GRT Libraries

Example from Library Serving <10,000

### Baby (0-12 Month)

- 1,000 Books Before Kindergarten Child Benefit Bookmarks
- 1,000 Books Before Kindergarten Caregiver Tips Jumbo Bookmarks
- 1,000 Books Before Kindergarten - There Is No Sub for Books Browsing Bag
- 1,000 Books Before Kindergarten Growth Chart
- Raising Passionate Readers
- Coloring Pages
- Early Literacy Information Pages
- Puppet
- Crayons
- 1 Career Person Toy
- Songs for Wiggleworms CD
- 2 musical instruments
- Wooden letter blocks
- 4 board books
- Evaluation Form



### Toddler-Preschooler (1-5 years old)

- 1,000 Books Before Kindergarten Child Benefit Bookmarks
- 1,000 Books Before Kindergarten Caregiver Tips Jumbo Bookmarks
- 1,000 Books Before Kindergarten - There Is No Sub for Books Browsing Bag
- 1,000 Books Before Kindergarten Growth Chart
- Raising Passionate Readers
- Coloring Pages
- Early Literacy Information Pages
- Puppet
- Crayons
- 1 Career Person Toy
- Songs for Wiggleworms CD
- 2 musical instruments
- Plastic Letters
- 4 paperback books
- Evaluation Form





## Kits for FFN: Examples and Ideas from GRT Libraries

Library reference: Library serving 10,000 – 99,999

### FFN bag theme: Oceans (April)

Age: Baby

- Reusable bags for each kit
- Baby Fish Finger puppet book
- Mister Seahorse Board Book
- Melissa and Doug Water Wow! Under the Sea
- "The Pout Pout Fish" by Deborah Diesen w CD

### FFN bag theme: Oceans (April)

Age: Toddlers

- Reusable bags for each kit
- Melissa and Doug Wooden Fishing Puzzle
- Melissa and Doug Water Wow! Under the Sea
- "The Pout Pout Fish" by Deborah Diesen w CD
- Mister Seahorse Board Book

### FFN bag theme: Oceans (April)

Age: Preschoolers

- Reusable bags for each kit
- A House for a Hermit Crab by Eric Carle
- iPuzzle Ocean Animals Wood Cube Puzzle
- Melissa and Doug Water Wow! Under the Sea
- National Geographic Readers: Coral Reefs by Kristin Rattini
- "The Pout Pout Fish" by Deborah Diesen w CD

### FFN bag theme: Construction/Things that Go (May)

Age: Baby

- Reusable Shopping Bags
- Melisa and Doug Drawing pads
- Play Town: Construction: Lift a flap by Roger Priddy
- The Truck Book by Harry McNaught



## FFN bag theme: Construction/Things that Go (May)

Age: Toddlers

- Reusable Shopping Bags
- Big Board First 100 Trucks and Things that GO by Roger Priddy
- Melisa and Doug Drawing pads
- Goodnight Goodnight Construction site lacing cards
- Play Town: Construction: Lift a flap by Roger Priddy
- The Truck Book by Harry McNaught

## FFN bag theme: Construction/Things that Go (May)

Ages: Preschoolers

- Reusable Shopping Bags
- Melisa and Doug Drawing pads
- Melissa and Doug wooden stamp set: Vehicles
- Goodnight Goodnight Construction site lacing cards
- The Truck Book by Harry McNaught
- Pete the Cat Construction Destruction by James Dean

## FFN bag theme: The Zoo (June)

Ages: Baby

- Reusable Shopping bags
- Dear Zoo by Rod Campbell Board Book
- Melissa and Doug wooden zoo puzzle
- Melissa and Doug Zoo Friends Hand Puppet

## FFN bag theme: The Zoo (June)

Age: Toddlers

- Reusable Shopping bags
- Melissa and Doug Zoo Friends Hand Puppet
- A Trip to the Zoo by Karen Wallace
- 1, 2, 3 to the Zoo by Eric Carle
- Melissa and Doug wooden zoo puzzle

## FFN bag theme: The Zoo (June)

Age: Preschoolers

- Reusable Shopping bags
- Melissa and Doug wooden zoo puzzle
- Curious George goes to the Zoo
- A Trip to the Zoo by Karen Wallace
- Melissa and Doug Zoo Friends Hand Puppet

## **FFN bag theme: The Farm (July)**

**Age: Baby**

- Reusable Shopping bags
- Munchkin Traveling Flash Cards
- Play-dough 24 pack (set of two)
- Farm Peekaboo! Touch and feel board book
- Do Like a Duck does! By Judy Hindley

## **FFN bag theme: The Farm (July)**

**Age: Toddlers**

- Reusable Shopping bags
- Do Like a Duck does! By Judy Hindley
- Play-dough 24 pack (set of two)
- Professor Poplar's Wooden Barnyard Peg Puzzle
- Play Dough shape and learn numbers and counting

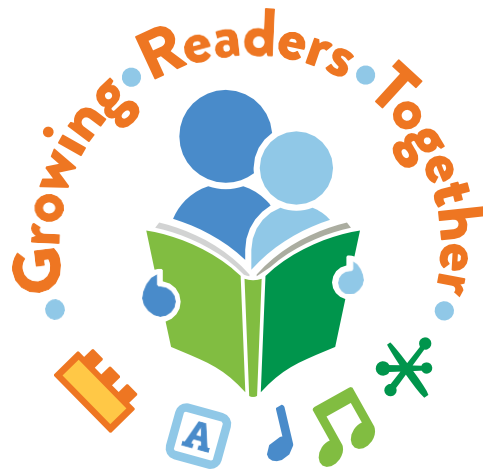
## **FFN bag theme: The Farm (July)**

**Age: Preschoolers**

- Reusable Shopping bags
- Do Like a Duck does! By Judy Hindley
- National Geographic Readers: Farm Animals
- Click Clack Moo Cows that Type by Doreen Cronin
- Play Dough shape and learn numbers and counting
- Play-dough 24 pack (Set of two)

## Family, Friend & Neighbor Caregivers:

Examples of specific materials created by GRT to use with the FFN population have been included in this section. It's important to note that all of the materials that GRT created can be customized by local libraries to include local logos, contact information, etc. Additionally, some of the materials, particularly the lesson plans and Early Literacy Practices sheets provide in-depth information that would best be shared with FFN providers as part of an ongoing group or class, and not as a simple giveaway item.



## Read Aloud

Children whose parents read to them have a head start in language and literacy skills and go to school better prepared. Sharing stories not only entertains children, it also develops their vocabulary, improves their ability to learn to read, and creates a lifelong love of reading.

## Why?

Reading aloud creates a special bond between an adult and a child and helps children connect spoken and written language. It teaches children how to use books- reading from left to right, and from the front to the back of a book- and nurtures their imagination.

## Activity

Point to the words while you read. Talk about the pictures. Share thoughts about the story afterwards. Encourage your kids to write or engage in creative activities related to it. Make connections between the story, real life and your child's experiences.



Early Literacy Tip:

# Read

It is never too early to start reading with your child.

Even young infants can benefit from exposure to books and reading.

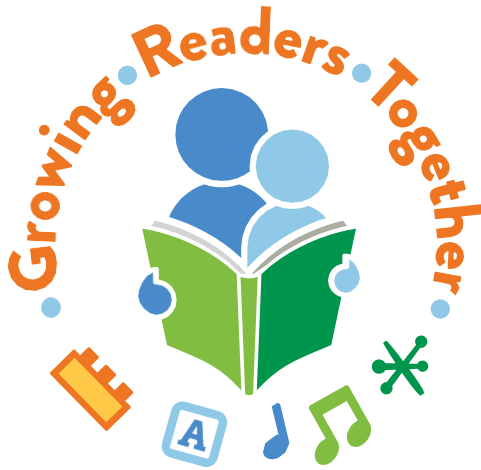
As a caregiver, you are an essential partner in your child's development of reading, writing, and language skills which can lead to school success.



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## Early writing

Writing starts with scribbling and drawing. Scribbling is to writing what babbling is to speaking: an early stage of development that should be encouraged. Well before they can write actual letters or words, children's scribbles show they understand that print has meaning.

## Why?

By letting young children scribble and pretend to write, they learn how to form and recognize letters. Holding a crayon, paintbrush or pencil provides an opportunity to practice and develops the small muscles they'll use for writing their name later on.

## Activity

Provide a variety of materials to encourage drawing and scribbling (e.g., crayons, paper, markers, finger paints). Write thank-you notes or making shopping lists together. Point out logos and street signs, and name some letters of their names and family names.

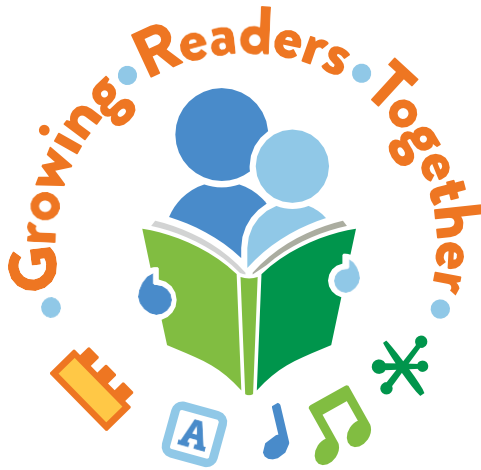


Early Literacy Tip:

# Write

One of the important connections that come with early writing is helping children become aware that what we say are words, and these words can be written down.

As they continue to scribble and draw children begin to notice what they are doing. As their hands and fingers become stronger and they are better able to control their scribbles.



## Talk to your Child

By talking to your child, you're sharing lots of new sounds and words, which improves their understanding of language. Even babies that are too young to talk are learning about words and talking, just from listening and watching you talk.

## Why?

Talking is important to children's early brain development, and has positive effects on early language, vocabulary, reading, and math skills. By talking to children in a warm and gentle way, you're sharing experiences together and strengthening your relationship.

## Activity

Make eye contact when you talk to your child. Comment and ask questions about what they are doing and their environment. Repeat and add new vocabulary to their comments. Model the correct use of words. Label objects.



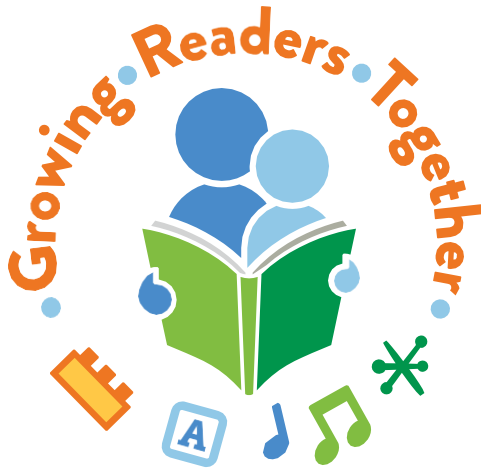
Early Literacy Tip:

# Talk

Talking with babies and toddlers is a brain building activity.

Every time you talk to a baby and engage in back-and-forth interactions, new connections in that baby's brain are made.

The more you engage with babies and toddlers in this way, the more they learn to understand and use new words and concepts.



## Sing with your Child

Singing is a great way to learn new words. It helps children understand sentence structure by slowing the language down. When new information is attached to a tune, it becomes easier to remember. Children often learn the alphabet by singing, not saying, the letters.

## Why?

Singing expands a child's vocabulary, and helps them understand tone, beat & rhythm. It is often comforting to young children; using special songs at special times of day- clean up time, bed time, etc- helps children feel safe and understand what comes next.

## Activity

Add gestures to the song, it will help them get the meaning of the words. Add claps, it helps them hear the syllables in a words. Sing along with your child to their favorite CD. Create songs to go along with their daily routines. Sing songs in the child's home language.



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Early Literacy Tip:

# Sing

Babies and toddlers love music! Music nourishes children's brains and can be used to teach them new words and concepts.

Singing improves a child's memory and teaches how to rhyme, both necessary skills for reading.

Your child loves your voice best of all- don't worry if you're not always "in tune"- just have fun & keep singing!





## Have fun playing!

Children learn best in an environment which allows them to explore, discover, and play. Play builds the imagination, teaches children about getting along with others, and creates opportunities for them to engage in physical activity.

## Why?

Children learn about themselves, others, and the world around them by playing with everyday objects and pretending. Play allows children to safely explore new ideas and make new discoveries, which fosters a love of learning.

## Activity

When playing, use different noises- it will develop the basics of language. Playing "I spy" games will help build their vocabulary. Let them dress up after a story time- it inspires creativity and, best of all, it's fun!



Early Literacy Tip:

# Play

Play enhances language development, social competence, creativity, imagination, and thinking skills.

Playing with your child builds lasting bonds.

Play helps your child learn the rules and what is expected of him or her. As children grow, play helps them learn how to act in society.





## Leer en voz alta

Los niños que leen con sus padres, tienen ventaja en la alfabetización, el lenguaje y están mejor preparados para la escuela. Compartir historias no sólo entretiene a los niños, sino que también desarrolla su vocabulario, mejora su capacidad de leer y crea amor hacia la lectura.

## Por que es importante?

Creas un vínculo especial entre el niño y el adulto. Nutres su imaginación. Ayudas a los niños a conectar el lenguaje hablado y el escrito. Enseñas a los niños a leer de izquierda a derecha y del frente a la parte de atrás del libro.

## Actividades

Señala las palabras mientras lees. Habla acerca de las fotos. Comparte pensamientos sobre la historia leída. Anime a sus hijos a escribir o participar en actividades creativas relacionadas con la historia.



Consejo de alfabetización:

# Leer

Nunca es muy temprano para comenzar a leer con los niños.

Hasta los pequeños se benefician de la libros y la lectura

Como proveedor de cuidado infantil, eres parte esencial en el desarrollo de a lectura, escritura y lenguaje de tu niño, lo cual puede llevarlo a tener éxito en la escuela.



## Escritura emergente

La escritura comienza con garabatos y dibujos. Estos son a la escritura, lo que el balbuceo es al hablar. Es una etapa temprana del desarrollo que debe ser estimulada. Mucho antes de que los niños puedan escribir, los garabatos muestran que entienden que las palabras tienen significado.

## Por que es impprtante?

Cuando dejamos que los niños garabatean y pretendan escribir, aprenden a formar palabras y a reconocer letras. Cuando sostienen un crayon, brocha de pintar o lapiz, ejercitan los musculos necesarios para la escritura.

## Actividades

Ten cerca de ellos, materiales que los motiven a dibujar y garabatear (crayones, papeles, marcadores, pintura, etc).Escriban notas de agradecimiento, la lista del mercado, o una recetea. Señalen los logo las señales de tráfico, identifiquen y nombren letras de su nombre o de familiares.



Consejo de alfabetización:

# Escribir

Una de las conexiones importantes que vienen con la escritura temprana es ayudar a los niños a ser conscientes de que lo que decimos son palabras, y estas palabras se pueden escribir.

A medida que continúan garabateando y dibujando, los niños empiezan a notar lo que están haciendo. Sus manos y dedos se hacen más fuertes y son más capaces de controlar sus garabatos.



## Habla con tu niño.

Al hablar con el niño, compartes un montón de nuevos sonidos y palabras, lo que mejora su comprensión del lenguaje. Incluso los bebés, con tan solo escucharte y verte hablar, aprenden acerca del lenguaje y las palabras.

## Por que es importante?

Hablar es importante para el desarrollo temprano del cerebro en los niños, y tiene efectos positivos en el lenguaje, el vocabulario, la lectura y matemáticas. Cuando hablas con los niños de manera cálida y gentil, compartes experiencias y fortaleces tu relacion con ellos.

## Actividades

Cuando hable con tu niño, miralo a los ojos. Comenta y haz pregunta de lo que realiza y de su alrededor. Repite y agrega nuevas palabras a sus comentarios. Modela el correcto uso de las palabras. Nombra objetos.



Consejo de alfabetización:

# Hablar

Hablarle a los bebés y a los infantes, es una actividad que ayuda a desarrollar su cerebro.

Cada vez que le hablas a un bebe y tienes interacciones de calidad, se forman nuevas conexiones en su cerebro.

Mientras mas te relaciones con bebés e infantes de esta manera, mas aprenderan a entender y usar nuevas palabras y conceptos.



## Canta con tu niño.

Cantar es una manera divertida de aprender nuevas palabras. Ayuda a los niños a entender la estructura de la oración reduciendo la velocidad del lenguaje. Cuando se agrega nueva información a una melodía, se vuelve más fácil de recordar.

## Por que es importante?

El canto amplía el vocabulario del niño y les ayuda a comprender el tono, ritmo y melodía. Para los niños es reconfortante usar canciones especiales en momentos del día (tiempo de recoger, tiempo de dormir, etc) ayuda a los niños a sentirse seguros y entender que sigue despues

## Actividades

Añadir gestos a la canción, les ayudará a entender el significado de las palabras. Añadir aplausos, les ayuda a escuchar las sílabas en las palabras. Cante junto al niñ su CD favorito. Crear canciones para las rutinas diarias.



Consejo de alfabetización:

# Cantar

Los bebes y los infantes aman la musica! La musica, nutre el cerebro de los niños y a traves de esta aprenden nuevas palabras y conceptos

El canto mejora la memoria del niño y aprenden rimas; ambos necesarios para el desarrollo de la lectura.

A los niños le encanta tu voz! No te preocupes si no estas siemr afinada/o, solo diviertete y sigue cantando!





## Diviertete jugando!

Los niños aprenden mejor en un ambiente que les permita explorar, descubrir y jugar. El juego construye la imaginación, les enseña a relacionarse con otros y crea una oportunidad para involucrarlos en actividades físicas.

## Por que es importante?

Los ayuda a estar conscientes de su cuerpo, incrementa su curiosidad, desarrolla su sentido del humor y crea conexiones cerebrales para futuros aprendizajes. Ayuda a los niños a comunicar sus emociones, a pensar, ser creativos y resolver problemas.

## Actividades

Cuando juegues, usa diferentes sonidos; esto desarrolla el lenguaje. Jueguen a pretender, esto los ayuda a entender el poder del lenguaje. Jueguen a "espíar", esto los ayuda a desarrollar su vocabulario. Dejalos

un cuento!  
disfrutarse luego de leer



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Consejo de  
alfabetización:

# Jugar

El juego mejora el  
lenguaje, la creatividad, la  
imaginación, a  
interactuar con los demás  
y a razonar.

Jugar con niños  
construye vinculos  
duraderos.

A través del juego el niño a  
aprende reglas y que se  
espera de él. Les ayuda a  
aprender a actuar en la  
sociedad y a desarrollar  
habilidades de lenguaje.



[Your Library logo here]

**Ready, Set, GO!**

## Getting Ready For Kindergarten with My Library

*A two week lesson plan full of “whole brain” activities and teachable moments*

Dear caregivers,

We appreciate all your effort, time, and dedication to providing the proper care that the child in your life deserves. Thank you for growing a future generation of readers and successful students!

We see your love and caring and we want to support you in every way we can! We encourage you to keep visiting your local library; this will help you develop pre-school readiness skills for your child.

As caregivers, parents, librarians, and teachers, we encounter young children that struggle with expressing their emotions and feelings through words. Luckily, children express themselves naturally using movement and art. As caregivers, we can utilize their natural self-expression by creating activities that will engage the use of art, like painting, drawing, dancing, and singing.

### **Ways to use this lesson plan**

1. Use this lesson plan daily by following each of the five daily early literacy practices.
2. Use the lesson plan weekly. Read one book per week, and utilize one early literacy practice per day.

## Terminology and definitions

### **“Whole Brain” Activities**

When we involve the left side of the brain (the logical side) with the right side of the brain (the emotional center) we create a more significant and complete learning experience. Connecting the process of learning with a fun experience creates whole brain activity. A whole brain can achieve much more!

### **Teachable moments**

These are every day and simple life experiences that can be used to teach something to anyone. When we read books to our children and have conversation about the book we are creating a teachable moment. Children can learn about emotions and how to deal with them by reading a book about feelings and emotions. When children are able to identify and familiarize themselves with the situation, they can learn through the character and the story about their emotions. Libraries are filled with teachable moments!

### **Manipulative**

A material/object/Item that your child can touch.

### **Finger play**

A hand action or movement combined with singing or spoken-words to engage the child's interest.

### **Fine motor skills**

The use of small muscles such as those in the hands, fingers, toes, wrists, lips, and tongue are used to perform a specific task. Before kindergarten, children will need to develop the fine motor skills to help them know how to write, use scissors, tie shoes, turn pages, and successfully participate in activities both in the classroom and beyond.

### **Gross motor skills**

The development of use of large muscle groups in the body such as those in the arms, legs, torso, and feet. Before kindergarten, children will need to develop gross motor skills to successfully participate in activities both in the classroom and beyond.

### **One-to-one correspondence**

The ability to match numbers to objects; for example, matching the number five to five blocks.

## **Rote counting**

The ability to count numbers aloud, in a sequence, from memory. Example: “One, two, three, four, five...”

## **Six Early Literacy Skills**

These skills encompass everything a child knows about reading and writing before he or she can physically read or write. The following basic skills comprise early literacy and help determine a child’s readiness to read and write:

**Print motivation:** being interested in and enjoying books.

**Print awareness:** noticing print everywhere, knowing how to handle a book, and knowing how to follow the written word on the page.

**Letter Knowledge:** knowing that letters are different from each other, knowing letter names and sounds, and recognizing letters everywhere.

**Vocabulary:** knowing a variety of words.

**Phonological Awareness:** hearing and playing with the smaller sounds of words.

**Narrative Skills:** describing things and events, telling stories, knowing the order of events, and making predictions.

## **Five Early Literacy Practices**

As parents/caregivers, you can reinforce and help grow brain connections through five practices. Practiced regularly, these activities will help a child develop the six early literacy skills and be prepared to learn to read. The five practices are: Reading, talking, singing, writing and playing. You can find an easy and fun activity to each practice these steps every day.

\*To learn more about the six early literacy skills and the five early literacy practices, visit the website for the Colorado Libraries for Early Literacy:

<https://www.clel.org/fiveearlyliteracypractices>



## Week 1

	Read	Talk	Sing	Write	Play	Child Development
<b>Monday</b>	Read the book "Groovy Joe: Dance Party Countdown"	Talk about the numbers in the book. Pause on each page and ask questions like: How many dogs were joining Joe? Using Flashcards, identify the corresponding number, name the numbers, and count the dogs. What other things can we count around the house?	The book has a song, follow the link and sing along. <a href="https://www.youtube.com/watch?v=QgpWpj9-X8g">https://www.youtube.com/watch?v=QgpWpj9-X8g</a>	Write the numbers you just learned using multisensory materials. Start by pouring sand, flour, sugar, salt, shaving cream, pudding or other materials onto a flat surface. Using flash cards, say the name of the number, count aloud to the number, and trace the number on a flashcard. With your finger, write the number into the sand, flour, salt, etc.	Create your own guitar or banjo using recycled materials! Click the link for instructions <a href="http://www.theafttrain.com/mini-lid-banjos/">http://www.theafttrain.com/mini-lid-banjos/</a>	<u>Literacy:</u> Print awareness. Print motivation. <u>Math:</u> Number recognition. One to one correspondence. Rote Counting. Connecting number to quantity. <u>Fine motor skills:</u> Tracing, hand-eye coordination, cutting. <u>Senses:</u> Touch, sight, hearing, taste, smell.
<b>Tuesday</b>	Read the book: "Five little monkeys jumping on the bed."	Count the monkeys on the bed and on the floor. Talk about: 1 monkey being on the floor, 4 monkeys jumping on the bed (Where are the most monkeys? Where are the fewest?) Using flashcards encourage your child to identify the number you count.	Finger play! Sing along the song: "5 little monkeys" <a href="https://www.youtube.com/watch=VTm_moa02m_U">https://www.youtube.com/watch=VTm_moa02m_U</a>  You can also create monkey ear headbands to wear while jumping on a trampoline! (See last page for monkey ear	Make "Ice Chalk." (See last page for recipe) Bring the flashcards outside. Have your child write out the numbers. If your child needs help, feel free to demonstrate first.	Jump into numbers! Go outside and write number on the ground with chalk. Using your flashcards, select a number and say: "Jump to number _____!"	<u>Literacy:</u> Narrative skills. Print awareness. Print motivation. Vocabulary. <u>Math:</u> Number recognition. One to one correspondence. Rote Counting. Connecting number to quantity. <u>Fine motor skills:</u>

		Ask your child to make a drawing of the first thing that happened on the story, then talk about what happened after that. Try to make a sequence of the story.	headband instructions.)			Tracing, cutting, coloring, drawing. <u>Gross motor skills:</u> Jumping. <u>Senses:</u> Touch, sight, hearing.
<b>Wednesday</b>	Read the book: "Cat in the Hat"	<p>Talk about the words that rhyme in the story. For example, cat-hat-that-mat all rhyme.</p> <p>Ask the child why these words rhyme with each other. Play a multisensory game involving sound and touch.</p> <p>Combine clapping with speaking each letter. Enunciate all the letters and say them slowly.</p> <p>Example: (Clap)C- (Clap) A- (Clap) T. You can also try tapping with your arms or with a musical instrument.</p> <p>Use the "clapping letters video" link on the last page.</p>	<p>Rhyming songs are an excellent way to teach rhyming skills to children. Mother goose has plenty of options. Another option that we like is "Super Simple Songs" on YouTube. <a href="https://www.youtube.com/user/SuperSimpleSongs">https://www.youtube.com/user/SuperSimpleSongs</a>.</p> <p>Some favorite rhyming songs are: Row, row, row your boat. "Hickory Dickory Dock". "Rain, rain go away", And "The Itsy, bitsy spider"</p>	<p>Using construction paper or plain white paper, write words from the book that rhyme, ex:</p> <p>1 paper (Cat) 1 paper (Hat) 1 paper (mat) 1 paper (cake) 1 paper (rake)</p> <p>Place the paper on the floor and encourage your child to jump only on words that rhyme with one another. You can also do a "rhyming hunt", and look for words that rhyme.</p>	<p>STEM activity! The game is called: "Stack the cat's hat."</p> <p>The idea is to stack red and white cups or alternating index cards/ paper. You can incorporate both math and literacy skills by asking questions about color and shape. Count the cups on the tower and encourage your child to follow a pattern. For example, red-white-red-white or red-red-white-white.</p>	<p><u>Literacy:</u> Phonemic awareness. Rhyming words. Print awareness. Print motivation.</p> <p><u>Math:</u> One to one correspondence. Rote Counting. Shape, colors, patterns.</p> <p><u>Fine motor skills:</u> Hand-eye coordination.</p> <p><u>Senses:</u> Touch, sight, hear.</p>

<p><b>Thursday</b></p>	<p>Read the book “Llama Llama Red Pajama”</p>	<p>Talk about rhyming words in the book. Explain the feeling in the book. Was he happy and excited? Or was he scared, sad, and afraid? Why do you think he was feeling this way? Have you ever felt like that? When we talk and identify feeling, we give a name to the emotion and understand that it is normal to have feelings. This also facilitates a conversation that the child is safe to express their feelings using words.</p>	<p>Sing the book! Create a melody and a beat and make up a song with the book’s text as lyrics.</p>	<p>Have a pajama party! First, write a list of the things you will need for the party. Encourage your child to tell you what is needed and write down their responses. Challenge them to make a drawing of every item on the list. If they can write, let them write the items on the list.</p>	<p>Let’s play a color game! Think of an “I Spy game” but instead of saying “I Spy something red”, say: “Llama, Llama RED/BLUE/GREEN/ pajama, I see something red/blue/green/...</p>	<p><u>Literacy:</u> Phonemic awareness. Rhyming words. Print awareness. Print motivation. Narrative skills. <u>Math:</u> One to one correspondence. Rote Counting. Colors. <u>Fine motor skills:</u> writing, drawing <u>Senses:</u> Touch, sight, hearing.</p>
<p><b>Friday</b></p>	<p>Read the book “Chicka Chicka Boom Boom, 1,2,3”</p>	<p>Discuss how many numbers were counted, what colors you saw and what actions were taking place. Create a simple game by tracing your child’s hand on a white sheet of paper. Next,</p>	<p>Make a picture book and sing the book! Using a stack of white or colored paper (about 2-3 sheets) invite your child to fold the paper in half. Staple the folded sheets together. With your child help, think about a different storyline for the book you both just read and ask the child what</p>	<p>Using clothes pins and a pom-poms, sponge or cotton, trace a number you found in the book. By using the clothes pin, your child will exercise the muscles of their hand which are required for writing. This also helps with gripping a</p>	<p>Bubble day! Blowing bubbles will help strengthen your child’s facial muscles. These muscles are required for pronouncing words. Follow the recipe for bubble liquid and for</p>	<p><u>Literacy:</u> Print awareness. Print motivation. Narrative skills Vocabulary. <u>Math:</u> Number recognition. One to one correspondence. Rote Counting. Connecting number to quantity.</p>

use finger paint and encourage your child to dip their finger in the paint, making dots for each finger.



they can change in the book. Encourage your child to make a drawing on each page sequencing the events while following a storyline. Lastly, invite your child to sing their story to you. You can go first to demonstrate!

pencil.



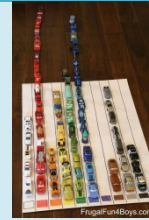
constructing a bubble wand. Go outside, blow bubbles, and count them!

Fine motor skills: Pencil grip, face muscles, tracing, hand-eye coordination, stamping.  
Senses: Touch, sight, hearing.

## Week 2

	Read	Talk	Sing	Write	Play	Child Development
<b>Monday</b>	Read the book “Groovy Joe: Dance Party Countdown”	This time, talk about numbers that are missing from the book (3,5,6,7). Using flashcards, identify the corresponding number. Name the number and count the amount of dogs. Ask your child if they can count the number of dogs	Sing the song from the book! Follow the link to the sing along: <a href="https://www.youtube.com/watch?v=QgpWpj9-X8g">https://www.youtube.com/watch?v=QgpWpj9-X8g</a>	Data-number time! If you counted the dogs around your neighborhood, classify them into groups with this system: 1 rock= white dog. 1 leaf=brown dog. 1 acorn=black dog. Set the items in rows to form a graph.	Using the guitar or bango that you built last week, play a song. Practice first and then play it for a friend, family member, and your neighbors!	<u>Literacy:</u> Print awareness. Print motivation. <u>Math:</u> Number recognition. One to one correspondence. Rote Counting. Connecting number to quantity. <u>Fine motor skills:</u> Tracing, hand-eye coordination, cutting,

in their neighborhood.



Count the number of dogs that you saw.  
Which category has the largest amount?  
Trace the numbers with chalk.

pasting.  
Senses: Touch, sight, hear.

**Tuesday**

Read the book: "Pete the Cat. I love my white shoes."

Talk about the color Pete is stepping on. What's your favorite color? Ask the child about their favorite shoes. Do you know how to tie your shoe laces? Here a link to start practicing <https://laughingkidslearn.com/teach-children-to-tie-their-shoelace/>. Talk about Pete the cat's feelings. Was he upset? Was he happy?

Set crayons, colored pencils, paint brushes and paint, and water, on the table with some white paper. Paint using colors mentioned in the book (Red, Blue, and Brown), while singing Pete the Cat's song! You can use a paintbrush or paint with your fingers. This activity can also be completed outside using chalk. The chalk can easily be erased with water. Complete this activity while you sing.

Let's exercise those fingers today!  
Gather some fruit cereal (Fruit Loops) and a string (yarn or pipe cleaners work well). Have your child sort the Fruit Loops by color, the count the amount in each group. Which color has the largest amount of pieces, which color has the smallest amount? How many pieces are in each group? Can you identify the number using your flashcards? Can you write down the number?

Set a plate of mixed berries (strawberries, blueberries, and blackberries) out for your child. Have your child sort the berries depending on color. Talk about how Pete the Cat stepped on the strawberries and blueberries. Do you remember what happened? What happens when we mix red and blue?

Literacy: Print awareness. Print motivation. Narrative skills Vocabulary. Math: Number recognition. One to one correspondence. Rote Counting. Connecting number to quantity, sorting, classifying, and color identification. Fine motor skills: Pencil grip, face muscles, tracing, hand-eye coordination, lacing. Senses: Touch, sight, hearing, taste, smell.

				Encourage your child to string the Fruit Loops on the string or pipe cleaner.	Make a smoothie and see what colors form!	
<b>Wednesday</b>	Read the book: "It's ok to be different"	Talk about what makes you and your child special and different! Using a mirror, encourage your child to see all of their unique features such as their nose, eyes, hair, mouth, etc. Make a self-portrait! Give your child some white paper and crayons and let them draw themselves. You can do a self-portrait and then talk about the differences and how special it is to be ourselves.	Discuss some of your favorite things to do. Do you have a favorite game, toy, favorite places to go? Create a song, a rhyme, or a poem about these things!	Write an "All About Me" book! Add the self-portrait to the book along with other pages such as: My name, my favorite color, my favorite shape, my favorite toy, and my family. Adults can also make a book and then read the stories to each other.	Collect stuffed animals, dolls or toys and place them in rows as if they were in a classroom setting. Read your "all about me book" to the animals. Talk about how every toy is different and ask the child what they like about each one.	<u>Literacy:</u> Print awareness. Print motivation. Narrative skills Vocabulary. Rhyming words. <u>Math:</u> Number recognition. One to one correspondence. Rote Counting. Connecting number to quantity. <u>Fine motor skills:</u> Drawing, coloring, pencil grip, face muscles, tracing, hand-eye coordination, stamping. <u>Senses:</u> Touch, sight, hearing.
<b>Thursday</b>	Read the book : Chicka	Talk about the letters and colors that you remember	At the beginning of the book, the first two pages are the letters of	Write the letters you remember using multisensory materials. Pour sand, flour, sugar,	Tape some flashcards around the	<u>Literacy:</u> Print awareness. Print motivation.

	<p>Chicka Boom Boom, ABC”</p>	<p>from the book. Can you identify the letters of your name? What were the letters doing? Were the letters going up and down? Can you go up and down?</p>	<p>the alphabet in a row. Sing the ABC song while pointing at each letter! Talk about how each letter is shown in upper and lowercase.</p>	<p>salt, shaving cream, pudding or other materials on a flat surface. Using flash cards, say the name of the letter, the sound it makes and trace the number on the flashcards. Lastly, trace the number in the multisensory material. (See the last page for video instructions.)</p>	<p>house. Encourage your child to collect the letters of their name. When they collect them all, put the letters together to spell out their name!</p>	<p>Narrative skills. Vocabulary, letter sound letter name. <u>Math</u>: Colors <u>Fine motor skills</u>: Tracing, hand-eye coordination. <u>Senses</u>: Touch, sight, hearing, taste, smell.</p>
<b>Friday</b>	<p>Read the book: “Pete’s a Pizza”</p>	<p>Talk about Pete’s feelings. Was he happy or sad? What did they do to make Pete happy? Talk about what happened first, second, and third. What happens last?</p>	<p>Sing the song: “I am a pizza” and learn the name of the ingredients. Talk about the shapes and colors. Visit the next link to learn the song: <a href="https://www.youtube.com/watch?v=0O16-V_JtYs">https://www.youtube.com/watch?v=0O16-V_JtYs</a></p>	<p>What ingredients do you need to make a pizza? What’s steps would you need to follow? What do you remember from the book? Write and draw a list of these ingredients and steps required.</p>	<p>Once you have a list of ingredients and steps, make a pizza with playdough. Utilize playdough, buttons, beads, pieces of paper, etc, to create your playdough pizza. Have a pretend pizza party!</p>	<p><u>Literacy</u>: Print awareness. Print motivation. Narrative skills Vocabulary. <u>Math</u>: Shapes, colors. <u>Fine motor skills</u>: Hand and finger muscles, Hand-eye coordination. <u>Senses</u>: Touch, sight, hear, smell, taste.</p>

## **Materials & Resources**

### ***Flashcards***

- Numbers flashcards: <https://www.allkidsnetwork.com/flashcards/numbers/>
- ABC flashcards: <https://extremecouponingmom.ca/diy-alphabet-flash-cards-free-printable/>

### ***How-to-Videos***

- Multisensory number tracing: <https://www.facebook.com/growingreaderstogether/videos/2094309020814244/>
- Multisensory letter tracing: <https://www.facebook.com/growingreaderstogether/videos/2092870850958061/>
- Clapping letter's video: <https://www.facebook.com/growingreaderstogether/videos/2094322594146220/>

### ***Crafts***

- Monkey ear craft: <https://www.redtedart.com/nursery-rhyme-activities-crafts/monkey-craft/> <http://milartesmujer.blogspot.com/2014/11/sombrero-de-papel-forma-de-mono-para.html?spref=pi&m=1>
- Bubble Blower: [https://bhoomplay.wordpress.com/2010/09/13/bubbles\\_blower/](https://bhoomplay.wordpress.com/2010/09/13/bubbles_blower/)

### **Bubble Blowing Solution**

3 cups water

1 cup liquid dish detergent

1 Tb. sugar

Instructions:

Combine ingredients well. Dip bubble wand in and blow. To make a bubble wand you can bend a pipe cleaner, wire or wire hanger into shape. For a colored bubble solution, add food coloring to the liquid.





[Your Library logo here]

## Preparámonos para el Kindergarten con Nuestra Biblioteca.

*Dos semanas de Planificación Académica con actividades integrales neurológicas y oportunidades educativas*

Querido proveedor del cuidado infantil,

Agradecemos todo su esfuerzo, tiempo y dedicación en proporcionar la atención adecuada que el niño a su cuidado merece. ¡Gracias por “crecer” la futura generación de lectores y estudiantes exitosos!

¡Sentimos tu amor y afecto, por esto queremos brindarte nuestro apoyo de todas las formas posibles! Le recomendamos que siga visitando su biblioteca local; esto lo ayudará a desarrollar las habilidades necesarias para la preparación preescolar del niño al que cuidas.

Ya sea un proveedor de cuidado infantil, padre/madre, bibliotecario/a o maestro/a, en ocasiones podemos encontrarnos con niños pequeños que se les dificulta expresar con palabras, las emociones y sentimientos. Por suerte, los niños se expresan naturalmente a través del movimiento y del arte. Como proveedores de cuidado, puedes utilizar esta expresión natural para crear actividades que promueven el uso del arte, como la pintura, dibujo, baile y canto.

### **Formas de utilizar esta planificación**

1. Puedes usar esta planificación todos los días, completando las cinco prácticas para la alfabetización.
2. Puedes utilizar esta planificación de manera semanal. Lee un libro por semana y realiza diariamente una práctica para la alfabetización.

## Terminología y definiciones

### **Actividades del “Cerebro integral”**

Estas son actividades en la que estimulamos ambos hemisferios (lados) del cerebro. Cuando involucramos el lado izquierdo del cerebro (pensamiento lógico) con el lado derecho (el centro de las emociones), creamos una experiencia educativa completa o integral. Cuando conectamos el proceso de aprendizaje con una experiencia lúdica o divertida, creamos lo que llamamos actividades del “cerebro integral”. Un cerebro integrado puede alcanzar más que cada una de sus partes por separadas.

### **Oportunidades educativas**

Estos son aquellos momentos y experiencias en el diario vivir que son considerados como oportunidades para adquirir un aprendizaje. Cuando leemos un cuento a nuestros niños y tenemos conversaciones acerca de lo leído, estamos creando oportunidades de aprendizajes. Los niños pueden aprender de emociones y cómo manejar con estas a través de la lectura de un cuento. Cuando los niños se sienten identificados con una historia, son capaces de aprender de los personajes, su historia y emociones. Las bibliotecas están llenas de oportunidades educativas.

### **Manipulativos**

Objeto o material el cual los niños pueden sentir, tocar y manipular.

### **Juego de dedos**

Acciones y movimientos que realizamos con las manos y dedos cuando cantamos o relatamos para mantener la atención de los niños

### **Motricidad fina**

El uso de los músculos pequeños como las manos, dedos de las manos y de los pies, muñeca, labios y lengua para realizar acciones específicas. Antes de comenzar el kínder, los niños necesitan desarrollar la motricidad fina para poder aprender a escribir, utilizar tijeras, amarrar cordones de zapatos, pasar páginas de libros y poder participar de manera exitosa en actividades dentro y fuera del salón de clases

### **Motricidad gruesa**

El uso de músculos largos o grandes, como los brazos, piernas, tronco y pies. Antes de comenzar el kínder, los niños necesitan desarrollar habilidades de motricidad gruesa para poder participar exitosamente en actividades dentro y fuera del salón de clases.

### **Correspondencia numérica**

La habilidad de parear un número con un objeto, por ejemplo: “parear el número cinco con cinco bloques”

## Conteo de memoria

La habilidad de contar de memoria los números en voz alta siguiendo una secuencia. “uno, dos, tres, cuatro, cinco...”

## Seis destrezas para la alfabetización

Estas seis destrezas abarcan todo el conocimiento que el niño posee de lectura y escritura, antes de que comience a leer y escribir. Las siguientes destrezas básicas comprenden la alfabetización y ayudan a determinar el aprestamiento o preparación del niño para la lectura y la escritura.

- **Motivación hacia la palabra escrita:** Mostrar interés en la lectura de cuentos.
- **Conocimiento de la palabra escrita:** Reconoce palabras escritas en diferentes contextos, sabe manejar un libro y sabe cómo seguir y reconocer las palabras escritas en un texto.
- **Conocimiento de letras:** Sabe diferenciar las letras, conoce el nombre y sonido de las letras y reconocer las letras en diferentes contextos.
- **Vocabulario:** Conocimiento de una variedad de palabras.
- **Conciencia fonológica:** Reconoce y juega con los sonidos de las letras.
- **Destrezas narrativas:** Describe eventos y objetos, cuenta historias sabiendo el orden de los eventos y realiza predicciones.

## Cinco prácticas para la alfabetización

Como padres y/o proveedores del cuidado infantil, pueden reforzar y ayudar a establecer conexiones neuronales (cerebrales) a través de estas cinco prácticas. Practicando regularmente estas actividades, ayudarán a desarrollar las seis habilidades que el niño necesita para la lectura y escritura. Las cinco prácticas son: Leer, hablar, cantar, escribir y jugar. En esta planificación podrás encontrar actividades fáciles y divertidas de realizar que trabajan estas cinco prácticas.

\*Para conocer más acerca de la seis habilidades y las cinco prácticas para la alfabetización, visita el enlace electrónico de las “Bibliotecas de Colorado para la Alfabetización” : <https://www.clel.org/fiveearlyliteracypractices>

## Semana 1

	Leer	Hablar	Cantar	Escribir	Jugar	Destrezas del desarrollo infantil trabajadas.
<b>Lunes</b>	Leer el libro " José; El Chévere: A bailar y contar en la fiesta"	Hablen acerca de los números que vieron en el libro. Haz una pausa en cada página y realiza preguntas como: ¿Cuántos perros se unieron a José? Utilizando tarjetas numéricas, identifica el número correspondiente, nombra el número y cuenta los perros en la imagen. ¿Qué otros objetos podemos contar en nuestra casa?	El libro tiene una canción. Visita el siguiente enlace electrónico y canta la canción: <a href="https://www.youtube.com/watch?v=QgpWpj9-X8g">https://www.youtube.com/watch?v=QgpWpj9-X8g</a>	Escribe los números que acaban de aprender utilizando materiales multisensoriales. Primero vierte arena, sal, azúcar, harina, crema de afeitar o cualquier otro material que tengas a tu alcance, en una superficie plana o una bandeja /plato. Luego, utilizando tus tarjetas numéricas, di el nombre del número, cuenten en voz alta hasta llegar a este número y por último traza con tu dedo el número en la tarjeta numérica y luego en el material multi-sensorial que utilizaste.	¡Construye tu propia guitarra o banjo, utilizando materiales reciclados! Visita el siguiente enlace para las instrucciones: <a href="http://www.the-crafttrain.com/mini-lid-banjoes/">http://www.the-crafttrain.com/mini-lid-banjoes/</a>	<u>Literatura:</u> Conocimiento y motivación hacia la palabra escrita <u>Matemáticas:</u> Reconocimiento del número, correspondencia numérica, Conteo de memoria. <u>Motricidad fina:</u> Trazo, recortar, coordinación óculo-manual. <u>Sentidos:</u> Tocar, ver, escuchar, saborear y oler.
<b>Martes</b>	Leer el libro: "Cinco monitos	Cuenta los monos que hay en la cama y los que cayeron al	¡Juego de dedos! Canta la canción de los cinco monitos"	Hagan "tiza helada" (Encuentra la receta en la última página)	¡Brinca a los números!	<u>Literatura:</u> Destrezas narrativas, conocimiento y motivación hacia la

	brincando en la cama”	suelo. Habla acerca de cómo 1 monito cayó al suelo y quedan 4 brincando en la cama. ¿Dónde hay más y donde hay menos monitos? Utilizando tus tarjetas numéricas, anima a tu niño a identificar el número que cuenten. Pídele a tu niño que realice un dibujo de lo primero que sucedió en la historia, luego hablen de lo que sucedió después. Traten de hacer la historia en secuencia.	<a href="https://www.youtube.com/watch=VTm moa02m U">https://www.youtube.com/watch=VTm moa02m U</a>  ¡También pueden crear orejas de monos para usarlas mientras cantan la canción y saltan en un trampolín! (encuentra las instrucciones para las orejas de monito en la última página)	Tomen las tarjetas numéricas y vayan fuera de la casa. Haz que tu niño escriba los números de las tarjetas utilizando la tiza helada. Si tu niño necesita ayuda, siente libre de demostrarle como se hace.	Vayan fuera de la casa y escriban los números en el suelo utilizando tiza. Utilizando tus tarjetas numéricas, selecciona un número y da las instrucciones: “¡Salta al número ____!”	palabra escrita, vocabulario. <u>Matemáticas:</u> Reconocimiento del número, correspondencia numérica, contar de memoria. <u>Motricidad fina:</u> Trazar, recortar, colorear, dibujar. <u>Motricidad gruesa:</u> brincar <u>Sentidos:</u> Tocar, ver y escuchar.
<b>Miércoles</b>	Leer el libro: “Un pez, dos peces, pez rojo, pez azul”	Hablen acerca de las palabras que riman en la historia, aquellas que suenan parecido, por ejemplo: acá - allá/ que-se/creer-ver. Pregúntale a tu niño ¿porque estas palabras riman?  Jueguen un juego	Las canciones que contienen riman, son una excelente forma de enseñar destrezas para la rimas en los niños. “El club de mamá Oca” en YouTube ofrece diferentes opciones. <a href="https://www.youtube.com/channel/UC">https://www.youtube.com/channel/UC</a>	Utilizando papel de construcción o papel blanco, escribe en cada papel, palabras del libro que riman. Ej.: 1 papel (acá) 1 papel (allá) 1 papel (que) 1 papel (se) 1 papel (creer) 1 papel (ver)	Patrones! En la siguiente actividad, deberán apilar vasos y papel construcción o tarjeta de notas siguiendo un patrón. De la siguiente manera: Vaso, papel construcción,	<u>Literatura:</u> Conciencia fonológica, y de la palabra escrita, reconocimiento de la palabra escrita, rimas. <u>Matemáticas:</u> Correspondencia numérica, contar de memoria, formas, colores y patrones. <u>Motricidad fina:</u> Coordinación óculo-manual.

		<p>multisensorial, en el cual utilizas los sentidos de tacto y escuchar. Da una palmada cuando pronuncies cada letra. Trata de decir cada letra bien despacio. Ejemplo: (palmada) A- (palmada) C- (palmada) A. Puedes también puedes intentarlo, tocando tus brazos o con un instrumento musical. Podrás encontrar un enlace con un ejemplo, en la última página.</p>	<p><a href="https://www.youtube.com/results?search_query=super+simple+songs+espa%C3%B1ol">I0R2 Y0-E81FGZWLoriQ0A)</a> Otra opción es “Súper Simple Español” en YouTube: <a href="https://www.youtube.com/results?search_query=super+simple+songs+espa%C3%B1ol">https://www.youtube.com/results?search_query=super+simple+songs+espa%C3%B1ol</a></p>	<p>Coloca los papeles en el suelo y anima a tu niño a que brinque sobre las palabras que riman.. También pueden jugar a las “palabras escondidas” y encontrar las palabras que riman.</p>	<p>vaso, papel construcción, etc... Puedes hacer preguntas que incentivan el pensamiento matemático y la literatura. Ej.: ¿Cuáles son los olores, formas? contar los vasos, contar los papeles de construcción. Aprender del balance y divertirse!</p>	<p><u>Sentidos:</u> Tocar, ver, escuchar.</p>
<b>Jueves</b>	<p>Leer el libro: “Llama Llama Rojo Pajama”</p>	<p>Hablen acerca de las palabras que riman en el cuento. Luego haz preguntas acerca de las emociones que encontramos en el libro. ¿La llama estaba feliz o triste? ¿Estaba asustada, aterrada? ¿Porque crees que la llama se sentía así? ¿Alguna vez te has sentido</p>	<p>¡Canta el libro! Inventen una melodía y ritmo y creen una canción con las letras del libro.</p>	<p>! Tengan una Pijamada! Primero, escriban una lista de lo necesario para la pijamada. Pregúntale a tu niño ¿que necesitaran?, anímalo a que realice un dibujo de cada elemento en la lista. Si tu niño sabe escribir, déjalo que escriba la lista.</p>	<p>¡Juguemos un juego de colores! Es como el juego “veo, veo, ¿Qué ves?”, pero en vez de realizar esta pregunta, la cambiaremos por: Llama, llama, roja/azul/verde/a marilla pijama, veo algo rojo/azul/verde/a marillo.</p>	<p><u>Literatura:</u> Conciencia fonológica, rimas, reconocimiento y motivación hacia la palabra escrita, destreza narrativa <u>Matemáticas:</u> Correspondencia numérica, contar de memoria, colores. <u>Motricidad fina:</u> Escribir, dibujar <u>Sentidos:</u> Tocar, ver, escuchar.</p>

		<p>así?          Cuando hablamos e identificamos sentimientos, le damos nombre a las emociones y entendemos que es normal tener emociones y sentimientos, solo tenemos que saber expresarlas con nuestras palabras.</p>				
<b>Viernes</b>	<p>Leer el libro: "Chicka Chicka Boom Boom, 1,2,3"</p>	<p>Hablen acerca de cuántos números pudieron contar, los colores que vieron y que estaban haciendo los números.          Luego, traza la mano de tu niño en una hoja de papel blanco.          Utilizando pintura de dedos, anima a tu niño a mojar su dedo en la pintura y hacer puntitos con el dedo en cada dedo de la mano trazada. De la siguiente manera:</p>	<p>! Hagan un libro de imágenes y luego canten el libro!          Usando una pila de papel, de 2 a 3 hojas de papel construcción o blanco, invita a tu niño a doblar la pila de papel por la mitad. Grapa los papeles doblados. Con la ayuda de tu niño, traten de recordar la secuencia de la historia leída y piensen que cambiarían del libro. Anima a tu niño a que dibuje una imagen en cada página en blanco,</p>	<p>Usando pinchos para colgar ropa, algodones, esponja o pompones, y pintura, tracen los números encontrados en el libro.          Cuando utilizas pinchos para colgar ropa, ayúdalos a ejercitar los músculos de la mano necesarios para la escritura. También ayuda con el correcto agarre del lápiz</p>	<p>¡Día de burbujas!          Soplar burbujas, ayudará a fortalecer los músculos faciales que tu niño necesita para pronunciar palabras correctamente.          Sigue la receta para el líquido de burbujas y para la varita de burbujas, que encontrarás en la última página. Vayan fuera de la casa, soplen burbujas y cuéntenlas.</p>	<p><u>Literatura:</u> Conciencia y motivación de la palabra escrita, destreza narrativa, vocabulario.  <u>Matemáticas:</u> Reconocimiento numérico, correspondencia numérica, contar de memoria,  <u>Motricidad fina:</u> Agarre del lápiz          , trazar, fortalecimiento de músculos de la cara y mano, coordinación óculo-manual, punteo, estampado  <u>Sentidos:</u> Tocar, ver, escuchar</p>




siguiendo una secuencia: lo que pasó primero, a la mitad y al final del libro.  
Por último, canten la historia que acaban de escribir, siguiendo las imágenes.



## Semana 2

	<b>Leer</b>	<b>Hablar</b>	<b>Cantar</b>	<b>Escribir</b>	<b>Jugar</b>	<b>Destrezas del desarrollo infantil trabajadas.</b>
<b>Lunes</b>	Lee el libro: "José el chévere: A bailar y contar en la fiesta"	Esta vez, hablen acerca de los números que faltan en el libro. (3, 5, 6, 7). Utilizando las tarjetas numéricas, identifiquen, los números que correspondan. Nombre el número y cuenten la cantidad de	Canten la canción del libro, visita el siguiente link, para encontrar la canción: <a href="https://www.youtube.com/watch?v=QgpWpi9-X8g">https://www.youtube.com/watch?v=QgpWpi9-X8g</a>	Matemáticas divertidas! Si contaron los perros en el vecindario, ahora es tiempo de clasificarlos en grupos, sigue este Sistema: 1 piedra= perro blanco. 1 hoja=perro marrón 1 bellota=perro negro. Coloca los objetos en filas, de esta manera:	Utilizando la guitarra o banjo que construyeron la semana pasada, toquen una canción. Primero practiquen y luego inviten a familiares, amigos o vecinos al espectáculo.	<u>Literatura:</u> Motivación y conciencia de la palabra escrita. <u>Matemáticas:</u> Reconocimiento numérico, correspondencia numérica, contar de memoria. <u>Motricidad fina:</u> Trazar, recortar, pegar, coordinación óculo-manual. <u>Sentidos:</u> Tocar, ver, escuchar.



		<p>perros. Pregúntale a tu niño, si pueden contar los perros que viven en el vecindario.</p>		 <p>Cuenten la cantidad de perros que vieron. ¿Cuál categoría tiene más? ¿Cual tiene menos? Tracen los números con tiza.</p>		
<b>Martes</b>	<p>Leer el libro : “pintura de ratón”</p>	<p>Hablen acerca de los colores en que los ratones saltan ¿Cuál es tu color favorito? Pregúntale a tu niño sobre su zapato favorito Ya sabes cómo atar los cordones de tu zapatos? Aquí veras un enlace que te ayudara a practicar: <a href="https://laughin-gkidslearn.com/teach-children-">https://laughin-gkidslearn.com/teach-children-</a></p>	<p>Coloca en una mesa forrada con plástico o papel periódico, hojas de papel en blanco, crayones, lápices de colores, brochas, pinturas y agua. Pinten libremente y canten los colores que vieron en el libro. Pueden usar sus dedos si no tienen brochas y lavar sus manos con agua, como se lavaron los ratoncitos. Esta</p>	<p>¡A ejercitar los deditos!  Utilizando el cereal “Fruit Loops”, hilo de lana o limpia pipas, haz que tu niño inserte los cereales en el hilo de lana o limpia pipas.  Primero clasifiquen los cereales por color (rojos, verde, amarillo, etc.), luego cuenten los cereales, ¿Cuál grupo de color tiene más? ¿Cuál tiene menos? Si pueden, identifiquen los números que contaron, utilizando las</p>	<p>Coloca un plato de bayas mixtas. (Fresas, arándanos, mora) Haz que tu niño clasifique las bayas por color Relacionen estos colores con los colores del libro. ¿Qué pasó cuando el ratón rojo, entró en la pintura azul? ¡Hagan una batida de frutas, para ver qué color pueden</p>	<p><u>Literatura:</u> Conciencia y motivación hacia la palabra escrita, destreza narrativa, vocabulario. <u>Matemáticas:</u> Reconocimiento numérico, correspondencia numérica, contar de memoria, ensartar, clasificar, colores. <u>Motricidad fina:</u> Agarre del lápiz, fortalecimiento de músculos faciales, trazado, coordinación óculo- manual, atar. <u>Sentidos:</u> Tocar, ver, escuchar, saborear y oler.</p>

		<p><a href="#">to-tie-their-shoelace/</a>. Talk about Pete the cat's feelings. Was he upset? Was he happy?</p>	<p>actividad también puede ser realizada afuera con tiza y limpiar con agua de igual manera.</p>	<p>tarjetas numéricas.</p> <p>Por último, motiva a tu niño a insertar los cereales en el hilo de lana o limpia pipas.</p>	<p>formar con rojo y azul</p>	
<p><b>Miércoles</b></p>	<p>Leer el libro: "Elmer"</p>	<p>Hablen acerca de lo que los hace especial y diferentes. Utilizando un espejo, descubran todos los rasgos que los hacen únicos. (Nariz, boca, orejas, frente, ojos, etc.) Luego dibujen un autorretrato. Dale a tu niño hoja de papel en blanco, crayones y déjalo que se dibuje así mismo. Tu también puedes</p>	<p>Conversen sobre lo que más le gusta hacer. ¿Cuál es tu juguete, lugar, comida, juego favorito? Inventen una canción, rima o poema acerca de estas cosas.</p>	<p>¡Escriban un libro acerca de ustedes! Agreguen al libro el autorretrato que hicieron anteriormente también hagan otras páginas como: Mi nombre, mi color favorito, mi figura favorita, mi juguete favorito, etc. (una página por tema) Tú también puedes hacer tu libro y luego compartan las historias.</p>	<p>Recolecta todos los animales de peluche, muñecos/as que tengan en la casa. Colócalos en fila, o en un círculo, como si estuvieran en un salón de clases</p> <p>Anima a tu niño a que lea el libro que realizaron ayer a los peluches o muñecos. Hablen acerca de cómo todos los peluches y muñecos son diferentes. Haz que tu niño diga</p>	<p><u>Literatura:</u> Motivación y conciencia hacia la palabra escrita, destrezas narrativas, vocabulario, rimas.</p> <p><u>Matemáticas:</u> Reconocimiento numérico, correspondencia numérica, contar de memoria</p> <p><u>Motricidad fina:</u> Dibujar, colorear, agarre del lápiz, fortalecimiento de músculos faciales, coordinación óculo-manual, estampado.</p> <p><u>Sentidos:</u> Tocar, ver, escuchar.</p>

		realizar tu autorretrato y luego hablen de las diferencias de cada uno y lo que los hace especial.			una cualidad que le gusta de cada peluche y muñeco.	
<b>Jueves</b>	Read the book : Chicka Chicka Boom Boom, ABC”	Hablen acerca de las letras y colores que recuerdan del libro. ¿Puedes identificar las letras de tu nombre? ¿Qué estaban haciendo las letras en el cuento? ¿Estaban las letras saltando de arriba abajo? ¿Puedes tu saltar de arriba abajo?	La principio del libro (las primeras dos páginas) encontrarás las letras del alfabeto en orden. Canta la canción del ABC, mientras señalan cada letra. Hablen acerca de las letras mayúscula y minúscula y sus diferencias.	<p>Escriban las letras que recuerdan, utilizando materiales multisensoriales. Vierte en una superficie plana, como una bandeja, arena, harina, sal, azúcar, crema de afeitar o lo que tengas a tu alcance. Utilizando tarjetas del abecedario, di el nombre de la letra, el sonido que hace y luego traza la letra en la bandeja con el material multi-sensorial.</p> <p>(Encuentra un video tutorial en la última página)</p>	<p>Pega con cinta pegante, tarjetas del abecedario alrededor de la casa. Anima a tu niño a encontrar las letras de su nombre. Cuando termine, ponlas todas juntas y deletreen el nombre.</p>	<p><u>Literatura:</u> Conciencia y motivación hacia la palabra escrita, destreza narrativa, vocabulario, nombre de las letras, sonidos de las letras.  <u>Matemáticas:</u> Colores  <u>Motricidad fina:</u> Trazar, coordinación óculo-manual.  <u>Sentidos:</u> Tocar, ver, escuchar.</p>

<p><b>Viernes</b></p>	<p>Lee el libro: "Pedro, es una pizza"</p>	<p>Hablen acerca de los sentimientos de Pedro. ¿Estaba feliz o triste? ¿Qué hicieron sus padres para ponerlo feliz? Hablen de lo que pasó primero en la historia, lo que pasó luego y al final</p>	<p>Canten la canción: "Soy una pizza" Aprendan los nombres de los ingredientes. Si tienes estos ingredientes en la casa, tóquenlos, huélanlos y saboréenlos. Hablen acerca de las formas y colores Visita el siguiente enlace para encontrar la canción:  <a href="https://www.youtube.com/watch?v=FOHCzNFbpts">https://www.youtube.com/watch?v=FOHCzNFbpts</a></p>	<p>¿Qué ingredientes necesitamos para hacer una pizza? ¿Qué pasos debemos seguir? ¿Qué te acuerdas del libro que leíste? Escribe y dibuja una lista de los ingredientes necesarios y los pasos que debes realizar.</p>	<p>Cuando tengas el listado terminado, hagan una pizza con plastilina o masilla. Utiliza botones, bolitas, pedazos de papel de colores para los demás ingredientes.</p>	<p><u>Literatura:</u> Conciencia y motivación hacia la palabra escrita, destreza narrativa, vocabulario.  <u>Matemáticas:</u> Formas y colores  <u>Motricidad fina:</u> Fortalecimientos de los músculos de las manos, coordinación óculo-manual.  <u>Sentidos:</u> Tocar, ver, escuchar, oler, saborear.</p>
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## **Materiales & recursos.**

### ***Tarjetas educativas***

- Tarjetas numéricas: <https://www.allkidsnetwork.com/flashcards/numbers/>
- Tarjetas del abecedario: <https://extremecouponingmom.ca/diy-alphabet-flash-cards-free-printable/>

### ***Videos tutoriales***

- Trazo de números multi-sensorial: <https://www.facebook.com/growingreaderstogether/videos/2094309020814244/>
- Trazo de letras multi-sensorial: <https://www.facebook.com/growingreaderstogether/videos/2092870850958061/>
- Aplaudiendo letras: <https://www.facebook.com/growingreaderstogether/videos/2094322594146220/>

### ***Manualidades***

- Orejas de monitos: <https://www.redtedart.com/nursery-rhyme-activities-crafts/monkey-craft/> <http://milartesmujer.blogspot.com/2014/11/sombrero-de-papel-forma-de-mono-para.html?sref=pi&m=1>
- Varita de burbujas: [https://bhoomplay.wordpress.com/2010/09/13/bubbles\\_blower/](https://bhoomplay.wordpress.com/2010/09/13/bubbles_blower/)

### **Líquido para burbujas**

3 tazas de agua

1 taza de jabón líquido de fregar

1 cucharada de azúcar

Instrucciones:

Mezcla todos los ingredientes de manera uniforme. Sumerge la varita en el líquido y soplar.



## Creating Early Learning Kits for Babies: Guidance for Caregivers

At Growing Readers Together we believe that caregivers and parents can support children's early development through every day interactions. You may be doing some of these activities already or you may find new ideas; either way, we invite you to explore these suggestions.

We encourage you to create "kits" you can use when taking care of children. All of the items in these kits can easily be found in the home. By having ready-made kits, you can quickly find research-based activities proven to stimulate child development, and are especially helpful when you've run out of ideas. Creating kits doesn't have to be complicated or expensive, the idea is to use items you already have at home and that are familiar to you and your baby.

On the following pages, we've shared some ideas on how to build your own kit, targeting the five early literacy practices: talk, sing, read, write and play.

### Talk

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You don't need many materials to start a conversation with a baby. You might think you don't have much to talk about, but simply explaining to the baby what you are doing together while changing diapers, feeding, bath time, changing clothes, etc. helps babies connect words with actions and objects, creating a strong foundation for speech.

You can also have manipulatives (objects your baby can reach for, touch, and interact with) in your kit to talk about. Ex: stuffed animal, animated figures, balls, etc. Talk about these items and their color, shapes, texture, size, sound they make, what they do or live.

### Sing

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Singing to babies soothes him/her and catches his/her attention. The sound of a melody can either be comforting or exciting to babies, depending on the song. Think about the mood you want to set, and choose a song that will help you- for instance, singing a soft song or lullaby to encourage sleep.

Singing a melody repeatedly help stimulates a baby's brain through repetition and memorization of the tune. Later, the baby will be old enough to participate in finger play during songs and finally, they'll join you in singing.

Honestly people always have smart phones with them these days, no matter how much we might want to avoid them. Using a phone to entertain a baby can support development when the phone is used as a complement and support of your activity, not as the entire activity. Check out [Story Bocks.org](http://StoryBocks.org) for examples of songs & finger plays in different languages to use with your baby.

### *Create a Baby Playlist*

Using any of the music apps, create a "lullabies and melodies" playlist, and then use it to sing to your baby! Using the tunes you've already saved will be helpful for remembering lyrics and the melody.

### *CD collection*

Include CD's of children's music in your kit. You can often find affordable CD's at flea markets and thrift stores. If you don't want to buy them, borrow them from family members, friends or neighbors or check out a CD at your local library. Changing the CD's in the kit from time to time will keep it fresh and updated.

### *Homemade shaker*

Fill a plastic bottle with sand, pebbles, beans, rice, beads or any solid small object and secure the cap with tape. Shake it to a beat and encourage your older baby to do the same. For the younger ones, shake the bottle high (overhead) and low, (by the feet) and left to right. Notice if they're able to follow the movement of the shaker with their eyes.

### *Hide and seek with scarves*

If you have toy instruments around the house, cover one with a scarves and say: "Where is the (instrument)? Uncover the instrument and do a sound with this instrument. Let your baby explore with the instrument, the texture and sound.

### *Home beats*

Using a table, sofa, the floor or even a wall, create a beat and encourage your bay to follow it.

## **Read**

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Babies get many benefits from the experience of reading with adults. When you read together, the baby hears new language and vocabulary, especially when you point out words and put emotion in your voice. And the best part is that your baby will get all these benefits no matter what you read to them! We encourage you to spend

time reading to your baby with whatever you material have on hand (a book, a magazine, recipe, etc.)

### *Baby picture books*

Take pictures of your baby in different moments of the day and create a story using them.

“Read” it to your baby and show him/her the pictures. Ask, “Who is this baby? What is (baby’s name) doing?”

### *Board books*

Board books are the best options to encourage manipulation thanks to its hard material. Let your baby touch, feel and hold the books. Help him or her learn how to turn pages, and encourage him/her to do so. This will help with pincer and pinch grasp, skills needed when writing.

### *Sensory books*

Sensory books are the books that contain different surfaces and textures to touch and feel. Your baby will love to touch the soft rabbit hair or the rough sandpaper.

### *Bright colors or high- contrast books.*

Your baby will find more interest in books with bright colors and/or high-contrast colors like black and white. That is because your newborn's eyes have not matured enough yet to fully focus, and can see brightly or highly-contrasting colors more easily.

*\*Source: Dr. Craig, Ron, Edinboro University of Pennsylvania, "Infant Physical Development", 2006*

You can buy and create your own library, re-use books from family members, friends and neighbors, or check out books at the library and update your early learning kit weekly.

## **Write**

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Before writing your child will need to strengthen his/her hand muscles. Fine motor skills activities are the best way to achieve this.

Observe your baby’s development, if he is ready to reach and grasp, have items like, wooden spoons, stuffed animals and squeaky toys in your kit that he/she can hold.

When your baby is old enough to have solid foods, feeding time is a good time to develop fine motor skills.



Your baby can strength his/her hand muscles by manipulating, sorting and smashing fruits on a plate, finger-feeding, picking up small cereal like cheerios, etc.

Gather some extra zippers and "Velcro" strips. Glue them or sew them on a board and card box. Encourage your baby to open and close the zipper and pull the Velcro strips apart.

## Play

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### *Sensory box.*

Fill a bucket or a box with items with different textures, add some musical instruments if you have around.

Encourage your child to explore with the textures and sounds. Let him/her to take elements out of the box and inside the box. Talk about the elements on the box and characteristics like color, shape, texture and sound. Count the items as well.

### *Mirrors*

Mirrors are great resources for stimulating our baby's brain. Using them, we can start conversations about body parts, identifying and naming them. Encourage your baby to look in the mirror with you at his/her side, and then imitate your baby's actions and expressions. Your baby will gain self-awareness skills, a significant milestone for your baby.

*\*You can use your smartphone camera as well!*

### *Flash lights*

*The same as high contrast books and the fascination your child will have with these, playing with a flash light will be of excitement for your baby. Try to play in a dark room or with little light lighting a flash light, on and off.*

*\*You can use your smart phone flash light as well!*

### *Hair Curlers*

*Believe it or not, items like hair curlers are fascinating toys for babies. They are able to manipulate them very easily, feeling textures. Put them on a bucket and let you baby play taking them out and inside the bucket.*

*If you can find the plastic hair curlers with the different-sized holes, they can play by inserting the smaller ones into the bigger ones. The small holes also make this type of curlers excellent for little hands gripping.*

References: <http://www.huggamind.com/highcontrast.php>



## Creating Early Learning Kits for Toddlers: Guidance for Caregivers

*For: Caregivers/parents*

*ages: 1-3 years old*

At Growing Readers Together we believe that caregivers and parents can support children's early development through every day interactions. You may be doing some of these activities already or you may find new ideas; either way, we invite you to explore these suggestions.

We encourage you to create "kits" you can use when taking care of children. All of the items in these kits can easily be found in the home. By having ready-made kits, you can quickly find research-based activities proven to stimulate child development, and are especially helpful when you've run out of ideas. Creating kits doesn't have to be complicated or expensive, the idea is to use items you already have at home and that are familiar to you and your baby.

On the following pages, we've shared some ideas on how to build your own kit, targeting the five early literacy practices: talk, sing, read, write and play.

### **Talk**

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Right now your child is in a stage when he/she is acquiring the language or languages he/she hears spoken in the community and at home. He or she is incorporating new words to his/her vocabulary and making connections with the meaning of these words. Your toddler's vocabulary will grow from 5-20 words to 900-1000 words by the age of three. Remember that each child has their own developmental rhythm; even siblings will develop differently and at their own pace. Having a language-rich environment will help your child acquire a large and diverse vocabulary.

Your toddler will be asking plenty of questions along this ride, and we encourage you to extend his/her vocabulary by giving him/her complete answers. Having back and forth conversations and helping your child connect the answers to his/her questions to their past experiences also help build vocabulary and knowledge.

Your toddler is also building their understanding of grammar and sentence structure; we encourage you to make corrections by modeling the correct way to use words and form sentences.

- *Sequence cards*

Sequence cards are a great way of starting conversations. Ask your toddler what happened first, second and last. Encourage him to organize the events in order of the story line, and then see if he can retell the story. If you don't have access to sequence cards, you can make your own with index cards and pictures from a magazine, newspaper or drawings.

- *Talking friends*

Your toddler will be having conversations with everyone; he or she may even have imaginary friends. Play with your toddler using dolls, stuffed animals or action figures; give them roles and settings. Encourage your toddler to establish conversations.

- *Surprise bag or box*

Have a bag or a box filled with different items. If your kits will be based on a topic, you can fill this bag or box with items related to the topic you have chosen. Place the bag or box in front of your toddler and make the experience a fun and exciting one by asking him or her to make predictions. Ex: Guess what I have inside of this bag/box? Is round, blue, it can bounce and you love to play with it!

## Sing

At this stage, your toddler will be able to learn more letters of a song; his/her memorizing skills allow him/her to recall the words of a song or follow a rhythm and beat. Encourage your child to improve this skill by learning new songs and repeating them.

- *Create a toddler Playlist*

Using any of the music apps, create a "toddler music" playlist, and then use it to sing to and with your toddler! Toddlers love to move, so finding songs that inspire movement will be especially inviting to children of this age. Using the tunes you've already saved will be helpful for remembering lyrics and the melody.

### *Finger play*

Using your playlist you can create actions with your hands, fingers or other body parts, following the lyrics of a song. Connecting an action with a song, will help your child to memorize the lyrics and connect words with action. Check out [Story Bocks.org](http://StoryBocks.org) for examples of songs & finger plays in different languages to use with your baby.

- *CD collection*

Include CD's of children's music in your kit. You can often find affordable CD's at flea markets and thrift stores. If you don't want to buy them, borrowing them from family

members, friends or neighbors or you can also check out a CD for your baby at your local library. Changing the CD's in the kit from time to time will keep it fresh and updated.

- *Song for tots and toys*

Have your child select his favorite song or lullaby. Encourage him/her to sing this song to his/her favorite toy.

## Read

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- *Wordless Picture books*

Include wordless books in your kit. These books help develop your child's imagination. Encourage him or her to observe one picture first and let him/her make predictions, trying to guess what will happen next. You can also observe all the pictures on the book and then try to tell a story according to the pictures.

- *Selecting books*

Your child will love vivid and realistic pictures. Try to select big books with fewer words.

\*Having a shelf or designated spot for your child's books at his/her eye level allows your toddler to make his/her own choices, and increases a sense of independence.

- *Reading aloud*

Before you begin reading aloud with your child, remember to tell the child the title of the book, author & illustrator. This will help your child learn about books, and understand that people create stories. You can also help your child understand that the book contains things he/she is already familiar with. Begin by asking questions like these: What do you see on the front cover? Have you seen these before? Or, relating items with objects he/she has. Ex: Look! That's a red truck, like the one you have! When you finished reading the book ask questions targeting what you want to cover, Ex: If you are targeting emotions: How did he feel? Was he sad, mad or happy? What was his reaction, did he cry? Did he say he needed to go potty? If you are targeting math: Do you remember the colors we saw? What numbers did we learn? How many monkeys were jumping on the bed?

- *Reading to stuffed animals*

Have your child select his/her favorite book. Place your child's favorite stuffed animals or toys in a row and encourage your child to read the book to the toys.

- *Labeling*

Have things labeled around the house. This will help your child relate the written words with the objects and become more familiar with items, giving your child more

independence. When you make the labels, involve your child and read what you are writing to him/her. You can even make it a little game by asking, "Do you know what a chair is? Can you show me a chair?" Encourage your child to help you tape the label on the item.

## Write

At this beginning of this stage, your child will go from scribbling to being able to write a few letters, shapes and drawings. He or she may also be able to identify a few letters and the letter sounds in his/her name or the names of close family and friends. By the end of this stage, your child might be writing his/her name.

Make sure your kit includes:

- Big crayons big pieces of papers, washable crayons and markers.
- Have a window designated to write, with dry eraser markers and napkins to erase.

- *Fine motor activities*

In this stage your child is getting closer to writing; maybe he/she is already making attempts by drawing lines, curves, shapes and even a few letters. We encourage you to keep strengthening your child's hand and finger muscles.

Make sure your kit includes:

Playdough, slime, crepe paper, magazines or newspapers to rip, as working with any of these materials helps develop fine motor skills.

- *Cooking*

In this stage your child is acquiring new abilities and mastering new skills. He or she will love to help you while cooking. Encourage you child to sort fruit and vegetables by color and forms, to follow a recipe by asking: "what do we need first, second, third, etc.?" Encourage your child to count ingredients: How many raspberries for the smoothie?

- *Feeding time*

Your toddler is working to be more independent. Let your child practice feeding him/herself, as this will help develop the pincer or pencil grasp, skills needed for writing.

- *Helping hands*

Your toddler will be able to help you with some chores around the house. At this stage he is able to follow simple commands. Encourage your toddler to divide laundry by color: let's put all the blacks in this bucket!

\*Try this: Using colored tape, make a big square on the floor. When sweeping the house, give her/him a little broom and encourage your child to sweep all the dirt inside the square. Doing this activity you can practice, inside and outside!

- *Drawing*

Have easy access to materials for drawing like paper, construction paper, crayons, markers and chalk. Encourage your child to draw every day; this will help with hand-finger muscles. When your toddler finishes a drawing, first ask him/her to tell you what he/she was creating. Try not to assume what he/she draws, but give positive but logical reinforcement of his/her creation, Ex: Oh yes! Dinosaurs can be green, too! Write down what he/she told you he/she drew; doing this will help relate drawings with words. Also, if your toddler is not able to write yet, you can write his or her name, enunciating each letter.

## Play

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Playing games can help your toddler's development. For instance, the "following directions game" is great for this stage!

- *Dramatic play*

*Have a box or bucket filled with clothes. Choose a topic; create a story line and a setting. Playing "dress up" or engaging in pretend play with your toddler will spark his /her imagination and extend vocabulary.*

- *Puppet show*

*Create puppets with spare sock- glue yarn for hair, foam shapes for nose, mouth and eyes. Read a book using the puppet, encourage your toddler to read a book using a puppet as well.*

- *Simon Says*

*Your toddler is able to follow simple commands and directions. One way to practice this skill is by playing Simon Says: "Simon says jump fast! Simon says jump slow! Simon says make a loud noise! Simon says make a quiet noise!" This will also help your child understand the meaning of different words. Talk to your child about some of the actions in the game: "Where can we use loud noises?" "What about quiet noises?" "Where can we run fast and walk slowly?"*



# Creating Early Learning Kits for Preschoolers: Guidance for Caregivers

*For: Caregivers/parents*

*ages: 3-5 years old*

At Growing Readers Together we believe that caregivers and parents can support children's early development through every day interactions. You may be doing some of these activities already or you may find new ideas; either way, we invite you to explore these suggestions.

We encourage you to create "kits" you can use when taking care of children. All of the items in these kits can easily be found in the home. By having ready-made kits, you can quickly find research-based activities proven to stimulate child development, and are especially helpful when you've run out of ideas. Creating kits doesn't have to be complicated or expensive, the idea is to use items you already have at home and that are familiar to you and your baby.

On the following pages, we've shared some ideas on how to build your own kit, targeting the five early literacy practices: talk, sing, read, write and play.

## Talk

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At this stage your child is actively listening to you, family members, friends and neighbors; making connections with his/her environment and words and learning how to express thoughts, feelings, and emotions. The language environment your child experiences helps develop his or hers speech and vocabulary. We encourage you to have a rich language environment, using descriptive words and have back and forth conversations with your preschooler.

Your child is still building vocabulary, perfecting grammar and trying to figure out sentence structure. We encourage you to provide your preschooler with a positive model by using clear and simple speech.

Preschool children are aware of their abilities and like to assert their independence. You can motivate your child by allowing him/her to make simple choices. "Do you

want to wear the red or the blue shoes?" This will help him or her with decision-making skills.

- *Storytelling*

Your preschooler is probably already a talker, as he/she has gained plenty of new vocabulary words, and is excited to use them. Encourage your child to tell you about his or her day. Try to tell your child a story about your own childhood as well.

- *Secret messages*

You probably remember this game from when you were a kid! Gather few people in the family, friends or neighbors, whisper a short message in your child's ear and have him/her pass the message to next player. This type of game helps build memory, active listening skills and concentration.

- *Tongue twisters*

Tongue twisters are a great way to improve letter sounds, enunciation of words and help exercise the tongue and facial muscles needed for proper speech.

- *Story basket*

Have a shoe box or a bucket filled with different items. Encourage your child to create a story with these elements. This game will help your child with imagination and extending vocabulary.

- *Surprise box (guess what's inside, sound and touch)*

Make a hole on the top of a box. Fill the box with different items. Close your child eyes and encourage your child to reach for an item inside the box. Your preschooler will have to guess what's inside by touching the item hearing the sound it makes. This game will help your child to make predictions and will stimulate the senses.

## Write

At this stage, your child is making more detailed drawings and may be writing some letters and vowels more clearly. Have a set of magnetic letters and numbers or flashcards as part of your kit. Encourage your child to match the upper case letters with the lower case letters. Using the magnetic letters or flashcards, you can create a letter hunt. Hide some letters around the house and encourage your child to look for the letters of his or her name.

- *Labeling*

Labeling is a good way to make connections with words and objects. Encourage your child to write labels for objects around the house. First find the object you want to label and enunciate the name of the object. Let him or her write whatever she or he hears. If he can't write letters yet, encourage your preschooler to make a drawing. You can then write the name of the objects on the side.



- *Make a book with drawings*

Gather some white paper, fold it in half and staple the pages together. Encourage your child to make drawing on each page. Ask him or her to tell you the story.

- *Make lists*

*Making lists is a great way to stimulate organization, planning and incentivize writing. Encourage your preschooler to make a list of the books he or she wants to check out at the library; a list of the things he wants to do or places she wants to visit. Make a list of toys you like the most in order of preference and to ask him or her to help you write a grocery list.*

- *Journal*

*Have a notebook of white paper. Encourage your preschooler have a daily journal. He or she might start just making drawings. When your child finishes a drawing, first ask him or her to tell you about his/her creation. Try not to assume you know what he/she drew, but give positive and logical reinforcement. Write down what he/she drew. Doing this will help your child relate drawings with words. Also if your preschooler is not able to write yet, write his or her name, enunciating each letter.*

- *Alphabet wall*

*Have a designated wall in your house for the alphabet. Each day write down new words you have learned from books, songs or other experiences.*

## Read

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Your preschooler is able to pay more attention to words while you read a book; we encourage you to point out words when you are reading aloud.

When choosing a great book for your preschooler we suggest thinking about different elements:

- Favorite character or favorite theme book
- Rhyming words books
- Picture books
- Action books (books motivating movement)
- Non-fiction books

- *Experience book*

*Whenever you go out for a specific activity, like going to the zoo, the park, the aquarium, etc. take pictures of the experiences. When you're back home, or at your local library, print out the pictures and make a book about your day. Encourage your child to retell the experiences you had.*

## Sing

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Your preschooler will benefit from singing in many different ways, not just stimulating memory and repetition, but also with word enunciation and pronunciation, skills

needed for proper speech development. Rhyming games are a great way to develop pronunciation and enunciation.

Try this:

- Rhyming game: “if I say cat, you say....(mat)
- Change lyrics of classic rhyming songs
- Make movement with songs
- Create new songs
- Sing fast and slow/loud and low
- Sing Raffi’s song, “ Apples & Bananas”  
(<https://www.youtube.com/watch?v=7-Mad0hKCYI>)
- Learn new songs with different rhythms

## Play

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- *Pretend play*

At this stage your preschooler’s pretend play will become richer and full of imagination. He or she will also use pretend play to express or revisit previous learning experiences, experiences from his or her environment, feelings, emotions, thoughts and desires. We encourage you to engage with your child in pretend play, changing roles so that the child can be the adult, and the adult can be the child. By playing with your child this way, you will help your child extend his/her vocabulary, adding more descriptive words, and you will learn about your preschooler’s developing knowledge and emotions.

- *Memory cards*

Memory cards game are a great conversation-starting game. They can help develop memory, make accurate predictions and improve concentration. Print out images, cut pictures from magazines or use flashcards, and create your own memory card game.

- *I Spy Game*

This game will help start a conversation as well as extend vocabulary, add descriptive words and make predictions. When playing the “I Spy” game, you describe aspects of the objects (it’s round, blue, and is the dog’s favorite toy) and your child will have to access his memory and make connections with previous information.

- *Following directions game*

Your preschooler is now able to follow more complex commands, which will help him/her be ready for school experiences. We encourage you to develop this skill. Practice by giving your child directions with multiple steps. Ex: wash your hands, dry your hands and sit at the table.



## **Outreach, Partnerships & Marketing/Communications:**

The final resource section contains worksheets and other documents that can be used by local libraries in planning, developing partnerships, and crafting social media messages or press releases. All items are fully customizable to meet local libraries' needs.

# Worksheet for planning for outreach

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To measure the success of your outreach efforts and initiatives, you need to start with a goal in mind. This will also help to prioritize activities, budget and time.

## *Identify your goals*

- What do we want to achieve with this outreach?
- What population are we targeting?
- Why are we targeting this population? Is this part of my library goals?
- What stakeholders in my community can I partner with?
- Who in my community is already serving this population?
- How can I partner with these stakeholders?

## *Identify what your library is already doing*

- What is the library already doing for the community?
- What kind of outreach is my library doing?
- Is there a need for the library to engage in more outreach?

## *Identify your audience*

- What group is the focus of this outreach?
- What are the demographics of this group in the community?

## *Identify challenges*

- Does my library have the staff and monetary capacity to support outreach?
- What other strategies can we use to support outreach?
- Can my library apply for grants? Where can I apply for grants?
- Can my library work with volunteers for outreach?
- What other solutions can we think about?

# Outreach

## *Importance of outreach*

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Participating in outreach can mean a return on investment for your library. When we take the library outside its walls, we are extending an invitation to our community. In the end, we are investing in our library and its growth.

Part of the lessons learned from Growing Readers Together's first evaluation report is that outreach is a "key ingredient" to reaching underserved groups.

"Local library sites reported on the outreach strategies they tried within their communities and talked about the relative efficacy of each approach. **The most common theme across sites was the need to go to places and events the FFN providers naturally already go**" (Growing Readers Together Evaluation Findings, August 2017)

## *Outreach strategies*

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With that in mind, we have learned that library outreach can take many forms. Libraries participating in "Growing Readers Together" report having successfully reached informal child care providers through participation in community events/locations like farmers' markets, zoos, harvest festivals, winter holiday celebrations, egg hunts, etc.

Outreach can also take the form of home visitation. Some of the Growing Readers Together libraries have partnered with established early childhood home visitation programs in their community and spread the word about library services and resources, including ones for informal care givers.

Outreach can also take form of partnering with social network groups serving the audience you are aiming to serve as well.

## *Outreach is a team sport*

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"Outreach should not fall on the shoulders of just one individual. In order to be successful, a team-based approach is needed to generate and execute strategies". Gabrielle Annala ([2015](#))

At Growing Readers Together, we advocate for an increased awareness of the importance of outreach, and believe it is more than the work of just one department or team in your library. Outreach should be considered part of every library's core services and policy.

## *Developing an outreach plan*

The definition of strategic plan is: “a systematic process of envisioning a desired future, and translating this vision into broadly defined goals or objectives and a sequence of steps to achieve them”.

In order to have success and to measure the success of your outreach strategies, we recommend that you start with the “end in mind”. Define your goals and how your library will achieve these.

## ***Assess your outreach strategies.***

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Part of a learning process is learning from successes and challenges. A good way of learning these outcomes is to assess your strategies.

### Self-assessment:

Self-assessment is a wonderful technique when it comes to reflecting on your behavior, decisions and thoughts.

We suggest these questions:

1. What was positive about the interaction? What went well?
2. What was negative about the interaction? What went wrong?
3. Describe one thing you would like to improve or follow up on.

### **Others strategies are:**

- *Capturing comments:* Collect thoughts of motivated participants; can occur on paper, white boards, or other media (e.g. Bonnard and Hanson, 2015).
- *Compiling social media comments or press cuttings:* Gather coverage of an event through social media, newspapers, and other media outlets (e.g. Harmon and Messina, 2013; Murphy and Meyer, 2013).
- *Documentation:* Capture photographs and anecdotes in a document or report to paint an overall picture of an event.
- *Face-to-face audience surveys:* Administer questionnaires to participants at the event, led by an interviewer (e.g. Wilson, 2012).
- *Focus groups:* Interview participants in groups, following the event (e.g. [Walden](#), 2015).

- *Follow up e-surveys*: Collect email addresses during the event and distribute an e-survey via collected emails following the event.
- *Head counts*: Count the number of people present at an event.
- *Mini interviews during the event*: Conduct very short interviews during the event, led by a staff member or volunteer. The type of interview conducted can vary, whether it asks an open-ended question or has a set list of questions to be answered.
- *Minute papers*: Ask participants to take one minute to write down an answer to a question. As the name suggests, it does only take one minute and provides rapid feedback. The time involved is in generating a meaningful question and in analyzing and coding the results (e.g. [Choinski](#), 2006).

## References:

- Reaching underserve patron by community partnerships [https://journals.iupui.edu/index.php/IndianaLibraries/article/view/16630/pdf\\_949](https://journals.iupui.edu/index.php/IndianaLibraries/article/view/16630/pdf_949)
- Considering outreach assessment: strategies, sample scenarios, and a call to action <http://www.inthelibrarywiththeleadpipe.org/2016/considering-outreach-assessment-strategies-sample-scenarios-and-a-call-to-action/>
- Reach Out! Motivating and Involving All Staff in Community Outreach [http://www.georgialibraries.org/directorskb/2016-17PinnaclePresentations/ReachOutMotivatingandInvolvingAllStaffinCommunityOutreach\(slides\).pdf](http://www.georgialibraries.org/directorskb/2016-17PinnaclePresentations/ReachOutMotivatingandInvolvingAllStaffinCommunityOutreach(slides).pdf)
- Strategic plan. <http://www.businessdictionary.com/definition/strategic-planning.html>
- Annala, G. (2015). Abandoning "Outreach." Retrieved March 9, 2016, from <http://www.academiclibrarymarketing.com/lblog/abandoning-outreach>



## Partnership Agreement Form

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Partner name: \_\_\_\_\_

Library name: \_\_\_\_\_

Date: \_\_\_\_\_

*Set goals, your desired outcome:* **Write what you hope to achieve through the partnership in this space.**

*Justification:* **Provide a bullet point list of reasons that you believe this partnership will benefit both partners.**

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*Activities:* **Describe the activities to be carried out by the partners**

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*How:* **Describe the mechanisms- who will communicate with whom, what will happen under different circumstances, etc.**

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*Our role:* **Describe what your organization will be contributing to the partnership**

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*Your role:* **Describe what you're asking your partner organization to contribute**

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### **GRT Social Media Messages for Facebook and Twitter**

1. Are you providing childcare for children of a family member, a friend or neighbors? Are you looking for some fun, new activities for those children? Your community library can help you with that!  
Check out our early literacy programs & kits at your library **[Link to more info]** **[Library Facebook page]**
2. It takes a big heart to help shape young minds! Are you helping to care for babies and toddlers of a family member, friend or neighbor? Are you looking to help this little mind even more? Your community library can help you with that!  
Check out our early literacy programs and kits your Library **[Link to more info]** **[Library Facebook page]**
3. Are you caring for a young child of a family member, friend, or neighbor? Do you provide informal childcare in your home? Check out what your local library can do for you!  
**[Link to more info]** **[Library Facebook page]**
4. Are you caring for a young child of a family member, friend, or neighbor? Do you want ideas, books, and toys that help them learn and grow? Check out what your local library can offer you!  
**[Link to more info]** **[Library Facebook page]**
5. What's fun and fabulous and free for babies, toddlers, and preschoolers? A complete library with services just for you, your family and the community.  
Check out what your library and find out what new services are available for you! **[Link to more info]**  
**[Library Facebook page]**



Add local library logo here

### Press Release for Grant Announcement and/or Launch Event

#### 110701 Growing Readers Together at [library]

[CITYALLCAPS, Colo.] - Growing Readers Together launched today at [insert library name] [city], Colo. The library program, sparked by a grant from the Temple Hoyne Buell Foundation, provides early literacy activities and resources for family, friends, and neighbors who care for children under the age of six.

“[Insert quote from librarian or director or use other available quote listed below]”

[town/county] caregivers can [description of program, e.g. bring the children in their care to library story times and other literacy events. Caregivers can also meet others, gain new early literacy skills, and acquire fun early literacy activities and materials for young children to enjoy in their childcare home].

In [town/county], the library is partnering with [insert name of partner(s)] to reach informal and unlicensed care providers. [insert quote from partner or see below for quote ideas].

[insert library name] is one of 14 libraries in central and southern Colorado to participate in this grant project. The Colorado State Library is coordinating training and offering technical assistance. The result of this initial pilot grant could lead to additional focus on early literacy in [insert town/county] and be a model for other Colorado libraries.

Growing Readers Together is one of several early literacy activities offered by [library name]. For those interested in this and other programs, go to <library website>. Early literacy tips and links are available at Facebook \_\_\_\_\_ and Twitter: #GrowingReadersTogether.

#### Other available quotes:

“Growing Readers Together is an opportunity for informal childcare providers to connect with others, gain resources, and learn the latest in early literacy tips and tricks to grow the children in their care into kindergarten-ready readers.”

“The library is a natural partner with us on early literacy projects. We are excited to work with them to expand early literacy opportunities for the children in [town/county].

“We encourage all Coloradans to offer babies, toddlers, and preschoolers language and literacy-rich activities in their daily life. Research shows that this prepares children for success in school and in life,” said Growing Readers Together Coordinator, Joyce Johnson. “The public library is the perfect place to get started, expand what they are doing, and do so in fun and engaging ways.”

### Press Release for Growing Readers Together Events

#### Growing Readers Together at [library]

[CITYALLCAPS, Colo.] -[insert library name] will be hosting a special event family, friends, and neighbors who care for children under the age of six. The Growing Readers Together event on [date, time] will take place at [location].

This event welcomes those who care for children under six in informal settings, such as neighbors who provide home childcare, grandparents, and others caring for young children who want to increase early literacy activities in their home. Caregivers can also meet others, gain new early literacy skills, and acquire fun early literacy activities and materials for young children to enjoy in their childcare home.

Along with food, fun, and fantastic activities to take home, caregivers will gain connections with others who can support them. A storytime and craft activity will be provided for the children, while providers are enjoying this event.

Growing Readers Together is one of several early literacy activities offered by [library name]. For more on this and other programs, go to <library website>. Early literacy tips and links are available at Facebook \_\_\_\_\_ and Twitter: #GrowingReadersTogether.