

Read it Aloud!TM

Tips, Tools & Techniques

**Performance reading
with early literacy skill development**



Workshop Edition

For providers in home-based and center-based settings

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Accredited by the Massachusetts Association
for the Education of Young Children (MassAEYC)

New 2008 EDUCATIONAL OFFERING:
Read it Aloud! Tips, Tools & Techniques — Workshop Edition

GENERAL INFORMATION

Offered by Words That Cook, LLC.

Description: Hybrid distance education/workshop-based course includes practical home and site-based learning, two workshop dates and one conference call. (20 hrs)

Accreditation: (2.0) Continuing Education Units (CEUs) Massachusetts Association For The Education Of Young Children (August 2008)

Massachusetts AEYC Category of Study: Curriculum for Early Childhood Settings

MA EEC Core Competencies (Training Categories):

- Understanding Growth and Development of Children
- Guiding and Interacting with Children and Youth
- Partnering with Families and Communities
- Learning Environments & Implementing Curriculum

CDA Competencies:

Goal II: To advance physical and intellectual competence.

- **Functional Area 5: COGNITIVE**
Candidate provides activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children.
- **Functional Area 6: COMMUNICATION**
Candidate actively communicates with children and provides opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.
- **Functional Area 7: CREATIVE**
Candidate provides opportunities that stimulate children to play with sound, rhythm, language, materials, space, and ideas in individual ways and to express their creative abilities.

Goal III: To support social and emotional development and provide positive guidance.

- **Functional Area 8: SELF**
Candidate provides physical and emotional security for each child and helps each child to know, accept and take pride in himself or herself and to develop a sense of independence.
- **Functional Area 8: SOCIAL**
Candidate helps each child feel accepted in the group, helps children learn to communicate and get along with others, and encourages feelings of empathy and mutual respect among children and adults.
- **Functional Area 10: GUIDANCE**
Candidate provides a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group.

Goal VI: To maintain a commitment to professionalism.

- **Functional Area 13: PROFESSIONALISM**
Candidate makes decisions based on knowledge of early childhood theories and practices; Candidate promotes quality in childcare services. Candidate takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.

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Level of education/experience training is geared for:

High School, GED, College Prep
College/Undergraduate

Position Level training is geared towards:

Entry level (Assistants, Aides, etc.)
Mid-Level (Providers, Teachers, Group Leaders, etc.)

Target Population:

All Agency-affiliated child care providers, and especially those who work with mixed age groups in family child care or out-of-school settings, who would like to better understand and support children's early literacy skill development and their love of reading.

COURSE DESCRIPTION

This multisensory hybrid distance education and workshop-based course teaches how to use effective and age-appropriate read-aloud techniques when working with mixed age groups so as to not only engage children as a group in active listening, but also to individually boost the development of each child's six early literacy skills (print motivation, print awareness, letter knowledge, phonological awareness, vocabulary and narrative skills). As with the previously accredited distance learning edition of *Read it Aloud! Tips, Tools & Techniques*, participants become compelling interactive readers who can use children's literature to promote language development, enhance listening skills, increase vocabulary and extend attention spans while fostering curiosity and expanding knowledge. However, in this Workshop Edition, a conference call and four hours of face-to-face communication enables participants to share experience-based learning and practice together to develop effective interactive reading techniques for use with infants, toddlers, pre-K and K – 2. Participants are guided by the textbook (*Read it Aloud! A parent's guide to sharing books with young children*) by Monty Haas and Laurie Joy Haas, expert audio and video recordings and the instructor's coaching. There are no prerequisites. Agencies coordinating the series will determine the timetable. We recommend the two workshops be completed at approximately three and six weeks after the one-hour course introduction conference call with the instructor.

At home, participants may benefit while taking this course from having access to free online resources as well as to E-mail, and a CD player or computer to hear audio recordings.

Agency locations will support group viewing of menu-driven DVDs (computer and screen or player and TV or screen with remote).

What participants Do On Their Own:

On their own, participants read the text, listen to audio tracks and apply ideas from these and the syllabus in order to complete short written assignments, which are reviewed for credit at the beginning of each workshop before being used within the workshop. They also prepare to make read aloud presentations based on those sources and workshop discussions of age-appropriate book selection, related activities and early literacy skill development practices. In addition, they prepare to respond to the five self-assessment questions found in the syllabus.

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What participants do in Workshops:

In workshops, participants watch expert models and, with partners, practice effective strategies for supporting early literacy skills when reading with children. They participate in small and large group assignment-based discussions pertaining to book selection and follow-up activity that incorporates effective techniques for all age groups. They also demonstrate proficiency and accept coaching in presenting familiar and unfamiliar picture books in the age-appropriate ways specified in the course syllabus, by the instructor, and in DVD segments viewed.

What participants do in Written Assignments:

Participants originate age-appropriate and children's book-related wordplay. They write three descriptions of choosing a book and preparing to share it with children: the first, without course training; the second, by using techniques found in course content to design children's book subject-related activities suitable for two of their own age groups; the third, by choosing a book that is appropriate for reading aloud to two different age groups and specifying the strategies they will use to support letter knowledge, phonemic awareness, vocabulary, and/or narrative skill development for each age group while sharing the book.

Participant Outcomes:

Participants will:

- learn about the six early literacy skills and practice a variety of read-aloud techniques that promote skill development.
- identify literary devices and use them with children in ways that promote enjoyment and originality.
- learn about, practice and create tongue twisters to improve articulation.
- use wordplay to allow children to take hold of and manipulate language in order to master it.
- select picture books for reading aloud that are developmentally appropriate
- incorporate techniques with children that provide the most enjoyable and rich read-aloud experiences.
- control read-aloud pace and articulation to enable children to acquire vocabulary and visualize stories.
- learn to convey meaning when reading aloud by reading ideas instead of words.
- practice prediction techniques with children to help them develop a sense of story, think analytically and project outcomes.
- analyze and discuss book content with children to promote critical-thinking and problem-solving skills.
- learn to engage older children in literacy practices that benefit all children in a mixed age group.
- demonstrate strategies for achieving responsive listening and effective group participation.
- learn to use age-appropriate literacy strategies when linking mixed age groups with book themes.
- select, apply, discuss and demonstrate strategies and book-related activities to be used when reading aloud with children from more than one age group.
- assess progress with reading aloud in terms of both performance reading and interactive reading to determine what improvements should be made to provide the optimal learning experiences for children.

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Instructional Materials:

Included in Courseware:

- Course Syllabus: [includes Tips for Reading Aloud and Supporting Early Literacy]
- Textbook: *Read It Aloud! A parent's guide to sharing books with young children* by Monty Haas and Laurie Joy Haas
- Expert Audio Recordings (CD)

Workshop resources:

- DVD Excerpts: *Words that Cook! Parenting with children's books* (Shows 4 & 9)
- DVD Viewing and Workshop Guide pages (correlative to excerpts from Shows 4 & 9)
- Recommended Children's Books: Lists for Children 0 – 12
- Sample Books: Selections of recommended books from different age groups
- Samples of booklet: *101 Tips to Get Kids Reading and Keep Kids Reading*
- Samples of free resources from Words That Cook <<http://www.wordsthatcook.org>>, which include recommended books by age group with summaries, cover photos and links to quality sites for children's activities and/or information for parents and teachers.

Instructor Contact:

Outside of the workshops, how will the instructor be available to participants?

Participants will be supported by, and have access to, an instructor via phone and E-mail and will receive a response to any inquiry within one business day.

How will the instructor respond to participants' written assignments?

First the instructor will review assignments and note their satisfactory completion on participants' Course Completion Form/Record of Attendance and Performance, then the instructor will observe as participants use their written assignments in either small or full group discussions.

How many of the course hours will consist of face-to-face, or other contact?

Five: One 1-hour conference call and two 2-hour workshops at one Agency site where workshops are scheduled to occur. Additional contact is at the discretion of the student and may be arranged by phone, E-mail and/or written correspondence.

How are CEUs awarded?

The instructor will send a copy of each participant's Course Completion Form/ Record of Attendance and Performance to the Massachusetts Association for the Education of Young Children for credit. Upon receipt, Words That Cook, via Federal Express, will send certificates to the Agency.

REGISTRATION INFORMATION

Collaboration by multiple groups with fewer than 30 participants is encouraged. Recommended enrollment: eight to thirty participants. Call Stuart Pologe, Course Administrator, at 774-885-2000 Extension 11 for assistance with scheduling. Proposed workshop dates and times may be reserved *with a signed purchase order*. Ask for MassAEYC member discount. Coordination of participants and distribution of course materials received from Words That Cook in advance of the scheduled Course Introduction will be handled by the Agency submitting the purchase order.

Fees

\$125 per course; \$600 for two 2-hour face-to-face workshop sessions and one 1-hour course introduction (conference call); compensation for travel.

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Collaboration

Agencies with fewer than 30 enrollments are invited to divide fees when collaborating on a Course Introduction and Workshop Schedule. Agencies may include participants who are making up missed workshop sessions, as long as the participant has also made arrangements with the Course Administrator.

Schedules

Course Introduction

This will be a one-hour conference call between the instructor and one or more sites, as coordinated with the Agency. The call itself will be arranged by Stuart Pologe, Course Administrator of Words That Cook.

Plan Your Workshop Schedule Around Distance Learning

Allow six to seven weeks between the Course Introduction and the second (final) Workshop for participants to complete their distance learning, or adjust the schedule to better fit your population.

Consider allowing three to four weeks for participants to complete Assignment One through Assignment Seven of their distance learning between the Course Introduction and the first workshop date. Here is what they will be doing:

Week One: pretest that involves choosing and reading aloud a children's book and noting current reading preparation practices

Week Two: textbook reading and listening to audio tracks to guide learning about and practicing performance reading techniques; learning about word play, and demonstrating familiarity by writing several sentences as examples of literary devices

Week Three: describing in writing how they would carry out, and any concerns they have about carrying out, two suggestions for story-related activity for two different age groups using a single, well-chosen, picture book

After the first workshop, again consider allowing approximately three weeks for completing Assignment Eight through Assignment Ten before the second workshop date. Participants will be:

Week Four: becoming familiar, through reading and listening to audio tracks, with age-appropriate practices that support the six early literacy skills

Week Five: selecting and planning how to apply both specific performance reading and age-appropriate early literacy skill-building techniques to a third picture book, reading aloud to children using those techniques and then evaluating the results in writing

Week Six: planning improvements based on that evaluation, preparing a written description of the improved plan to use at the second workshop when presenting to peers and, finally, writing a short but specific five point self-assessment

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INSTRUCTOR

Name of Instructor: Laurie Haas

Instructor's Qualifications:

B.S. Ed., Indiana University School of Education with experience teaching preschool (Lead Teacher, 4-year-olds), Kindergarten, English and science grades 7 & 8; developing and teaching after school programs; substitute teaching Grades 1- 8; curriculum design including that for The Reading Railroad workshops in and beyond MA, Regional Library System workshops (three regions in Massachusetts), CPC workshops, Mass Library Association workshops, Advancing the Field graduate level workshops at Salem State College and Becker College, and the workshop edition of Read it Aloud! Tips, Tools & Techniques.

ABOUT US

Words That Cook, LLC is authorized by the Massachusetts Department of Education as a Professional Development provider and partners to promote literacy with the Massachusetts Association for the Education of Young Children (MassAEYC) and the International Reading Association.

We are an award-winning educational media company producing and delivering innovative literacy resources that empower parents and educators to inspire and motivate children. Our products and services include educational television programming and DVDs, Web resources, accredited courseware and training, and family literacy publications.

About discounts when purchasing Words That Cook's educational products:

Words That Cook offers discounts to MassAEYC members on this course and all products & services found at < www.wordsthatcook.org >

- Visit <<http://www.wordsthatcook.org/aqt.html>> (awards, quotes, testimonials)
- Please call 774-885-2000 for a **MassAEYC member discount** on any purchase

DVDs (Excerpts included in course workshops):

Words that Cook! Parenting with children's books

- PBS series
- Winner, International Reading Association Broadcast Media Award for Television
- **NAEYC member discount** at the NAEYC Online Store <<http://www.naeyc.org>>

Book (Included in courseware):

Read it Aloud! A parent's guide to sharing books with young children

by Monty Haas and Laurie Joy Haas

- **IRA member discount** at the International Reading Association Marketplace <http://www.reading.org/publications/bbv/books/bk9163/>

For more information please contact:

Stuart Pologe, Course Administrator
Stuart@WordsThatCook.org
774-885-2000 Extension 11