

Appendix C-1

“Story Time Fun” Training Outline

Time Needed: 6 hours (includes 30 minute lunch and breaks)

Supplies:

- Marking pens
- 3x5 post-its
- 3x5 index cards
- Pushpins
- Paper
- Pencils
- Name tags
- Tape recorder and blank tapes
- Overhead projector
- Flip Chart and Easel
- Felt board stories & Felt board
- All the picture books for use in story times (in all the translations available)
- Boom Box
- CD with necessary songs
- Rhyme handouts
- Story handouts
- Calendar of all story times and languages needed
- Sample Reading Buddy packet
- Samples of all available flyers in all languages

Setup:

- Write on flip chart: An umbrella overtop with Training Purpose written inside and each Learning Outcome attached to the umbrella handle.
- Overhead projector tested and ready to go
- Make flip chart page with Rhyme interpretation options

As people arrive invite them to have coffee, tea or muffin; make name tag.

Opening Hook – Clap, Clap, Clap Your Hands (*Time: 5 minutes*)

Clap, Clap, Clap Your Hands

As slowly as can be; as fast as fast can be

(Roll, Stomp, and back to clap)

Process:

Start with Rhythmic clapping and gesture that they should start clapping, too.

When all are clapping, slow it down and

start reciting rhyme – invite them to join in as you go along and they catch on.

Thank you for joining in with me on that action rhyme! I hope it got you warmed up for our busy day! We have all come together for a very special time.

(Training Purpose) During this four hour workshop, we will prepare and practice together story time components that:

- Respect and include the cultures represented in our groups, and
- Appropriately suit the ages of the children in our groups

These story time components will be used to develop approximately 15-20 family Head Start and ECEAP evening programs.

COMFORT: Bathrooms, snacks and beverages. Schedule and breaks.

Go through description of the grant (*Time: 10 minutes*)

The story time events, other grant activities

Their time commitment

How the story time events will work.

Benefits to them:

Gain skill in oral presentations (being in front of a group)

Gain knowledge about using library catalog and internet

Broaden range of interpreter skills (songs, rhymes, stories)

State Learning Outcomes (Time: 5 minutes)

By the end of this session, we will each be able to:

1. Articulate important reasons why families should read together.
2. Identify basic criteria for selecting books appropriate to use in our story time.
3. List and demonstrate essential techniques for sharing stories in a story time setting.
4. Interpret in front of the group one action rhyme, song or story

As we are going through the day, please keep at the back of your mind: What will I need to know to be a story time presenter/interpreter? And what else should my instructors be telling me?

This afternoon we will hand out a sign-up and availability sheet to each of you. It will let you indicate which aspects of the grant you would like to work with, and when and where you will be available.

Learning Outcome #1: Articulate three important reasons reading with young children is important. (Time: 20 minutes)

Reasons Why (my content):

We are doing these family evenings/story times to:

- Demonstrate the fun of reading/telling stories
- Give information on emergent literacy
- Encourage families to maintain use of home language in story and song
- Help families gain more information about a community resource – the library

(use AFTER the exercise)

Reading is important because it:

- Expands verbal language
- Stretches a child's imagination
- Broadens a child's experience of the world
- Learning is encouraged through mind and body participation
- Fun and learning are combined
- Extends a child's attention span
- Improves children's listening skills
- Children learn to sequence and predict
- Children gain a vocabulary to begin to express themselves
- Children gain experience in role-play and drama

Process/Activity: Cards on Wall

At your table is a stack of blank 3x5 post-its (or cards and pushpins). I'm going to ask you all a question, and I want you to write as many answers to this question as you can come up with - one per post-it. We'll just take two minutes for this exercise. Work with the person across the table from you – one talks while the other writes, and then switch places. (NOTE: If there is a large group, we can work by tables rather than by twos.)

The question is: **What happens when we read and tell stories to children?**

Okay, now let's take our cards up to the wall and attach them to the wall. Stand back and take a look. Now, these first two people – if you see some cards that say similar things, repost them so they are all together. Now, you two (etc, go through the group until most of the cards are grouped into natural categories).

Summarize the categories. Now that we see them like this, are there any more suggestions?

If needed, put up my list on the overhead to compare with what they found.

Materials: 3x5 post-its or cards, pushpins, marking pens

Getting to Know Each Other (*Time: 20 minutes*)

We are going to be working together pretty closely today, and also during the family night story times. We'll have practice today on how to do the stories. Now that we've been mixing it up a little bit, let's take some time to get to know each other better.

Each person tell about self, and a memory related somehow to reading. Say "Hello" in any language you choose. (Hello...Name...Story)

Share around the room.

BREAK for 5 minutes (stretch)

Learning Outcome #2: Identify three basic criteria for selecting books appropriate to use in our story time. (*Time: up to 60 minutes*)

We are going to spend quite a bit of time now looking over the materials that have been selected for consideration. We selected books that we thought: (*can use overhead here*)

- were fun,
- easy to read and fairly short
- had large, clear pictures
- were about topics familiar to or of interest to preschoolers
- were culturally inclusive

In this next segment we want everyone in this room to have an opportunity to see most of the materials. We have laid out a selection of books on each table. In just a few minutes we are going to have you carefully look at the items on your table, use the checklists we give to you to evaluate them, and then move on to the other tables to look at the materials there. As you evaluate each item, please ask yourself these three questions:

1. Would this book appeal?
2. Is there anything culturally inappropriate? (pictures, story, words, characters)
3. Would this book interpret easily?

Please complete the checklist for as many items as possible. We encourage you to talk with each other about the books. At the end of the time, when you've all seen all the books, we will ask for you to share any that you have particular concerns about, or that you are particularly excited about.

After the exercise and the sharing, we should have a conversation about the importance of cultural stories. Also gather suggestions for other things to include.

Materials: all of the picture books, stories and rhymes in English and in the other languages as available

Checklist
Pencils

BREAK FOR 10 minutes to snack, bathroom, etc.

Title of Book	Appeal?	Cultural?	Interpret?	Comments
And the Cow said Moo				
Angel Baby				
Baby Rattlesnake				
Book! Book! Book!				
The Carrot Seed				
Chili Chili Chin Chin				
Contrary Mary				
Daddy Has a Pair of Striped Shorts				
Daisy and the Egg				
Dance Away				
Dim Sum for Everyone				
Do You Know What I'll Do?				
Handa's Surprise				
Is Your Mama a Llama?				
Just Like Daddy				
Little Cloud				
Little Mouse... Strawberry...Bear				
Mabela the Clever				
Mamy Wata and				

the Monster				
Title of Book	Appeal?	Cultural?	Interpret?	Comments
Mei Ling's Hiccups				
Mouse Paint				
Night Shift Daddy				
Polar Bear...What do you Hear				
Red is a Dragon				
Round is a Mooncake				
Shake My Sillies Out				
Snowy Day				
Splash				
Ten, Nine, Eight				
The Train Ride				
Uno Dos Tres; One Two Three				
The Very Hungry Caterpillar				
Walking through Jungle (Harter)				
Waling though Jungle (Lacome)				
Wave Goodbye				
What shall we do ... boo-hoo baby				
Where the Wild Things Are				

Learning Outcome #3: List and demonstrate three essential techniques for sharing stories in a story time setting (*Time: 20 minutes*)

Techniques (*my content*):

- Hold the book for everyone to see – move from side to side as necessary
- Use expression
- Make your voice interesting – voices for the characters; soft and loud as appropriate
- Slow your reading pace so children can follow
- Project your voice, but don't shout
- Know the story so it flows smoothly
- Make eye contact with the children
- Give the story a brief introduction
- Name the author and title

How: (*this activity helps them name the techniques*)

Hook (Demonstration) – Story: Trainer reads aloud a short children's story book & does rhyme with flannel board – one we will possibly use for the workshop.

Activity - Think, Pair and Share: Think about the WAY this story was presented – what did you notice? Jot down your ideas. Now pair up with the person next to you, and compare what you have written. Can you think of anything else? Then on a flip chart ask groups to start calling out what they had written down: - trainer will list what people say. Mark those that are repeated. When their ideas are up, review them and add any that might also be important that they missed. (Can put up overhead if needed.)

Evaluation(*Demonstrate Learning*)

By doing this activity and telling the group, we can assess their learning without a test.

Time: 10 minutes for stories; 2 minutes to think; 2 minutes to pair & share; 5 more for group sharing and summarizing (19)

Materials: Pencils, paper, story books, mental (or written) list of important elements

Break for 30 minute Lunch

Future Scheduling (*Time: 15-20 minutes*)

We can either fit this before lunch, or just after.

Choose date and time options for the Library Catalog training at the Computer Lab (1.5-2 hours?)

Have everyone fill out an Availability form

Interpreter Availability Checklist

Name _____ Language _____

Phone Number _____ E-mail address _____

Are you a Primary Interpreter? _____ For what site? _____

I Am Available	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

I am interested in serving for centers in:

Area 1		Yes	No
	Head Start 1		
	Head Start 2		
	ECEAP 1		
	ECEAP 2		
	ECEAP 3		
Area 2			
	ECEAP 1		
	ECEAP 2		
	Head Start 1		
	Head Start 2		
Area 3			
	Head Start 1		
	ECEAP 1		

I am willing to do the following grant activities:

Activities	Yes	No
Telephone calls: invite families; conduct surveys		
Make posters/other translations as necessary		
Interpret story times and tours		

Learning Outcome #4: Interpret in front of the group one action rhyme, song or story

Activity #1: Observe! And comment on rhymes, felt board and told stories

(Time: Up to 60 minutes)

Reasons why we use music and rhymes and felt boards (my content for teaching) (5 minutes)

- Makes a good gathering activity
- Music aids in memory by including repetition and rhyme
- Helps gather attention back to the presenter when children's attention is straying
- Aids in transition from one story or activity to another
- You can use a song to acknowledge the presence of each child and/or to interact with them.
- Songs can teach ideas or reinforce a story
- Good introduction to poetry
- Provide outlet for extra energy
- Felt pieces help focus attention
- Felt pieces help explain story to non-English speakers
- Provide connection to family language and culture **this is why we are learning each others'

How:

Present all of the rhymes, stories, and songs on the selected list. We want them to see HOW they are done.

Put a large checklist on the White Board or flip chart/easel.

"Ways to Use Rhymes in a Multilingual Story Time"

Summarize the content of the rhyme in other language; present in English

Do Rhyme in English; insert word or words in other language

Do rhyme once in English, again in other language

Ask them to watch each rhyme and story and give suggestions for the best way to present it. Also, please tell us of any rhymes or stories that contain words or motions that wouldn't work with the language/cultural group they interpret for.

If we decide to do the rhyme in more than one language, or with inserted words, use the tape recorder to record the correct pronunciation in the different languages so we can practice!

Question: Will families want copies of the rhymes?

Evaluation(did they learn)

Group learning - practice and observation

Materials: Tape recorder and tapes; flip charts and markers

BREAK for 15 minutes

Activity #2: Practice Story Time together (*Time: 60 minutes*)

So far we have summarized the importance of reading, we have looked at good books to read and selected the ones we like the best, and you have observed us reading a story, and we have learned some rhymes from our cultures.

Now we are going to practice presenting a story time together. I would like to have each person volunteer to do ONE thing in this story time. We will get to practice what it will be like to present a multilingual story time.

I need: (different languages) (assign parts for everyone, hand out books, rhymes, etc.)

Have available all books, printout of rhymes, songs

- people to present the opening rhyme
- people to read the first story with me
- people to present an action rhyme
- people to read the second story with me
- people to present another action rhyme
- people to tell the flannel board story with me
- people to present the closing rhyme with me

(adjust this so everyone gets a turn to participate)

Go through story time, working out the details as we go. Remember to practice the techniques for sharing good books.

Story Time selections:

Diez Deditos/Ten Little Fingers

Too Much Noise (told with Flannel Board)

Clap them So

Mabela the Clever

Soft kitty

Ten, Nine, Eight

Roll Over (with flannel board)

Roll Roll Roll your Hands (optional)

Five little fishies

HAND OUT to all the interpreters print copies of all the flannel board stories that definitely will be used (the ones with the craft) so they can review the text, since translations aren't available.

Assure them that you will only use stories at the story times that we saw on the tables today.

(Final 10 minutes)

ASK HOW I CAN HELP THEM FEEL SUCCESSFUL!!

What else do they need?

Closing Hook

Hopefully today you've experience the fun of stories; you've learned a little more about how important it is for parents to read and tell stories to their children. Just as a little encouragement, I'd like to close today with this:

Show *Communities Count*

A study was done in 2000 to learn more about how families support children's learning. They asked if children ages 2-5 were read to or told stories every day by a family member. Here are their answers:

- 68% in King County said yes, they had read to their child that week.
- 89% in Seattle said yes, only 54% in South King County said yes.
- Children in homes in which parents had a college education were more likely to be read to.
- Children in homes in which English was the first language were more likely to be read to - the survey was unclear about reasons, but possibly lack of books in the home language is a factor.
- Children in homes with two parents were more likely to be read to.

What we are doing in these Head Start and ECEAP family story times is offering encouragement and support to parents for reading with their young children. Everything we are doing is important -- and it will be fun, too!

We include rhymes and songs, and oral stories, because these are easy and readily available to all parents in all languages. We include picture books so children have a positive experience with a story book, observe how the pictures contain a story, and have a chance to observe the artist's interpretations. They also see how pages turn and you can follow along.

Thank you for coming. I will be cleaning up awhile -- if you have individual questions or concerns, please come talk!