





Way up in the sky the little birds fly.
 Way down in their nest, the little birds rest.
 With a wing on the left, and a wing on the right,
 The little birds sleep, all through the night
 Shhhh... They're sleeping!

Then, UP COMES THE SUN.
 The DEW FALLS AWAY.
 "Good morning, Good morning," the little birds say.

ARE WE
 READY?




Facts

- The top 10 in-demand jobs in 2010 didn't exist in 2004.
- One week of information published in the New York Time equals the amount of information shared over a lifetime in the 18th century.
- New technical information is doubling every 2 years for students starting a 4 year degree. **So half of what they learn in their 1st year is outdated by their 3rd year.**

The Problem

We are preparing students for jobs that don't yet exist, using technologies that haven't been invented, in order to solve problems that we don't even know are problems yet.

CAN PRESCHOOL STORYTIME HELP SOLVE THIS PROBLEM?

History of Children in the US

- Seen but not heard
- Expected to work
- Cruelty prevention laws were passed to protect animals before children
- Storytime for school age children (early 1900s)
- Preschool storyhour (mid-1950s)

Why did we start doing Preschool Storytime?

- Introduce children to books
- Expose children to literary language
- Create good citizens
- Keep children off the street
- Develop skills that will help prepare them for school
 - Listening
 - Sitting still
 - Concentrating

Typical Preschool Storytime

- Opening ritual
- Longest story read aloud first
- Activity
- Next story read aloud
- Standing-up activity
- Shortest story comes last
- (time permitting, another activity and story)
- Closing ritual

Suggested Ingredients for a Successful Early Literacy Program

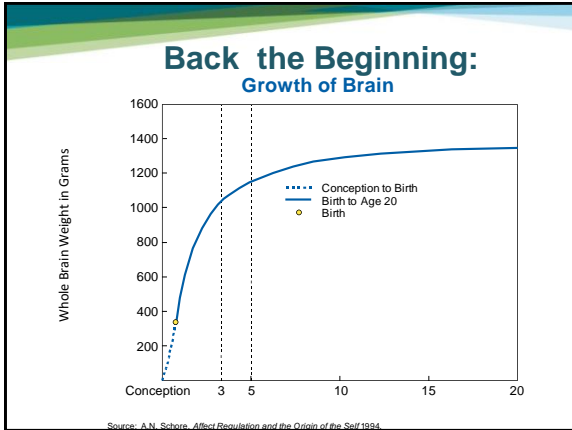
- Optimal learning environment
- Ritual
- Repetition
- Movement
- Music
- Enthusiasm
- Play
- Language

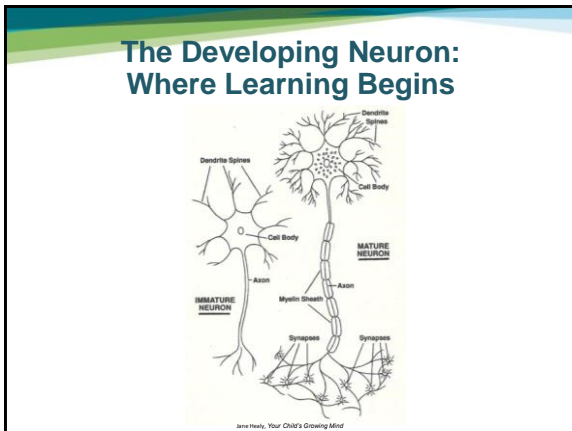


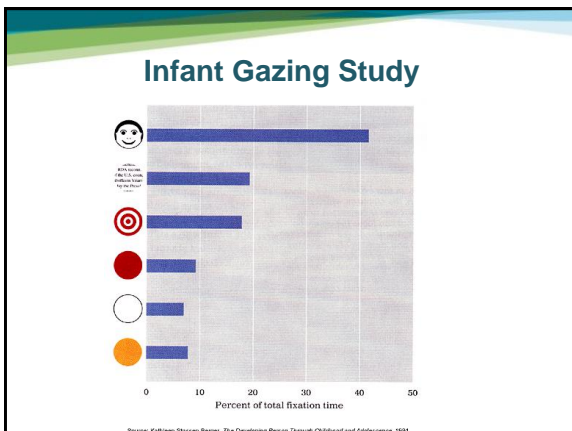
My Typical Preschool Program

- **Opening ritual:** Alligator, Alligator
- **Book 1:** Longest book read aloud
- **Activity 1:** Puppet questions
- **Book 2:** Another book read aloud
- Standing up activity
- **Activity 2:** (Musical instruments, colored scarves, game)
- **Book 3:** Shortest book
- **Closing Ritual:** Vote; Alligator, Alligator
Puppet kisses







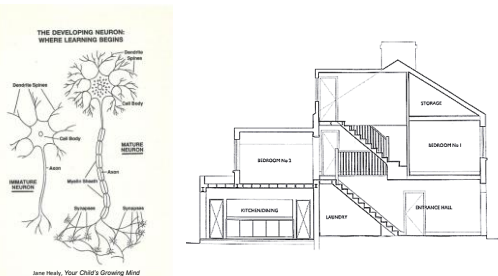


Young Children Develop in an Environment of Relationships



Responsive Caregiving

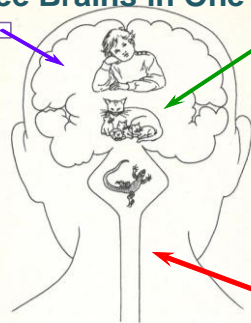
Children's Emotional Development is Built into the Architecture of their Brains



Three Brains in One

CEREBRAL CORTEX

The executive part of the brain manages attention, emotions, and behavior. It weaves together social, emotional, and intellectual capacities in order to help us reach our goals.



LIMBIC SYSTEM

Pulling together feeling and thinking helps people reflect, plan, and evaluate.

BRAINSTEM

Jane Healy, Your Child's Growing Mind / Ellen Galinsky, Mind in the Making

Theories of Children's Learning

- Dewey – Constructivism
- Montessori – Active Learning
- Vygotsky - Scaffolding
- Piaget – Cognitivism
- Golinkoff & Hirsh-Pasek- Purposeful Play
- Gopnik, Meltzoff & Kuhl– Scientific Experimentation
- Ellen Galinsky – Life Skills
- Tools of the Mind

Multiple Intelligences

- Linguistic Intelligence
- Logical-Mathematical
- Spatial
- Bodily-Kinesthetic
- Musical
- Interpersonal
- Intrapersonal
- Naturalist ("nature smart")



Snapshot of performance in mathematics, reading and science

Competencies with a score performance of 80 or higher above the OECD average
 Competencies with a score of 75 or higher above the OECD average
 Competencies with a score performance of 70 or higher above the OECD average
 Competencies with a score performance of 65 or higher above the OECD average
 Competencies with a score performance of 60 or higher above the OECD average
 Competencies with a score performance of 55 or higher above the OECD average
 Competencies with a score performance of 50 or higher above the OECD average
 Competencies with a score performance of 45 or higher above the OECD average
 Competencies with a score performance of 40 or higher above the OECD average
 Competencies with a score performance of 35 or higher above the OECD average
 Competencies with a score performance of 30 or higher above the OECD average
 Competencies with a score performance of 25 or higher above the OECD average
 Competencies with a score performance of 20 or higher above the OECD average
 Competencies with a score performance of 15 or higher above the OECD average
 Competencies with a score performance of 10 or higher above the OECD average
 Competencies with a score performance of 5 or higher above the OECD average
 Competencies with a score performance of 0 or higher above the OECD average
 Competencies with a score performance of -5 or higher above the OECD average
 Competencies with a score performance of -10 or higher above the OECD average
 Competencies with a score performance of -15 or higher above the OECD average
 Competencies with a score performance of -20 or higher above the OECD average
 Competencies with a score performance of -25 or higher above the OECD average
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 Competencies with a score performance of -35 or higher above the OECD average
 Competencies with a score performance of -40 or higher above the OECD average
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 Competencies with a score performance of -55 or higher above the OECD average
 Competencies with a score performance of -60 or higher above the OECD average
 Competencies with a score performance of -65 or higher above the OECD average
 Competencies with a score performance of -70 or higher above the OECD average
 Competencies with a score performance of -75 or higher above the OECD average
 Competencies with a score performance of -80 or higher above the OECD average
 Competencies with a score performance of -85 or higher above the OECD average
 Competencies with a score performance of -90 or higher above the OECD average
 Competencies with a score performance of -95 or higher above the OECD average
 Competencies with a score performance of -100 or higher above the OECD average

Country	Mathematics			Reading			Science		
	Score in PISA 2012	% of students at or above level 5	Annualized change in score points	Score in PISA 2012	% of students at or above level 5	Annualized change in score points	Score in PISA 2012	% of students at or above level 5	Annualized change in score points
OECD average	500	10.0	0.0	500	10.0	0.0	500	10.0	0.0
Australia	550	15.0	0.5	550	15.0	0.5	550	15.0	0.5
Austria	540	14.0	0.4	540	14.0	0.4	540	14.0	0.4
Canada	530	13.0	0.3	530	13.0	0.3	530	13.0	0.3
Chile	450	5.0	-0.5	450	5.0	-0.5	450	5.0	-0.5
Czechia	520	12.0	0.2	520	12.0	0.2	520	12.0	0.2
Denmark	560	18.0	0.6	560	18.0	0.6	560	18.0	0.6
Estonia	510	11.0	0.1	510	11.0	0.1	510	11.0	0.1
Finland	580	20.0	0.8	580	20.0	0.8	580	20.0	0.8
France	540	14.0	0.4	540	14.0	0.4	540	14.0	0.4
Germany	530	13.0	0.3	530	13.0	0.3	530	13.0	0.3
Greece	400	1.0	-0.2	400	1.0	-0.2	400	1.0	-0.2
Hungary	480	4.0	-0.4	480	4.0	-0.4	480	4.0	-0.4
Iceland	570	19.0	0.7	570	19.0	0.7	570	19.0	0.7
Ireland	520	12.0	0.2	520	12.0	0.2	520	12.0	0.2
Israel	490	3.0	-0.3	490	3.0	-0.3	490	3.0	-0.3
Italy	460	2.0	-0.6	460	2.0	-0.6	460	2.0	-0.6
Japan	560	18.0	0.6	560	18.0	0.6	560	18.0	0.6
Latvia	500	10.0	0.0	500	10.0	0.0	500	10.0	0.0
Lithuania	510	11.0	0.1	510	11.0	0.1	510	11.0	0.1
Luxembourg	590	21.0	0.9	590	21.0	0.9	590	21.0	0.9
Mexico	380	0.0	-0.1	380	0.0	-0.1	380	0.0	-0.1
Netherlands	550	15.0	0.5	550	15.0	0.5	550	15.0	0.5
New Zealand	530	13.0	0.3	530	13.0	0.3	530	13.0	0.3
Norway	570	19.0	0.7	570	19.0	0.7	570	19.0	0.7
Poland	510	11.0	0.1	510	11.0	0.1	510	11.0	0.1
Portugal	420	0.0	-0.2	420	0.0	-0.2	420	0.0	-0.2
Romania	440	1.0	-0.4	440	1.0	-0.4	440	1.0	-0.4
Slovakia	500	10.0	0.0	500	10.0	0.0	500	10.0	0.0
Slovenia	520	12.0	0.2	520	12.0	0.2	520	12.0	0.2
Spain	470	3.0	-0.3	470	3.0	-0.3	470	3.0	-0.3
Sweden	540	14.0	0.4	540	14.0	0.4	540	14.0	0.4
Switzerland	580	20.0	0.8	580	20.0	0.8	580	20.0	0.8
Taiwan	560	18.0	0.6	560	18.0	0.6	560	18.0	0.6
Turkey	350	0.0	-0.1	350	0.0	-0.1	350	0.0	-0.1
United Kingdom	520	12.0	0.2	520	12.0	0.2	520	12.0	0.2
United States	500	10.0	0.0	500	10.0	0.0	500	10.0	0.0
Uruguay	430	0.0	-0.3	430	0.0	-0.3	430	0.0	-0.3
Vietnam	390	0.0	-0.1	390	0.0	-0.1	390	0.0	-0.1



Learning Standards Then and Now

- No Child Left Behind - replaced by
- Every Student Succeeds Act (Dec. 2015)
 - Ensures the unreasonable and outdated expectation of No Child Left Behind are no more
 - States and school districts must develop plans with teachers and specialized instructional personnel (it includes librarians!)
 - "It includes new provides that authorize but do not require to include in their local plan how they will assist schools in developing effective school library programs to provide students and opportunity to develop digital literacy skills and improve academic achievement."

Learning Standards Today

- Entering School "Ready to Learn"
 - Domains of School Readiness
- Texas Early Learning Pathways
- Texas Early Family Engagement Guidelines
 - Recognizes the family's role in early childhood education
- 21st Century Learner

Domains of School Readiness/Texas Early Learning Pathways

1. Health and physical well-being/**Physical health and motor development**
2. Social and emotional **development**
3. General knowledge / **Cognitive development**
4. Approaches to learning
5. Language **and communication** development
6. **STEM**
7. **The Arts**



In other words, **The WHOLE CHILD**

Health and Physical Well-Being

- Fine motor skills
- Gross motor skills
- Expressing self through movement



Physical problems identified and treated

Social & Emotional Development

- Self-concept → Self-confidence
- Most important skill is being able to relate needs, wants, and feelings to others
- Sensitive to others (Empathy)
- Manages transitions
- Seeks adult help when needed
- Can work as part of a group (social competence)



Social and emotional development

Influenced largely by positive relationships between children & caregivers



General Knowledge

- Recognizing shapes
- Knowing colors and sizes
- Familiarity with everyday things
- Names of objects
- People's roles



Approach to Learning

- Enthusiastic
- Good sense of the "teacher"
- Able to ask questions
- Wants to find out about things
- Can work independently or as part of a group
- Can follow directions



Language and Communication Development

- Knows how to listen
- Things have names
- Print awareness
- Letters make up words
- Words are composed of sounds
- Scribbling as the first step to writing
- Familiarity and good feelings about books
- Listens and asks questions



Additional Domains of School Readiness

- STEM
- The Arts
- Creative Thinking
- Problem Solving



- Verbally communicates thoughts (84%)
- Enthusiastic and curious (76%)
- Can follow directions (60%)
- Is not disruptive in class (60%)
- Is sensitive to other's feelings (58%)
- Takes turns and shares (56%)
- Pays attention (42%)
- Identifies primary colors and basic shapes (24%)
- Uses pencils and paint brushes (21%)
- Knows letters of the alphabet (10%)
- Can count to 20 or more (7%)

The National Center for Educational Statistics KTSSR

Why is School Readiness Important?

- Relationship with literacy and life experience
 - Graduation from high school
 - Likelihood of holding a job
 - Average weekly earnings
 - More successful long-term relationships
 - Lower rates of incarceration
 - Direct economic benefit to society

Does Vocabulary Size Matter?

- The Hart & Risley study
- The 30 Million Word Gap
- August 18, 2015 article:
24-Month-Old Children With Larger Oral Vocabularies Display Greater Academic and Behavioral Functioning at Kindergarten Entry

Morgan, P. L., Farkas, G., Hillemeier, M. M., Hammer, C. S., & Maczuga, S. (2015). 24-Month-Old Children With Larger Oral Vocabularies Display Greater Academic and Behavioral Functioning at Kindergarten Entry. *Child development, 86*(5), 1351-1370.

Texas Early Learning Guidelines

- For young children to grow and thrive in their families and in their communities



Texas Pathways of Cognitive Development

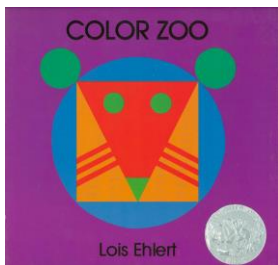


- Exploration discovery and memory leads to
 - science
 - Social studies
 - Mathematics
- Imagination and make believe leads to
 - fine arts

Exploration and Discovery Indicators

1. Pays attention and exhibits curiosity in people and objects
2. Uses senses to explore people, objects, and the environment
3. Shows interest in colors, shapes, patterns, and pictures
4. Makes things happen and watches for results and repeats actions

Connecting storytime books with Texas Pathways and Guidelines



3. Shows interest in colors, shapes, patterns, and pictures

21st Century Skills

- **Ways of thinking.** Creativity, critical thinking, problem-solving, decision-making and learning
- **Ways of working.** Communication and collaboration, persistence
- **Tools for working.** Information and communications technology (ICT) and information literacy, STEM
- **Skills for living in the world.** Citizenship, life and career, and personal and social responsibility

Elements of a Storytime

Preschool Storytime

- Ritual
- Stand-up in middle
- Shortest book last
- 2 developmental tips
- **Books always followed by an activity**

Incorporating MGOL Activities that Build School Readiness Into Preschool Programs

- Drum – Phonological awareness
- Bells, Shakers, Sticks – Experimentation
- Recorded Music – Learning to listen
- Colored Scarves – Imagination
- Dancing – Get wiggles out, gross motor
- Freeze games – Learning how to stop
- Puppets – Vocabulary, narrative skills
- Animal apps - General knowledge of the word
- Book illustrations (paper or digital) – Aesthetic awareness



Language and Literacy: Six Skills to Get Ready to Read

- Print Motivation
- Vocabulary
- Narrative Skills
- Phonological Awareness
- Print Awareness
- Letter Knowledge

Every Child Ready to Read @ your library

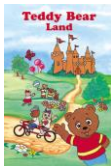
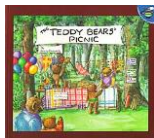
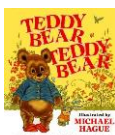
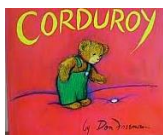
ECRR2: Five Practices that Help Children Become Ready to Learn

- Talk
- Sing
- Read
- Write
- Play



Every Child Ready to Read @ your library 2nd Edition

Traditional PSS: Themes



Repetition...Repetition...Repetition

- Promotes learning
- Increases enjoyment
- Creates a sense of safety

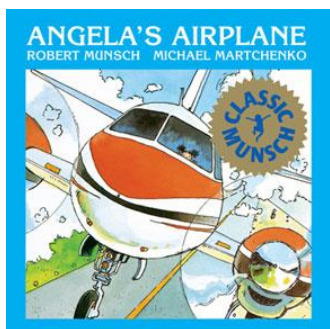
To theme or not to theme, that is the question



- Librarian is facilitator rather than performer
- Familiarity creates fondness
- Learning is easier when the material is familiar

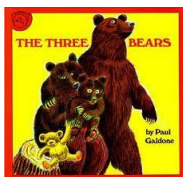
Would preschool storytime serve its clients best if a policy of repetition rather than themes became the basis for planning programs?





Repeat Books in Different Ways

- Read it aloud
- Tell it
- Use puppets
- Flannel board
- Create props
- Create a soundtrack
- Ask open-ended questions
- Act it out in an environment
- Use new media



Be Creative! "Sneeze for Peas"

Click here for "I Got a Pea"

Brainstorming

What else can you do with this book?

Other Variations

- Dialogic Reading
- Sing-a-long
- Dance Party (sock hop, disco)
- Game day
- Craft Projects
- Photographs and storytelling

Translate the Research into Practical Implementation



- Greet people warmly (*we want them feel welcome*)
- Create a safe environment for children as well as adults (*with risk-taking in a safe way that builds self-confidence*)
- Offer fun, age-appropriate, stress-free experiences (*no "right" or "wrong" way to do things*)
- Provide experiences that **ignite imagination, inspire learning, nurture growth through play**

Plan Programs that...

- Take place in an environment with the child in mind & take multiple intelligences into account.
- Plug into children's social and emotional development.
- Encourage development of school readiness skills.
- Have opportunities for children to work & play together
- Promote bonding between parents & children
- Enrich children's lives through the arts
- Are joyful and make everyone laugh
- Incorporate repetition



Transform Your Preschool Storytime

- Incorporate repetition of a book through a few storytimes, presenting it differently each time
- Use a planning sheet to keep track of what you have done and want to do
- Explain the change to parents so they understand the value
- Add developmental tips that touch upon all the domains of school readiness, connecting the tips with the activities

Be Prepared

- You may get children of different ages who attend a program advertised just for one specific age.
 - Start with the longest story first
 - Make sure you always have options for all ages
- You may like the idea of transforming preschool storytime, but you get different children at every session.
 - Try once a month of holding a storytime that is built around JUST ONE BOOK, presenting it in as many ways as you can

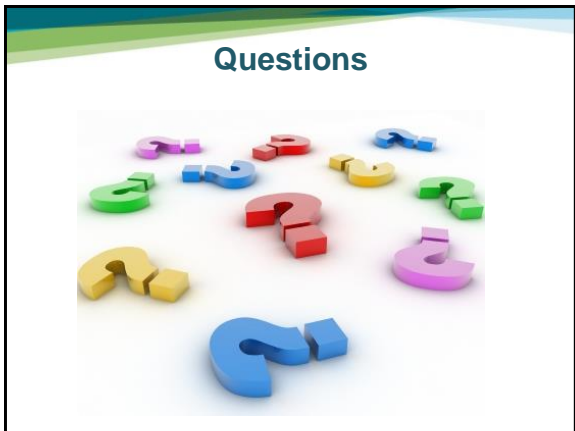
Summing Up

- Consider the impact of repetition in programs
- Consider building school readiness and 21st century skills when planning programs
- Give developmental tips to explain changes to parents

Success in the 21st Century Requires:

- Learning and innovation
 - Basic literacy
 - Critical thinking and problem solving
 - Creativity and innovation
 - Communication and collaboration
 - Scientific and numerical literacy
 - Cross-disciplinary thinking






Dancing with Books: Chorus

based on Dr. Seuss's "My Uncle Terwilliger Waltzes with Bears" from "Songs from Dr. Seuss" and "The Cat in the Hat Songbook."

We're da-da-da, da-da-da, dancing with books.
 Mystery books, hist'ry books, picture books too.
 The storytime children do more than just look,
 They love to go dancing,
 Da-da-da dancing.
 They love to go dancing,
 Dancing with books.

Dancing with Books

<p>We went to storytime early today, To read and to sing and to laugh and to play. We're using our books in so many new ways... We're dancing with books today, hip, hip, hooray!</p> <p>We went to storytime early today, To read and to sing and to laugh and to play. We're using our books in so many new ways... We're reading our books today, hip, hip, hooray!</p> <p>We went to storytime early today, To read and to sing and to laugh and to play. We're using our books in so many new ways... We're sharing our books today, hip, hip, hooray!</p> <p>We went to storytime early today, To read and to sing and to laugh and to play. We're using our books in so many new ways... We're da-da-da dancing, Ree-ree-ree reading, We're sha-sha-sha sharing Our books every day!</p>	<p>We're da-da-da, da-da-da, dancing with books. Mystery books, hist'ry books, picture books too The storytime children do more than just look, They love to go dancing, da-da-da dancing. They love to go dancing, dancing with books. We're ree-ree-ree, ree-ree-ree, reading our books. Mystery books, hist'ry books, picture books too. The storytime children do more than just look, They love to be reading, ree-ree-ree reading. They love to be reading, reading a book. We're sha-sha-sha, sha-sha-sha, sharing with books. Mystery books, hist'ry books, picture books too. The storytime children do more than just look, They love to be sharing, sha-sha-sha sharing. They love to be sharing, sharing their books.</p>
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Thank you!

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www.mgol.net

<https://www.facebook.com/mothergooseontheloose>

<https://www.pinterest.com/betsydc5/transforming-preschool-storytime/>

