



Joyful Reading at School and at Home

January 28, 2021



Welcome! Before we begin...

Please type into the chat:

1. The title of one of your favorite children's books
2. Why you like the book



Using the Zoom Platform

A few helpful tips...



If you cannot hear audio, call 669-900-6833 and enter the code 930 7090 8743#



Please keep your microphone muted
Use the chat to ask questions, share ideas and resources
If connectivity is poor we may turn off your video

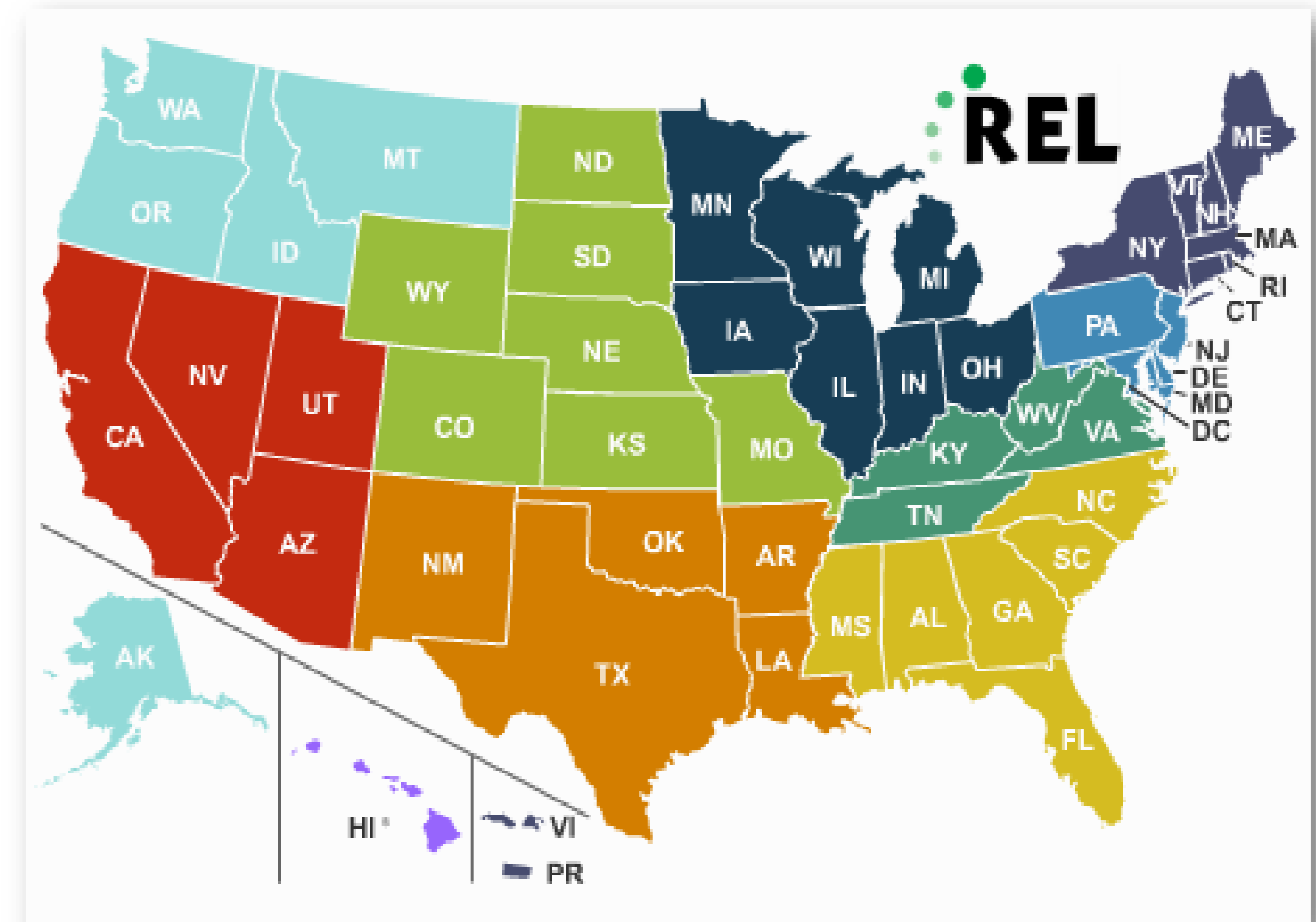


Closed captions are available

Technical questions? Tag @DelpheanQuan in the chat

Regional Educational Laboratory West

- Conduct applied research
- Provide technical support around data collection, evidence use, and research
- Facilitate dissemination of actionable research evidence



Who is Joining Us Today?



Joyful Reading Webinar Series

Webinar 1: January 28, 2021

Choosing culturally empowering, language-rich, and affirming books; prioritizing joyful reading with a school and home routine

Community of Practice 1: February 25, 2021

Reflect on what you tried after Webinar #1 and discuss what you learned with others

Webinar 2: March 25, 2021

Cultivating a love of books through oral re-telling, creative writing, and the arts

Community of Practice 2: April 15, 2021

Reflect on what you tried after Webinar #2, discuss what you learned with others, share a student artifact

Our Presenters



Pam Spycher
REL West
WestEd



Thea Fabian
Wawona K-8 School
Fresno Unified School District



Danielle Garegnani
Horton Elementary School
San Diego Unified School District

Today's Topics

- Discuss ways of selecting culturally empowering, language-rich, and affirming books
- Learn a practical at-school and at-home routine for joyful, interactive, culturally-affirming, and language-rich, book reading
- Explore ideas for supporting parents and families through distance learning



Five Evidence-Based Recommendations (1)

- Prioritize joyfulness, creativity, and play.
- Partner meaningfully with parents and families.
- Promote children's cultural pride and support them to sustain their home languages or dialects.



(Institute of Education Sciences, 2018; National Academies of Sciences, Engineering, and Medicine, 2017; National Research Council, 2015; U.S. Department of Education, 2020)

Five Evidence-Based Recommendations (2)

- Immerse children in a wide variety of books, especially books that reflect, respect, and respond to children's cultures, languages, and communities.
- Engage children in integrated and interactive reading, speaking/listening, and writing activities that support higher-order thinking and language development.



(Institute of Education Sciences, 2018; National Academies of Sciences, Engineering, and Medicine, 2017; National Research Council, 2015; U.S. Department of Education, 2020)

Why Discuss Stories?

- Improves Oral Language
- Supports the Development of Print Knowledge
- Supports Early Reading and Writing
- Fosters Positive Interactions

Improving Reading Comprehension in Kindergarten Through 3rd Grade



NCEE 2010-4038
U.S. DEPARTMENT OF EDUCATION

Recommendation 3



Guide students through focused, high-quality discussion on the meaning of text.

Pause and Ponder

What words come to mind when you see or hear “joyful, interactive, culturally affirming, and language-rich”?

Please share your ideas in the Mentimeter (link and code in the chat).





Interactive Reading



Essential Ingredients

Great books

Lots of talking and interaction

Curiosity

Encouragement

Love

Dialogic Reading: Types of Questions

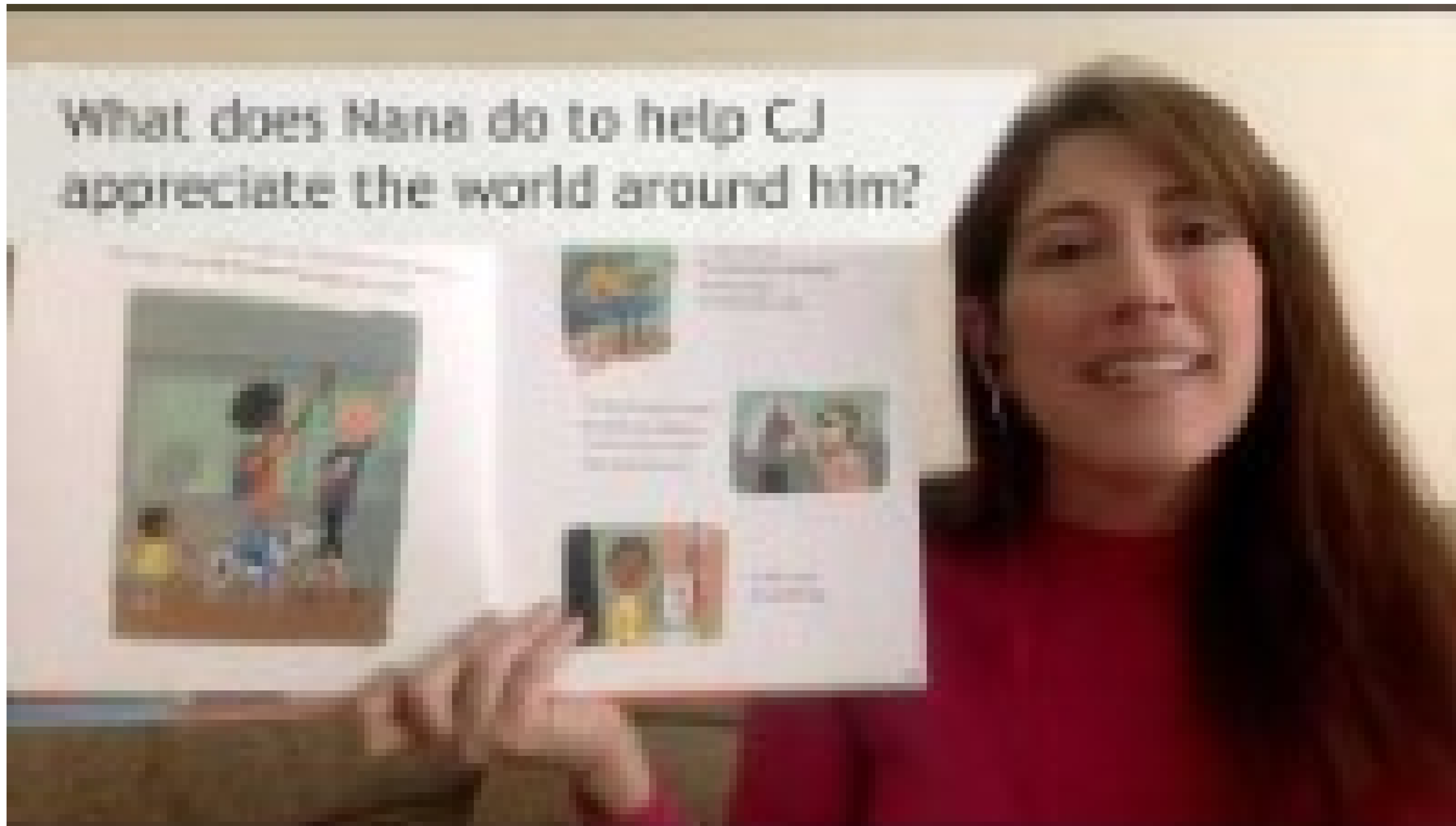
Prompting

Open-Ended Questions
Connections
Recall
Wh- Questions
Completion

Expanding

Repeating





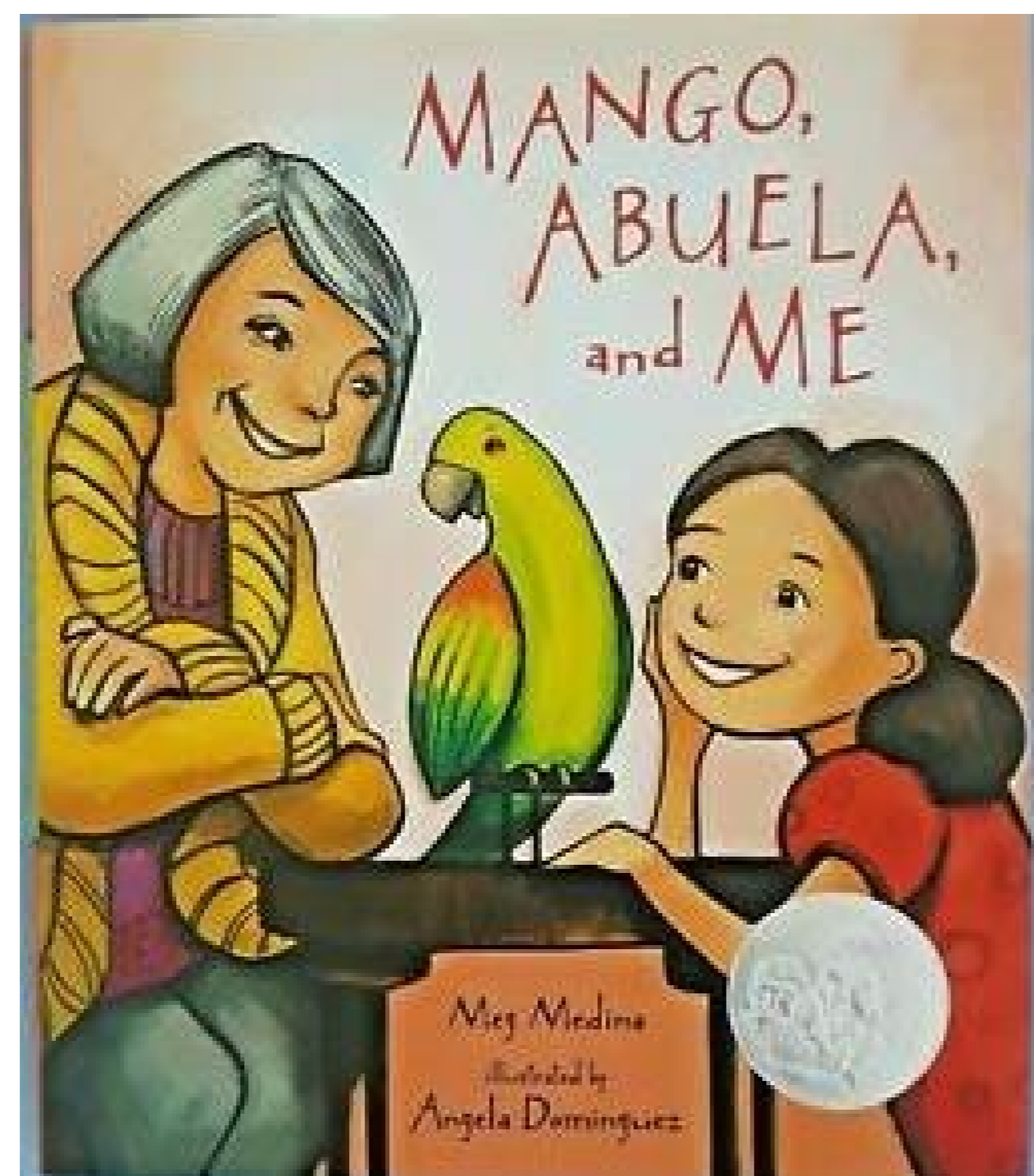
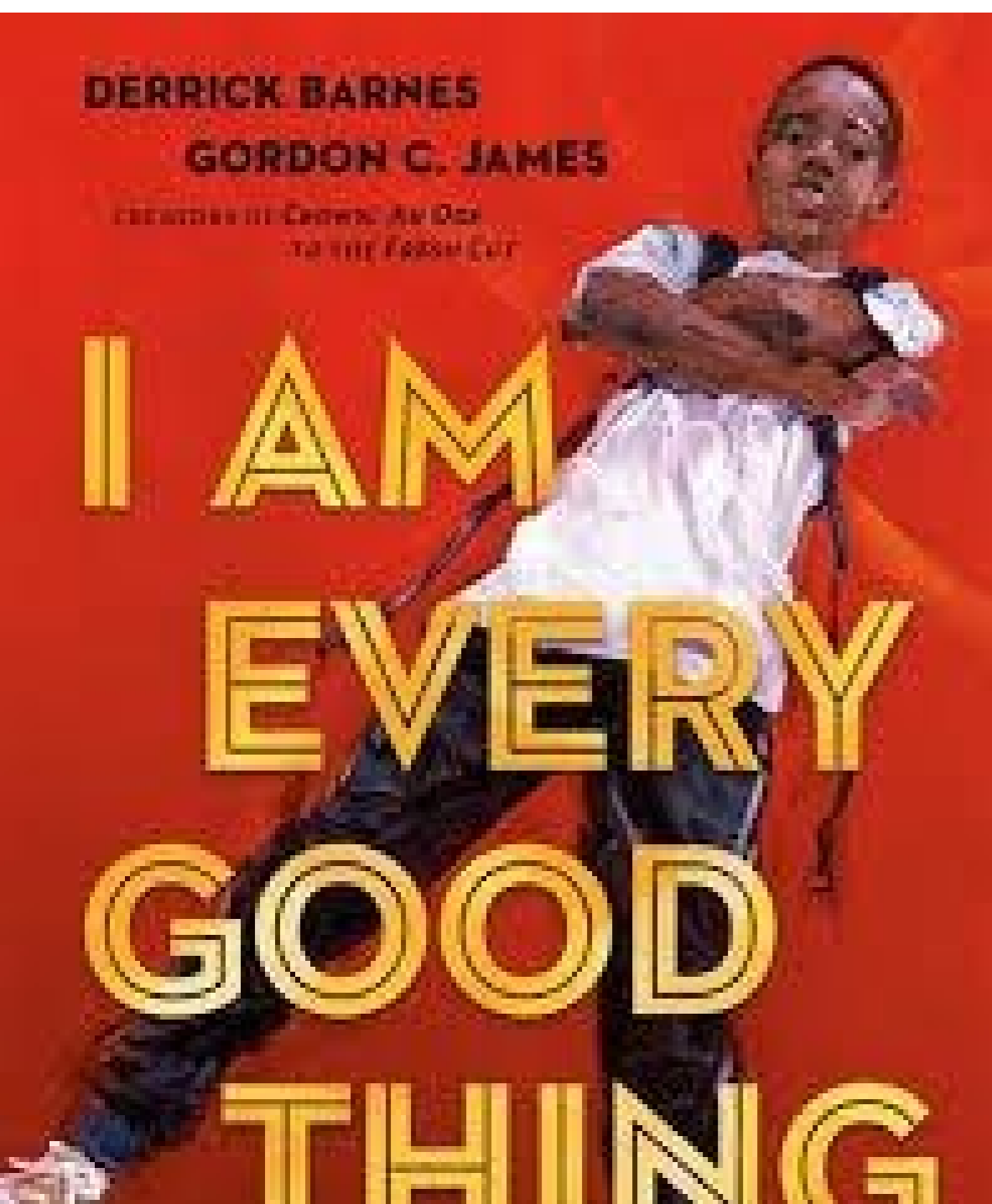
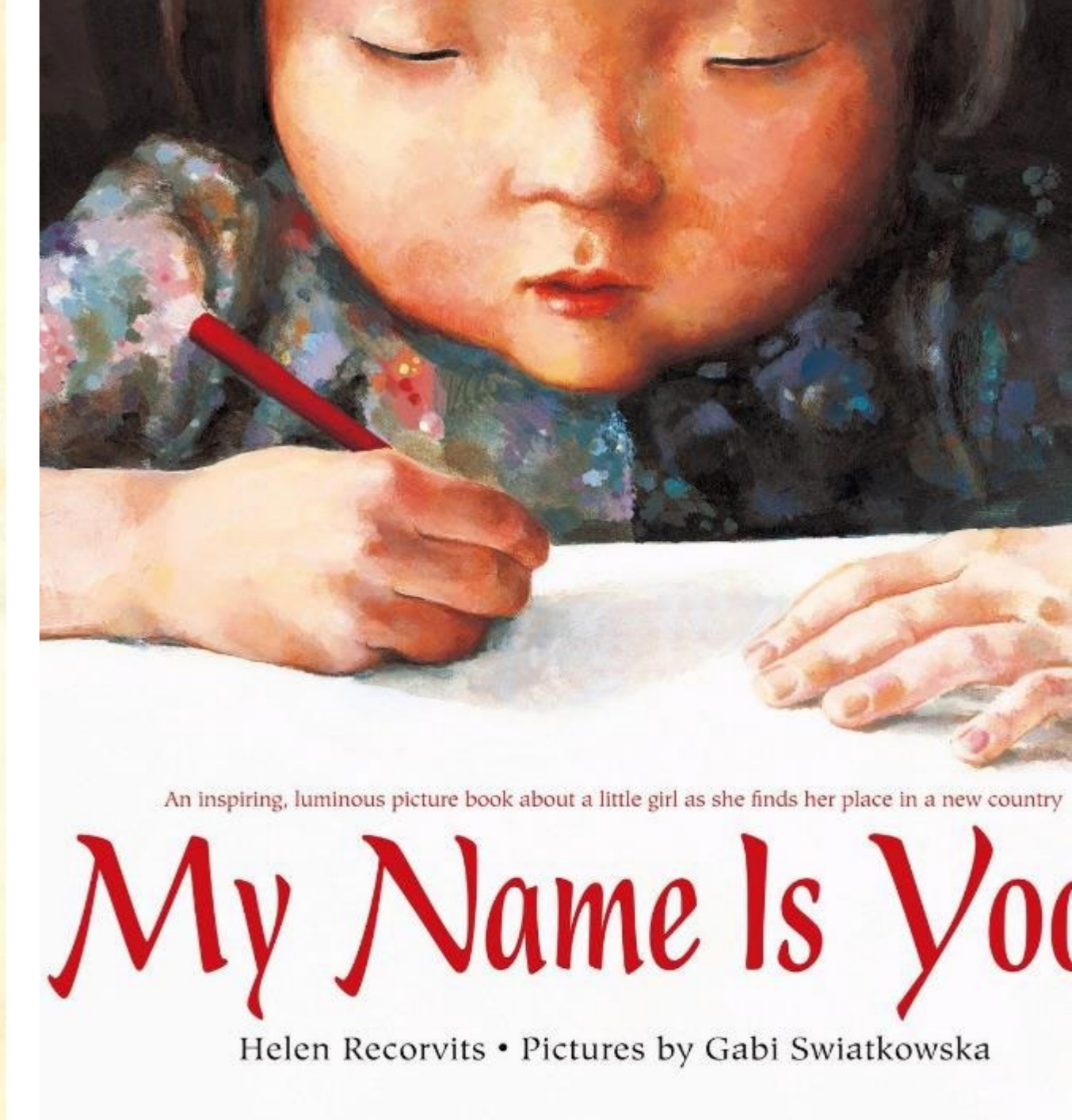
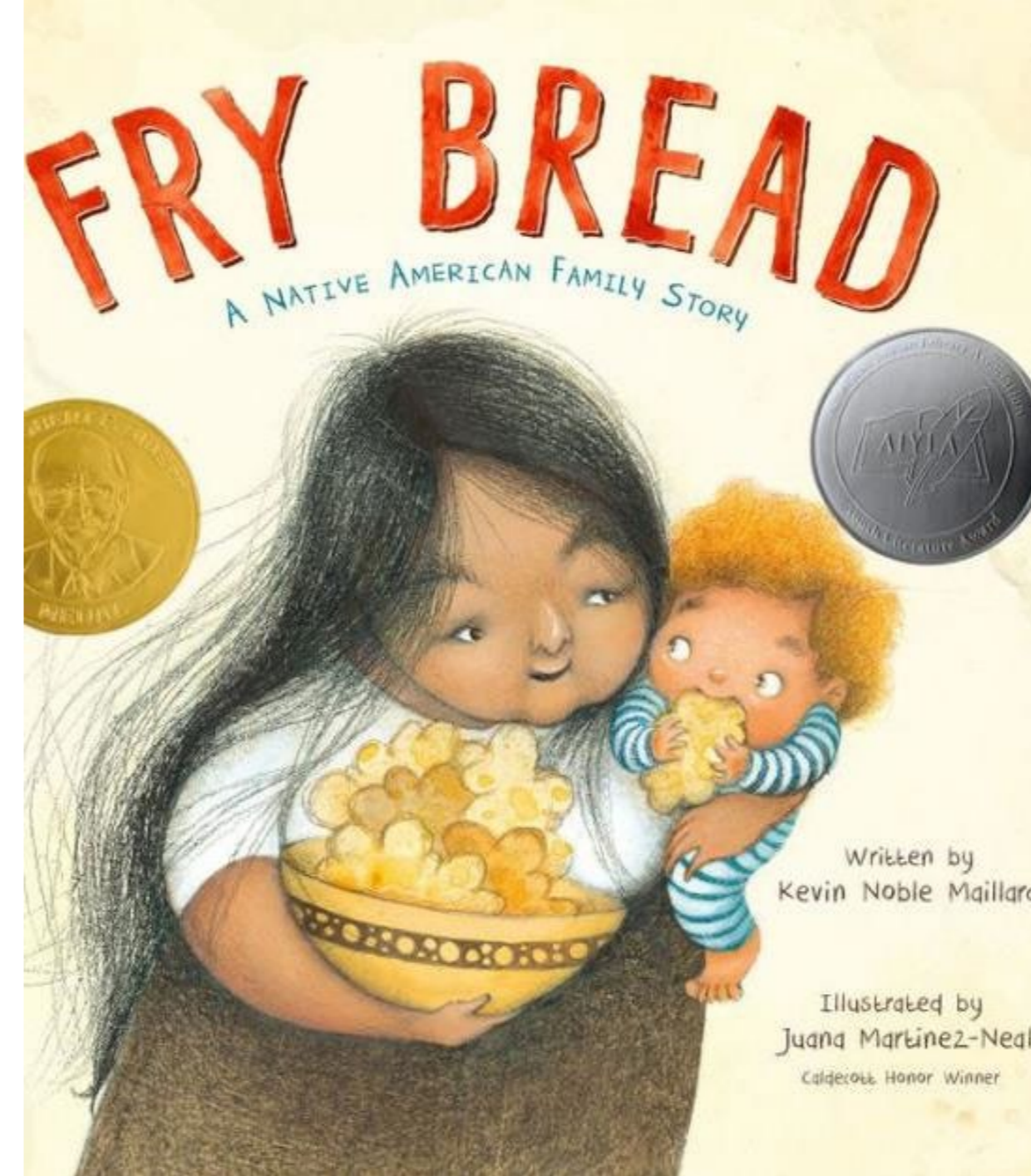
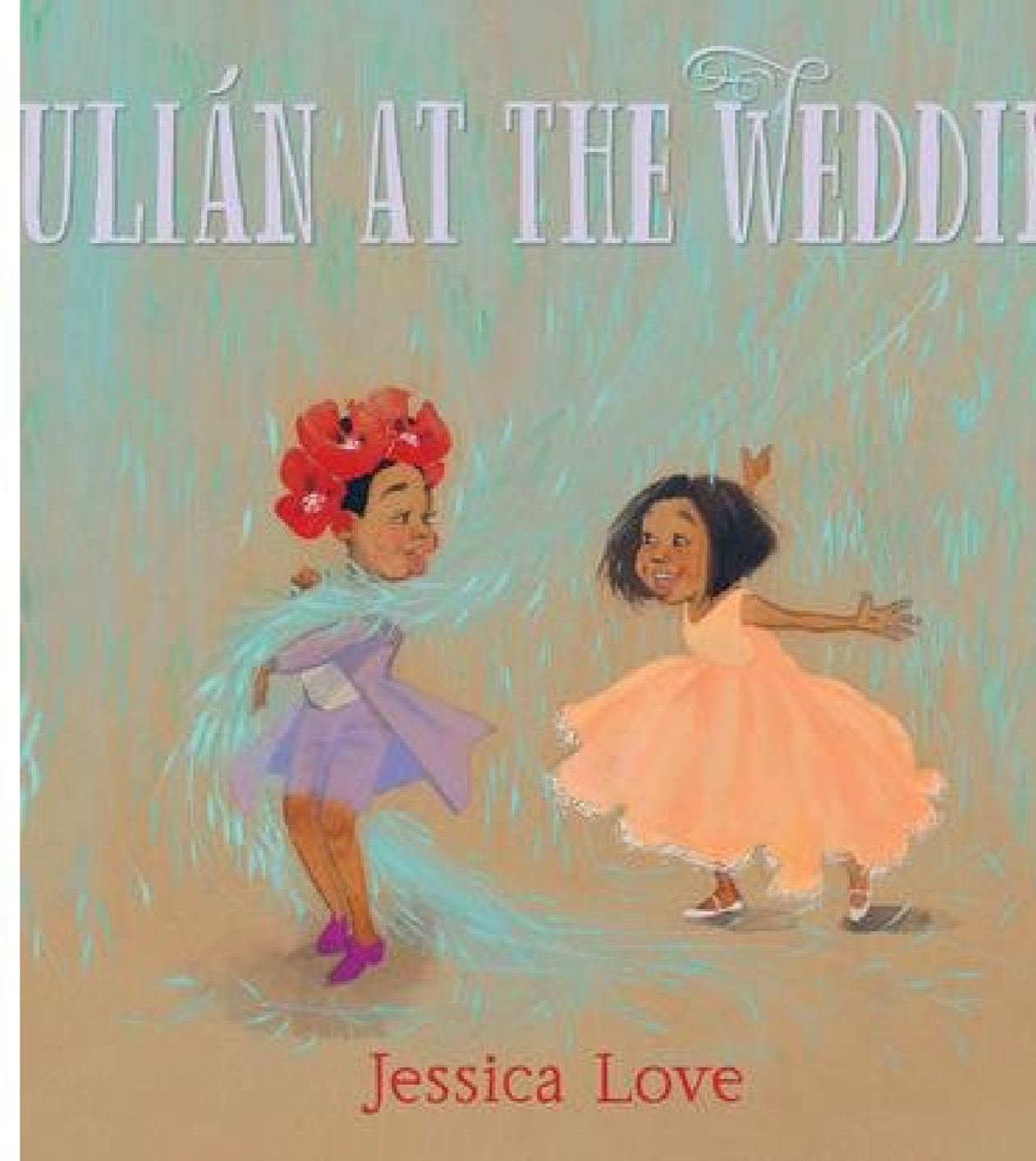
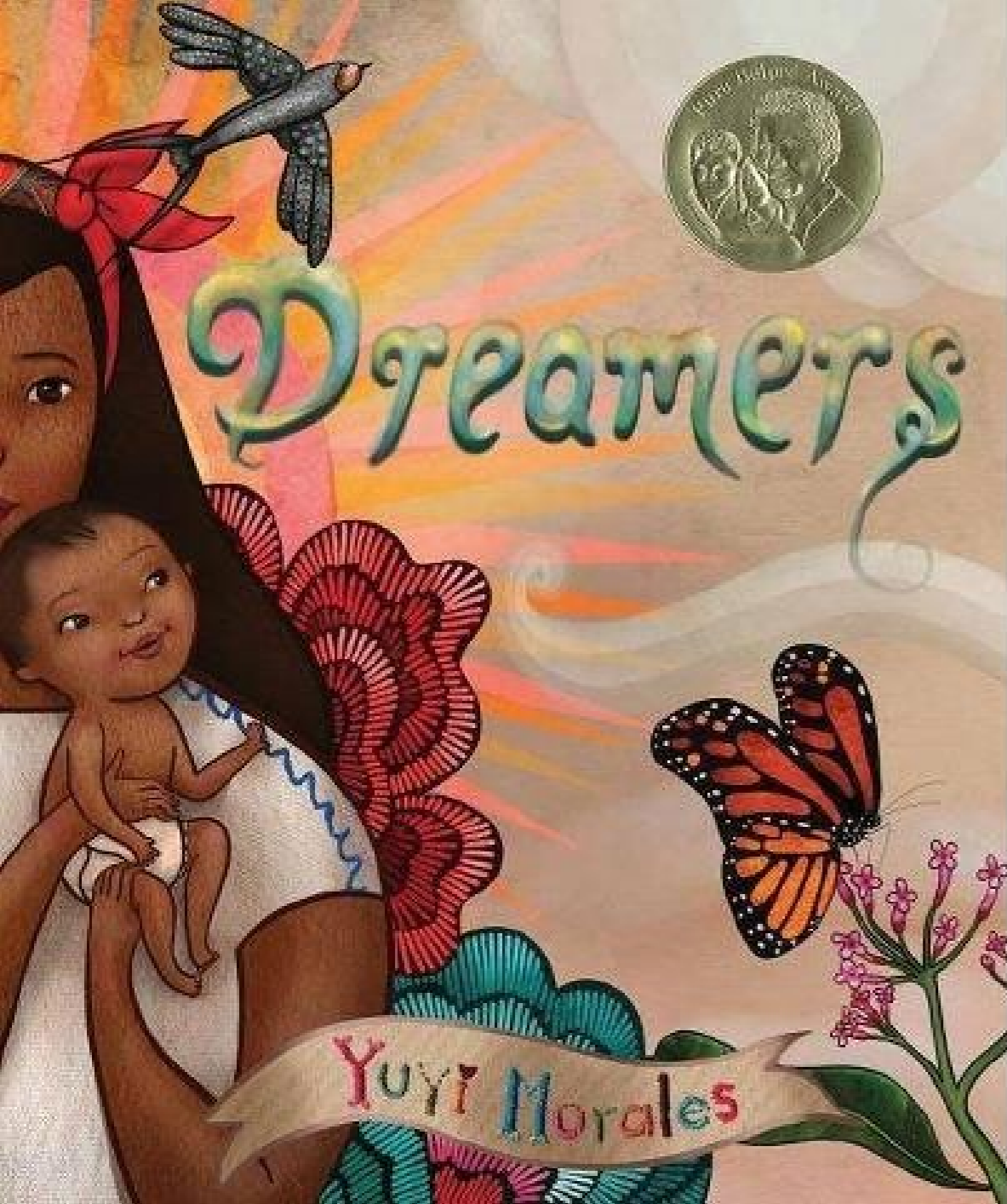
A Short Example

Pause and Ponder

Please share in the chat:

- **Glow:** Which part(s) of the read aloud you just saw do you already do in your classroom or do see happening in classrooms you support or visit?
- **Grow:** What is newer for you or something you're working on?

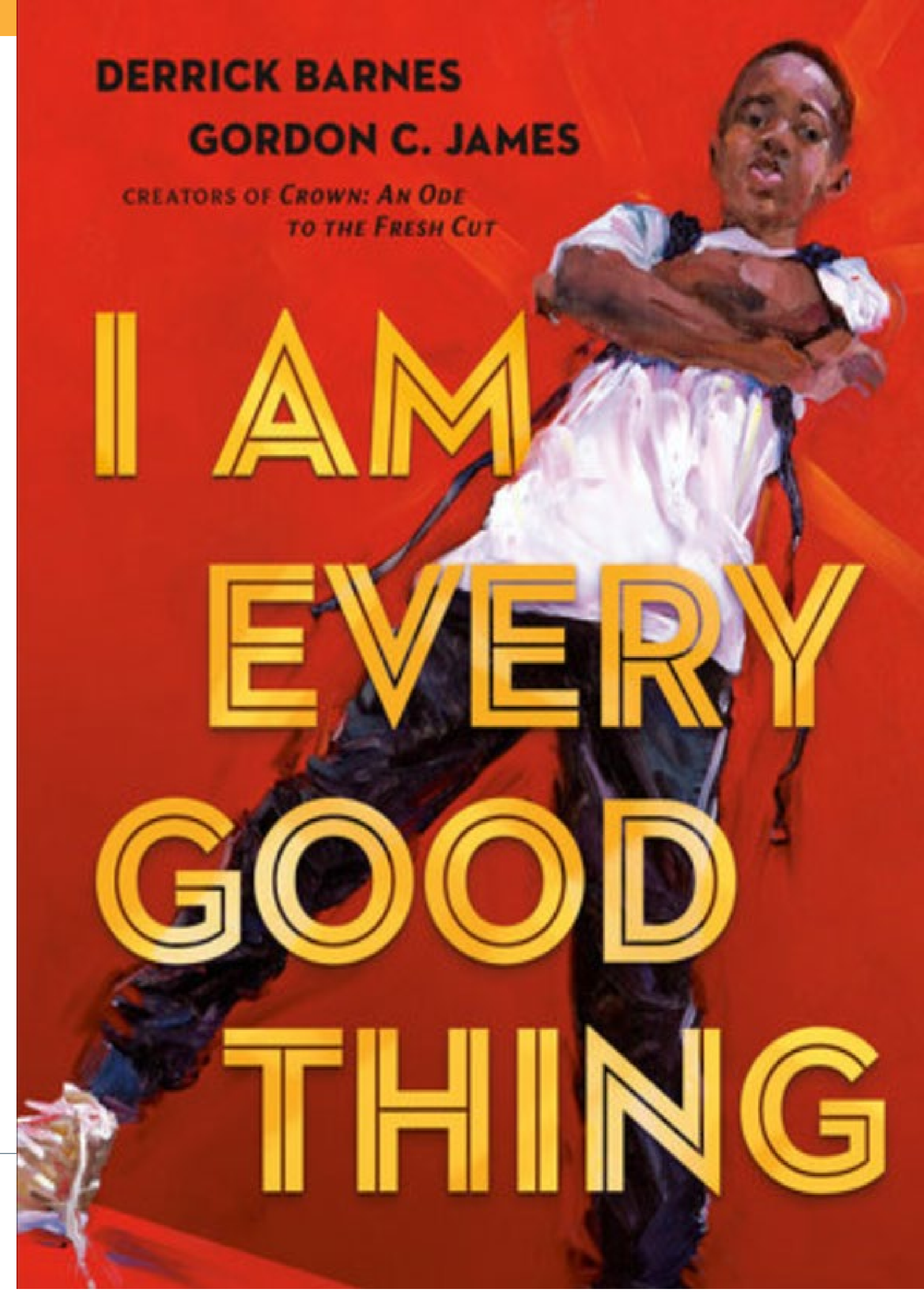




Culturally- Affirming Reading

Book Selection Matters

- Story
- Characters
- Themes
- Settings
- Author
- Illustrator



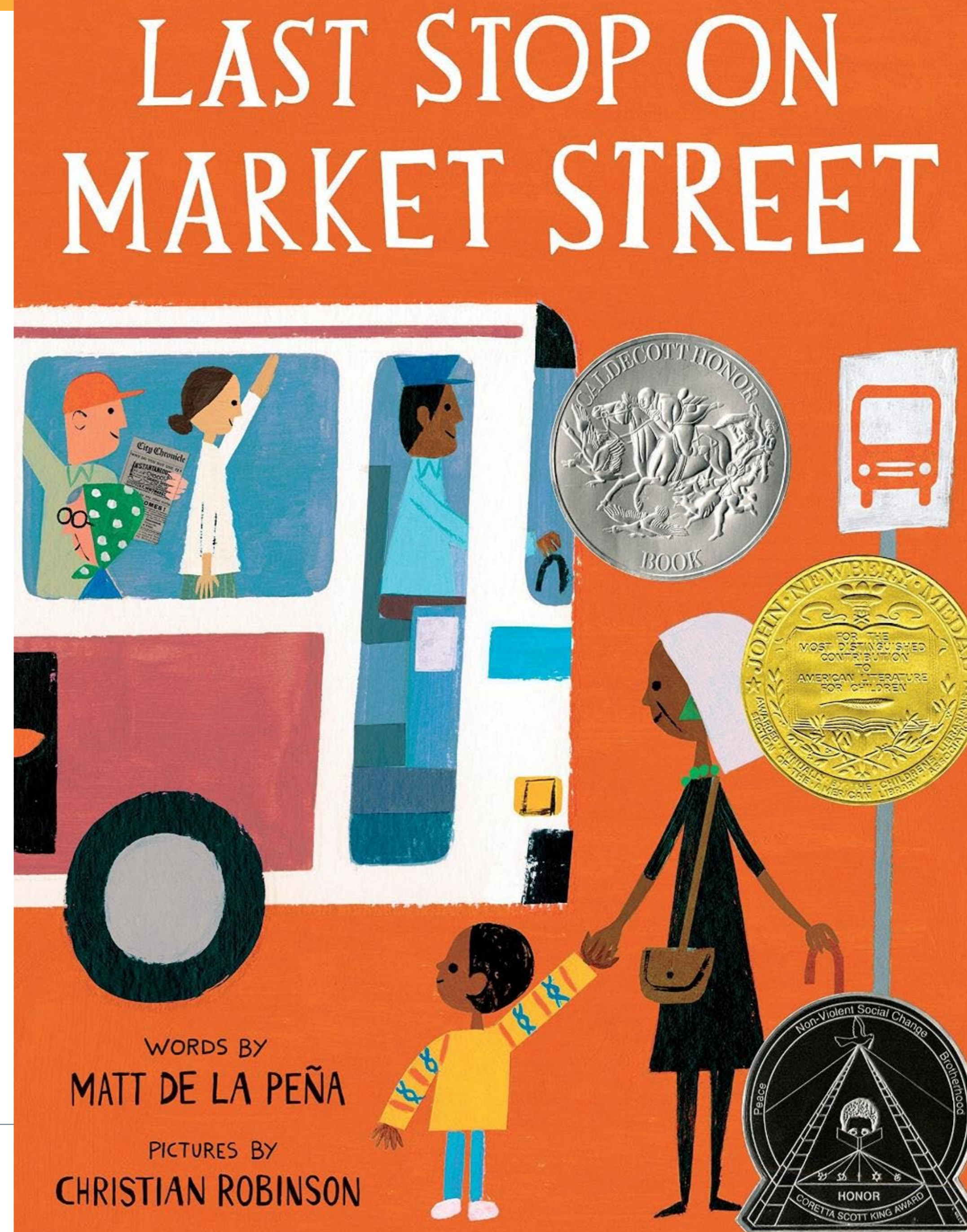


Language-Rich Reading



Notice and Be Curious About Language

- When you are *surrounded* by something, that thing is all around you.
- The rhythm lifted CJ out of the bus.
- Watch the world with your ears.



Candidates for
vocab lessons:

- peered
- concentrate
- educated
- satisfied
- impressed
- improved
- admire

"pause
and
punch"
during
interactive





Partnering with Parents, Families, and Caregivers

Joyful Reading Routine for at School and at Home

Before Reading: Let's get excited to read!

While Reading: Let's connect with the ideas and art!

After Reading:

- Let's talk about what we think and how we feel!
- Let's do something joyful and creative!





I Am Every Good Thing

By Derrick Barnes,
Illustrated by Gordon C. James

*Ideas for enjoying
the book at home*

Created by Pam Spycher

About the Book:

Before reading this book with your child, find out a little bit about it so you can help your child experience joyfulness while reading with you. This is a book about being proud of everything that makes us who we are. It's about self-love and the power of affirmations. Children will see themselves reflected in the Black narrator of this book because he tells us how talented, smart, hilarious, loving, and curious he is—just like all children are. Sometimes he is afraid, but then he remembers that he is brave, hopeful, and worthy of kindness, respect, safety, and happiness. Your child will relate to the beautiful ideas in this book, delight in the beautiful illustrations, and be inspired creatively.

Jump into Joyful Reading!

Invite your child to share their thinking and ask questions as you enjoy the book together. The main thing is to have fun and enjoy one another's company as you read together. Here are some things you can say and do to create a joyful reading experience for your child.



Before Reading:

- What do you notice about the cover?
- What do you think about the title?
- What do you think we will discover in this book?



While Reading:

- What do you notice in the picture?
- What do you think about what we just read?
- What are you curious about now?



After Reading:


- What did you think about the book?
- How did it make you feel?
- What was your favorite part?
- What are some good things you can say about yourself?

Turn the page over for
creative expression ideas!

Created by Pam Spycher, REL West at WestEd, 2020

Creative Expression Activities

After you read the book, unleash your imagination and creativity! Use the ideas below to choose your own adventure. What other ideas did the book inspire your amazing mind to think of?

 Poetry	 Visual Arts	 Kindness
<p>Craft an "I Am" poem. Start each line with "I am ..." and try to use some of the words from the book.</p> <p>You can write the poem on your own or tell someone your words, and they can write it. If you want to, draw a picture to go with your poem.</p>	<p>Draw, color, paint, collage, or build something that shows what you are thinking or feeling about the book. Your creation might be about ...</p> <ul style="list-style-type: none"> • your favorite part of the book • how the book makes you feel • one of the affirmations from the book 	<p>Begin and end each day with kind and loving self-talk.</p> <p>Choose affirmations from the book or your own words. Here's an example:</p> <ul style="list-style-type: none"> • I am loved. • I am safe. • I am kind. • I am every good thing.
 Mindfulness	 Movement	 Literacy
<p>Sit very still or lie down somewhere comfortable. Close your eyes and be very still. Take three, slow, deep breaths and fill your belly up with air. Notice how it makes you feel calmer.</p> <p>Now, breathe normally, and imagine that you are breathing in all the love in the world and then breathing out all your love to the world.</p> <p>Open your eyes and give yourself a big hug. Smile. You are loved!</p>	<p>Put on your favorite song, and dance! When the music stops, freeze! Your parent, family member, or caregiver will say some words from the book. When the music starts again, show what those words mean through dance. Here are some of the words you might hear:</p> <ul style="list-style-type: none"> • a nonstop ball of energy • the glow of moonbeams • a cool breeze • a roaring flame of creativity • the boom-bap-boom-boom-bap • waves crashing gently on the shore 	<p>How about writing and illustrating your own "I am" book?</p> <p>Start by talking about all the things that are good about you (at least 10!). You can begin each page with "I am ..." or pick your own way to begin.</p> <p>If you want to, you can borrow some of the beautiful ideas, words, and pictures from "I Am Every Good Thing" and use them in your book. Or, you can make your book completely unique.</p> <p>This is all about you!</p>

Created by Pam Spycher, REL West at WestEd, 2020

Home (and School!) Reading Card

What does this routine look like in practice?

Side 1 of the Home Reading Guide

Before Reading Dialogue:

What do you notice about the cover? What do you think about the title? What do you think we will discover in this book?

While Reading Dialogue:

What do you notice in the picture? What do you think about what we just read? What are you curious about now?

After Reading Dialogue:

What did you think about the book? How did it make you feel? What was your favorite part?

What does this routine look like in practice?

Side 2 of the Home Reading Guide

Creative Expression Activities:

- Poetry
- Visual Arts
- Kindness
- Mindfulness
- Movement
- Literacy





Home-School Partnerships

Danielle Garegnani
Horton Elementary School
San Diego Unified School District, CA

The Reality of Teaching and Learning in a Pandemic

Challenges

- Morale (teachers and families)
- Student and Family Engagement
- Learning Loss
- Supporting Student and Family Well-Being- Academically, Emotionally, Basic Needs

Action Steps

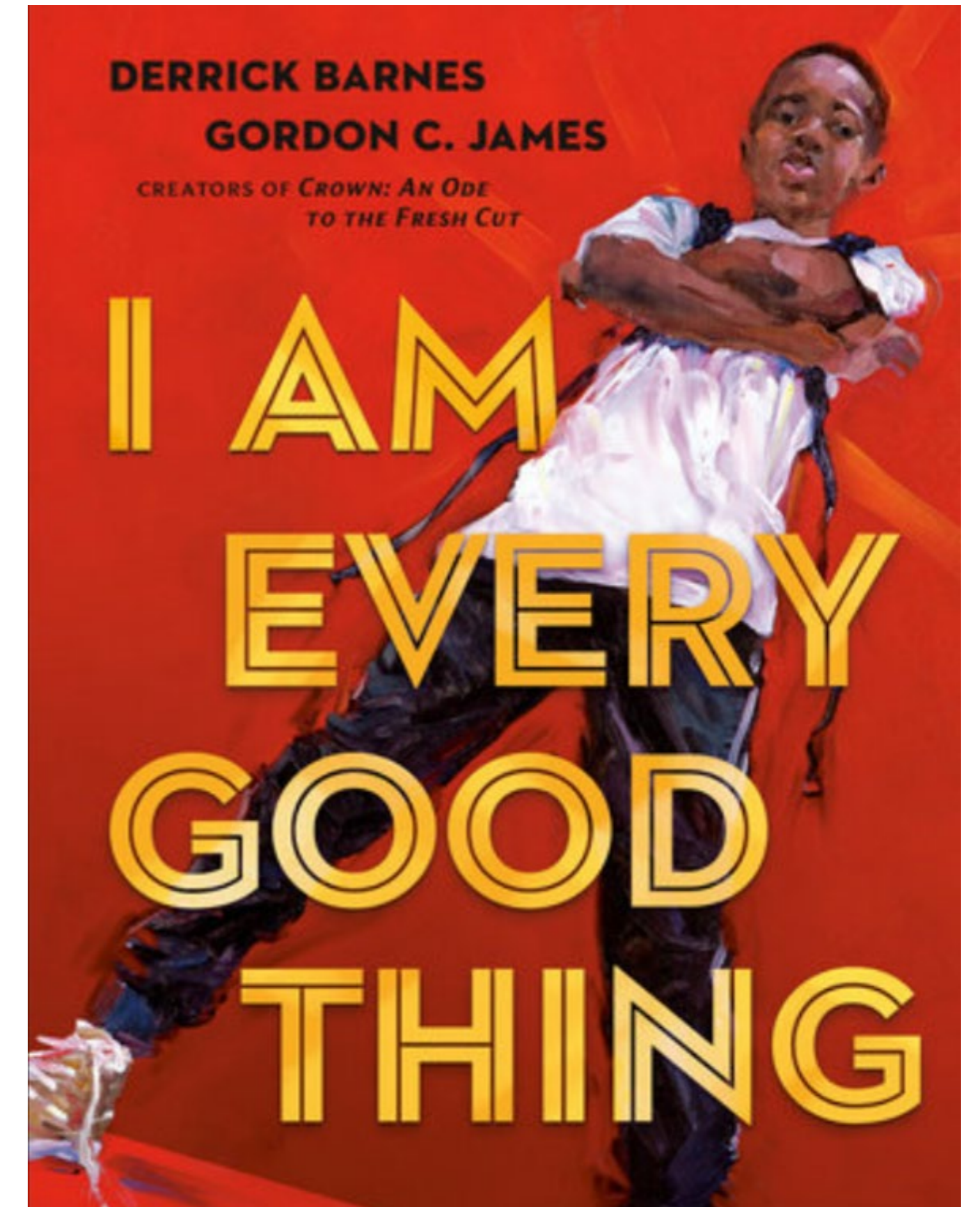
- Prioritize Social-Emotional Learning & Mental Health
- Celebrate Diversity and Student Assets
- Give Space and Grace for Teachers and Learning
- Increase Outreach and Build Partnerships with Families

**What's true for you? What is your current reality?
Type your response in the chat.**

Fostering Joyful, Culturally-Affirming, Interactive Literacy

In the classroom

- Teachers engage students with Dialogic Reading
- Students respond to the text in multiple ways
- Students engage with extension tasks after the Read Aloud



I Am Every Good Thing: Dialogic Reading

What does the author mean, “I am good to the core, like the center of a cinnamon roll”?

“He’s a good boy and is kind.”

“The author is saying he is sweet like a cinnamon roll. That deep down he is a good friend.”



I Am Every Good Thing: Dialogic Reading

What do you notice about this illustration?
How does this picture make you feel?

What does the author mean, “I am that smile forming on your face right now”?

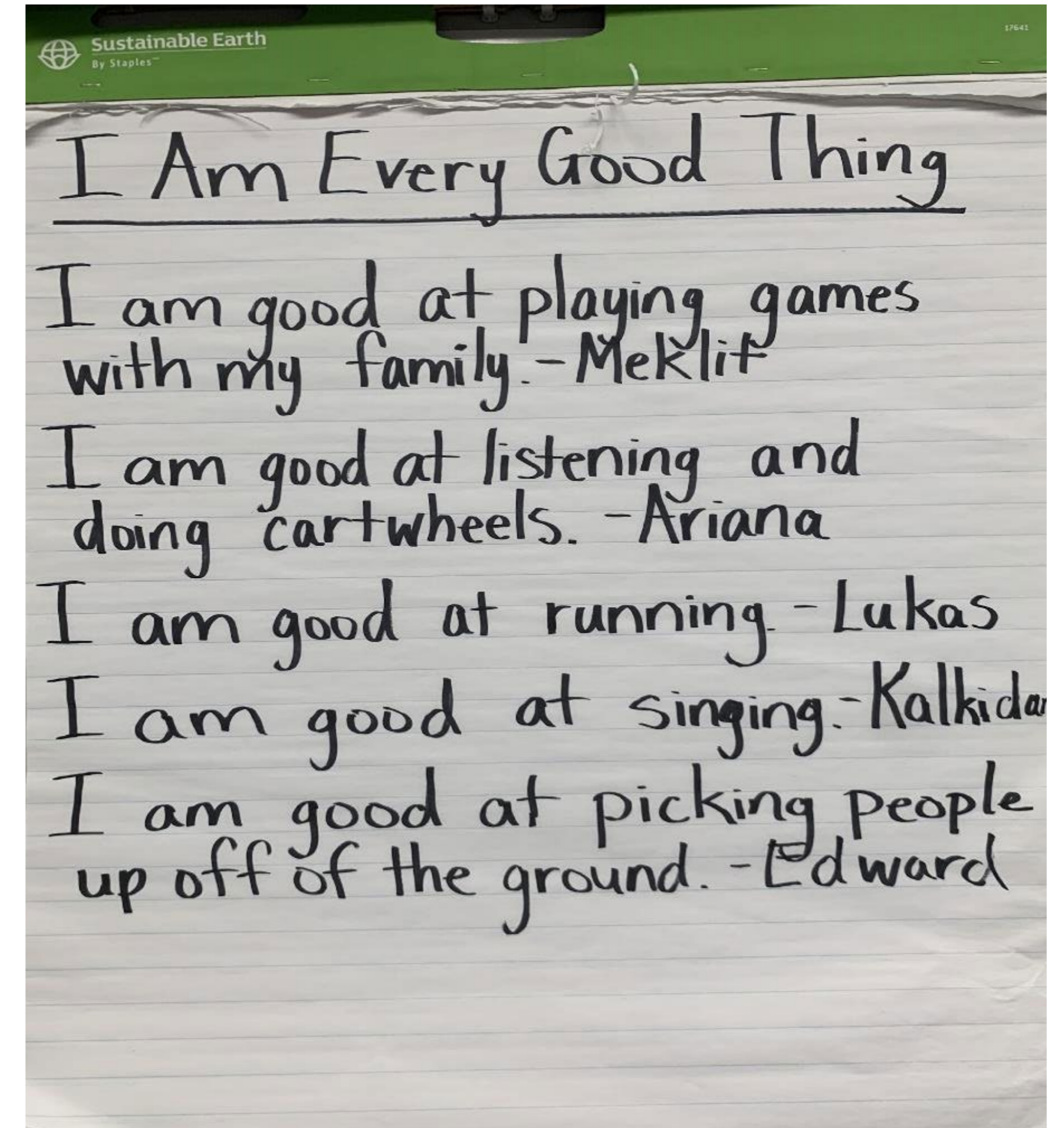
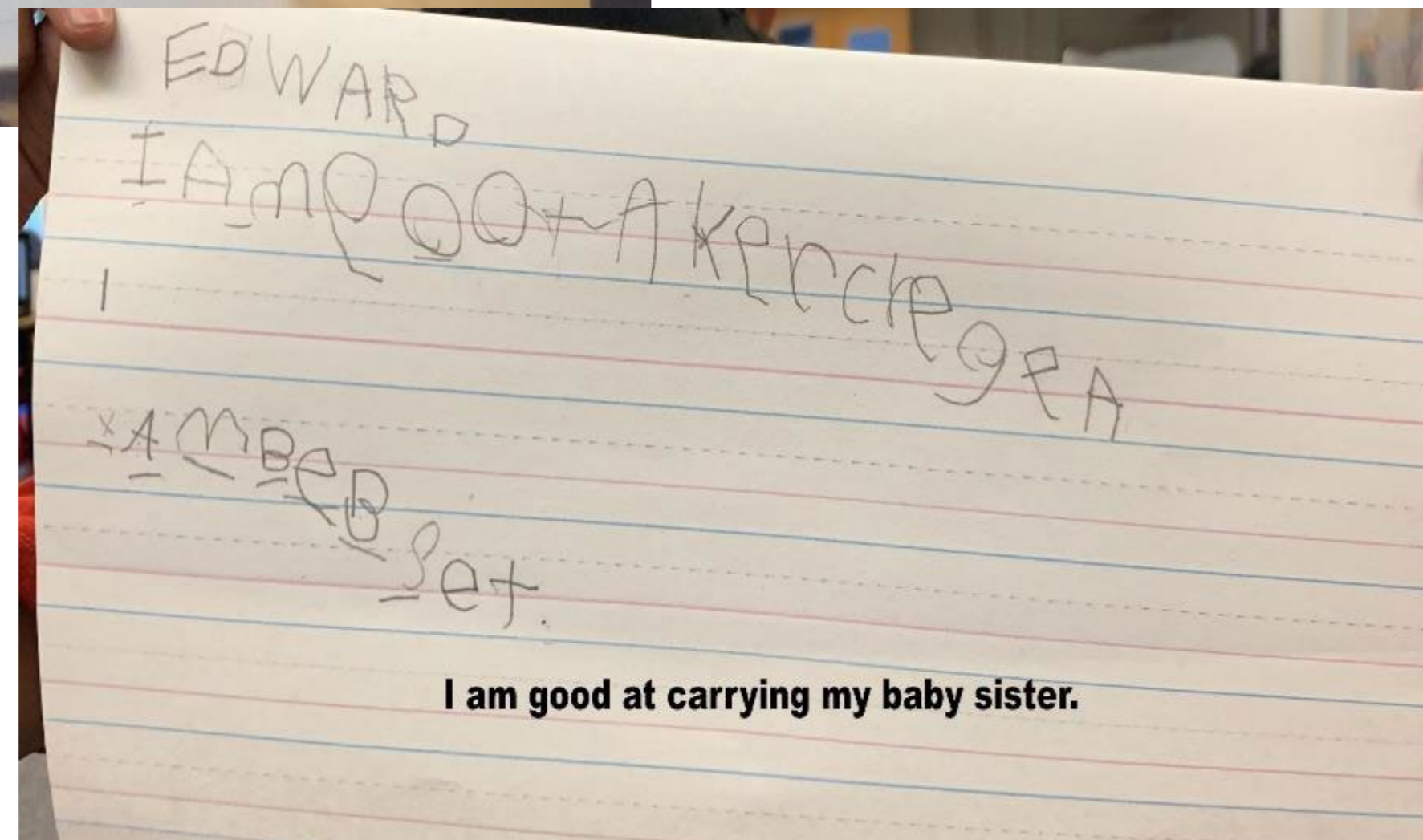
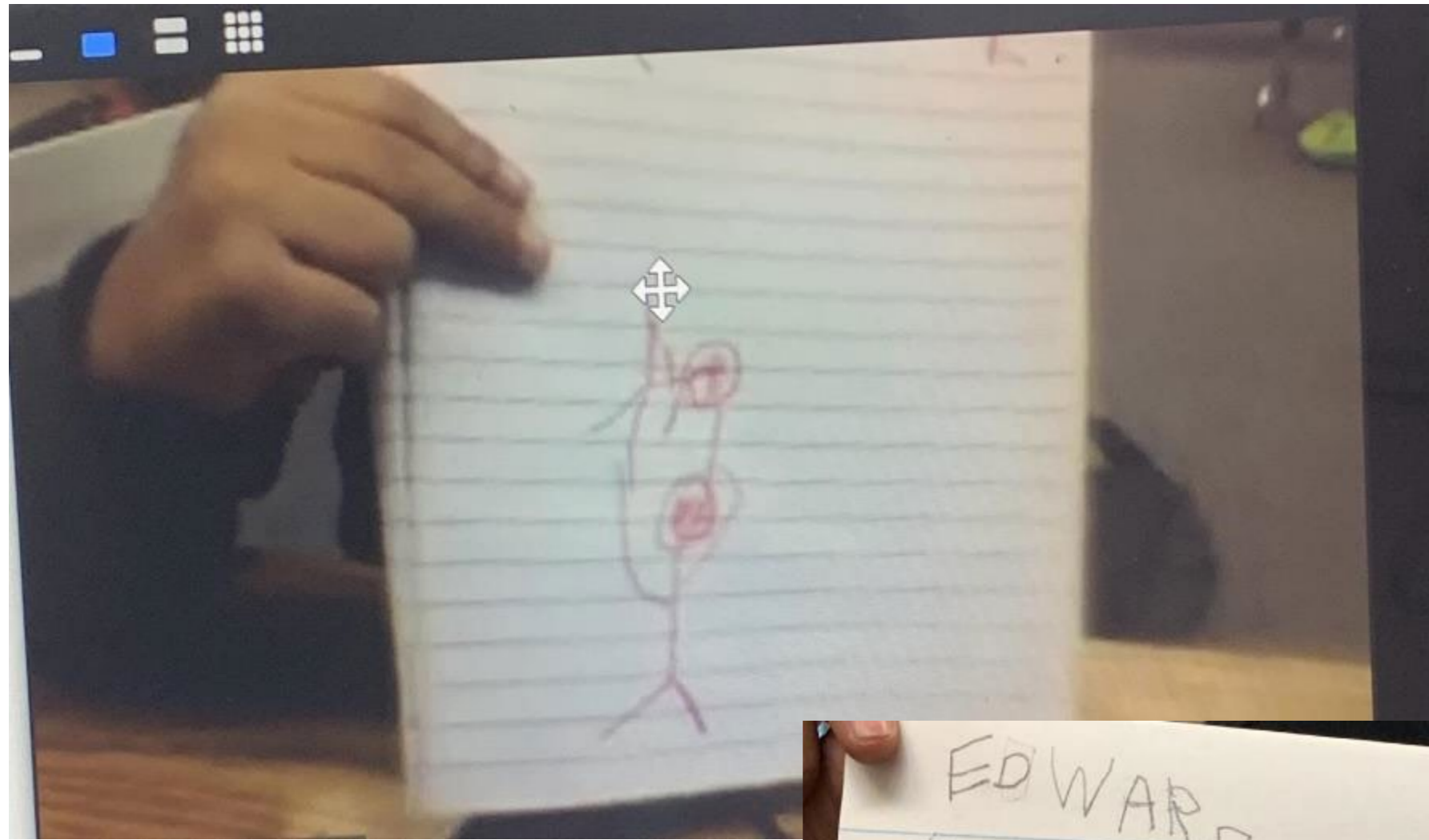
“They are having a lot of fun together. It makes me feel happy. I like to go the pool with my cousins. We play sharks.”

“I think the author wants us to feel happy and remind us about when we have fun when we go places in the summer.”



I am Saturday mornings in the summer
I am two bounces and a front flip
off the diving board.
I am hilarious. I am the life of the party
I am that smile forming on your face
right now.

Kindergarten: Responding to Text



Kindergarten: Responding to Text



“So, I’m going to talk about my drawing. My drawing is of me running. And I want to spell, I can run.”

1st Grade: Responding to Text

Think about 2 things
you are good at.

I am kind.

I am good at Math-Reading



Think about 2 things
you are good at.

I am energetic.

I am good at running and drawing



Draw YOU doing what you are good at



Draw YOU doing what you are good at



TK: Creative Expression Mindfulness Extension

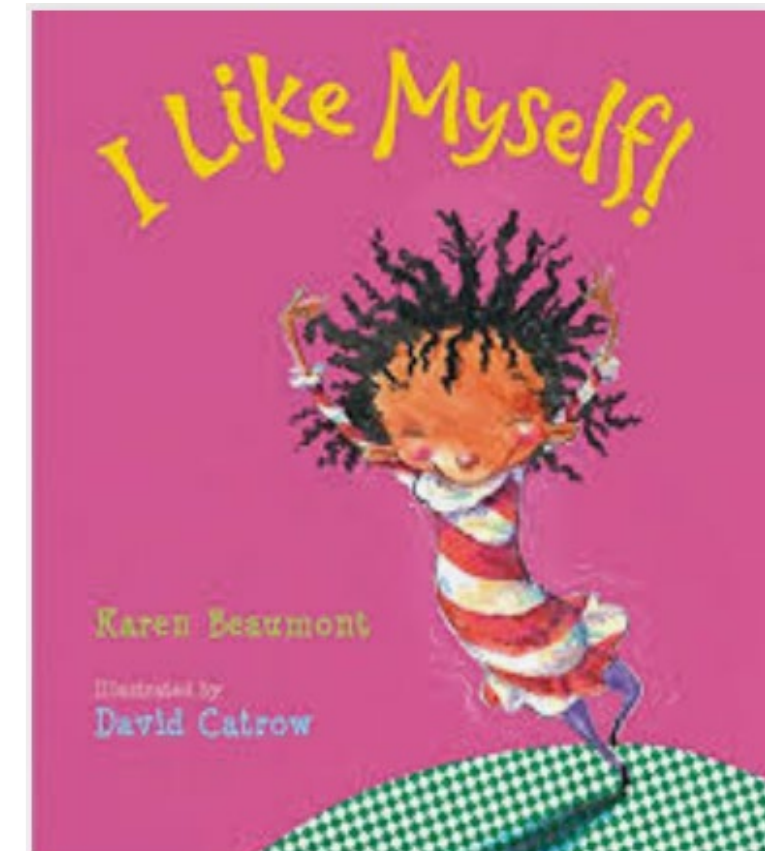
Activity: Yoga



Fostering Joyful, Culturally-Affirming, Interactive Literacy

Leverage Support Staff

- Guidance Assistant and Counselor support SEL lessons in whole and small groups
- Augment SEL curriculum with additional culturally-affirming texts
- Connect themes of texts with to reinforce student discussion (positive self-image, strengths and talents, feelings, identity, family, culture and tradition, persistence, generosity)



Fostering Joyful, Culturally-Affirming, Interactive Literacy

Family Partnerships

Family Literacy Night

- Interactive session: teachers, students, and families
- Teachers model interactive literacy strategies
- Students and families engage in creative expression activities
- Celebration of our students' assets



I Am Every Good Thing

By Derrick Barnes,
Illustrated by Gordon C. James

Ideas for enjoying the book at home
Created by Pam Spycher

About the Book:
Before reading this book with your child, find out a little bit about it so you can help your child experience joyfulness while reading with you. This is a book about being proud of everything that makes us who we are. It's about self-love and the power of affirmations. Children will see themselves reflected in the Black narrator of this book because he tells us how talented, smart, hilarious, loving, and curious he is—just like all children are. Sometimes he is afraid, but then he remembers that he is brave, hopeful, and worthy of kindness, respect, safety, and happiness. Your child will relate to the beautiful ideas in this book, delight in the beautiful illustrations, and be inspired creatively.

Jump into Joyful Reading!
Invite your child to share their thinking and ask questions as you enjoy the book together. The main thing is to have fun and enjoy one another's company as you read together. Here are some things you can say and do to create a joyful reading experience for your child.

Before Reading:

- What do you notice about the cover?
- What do you think about the title?
- What do you think we will discover in this book?

While Reading:

- What do you notice in the picture?
- What do you think about what we just read?
- What are you curious about now?


After Reading:

- What did you think about the book?
- How did it make you feel?
- What was your favorite part?
- What are some good things you can say about yourself?

Turn the page over for creative expression ideas! 







Created by Pam Spycher, REL

Screenshot

WestEd  WestEd.org

Creative Expression Activities

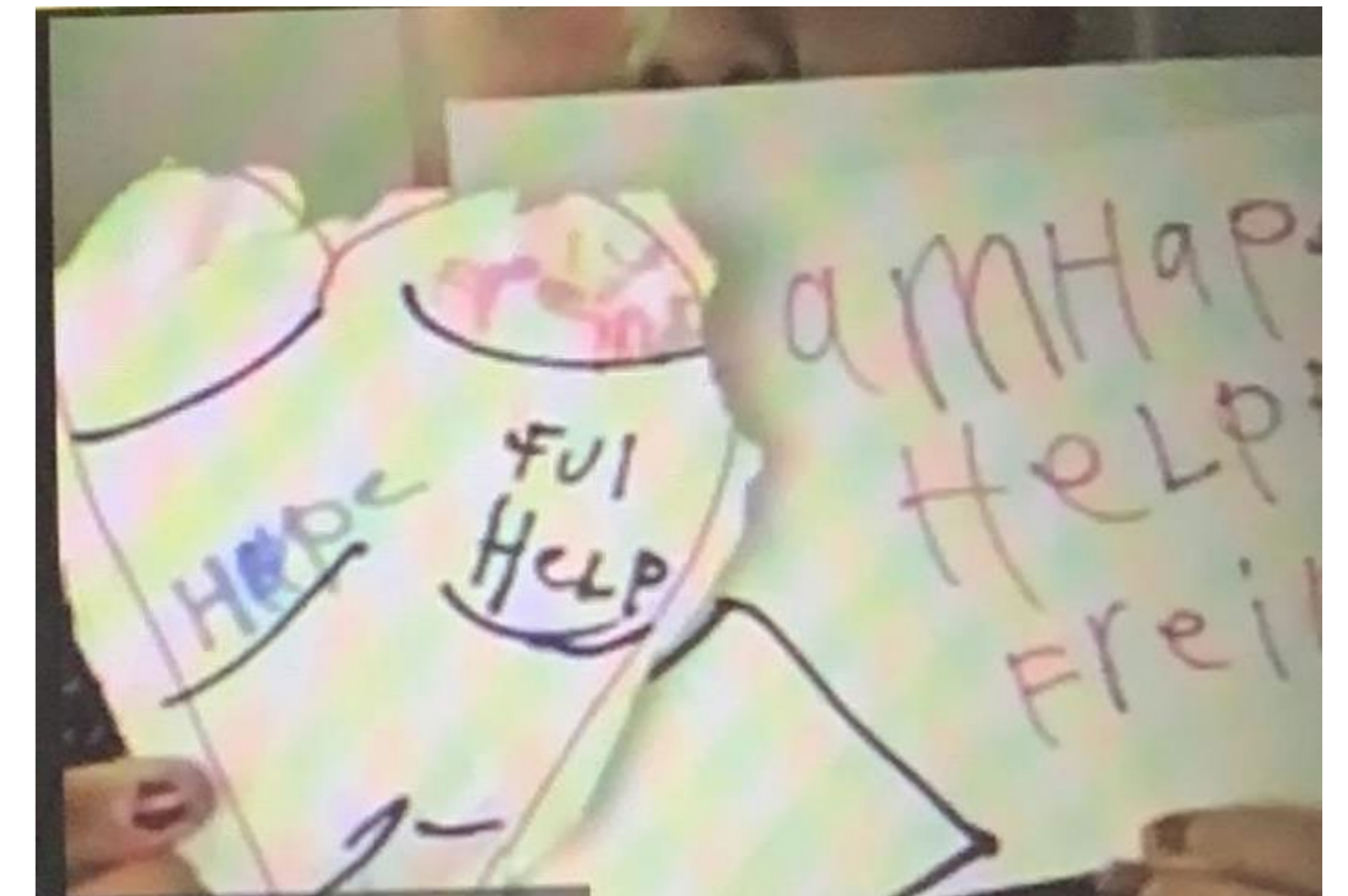
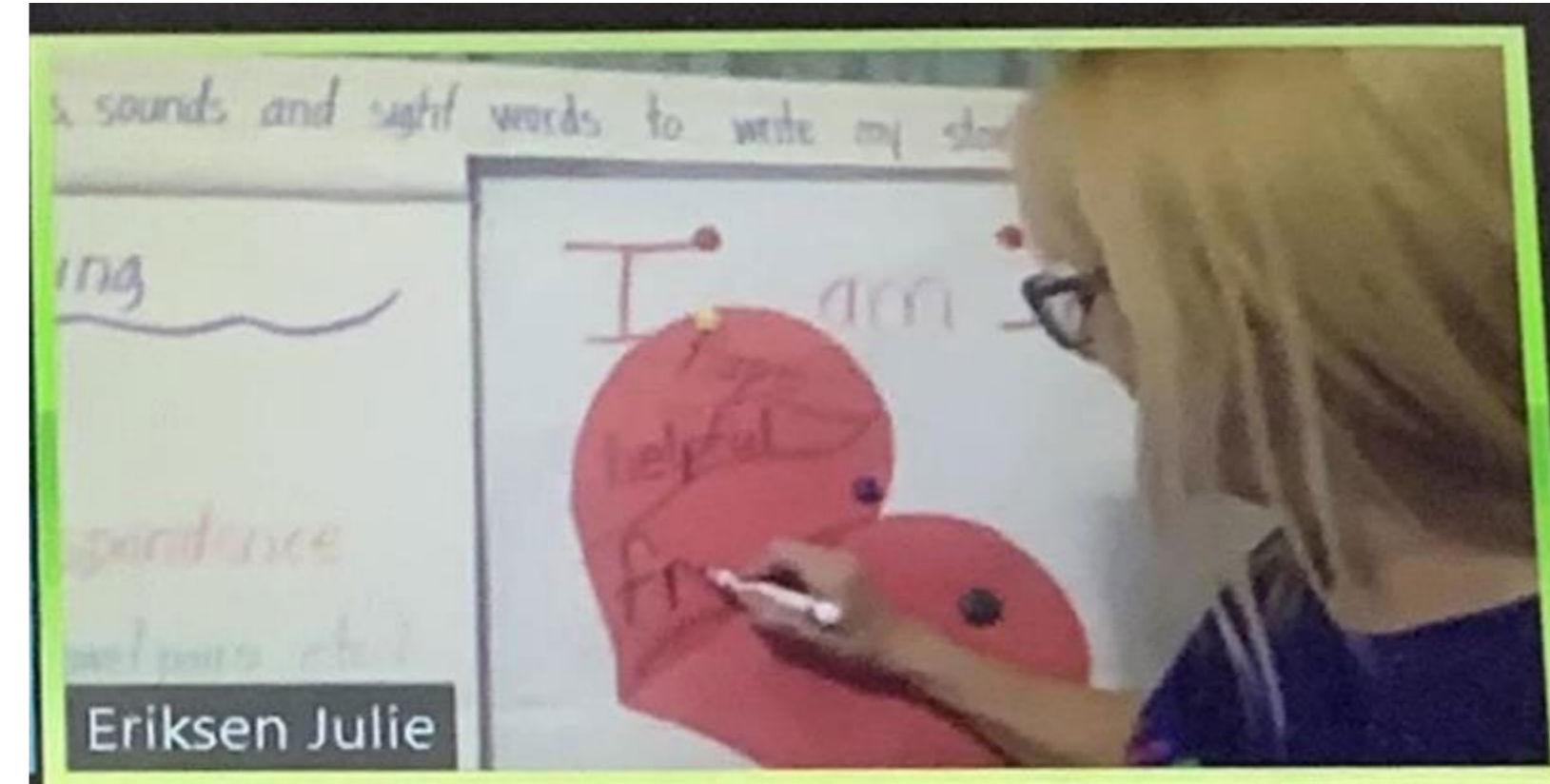
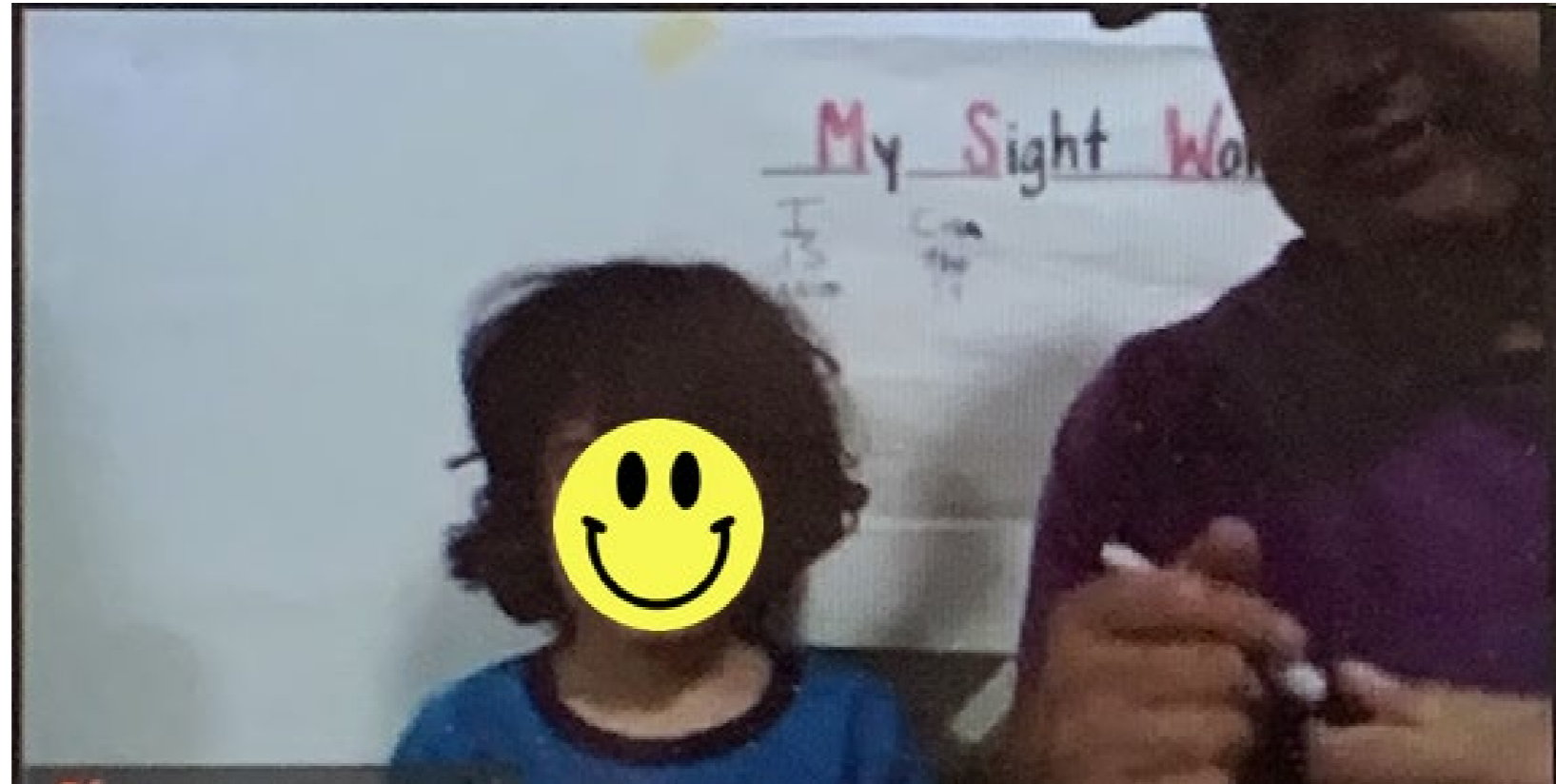
After you read the book, unleash your imagination and creativity! Use the ideas below to choose your own adventure. What other ideas did the book inspire your amazing mind to think of?

 Poetry	 Visual Arts	 Kindness
<p>Craft an "I Am" poem. Start each line with "I am ..." and try to use some of the words from the book.</p> <p>You can write the poem on your own or tell someone your words, and they can write it. If you want to, draw a picture to go with your poem.</p>	<p>Draw, color, paint, collage, or build something that shows what you are thinking or feeling about the book. Your creation might be about ...</p> <ul style="list-style-type: none"> • your favorite part of the book • how the book makes you feel • one of the affirmations from the book 	<p>Begin and end each day with kind and loving self-talk.</p> <p>Choose affirmations from the book or your own words. Here's an example:</p> <ul style="list-style-type: none"> • I am loved. • I am safe. • I am kind. • I am every good thing.
 Mindfulness	 Movement	 Literacy
<p>Sit very still or lie down somewhere comfortable. Close your eyes and be very still. Take three, slow, deep breaths and fill your belly up with air. Notice how it makes you feel calmer.</p> <p>Now, breathe normally, and imagine that you are breathing in all the love in the world and then breathing out all your love to the world.</p> <p>Open your eyes and give yourself a big hug. Smile. You are loved!</p>	<p>Put on your favorite song, and dance! When the music stops, freeze!</p> <p>Your parent, family member, or caregiver will say some words from the book. When the music starts again, show what those words mean through dance. Here are some of the words you might hear:</p> <ul style="list-style-type: none"> • a nonstop ball of energy • the glow of moonbeams • a cool breeze • a roaring flame of creativity • the boom-bap-boom-boom-bap • waves crashing gently on the shore 	<p>How about writing and illustrating your own "I am" book?</p> <p>Start by talking about all the things that are good about you (at least 10!). You can begin each page with "I am ..." or pick your own way to begin.</p> <p>If you want to, you can borrow some of the beautiful ideas, words, and pictures from "I Am Every Good Thing" and use them in your book. Or, you can make your book completely unique.</p> <p>This is all about you!</p>

Created by Pam Spycher, REL

Screenshot

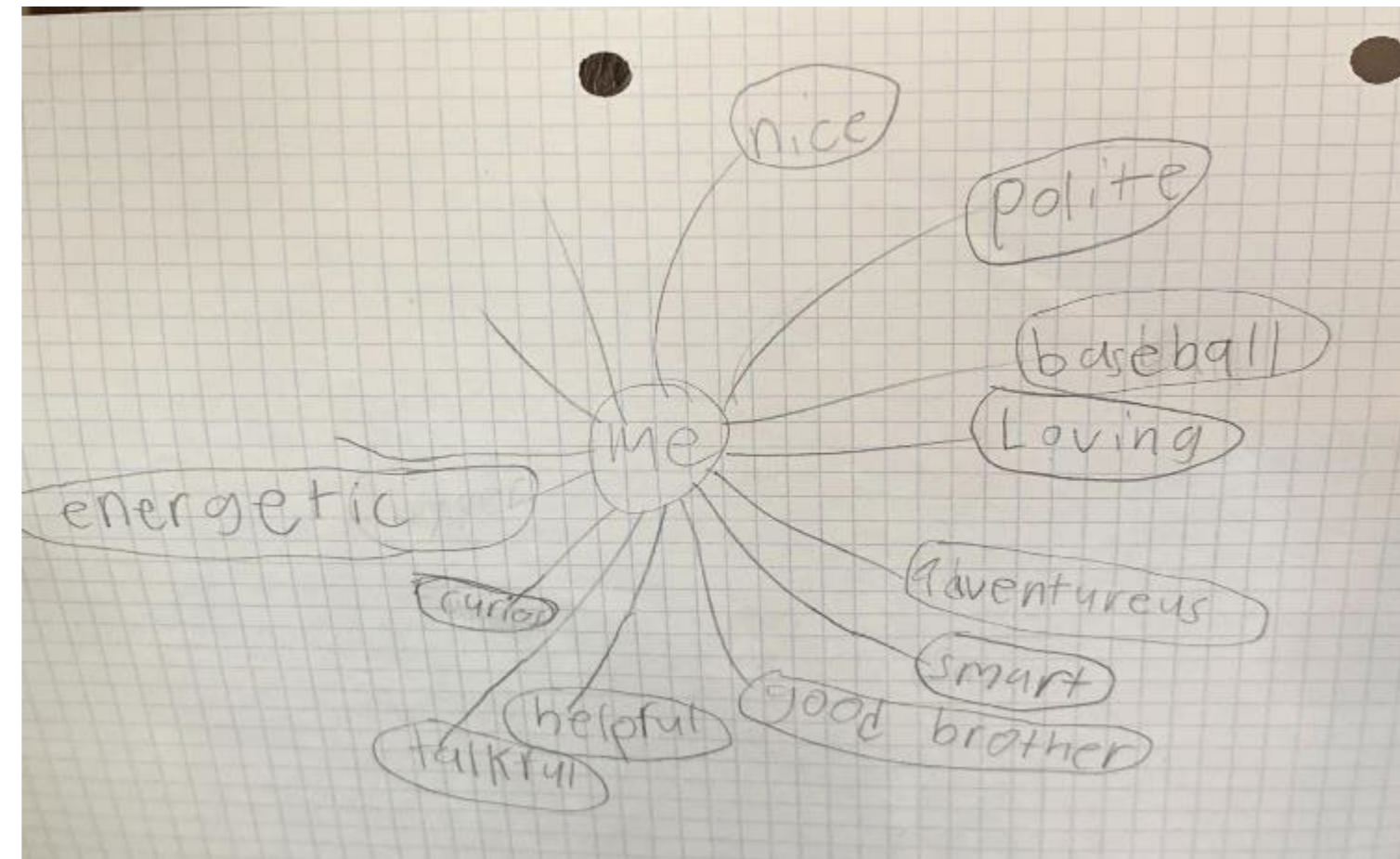
Creative Expression Activities



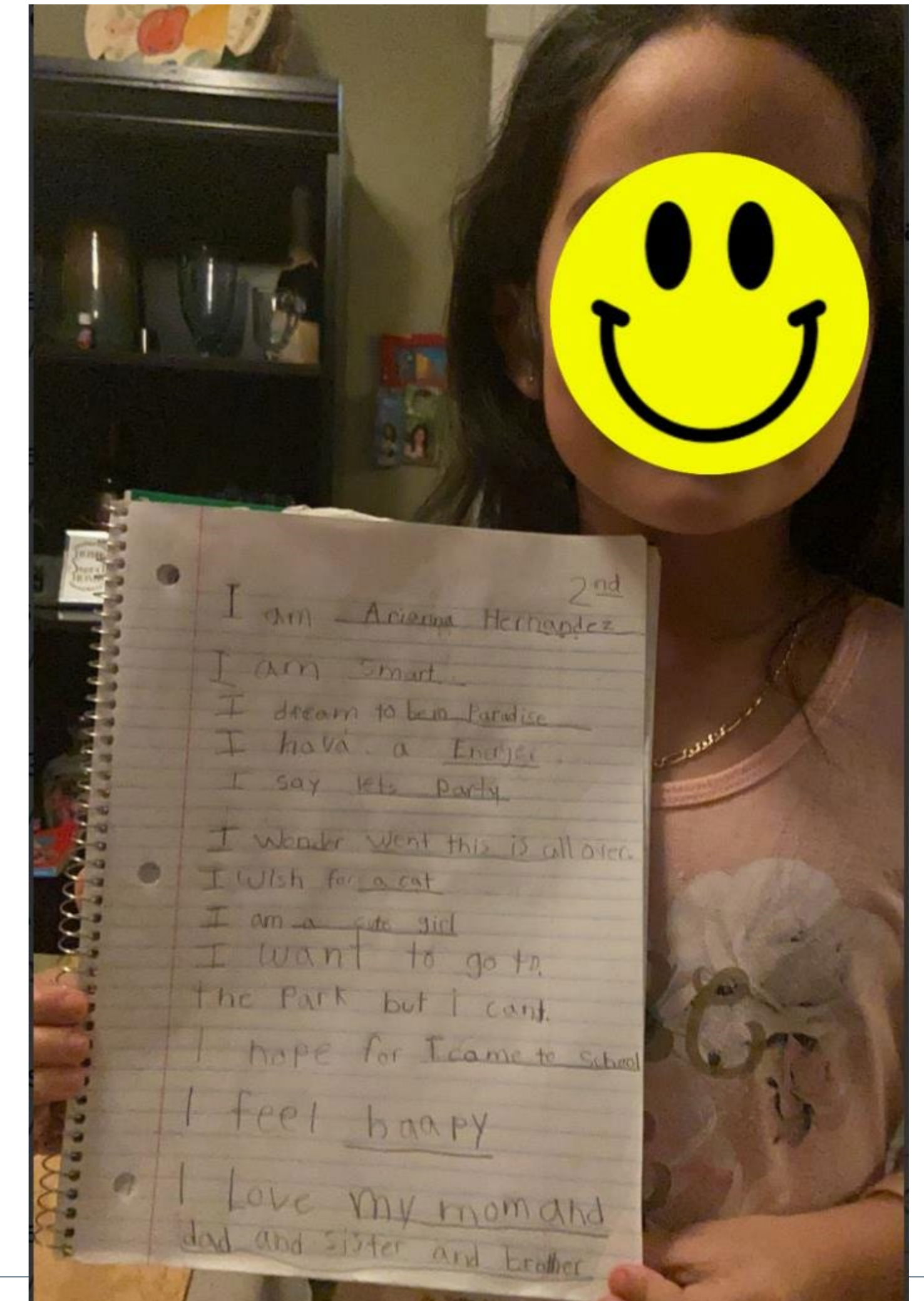
Creative Expression Activities

Affirming Character Traits

calm	good listener
energetic	generous
fair	imaginative
friendly	playful
honest	polite
intelligent	trustworthy
strong	confident
happy	funny
honorable	humorous



I am Santiago Pérez.
I am helpful and smart.
I am like a exploding star
of energy.
I wonder if I will ever get
a dog.
I want to become the
best entomologist.
I hope for this dumb pandemic
to end.
I feel calm when im playing
video games.
I love my family.
I dream to be the richest
person in the world
I wish for a dog.
I am every good thing.



Feedback from Families

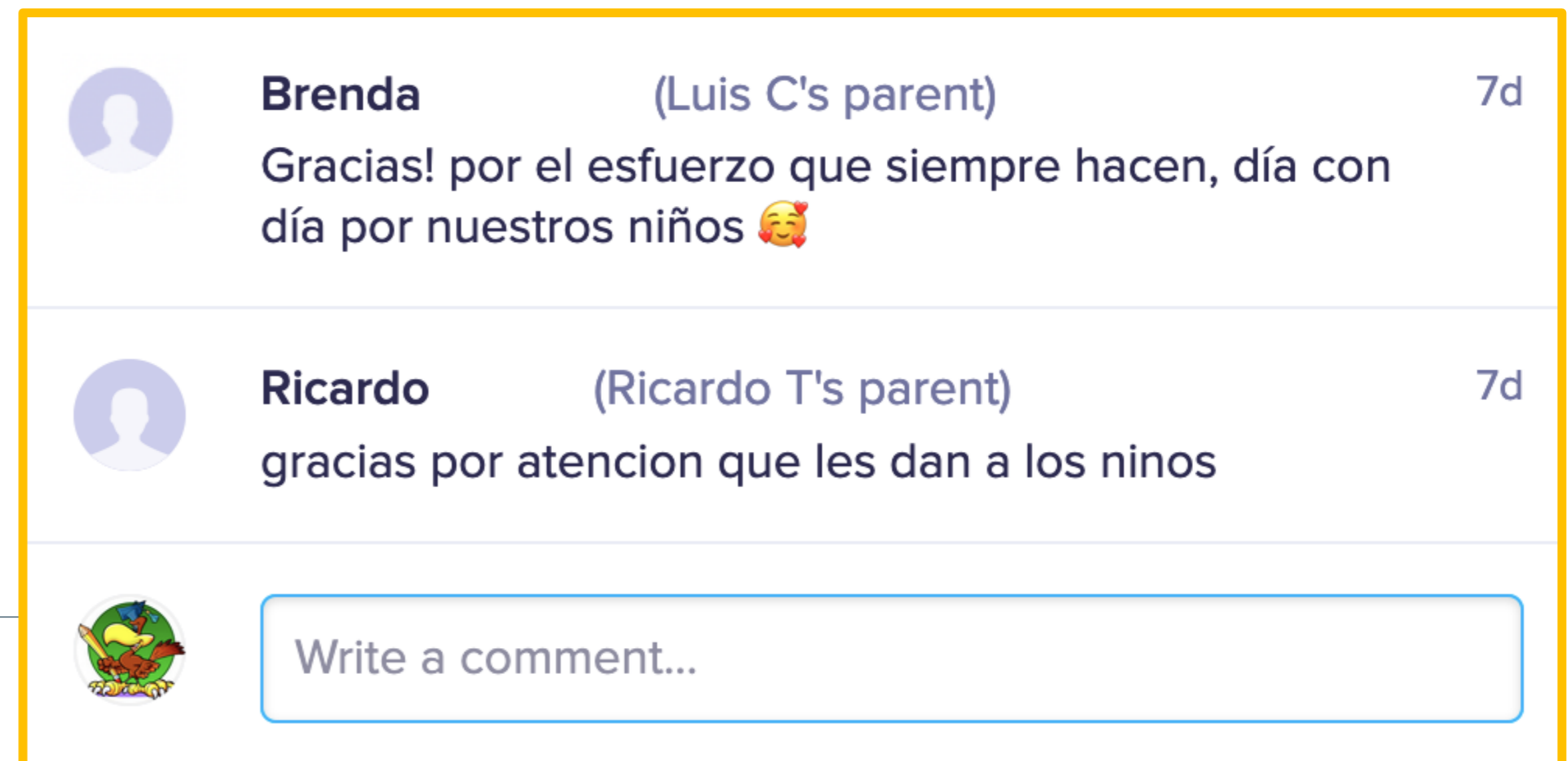
“Thank you for sharing these strategies. I can’t wait to do family art.”

“I’m so proud of my daughter. She always puts a lot of effort in her studies and always wants to learn.”




“Thank you for the effort that you give each day for our children.”

“Thank you for encouraging my daughter.”

”This is good for me to work with her.”



The screenshot shows a comment section with two entries. The first entry is from Brenda, identified as Luis C's parent, posted 7 days ago. Her comment reads: "Gracias! por el esfuerzo que siempre hacen, día con día por nuestros niños 🥰". The second entry is from Ricardo, identified as Ricardo T's parent, also posted 7 days ago. His comment reads: "gracias por atencion que les dan a los ninos". Below the comments is a text input field with the placeholder text "Write a comment...".

	Brenda (Luis C's parent) 7d Gracias! por el esfuerzo que siempre hacen, día con día por nuestros niños 🥰
	Ricardo (Ricardo T's parent) 7d gracias por atencion que les dan a los ninos
	<input type="text" value="Write a comment..."/>

Questions and Connections

Share in chat:

What questions do you have for Danielle?

What kinds of school-home partnerships do you have in your context?





Home-School Partnerships

Thea Fabian
Wawona K-8 School
Fresno Unified School District, CA

Diversity in Children's Books

DIVERSITY IN CHILDREN'S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison: ccbc.education.wisc.edu/books/pcstats.asp



23 BOOKS	1%	170 BOOKS	5%	218 BOOKS	7%	301 BOOKS	10%	864 BOOKS	27%	1,558 BOOKS	50%
American Indians/ First Nations		Latinx		Asian Pacific Islander/Asian Pacific American		African/ African American		Animals/Other		White	



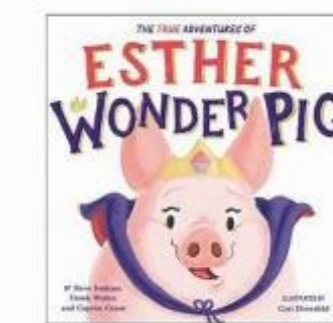
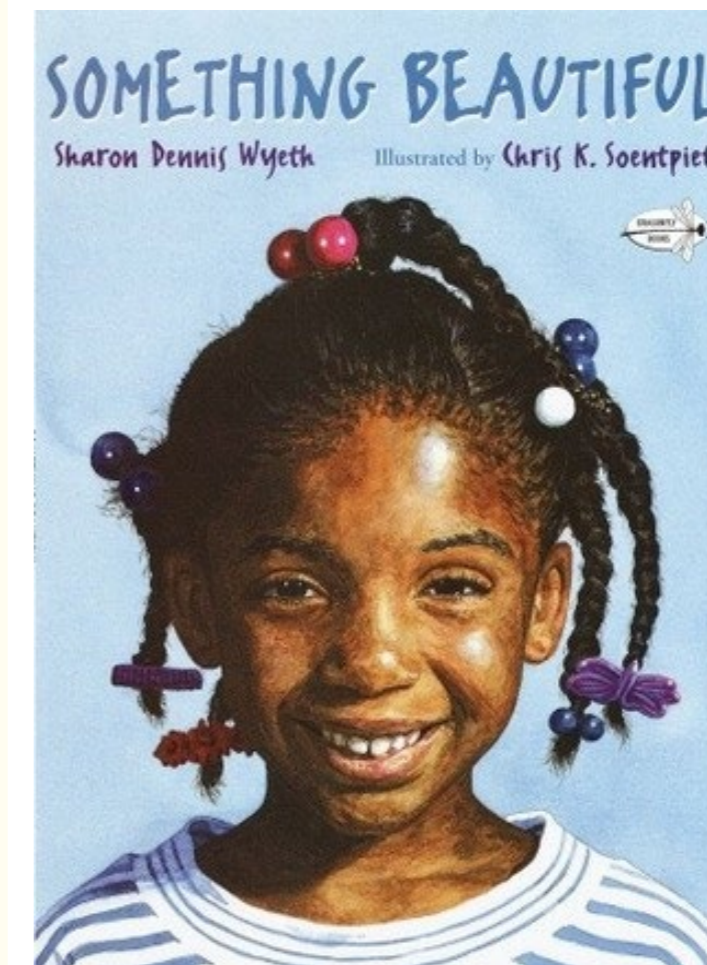
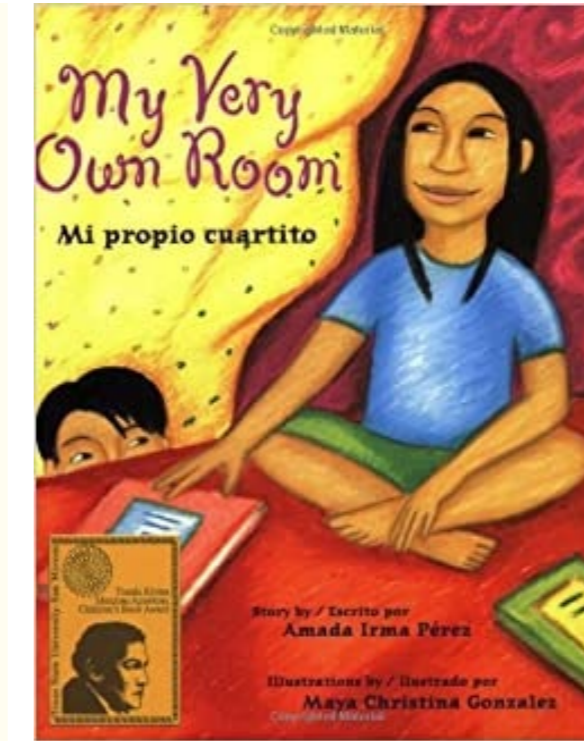
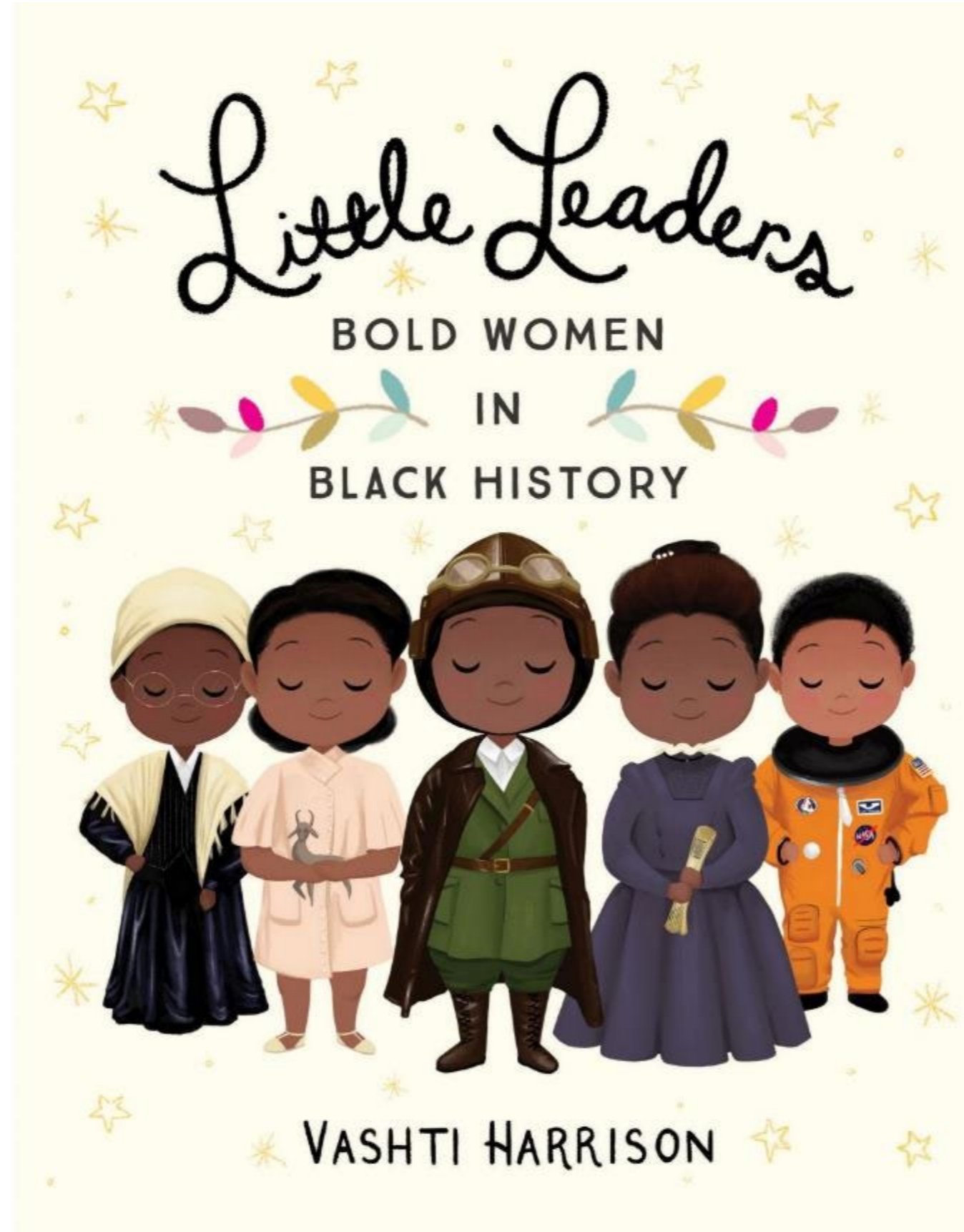
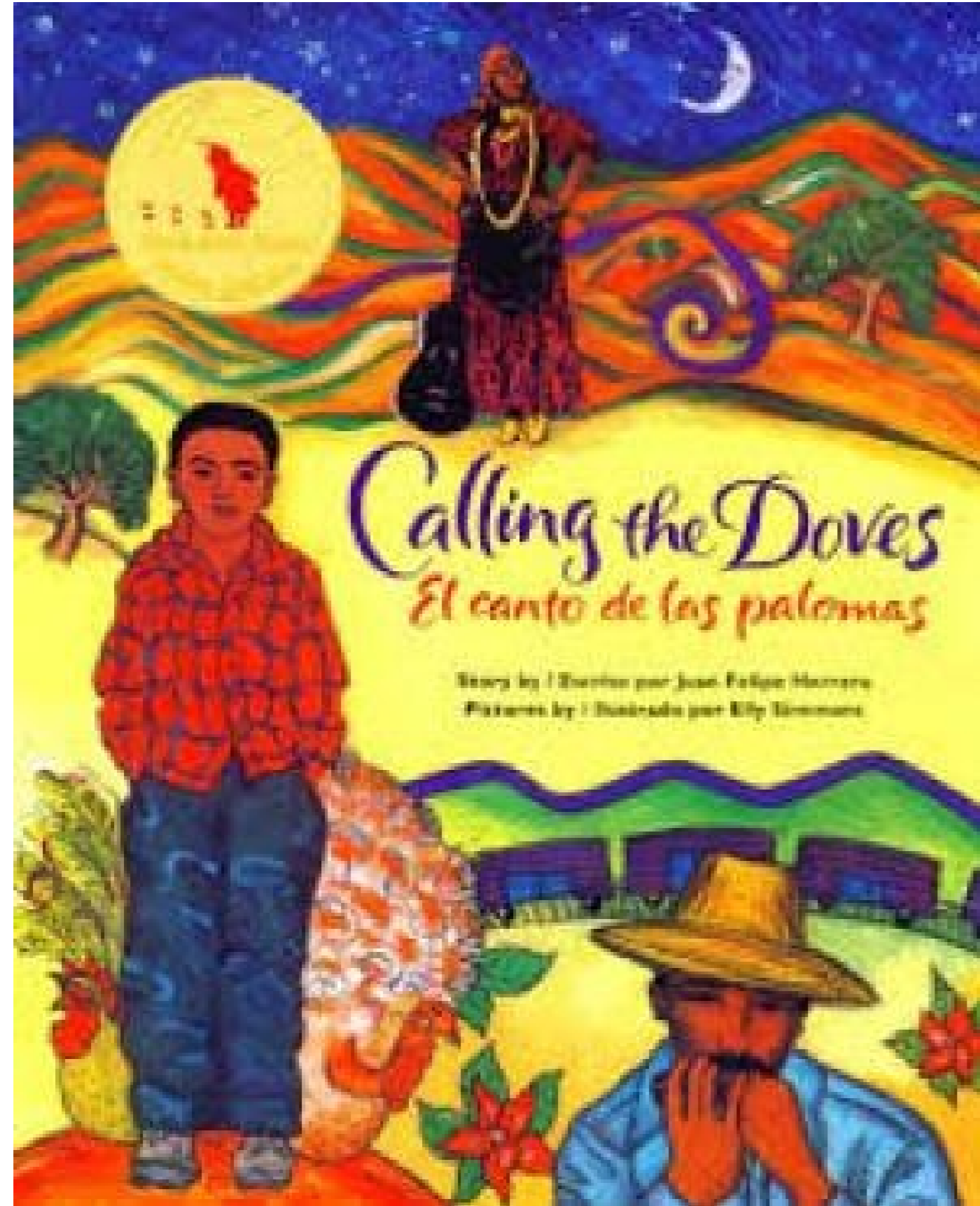
Taking Stock

Poll

Think about your own classroom library or the ones in the school(s) you support.

Approximately what proportion is culturally affirming?

1. hardly any
2. some but less than half
3. about half
4. more than half but not almost all
5. almost all



Part of Our CLR and SEL Work

Culturally and linguistically responsive (CLR) texts in all grades used for social emotional learning (SEL):

- **Thematic foci:** Family, community, personal development, empowerment, anti-racism, social justice
- **Teacher agency:** Teachers are given suggestions of questions and possible activities but have the freedom to develop their own activities and questions in response to the children's needs
- **Using multiple resources and knowledge backgrounds:** Combined with teacher knowledge and skills that were already developed in Second Step, Owelus, and Classroom Meetings to generate an approach that is truly responsive

Launching Joyful Reading with Our Kids

Spanish translation, done by a parent, for oral reading with students so teachers could read with their primary students.

*Yo soy
una bola de energía sin parar.
Potente y lleno de luz.*

*Soy un ambicioso. Un hacedor de diferencia.
Un líder.*

All TK-3 classes read at the same time with their teachers and the teacher might continue the work through a few SEL sessions.



This Photo by Unknown Author is licensed under CC BY-SA-NC

Parent Ownership

- *Hora familiar* with our parent leader Sra. Ternate
- Introducing in our weekly coffee/tea chat
- Parents took ownership of generating additional ideas for activities.-
- Parents let us know what it should and should not be.-
- Collaboration schoolwide:
 - Website and library: Mr. Harris and Ms. Agazarian
 - Leadership support to parents: Principal Villescaz and GLA Rivera
 - And many, many others...



This Photo by Unknown Author is licensed under [CC BY-NC-ND](#)

What's Next For Us?

Extending to Middle School: Talks with Middle School ELA teachers for continuing the project after elementary and generating a Middle School version that is responsive to Middle School parental needs and needs for diverse and engaging reading for 12-14 year-olds.

Parents selecting a monthly “joyful reading” schoolwide project with school support

Building a dedicated website with links to:

- student work
- books we've done together
- videos of parents, guardians, and grandparents reading in Spanish, English, and additional languages
- suggestions for further reading
- library support for parents

Questions and Connections

Share in chat:

What questions do you have for Thea?

What ideas have been sparked for you?

What other questions do you have for our presenters?



Party Favors!!!

"I Am Every Good Thing" Home Reading Card and Resources

I Am Every Good Thing Home Reading Guide

Use this guide to promote joyful reading and creative expression at home and at school.



I Am Every Good Thing

By Derrick Barnes,
Illustrated by Gordon C. James

Ideas for enjoying the book at home
Created by Pam Spycher

About the Book:

Before reading this book with your child, find out a little bit about it so you can help your child experience joyfulness while reading with you. This is a book about being proud of everything that makes us who we are. It's about self-love.



Before Reading:

- What do you notice about the cover?
- What do you think about the title?
- What do you think we will discover in this book?

Home Reading Guide_I Am Every Good T...
PDF document
padlet drive

Online Read Aloud

Encourage children to enjoy this book with this online read aloud.



I Am Every Good Thing (Literally Culture...
by Literally Cultured

"Esther the Wonder Pig" Home Reading Card and Resources

Home Reading & Activity Guide

WestEd



Esther the Wonder Pig

By Steve Jenkins, Derek Walker, and Caprice Crane
Illustrated by Cori Doerfield

Ideas for enjoying the book at home
Created by Pam Spycher

About the Book:

Once upon a time, Jack Steve and Derek adopted a "mini" pig named Esther. They fell in love with their new baby right away, but they had no idea that she would get so big!

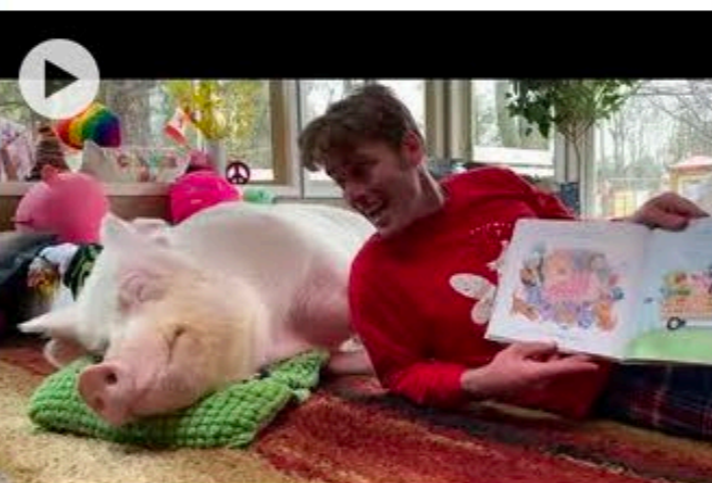


Before Reading:

- What do you notice about the cover?
- What do you think about the title?
- What do you think we will discover in this book?

WestEd NCSI ReadingActivityGuide Esth...
PDF document
padlet drive

Online Read Aloud with Esther!



Storytime with Esther T.W. Pig: The True ...
by Esther the Wonder Pig
YouTube

Esther's Website

Home Reading Card Template

Fillable Template for You!

Use this fillable form to create your own home and school reading activity guide for your favorite joyful read aloud books!

Title, Author, Illustrator:

Ideas for enjoying the book at home

Created by:

About the Book:



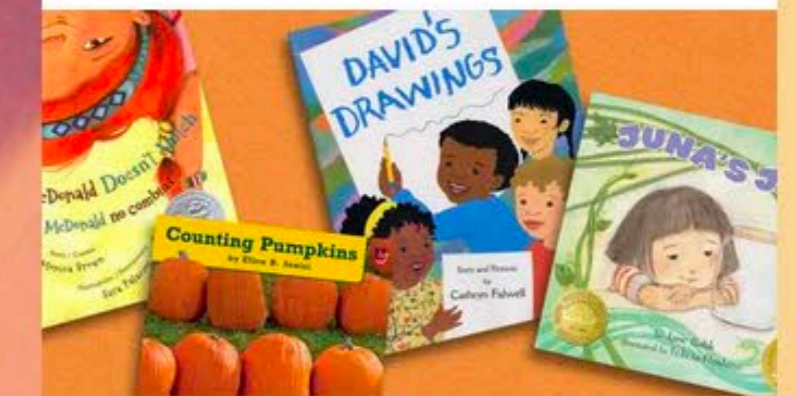
Before Reading:

- What do you notice about the cover?
- What do you think about the title?
- What do you think we will discover in this book?

Home Reading Card TEMPLATE
PDF document
padlet drive

Culturally Affirming and Joyful Book Lists

Multicultural and Diverse Books for Preschool, Grade 1, and Grade 2

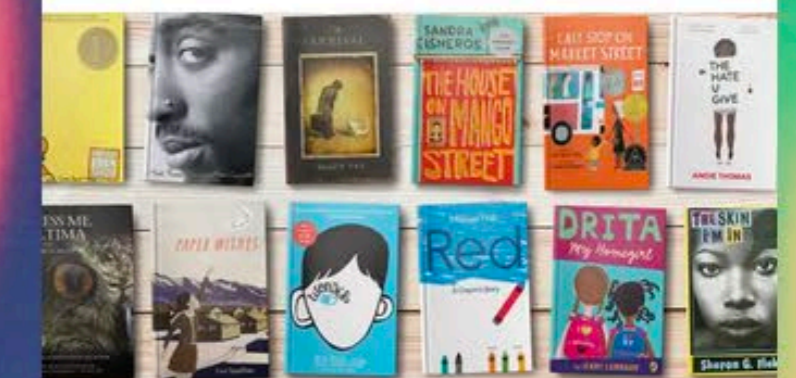


Pre K, Kindergarten, Grade 1 - 2 Books | ...
LEE & LOW's unique book collections incl...
leandlow

DELETE

APPROVE

22 Diverse Book Choices for All Grade Levels



22 Diverse Book Choices for All Grade L...
In a vibrant, multicultural society, represe...
edutopia

DELETE

APPROVE

BLACK EXPERIENCES: AFFIRMATION AND RESILIENCE, ACTIVISM AND

Title, Author, Illustrator:

Blank space for writing book details.

Ideas for enjoying the book at home

Created by:

About the Book:

Blank space for notes about the book.



Before Reading:

- What do you notice about the cover?
- What do you think about the title?
- What do you think we will discover in this book?



While Reading:

- What do you notice in the picture?
- What do you think about what we just read?
- What are you curious about now?



After Reading:

- What did you think about the book?
- How did it make you feel?
- What was your favorite part?

Jump into Joyful Reading!

Invite your child to share their thinking and ask questions as you enjoy the book together. The main thing is to have fun and enjoy one another's company as you read together. Here are some things you can say and do to create a joyful reading experience for your child.

Turn the page over for creative expression ideas!

Created by Pam Spycher, REL West at WestEd, 2021

Creative Expression Activities

After you read the book, unleash your imagination and creativity! Use the ideas below to choose your own adventure. What other ideas did the book inspire your amazing mind to think of?

Poetry	Visual Arts	Kindness
Mindfulness	Movement	Literacy

Created by Pam Spycher, REL West at WestEd, 2021



Home Reading Card Template

Community of Practice

Try out the routine and/or the home reading card in your own context.

Share what you learned on our Padlet wall (be creative!).

Include:

- A brief description of what you tried
- An artifact or other visual representation

Be ready to share what you did on **February 25th 2-3 pm PST**



Community of Practice Padlet

Pam Spycher • 1h
Joyful Reading Community of Practice
Please post a short description of what you tried out, a reflection on how it went (success, challenges), and an artifact. Include your name in the title.

Joyful Reading Resources



Joyful Reading Resources
Made for joyful reading, creative expression, a...
pam spycher

Pam Spycher: "Esther the Wonder Pig" Reflection

I read this book to preschool through third grade children in my organization, using the home reading guide I created. We did some yoga and breathing exercises before we read, which was both fun and relaxing. While we read together, I used the home reading guide to ask questions and encouraged the children to share their ideas and questions. We laughed a lot, especially when Esther made bubbles in her own special way. After, I invited the children to choose some of the activities on the creative expression side of the card, and some of them sent me their writing, drawings, and acrostic poems (see the sample I uploaded). One challenge I had was how to support children in preschool through third grade all at the same time!



E ats lots of food
S peshal bubals in the tub
T hey move to a new base
H er Dads love her!
E sther gets into a tub
R uns away!

Pam Spycher: "I Am Every Good Thing" Reflection

I read this book to children age 1 to 9 in my organization, using the home reading guide I created. We started by doing some yoga and breathing exercises before we read. We pretended to be giant eagles slowly flapping our wings, and then we took three deep breaths, breathing out as though trying to keep a feather in the air. After we read, we all went around and shared our affirmations about ourselves. I was amazed by the writing and artwork the children did at home, after the read aloud (see what I posted below). One thing that went well was that a parent joined their child at the beginning, and I was able to talk about the home reading guide for the book and show them where to find the online read aloud and other resources in the Padlet. Later, one parent told me they were using lots of the resources and had done all of the creative expression ideas!



I Am Every Good Thing
My favrite part is
even I saw the boy
flying in the sky!
this makes me feel
like I can do anything!

/westedintranet--simpplr.na34.visual.force.com/apex/HomeMyDashboard?sfdc.tabName=01r6100000eWx0&tsid=02u61000000gMed



Thank you for being here today!

“Everyone longs to be loved. And the greatest thing we can do is to let people know that they are loved and capable of loving.”

– Mr. Rogers

Check Your Email

- ❖ Survey link
- ❖ Webinar recording
- ❖ Invitation to the February 25th 2-3 pm PST Community of Practice

Questions? Please contact us at
relwest@wested.org



References

Improving Reading Comprehension in Kindergarten Through 3rd Grade (Institute of Education Sciences, 2018): <https://ies.ed.gov/ncee/wwc/PracticeGuides>

Integrating Language Into Early Childhood Education (U.S. Department of Education, 2020): <https://ncela.ed.gov/files/briefs/TeachingPracticeBrief-EarlyChildhood-Cover-06292020.pdf>

Promoting the Educational Success of Children and Youth Learning English: Promising Futures (National Academies of Sciences, Engineering, and Medicine, 2017): <https://www.nap.edu/download/24677>

Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation (National Research Council, 2015): <https://www.nap.edu/download/19401>

Thank you!

This presentation was prepared for the Institute of Education Sciences (IES) under Contract ED-IES-17-C-0012 by Regional Educational Laboratory (REL) West at WestEd. The content of the presentation does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.