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.

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.

Why Discuss Stories?

- Improves Oral Language
- Supports the Development of Print Knowledge
- Supports Early Reading and Writing
- Fosters Positive Interactions
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).
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
What does Nana do to help CJ appreciate the world around him?
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 Sprycher

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**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 you to think of?

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**About the Book**

Before reading this book with your child, find out a little bit about it so you can help your child experience joyful reading 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 affirmation. Children will see themselves reflected in the Black narrator of this book because he tells us that talented, smart, black-hearted, 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 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.

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**Mindfulness**

Sit very still and be aware of your breathing and surroundings. Notice the color of your clothes and the way you move. Notice how your feet feel on the ground. Now, breathe normally, and imagine that you are breathing in the world and breathing out all you love in the world.

**Movement**

Put on your favorite song and dance! When the music starts, breeze! Your parents will notice, and you will enjoy moving to the music.

**Literacy**

What about writing and illustrating your own “I am” book? Start by thinking 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.

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**Poetry**

Call in “I Am” poems. Start each line with “I am...” and write one line per page. For example...

- I am kind.
- I am good.
- I am safe.

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**Visual Arts**

Draw, color, paint, collage, or build something that shows what you are feeling or thinking about the book. Your teacher might suggest:

- Your favorite part of the book:
  - how the book makes you feel:
  - one of the affirmations from the book.

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**Kindness**

Begin each day with kind and loving affirmations.

Choose affirmations from the book or your own words. Here are some examples:

- I am loved.
- I am safe.
- I am kind.
- I am a good thing.

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*Reading Card*

Created by Pam Sprycher, ELL West at WestEd, 2020
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.”
Kindergarten: Responding to Text

I Am Every Good Thing

I am good at playing games with my family. - Meklit

I am good at listening and doing cartwheels. - Ariana

I am good at running. - Lukas

I am good at singing. - Kalkid

I am good at picking people up off of the ground. - Edward

I am good at carrying my baby sister.
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 and 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.
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
Creative Expression Activities
Creative Expression Activities

Affirming Character Traits
- calm
- energetic
- fair
- friendly
- honest
- intelligent
- strong
- happy
- honorable

- good listener
- generous
- imaginative
- playful
- polite
- trustworthy
- confident
- funny
- humorous

I am a unique person.
I am helpful and truthful.
I am like a confident star shining in the sky.
I hope to be able to inspire others.
I want to become the best basketball player.
I hope for the best in my life.
I feel calm when I play games.
I love my family.
I want to be the friend everyone wants in the world.
I wish for big things.
I am not very good in math.

I am a good listener.
I dream to be a teacher.
I want to be a nurse.
I say my family.
I work with my brother.
I wish for success.
I want to go to the NFL.
I hope for Team USA.
I feel happy.
I love my mom and dad and sister and brother.
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.”

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

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 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

Illustration by David Huyck, in consultation with Sarah Park Dahlen
Released under a Creative Commons BY-SA license: https://creativecommons.org/licenses/by-sa/4.0/

The CCBC inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Beth Griffin, K. T. Horning, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.
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
Calling the Doves
El canto de las palomas

Little Leaders
Bold Women in Black History

Vashti Harrison
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.
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…
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!!!
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
Joyful Reading Community of Practice

Please post a short description of what you tried out, a reflection on how it went (successes, challenges), and an artifact. Include your name in the title.

Joyful Reading Resources

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 drawing, paintings, and stories I uploaded. One challenge I had was how to support children in preschool through third grade all at the same time.

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've 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.

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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


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!

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