

GOAL: Take a Family Member to a Library Program

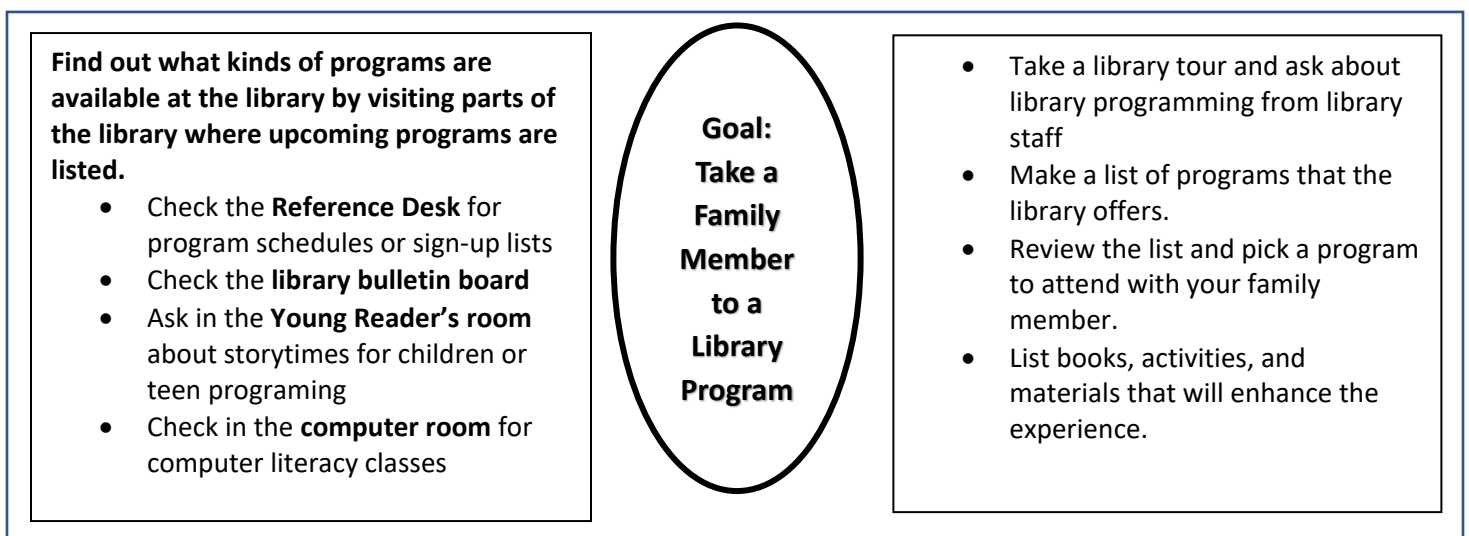
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GUIDEPOST I: Where to Start

- Begin by talking about what a library program is, and what kind of programs the library has to offer. Your library probably has free programming on a wide range of topics for library patrons that might include children’s programming, job skill development, music programs, environmental presentations or historical talks.
- In a conversation with your learner, think about whom the learner would like to bring to the library and then discuss the types of programs that the family member might be interested in attending.
- Finally, talk about the reading and writing skills needed to achieve that goal.

As a literacy program participant, your learner already knows a lot about using the library, but he/she may not have attended library programming. Engage your learner in a conversation beginning with the bulleted list above, and build a mind map for the goal that might look something like the sample below.

Here is an example of a mind map for the goal, **Take a Family Member to a Library Program**.



Talk about what programming the library has available and then consider the interests of the family member who the learner would like to bring to the library. For purposes of this example, we will focus on **Taking Children to a Library Storytime Program**.

- To avoid overwhelming your learner, keep this goal simple. Bring one family member to the library and attend one library program. While the family member is in the library, remain open to what that person wants to see. The family member might ask questions about something unanticipated and might even want to get a library card and check out a book (see Use the Library Guidepost for ideas).

GUIDEPOST II: What You Will Learn

- “Now, we’ll figure out exactly what we want to accomplish today and in the next few meetings to help you get closer to your goal.” This conversation will help you connect instructional activities to the ultimate learner goal.
 - Talk about the benefits of taking children to library storytime. This can be an enjoyable experience for parents and children. It’s an activity that doesn’t require any skills or a lot of preparation time. It’s free. It’s fun, and it’s beneficial. Parents get to spend quality time with their children. They have an opportunity to explore the library as a free resource for lifelong learning. They can meet other parents and children. Additionally, they can learn different ways to share books and make stories come alive for their children.
1. List books and materials available to help meet this goal. Collaborate with literacy program staff and youth librarians for assistance if needed.
 - Children’s library storytime schedule
 - Blank monthly calendar
 - A children’s book. See suggestions in Guidepost 3
 - Optional: Storytime prop such as a puppet, game, or craft activity
 2. Ask your learner to identify whom she will bring to library storytime and help find a program at the correct age and interest level for that child.
 3. Talk about the storytime schedule and practice using a calendar.
 4. Talk about activities that might make reading more fun, such as acting out the story with puppets, drawing or creating something from the book, or creating scavenger hunts for books.
 5. Talk about what the learner already knows and ask what he or she would like to learn. Build upon what the learner already knows.

Make a list of these items discussed, for example:

- List the storytime programs available for children of various ages
- Identify where and when the program takes place
- Find picture books in the library and choose one to read
- Model how to introduce a book for the learner; look at the title and cover, discuss what you see and what it reminds you of, talk about what the book might be about.
- Practice reading picture books with your learner – use dual reading or echo reading strategies together. Make reading fun and exciting. Change your voice.

GUIDEPOST III: How You Will Learn – Multisensory Strategies

- **Arrange to meet with your learner in the Children’s Department for your tutoring session so you can familiarize yourself with this part of the library.** You could begin your lesson by reading a children’s book together. The book should be a simple picture book with bright illustrations and lively text. We suggest a FUN book which rhymes, is repetitive, or has a predictable story. Try to dramatize the story the best that you can. In other words, ham it up, let loose, and have fun. You may want to read it a second time around and go over any unknown vocabulary words. Did you enjoy reading the story aloud? Most people do. Children especially enjoy being read to. *(See the “Share a book with children/family” goal in this curriculum guide.)*
- **Now that you are in the Children’s Department, take the opportunity to introduce yourselves to the Children’s Librarian and find out when and where storytimes take place at your library.** Storytimes are a great source of entertainment for kids and parents alike. Most children’s story hours are conducted by the Children’s Librarian, who has training and lots of experience with puppets, finger plays, and other activities that help make the stories come alive for children and provide activities so they can get ready for school in the future.
- **While you are there, find out what ages the storytimes are for.** Some are for adults and children together. Other storytimes are designed for older children and they can go in and participate without a parent present (the parent may wait somewhere else in the children’s room). Most libraries have a storytime schedule. If so, invite your learner to take one; post it on the refrigerator. Now your learner is on their way to reaching the goal of taking children to a library storytime.

- Not only will your learner take a child to storytime, but as he/she works on this goal he/she will also learn how to find books for children in the library. Invite your learner to check the books out and read them to their children. Practice reading these books together.
- Also, invite your learner to consider writing about the experience of taking his/her children to the library by writing a Language Experience story together.
- Together with your learner, decide on the strategies or the steps to take, to reach the objective of bringing children to storytime at the Library. Talk about additional activities and follow-up activities to enhance and solidify the learning.

1. Key Vocabulary

With your learner, generate a list of words and concepts associated with the goal of Taking Children to Library Storytime. Some examples are:

Key vocabulary:

- | | | |
|------------------------------------|---------------------------------|--------------------------------|
| <input type="radio"/> Storytime | <input type="radio"/> Schedule | <input type="radio"/> Thursday |
| <input type="radio"/> Librarian | <input type="radio"/> Calendar | <input type="radio"/> Friday |
| <input type="radio"/> Illustration | <input type="radio"/> Monday | <input type="radio"/> Saturday |
| <input type="radio"/> Illustrator | <input type="radio"/> Tuesday | <input type="radio"/> Sunday |
| <input type="radio"/> Author | <input type="radio"/> Wednesday | |

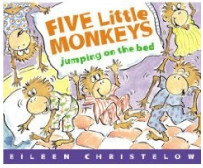
More Vocabulary that will help as you find books of interest at the library:

- | | | |
|-----------------------------------|----------------------------------|-----------------------------------|
| <input type="radio"/> Fiction | <input type="radio"/> Reference | <input type="radio"/> Young Adult |
| <input type="radio"/> Non-fiction | <input type="radio"/> Periodical | <input type="radio"/> Hold |
| <input type="radio"/> Biography | <input type="radio"/> Mystery | <input type="radio"/> Checked-out |

2. Reading Practice

- Search for and select a book for your learner to read with the child. Talk about how to ask a librarian for help. Talk about how to check out a book, and then check it out.

- Here are a few favorite storytime books:



Brown Bear, Brown Bear, What do you See? by Bill Martin, Jr

If You Give A Mouse A Cookie by Laura Joffe Numeroff

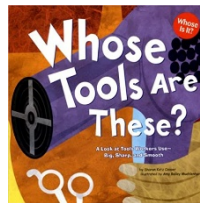
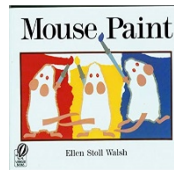
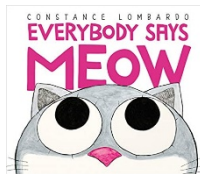
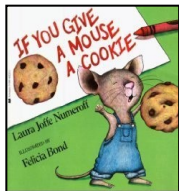
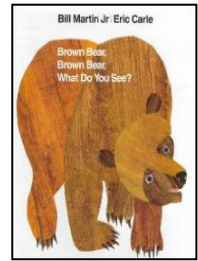
Five Little Monkeys Jumping on the Bed by Eileen Christelow

Just Going to the Dentist by Mercer Mayer

Whose Tools are These? By Sharon Katz Cooper

Mouse Paint by Ellen Stoll Walsh

Everybody Says Meow by Constance Lombardo



Talk about how to engage a child while reading a book. Read children's books together with your learner using duet or echo reading strategies. Be sure to identify and explain new vocabulary words and talk about the story to ensure comprehension.

- **Introduce and practice techniques to get children to interact with you while you read.** Here are some techniques you can model with your learner. Before you begin, introduce the book and try to grab children's interest by relating the story to their own life. For example, *Just Going to the Dentist* by Mercer Mayer is a story about a visit to the dentist. You could ask, "Have you ever been to the dentist? What was it like?" Stop often and talk about what is happening in the story, relate the story to the child's experience. This story has a little frog on every page that is a lot of fun to find – ask your child to find the frog. Point to familiar objects or ask your child to find particular things in the pictures. Ask questions. "What do you think is going to happen next?" "What would you do?" After the story is over, ask what he/she liked or disliked about the story.
- **Review the Storytime Flyer.** Read the children's storytime flyer with your learner using the duet reading technique (reading aloud together): as you are reading, drag your finger under the words and read at a steady pace; ask your learner to try to keep up even if he/she is only able to read a word here or there. Duet reading helps build reading fluently but it's not a good way to read with comprehension. Review the flyer and make sure that your learner understands what's being said there. Ask questions about times and places to confirm understanding.
- **Audio Books.** Select a children's audiobook to listen to or download from the Children's section. Demonstrate how to download it to a phone or other device. Listen to the audio together and while following along in the book. Discuss any unknown words, add them to the learner's personal dictionary. Invite your learner to take the audiobook home and share it with their children. These are great activities to share in the car!

3. Writing Practice

- **Use a Calendar.** Bring in an existing calendar or print out a new one. Review with your learner how the calendar works by talking about the months of the year and the days of the week. Write the days and times of library storytimes on the calendar by writing the time the storytime starts on the appropriate day and writing “storytime at the library.”

- **Talk about conversations the learner could have with his/her children prior to the library visit.** Write down behavior expectations for library storytimes on 3 x 5 cards and ask the learner to review them with his/her children before the visit. Keep in mind that these are ideal behaviors and no one is expecting a baby or pre-schooler to obey these to the letter! Especially during the first several visits, your learner may find that their child is not accustomed to sitting still or raising his/her hand. It may take several months, but the child will learn and adapt to the storytime routine. These changes demonstrate that the child is learning more from storytime than to love books; s/he is learning social skills that will better prepare him/her for kindergarten. Here are some typical guidelines (maybe you can think of more?):
 - No running or shouting in the Library
 - Sit still during storytime
 - Keep your hands to yourself
 - Listen quietly while the librarian reads
 - Do not grab books or props
 - Raise your hand to ask questions

- **Write a Language Experience Story.** After taking his/her child to storytime, talk to your learner about the experience. Write what your learner says as he/she shares the experience, and then read it aloud. Talk about the story as written, this may be a good time to make some corrections or to add more details. Next, ask the learner to read it aloud. Choose 3 to 5 difficult words from the story that your learner would like to practice and learn. Write the words on small cards and practice reading them until your learner can recognize them by sight. Here’s an example:

Today, my tutor and I met in the **Children's** Department. We read a book called *Five Little Monkeys Jumping on the Bed*. It was a funny story. We met the Children's **Librarian**, Mrs. Smith. She was very nice. She showed us around the library and gave us a children's **storytime schedule**. My tutor and I are planning to take the kids to storytime at the Library next **Wednesday** at 7 p.m.

storytime

children
children's

Wednesday

librarian

schedule

4. Games and Activities

- **Practice Reading Aloud.** With your learner, practice reading children's books with a lot of enthusiasm. Model changing your voice high and low for different characters and invite your learner to do the same. Try echo reading, where you read the first sentence and then your learner reads the same sentence afterward. Make this a fun experience.
- **Make Puppets Together.** Check with your Families for Literacy Coordinator, Children's Librarian, or Google "children's paper puppets" on the internet to find instructions. Practice the activity with your learner, and once he/she is comfortable with how the craft works, invite them to bring materials home and let their children give it a try.
- **Treasure Hunt.** Invite your learner to join you on a treasure hunt in the Children's Department. Find a fiction book and write the title down. Find a non-fiction book and write the title down. Find a book written by a particular author (for example, Eric Carle). Write down the title of a Caldecott Medal book; write down the title of a Newbery Medal book; find a board book; etc. If you are not familiar with where to find any of these items, ask your Children's Librarian who is there to help you.

5. Real World Practice and Ideas to Extend the Learning

- Look over the storytime schedule with your learner and select a day that fits into their schedule. If your learner is reluctant to attend for any reason, you can schedule your next tutoring session during storytime and meet at a nearby table or go into the storytime room

together to observe.

- Once your learner begins attending storytime with their child, invite them to let the child put a star or happy face on the calendar after each storytime visit. Try to make it into a regular habit.
- Help your learner get a library card for their children and invite them to check out children's books of interest to the child.
- Show the learner the video collection in the library for storytime videos and invite him/her to watch them with their children.
- Ask your learner to read to their children and practice the reading techniques learned during your tutoring session and/or library storytime. Practice this with your learner until he/she is comfortable with a selected book.

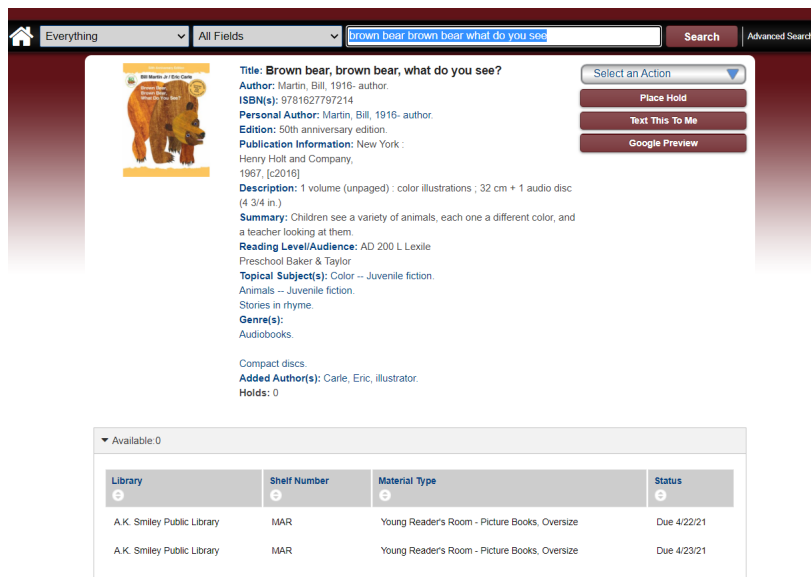
6. Check for Understanding

- Think of questions you can ask your learner to confirm understanding.
- Ask your learner to complete a task, such as "find a fun picture book to read with your child" or "tell me when and where the next storytime is".

Activity: Scavenger hunt. A scavenger hunt is where you find a list of things. In this case it will be a list of things that will help your learner and their child attend and enjoy a storytime program.

1. When is the next Storytime for young children? Babies? Spanish language stories?
2. Find the library phone number to ask questions,
3. Check out a copy of *Brown Bear, Brown Bear, What do you See?* by Bill Martin, Jr. Use the computer to find information about the book. Where is the book located? Are the books checked out or is there a copy on the shelf?

Search results for the title **Brown Bear, Brown Bear, What do You See?** looks like this:



The library has two copies of this book and they are both checked out, due back April 22. Ask the children’s librarian about how to place a hold on a book so that the learner can be placed on a waiting list to check out the book once it is available.

4. Search the children’s room for a book about space or a book about bugs.
5. Talk about how fiction and non-fiction books are in different places in the library. Find both the fiction and the non-fiction section in the children’s room.
6. Find a graphic novel in the children’s room.
7. Find out when the library is open.

Make a list of 3 other things that you want to find in the library.

8. _____
9. _____
10. _____

GUIDEPOST IV: What Worked, What Didn’t, What Can You Use?

After the learner has attended story time with his/her child, invite them to reflect on and evaluate the process. Ask these questions to find out what worked and what did not, what was easy or hard, where you need to do a little more tutoring, and what went well. This can help you plan future lessons furthering the learner’s knowledge and confidence.

1. How did taking a family member to a library program go? Are you comfortable finding books or materials in the Children’s room? Or not? **From 1 to 3 was this easy, a little difficult, or very difficult?**



(circle one)

1 2 3

2. What did you learn about the reading to your child?
 - a. _____
 - b. _____
 - c. _____
3. How can you practice on your own? Do you have enough information? What do you need to get started?
4. What did you learn about writing about your experience through the language experience approach?
5. What do you want to practice together in our next meeting? Do you want to bring a different family member with you to attend another kind of program at the library?
6. What other kinds of programs are available at the library that might be interesting?
7. What did you see when you went to the library storytime? How did the librarian read the story?

Initial Effort – Meet the Children’s Librarian, tour the Children’s Room, and find out about storytimes. Collect flyers and brochures and review those in your tutoring session.

Making Progress – Get familiar with the library and find out what else is available for you and your children. Locate the area for children’s videos, audio books, magazines, and computers. Select a date and plan to attend storytime with your children. Bring in your calendar and add the storytime days and times.

Goal Accomplished – Attend library storytime with your children and try to make it a regular family activity. Do a Language Experience story about your storytime outing at your next tutoring session. Track the times you attend storytimes by letting your child mark your calendar with a fun sticker.

Sample Scavenger Hunt

Take a Family Member to a Library Program Goal

1. When and where is the next storytime for young children?
2. When and where is the next storytime for babies?
3. When and where is the next storytime for Spanish language stories?
4. What is the library phone number to call to ask questions: () _____ - _____

5. Does the library have a copy of **Brown Bear, Brown Bear, What do You See? By Bill Martin, Jr.** available for checkout? If the book is not available because someone else checked it out, how do you place a hold on it?
6. What storytime would be best for a 5-year-old child to attend?
7. Search the children's room for a book about space or a book about bugs.
8. Talk about how fiction and non-fiction books are in different places in the library.
9. Find a graphic novel in the children's area.
10. Make a list of 3 other things that you want to find or do at the library with your family member.

➤ _____

➤ _____

➤ _____