

Steps to Success Facilitator Guide Unit 1 Module 2: Head Start Child Outcomes for Preschool: Book Knowledge and Appreciation and Print Awareness and Concepts (TVI)

Linda Warren: Now we are going to move on to preschoolers. It can be a joyful experience to read a book with preschoolers. Most often they are happy to participate and they are fascinated by stories, characters, and illustrations. Early literacy development is influenced greatly by what we read to children. The Head Start Child Outcomes suggest teaching strategies to achieve them. There are also guidelines for home visitors included with each outcome.

Let's take a moment to look at some of what you will find in the Head Start Child Outcomes Framework. Some of the outcomes we can expect for preschoolers include: the child shows growing interest in reading-related activities such as a child asking someone to read a favorite book aloud, choosing to look at books, drawing pictures based on stories, asking to take books home, going to the library and engaging in pretend reading with other children.

We can also expect preschool children to show growing interest and involvement in listening to and discussing a variety of books including fiction, and non-fiction books, and poetry. And we can expect preschoolers to progress in learning how to handle and care for books. These skills include knowing to view one page at a time, in sequence, and from front to back. And understanding that a book has a title, author, and illustrator.

Linda and Patty, what can mentor-coaches do to support protégés in working on book knowledge and appreciation with three-year-olds?

Patty Hnatiuk: Well I think first, we need to make sure that early literacy experiences are fun, meaningful and interesting to children. Also, I think we should read to them several times a day expressively, enthusiastically -- not just once a day, but multiple times per day.

And finally, I guess, I think, this idea of reading the same book over and over again has deep meaning for children -- I know it did for me as a child, as a preschooler with my mother who read the same books. I remember my favorite books -- over and over again. And it really taught me to love the books, to be imaginative about the endings of the stories, and to love to see the words.

Linda Warren: And by becoming familiar with one book then children can think of different endings to stories more easily.

Linda Campanaro-Glover: And develop vocab. And, and using that vocabulary that is connected to the second reading or look -- finding new words and making all of those connections. And providing a whole different range of books --

...award winning books and picture books, and Parent Choice books, and making sure that literacy is in every part of the environment. And, and that if you're in the arts center, there might be this wonderful book about painting with watercolors and there's so many different things out there and available to have print in every environment.

But I do have to say one of my favorite things to use in strategies for preschoolers and for, to connect outcomes is the Leader's Guide to Outcome Strategies. It is such a valuable tool because it does help connect outcomes to the literacy initiative and there is wonderful, wonderful activities and suggestions in there that connect to the actual outcomes.

Linda Warren: We've found that to be an excellent resource and it really has served as a foundation for the whole Steps to Success mentor-coaching instructional design. And we've found of particular value the section for home visitors.

Patty Hnatiuk: A couple of points on that are 1) to really help parents recognize and appreciate that a child's ability to say the words to a story from memory is reading for a three- to four-year-old. To be able to say the story back, that's really learning reading. Another one are wordless picture books. And I particularly appreciate these because of the multiple languages of children from Head Start and Early Head Start -- from Puerto Rico to the Pacific to the Virgin Islands, we have Head Start programs all over the world really.

And wordless picture books where we don't have books in multi-languages -- which, of course, we have some, but not enough -- are very wonderful for parents whose, who, who come from different cultures and speak different languages to use to really help the preschoolers come up and develop literacy skills. And know that there are no wrong answers -- if you ask a question about a story -- to just enjoy the books and the pictures, and to learn from them.

Linda Campanaro-Glover: And that validates the child's first language and connects the whole cultural environment with the family on a home visit, and they can tell a story with their own language and, and it's a wonderful opportunity. I, I, I, think it's an excellent idea.

Linda Warren: Another role of the home visitor is to help families to link books and to link literature and language to the home routines, or the routines -- the day-to-day routines. You have any thoughts, any comments about that and how we can support that -- not only in home visiting, but in our classroom practices?

Linda Campanaro-Glover: Well, there's a lot of books that are books about making bread. Everyone makes bread. Everyone takes a bath. Everyone -- my favorite is We All Smile. There is a book without words about smiling, about dancing -- just activities of daily living.

Linda Warren: And when do you smile in the routines of the day. Okay. Thank you. Some very important ideas and concepts came up in, in that discussion. Now you're going to take some time with your facilitator to discuss book knowledge and appreciation. Stop the tape now and resume playing at the end of your conversations. [Pause for discussion]

Linda Warren: Welcome back. Now we are going to a preschool classroom in California. Where we will see a protégé reading with her three- to five-year-olds while her mentor-coach observes the activity.

[Video Starts] Teacher: Alright. Today we're going to read a story. The name of our story is called Cat and the Mouse in the -- what do you see coming down here?

Children: Rain.

Jackie Simpson-Jordan: Rain. Cat and the Mouse in the Rain.

Narrator: In Altadena, California, teacher Jackie Simpson-Jordan reads to children during small group time.

Jackie Simpson-Jordan: "The little cat and the little mouse met in the green meadow as they did every day to play. They went out to play together. 'Let's do something exciting,' said the little mouse." Wow! What do you think they're going to do exciting?

Child: They're going to get their friends.

Jackie Simpson-Jordan: They're going to go get their friends and play? But what are they going to do...

Narrator: Jackie builds background knowledge and stimulates language development by asking open-ended questions, in particular, prediction questions.

Jackie Simpson-Jordan: Uh oh. What do you think is going to happen when their mother sees that they're all wet?

Narrator: And questions that connect the book to children's own lives.

Jackie Simpson-Jordan: What happens when you get all wet? Isn't getting...playing in water fun? How do you feel when you get your body wet? How does your body feel when you get wet?

Child: I...when I get my body...I feel fine.

Jackie Simpson-Jordan: You feel fine? How can you have so much fun in the rain? How can you have fun in the rain?

Child: Just play with your friends together.

Jackie Simpson-Jordan: You can play with your friend together. Michael, how can you have fun in the rain?

Michael: Just play in the rain...run

Jackie Simpson-Jordan: You can run in the rain. Crystal, how can you have fun in the rain?

Crystal: I can run around to the rain.

Jackie Simpson-Jordan: You can run around in the rain.

Child: Ms. Jackie! Ms. Jackie!

Jackie Simpson-Jordan: Yes.

Child: Ms. Jackie, I like to do this with the rain.

Jackie Simpson-Jordan: You do that with the rain? You hit your body with the rain? So you have fun in the rain just like the cat and the mouse?

Children: Yes.

Jackie Simpson-Jordan: I was able to ask a lot of open-ended questions for them. The kids got very involved. They answered all the questions, so I think it went very well.

Jackie Simpson-Jordan: And they're having fun in the rain. And that is the end of the story, very good. So tell me who were the characters in the book again?

Child: The cat, the frog and the mouse.

Jackie Simpson-Jordan: Very good, and this is a picture of them making splashes.

[Video Ends]

Linda Warren: Jackie certainly involved the children in the story through the use of open-ended questions. When teachers ask questions during a reading experience children get drawn into the story, they learn new words, and they can relate what is happening to their own lives. They are also eager to learn what is going to happen next, and they learn that a story has a beginning, a middle, and an end.

Now that we have seen an example of a teacher reading with preschool children. We want you to take some time to discuss this topic with your facilitator. Stop the tape now, and resume playing when you have finished your discussions. [Pause for discussion]

Linda Warren: In the previous video, we could see Jackie's mentor-coach observing in the background. Now we're going to see a glimpse of their post-observation discussion.

[Video Starts] [Music] Narrator: During the small group reading we saw in the previous video, Early Literacy Mentor-Coach, Monica Banuelos, observes her protégé Jackie Simpson-Jordan. Jackie's goals for the reading are vocabulary development and sequencing.

Jackie Simpson-Jordan: The frog made the big splash and how did the splash sound? How did...

Child: Splish-Splash. Splish-Splash

Jackie Simpson-Jordan: Splish-Splash. I like that answer.

Narrator: Later in the day, Monica and Jackie find an opportunity to discuss Jackie's teaching practices.

Jackie Simpson-Jordan: And the ultimate goal was language and even though they did branch off, they were using different words.

Monica Banuelos: You're right. Yeah, they were. I enjoyed when you were using some other examples like -- when there was splashing...

Jackie Simpson-Jordan: Right.

Monica Banuelos: The words "splish-splash" and then you used the example of the big splash, and who did the big splash.

Jackie Simpson-Jordan: Yes.

Monica Banuelos: And it was the cat.

Jackie Simpson-Jordan: Trying to get them to recall the story. What if there was a small splash, medium splash, and a bigger splash, I wanted to see the comparison...

Monica Banuelos: When you meet, it needs to be a relaxed environment. I am offering information and resources to a person that is thinking of their own expertise and their own growth. We filled out, in the beginning of the program, a form where I ask her where she feels she needs to grow and what her plan is for herself. From then on, I observe with her goal in mind.

Jackie Simpson-Jordan: She asked me, "What do I feel that I need," so that she can help support. Me and that's something that I really appreciate with her. If I tell her I needed some information on -- some more information on literacy, she always makes sure that she's able to give me some feedback.

Monica Banuelos: Do you think there would have been something that you could have expanded on or added on or done something differently that you might have even made that experience a little bit more, maybe, developed their language a little bit more?

Jackie Simpson-Jordan: Well, prior to reading, maybe I could have talked about the characters in the book prior to doing the story.

Monica Banuelos: I'm only another pair of eyes looking objectively at , at-- [Music Starts] to see what her goal is and expanding on her goal and helping her. I'm a support system for her. I am not a criticizing element of this process -- it's a collaboration and that's how you build the trust.

Jackie Simpson-Jordan: I'm still learning too. We're all learning together.

[Music Ends] [Video Ends]

Linda Warren: In that video, Monica, the mentor-coach, and Jackie, the protégé, discussed Jackie's goals for the children in the small reading group activity. Monica shares with Jackie some of her observations. She also describes her mentor-coaching approaches. Monica uses reflective inquiry to learn from Jackie what she might have done differently. Linda and Patty, what else did you see in the video?

Patty Hnatiuk: Thanks. I, I was really impressed with Jackie's and Monica's rapport. They, it is a really wonderful sight to see, two teachers talking about activities in the classroom in such a manner. And to have the opportunity to speak and to meet together like that is crucially important for the development of the protégé, and also for the growth of the mentor.

I think they seem to have a really strong relationship and they were able to, to discuss Jackie's goals for the children, and how she could've experienced the activity differently, as well. I really liked how Monica

emphasized that she observed Jackie with Jackie's goals for herself in mind. I really appreciated that part.

Linda Campanaro-Glover: And connecting to the, to the strategies that they had already previously set, and the follow-through, and the commitment, and the trust was very evident.

Linda Warren: What can we learn from that particular clip and how can we use it to inform the participants in, in the Steps to Success training?

Patty Hnatiuk: Well I think that it's, it's the main learning is that in a one-on-one relationship we can ask questions of each other without fear, without making a mistake -- fear of making a mistake or giving a wrong answer. That we can really explore the possibilities around early literacy and language development together in ways that are non-threatening and truly supportive. And I know for a fact that protégés who feel supported can excel to great heights.

Linda Warren: Good point. And just finally, I think Jackie knew that she had the resources available to her if she needed them.

Patty Hnatiuk: Exactly.

Linda Warren: Okay. Now we are going to give you an opportunity to discuss how to debrief after observing a shared reading session. Stop the tape now, and begin playing again after your conversations. [Pause for discussion]

Now we are going to take a look at the Head Start Child Outcomes Framework related to print awareness and concepts. They include children showing increasing awareness of print in the classroom, home and community settings. Children develop growing understanding of the different functions and forms of print such as signs, letters, newspapers, lists, messages, and menus.

Children demonstrate increasing awareness of concepts of print such as English is read from top to bottom, and from left to right; that speech can be written down and that print conveys a message. Children show progress in recognizing the association between spoken and written words by following print as it is read aloud. Children recognize a word as a unit of print or show awareness that letters are grouped to form words and that words are separated by spaces. Let's turn to Linda. Linda how are print awareness and concepts emphasized in your program?

Linda Campanaro-Glover: It's done in a lot of different ways. We have some really fun activities called The Question of the Day. We also have The News of the Day, Job Charts. All things that are in, that have some kind of intentional learning and purpose with -- that connects to the print.

I have a fun story to tell about reading a particular book that the children wanted to write to the author and ask him questions about the book. And then we had another, where a child said, asked a protégé, "Where -- how are crayons made?" And we worked together trying to figure out how that happened and saw the print in, on the crayons and looked up the name of the maker of the crayons. So there was a lot of real useful inquiry in, in looking for print.

Linda Warren: And it sounds as if you spent some time doing some research around that, as well.

Linda Campanaro-Glover: Right. The protégé went online, looked up the maker of the crayons. We, she found a wonderful book that showed how crayons were made then. And that was projected into all of the environmental learning centers. And they had a lot of fun with just learning their colors, learning about wax, learning about how things were made. And adding those words that they learned to their word wall.

Linda Warren: Patty, would you like to add to that?

Patty Hnatiuk: Yes. I would add that when reading with children, especially in big books or on language experience charts, point to the words -- the individual words. And also, talk to children about accessing their understanding of the concept of the meaning of word: what is a word. Also, expose children to various images of all kinds of words -- in books, on walls, on labels -- that reflect the diverse languages of the cultures that the children come from. I think that's crucially important.

And finally, I would say provide as many opportunities as possible for children to write, to use their hands, and write their own messages in their own ways using their own words and ideas. And support them in all of those various directions.

Linda Warren: Thank you. These are good examples about how mentor-coaches can work with protégés to support and promote children's print awareness and concepts. We have covered a lot of ground in this TVI. Let's take a minute to review our objectives. We discussed strategies for building a relationship between mentor-coaches and protégés. We examined the importance of appreciating other people's values and being culturally sensitive.

We learned about reflective inquiry and how to use it to build strong relationships. We explored the topic of adult learning and ways to support adult learners. And finally, we looked at early language and literacy development for infants, toddlers and preschoolers. We have now reached the end of the video portion for this TVI. I want to thank Linda Campanaro-Glover, and Patty Hnatiuk for being with us.

Linda Campanaro-Glover: Thank you very much. I'm really excited and proud to be part of this initiative. This is the beginning and it sets the stage for a wonderful new adventure in establishing relationships and building literacy in the classroom. Thanks for having me.

Linda Warren: Thank you.

Patty Hnatiuk: Thank you, also. I'm just really, really pleased that Steps to Success emphasizes the, that in mentor-coaching the development of children from birth to age five is vitally linked to the development of the adults who work with them.

And I also would like to extend best wishes to every participant in this program who are, have been watching the video and are out there for all of the important work that you do every day with children and families, your co-workers -- everyone who wants to make a better world for them. And especially to the workforce for all of your efforts, and for cherishing the children and families with whom you work.

Linda Warren: Thank you. I also want to thank the facilitators for their hard work in making this a successful learning experience. Now it's time to stop the tape one last time so that you can finish this session with your facilitator. For Linda, Patty and myself, goodbye. [Music]

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