

Family Workshop Manual



Introduction

Children’s Learning Institute, in partnership with the Children’s Museum of Houston, has created six themed workshops to encourage literacy development. During each workshop, families are presented with strategies that develop early literacy skills. Children and families engage in an interactive learning experience through a book read-aloud, followed by hands-on activity stations. In addition, families receive an informational handout with practical ideas of how to apply the learned strategies.

The workshops can be delivered by teachers, family facilitators, organizations, community volunteers, or community advocates to meet young learner’s early literacy needs. They can be given in sequential order or by theme, and can be delivered over a series of weeks or months. What is exceptionally different about the workshops is that we are not isolating the parents from the child, but are using the interactions between the child and the parent as a component of the workshop to encourage learning.

These materials were created and produced by the Children’s Learning Institute (CLI) and the Children’s Museum of Houston (CMH). Please acknowledge CLI and CMH accordingly.

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Cover art by JT O’Neal
Activity station art by Sarah Pilkinton

Building Trust and Cooperation



Overview: Building Trust and Cooperation

Objective

Parents will learn how to work with their child's positive and negative feelings.

Strategies



Accept and name emotions



Give positive praise

Key Messages

- Parents can build positive, sensitive, meaningful relationships with their children by paying attention to their child's needs, wants, and emotions, and responding to them.
- Parents can also support their child's academic, social-emotional, and behavioral development by giving their child specific and positive praise for the things their child does well.
- This workshop will focus on giving parents concrete tools to build a positive, warm relationship to encourage their child to be more cooperative, independent, and trusting.

Workshop Timing

Minutes	Activity	Notes
2	Welcome and ice breaker	Question on screen
4	Video	Pause at Turn & Talk
2	Turn & Talk	Engage and practice strategies
10-12	Read-aloud	Model strategies while reading
35	Activity stations	Finish video
5	Reminder about end of workshop	
60	Total	

Long Script: Building Trust and Cooperation

Setting

Whole group

Materials

Book: *The Way I Feel* by Janan Cain

Preparation

- Become familiar with the video strategies to be presented.
- Become familiar with the stopping points during the read aloud.
- Practice reading the book aloud using the strategies before the workshop.

Ice Breaker

What do you think your child needs the most to be ready for kindergarten?

Introduction to Workshop

Hello everyone! Thank you for joining us. My name is _____. Welcome to the Building Trust and Cooperation Interactive Family Workshop. This workshop has been developed in partnership with the Children's Learning Institute and the Children's Museum of Houston.

Objective

Today we are going to be introducing two strategies you can use to build trust and cooperation between you and your child. The first strategy is to accept and name emotions. The second strategy is give positive praise.

Housekeeping

Please be sure to sign in and pick up a handout. Let's remember to show respect for others' ideas and opinions shared during this workshop. Parents, please monitor your child's behavior and tend to your child's needs so that everyone can have a positive experience. Restrooms are located at _____.

Agenda

We'll start by watching a video, then we'll read a book together, and, finally, we'll have activities you can do with your child. In today's video we'll be introducing two strategies we want you to think about.

Ice Breaker Discussion

What do you think your child needs the most to be ready for kindergarten?
Give 1 or 2 people the opportunity to respond. Answer: **YOU! Your availability and ability to connect with your child is key to getting your child ready for school.**

Continued on next page.

Video: Part 1

Okay, let's watch the video. You can use the handout to follow along or take notes during the video. Does anyone still need a handout?

Watch the two strategies section of the video. After both strategies have been presented, pause at Turn and Talk.

Turn and Talk

We just learned how to accept and name feelings, and how to give positive praise. Now we are going to practice using these strategies. Parent, please position yourself in front of your child face to face.

Parents, make an expression that shows a feeling. Say the name of the emotion you are making. Switch and give your child the opportunity to make a face showing a different emotion. Guess the emotion your child is making and name it. Example prompt: It looks like you are making a sad face. It's okay to feel sad when you are hurt.

Parents, praise your child for participating. Focus on something he or she did well. Example prompt: I like the way you showed lots of expressions with your face. You played along very well.

Can I have one person share how the exercise went? Which strategy was easier to do? Why?

Importance of Reading Together

Okay, we are now ready to move on to story time. Parents, this is a time when you can sit close to your child. Make yourself comfortable. We invite you to have your child sit on your lap or you can sit on the floor with your child. It's important to make reading books a special time that you and your child can enjoy together. The more you enjoy reading with your child, the more your child will enjoy reading books with you.

Model Strategies

While I read you will notice me using the two strategies by naming emotions and giving positive praise.

Read-Aloud Engagement

In today's book, you're going to hear words about different feelings. While I read, watch my facial expressions and listen to how my voice shows different emotions.

Today's book is *The Way I Feel* by Janan Cain.

*Remember to praise the parent and the child for their responses or participation.

Continued on next page.

Read-Aloud Engagement, continued

Stop on the following pages to discuss.

- Scared: Everyone, say, “I know you’re scared. A big hug will make you feel safe.” Now give your child a warm hug.
- Sad: Everyone, say, “It’s okay to feel sad. I’m here with you.”
- Frustrated: What makes you feel frustrated? Wait for a response and expand, comment, or add detail to the response.
- Proud: Think of something your child does well. Give your child a high-five and say, “I like how you ____.” I like how everyone is participating by giving high-fives!
- Last page: That was a great book about feelings! What word would you use to describe how you feel today? Turn to your child and tell him/her how you feel today. You can say, “Today I feel ____.”

Summarize Strategies

Parents, remember that naming your child’s feelings gives them the language they need to express what he or she is feeling. Accepting your child’s feelings helps your child feel loved. Giving your child positive praise tells your child what you like that they did and encourages them repeat the behavior.

Video: Part 2

Now let’s focus our attention back to the video to learn about today’s activities. Play the activities portion of the video.

Activity Stations

Parents, now you will have the opportunity to rotate from station to station and do the activities with your child. If you make something, you can take it with you. Otherwise, please leave the materials at the table for the next family to enjoy.

*Optional

- Offer raffles and giveaways at the end of the workshop. **Thank you for coming to the workshop. Your name will go into today’s raffle. You must be present to win.**
- Call attention to the book list at the Investigating Books station. **Please feel free to take a book list with you for more books to read related to this topic.**

Five Minute Warning

We have five minutes before the end of the workshop. Please finish up your activities.

Closing

Thank you for joining us! We hope you have learned useful strategies today! How will you begin to build trust and cooperation between you and your child? Our next workshop will be _____. See you next time!

Short Script: Building Trust and Cooperation

5

Introduction to Workshop

Welcome to the Building Trust and Cooperation Interactive Family Workshop. This workshop has been developed in partnership with Children's Learning Institute and Children's Museum of Houston.

Objective

Introduce strategies:

1. Accept and name emotions
2. Give positive praise

Housekeeping

Distribute handouts, state expectations, remind families to sign in.

Agenda

Connect handout to strategies in the video: Today we'll watch a video, read a story, and then we'll have activities to explore. In today's video, we'll present 2 strategies we want you to think about. Name the strategies.

Ice Breaker Discussion

Ask: What do you think your child needs the most to be ready for kindergarten? Discuss.

Answer: The answer is YOU! Your availability and ability to connect with your child is key to getting your child ready for school.

Video: Part 1

Play the strategies portion of the video. Pause for Turn and Talk.

Turn and Talk

Restate strategies, then give directions: Practice making faces showing different feelings and naming the emotion. Practice accepting the emotion: It's okay to feel _____. Sometimes I feel _____ when _____. Practice giving positive praise to your child for cooperating during the exercise.

Importance of Reading Together

Sit close to your child while you enjoy hearing the story together.

Model Strategies

While I read you will notice me using the two strategies by naming emotions and giving positive praise.

In today's book, you're going to hear words about different feelings. Today's book is *The Way I Feel* by Janan Cain.

During reading, stop to discuss:

- Scared: Rename the emotion and accept it with a big hug.
- Sad: Rename the emotion and accept it with encouraging words.
- Frustrated: What makes you feel frustrated? (Wait for a response and expand, comment, or add detail to the response.)
- Proud: Think of something your child does well. Tell your child what he/she did well and give your child a high-five.
- Last page: What word would you use to describe how you feel today? Tell your child: "Today I feel _____."

Read-Aloud Engagement

Summarize Strategies

Restate the strategies. Naming and accepting feelings helps children feel loved and gives them the language they need to express their own feelings. Giving positive praise tells your child what they did that you liked and encourages them to keep trying.

Video: Part 2

Play the activities portion of the video.

Activity Stations

Invite families to rotate to the activity stations. Remind families to take their craft with them, but to leave the supplies at the table. Give a 5-minute warning before the workshop ends.

Closing

Thank you for joining us! Now how can you begin to build trust and cooperation between you and your child?

Building Trust and Cooperation

Parent strategies: Learn how to encourage your child and build self-confidence by accepting and naming your child's emotions, and using positive praise.



what



Accept and name emotions

why

Accepting your child's emotions helps him/her feel supported and understood. Teaching children names for their emotions gives them the language they need to express how they feel.

how

Respond to your child's needs promptly to reduce stress.
A calm voice communicates your willingness to help.
A gentle embrace lets your child know he/she is safe.
Warm eye contact shows acceptance of your child's feelings.

what



Give positive praise

why

Positive praise focuses on the child's abilities and strengths. Praising effort is more important than praising success. Repeated successful experiences build your child's self-esteem.

how

Notice your child doing something good.
Focus on what your child can do and give specific praise like "You're working so hard!" instead of "Good job!"
Encourage your child with reassuring body language and facial expressions (thumbs up, high-five, winks, hugs, etc.).

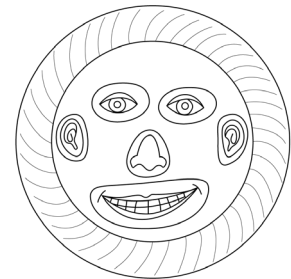
Kit List: Building Trust and Cooperation

Preparation for All Stations

- Refill supplies (estimate 25 participants)
- Clean and disinfect kit materials
- Print instructions on cardstock, put in a sheet protector, and stand up on a bookend

Copy Cat

Supplies	Preparation
Mirrors (4)	
Snack-size zipper bags (25)	
Foam face shapes	Fill quart-size bag with face shapes
Yarn for hair	Cut brown, black, yellow yarn into 2.5" and 6" pieces, and fill a quart-size bag
6" paper plate (25)	
Baskets (2)	
Book: <i>The Way I Feel</i> by Janan Cain	

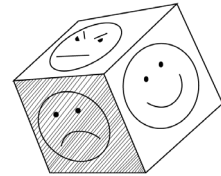


Family Diamond

Supplies	Preparation
Jumbo pencils (6)	Sharpen pencils
Jumbo box of markers	
Jumbo box of crayons	
Scissors (6)	
Glue sticks (4)	
Family Diamond handout (25)	Make copies
Construction paper in assorted colors (25)	
Baskets (2)	
Sample Family Diamond	Make a sample and laminate when possible

Roll Play

Supplies	Preparation
Emojis die (6)	Make copies of Emojis die; then laminate, cut, and assemble
Book: <i>The Way I Feel</i> by Janan Cain	

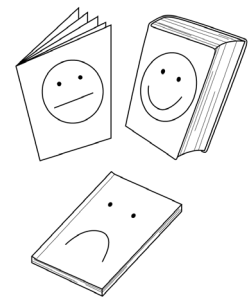


Power Praise

Supplies	Preparation
Spinners (6)	Print spinners on white cardstock, cut out, laminate, and insert arrow
Positive Praise chart (6)	Print on white cardstock and laminate
Action cards (4 sets)	Print, laminate, cut out, and make sets of 10 cards

Investigating Books

Supplies	Preparation
Small pointers (4)	
Magnifying glasses (4)	
Towel tubes (4)	Collect from recycling
Puppets (2)	Spray with disinfectant spray and seal the bag
Book list (25) <ul style="list-style-type: none"> • <i>Today I Feel Silly</i> by Jamie Lee Curtis • <i>The Pout-Pout Fish</i> by Deborah Diesen • <i>How Do Dinosaurs Say I'm Mad?</i> by Jane Yolen • <i>Sometimes I Feel Like a Storm Cloud</i> by Lezlie Evans 	Print list on 1/8-page cards



Copy Cat

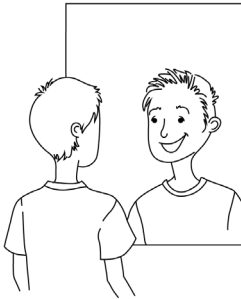
You and your child will:

Practice naming feelings by making faces in the mirror and creating the expression on a paper plate.

You need:

- Mirror
- Paper Plate
- Snack size zipper bag
- Yarn (for hair, eyebrows)
- Foam face items (eyes, nose, mouth, ears)
- Book: *The Way I Feel* by Janan Cain

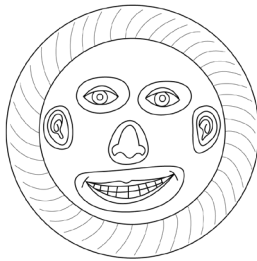
1



Read the book together and practice making the different faces in the story. Help your child name the feelings.

Use the mirror if necessary.

2



Have your child choose a feeling and create the expression on a paper plate. Discuss the feeling together.

3



Choose a different feeling. Take turns acting out and creating the expression on the plate.

4



When you are finished place your items in the bag to take with you to play at home.

Family Diamond

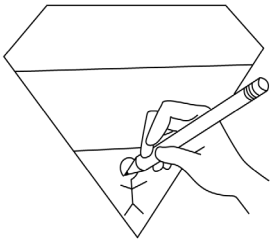
You and your child will:

Make a Family Diamond to talk about how your family encourages each other with praise.

You need:

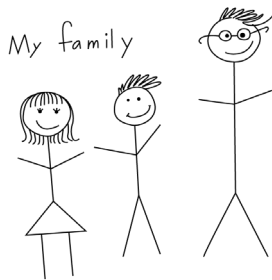
- Pencil
- Scissors
- Glue
- Markers or crayon
- Construction paper
- Family Diamond handout

1



Have your child **draw** him/herself in the **ME** section of the diamond. Look for things your child does well and **praise his/her efforts**.

2



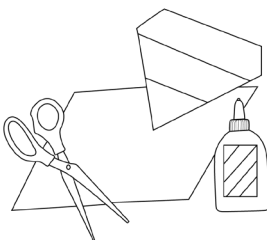
Have your child **draw your family** in the **MY FAMILY** section. Help your child add details and continue to **give praise**.

3



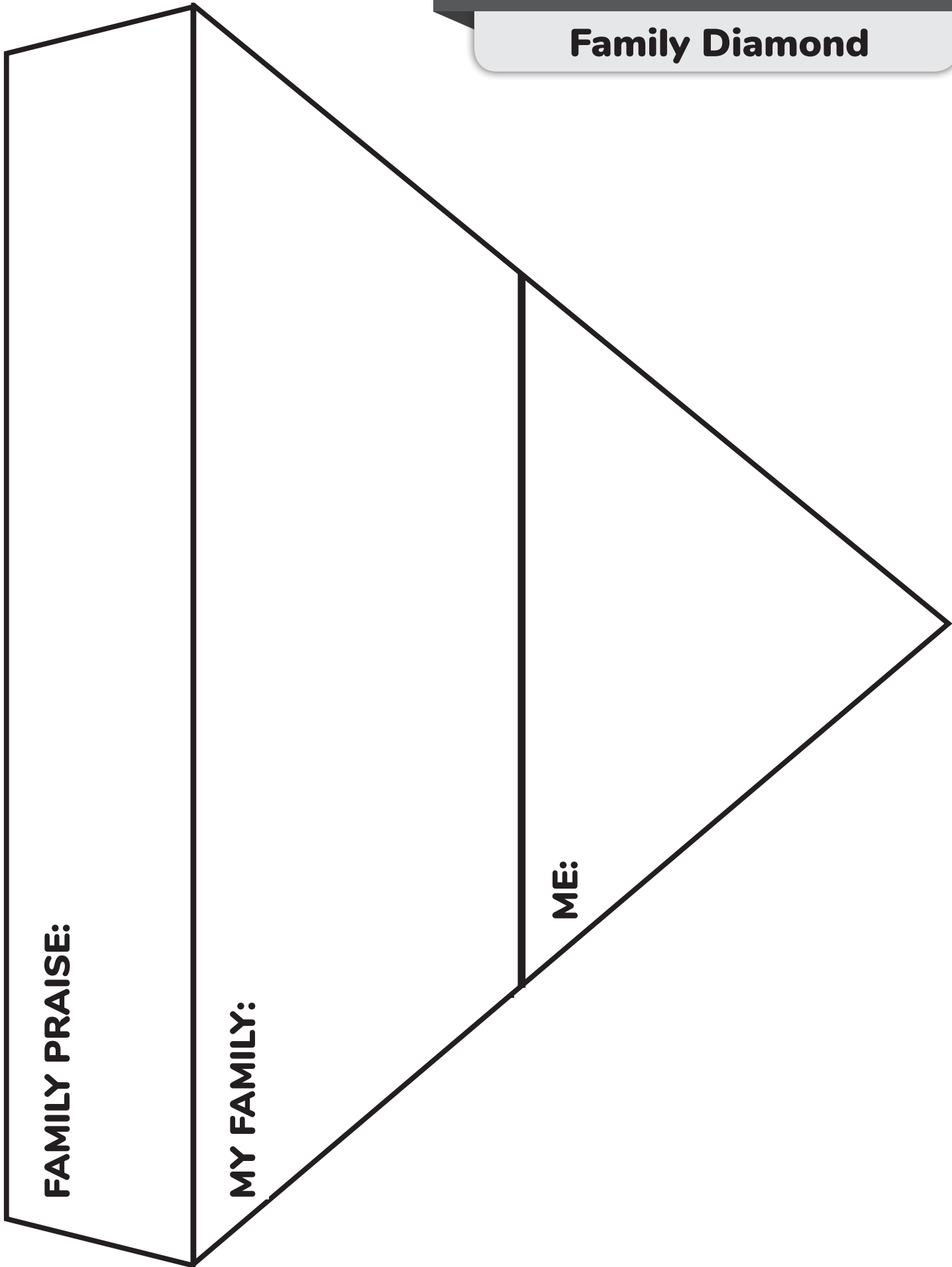
Talk about the ways you encourage each other using praise (ex: specific words, fist bumps, high fives, etc.). **Write down your child's words** about how your family gives praise in the **FAMILY PRAISE** section.

4



Cut out your family diamond. **Glue** it to a piece of construction paper. *Share your family diamond with others!*

Family Diamond



Roll Play

You and your child will:

Name and discuss different feelings.

You need:

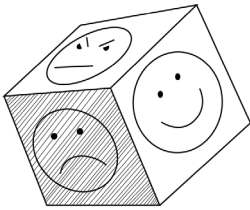
- Emojis die
- Book: *The Way I Feel* by Janan Cain

1



Flip through the pages of the book together. Follow your child's lead to talk about the pictures that interest him/her.

2



Roll the die and name the emotion it lands on.

3



Act out the feeling. Talk about when and why someone might feel this way.

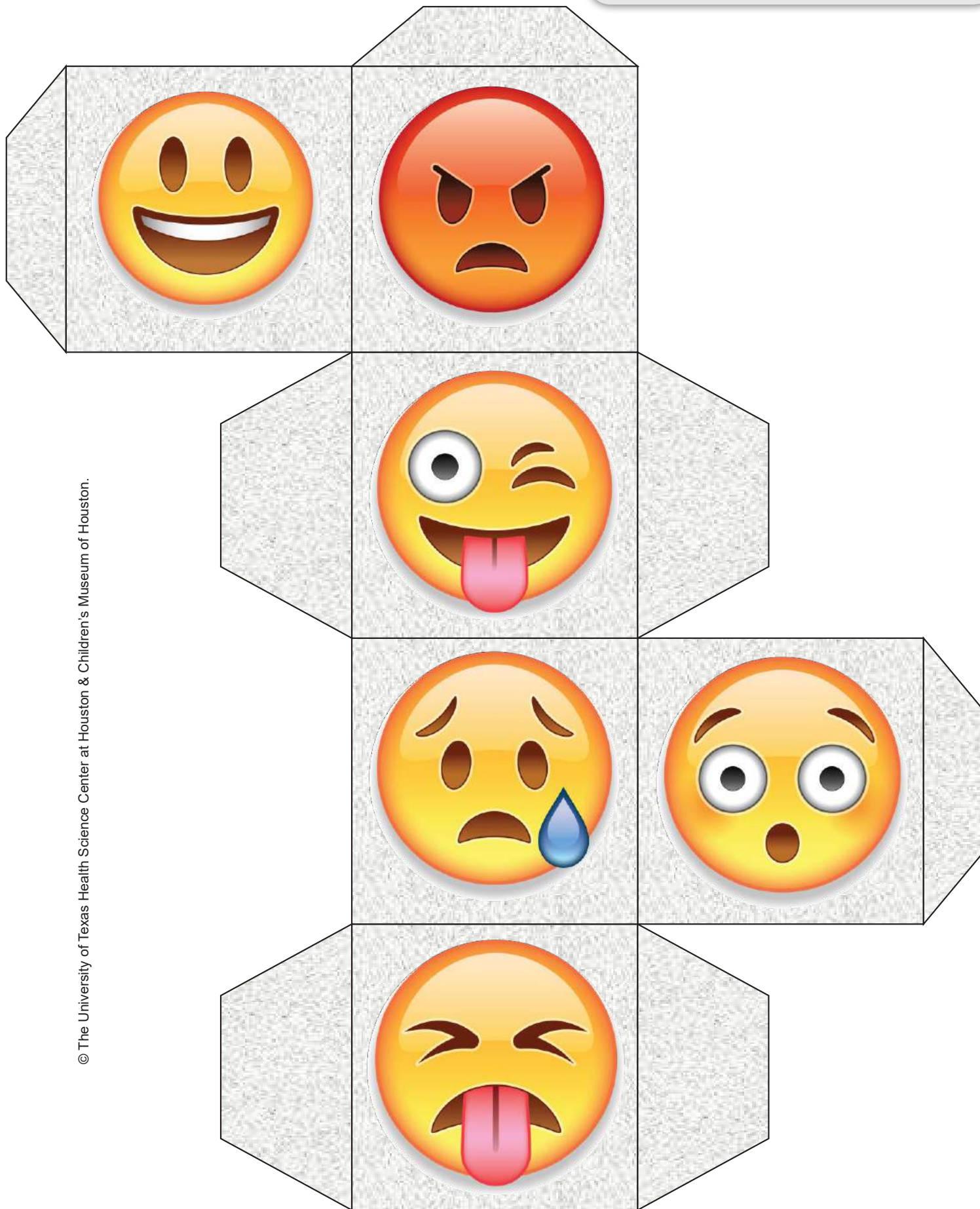
Use the pictures in the book if necessary.

4



Take turns rolling the die. Act out and talk about the different feelings on the die.

Emojis die



Power Praise

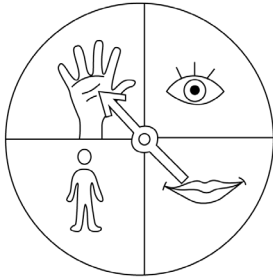
You and your child will:

Practice giving positive praise to each other using your body.

You need:

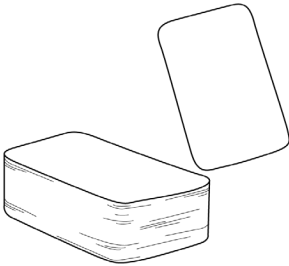
- Spinner
- Action cards
- Specific and Sincere Praise handout

1



Spin the wheel. The symbol on the spinner shows what body part you will use to give praise (eyes, body, hands, or mouth).

2



Pick a card from the table. **Read** the card aloud and have your child do the action.

3



After your child does the action, **use the image** on the spinner to praise him/her.

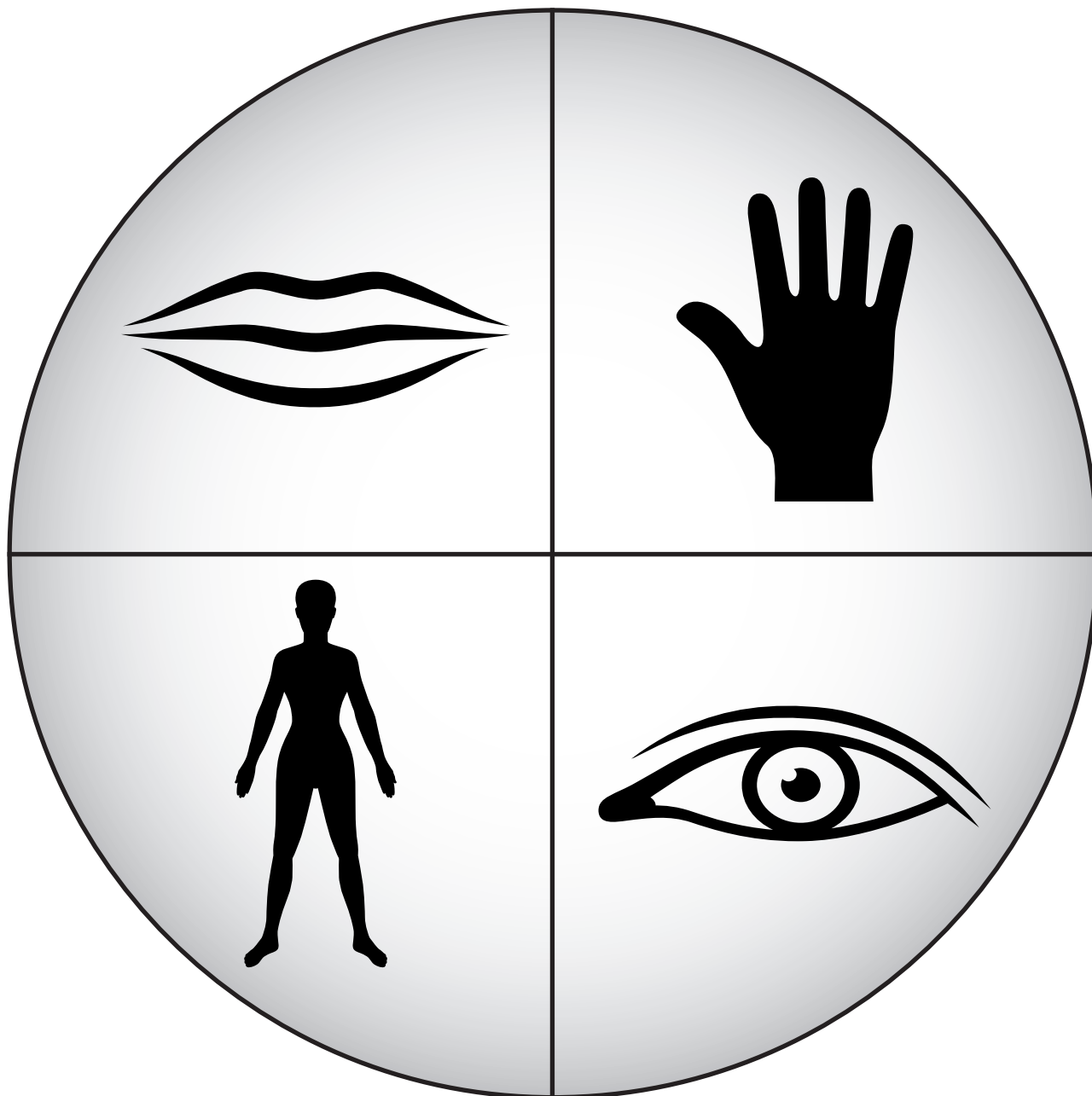
Use the Specific and Sincere Praise handout for ideas of how to give positive praise.

4

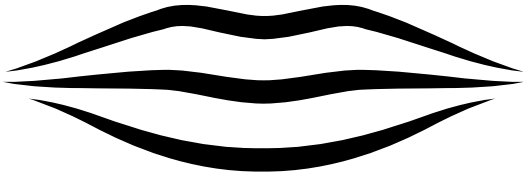


Take turns spinning the wheel, picking a card, and giving praise to each other.

Power Praise spinner



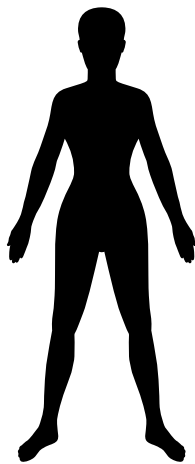
Power Praise Chart



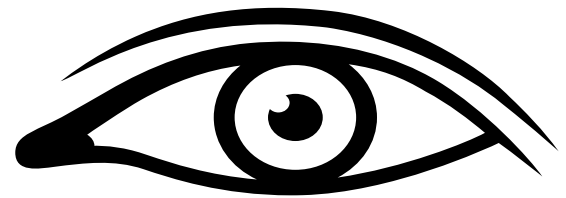
- ✓ smile
- ✓ kiss
- ✓ specific words
("I like the way you...")



- ✓ clap
- ✓ high five
- ✓ fist bump
- ✓ thumbs up



- ✓ hug
- ✓ pat on the back
- ✓ jump and cheer



- ✓ wink
- ✓ warm eye contact
- ✓ show emotions

Action Cards



Do 6 jumping jacks

Touch your knees 8 times

**Hop on one foot
7 times**

**Bend down and touch
the floor 5 times**

Pat your head 10 times

**Wiggle your nose
9 times**

**Clap your hands
5 times**

Turn around 3 times



Action Card

Action Card

Action Card

Action Card

Action Card

Action Card

Action Card

Action Card

Action Cards

Pretend to tie your shoe for 7 seconds

Count to 10

Pretend to brush your teeth for 8 seconds

Count to 5

Sing your favorite song for 10 seconds

Take 5 steps forward, then 3 steps backward

**Say your full name:
“My name is...”**

**Run in place for
1 minute**



Action Card

Action Card

Action Card

Action Card

Action Card

Action Card

Action Card

Action Card

Specific and Sincere Praise

<i>Instead of saying...</i>	<i>Say...</i>
"Great job!"	"I like the way you kept trying even when it was hard."
"I'm proud of you!"	"I like how you keep trying."
"You got an A!"	"You can do it!"
"You're so smart!"	"Your ideas are so unique!"

Investigating Books

You and your child will:

Explore books about feelings.

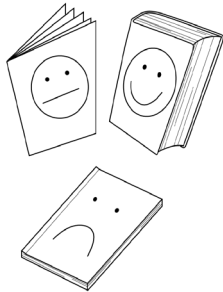
You need:

- Puppet
- Magnifying glass
- Finger pointer
- Paper towel tube

Books for this station:

- *Today I Feel Silly* by Jamie Lee Curtis
- *The Pout-Pout Fish* by Deborah Diesen
- *How Do Dinosaurs Say I'M MAD?* by Jane Yolen
- *Sometimes I Feel Like a Storm* by Lezlie Evans

1



Say, “**These books are all about feelings.**”

Let your child choose a book that interests him/her.

2



Look at the pictures in the book. **Talk** about the different feelings your child sees.

Questions to ask:

- Can you make this expression?
- Have you ever felt this way? Why, what happened?
- What makes you feel ___ (happy, angry, frustrated...)?

3



Follow your child’s lead, focusing on his/her interests.

*It’s okay if you don’t read every word.



Building Trust and Cooperation

Accepting and naming your child's emotions helps him/her feel supported and understood. Teaching children names for their emotions gives them the language they need to communicate and express how they feel.

Read books about feelings together.

The Way I Feel by Janan Cain
How Do Dinosaurs Say I'm Mad? by Jane Yolen
The Pout-Pout Fish by Deborah Diesen
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Talking Is Teaching



Overview: Talking Is Teaching

Objective

Parents will learn how to create opportunities to build their child's word knowledge through everyday conversations.

Strategies



Unplug and tune in



Keep the conversation going

Key Messages

- Parents' everyday conversations with their child will lay a foundation for their later reading, writing, listening, and speaking skills.
- Parents can build emergent early literacy skills every day by having rich, meaningful conversations with their child that are focused on their child's interests, thoughts, questions, or concerns.
- This workshop will focus on giving parents concrete skills to keep the conversation going in a way that supports and enhances their child's early literacy and language skills.

Workshop Timing

Minutes	Activity	Notes
2	Welcome and ice breaker	Question on screen
4	Video	Pause at Turn & Talk
2	Turn & Talk	Engage and practice strategies
10-12	Read-aloud	Model strategies while reading
35	Activity stations	Finish video
5	Reminder about end of workshop	
60	Total	

Long Script: Talking Is Teaching

Setting

Whole group

Materials

Book: *A Ball for Daisy* by Chris Raschka

A soft ball

Preparation

- Become familiar with the video strategies to be presented.
- Become familiar with the stopping points during the read-aloud.
- Practice reading the book aloud using the strategies before the workshop.

Ice Breaker

What are some things your child does to get your attention?

Introduction to Workshop

Hello everyone! Thank you for joining us. My name is _____. Welcome to the Talking Is Teaching Interactive Family Workshop. This workshop has been developed in partnership with the Children's Learning Institute and the Children's Museum of Houston.

Objective

Today we are going to introduce two strategies you can use to talk and have conversations with your child. The first strategy is to *unplug and tune in*. The second strategy is to *keep the conversation going*.

Housekeeping

Please be sure to sign in and pick up a handout. Let's remember to show respect for others' ideas and opinions shared during this workshop. Parents, please monitor your child's behavior and tend to your child's needs so that everyone can have a positive experience. Restrooms are located at _____.

Agenda

We'll start by watching a video, then we'll read a story together, and, finally, we'll have activities you can do with your child. In today's video we'll be introducing two strategies we want you to think about.

Ice Breaker Discussion

What are some things your child does to get your attention? Give 1 or 2 people the opportunity to respond. Answer: **When your child comes to you with a question, comment, concern or interest, you have 100% of his or her attention.**

Continued on next page.

Video: Part 1

Okay, let's watch the video. You can use the handout to follow along or take notes during the video. Does anyone still need a handout?

Watch the two strategies section of the video. After both strategies have been presented, pause at Turn and Talk.

Turn and Talk

We just learned the importance of tuning in to your child and keeping the conversation going. Now we are going to practice using these strategies! Parents, please position yourself so you are face-to-face with your child. Give a ball to 2 families to practice this exercise.

Parents, look at your child while they tell you about their favorite pet. Your goal is to keep the conversation going for at least five back-and-forth turns. Be sure to expand on your child's ideas and interests. The person with the ball is the talker. When you are done talking, pass the ball to the other person.

Don't let the conversation stop! Every time your child responds, ask your child to give you more details or ask another related question. Remember to pass the ball back and forth to each other!

How did it go? Which strategy was easier to do? Why? Can I have one person share how the exercise went?

Importance of Reading Together

Okay, we are now ready to move on to story time. Parents, this is a time when you can sit close to your child. Make yourself comfortable. We invite you to have your child sit on your lap or you can sit on the floor with your child. It's important to make reading books a special time that you and your child can enjoy together. The more you enjoy reading with your child, the more your child will enjoy reading books with you.

Model Strategies

During today's read-aloud, you will notice me use these two strategies: tune into your child's responses by adding details and expanding on your child's responses to keep the conversation going.

Read-Aloud Engagement

Our book today is a wordless book; it has no words, only pictures. That means there's no right or wrong way to tell the story. As I tell the story, I'm going to invite you to help me add to it. I'll need your eyes on me so I know you're listening and tuned in.

Today's book is *A Ball for Daisy* by Chris Raschka.

*Remember to praise the parent and the child for their responses or participation.

Continued on next page.

Read-Aloud Engagement, continued

Stop on the following pages to discuss.

- Title page: **What do you see in this picture?** (A ball.) Yeah, I see a red ball.
- Title page, continued: **I also see some feet. I wonder whose feet these are. What name should we give this character?**
- Character holding a leash: **What is ___ holding in her hand?** A dog leash, that's right. **What do you think she is going to do with it?**
- Character at the park: **Now what do you see?** (More feet.) **I wonder whose feet these are. What name should we give this new character?**
- Characters at the park, continued: **Now I see someone else in the picture. I wonder who it is. What name should we give this dog?**
- Wave goodbye: **Looks like it's time to go home. What do you think ___ and ___ are saying to Daisy? Who gets to take the ball home?**

Summarize Strategies

Parents, when you tune in to your child and look for opportunities to keep the conversation going, you are making your child feel loved. Additionally, you are teaching your child how to communicate well with others.

Video: Part 2

Now let's focus our attention back to the video to learn about today's activities. Play the activities portion of the video.

Activity Stations

Parents, now you will have the opportunity to rotate from station to station and do the activities with your child. If you make something, you can take it with you. Otherwise, please leave the materials at the table for the next family to enjoy.

*Optional

- Offer raffles and giveaways at the end of the workshop. **Thank you for coming to the workshop. Your name will go into today's raffle. You must be present to win.**
- Call attention to the book list at the Investigating Books station. **Please feel free to take a book list with you for more books to read related to this topic.**

Five Minute Warning

We have five minutes before the end of the workshop. Please finish up your activities.

Closing

Thank you for joining us! We hope you have learned useful strategies today. How will you begin to tune in and talk to your child? Our next workshop will be _____. See you next time!

Introduction to Workshop

Welcome to the Talking Is Teaching Interactive Family Workshop. This workshop has been developed in partnership with Children’s Learning Institute and Children’s Museum of Houston.

Objective

Introduce strategies:
1. Unplug and tune in 2. Keep the conversation going

Housekeeping

Distribute handouts, state expectations, remind families to sign in.

Agenda

Connect handout to strategies in the video: Today we’ll watch a video, read a story, and then we’ll have activities to explore. In today’s video, we’ll present 2 strategies we want you to think about. Name the strategies.

Ice Breaker Discussion

Ask: What are some things your child does to get your attention? Discuss.

Answer: When your child comes to you with a question, comment, concern, or interest, you have 100% of his/her attention.

Video: Part 1

Play the strategies portion of the video. Pause for Turn and Talk.

Turn and Talk

Restate strategies, then give directions: Practice tuning in by making eye contact. Take turns talking about a pet your child would like to have. Keep the conversation going! Strive for five back-and-forth turns.

Importance of Reading Together

Sit close to your child while you enjoy hearing the story together.

Model Strategies

While I read you will notice me using the two strategies by tuning in and keeping the conversation going.

In today’s book, we’re going to tell a story using a wordless book. Today’s book is A Ball For Daisy by Chris Raschka.

During reading, stop to discuss:

- Title page: What do you see in this picture?
- Title page, continued: I also see some feet. I wonder whose feet they are. What name should we give this character?
- Character holding a leash: What is ___ holding in her hand? Allow answer. What is she going to do with it?
- Characters at the park: Now what do you see? Allow answer. I wonder whose feet they are. What name should we give this new character?
- Characters at the park, continued: Now I see someone else in the picture. I wonder who it is. What name should we give this dog?
- Wave goodbye: Looks like it’s time to go home. What do you think ___ and ___ are saying to Daisy?

Summarize Strategies

When you tune in to your child and look for opportunities to talk, you are making your child feel loved. You are also teaching your child how to communicate well with others and how to keep conversations going.

Video: Part 2

Play the activities portion of the video.

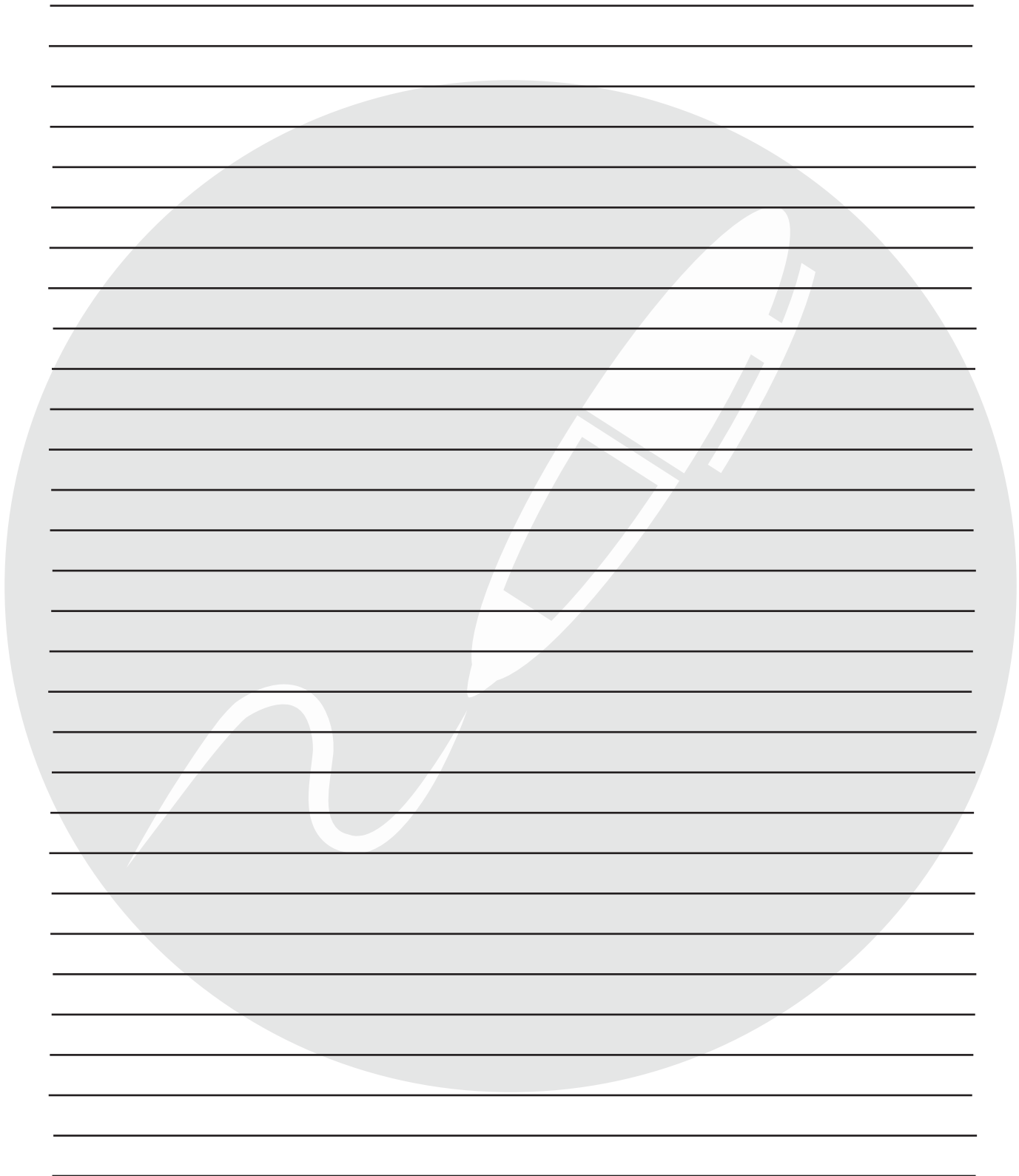
Activity Stations

Invite families to rotate to the activity stations. Remind families to take their craft with them, but to leave the supplies at the table. Give a 5-minute warning before the workshop ends.

Closing

Thank you for joining us. How can you begin to tune in and keep the conversation going wherever you go?

Notes: Talking Is Teaching



A series of horizontal lines for taking notes, with a large circular graphic in the center. The graphic features a white outline of a pen writing a squiggle on a light gray background.

Talking Is Teaching

Parent strategies: Learn how to enhance your child's language by tuning in and talking, and by keeping the conversation going between you and your child.



what



Unplug and tune in

Being available to stop what you're doing to talk with your child makes your child feel valued and loved. Face-to-face communication between parents and children is important for developing language.

how

When your child approaches you with questions, stop and listen, make eye contact, and respond promptly to you child. Read books, sing songs, and play games together. Be silly, tell jokes, and laugh a lot to connect with your child. Take a break from technology to spend quality time with your child.

what



Keep the conversation going

Children are observing how to communicate with others through everyday conversations. To understand how a conversation works, children need many opportunities to learn to listen to others and take turns talking.

why

how

Stop and look for frequent opportunities to talk. Pause and patiently wait for your child to respond. Strive for Five back-and-forth talking turns between you and your child by asking questions, making comments, or repeating and adding details.

Kit List: Talking Is Teaching

Preparation for All Stations

- Refill supplies (estimate 25 participants)
- Clean and disinfect kit materials
- Print instructions on cardstock, put in a sheet protector, and stand up on a bookend

Chatty Café

Supplies	Preparation
Keep the Conversation Going! handout (6)	Print on white cardstock and laminate
Plate outline	Print on white cardstock and laminate
Conversation cards	Print, laminate, cut out, and make sets of 5 cards

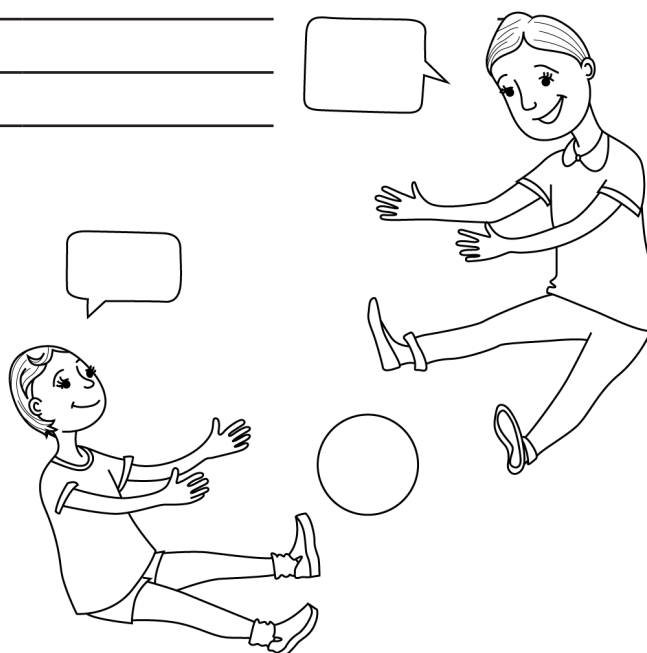
Daisy's Ball

Supplies

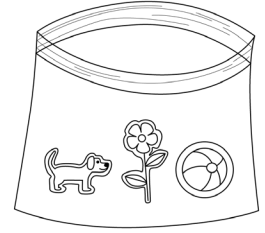
Small foam balls (6)

Book: *A Ball for Daisy* by Chris Raschka

Baskets (2)



Story Bags



Supplies

Preparation

Bottles of hair gel (4)

Assorted foam shapes

Pack 1-gallon bag with assorted shapes

Snack-size zipper bags (25)

Rolls of clear packing tape (2)

Pack of baby wipes (1)

Baskets (2)

Sample Story Bags (2)

Make samples

Jeepers Peepers

Supplies

Preparation

Glasses (6)

Pack of disinfectant wipes (1)

Picture game cards

Order cards

Investigating Books

Supplies

Preparation

Small pointers (6)

Magnifying glasses (2)

Towel tubes (2)

Collect from recycling

Puppets (2)

Spray with disinfectant spray and seal the bag

Book list (25)

Print list on 1/8-page cards

- *Flotsam* by David Wiesner
- *Rainstorm* by Barbara Lehman
- *Chalk* by Bill Thomson
- *Wonder Bear* by Tao Nyeu

Chatty Café

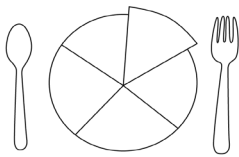
You and your child will:

Have an ongoing conversation during a pretend meal.

You need:

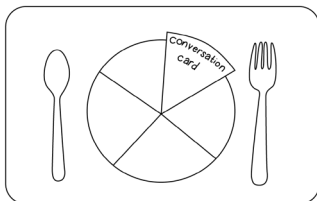
- Plate outline
- Conversation cards
- Keep the Conversation Going! handout

1



Each **person takes a plate outline and five conversation cards**. Place the cards face down on the plate outline.

2



Say, “**We are going to take turns talking back and forth to each other while we pretend to eat a meal together.**”

3



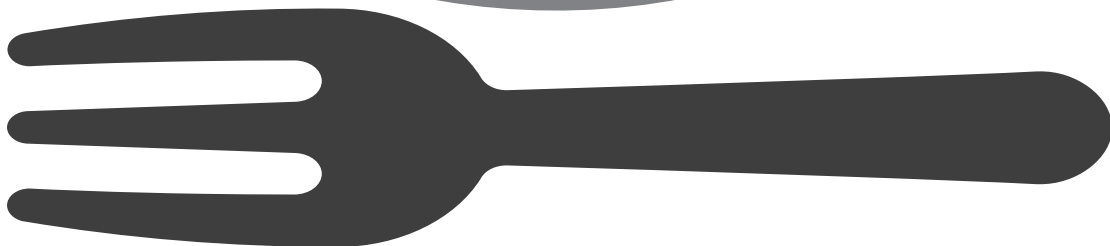
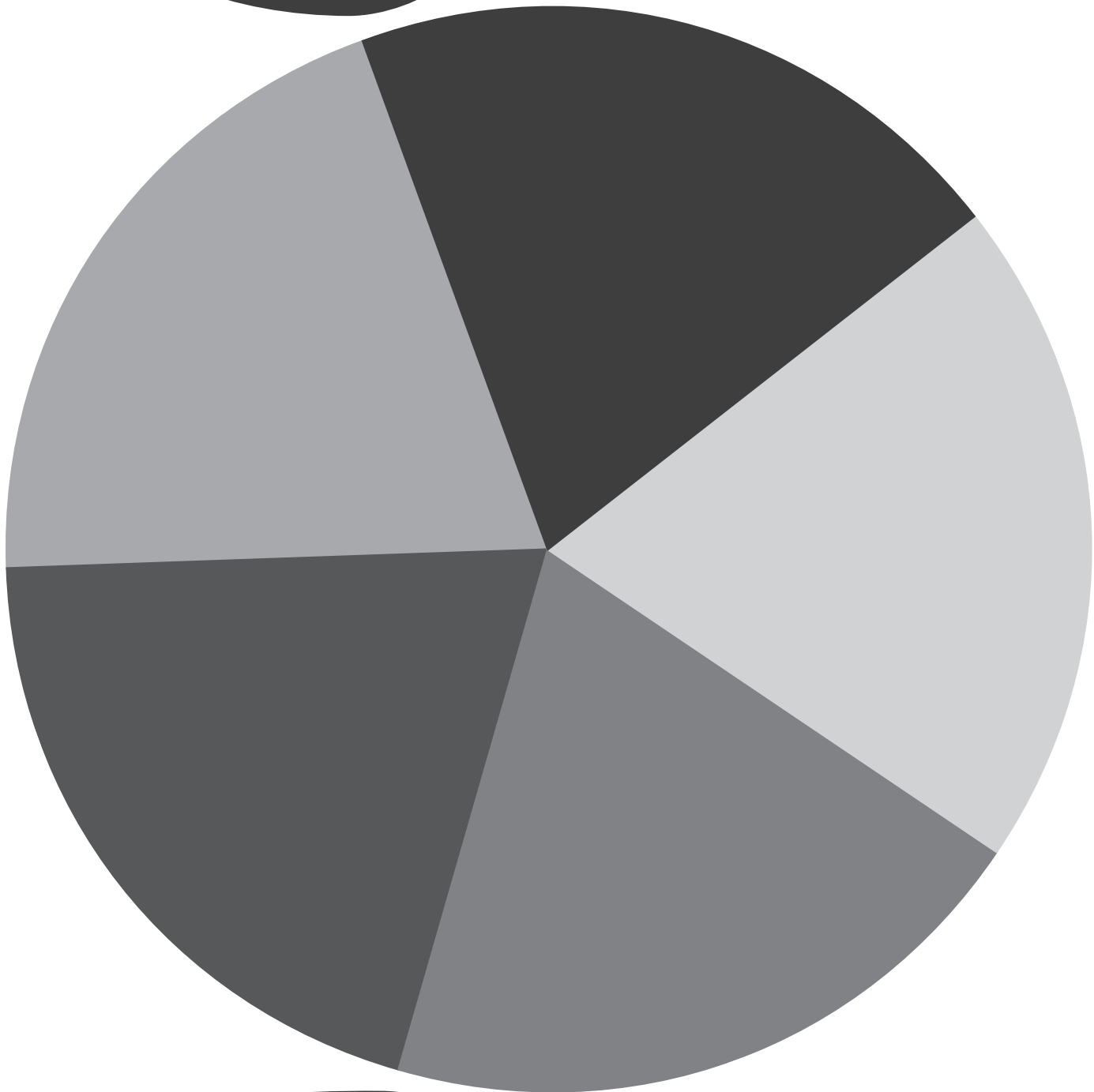
Pick any card from the plate and **read** the card out loud to your child. Give your child **time to respond**. **Expand** on his/her ideas by using the Keep the Conversation Going! handout.

4



Take turns picking a card. Keep the conversation going until your plates are empty.

Chatty Café plate



Chatty Café cards: feelings

✂

What is something that made you smile today?

What is something that you are looking forward to or are excited about?

What is something that makes you feel afraid?

What is something that makes you feel sad?

What is something that makes you feel joyful or happy?

Chatty Café cards: family

A circular template divided into five sections by dashed lines. Each section contains a question related to family. A scissors icon is located in the top-left section, indicating where to cut out the cards.

What is your favorite thing to do with your family?

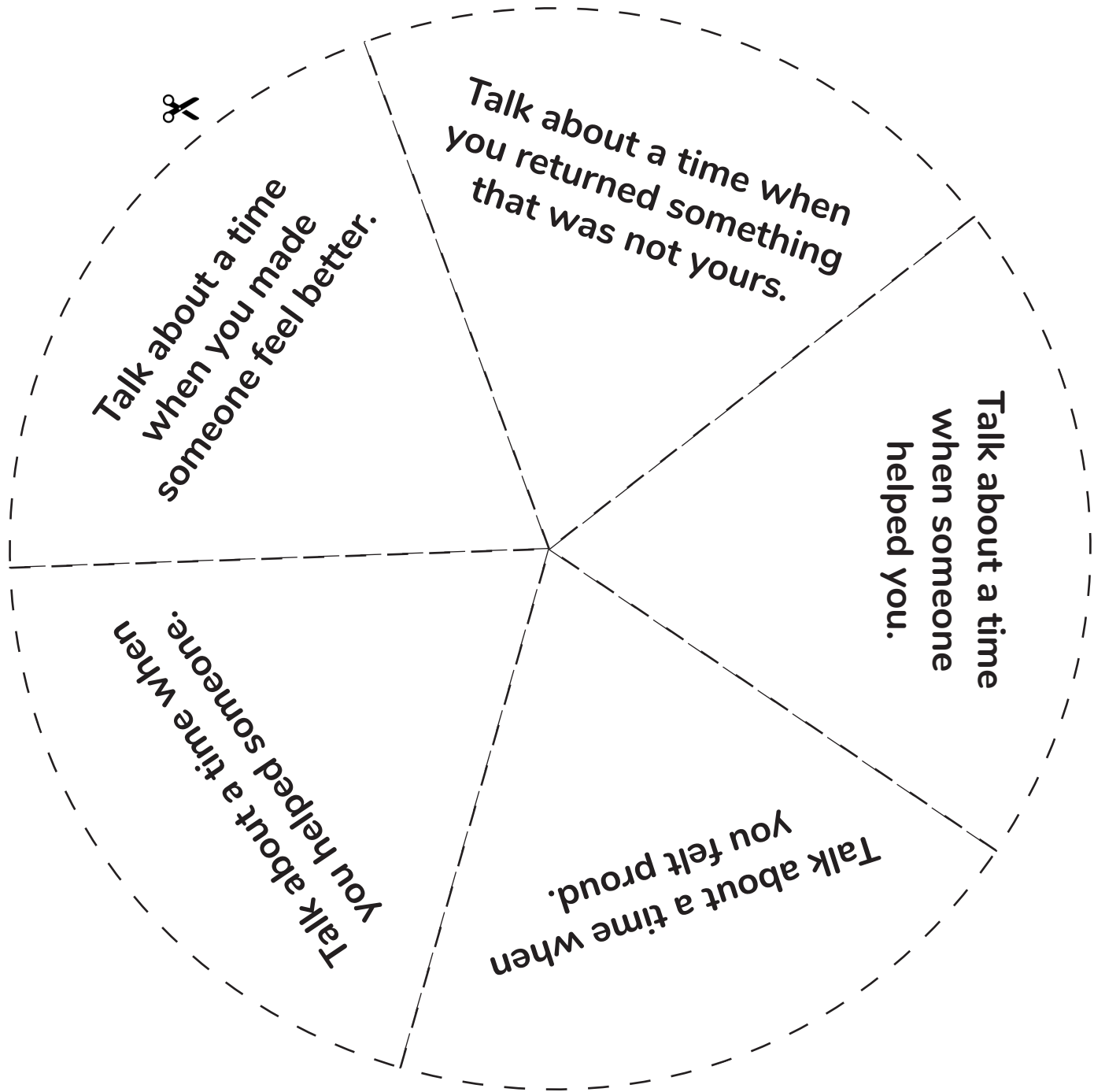
What is your favorite dessert to eat with your family and why?

Who gives the best hugs in your family and why?

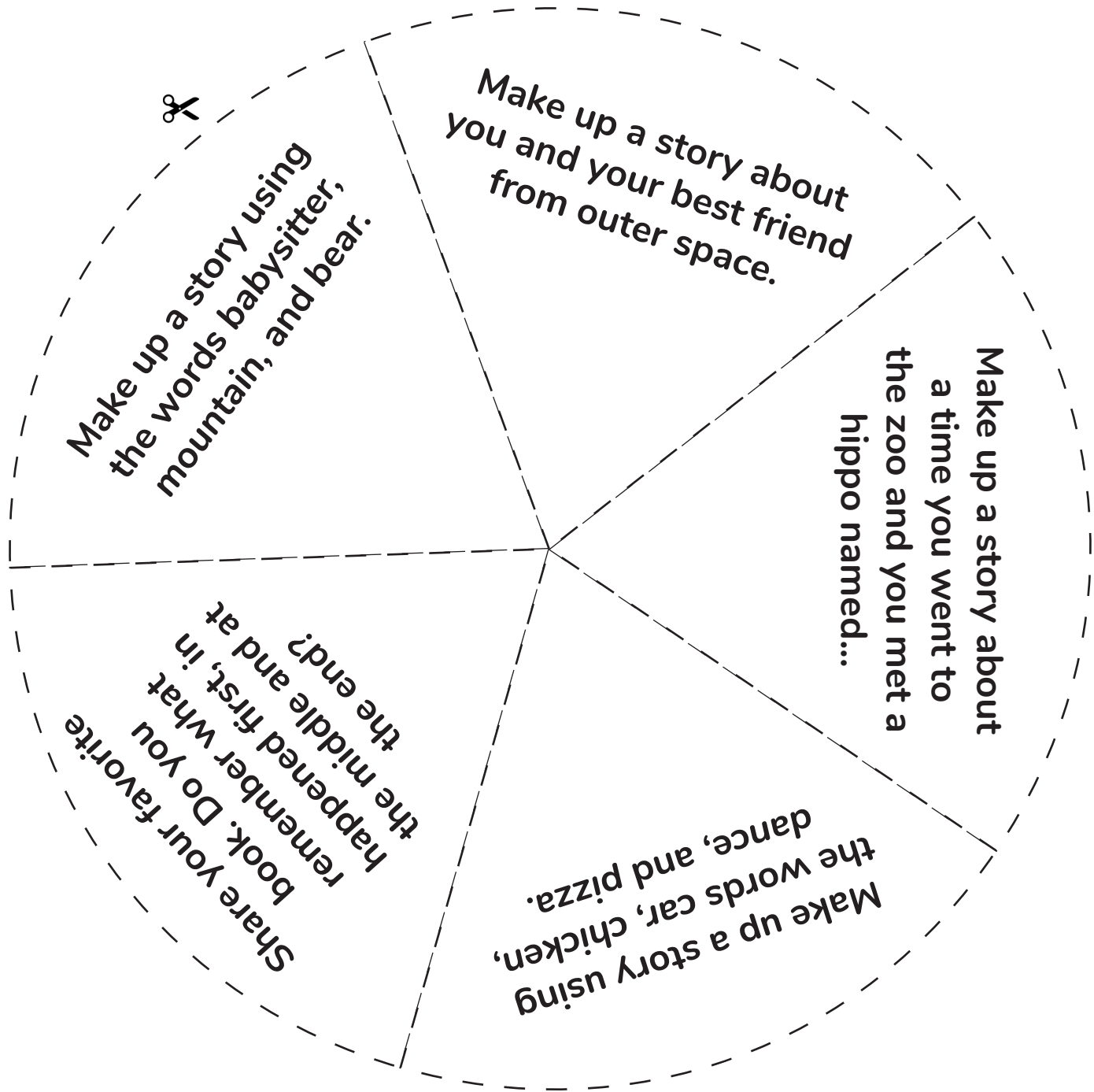
If you could go to work with someone in your family, with whom would you go with and why?

What is something that makes you feel joyful or happy?

Chatty Café cards: past



Chatty Café cards: stories



Chatty Café cards: wishes

✂

Which TV or movie character would you like to spend the day with and why?

If you could have any pet, what would it be?

If you had to eat the same food for the rest of your life, what would it be?

If you could have a special power, what would it be?

If you had a \$100, how would you spend it and why?

Keep the Conversation Going!

Repeat and Add an Idea

Oh, you went to the playground and played with other friends.
How fun!

Link to Feelings

I bet you felt sad when Tatiana didn't want to play with you.

Explain

We can't go outside because it's raining.



Ask a Question

Why do you think Tatiana didn't want to play with you?

I think Tatiana must have been having a bad day.

Give an Opinion

Pretend

Let's pretend that Tatiana is here and ask her to please play with us.

Daisy's Ball

You and your child will:

Roll the ball back and forth to each other to keep the conversation going.

You need:

- A small ball
- Book: *A Ball for Daisy* by Chris Raschka

1



Flip through the pages of the book together. **Follow your child's lead** and talk about the pictures that interest him/her.

2



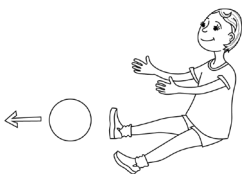
Say, “**We’re going to roll the ball to each other as we take turns talking. The person with the ball is the speaker.**”

3



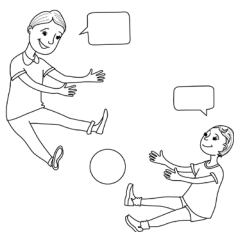
Ask your child, “**What kind of pet do you wish you could have?**” Then, **roll the ball** to your child and **wait for a response.**

4



Once your child responds, have him/her **roll the ball back** to you. Continue **talking** and **rolling** the ball back and forth to each other.

5



Ask questions or add comments to the conversation.

Questions to ask:

- What would you name your pet?
- Does your pet have a special ability?
- What does your pet look like?

Story Bags

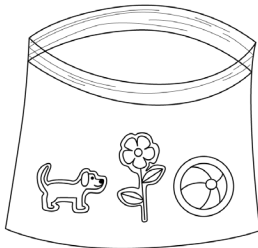
You and your child will:

Create a story in a bag.

You need:

- Assorted foam shapes
- Hair gel
- Clear packing tape
- Snack-size zipper bag
- Baby wipes
- Table liner

1



Choose **3-5 items** to create your own story. Put them in your bag.

2



Add **2-3 squirts** of gel into your bag and **seal it closed** with packing tape.

3



Tell your child your story first. Say, **“I can make up a story with the things in my bag.”**

- I picked this because it represents...
- This reminds me of...
- Once upon a time....

4



Have your child tell you his/her story. Make comments or ask questions about his/her story.

Keep the conversation going with these prompts:

- What does this item mean to you?
- What's happening in your story?
- Tell me more.

Jeepers Peepers

You and your child will:

Have fun describing and guessing different objects and people.

You need:

- Glasses
- Picture cards
- Disinfecting wipes

1



Have your child choose a pair of glasses and put them on. **Pick** a card **WITHOUT LOOKING** at it. Place it on the glasses.

2



Have your child **guess** the picture on the card. Your child can ask questions to help him/her guess the correct answer.

Example: *Is it small? Is it red? Can I eat it?*

3



Describe the object to your child **without naming** it.

Example: *It's small. It grows on a tree. It's crunchy.*

4



Switch roles when the answer is guessed correctly. Continue taking turns, guessing, and describing the objects in the pictures.

Investigating Books

You and your child will:

Create a story using wordless books.

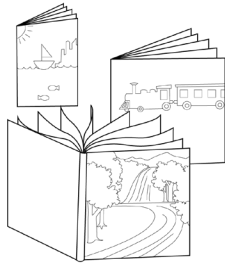
You need:

- Puppet
- Finger pointer
- Magnifying glass

Books for this station:

- Flotsam by David Wiesner
- Chalk by Chris Thomson
- Rainstorm by Barbara Lehman
- Wonder Bear by Tao Nyeu

1



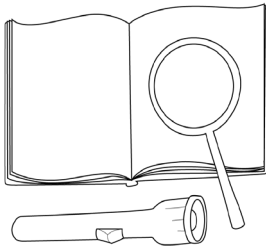
Say, “These books don’t have words. Let’s look at the pictures to see if we can find out what’s happening in the story.”

2



Let your **child choose** a book that interests him/her.

3



Follow your child’s lead while together you look at the pictures to help you understand the story.

Questions to ask:

- What’s happening?
- What do you think the characters are saying?
- Can you tell me a story to match the pictures?

4



Tell a story to match the pictures in the book. Remember to ask questions and add comments to expand on your child’s ideas and to keep the conversation going.



Talking is Teaching

Stopping to connect with your child makes your child feel valued and loved. Face-to-face communication between parents and children is important for developing language.

Make up stories using picture books that have no words.

A Ball for Daisy by Chris Raschka
Wonder Bear by Tao Nyeu
Flotsam by David Wiesner
Chalk by Bill Thomson
Rainstorm by Barbara Lehman

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Making Books Come Alive



Overview: Making Books Come Alive

Objective

Parents will learn how to use books to prepare their child for kindergarten.

Strategies



Ask a variety of questions



Expand on your child's ideas

Key Messages

- Reading books with children is largely recognized as the most activity leading to language development. Parents can use book reading to help their child develop new language, pay attention better, and learn more.
- Parents can make books come alive by asking many different types of questions and responding warmly to expand on their child's interests in the book.
- Parents can help develop their child's love for reading by using silly character voices and acting out parts of the book with their child.

Workshop Timing

Minutes	Activity	Notes
2	Welcome and ice breaker	Question on screen
4	Video	Pause at Turn & Talk
2	Turn & Talk	Engage and practice strategies
10-12	Read-aloud	Model strategies while reading
35	Activity stations	Finish video
5	Reminder about end of workshop	
60	Total	

Long Script: Making Books Come Alive

Setting

Whole group

Materials

Book: *Extra Yarn* by Mac Barnett

Preparation

- Become familiar with the video strategies to be presented.
- Become familiar with the stopping points during the read-aloud.
- Practice reading the book aloud using the strategies before the workshop.

Ice Breaker

What was your favorite book you read as a child?

Introduction to Workshop

Hello everyone! Thank you for joining us. My name is _____. Welcome to the Making Books Come Alive Interactive Family Workshop. This workshop has been developed in partnership with the Children's Learning Institute and the Children's Museum of Houston.

Objective

Today we are going to be introducing two strategies you can use to make books come alive for your child. The first strategy is to ask a variety of questions. The second strategy is expand on your child's ideas.

Housekeeping

Please be sure to sign in and pick up a handout. Let's remember to show respect for others' ideas and opinions shared during this workshop. Parents, please monitor your child's behavior and tend to your child's needs so that everyone can have a positive experience. Restrooms are located at _____.

Agenda

We'll start by watching a video, then we'll read a story together, and, finally, we'll have activities you can do with your child. In today's video we'll be introducing two strategies we want you to think about.

Ice Breaker Discussion

What was your favorite book you read as a child? Can you remember who read it to you? What did that person do to make you love that book? Give 1 or 2 people the opportunity to respond. Answer: **Now, you are that special person to your child!**

Continued on next page.

Video: Part 1

Okay, let's watch the video. You can use the handout to follow along or take notes during the video. Does anyone still need a handout?

Watch the two strategies section of the video. After both strategies have been presented, pause at Turn and Talk.

Turn and Talk

We just learned the importance of asking a variety of questions and how to expand on your child's ideas. Now we are going to practice using these strategies. When we ask questions, we want to ask *Who?...?*, *What...?*, *Where...?*, *When...?*, *Why...?*, *How...?* because these lead to open-ended questions. That means the answer goes beyond a yes or no response. Parents, please position yourself so you are face-to-face with your child.

Parents, ask your child, "What is your favorite book?" Then continue to ask a variety of questions related to your child's response. Example: Who is this story about? Why do you like this character? Parents, expand on your child's responses by commenting on your child's thoughts and ideas or asking your child to give you more details about his or her responses.

How did it go? Can I have one person share how the exercise went? Which strategy was easier to do? Why?

Importance of Reading Together

Okay, we are now ready to move on to story time. Parents, this is a time when you can sit close to your child. Make yourself comfortable. We invite you to have your child sit on your lap or you can sit on the floor with your child. It's important to make reading books a special time that you and your child can enjoy together. The more you enjoy reading with your child, the more your child will enjoy reading books with you.

Model Strategies

While I read, you will notice me use these two strategies, ask a variety of questions and expand on your child's ideas.

Read-Aloud Engagement

Today's book is *Extra Yarn*. In today's story, you're going to hear about a little girl who shares joy with others by making things with her special yarn.

Let's play a game while I read to you today. When I say, "EXTRA," you say, "YARN." Let's try it together. Ready? EXTRA... (YARN).

Now let's read the book *Extra Yarn* by Mac Barnett.

*Remember to praise the parent and the child for their responses or participation.

Continued on next page.

Read-Aloud Engagement, continued

Stop on the following pages to discuss. Comment and expand on ideas.

- Classroom: **Mr. Norman said it was impossible for Annabelle to knit a sweater for everyone. Do you think he's right? Why? Do you think Annabelle can do it? Why?**
- Mr. Crabtree: **How would you feel if you wore shorts in the winter like Mr. Crabtree? Why? What does snow feel like? Is it hot or cold?**
- Compare dark/colorful town: **How has the little town changed?**
- Stolen box: **What do you think the Archduke will find in the box? Why?**
- Curse: **Do you think the curse will work on Annabelle? Why?**
- End of book: **What was your favorite part of the story? Today you will have an opportunity to retell the story using your own words with the activities we have for you.**

Summarize Strategies

Parents, by asking a variety of questions about what your child sees and hears you are helping him or her understand books. Additionally, expanding on what your child likes while reading keeps your child interested in the story.

Video: Part 2

Now let's focus our attention back to the video to learn about today's activities. Play the activities portion of the video.

Activity Stations

Parents, now you will have the opportunity to rotate from station to station and do the activities with your child. If you make something, you can take it with you. Otherwise, please leave the materials at the table for the next family to enjoy.

*Optional

- Offer raffles and giveaways at the end of the workshop. **Thank you for coming to the workshop. Your name will go into today's raffle. You must be present to win.**
- Call attention to the book list at the Investigating Books station. **Please feel free to take a book list with you for more books to read related to this topic.**

Five Minute Warning

We have five minutes before the end of the workshop. Please finish up your activities.

Closing

Thank you for joining us! We hope you have learned useful strategies today. Now what can you do to make books come alive while you read? Our next workshop will be _____. See you next time!

Short Script: Making Books Come Alive

77

Introduction to Workshop

Welcome to the Making Books Come Alive Interactive Family Workshop. This workshop has been developed in partnership with Children’s Learning Institute and Children’s Museum of Houston.

Objective

Introduce strategies:

1. Ask a variety of questions
2. Expand on your child’s ideas

Housekeeping

Distribute handouts, state expectations, remind families to sign in.

Agenda

Connect handout to strategies in the video: Today we’ll watch a video, read a story, and then we’ll have activities to explore. In today’s video, we’ll present 2 strategies we want you to think about. Name the strategies.

Ice Breaker Discussion

Ask: What was your favorite book you read as a child? Can you remember who read it to you? Discuss.
Answer: Now you are that special person to your child!

Video: Part 1

Play the strategies portion of the video. Pause for Turn and Talk.

Turn and Talk

Restate strategies, then give directions: Ask questions about your child’s favorite story or about a recent book you read. Expand on your child’s response by commenting or adding details. Praise your child for his/her responses.

Importance of Reading Together

Sit close to your child while you enjoy hearing the story together.

Model Strategies

While I read you will notice me using the two strategies by asking a variety of questions and expanding on your ideas.

Today’s book is *Extra Yarn* by Mac Barnett. Listen as I read to what happens first, in the middle, and at the end of the story. Let’s play a game while I read to you today. When I say, “EXTRA,” you say, “YARN.” Let’s try it together. Ready? EXTRA... (YARN).
During reading, stop to discuss:

Read-Aloud Engagement

- Classroom page: Do you think Mr. Norman is right? Why? Do you think Annabelle can do it? Why?
- Mr. Crabtree page: How would you feel if you wore shorts in the winter like Mr. Crabtree? Why? What does snow feel like? Is it hot or cold?
- Compare dark/colorful town pages: How has the little town changed?
- Stolen box page: What do you think the Archduke will find in the box? Why?
- Curse page: Do you think the curse will work on Annabelle? Why?
- End page: What was your favorite part of the story?

Summarize Strategies

Asking a variety of questions about what your child sees and hears helps him/her understand the story. Stopping to expand and comment on what your child likes while reading keeps your child interested on the story.

Video: Part 2

Play the activities portion of the video.

Activity Stations

Invite families to rotate to the activity stations. Remind families to take their craft with them, but to leave the supplies at the table. Give a 5-minute warning before the workshop ends.

Closing

Thank you for joining us. What can you do to make books come alive for your child?

Notes: Making Books Come Alive



A large, light gray circular graphic is centered on the page. Inside the circle, there is a white outline of a pen nib pointing downwards and to the left, with a wavy line extending from its tip. The background of the page consists of horizontal lines for writing, which are partially obscured by the circular graphic.

Making Books Come Alive

Parent strategies: Make books come alive by asking questions and expanding on your child's ideas!



what



Ask a variety of questions

Your child has a limited understanding of the world and needs support to make sense of what he or she hears and sees. You are the most important person to do that because children look to people they trust for answers to their questions.

why

how

While reading together **stop and ask questions** such as, "Who is this story about?" or "What do you think will happen next?" Guide your child to the correct answer by looking at details provided in pictures and looking for clues in sentences.

what



Expand on your child's ideas

Expanding on what your child is interested in while reading can help your child learn more! At the same time, it lets them know their ideas are important. You'll also notice that you won't have to spend as much time and effort to keep their attention on the book.

why

how

Stop when your child points to pictures and words in books. **Look for signals** your child gives to show his or her interests. **Listen for opportunities** to comment or add to your child's responses or act out the parts of the book.

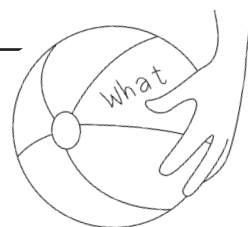
Kit List: Making Books Come Alive

Preparation for All Stations

- Refill supplies (estimate 25 participants)
- Clean and disinfect kit materials
- Print instructions on cardstock, put in a sheet protector, and stand up on a bookend

Have a Ball

Supplies	Preparation
Ball pump	Use to inflate beach balls
Small beach ball (6)	Label with What, Where, When, Why, How
Book: <i>Extra Yarn</i> by Mac Barnett	

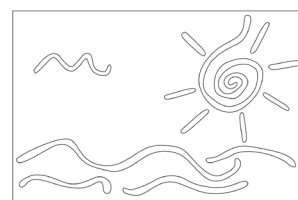


Story Retell

Supplies	Preparation
Story cards (25)	Print, cut, and paper clip in sets of 6
Book: <i>Extra Yarn</i> by Mac Barnett	

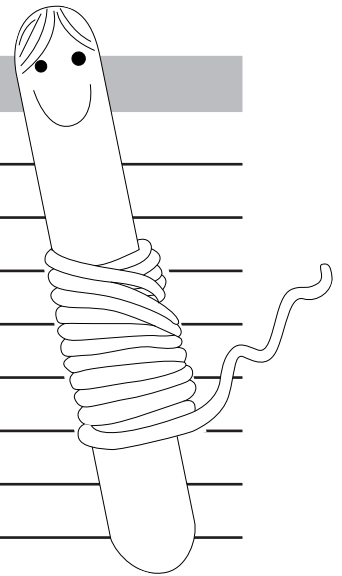
Yarn Art

Supplies	Preparation
Construction paper in assorted colors (25)	
Pieces of yarn in assorted colors	Pack 1-gallon bag with 2-inch, 4-inch, and 6-inch pieces
Glue stick (6)	
Baskets (2)	
Sample	
Book: <i>Extra Yarn</i> by Mac Barnett	



Yarn Story

Supplies	Preparation
Scissors (4)	
Jumbo craft sticks (25)	
Fine point markers (1 box)	
Assorted colors of yarn	Make yarn balls
Rolls of tape (4)	
Baskets (2)	
Sample (2)	Make samples
Book: <i>Extra Yarn</i> by Mac Barnett	



Investigating Books

Supplies	Preparation
Small pointers (4)	
Magnifying glasses (2)	
Towel tubes (2)	Collect from recycling
Puppets (2)	
Book list (25) <ul style="list-style-type: none"> • <i>Extra Yarn</i> by Mac Barnett • <i>We Are in a Book</i> by Mo Willems • <i>We're Going on a Bear Hunt</i> by Michael Rosen • <i>The Three Little Pigs</i> adapted by Mercè Escardó i Bas • <i>The Book with No Pictures</i> by B.J. Novak 	Print list on 1/8-page cards

Story Retell

You and your child will:

Use picture cards to retell a story.

You need:

- Scissors
- Story cards
- Book: Extra Yarn by Mac Barnett

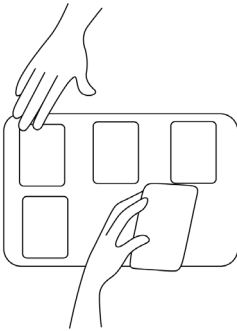
1



Cut out the picture cards. **Talk** about what is happening in each card.

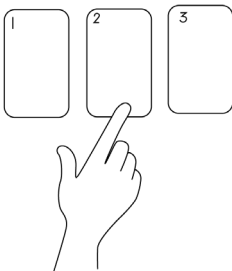
Use the pictures from the book if necessary.

2



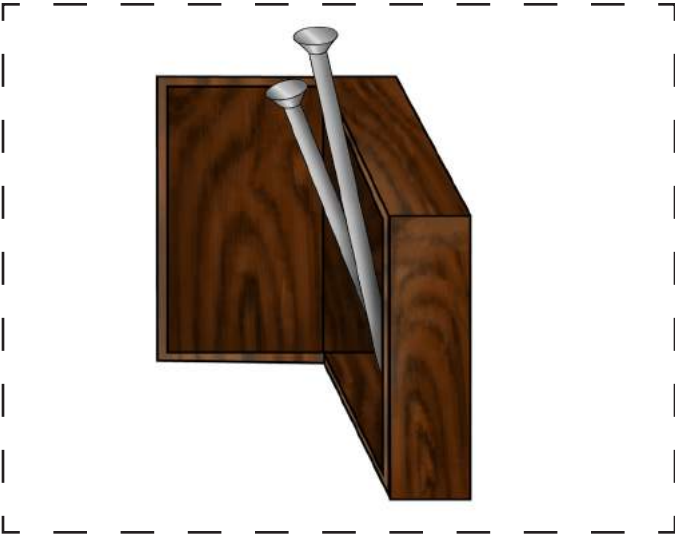
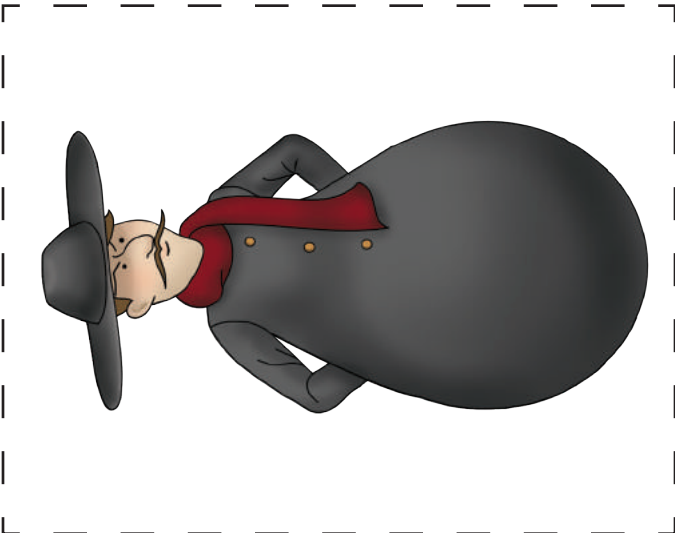
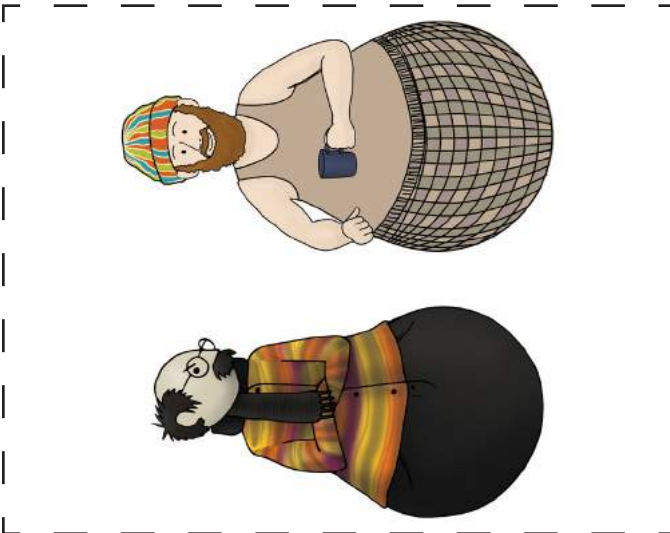
Help your child **put the story cards in order** as the events took place in the book.

3



Help your child **retell the story**. Guide him/her to tell you what happened at the beginning, middle, and end of the story.

Story Cards



Yarn Art

You and your child will:

Create a yarn art masterpiece and tell a story to go along with it.

You need:

- Glue
- Construction paper
- Assorted colors of yarn

1

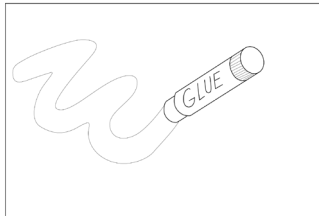


Explain to your child that you are going to **create** your own art masterpiece using yarn.

Make a plan by asking:

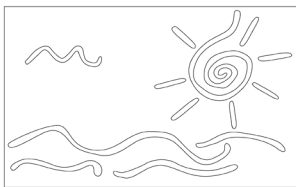
- What do you want your picture to be about?
- What colors do you want to use?

2



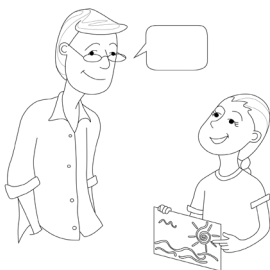
Help your child **add glue** to the construction paper.

3



Lay the yarn on top of the glue to make the design or picture. Provide support as needed.

4



Help your child **tell a story** to go along with the yarn art creation.

Prompts:

- Tell me more about your picture.
- What does this represent?

Have a Ball

You and your child will:

Roll the ball back and forth to each other as you talk about the important parts of the read-aloud story.

You need:

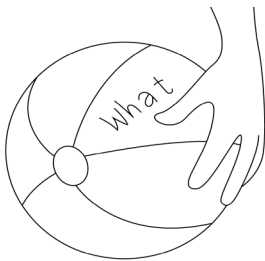
- Beach ball with questions

1



Have your child **pick up a beach ball** and **pass** it to you.

2



Catch the ball and wherever your **thumb lands**, ask a question about the story beginning with that word.

Questions to ask:

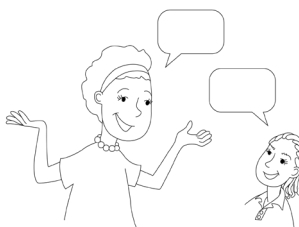
- Who are the characters in the story?
- What is the problem?
- Where does the story take place?

3



Pass the ball back to your child and **wait for a response**.

4



Continue to **pass the ball back and forth** to each other. Ask **WHAT, WHERE, WHEN, WHY, HOW** and answer questions about the story.

Yarn Story

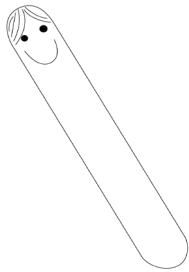
You and your child will:

Make a character from the book to dramatically retell the story.

You need:

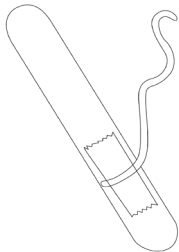
- Markers
- 1 large craft stick
- Tape
- Scissors
- Multi-color yarn
- Book: Extra Yarn by Mac Barnett

1



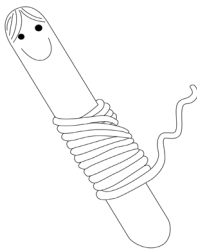
Together with your child, **choose a character** from the story. Take a craft stick and **draw a face** on one end of the craft stick. This is the character.

2



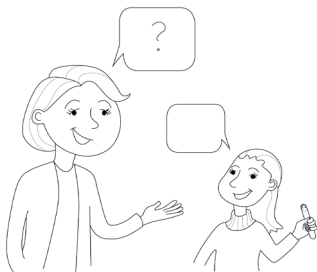
Help your child tape yarn to the back of the opposite end of the craft stick.

3



Wrap the yarn around the craft stick to **make a sweater for the character**. Add more tape to hold the yarn down.

4



Use the character to help your child **retell the story**.

Questions to ask:

- **Who** are you pretending to be?
- **What** does this character do in the story?
- **What** kind of voice does this character have?

Investigating Books

You and your child will:

Discover how to make books come alive.

You need:

- Puppet
- Magnifying glass
- Finger pointer
- Paper towel tube

Books for this station:

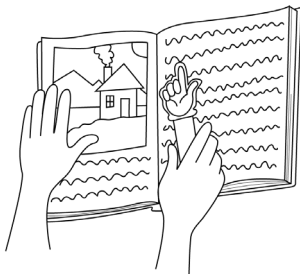
- *We Are in a Book!* by Mo Willems
- *The Book with No Pictures* by B.J. Novak
- *We're Going on a Bear Hunt* by Michael Rosen
- *The Three Little Pigs/Los tres cerditos* adaption by Mercè Escardó i Bas

1



Let your child **choose a book** that interests him/her.

2



Look at the pictures and words in the book together. Use funny voices and expressions as you read to make reading together fun.

3



Follow your child's lead, focusing on his/her interests. It's okay if you don't read every word.

While you read, ask:

- What's happening in this picture/this book?
- What do you think the words say about this picture?
- What is your favorite part?



Making Books Come Alive

Asking a variety of questions and expanding on your child's ideas while reading can help him/her learn more! You'll also notice that you won't have to spend as much time and effort to keep his/her attention on the book.

While reading together, stop to ask questions or comment on your child's ideas.

Extra Yarn by Mac Barnett

We Are in a Book! by Mo Willems

We're Going on a Bear Hunt by Michael Rosen

The Three Little Pigs adapted by Mercè Escardó i Bas

The Book with No Pictures by B.J. Novak

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Playing with Letters and Sounds



Overview: Playing with Letters and Sounds

Objective

Parents will learn about the most important letters their child should know to be ready for kindergarten.

Strategies



Point out letters and words in the environment



Find the special letters in your child's name

Key Messages

- Parents can help prepare their child for kindergarten by playing and having fun with letters and words as they go about their daily activities.
- Parents can support their child's development of letter knowledge by focusing on letters and words that their child sees in their environment and that are important to them.
- This workshop will focus on strategies parents can use to make learning letters and words fun and engaging for their child, which will support their child's learning much better than through rote memorization.

Workshop Timing

Minutes	Activity	Notes
2	Welcome and ice breaker	Question on screen
4	Video	Pause at Turn & Talk
2	Turn & Talk	Engage and practice strategies
10-12	Read-aloud	Model strategies while reading
35	Activity stations	Finish video
5	Reminder about end of workshop	
60	Total	

Long Script: Playing with Letters and Sounds

Setting

Whole group

Materials

Book: *The Book with No Pictures* by B.J. Novak
Large finger pointer

Preparation

- Become familiar with the video strategies to be presented.
- Become familiar with the stopping points during the read-aloud.
- Practice reading the book aloud using the strategies before the workshop.

Ice Breaker

When does your child draw attention to letters or words around you?

Introduction to Workshop

Hello everyone! Thank you for joining us. My name is _____. Welcome to the Playing with Letters and Sounds Interactive Family Workshop. This workshop has been developed in partnership with the Children's Learning Institute and the Children's Museum of Houston.

Objective

Today we will introduce two strategies you can use to help your child learn about letters and the sounds. The first strategy is to *point out letters and words in the environment*. The second strategy is to *find the special letters in your child's name*.

Housekeeping

Please be sure to sign in and pick up a handout. Let's remember to show respect for others' ideas and opinions shared during this workshop. Parents, please monitor your child's behavior and tend to your child's needs so that everyone can have a positive experience. Restrooms are located at _____.

Agenda

We'll start by watching a video, then we'll read a book together, and, finally, we'll have activities you can do with your child. In today's video we'll be introducing two strategies we want you to think about.

Ice Breaker Discussion

When does your child draw attention to letters and words around you? Give 1 or 2 people the opportunity to respond. Answer: **As young children begin to learn about letters and words, they begin to call attention to the letters and words they notice around them.**

Continued on next page.

Video: Part 1

Okay, let's watch the video. You can use the handout to follow along or take notes during the video. Does anyone still need a handout?

Watch the two strategies section of the video. After both strategies have been presented, pause at Turn and Talk.

Turn and Talk

We just learned about the importance of pointing out letters and words in your child's environment, and finding the special letters in your child's name. Now we are going to practice using these strategies. Parents, please position yourself so you are face-to-face with your child.

Right where you are sitting, look around the room and point to letters or words your child can find. You can also use your handout. Now, feel free to walk around the room together looking for the letters in your child's name.

How did it go? Which one did your child enjoy doing more? Which letters was your child able to find? Can I have one person share how the exercise went?

Importance of Reading Together

Okay, we are now ready to move on to story time. Parents, this is a time when you can sit close to your child. Make yourself comfortable. We invite you to have your child sit on your lap or you can sit on the floor with your child. It's important to make reading books a special time that you and your child can enjoy together. The more you enjoy reading with your child, the more your child will enjoy reading books with you.

Model Strategies

During today's read-aloud, you will see me point out letters and look for letters in your child's name. You'll hear ridiculous words and funny sounds that letters and sounds make!

Read-Aloud Engagement

Our book today has no pictures. Have you ever read a book with no pictures?! This book only has words. That doesn't sound fun, does it?

Let's read the book *The Book with No Pictures* by B.J. Novak.

*Remember to praise the parent and the child for their responses or participation.

Continued on next page.

Read-Aloud Engagement, continued

Stop on the following pages to discuss.

- **BLORK and BLUURF:** Look how the author made these words bigger and used different colors. Can you say these words with me? BLORK. BLUURF. (Point to the words.) What letter do both of these words begin with?
- **ROBOT MONKEY:** Look how the words robot and monkey look different. I can still see that this is an “R” and this is an “M”.
- **ruuuuuuug page:** All these letter “U”s mean we should make the /u/ sound for a long time when we read it. Let’s read this word together: ruuuuuuug.
- **BOO BOO BUTT:** What letter do all these red words begin with? What sound does the letter “B” make? Call on one child.
- **End of BaDOOONGY FACE:** All these letters make such silly words! What letters do you see? Are any of the letters in your name? Call on one child.
- **End of book:** WOW! We heard some really ridiculous words in this book. Some were real words and some were silly made up words.

Summarize Strategies

Parents, remember the importance of pointing out letters and sounds in the environment and to finding the special letters in your child’s name to increase letter and word knowledge.

Video: Part 2

Now let’s focus our attention back to the video to learn about today’s activities. Play the activities portion of the video.

Activity Stations

Parents, now you will have the opportunity to rotate from station to station and do the activities with your child. If you make something, you can take it with you. Otherwise, please leave the materials at the table for the next family to enjoy.

*Optional

- Offer raffles and giveaways at the end of the workshop. **Thank you for coming to the workshop. Your name will go into today’s raffle. You must be present to win.**
- Call attention to the book list at the Investigating Books station. **Please feel free to take a book list with you for more books to read related to this topic.**

Five Minute Warning

We have five minutes before the end of the workshop. Please finish up your activities.

Closing

Thank you for joining us! We hope you have learned useful strategies today. What can you do to make learning letters and words fun for your child? Our next workshop will be _____. See you next time!

Short Script: Playing with Letters and Sounds

101

Introduction to Workshop

Welcome to the **Playing with Letters and Sounds Interactive Family Workshop**. This workshop has been developed in partnership with **Children’s Learning Institute and Children’s Museum of Houston**.

Objective

Introduce strategies:

1. Point out letters and words in the environment
2. Find the special letters in your child’s name

Housekeeping

Distribute handouts, state expectations, remind families to sign in.

Agenda

Connect handout to strategies in the video: **Today we’ll watch a video, read a story, and then we’ll have activities to explore. In today’s video, we’ll present 2 strategies we want you to think about. Name the strategies.**

Ice Breaker

Ask: When does your child draw attention to letters or words around you? Discuss.

Answer: As young children begin to learn about letter or words, they begin to call attention to the letters and words they notice.

Video: Part 1

Play the strategies portion of the video. Pause for Turn and Talk.

Turn and Talk

Restate strategies, then give directions: **Look around the room for letters or words your child can find. You can use letters in the room or in the handout. Help your child look for letters in his or her name around the room. Feel free to move around.**

Importance of Reading Together

Sit close to your child while you enjoy hearing the story together.

Model Strategies

While I read you will notice me using the two strategies by asking a variety of questions and expanding on your ideas.

In today’s book you will see me point out letters and words, and you will hear ridiculous words. Today’s book is **The Book with No Pictures** by B.J. Novak.

During reading, stop to discuss:

- **BLORK and BLUURF:** Look how the author made these words bigger and used different colors. Can you say these words with me? Point to the words. What letter do both of these words begin with?
- **ROBOT MONKEY:** Look how the words robot and monkey look different. I can still see that this is an “R” and this is an “M”.
- **ruuuuuug:** All these letter “U”s mean we should make the /u/ sound for a long time when we read it. Let’s read this word together: ruuuuuug.
- **BOO BOO BUTT:** What letter do all these red words begin with? What sound does the letter “B” make?
- **BaDOONGY FACE:** All these letters make such silly words! Do you see any letters in your name?
- End of book: We heard some really ridiculous words in this book! Some were real and some were made-up words.

Summarize Strategies

Remember to use your everyday environment to point out letters and sounds all around you! Using the letters in your child’s name helps your child learn and remember letters.

Video: Part 2

Play the activities portion of the video.

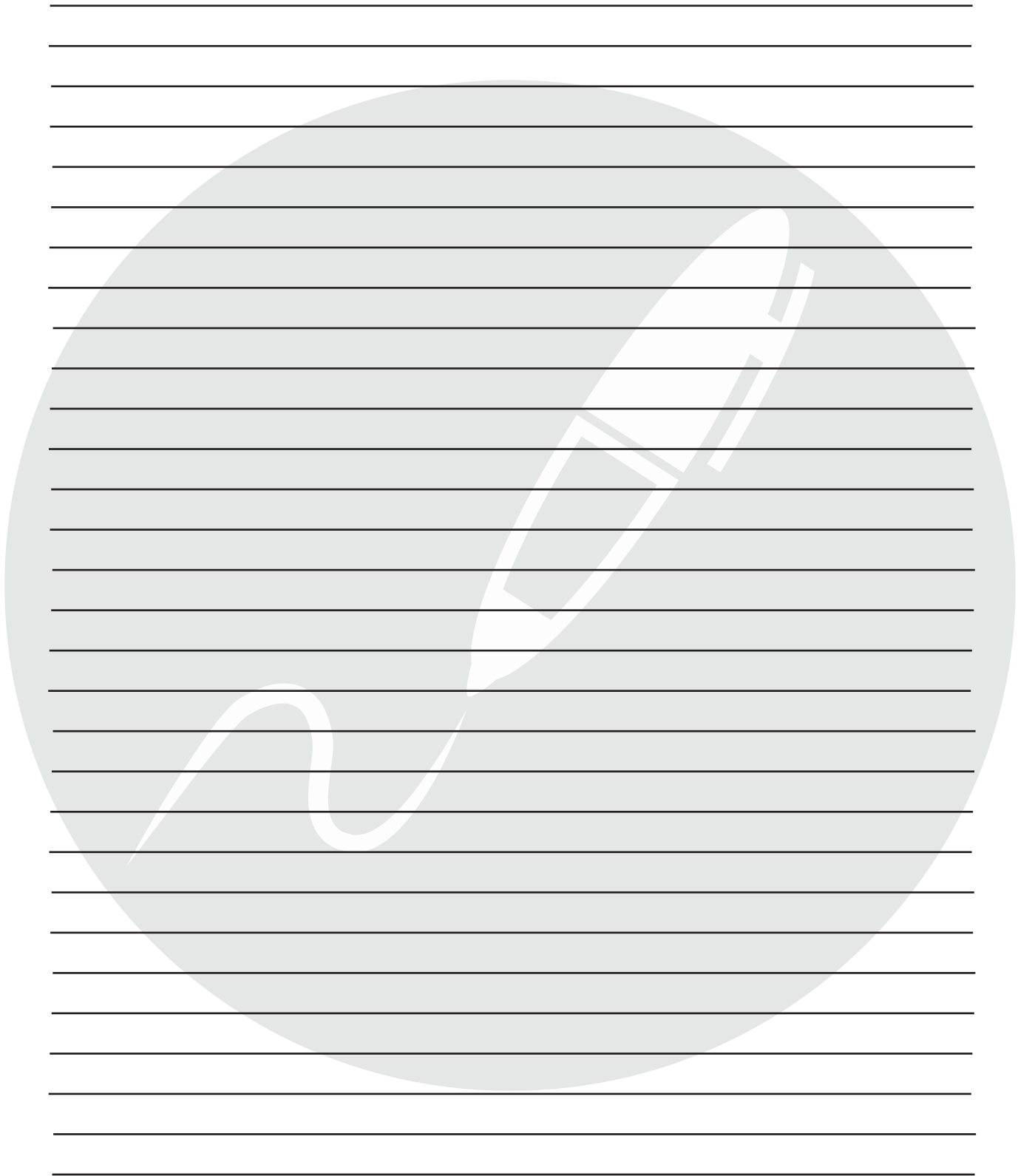
Activity Stations

Invite families to rotate to the activity stations. Remind families to take their craft with them, but to leave the supplies at the table. Give a 5-minute warning before the workshop ends.

Closing

Thank you for joining us! Now what can you do to make learning letters and words fun?

Notes: Playing with Letters and Sounds



A large circular graphic with a light gray background, containing a white outline of a pen nib and a wavy line. The graphic is overlaid on a series of horizontal lines for writing.

Playing with Letters and Sounds

Parent strategies: Have fun learning letters with your child by naming and finding letters in his or her name, and paying attention to words in the environment.



what



Point out letters and words in the environment

why

Recognizing letters and their sounds is more than being able to sing the alphabet. It includes naming letters and the sounds each makes. Children who have lots of opportunities to play and experience letters in different ways will be better prepared for reading.

how

Bring attention to familiar letters and words all around. Look for letters your child recognizes on signs and bill boards. Play “I Spy Letters” at the grocery store or while waiting for an appointment.

what



Find the special letters in your child’s name

why

Before children learn to read they become interested in letters and words they see often. Young children are most interested in words that have meaning to them, such as his or her name, family names, toys, favorite foods or signs in their environment.

how

Write your child’s name in big letters and display it in your home. **Point out** the important letters in his/her name when you see them in books or during your everyday activities. **Make** letters with sticks, straws, rocks, beans, or items you find around your environment.

Kit List: Playing with Letters and Sounds

Preparation for All Stations

- Refill supplies (estimate 25 participants)
- Clean and disinfect kit materials
- Print instructions on cardstock, put in a sheet protector, and stand up on a bookend

Alphabet Dough

Supplies	Preparation
Play dough (6)	
Alphabet mats (6)	Print on white paper
*Optional: Sandwich-size zipper bag (12)	Make small balls of dough to take home

Catch a Letter

Supplies	Preparation
Fishing pole (6)	Make poles with wooden rod, yarn, cork, magnet, super glue, masking tape
Sets of magnetic lowercase letters (3)	Place in 3 separate bags
Alphabet Arc (6)	Print 2-sided arc

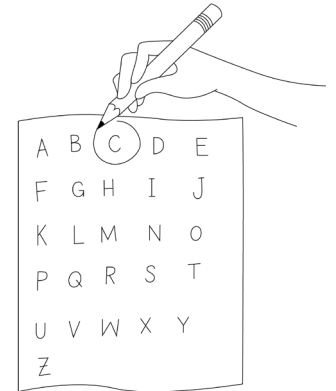
I Can Read

Supplies	Preparation
Assorted store ads	Collect from stores, mail
Assorted colors of construction paper (25)	
Glue stick (6)	
Scissors (6)	
Sample	Make sample and laminate



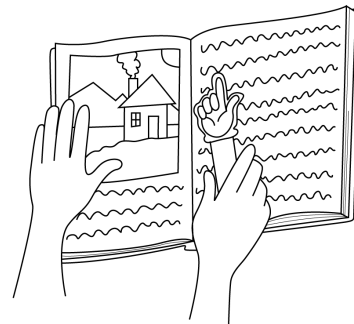
Alphabet Scavenger Hunt

Supplies	Preparation
Pencils (10)	Sharpen pencils
Clipboards (6)	
Sets of foam alphabet letters (2)	
My Alphabet Sounds handout (25)	Print or make copies
Sample	Make sample and laminate



Investigating Books

Supplies	Preparation
Small pointers (4)	
Magnifying glasses (2)	
Towel tubes (2)	Collect from recycling
Puppets (2)	
Book list (25) <ul style="list-style-type: none"> • <i>R is for Robot</i> by Adam F. Watkins • <i>Click, Clack, Quackity-Quack</i> by Doreen Cronin • <i>Dr. Seuss' ABC</i> by Dr. Seuss • <i>Chicka Chicka Boom Boom</i> by Bill Martin, Jr. and John Archambault 	Print list on 1/8-page cards



Alphabet Dough

You and your child will:

Make the letters of the alphabet using play dough.

You need:

- Play dough
- Alphabet cards
- Table liner

1



Let your child choose a play dough color. Find the first letter of his/her name in the alphabet cards.

2



Show your child how to roll the play dough into snakes.

3



Help your child form the first letter in his/her name. Talk about the letter name and letter sound it makes.

4

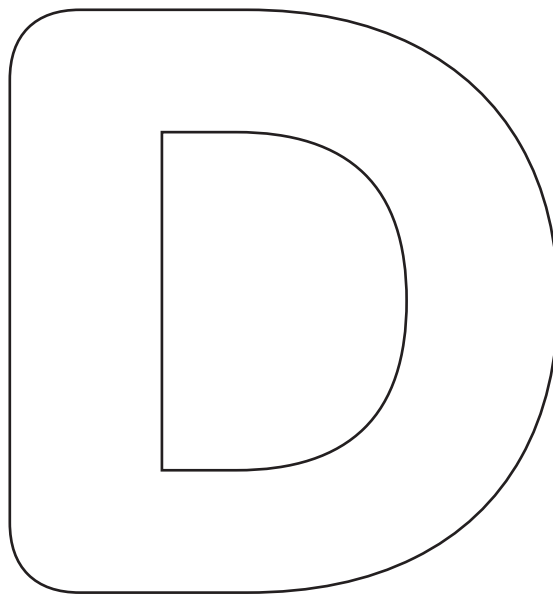
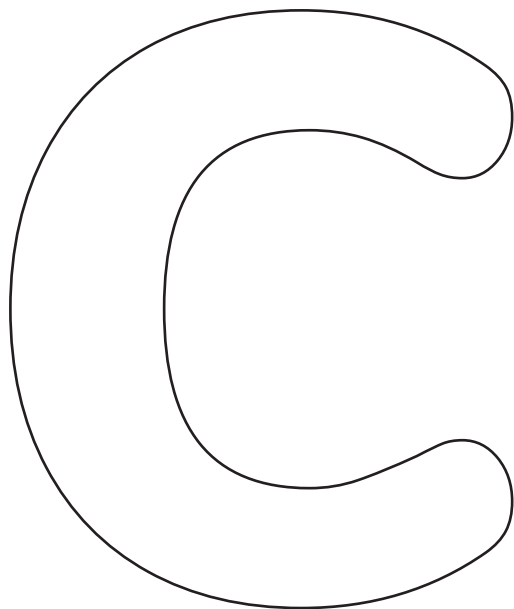
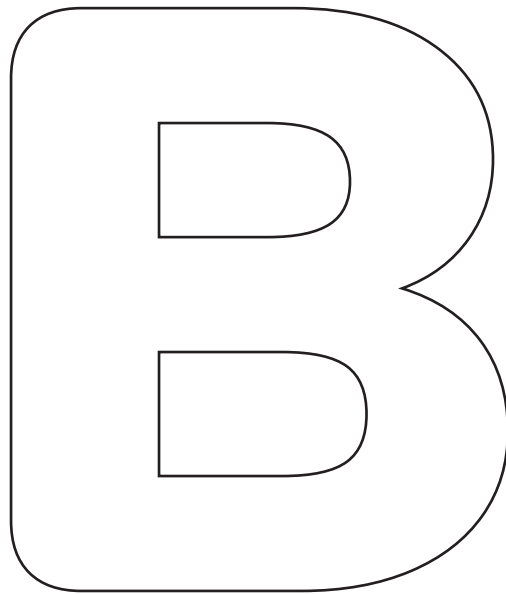
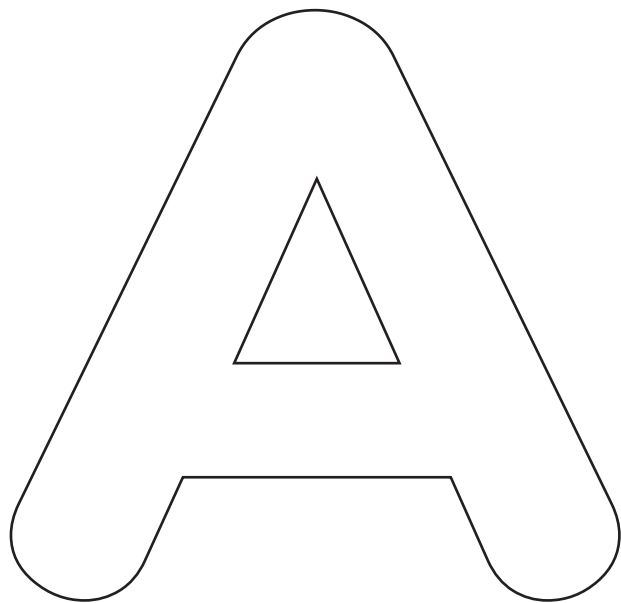


Let your child choose another letter.

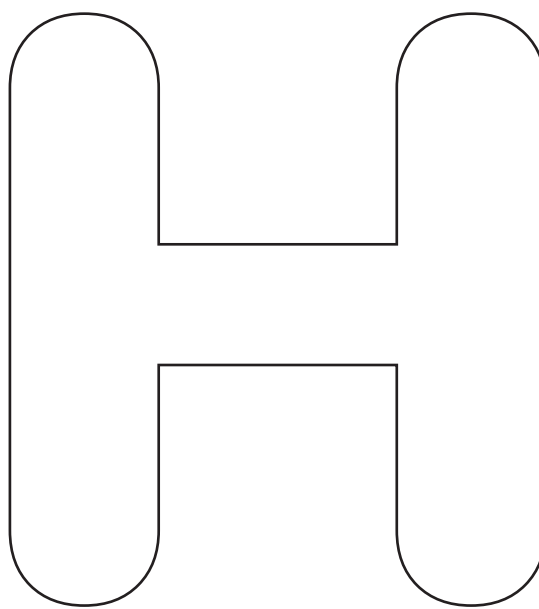
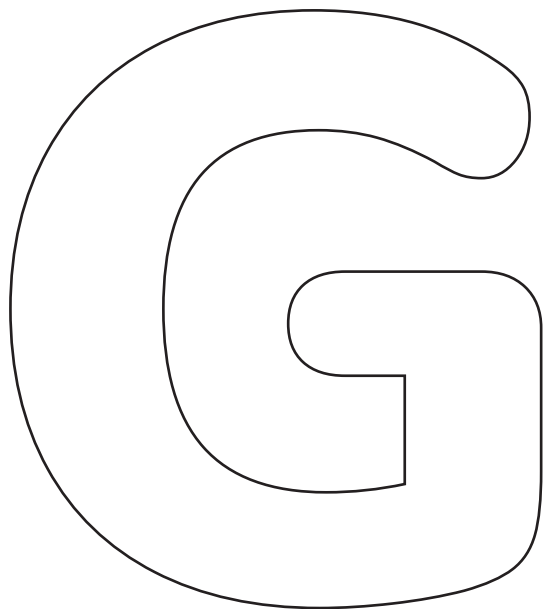
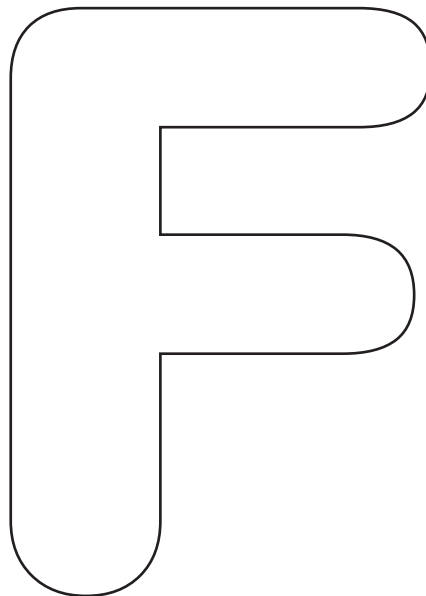
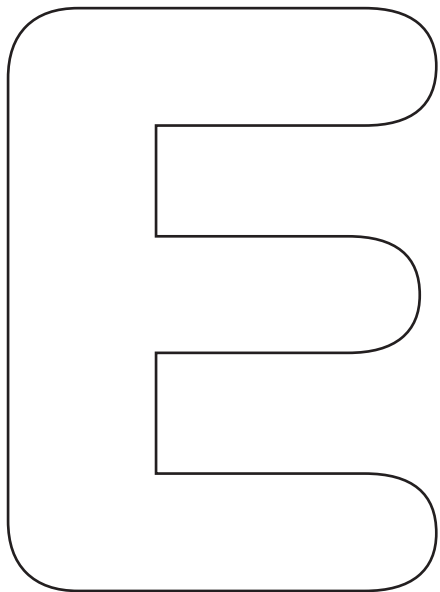
Questions to ask:

- What letter would you like to make?
- Does this letter have straight lines, curved lines, or both?
- What sound does this letter make?

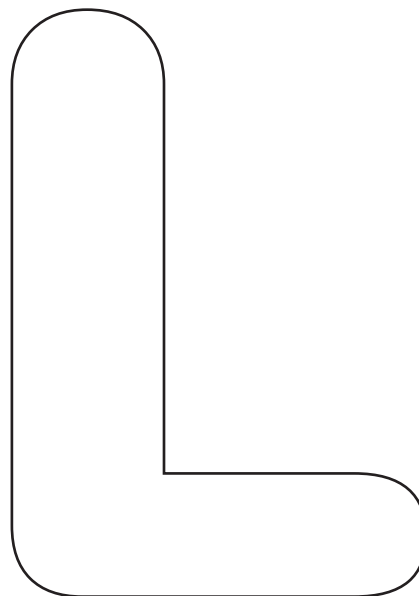
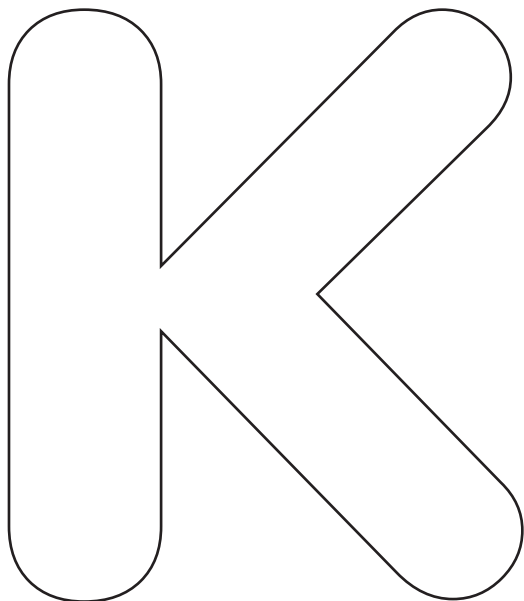
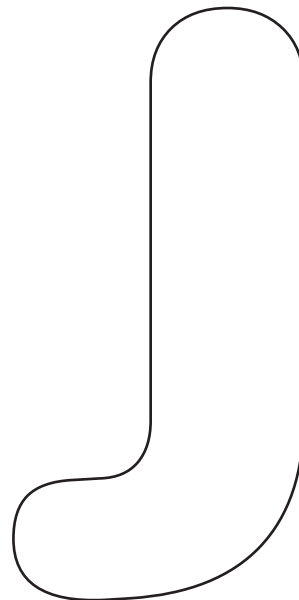
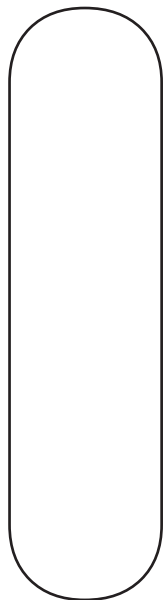
Alphabet Cards



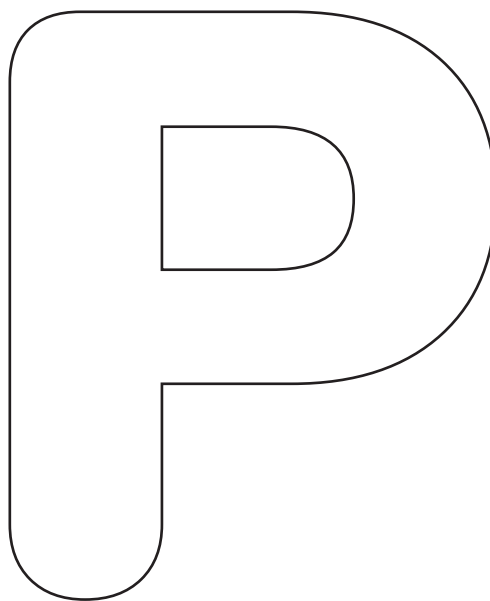
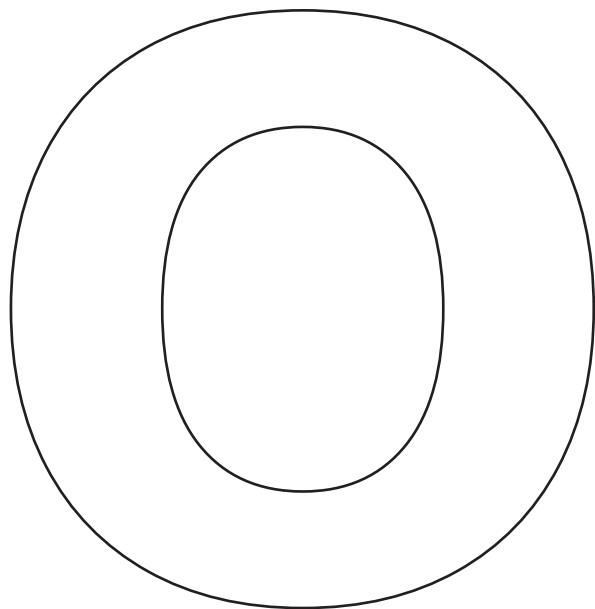
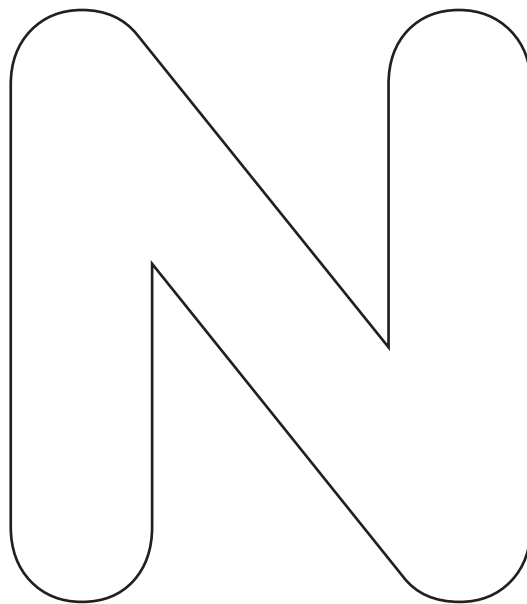
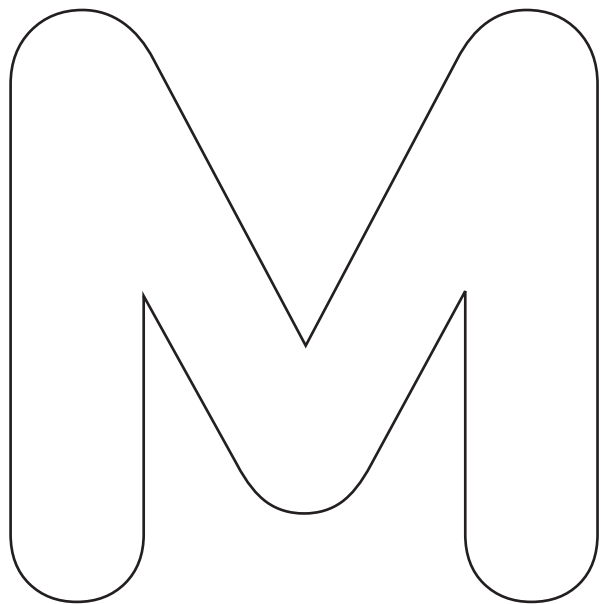
Alphabet Cards



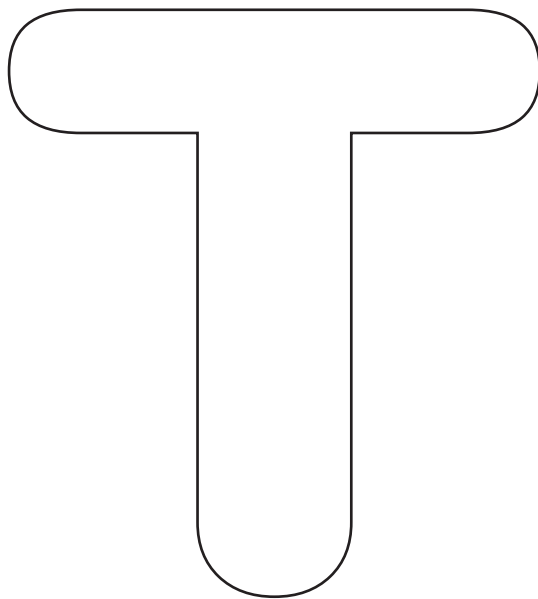
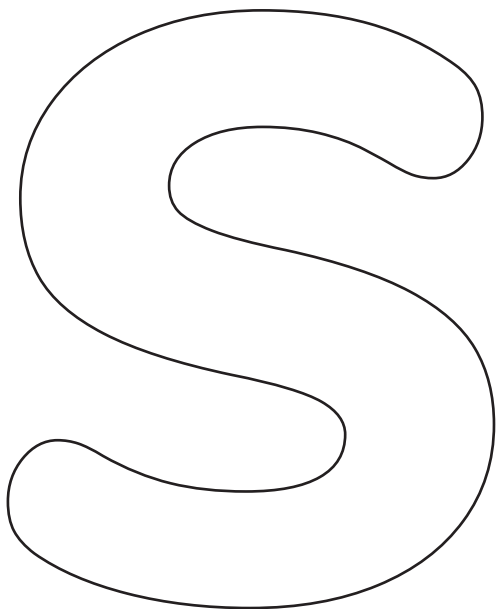
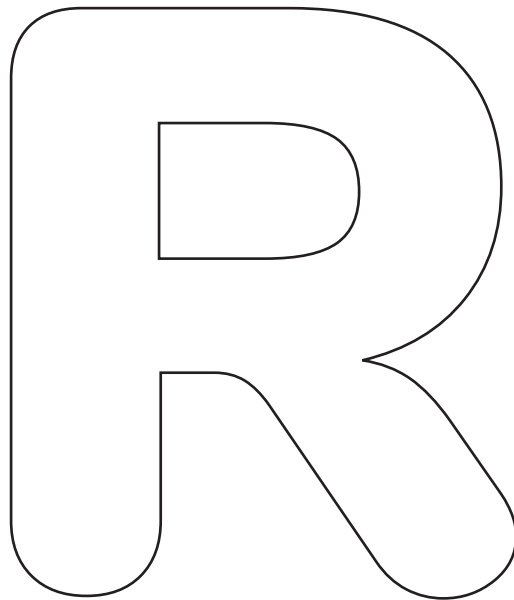
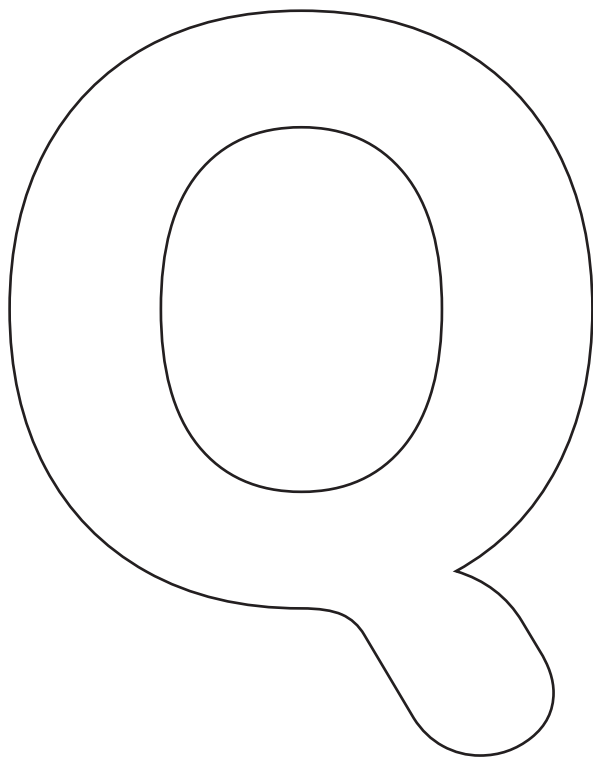
Alphabet Cards



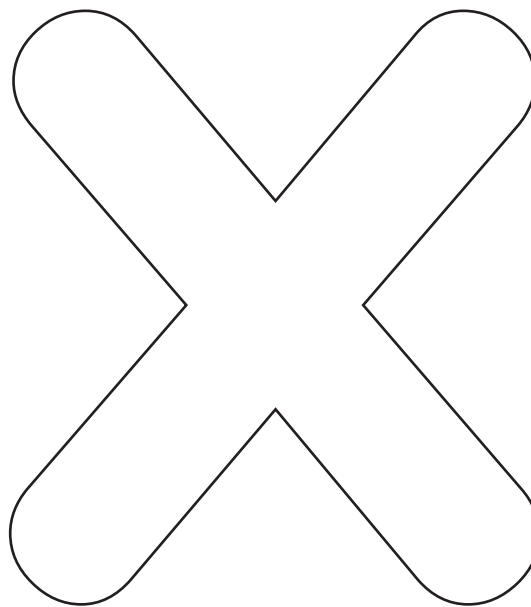
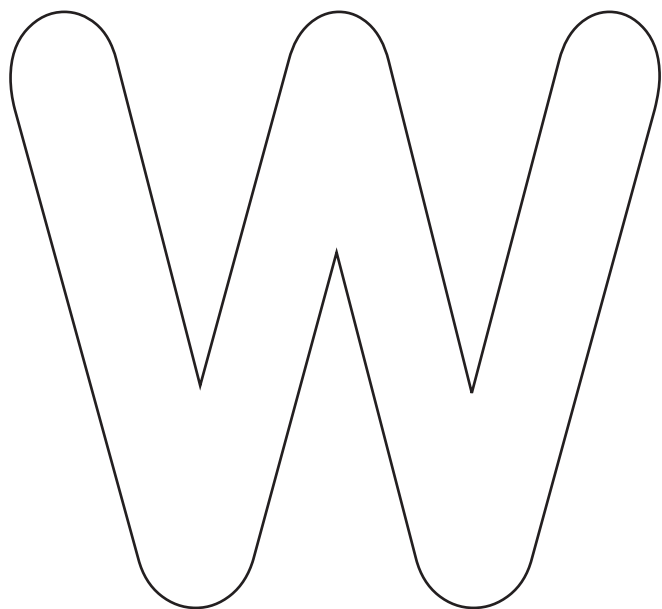
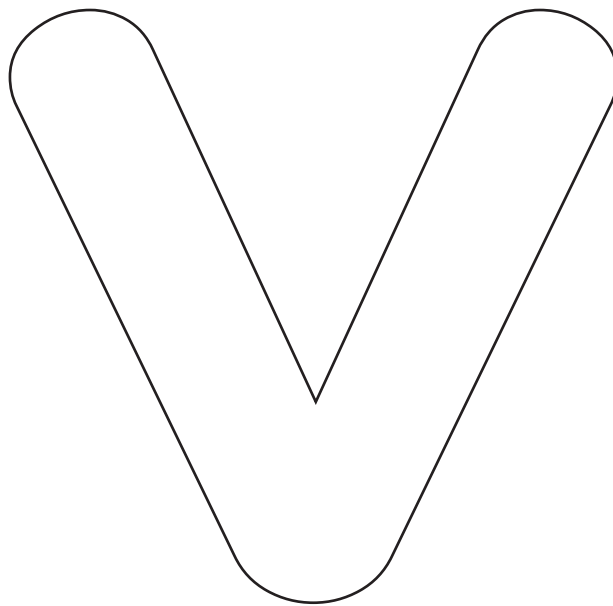
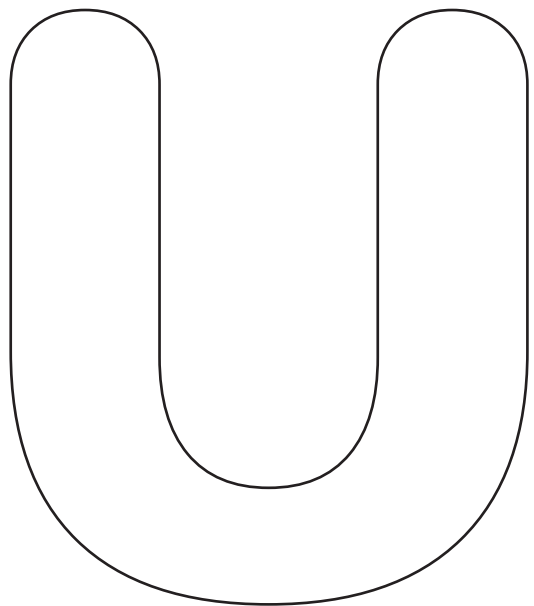
Alphabet Cards



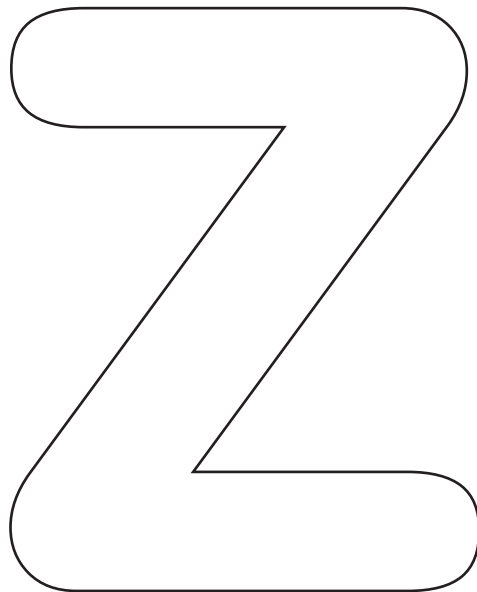
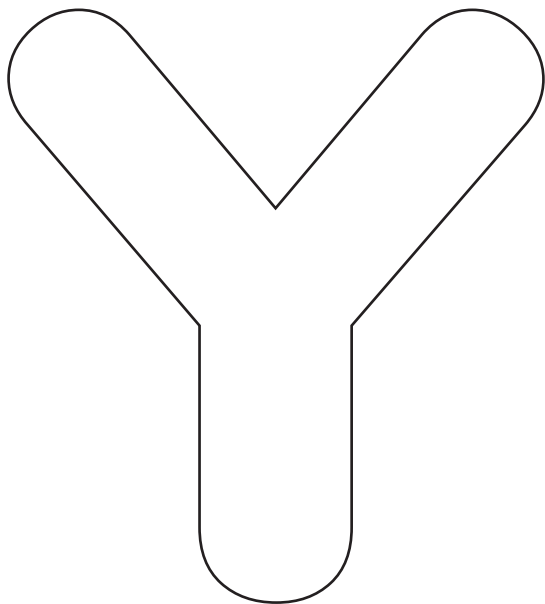
Alphabet Cards



Alphabet Cards



Alphabet Cards



Catch a Letter

You and your child will:

Go fishing to catch letters and talk about the sounds they make.

You need:

- Fishing pole
- Magnetic letters
- Metal tray
- Alphabet Arc

1



Let your child use the fishing pole to **catch a letter**. Provide support as needed.

2

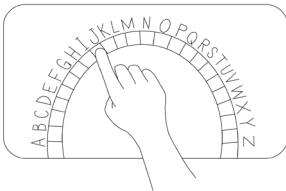


Have your child **name the letter** caught. (It's okay if your child doesn't know all the letter names.)

Questions to ask:

- Which letter do you want to catch?
- Do you know what this letter is?
- Do you see the letters in your name?

3



Match the letter to the letter on the **Alphabet Arc**.

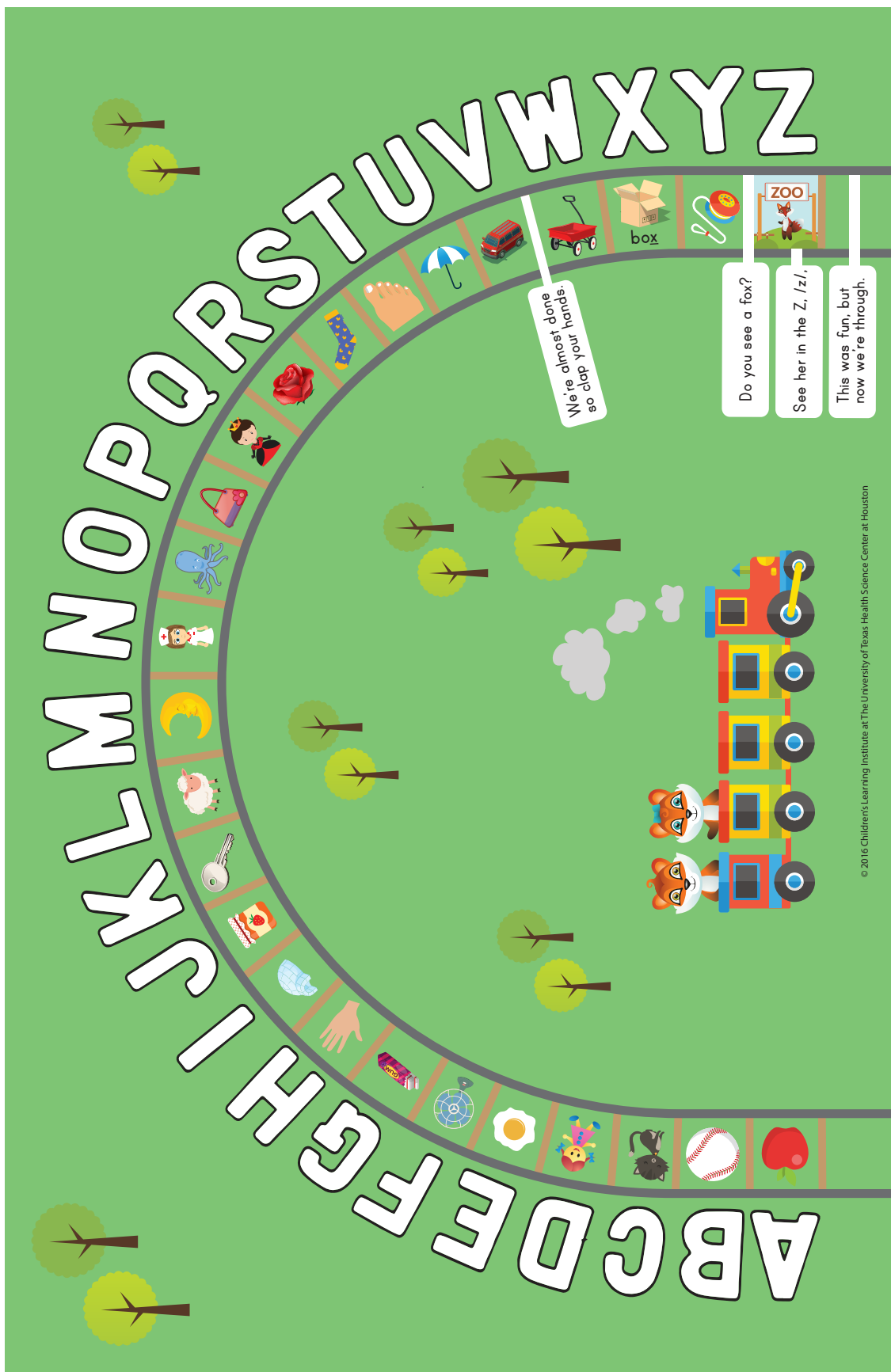
4



Use the Alphabet Arc to **discuss the sounds** each letter makes.

Example: A is for apple, B is for ball.

Alphabet Arc



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A, apple, 475586110, Dacian_G, iStock, Getty Images
B, ball, 163916010, Tribalium, iStock, Getty Images
C, cat, 507911516, rilor, iStock, Getty Images
D, doll, 95986712, AlexeiNastoiascii, Hemera, Getty Images
E, egg, 516045658, eduardorobert, iStock, Getty Images
F, fan, 166115200, Bplanet, iStock, Getty Images
G, gum, 501356172, aomeditor, iStock, Getty Images
H, hand, 452471085, anamad, iStock, Getty Images
I, igloo, 502048952, _Platinka_, iStock, Getty Images
J, jam, 512960751, Dacian_G, iStock, Getty Images
K, key, 487420911, nosopyrik, iStock, Getty Images
L, lamb, 535965203, graphic-bee, iStock, Getty Images
M, moon, 95537002, Daniel Cole, Hemera, Getty Images
N, nurse, 101436685, Yuen Wah Lim, Hemera, Getty Images
O, octopus, 509353456, asantosg, iStock, Getty Images
P, purse, 507958513, colematt, iStock, Getty Images
Q, queen, 508060554, Lanaclipart, iStock, Getty Images
R, rose, 493206311, bluringmedia, iStock, Getty Images
S, sock, 474726264, vaniaplatonov, iStock, Getty Images
T, toes, 478501826, PrettyVectors, iStock, Getty Images
U, umbrella, 514226372, MimaCZ, iStock, Getty Images
V, van, 519337200, tariktolunay, iStock, Getty Images
W, wagon, 492133006, mnantes, iStock, Getty Images
X, box, 516948792, Andrew_Rybalko, iStock, Getty Images
Y, yoyo, 515374558, yitewang, iStock, Getty Images
Z, zoo, illustration by JT O'Neal

I Can Read!

You and your child will:

Look through store ads for letters and words your child can identify.

You need:

- Glue
- Scissors
- Store ads
- Construction paper

1



Look through store ads and help your child identify letters, words, or foods he/she recognizes.

2



Let your child choose **letters, words or food items** to cut out. **Glue** them onto a construction paper to make a collage.

3

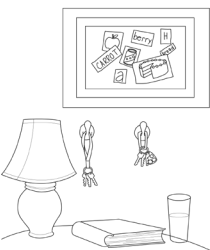


Have your child **name the letter, word, or food items**.

Questions to ask:

- What does this say?
- Where have you seen this?
- Is this something we buy at the store?

4



Take the collage with you to **display in your home**.

Alphabet Scavenger Hunt

You and your child will:

Make the letters of the alphabet using play dough.

You need:

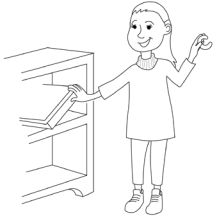
- Pencil
- My Alphabet Sounds handout
- Clipboard
- Foam alphabet letters

1



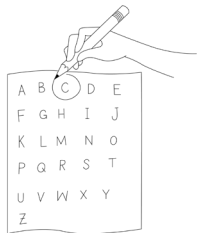
Have your child **pick up** a pencil, clipboard, and a My Alphabet Sounds handout.

2



Together, **look** around the room until you **find a foam letter**.

3



Circle the letter you find on the **My Alphabet Sounds handout** and put the foam letter back.

4



Help your child **practice making the letter sound**. Think of words that begin with the same sound.

Example: "C" for cat, candy, car, etc.

5






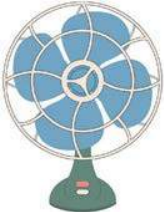






















Continue searching for more letters.

Questions to ask:

- What letter did you find?
- What sound does that letter make?
- What other words begin with that sound?

Scavenger Hunt: My Alphabet Sounds

Aa 	Bb 	Cc 	Dd 	Ee 	Ff 	Gg 
Hh 	Ii 	Jj 	Kk 	Ll 	Mm 	Nn 
Oo 	Pp 	Qq 	Rr 	Ss 	Tt 	Uu 
Vv 	Ww 	Xx  box	Yy 	Zz 		

Investigating Books

You and your child will:

Explore the alphabet and rhyming words with books.

You need:

- Puppet
- Finger pointer
- Magnifying glass
- Paper towel tube

Books for this station:

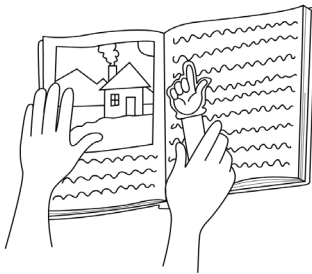
- Dr. Seuss's ABC by Dr. Seuss
- Quackity-Quack by Doreen Cronin
- R is for Robot by Adam F. Watkins
- Chicka Chicka Boom Boom by Bill Martin and John Archambault

1



Say, “These books are about the letters in the alphabet and rhyming words.” Let your child choose a book that interests him/her.

2



Look at the pictures in the book. **Talk** about the words, letters, and sounds your child sees and hears.

3



Follow your child's lead. Have your child **point to** the letters, letter sounds, and rhyming words.

Questions to ask:

- What's the name of this letter?
- What sound does this letter make?
- Which words rhyme or sound alike?

Playing with Letters and Sounds

Recognizing the letters in the alphabet includes naming letters and the sounds each makes. Children who have many opportunities to play and experience letters in different ways will be better prepared for reading.

Look for the letters in the alphabet while you read together.

The Book with No Pictures by B.J. Novak
R is for Robot by Adam Watkins
Click, Clack, Quackity-Quack by Doreen Cronin
Dr. Seuss's ABC by Dr. Seuss
Chicka Chicka Boom Boom by Bill Martin, Jr. & John Archambault

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Building Your Child's Vocabulary



Overview: Building Your Child's Vocabulary

Objective

Parents will learn how to build their child's vocabulary.

Strategies



Use big and sophisticated words



Define words in ways your child can understand

Key Messages

- Children are learning words every day through listening, reading, and experiencing new things. Parents can help children build their vocabulary by replacing everyday words with big and sophisticated words.
- Using child-friendly definitions or providing simple words to understand unfamiliar words helps a child understand the meaning of new words to build vocabulary. Connecting children's personal experiences to new words also helps them understand new words.
- This workshop will focus on helping parents support their child's language development by teaching new words in ways children can understand.

Workshop Timing

Minutes	Activity	Notes
2	Welcome and ice breaker	Question on screen
4	Video	Pause at Turn & Talk
2	Turn & Talk	Engage and practice strategies
10-12	Read-aloud	Model strategies while reading
35	Activity stations	Finish video
5	Reminder about end of workshop	
60	Total	

Long Script: Building Your Child's Vocabulary

Setting

Whole group

Materials

Book: *The Way I Act* by Steve Metzger

Preparation

- Become familiar with the video strategies to be presented.
- Become familiar with the stopping points during the read-aloud.
- Practice reading the book aloud using the strategies before the workshop.

Ice Breaker

What big or sophisticated words have you heard your child say?

Introduction to Workshop

Hello everyone! Thank you for joining us. My name is _____. Welcome to the Building Your Child's Vocabulary Interactive Family Workshop. This workshop has been developed in partnership with the Children's Learning Institute and the Children's Museum of Houston.

Objective

Today we will introduce two strategies you can use to help build your child's vocabulary. The first strategy is to use *big and sophisticated words*. The second strategy is to *define words in ways your child can understand*.

Housekeeping

Please be sure to sign in and pick up a handout. Let's remember to show respect for others' ideas and opinions shared during this workshop. Parents, please monitor your child's behavior and tend to your child's needs so that everyone can have a positive experience. Restrooms are located at _____.

Agenda

We'll start by watching a video, then we'll read a book together, and, finally, we'll have activities you can do with your child. In today's video we'll be introducing two strategies we want you to think about.

Ice Breaker Discussion

What big or sophisticated words have you heard your child say? Give 1 or 2 people the opportunity to respond. Answer: **Young children learn new words EVERY DAY through experiences they have with their environment.**

Continued on next page.

Video: Part 1

Okay, let's watch the video. You can use the handout to follow along or take notes during the video. Does anyone still need a handout?

Watch the two strategies section of the video. After both strategies have been presented, pause at Turn and Talk.

Turn and Talk

We just learned the importance of using big and sophisticated words, and how to describe and define words in ways your child can understand. Now we are going to practice using these strategies. Parents, please position yourself so you are face-to-face with your child.

I'm going to use the simple word *NICE* in a sentence: Today is a *NICE* day! Now I'm going to replace it with the bigger word *FANTASTIC*: Today is a *FANTASTIC* day! Now think of another word you can use to replace *NICE*. What other words can you use to say the same thing? Turn to your child and use your new word for the word *NICE*. Example: Today is a *PLEASANT* day.

Children, look at your parent and say, "What does that word mean?" Parents, define the word in a way your child can understand it. Example: Pleasant, when something is pleasant, it feels good.

Was that easy or difficult to do? Why? Which strategy was easier to do? Why?

Importance of Reading Together

Okay, we are now ready to move on to story time. Parents, this is a time when you can sit close to your child. Make yourself comfortable. We invite you to have your child sit on your lap or you can sit on the floor with your child. It's important to make reading books a special time that you and your child can enjoy together. The more you enjoy reading with your child, the more your child will enjoy reading books with you.

Model Strategies

While I read, you will hear me use *big and sophisticated words your child may not know*. I want you to notice how these big words are described and used to make it easier for your child to understand them.

Read-Aloud Engagement

Let's play a game while I read. After I say a big word, I want you to ask, "What does that word mean?" Let's practice. When I say the word *CURIOUS*, you say? "WHAT DOES THAT WORD MEAN?" Say the word before you start to read, have the audience say, "What does that word mean?" and then read the page.

Let's read the book *The Way I Act* by Steve Metzger.

*Remember to praise the parent and the child for their responses or participation.

Continued on next page.

Read-Aloud Engagement, continued

Stop on the following pages to discuss. Remember to model asking “What does that word mean?” after each new word.

- Responsible: **Let’s read to find out what this word means.** After reading: **Can I have one child share what you do to show that you are responsible?** Example prompt: Do you remember to throw away your trash? **When you are responsible, you know what to do without having to be told to do it.**
- Trustworthy: **Let’s look for clues in the picture to find out what’s happening.** Example prompts (one person per question): What do you think the boy wants? What do you think he’s going to do? **Now let’s read and see what is going to happen.** After reading: **Parents, how does this boy show that he is trustworthy?**
- Persistent: **Let’s read to find out what this word means.** After reading: **Parents, turn to your child and describe the word persistent in a way your child can understand.** Example: When you are persistent, you don’t give up.
- Capable: **Let’s read to find out what this word means.** After reading: **Can I have one parent describe or define the word capable in a way your child can understand?** Example: Capable means you can do something by yourself.
- End of book: **WOW! We heard some really big words. Which one of those words best describes you?** Example prompt: What does someone who is curious do?

Summarize Strategies

Parents, remember that when you replace simple words with big, sophisticated words, you are helping build your child’s vocabulary. Defining and describing words in ways children can understand helps them stay curious about words.

Video: Part 2

Now let’s focus our attention back to the video to learn about today’s activities. Play the activities portion of the video.

Activity Stations

Parents, now you will have the opportunity to rotate from station to station and do the activities with your child. If you make something, you can take it with you. Otherwise, please leave the materials at the table for the next family to enjoy.

*Optional

- Offer raffles and giveaways at the end of the workshop. **Thank you for coming to the workshop. Your name will go into today’s raffle. You must be present to win.**
- Call attention to the book list at the Investigating Books station. **Please feel free to take a book list with you for more books to read related to this topic.**

Five Minute Warning

We have five minutes before the end of the workshop. Please finish up your activities.

Closing

Thank you for joining us! We hope you have learned useful strategies today. What can you do to build your child’s vocabulary? Our next workshop will be _____. See you next time!

Short Script: Building Your Child's Vocabulary

135

Introduction to Workshop

Welcome to the Building Your Child's Vocabulary Interactive Family Workshop. This workshop has been developed in partnership with Children's Learning Institute and Children's Museum of Houston.

Objective

Introduce strategies:

1. Use big and sophisticated words
2. Define words in ways your child can understand

Housekeeping

Distribute handouts, state expectations, remind families to sign in.

Agenda

Connect handout to strategies in the video: Today we'll watch a video, read a story, and then we'll have activities to explore. In today's video, we'll present 2 strategies we want you to think about. Name the strategies.

Video: Part 1

Play the strategies portion of the video. Pause for Turn and Talk.

Ice Breaker Discussion

Ask: What big or sophisticated words have you heard your child say? Discuss.

Answer: Young children learn new words EVERY DAY through experiences they have with their environment.

Restate strategies, then give directions: Replace the simple word NICE with a bigger word. Example: Today is a fantastic day!

Parents, repeat this sentence using a different word for nice. Example: pleasant, beautiful, etc. Children, ask your parent, "What does that word mean?" Parent, describe the new word in a way your child can understand.

Importance of Reading Together

Sit close to your child while you enjoy hearing the story together.

Model Strategies

While I read you will notice me using the two strategies by asking a variety of questions and expanding on your ideas.

In today's book you will see me point out letters and words, and you will hear ridiculous words. Today's book is *The Way I Act* by Steve Metzger.

During reading, stop to discuss:

- Responsible: Do you remember to throw away your trash? That shows you are responsible.
- Trustworthy: Let's look at the picture to see if we can figure out what trustworthy means. What do you think the boy's going to do?
- Persistent: Invite parents to turn to their child and define or describe what persistent means.
- Capable: What is the little boy capable of in this picture? Children, ask, "What does that word mean?" Parents, define the word capable in a way your child can understand.
- End of book: WOW! We heard some really big words. Which one of these words best describes you?

Summarize Strategies

Parents, remember that when you replace simple words with big sophisticated words you are building your child's vocabulary. Defining and describing words in ways children can understand helps them stay curious about words.

Video: Part 2

Play the activities portion of the video.

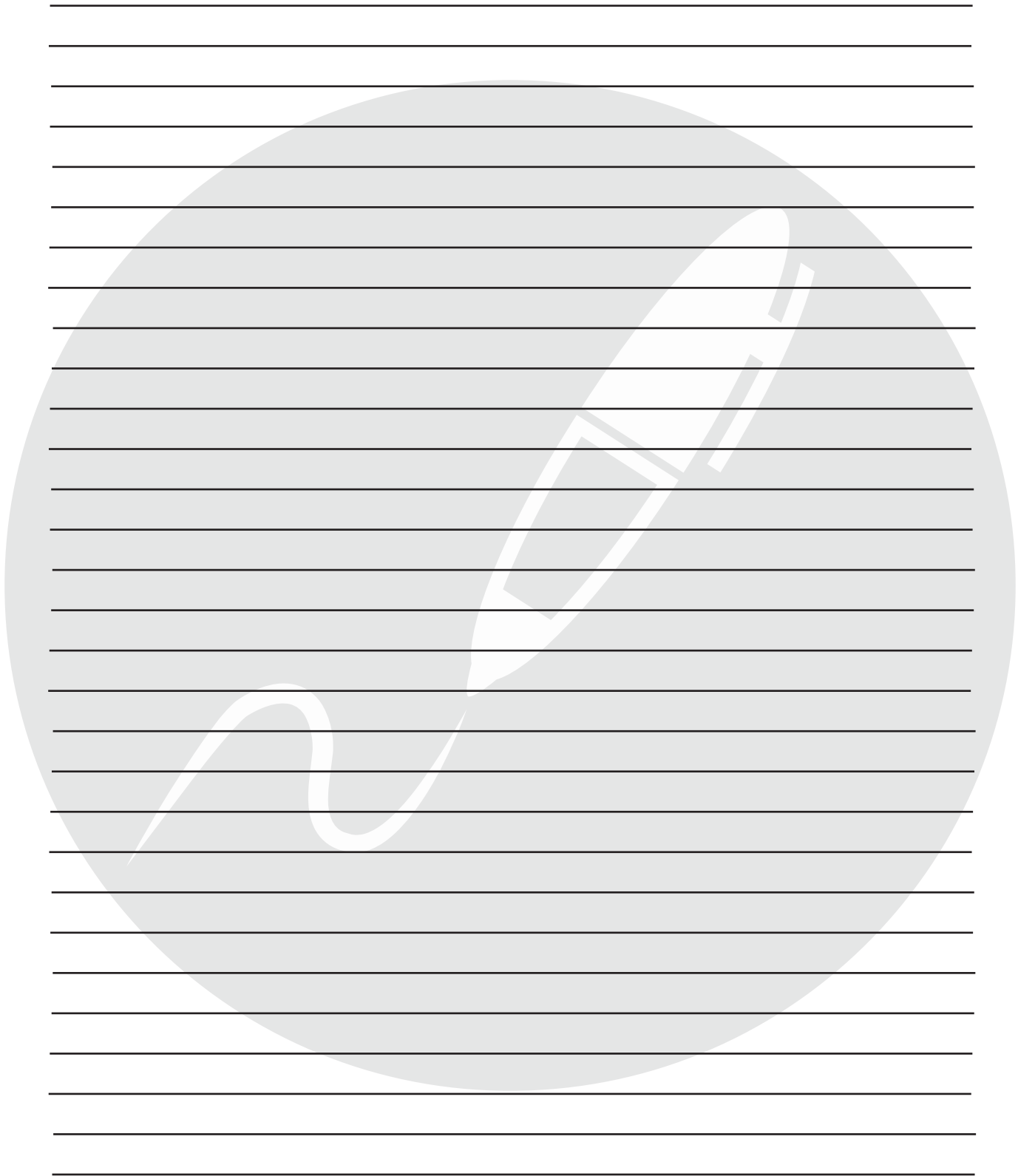
Activity Stations

Invite families to rotate to the activity stations. Remind families to take their craft with them, but to leave the supplies at the table. Give a 5-minute warning before the workshop ends.

Closing

Thank you for joining us. What can you do to build your child's vocabulary?

Notes: Building Your Child's Vocabulary



A large circular graphic with a light gray background and a white outline of a pen nib. The pen nib is positioned diagonally, pointing towards the bottom left, and has a white squiggle trailing behind it. The entire graphic is overlaid on a series of horizontal lines that serve as a writing area.

Kit List: Building Your Child's Vocabulary

Preparation for All Stations

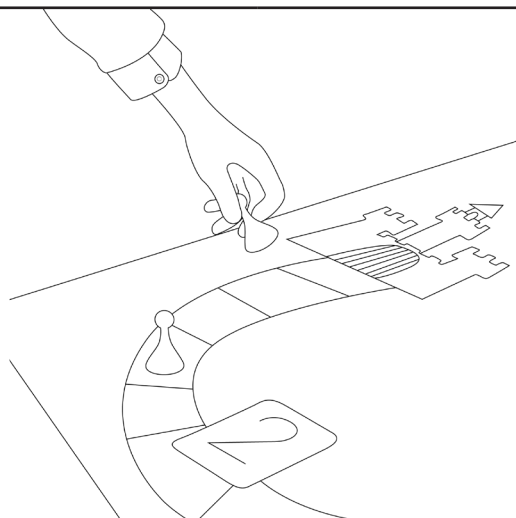
- Refill supplies
- Clean and disinfect kit materials
- Print instructions on cardstock, put in a sheet protector, and stand up on a bookend

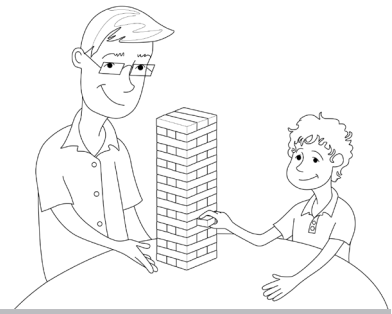
Amazing Word Match

Supplies	Preparation
Metal tray (6)	
Assorted vocabulary cards	Print on white cardstock, laminate, and cut
Sets of magnetic lowercase letters (3)	Place in 3 separate bags

Candy Lane

Supplies	Preparation
Game pieces (6)	Example: tokens of different colors
Candy Lane boards (8)	Print and laminate
Assorted vocabulary cards	Print on white cardstock, laminate, and cut; then add color code stickers to the back





Leaning Tower

Supplies	Preparation
Sets of wooden stacking blocks (like Jenga) (3)	
Clear labels	Print words and definitions on labels, stick on blocks
1-gallon bags	Fill each bag with 30 blocks

Word Bingo

Supplies	Preparation
BINGO boards	Print on white cardstock and laminate
Board markers (example: tokens)	
Bingo vocabulary cards (6 sets)	Print on cardstock, laminate, and cut out; color code each set of 23 and then put in bags

Investigating Words

Supplies	Preparation
Small pointers (4)	
Magnifying glasses (4)	
Towel tubes (2)	Collect from recycling
Puppets (2)	
Book list (25) <ul style="list-style-type: none"> • Fancy Nancy by Jane O'Connor • Thesaurus Rex by Laya Steinberg • Big Words for Little People by Jamie Lee Curtis • Max's Words by Kate Banks 	Print list on 1/8-page cards



Building Your Child's Vocabulary

Parent strategies: Build your child's word knowledge by using sophisticated words in everyday conversations and by defining words in child-friendly ways.



what



Use big and sophisticated words

Children who know difficult words and feel comfortable using them will have a lasting interest in words and will be motivated to learn even more words. The quality and quantity of words you use at home will be an important factor in your child's school success.

why

how

Use **big words** in everyday conversations.
Promote **questions and curiosity** about words used at home.
Replace **simple words** with more difficult words like using "joyful" instead of "happy."

what



Define words in ways your child can understand

Children need to hear words many times before they truly understand them and use them correctly. When you use big words in everyday conversations, and take the time to explain the meaning of new words, you are helping your child learn.

why

how

Describe unknown words by providing details.
Use **pictures or objects** to help explain new words.
Give **examples** of how you would use the word.
Make **connections** to your child's personal experiences.

Amazing Word Match

You and your child will:

Have fun learning new words and matching the letters.

You need:

- Magnetic letters
- Set of 8 vocabulary word cards

1



Choose a word card. Look at the picture together to help your child understand the word. **Read the word and definition** to him/her.

2



Help your child spell the word by **matching the magnetic letters** to the word on the card.

Questions to ask:

- What's the first letter we need to find?
- Do you know what letter this is?
- How many letters make up this word?

3



Once the word is spelled, help your child to **use the word in a sentence**.

4



Continue to **learn new words**. Remember to praise your child for his/her efforts!

Candy Lane

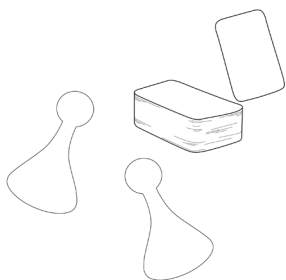
You and your child will:

Have fun learning new words as you play Candy Lane.

You need:

- Vocabulary word cards
- Game pieces
- Candy Lane game board

1



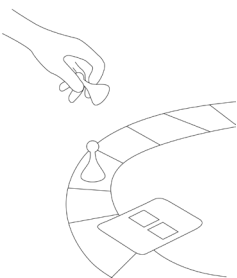
Place the game cards with the **word face down**. **Each player** chooses a game piece and begins at the starting line.

2



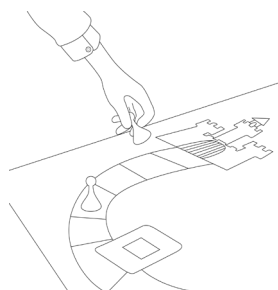
Pick a word card. Read the **word and definition** to your child. Help your child use the word in a sentence.

3



Turn the card over and move the game piece the number of colored spaces shown on the card.

4



Take turns picking a word card until you reach Lollipop Castle.

CANDY LANE



Leaning Tower

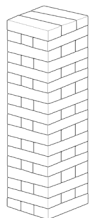
You and your child will:

Have fun learning amazing words while playing the game Jenga.

You need:

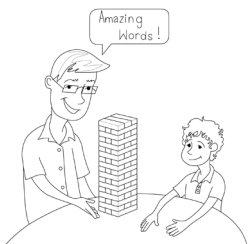
- Jenga blocks

1



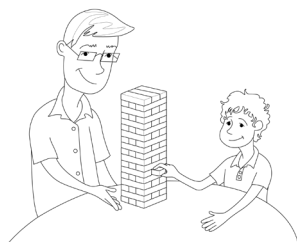
Build a tower by placing **3 blocks** next to each other; then lay **3 blocks** over these, rotating them 90 degrees. Repeat this pattern using all of the blocks.

2



Say, “**We’re going to take turns removing the blocks without making the tower fall. Each block has an amazing word on it and we’re going to find out what it means!**”

3



Take turns **removing a block carefully** from the tower (make sure it isn’t one from the top). **Read the word and definition** to your child.

4



Talk about the word and its **meaning**.

Questions to ask:

- Have you heard this word before?
- Can you tell me something about this word?
- Can you use it in a sentence?

5



Take turns removing the blocks and talking about the words. When the tower falls, start over.

Amazing Word Bingo

You and your child will:

Have fun playing bingo while you learn new words.

You need:

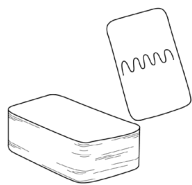
- Game chips
- Vocabulary word cards
- Bingo game board

1



Each player chooses a **bingo game board**.

2



Pick a **word card** from the stack. If a player has the word on his/her game board, **read the word and definition aloud**.

3

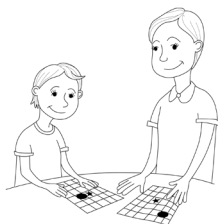


After reading the definition, **use the word in a sentence**. Support to your child as needed.

Questions to ask:

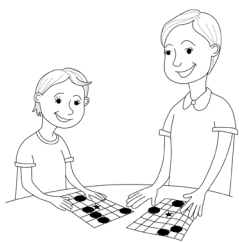
- What does this picture show?
- Can you use this word in a sentence?

4



Find the word on the bingo card. **Put a chip** on the word.

5



Take turns drawing word cards. Say **"BINGO"** when you fill your card!

Bingo Boards

relatives



forgive



filthy



gather



convincing



agree



forgive



unique



calm



filthy



stumble



favor



Bingo Boards

shocked



over



worried



brave



favor



convincing



terrified



favor



through



extinct



stumble



filthy



Bingo Boards

forgive



gather



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stumble



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stumble



convincing



through



experiment



pout



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Investigating Words

You and your child will:

Have fun exploring books and looking for sophisticated words.

You need:

- Puppet
- Finger pointer
- Magnifying glass
- Paper towel tube

Books for this station:

- *Fancy Nancy* by Jane O'Conner
- *Max's Words* by Kate Banks
- *Thesaurus Rex* by Laya Steinberg & Debbie Harter
- *Big Words for Little People* by Jamie Lee Curtis

1



Say, “**These books have big, amazing words.**” Let your child choose a book that interests him/her. **Read** the book together.

2



Help your child look for the **amazing words** in the book. Use simple words to define and help your child understand unknown words.

3

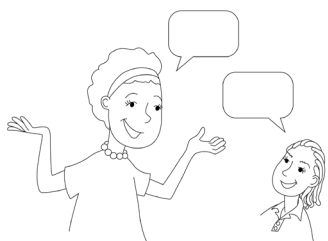


Talk about the words in the book. Say, “**Let’s read the sentence to help us understand the meaning of the word**”.

Questions to ask:

- What do you think this word means?
- How does the picture help us understand the word?

4



Keep the conversation going. Expand on your child’s ideas, comments, and questions.

Building Your Child's Vocabulary

Children who know difficult words and feel comfortable using them will have a lasting interest in words and will be motivated to learn even more words. Building your child's vocabulary is an important factor in your child's school success.

Look for and discuss unknown words while reading.

The Way I Act by Steve Metzger
Fancy Nancy by Jane O'Connor
Thesaurus Rex by Laya Steinberg
Big Words For Little People by Jamie Lee Curtis
Marisol McDonald Doesn't Match by Monica Brown

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Writing Together



Overview: Writing Together

Objective

Parents will learn how to support early writing skills to prepare their child for kindergarten.

Strategies



Write with your child



Use a variety of writing materials

Key Messages

- Parents can write with their child during play and daily routines that will help their child develop the important knowledge and skills they will need to be good writers.
- The best thing parents can do to help their child develop writing skills is to give them early and repeated exposure to different types of writing materials.
- This workshop will encourage parents to use a variety of playful strategies to help their child develop writing skills, and provide alternatives to developmentally inappropriate activities (like rote and repeated letter writing).

Workshop Timing

Minutes	Activity	Notes
2	Welcome and ice breaker	Question on screen
4	Video	Pause at Turn & Talk
2	Turn & Talk	Engage and practice strategies
10-12	Read-aloud	Model strategies while reading
35	Activity stations	Finish video
5	Reminder about end of workshop	
60	Total	

Long Script: Writing Together

Setting

Whole group

Materials

Book: *Dear Mr. Blueberry* by Simon James

Preparation

- Become familiar with the video strategies to be presented.
- Become familiar with the stopping points during the read-aloud.
- Practice reading the book aloud using the strategies before the workshop.

Ice Breaker

What does your child's writing look like?

Introduction to Workshop

Hello everyone! Thank you for joining us. My name is _____. Welcome to the Writing Together Interactive Family Workshop. This workshop has been developed in partnership with the Children's Learning Institute and the Children's Museum of Houston.

Objective

Today we will introduce two strategies you can use to make writing together a fun activity. The first strategy is to *write often with your child*. The second strategy is to *use a variety of writing materials*.

Housekeeping

Please be sure to sign in and pick up a handout. Let's remember to show respect for others' ideas and opinions shared during this workshop. Parents, please monitor your child's behavior and tend to your child's needs so that everyone can have a positive experience. Restrooms are located at _____.

Agenda

We'll start by watching a video, then we'll read a book together, and, finally, we'll have activities you can do with your child. In today's video we'll be introducing two strategies we want you to think about.

Ice Breaker Discussion

What does your child's writing look like? Give 1 or 2 people the opportunity to respond. Answer: **It's important to remember that children develop their writing skills at different ages and stages.**

Continued on next page.

Video: Part 1

Okay, let's watch the video. You can use the handout to follow along or take notes during the video. Does anyone still need a handout?

Watch the two strategies section of the video. After both strategies have been presented, pause at Turn and Talk.

Turn and Talk

We just learned about the importance of writing with your child and using a variety of writing materials. Now we are going to practice using these strategies. Parents, please position yourself so you are face-to-face with your child.

Take your pointer finger and draw a big circle in the air together. That was easy! Now try drawing a heart. Now try this: help your child draw the first letter in his or her name.

How did it go? Was that easy or difficult to do? Why?

In this exercise you used your finger to write with your child. What are other items you can write with?

Importance of Reading Together

Okay, we are now ready to move on to story time. Parents, this is a time when you can sit close to your child. Make yourself comfortable. We invite you to have your child sit on your lap or you can sit on the floor with your child. It's important to make reading books a special time that you and your child can enjoy together. The more you enjoy reading with your child, the more your child will enjoy reading books with you.

Model Strategies

While I read, you will notice me doing some "skywriting" with my finger. Parents, help your child to "skywrite" along with me as I read!

Read-Aloud Engagement

This story is about two people who write back-and-forth to each other to share their thoughts and ideas.

Let's read the book *Dear Mr. Blueberry* by Simon James.

*Remember to praise the parent and the child for their responses or participation.

Continued on next page.

Read-Aloud Engagement, continued

Stop on the following pages to discuss.

- First page: **Who is writing this letter?** Answer: Emily. **We know this because the letter closes with “love, Emily.” Let’s use our pointer finger to write the word love in the air. Parents, you can also have your child draw a heart for the word love.** As you do this exercise, have the audience repeat with you “L-O-V-E, love.”
- P.S.: **Let’s look at the end of Emily’s signature. I see P.S. Do you know what P-dot-S-dot means?** Answer: It’s when you want to add a thought after you’ve already signed your name on a letter. **Let’s write P.S. in the air with our pointer fingers. How big can you write it? Let’s do it together, P-dot-S-dot.**
- “I shall call him Arthur”: **Arthur starts with “A”. Let’s make a big letter A.**
- Last page: **Parents, what made writing fun for Emily?** Answer: She has someone to write with. **Aside from markers and crayons, what else can you use to write?** Examples: sand, rocks, shaving cream, paint, sticks, chalk.

Summarize Strategies

Parents, remember that writing with someone is much more enjoyable than writing alone. It’s also important to use different writing materials to keep writing interesting and fun for your child.

Video: Part 2

Now let’s focus our attention back to the video to learn about today’s activities. Play the activities portion of the video.

Activity Stations

Parents, remember that writing with someone is much more enjoyable than writing alone. It’s also important to use different writing materials to keep writing interesting and fun for your child!

*Optional

- Offer raffles and giveaways at the end of the workshop. **Thank you for coming to the workshop. Your name will go into today’s raffle. You must be present to win.**
- Call attention to the book list at the Investigating Books station. **Please feel free to take a book list with you for more books to read related to this topic.**

Five Minute Warning

We have five minutes before the end of the workshop. Please finish up your activities.

Closing

Thank you for joining us! We hope you have learned useful strategies. Now what can you do to begin writing together? Our next workshop will be _____. See you next time!

Short Script: Writing Together

173

Introduction to Workshop

Welcome to the Writing Together Interactive Family Workshop. This workshop has been developed in partnership with Children's Learning Institute and Children's Museum of Houston.

Objective

Introduce strategies:

1. Write together often
2. Use a variety of materials

Housekeeping

Distribute handouts, state expectations, remind families to sign in.

Agenda

Connect handout to strategies in the video: **Today we'll watch a video, read a story, and then we'll have activities to explore. In today's video, we'll present 2 strategies we want you to think about. Name the strategies.**

Ice Breaker Discussion

Ask: **What Does your child's writing look like?** Discuss.

Answer: **Children develop writing skills at different ages and stages. Wherever you child's writing skills is, is okay!**

Video: Part 1

Play the strategies portion of the video. Pause for Turn and Talk.

Turn and Talk

Restate strategies, then give directions: **Replace the simple word NICE with a bigger word.** Example: Today is a fantastic day!

Parents, repeat this sentence using a different word for nice. Example: pleasant, beautiful, etc. **Children, ask your parent, "What does that word mean?"** Parent, describe the new word in a way your child can understand.

Importance of Reading Together

Sit close to your child while you enjoy hearing the story together.

Model Strategies

While I read you will notice me using the two strategies by asking a variety of questions and expanding on your ideas.

Today's book is **Dear Mr. Blueberry** by Simon James. While I read, we're going to use our fingers to pretend to write.

During reading, stop to discuss:

- First page: **Who is writing this letter?** Answer: Emily. **We know this because the letter closes with "love, Emily."** Invite the audience to hold out their pointer fingers and draw a heart or write the word love in the air. **Let's write love together.**
- P.S.: **Let's look at the end of the letter. I see "P.S." Do you know what P-dot-S-dot means? It's when you want to add a thought after you've already signed your name on a letter. Let's write P.S. in the air with our pointer fingers. P-dot-S-dot.**
- "I shall call him Arthur": **Arthur starts with the letter "A". Let's make a big letter A together.**
- End page: **Parents, why do you think it was so much more fun for Emily to write?** Answer: She had someone to write with her. **What else (other than markers and crayons) can you use to write with?**

Summarize Strategies

Parents, remember that writing together with your child is much more enjoyable than writing alone. It's also important to use a variety of writing materials to keep writing interesting and fun for your child.

Video: Part 2

Play the activities portion of the video.

Activity Stations

Invite families to rotate to the activity stations. Remind families to take their craft with them, but to leave the supplies at the table. Give a 5-minute warning before the workshop ends.

Closing

Thank you for joining us. Now what can you do to make writing together fun?

Writing Together

Parent strategies: Explore ways to draw and write with your child during everyday activities.



Write with your child

what

Children are eager to learn to draw and write, but need early and repeated exposure to writing experiences in order to develop writing skills.

why

how

Have your child help you as you write grocery lists or to do lists. Encourage your child to tell a story for his or her artwork, then write what he or she says and read it back to him or her. **Strengthen** your child's hand muscles by playing with play dough, or tearing or cutting paper.



Use a variety of materials

what

Writing with a variety of writing materials gives your child many different opportunities to practice writing and make it more enjoyable.

why

how

Write giant letters with your fingers in the sky or on the sand. Draw or write using paint, chalk, or fun markers and pens. Write special messages and notes to your child. Write letters to family and friends.

Kit List: Writing Together

Preparation for All Stations

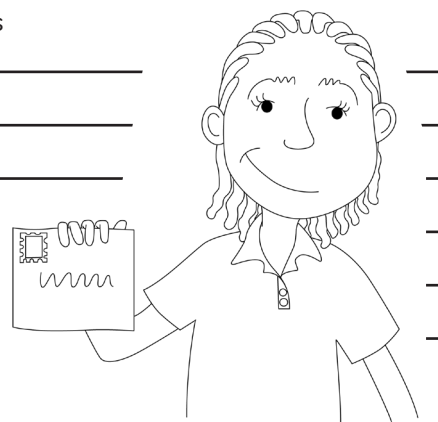
- Refill supplies
- Clean and disinfect kit materials
- Print instructions on cardstock, put in a sheet protector, and stand up on a bookend

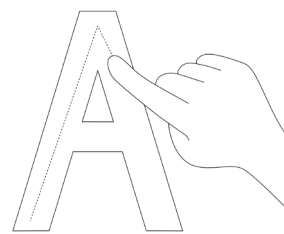
Greeting Card

Supplies	Preparation
Assorted writing instruments: crayons, markers	
Glue sticks (6)	
Scissors (6)	
Assorted foam shapes	Pack in quart-size bag
Pom-poms	Pack in quart-size bag
Tissue paper	Pack in quart-size bag
Invitation copies (25)	Make copies, fold in half
Cardstock (25)	Cut in half, then folded into card shape
Construction paper in assorted colors (25)	
Baskets (4)	
Sample	Make sample and laminate

Writing Letters

Supplies	Preparation
Assorted writing instruments: Jumbo pencils (8), colored pencils (8), pens (8)	Sharpen pencils
Paper: lined and plain white (25 each)	
Envelopes (25)	
Stickers or stamps (50)	
Baskets (2)	
Sample	



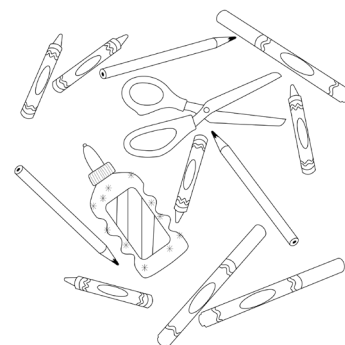


Sensory Writing

Supplies	Preparation
Alphabet cards	Print on white cardstock, laminate, and cut
Quart-size zipper bags (3)	Fill 2 bags with 4-6 squirts of gel, fill 2 bags with 2-3 squirts of shaving cream, fill 2 bags with 2 handfuls of rice; seal each bag with tape
Packing tape	
*Optional: Food coloring	

Investigating Writing

Supplies
Assorted writing instruments: pencils, chalk, crayons, markers
Construction paper in assorted colors (25)
Construction paper - black (25)
Construction paper - white (25)
Baskets (2)



Investigating Books

Supplies	Preparation
Small pointers (4)	
Magnifying glasses (4)	
Towel tubes (2)	Collect from recycling
Puppets (2)	
Book list (25)	
<ul style="list-style-type: none"> • <i>Dear Mr. Blueberry</i> by Simon James • <i>Bunny Loves to Write</i> by Peter Bently • <i>Dear Primo</i> by Duncan Tonatiuh • <i>Yours Truly, Goldilocks</i> by Alma Flor Ada 	Print list on 1/8-page cards

Greeting Card

You and your child will:

Create a greeting card for someone special.

You need:

- Glue
- Crayons
- Markers
- Scissors
- Foam shapes
- Pom-poms
- Tissue paper
- Greeting cards
- Colored construction paper

1



Tell your child that together you will **create a card to give to someone special**. Help your child choose who will receive the card.

2



Help your child **write a message** inside the card.

Questions to ask:

- How should we start the card?
- What would you like to say?
- Would you like to add the date?

3



Decorate your card with the supplies provided. While you decorate, talk about how receiving this card will make this person feel.

Writing Letters

You and your child will:

Write a letter to someone special.

You need:

- Pen
- Pencil
- Markers
- Stamp/sticker
- Lined writing paper
- Envelope

1



Say, “**We’re going to write a letter for someone special.**” Help your child choose who will receive the letter.

2



Help your **child write a message** on the paper.

Questions to ask:

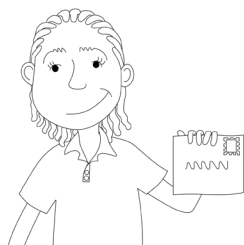
- How should we begin the letter?
- What would you like to say?
- How will _____ feel when he/she gets this letter?

3



Place the letter in the envelope.

4



Add a stamp sticker to the top right corner of the envelope. **Add your name and address** in the top left corner. Write **to whom** and **where** the letter is going in the center.

Sensory Writing

You and your child will:

Write together using different writing materials.

You need:

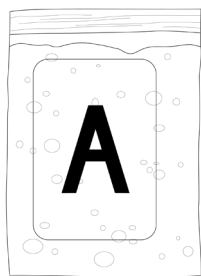
- Shaving cream bag
- Hair gel bag
- Rice bag
- Alphabet cards

1



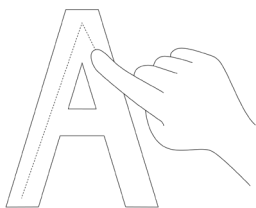
Help your child choose a sensory bag to explore. **Ask** your child which item he/she would like to try first.

2



Place the sensory bag over the alphabet card. Have your child use his/her **pointer finger** to trace the letter.

3



While exploring, **talk about the shapes and forms** each letter makes.

Questions to ask:

- How does it feel? Squishy? Smooth?
- Can you trace the lines on the letter?
- Which letter are you making?

4



Remember to **praise your child** for his/her efforts.

It's okay to move on when your child is ready to try something new.

Alphabet Cards



A

B

C

D

Alphabet Cards



E

F

G

H

Alphabet Cards



I

J

K

L

Alphabet Cards



M

N

O

P

Alphabet Cards



Q

R

S

T

Alphabet Cards



u

v

w

x

Alphabet Cards



Y

Z

Investigating Writing

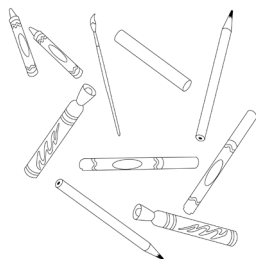
You and your child will:

Write together using different writing materials.

You need:

- Chalk
- Washable markers
- White paper
- Crayons
- Alphabet cards
- Black construction paper
- Colored construction paper

1



With your child, look through different **writing materials** available. Ask your child, “**Which items would you like to explore first?**”

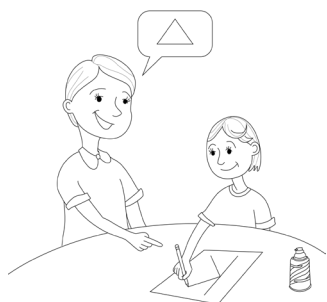
2



Explore each writing item one at a time. Follow your child’s lead to draw pictures, or write letters and words.

It’s okay to move on when your child is ready to try something new.

3



While exploring, **talk about the shapes and forms** your child is making.

Questions to ask:

- What shapes or letters can you draw?
- What letter does your name begin with?
- How do you make the first letter in your name?

4



Remember to **praise** your child’s efforts.

Investigating Books

You and your child will:

Explore books about writing letters and creating stories.

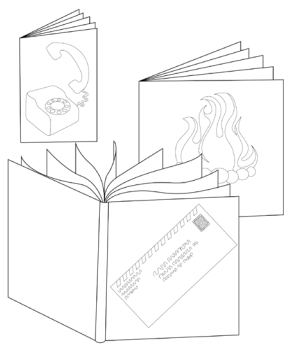
You need:

- Puppet
- Finger pointer
- Magnifying glass
- Paper towel tube

Books for this station:

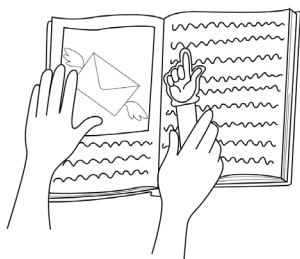
- *Bunny Loves to Write* by Peter Bently
- *Dear Primo* by Duncan Tonatiuh
- *Dear Mr. Blueberry* by Simon James
- *Yours Truly, Goldilocks* by Alma Flor Ada

1



Tell your child that these books are about **writing letters and stories**. Let your child choose a book that interests him/her.

2



Follow your child's lead as you look at the pictures and words in the book.

3



Keep the conversation going. Expand on your child's ideas, comment, and ask questions.

Questions to ask:

- What's happening in this picture/book?
- What do you see or hear?
- What do you think the words say about this picture?



Writing Together

Children need to have early and repeated exposure to writing experiences in order to develop writing skills.

Read books together that encourage writing.

Dear Mr. Blueberry by Simon James

Bunny Loves to Write by Peter Bently

Dear Primo by Duncan Tonatiuh

Yours Truly, Goldilocks by Alma Flor Ada

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