



MAKING TIME FOR BOOKS & STORIES Workshop

Shared with you by Lisa Murphy, M.Ed.

***READ! READ! READ! UNTIL YOU THINK YOUR LIPS ARE GOING TO FALL OFF...
AND THEN, READ ONE MORE!!***

-Bev Bos

If you are going to interrupt a room full of engaged children in order to come to a meeting, it better be a darn good meeting.

-Lisa Murphy

I like the idea of a **CIRCLE TIME SANDWICH**. Two pieces of bread (a starting song and an ending song) with lots of yummy fillings in-between the bread. Suggestions for fillings might include:

- Additional songs
- Books to read
- Stories to tell
- Movement/music
- Voting
- “Who has news?” inquiries, and,
- Exploring a real thing (rock, shell, a tool of sorts, a unique item of some kind)

If you decide to “do” circle here are some Lisa Murphy suggestions:

1. First, out the gate, somehow capture how you “do” circle. Would you want to go to that meeting? Organic enthusiasm!!! Vivian Paley tape recorded herself every single day!
2. WHY are you doing circle? Or a check-list of stuff to get through? Time for me to be TEACHING! (I call it, “_____ of the day” syndrome) And who decided the “___” anyway?
3. Are you meeting the needs of ALL your learners? What do they NEED? And if they aren’t getting it, guess what? They will start to tell you! Usually through behavior!
 - Visual
 - Auditory
 - Kinesthetic
4. Ever make any books on tape? Utilize books on tape – you make one, family members can make one, the trash man can make one! Who else?

5. How do you pick a good book? “A book that does not make you cry, laugh, vomit, giggle, empathize, sympathize, feel pain, shiver, sigh, weep or fall over in hysterics is a waste of our time, our money and our precious, precious trees.” -Mem Fox

Is there an emotional connection to the book? If not, choose another one.

What I’m about to do is very very important! -Mem Fox

6. Some thoughts on “**why some kids don’t read**”: Thomas Newkirk wrote *Misreading Masculinity – boys, literacy and popular culture*. In it he addresses what he calls “the feminization of literacy.”

Ruslan Slutsky’s research is indicating that children DO choose books by covers. Slutsky wrote an article called, *Judging books by their covers: preschool children’s aesthetic preferences in picture books*. It is a scholarly article, here is a link to the abstract: <http://connection.ebscohost.com/c/articles/73987308/judging-book-by-cover-preschool-childrens-aesthetic-preferences-picture-books>

BOOKS FOR BOYS

- Do the pictures express movement?
- Does the book use ACTION words?
- Are the pictures too over-detailed? If so, they will shut down.
- Can they identify with the main character?
- Can he project himself onto the hero?
- Is there an ending to the book? Boys can put a twist on an ending – girls can generate an ending.
- Does the book beg to be acted out?

Please note: books that fit the above characteristics are good for **ALL** children, but boys (as a generalization, so take it with a grain of salt) tend to gravitate towards books of this kind.

7. Be **playful** while reading

- Put their names in the book
- Be silly with the title

8. Read to the babies!

9. What are the kids interested in? How do you know? OBSERVATION!!! Find a way to read and sing about those things!

10. Be realistic!
 - Your books will get ripped
 - Make a BOOK HOSPITAL
 - Resist the urge to buy cheapie books!
 - No one learns how to use books the “right way” if they are locked in the cupboard!

11. Be flexible!!! 10 minutes? 30 minutes? Maybe not. at. all. (Breathe!) And, please please S L O W down! Resist the pressure to hurry up and get to the end of the book! That doesn’t encourage excitement about books and literacy – and when it’s all said and done, isn’t that what we’re after?

12. **Vary your offerings:**
 - Nursery rhymes
 - Fairy tales
 - Poetry
 - Non-fiction
 - Traditional picture books
 - Classic “older kid” chapter books (see a brief list on page 9)
 - How-To books
 - Coffee table/photography books

13. **Sacred cows make the best burgers:**
 - Calendar
 - Teachy preachy songs and books

14. Remember the importance of reading aloud! (see article here on page 4)

15. If you want them to read – read to them! AND, let them see you read AND, physical exposure to a lot of books!

16. Beware of commercialized books

17. Please please please don’t use the book area for punishment!

18. And remember, they are going to interrupt you when you read! (It’s actually a compliment!)

*If you want your children to be smart, read them fairy tales.
If you want them to be real smart, read them more fairy tales.*

-Albert Einstein

READING ALOUD

Why is Reading Aloud to Young Children So Important?

- Children who live in print-rich environments and who are read to during the first years of life are much more likely to learn to read on schedule.
- Reading aloud to young children is not only one of the best activities to stimulate language and cognitive skills; it also builds motivation, curiosity, and memory.
- Early language skills, the foundation for reading ability and school readiness, are based primarily on language exposure - resulting from parents and other adults talking to young children.
- Research shows that the more words parents use when speaking to an 8-month-old infant, the greater the size of their child's vocabulary at age 3. The landmark Hart-Risley study on language development documented that children from low-income families hear as many as 30 million fewer words than their more affluent peers before the age of 4.
- Books contain many words that children are unlikely to encounter frequently in spoken language. Children's books actually contain 50% more rare words than primetime television or even college students conversations.
- The nurturing and one-on-one attention from parents during reading aloud encourages children to form a positive association with books and reading later in life.
- Reading aloud is a proven technique to help children cope during times of stress or tragedy. Reading difficulty contributes to school failure, which increases the risk of absenteeism, leaving school, juvenile delinquency, substance abuse, and teenage pregnancy - all of which perpetuate the cycles of poverty and dependency.
- 20% of U.S. workers are functionally illiterate.

Most American Parents NOT Reading to Children

- Fewer than half (48%) of young children in the U.S. are read to daily, meaning that more than 13 million children under 5 go to bed every night without a bedtime story.
- The percentage of children read to daily drops even lower (to 36%) among low-income families, whose children face the highest risk of literacy problems. Even among high-income families, however, more than 2 out of every 5 children are not read to daily.

So why aren't more parents reading aloud to their children?

- Families living in poverty often lack the money to buy new books, as well as access to libraries. In fact, 61% of low-income families have no children's books in their homes. Parents who may not have been read to as children themselves may not realize the tremendous value of reading to their own children.
- Low literacy rates are not just the result of economic poverty; they are also the result of time poverty, something that affects nearly every parent in our country.
- Responsibilities at work, community activities, the television, and video games all make it difficult to carve out time for a parent and child to sit down together to read a favorite book.

Retrieved from <http://www.reachoutandread.org/impact/importance.aspx> July 2010

DOING A BOOK AUDIT

First off:

No books related to movies, shows or toys: this means no Sesame Street, no Disney, no Barbie, no Bob the Builder, no Sponge Bob etc. If you are really ready for an amazing book center, get rid of all the teachy preachy ones too. These get removed immediately for trash or recycling.

Often we have questions about books that were books before they were movies: Clifford, Curious George, Madeline. This can be tricky. How old are the kids? Did they know it as a book first? Or has it always been product related for them? Is there a way for us to know?

When in doubt – run the book in question through the criteria here and see if it passes muster. Especially point #6.

Second:

No electronic books. These also get removed immediately for trash or recycling. Studies have shown that adults become overly focused on the buttons and sounds; the story and interactive banter of reading a book-book is lost.

Third:

After you have cleaned out and removed the above, you must remove all the books you have never read and put them in another pile. We will come back to them in a minute.

So at this point you should have 3 piles: 1) trash/recycle, 2) books you need to read and 3) books you are familiar with and have read.

Fourth:

You will be dealing with the third pile: books you have read and that you are familiar with. You need to go through each one looking for rips and tears.

Right out the gate, all books that are missing covers, missing pages, falling apart or are torn up beyond repair get added to the trash/recycle pile. No exceptions! I don't care how much it cost, how much they love it, it's MISSING PAGES! If they love it that much – go get another copy!!!!

Books needing minimal repairs get placed in the book hospital (we'll come to this in a sec.). But they only leave the hospital with mends and repairs if they pass muster at point #6 and all other criteria listed here.

Start another pile for books that you are familiar with that are not ripped and torn. Jump to #6 to see if they make it back on the book shelf.

Fifth:

Time permitting, sit in a cozy chair and READ all of the books you had on the shelf that you have not yet read and are not familiar with. If you don't have time, you need to make time until you put these back on the shelf. You have a responsibility to be familiar with all the books you are making available for the children. In the interim, locate books on site, or at the library that you are FAMILIAR with and add them to your book area BUT ONLY IF THEY MEET ALL THE CRITERIA LISTED HERE!!

Just because we found a book in the children's section of the library, or because someone donated it, doesn't mean it deserves place in your book area.

No books are permitted in the book area unless they pass the book audit!

Sixth:

At this point you are going to focus on the pile of books that are NOT related to any commercialized images, are NOT ripped, have ALL their pages and that you have read and are familiar with!

The final question is this...

WOULD YOU READ IT TO ME? (thank you Bev Bos for this)

Go through and look at the books, skim through them – is it relevant? Is it meaningful? Would you read it to your boyfriend? Your mom? Would you call me on the phone and read it to me? Does it make you say OMG! Lisa, you have to listen to this book?!?!?! And If not – I want you to consider why you'd consider reading it to the kids.

So, if you would NOT read it to me. If it's not a "good book" – it goes in the trash/recycle pile and YOU need to take a trip to the library.

Seventh:

You now have a quality book center!!!! Good Work!

A few of comments about donating books:

- 1) This usually gets people fired up but it's my opinion and belief all the same. If I won't provide it to the kids in the center – why should it be donated to other kids? The bottom line is crap is crap. If we have determined that it's not fit for the kids *here* – how is it somehow ok for the kids *there*?
- 2) And if I'm trying to spread the word the commercialized books are just that – commercials for shows and products – why would I give them to parents to read to the kids at home? We are sending seriously mixed messages when we do this.
- 3) Do NOT be afraid to throw trash away! You are making room for books and stories that ALL children are entitled to!!

MAKING A BOOK HOSPITAL:

Get a box and spray paint it white. Paint a Red Cross symbol on each side. If a books gets ripped and there is no time at that moment to fix it, it goes to the hospital and will be scheduled for surgery at a later date.

FAVORITE BOOKS & AUTHORS

Abiyoyo	Pete Seeger's Storysong
Alexander and the Terrible Horrible No Good Very Bad Day	Judith Viorst
Bark George	Jules Feiffer
Blueberries for Sal	Robert McCloskey
Brown Bear Brown Bear	Bill Martin/Eric Carle
Caps for Sale	Esphyr Slobodinka
Chicka Chicka Boom Boom	Bill Martin Jr.
Cinder Eyed Cats	Eric Rohmann
Clay Boy	Mirra Ginsburg
Clip Clop	Nicola Smee
Corduroy	Don Freeman
Darkness	Mildred Pitts Walter
Don't Fidget a Feather	Erica Silverman
Each Peach Pear Plum	Janet/Allan Ahlberg
Emma's Eggs	Margaret Ruurs
Giant Jam Sandwich, The	John Vernon Lord
Good Dog Carl	Alexandra Day
Good Night Gorilla	Peggy Rathman
Good Night Moon	Margaret Wise Brown
Gotcha!	Gail Jorgensen
Happy Birth Day	Robie Harris
How to heal a broken wing	Bob Graham
I Stink	Kate/Jim McMullen
If...	Sarah Perry
Imogene's Antlers	David Small
Ira Sleeps Over	Bernard Waber
It Looked Like Spilt Milk	Charles Shaw
Leo the Late Bloomer	Robert Kraus
Little Blue and Little Yellow	Leo Lionni
Little House, The	Virginia Lee Burton
Little Mouse, Red Ripe Strawberry and Big Hungry Bear, The	Don and Audrey Wood
Little Old Lady Who Was Not Afraid of Anything, The	Linda Williams

Llama Llama red pajama (all of the llama llamas actually!)	Anna Dewdney
Madeline	Ludwig Bemelmans
Mama Zooms	Jane Cowen-Fletcher
Monster Goose	Judy Sierra
Monster Mama	Liz Rosenberg & Stephen Gammell
More More More Said the Baby!	Vera Williams
Mortimer	Robert Munsch
Murmel Murmel Murmel	Robert Munsch
My Daddy	Susan Paradis
My Dog Rosie	Isabelle Harper
Napping House, The	Don/Audrey Wood
Night Driving	John Coy
One Sun: a book of terse verse	Jim McMillan
Our Granny	Margaret Wild
Owl Babies	Martin Waddell
Pout-Pout Fish, The	Deborah Diesen
Purple Green and Yellow	Robert Munsch
Real Mother Goose, The	Rand McNally edition
Roly Poly Pangolin	Anna Dewdney
Roxaboxen	Alice McLerran
Snip Snap! What's That?	Mara Bergman
Snowy Day, The	Ezra Jack Keats
Sophie	Mem Fox
Spoon	Amy Krouse Rosenthal
Stephanie's Ponytale	Robert Munsch
Thomas' Snowsuit	Robert Munsch Tikki
Tikki Tembo	Arlene Mosel
Time Flies	Eric Rohmann
Tough Boris	Mem Fox
Tuesday	David Wiesner
Two Little Monkeys	Mem Fox
Very Hungry Caterpillar	Eric Carle
Where the Wild Things Are	Maurice Sendak

Wolf's Coming!
Yo Yes!

Joe Kulka
Chris Raschka

A VERY SMALL LIST OF SOME CLASSIC CHAPTER BOOKS:

Alice in Wonderland	National Velvet
Babar (series)	Peter Pan
Black Beauty	Peter Rabbit
Bridge to Terabithia	Roll of Thunder Hear My Cry
Catherine Called Birdy	Secret Garden
Charlotte's Web	Stuart Little
Chitty Chitty Bang Bang	Swiss Family Robinson
Family Under the Bridge	The "Madeline" books
Jim the Boy	The Good Earth
Johnny Tremain	Trumpet of the Swan
Little House (series)	Tuck Everlasting
Mike Mulligan	Witch of Blackbird Pond
Mr. Popper's Penguins	Wrinkle in Time (series)

And, each and every book that **ROALD DAHL** ever wrote...



Story writing with young children: “How Does Your Story Start?”

I have a soft brain
because I watch
too much T.V.

Tricia, age 4

My mommy wants my
daddy to go to bed.
My mommy wants my
brother to go to
bed. My mommy
wants me to go to
bed.

Kirsten, age 3

When I grow up I
will go to work
and then I get to
wear those
special clothes.
Like stripes.

Nathan, age 4

This is the story writing process that was taught to me by early childhood development expert, Bev Bos. You do simply this:

1. Ask a child, “How does your story start?”
2. Then write what they say VERBATIM on paper you have handy on a clipboard.
3. Read it back to them when they are finished.
4. At the end of the day, keep a copy for yourself and send a copy home.

Things to remember:

1. Do not correct grammar.
2. Give them the pen if they say they can write their own story.
3. Read it back just as they told you.
4. If unsure how to get started, begin with the one child in your program who is constantly talking!
5. Be patient with the children who tell you that they don’t have a story or those who then dictate the entire plot of the latest TV show or animated feature. They will soon realize they too have a story...

Sad is the man who is asked for a story and can't come up with one.

-Li-Young Lee, poet



STALKERS WELCOME! How to connect with Lisa:

Ooey Gooley, Inc.
1115 E. Main St. Box 48
Rochester, NY 14609

Phone: (800) 477-7977
Fax: (585) 730-4324
Email: LTAC@ooeygooley.com

WWW.OOEYGOOEY.COM

Facebook: “like” my page, Ooey Gooley, Inc.

Instagram: @OoeyGooleyLady

Twitter: @OoeyGooleyLady

Ms Ooey’s Musings and Mayhems Blog: <http://msooey.tumblr.com/>
This is the best way for your to get the articles I have shared with you FOR YOUR #BINDER

Carpet Blog: <http://www.tumblr.com/blog/thecarpetblog>
I take pics of all the crazy carpets I see in hotels! It’s a total brainless way for me to decompress.

Spicy Slides Blog: <http://www.tumblr.com/blog/spicyslides>
I take pics of spicy slides and other old metal playground equipment I come across while travelling.

YouTube Channel: OoeyGooleyLady
Video clips, soundbites, favorite stories: great for when you need a BOOSTER shot of inspiration!

eBooks: All of Lisa’s books are now available on your favorite eBook platforms. Questions? Call REDLEAF PRESS (800) 423-8309

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