

Fire Up Early Literacy with Award-Winning Picture Books

The CLEL Bell Picture Book Awards

Melissa Depper
Arapahoe Library District
CLEL Bell Awards Chair

December 2013 for Early Childhood Investigations

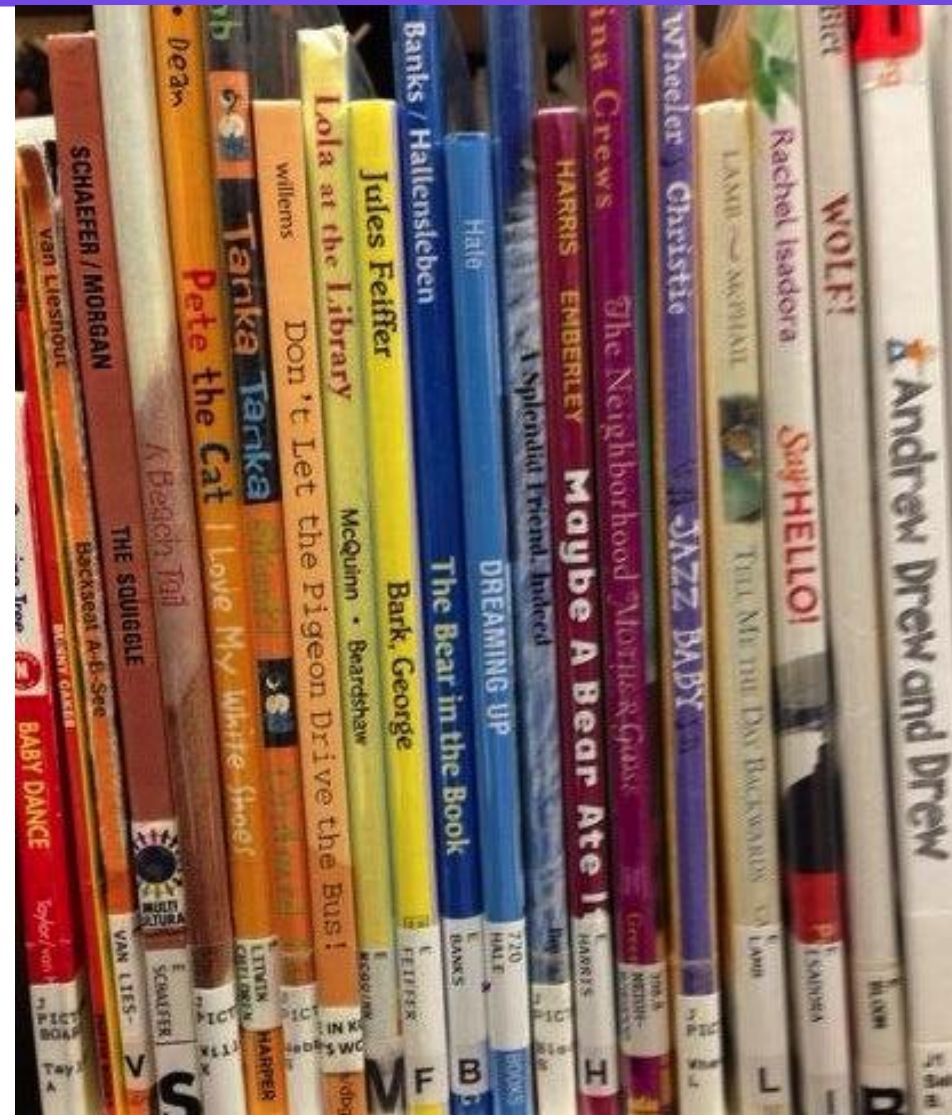
Introduction & Thanks



- Melissa Depper, MSLS
- Children's Librarian
- Storytime Staff Trainer
- Early Literacy Programs & Services
- Colorado Libraries for Early Literacy
- Chair, 2014 Bell Awards
- #fireupbells on Twitter

Session Overview

- Every Child Ready to Read & Early Literacy
- CLEL & The Bell Awards
- Silver Bell Picture Books & Support Materials
- Questions & Comments



Every Child Ready to Read
& Early Literacy

POLL!

Every Child Ready to Read

- Parent education initiative of the American Library Association
- Launched in 2000
- Curriculum materials used for training staff, parents, and caregivers since 2004
- Research incorporated into storytimes



Six Early Literacy Skills

1st Edition of Every Child Ready to Read identified six skills every child needs in order to become a successful reader:

- Print Motivation
- Print Awareness
- Letter Knowledge
- Phonological Awareness
- Vocabulary
- Narrative Skills



Print Motivation



What is it?

- Being interested in books
- Enjoying reading

Why is it important?

- Learning to read is hard work
- Kids who enjoy reading are more motivated to learn to read themselves

How do we help?

- Read, read, read!

Print Awareness



What is it?

- Noticing print all around us
- Knowing how to use a book and follow print on the page

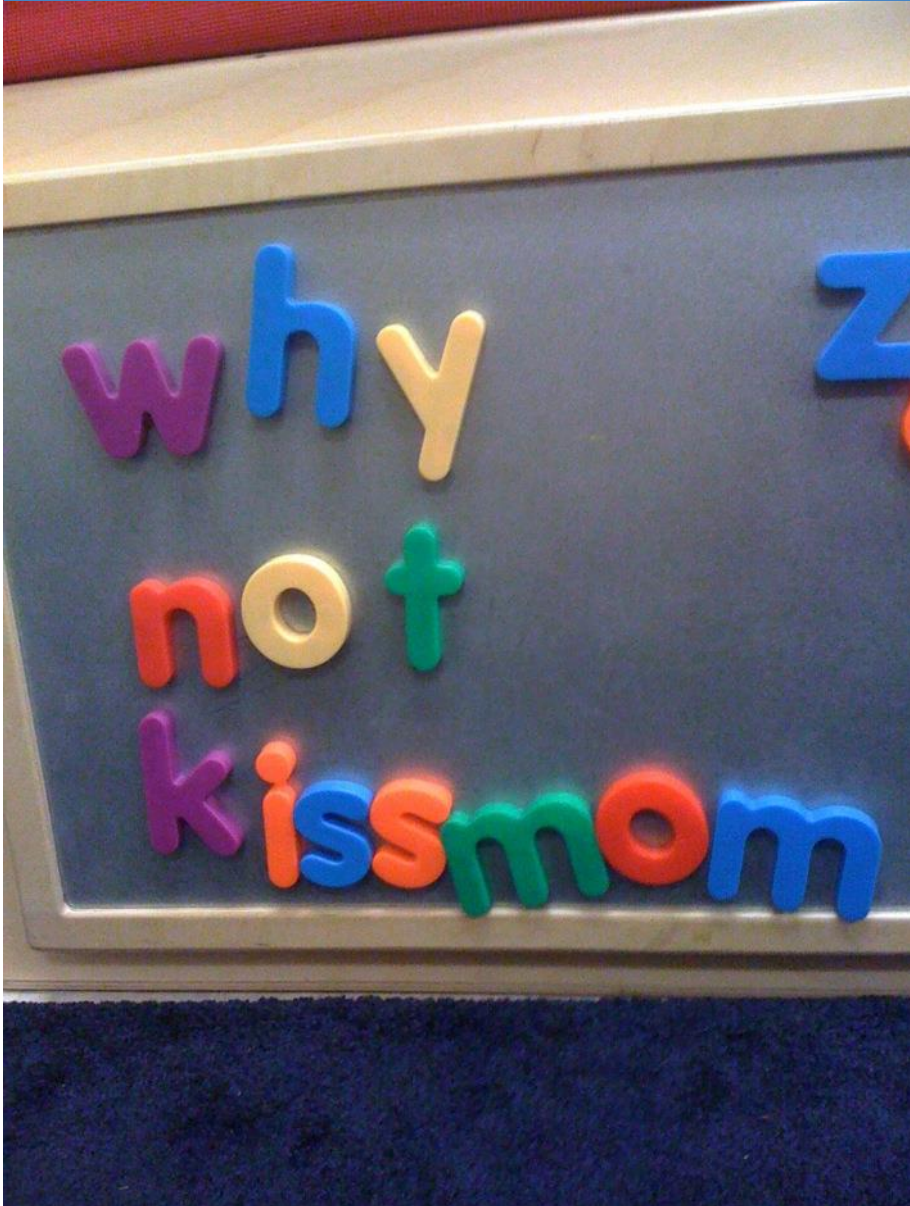
Why is it important?

- Children need to understand that print carries meaning
- Lets kids concentrate on decoding and comprehension

How do we help?

- Pay attention to print

Letter Knowledge



What is it?

- Knowing that letters have names, shapes, and sounds

Why is it important?

- Children need to be able to see that each word is made up of different letters that stand for different sounds

How do we help?

- Talk about shapes
- Play with letters

Phonological Awareness



What is it?

- Being able to hear & play with the separate sounds in words

Why is it important?

- Children need to be able to hear that words are made up of individual sounds in order to sound out words in print

How do we help?

- Sing songs & say rhymes
- Play sound & rhyming games

Vocabulary



What is it?

- Knowing the names of things

Why is it important?

- Easier to decode words we already know
- Knowing the meaning of words is how children understand what they read

How do we help?

- Talk with children
- Read a wide variety of books

Narrative Skills



What is it?

- Being able to describe objects and events
- Being able to tell stories

Why is it important?

- Understanding how stories work aids comprehension

How do we help?

- Talk about the sequence of activities
- Tell and retell stories

Five Early Literacy Practices

2nd Edition of Every Child Ready to Read describes five practices by which children build early literacy skills:

- Reading
- Writing
- Singing
- Talking
- Playing



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<http://www.flickr.com/photos/squidish/410698265/>

Reading

The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.

—Becoming a Nation of Readers

Reading



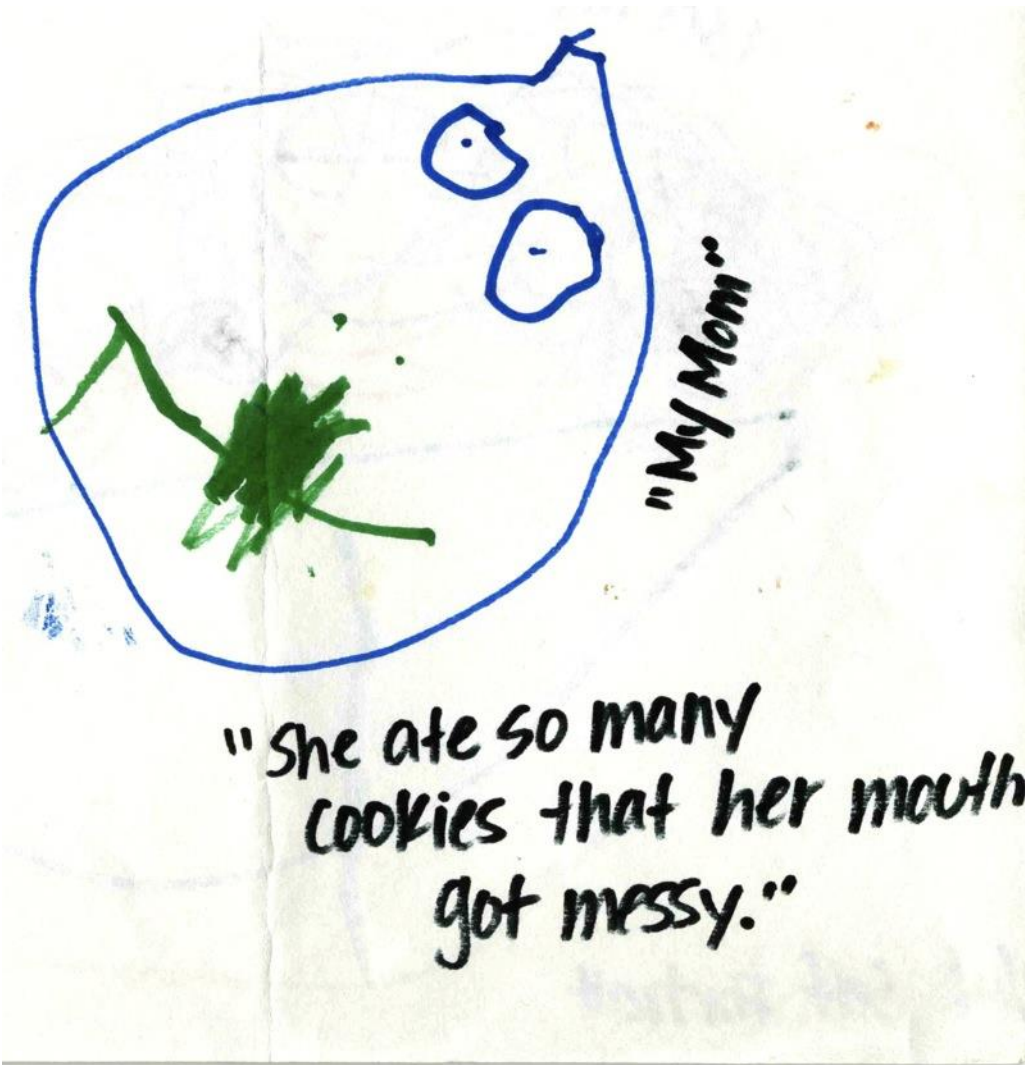
- Circle time and storytime
- Book nooks
- Maps, menus, lists
- Signs, labels, nametags
- Magazines, email, cartoons, nonfiction
- Tshirts, toys

Writing

The scribbles of very young children have meaning to them, and scribbling actually helps them develop the language skills that lead to reading. Young children who are encouraged to draw and scribble stories will learn to write more easily, effectively, and confidently once they head off to school.

—Reading is Fundamental

Writing



- Crayons, pencils, markers
- Fingerpaint, shaving cream, pudding!
- Cutting with scissors, tearing paper
- Fingerplays
- Clothespins, tongs
- Gross motor play for core muscle strength

Singing

Singing is simply one of the best ways for developing the sound awareness skills that are critical to learning to read successfully.

—Susan Canizares, PhD

Singing



- Circle time and storytime
- Transitions
- Listening activities
- Rhyming games
- Clapping, stomping, tapping, jumping, dancing

Talking

With few exceptions, the more parents talked to their children, the faster the children's vocabularies were growing and the higher the children's IQ test scores at age three and later.

—Hart & Risley, 1995

Talking



- Circle time and storytime
- Conversations
- Open-ended questions
- Describing actions
- Defining new words
- Connecting ideas

Playing

Play is often talked about as if it were a relief from serious learning.

But for children play
is serious learning.

Play is really the work of childhood.

—Fred Rogers

Playing



- Symbolic thinking
- Retelling stories with puppets or props
- Make-believe
- Sequences, patterns
- Puzzles, blocks, construction toys

Colorado Libraries for Early Literacy & the Bell Picture Book Awards

Colorado Libraries for Early Literacy

- Founded 2008
- Advisory group to Colorado State Library
- Main goals are training, support, and advocacy



www.cleel.org

CLEEL: Training and Advocacy

- Free & low-cost early literacy training
- CLEEL.org
- Networking
- LSTA grants
- Storyblocks.org
- Bell Awards



StoryBlocks:
Songs and Rhymes
that Build Readers



POLL!

The CLEL Bell Picture Book Awards

- Launched 2013
- First annual awards announced 2014
- Celebrate picture books that support early literacy development
- 5 books each year; one for each practice: read, write, sing, talk, play
- Tool for learning and advocacy



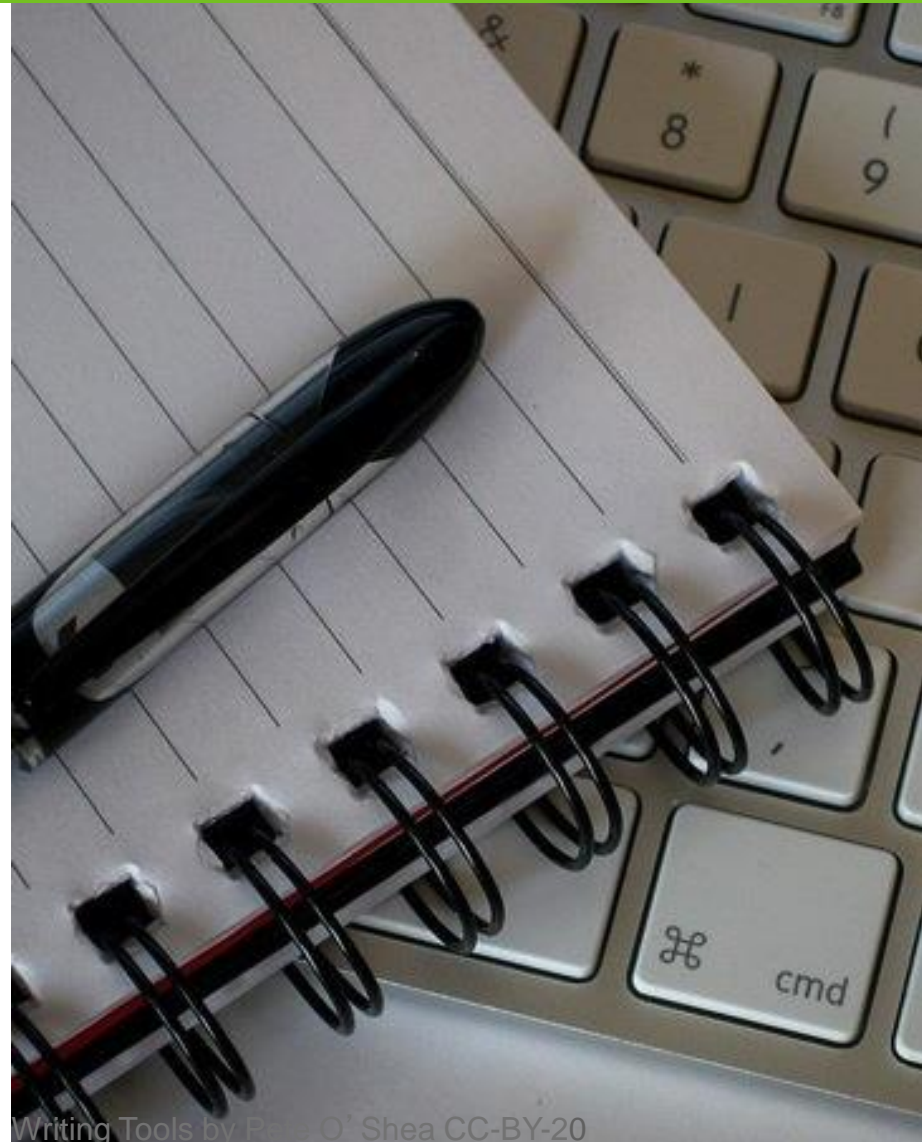
First Annual Winners Announced:

February 2014

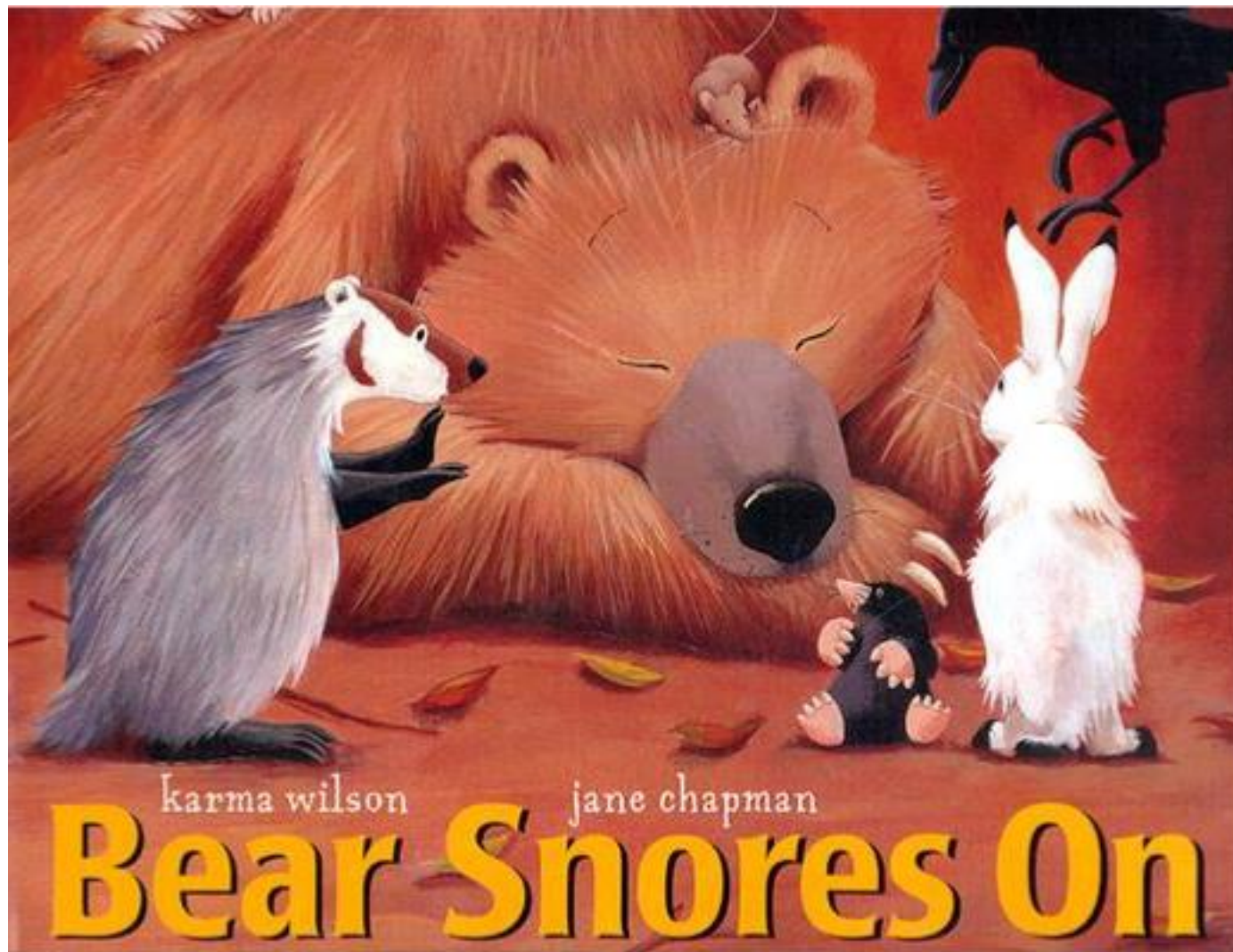
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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2	3	4	5 	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Selection Criteria

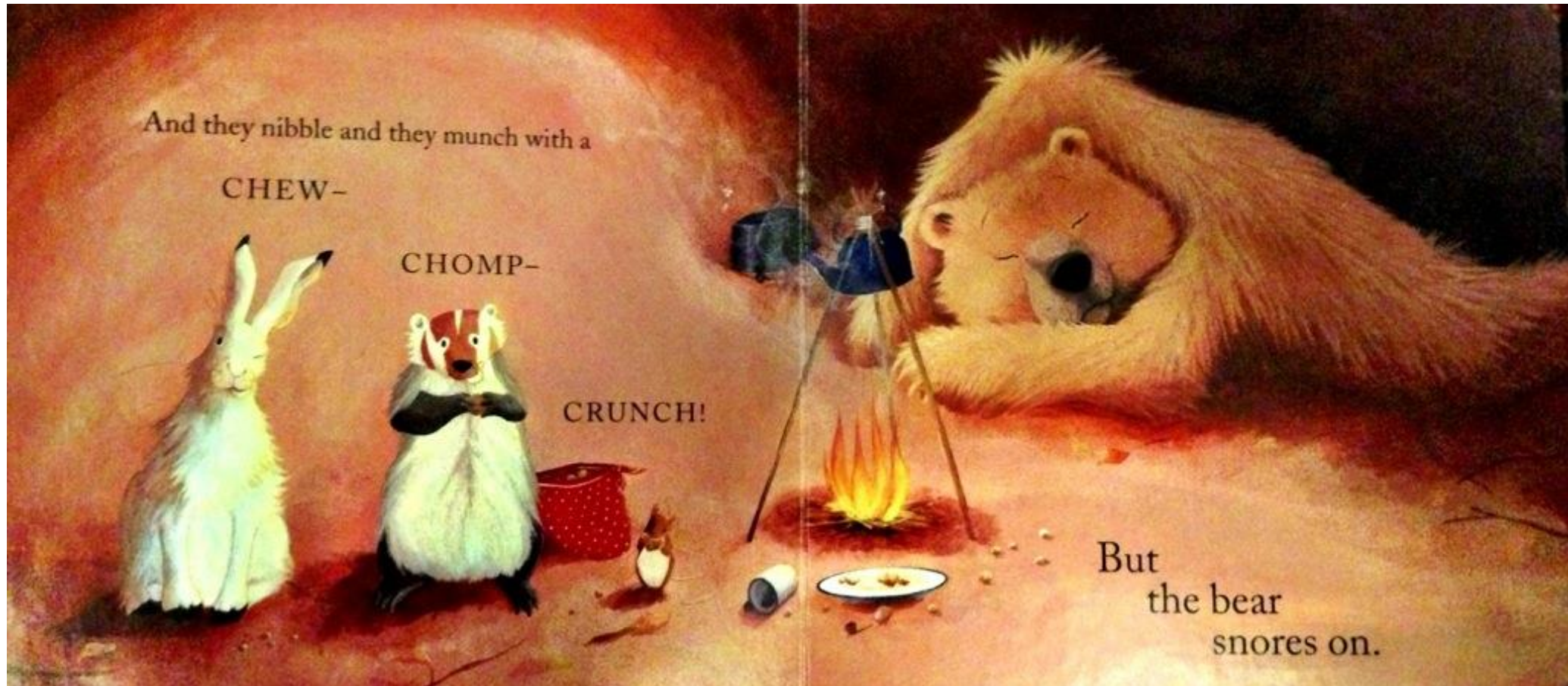
- Theme or content related to one of the five early literacy practices: read, write, sing, talk, or play
- Supports and/or models parent and caregiver engagement with their children through early literacy practices
- Ability to appeal to parents or caregivers and their young children (ages birth-5) of diverse family situations



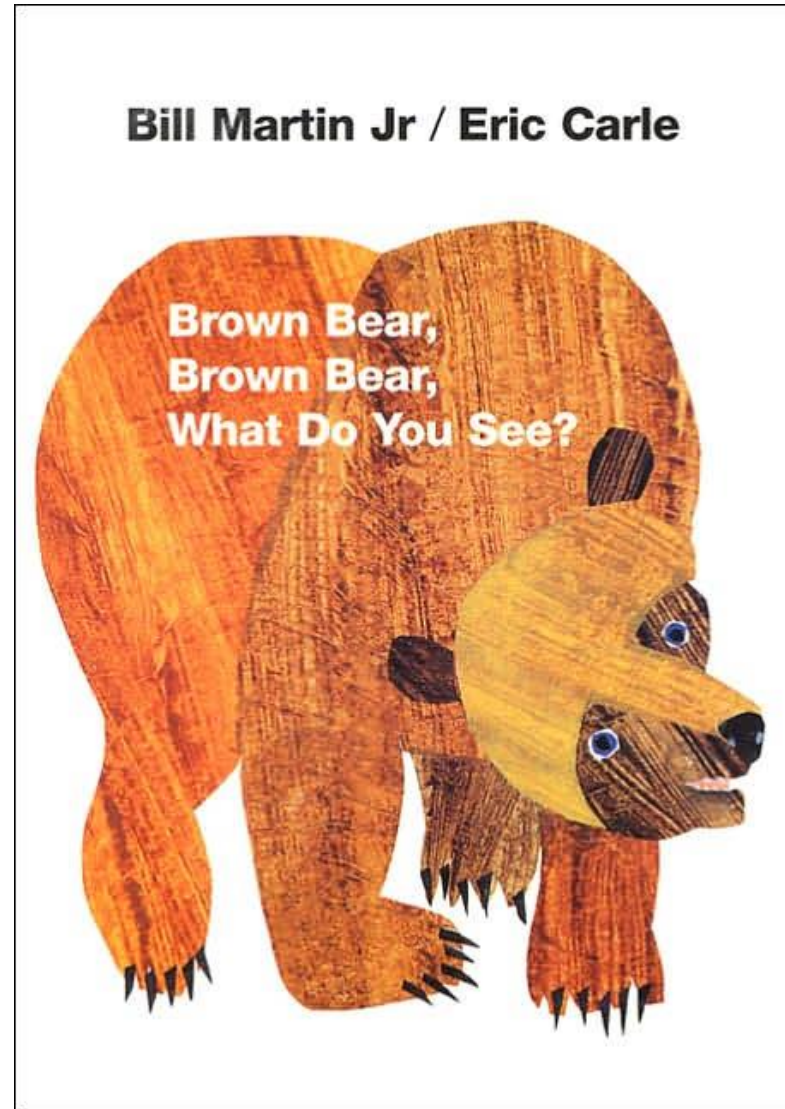
What Is A “Bell Book”?



What Is A “Bell Book”?

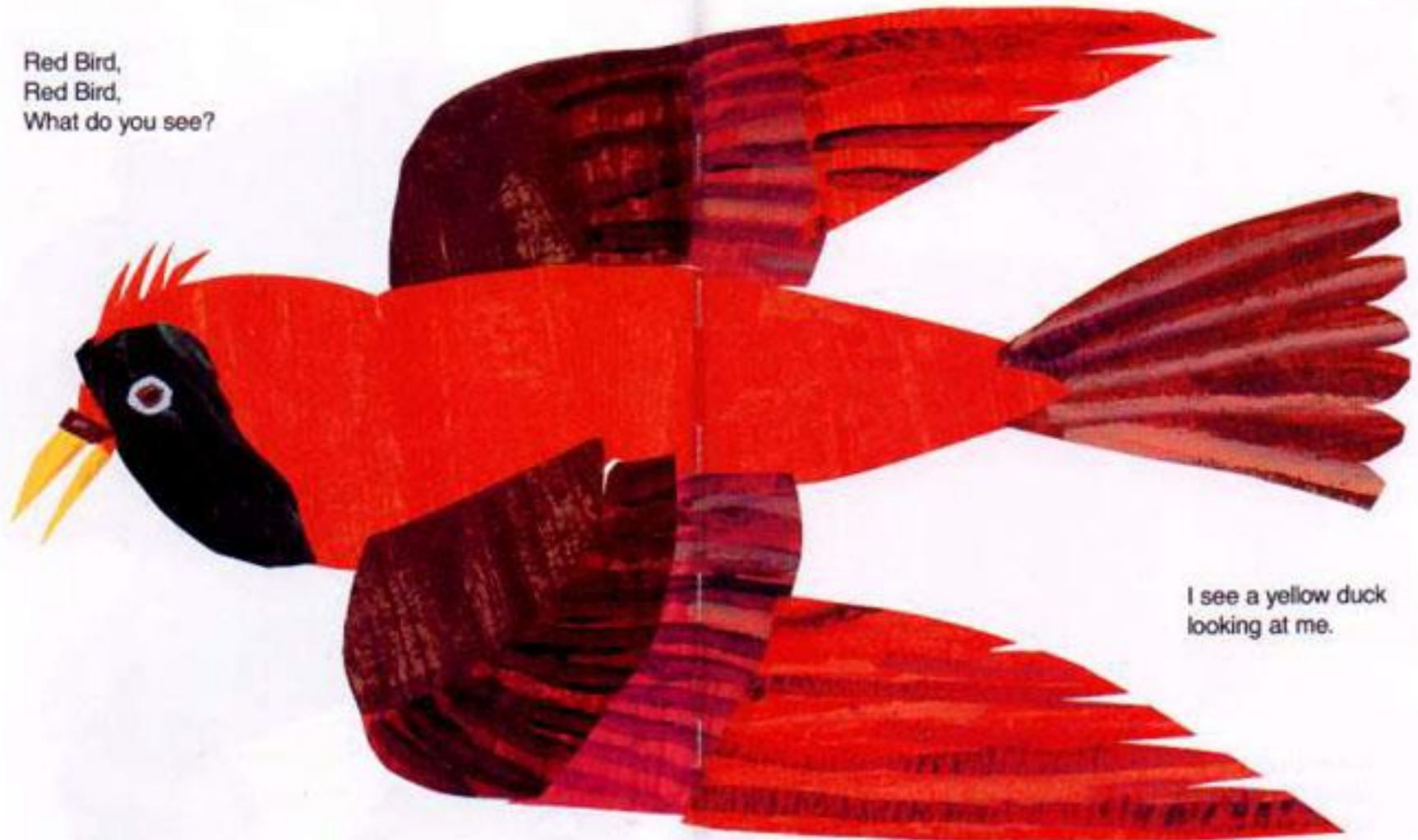


What Is A “Bell Book”?



What Is A “Bell Book”?

Red Bird,
Red Bird,
What do you see?



I see a yellow duck
looking at me.

Silver Bell Picture Books & Support Materials

Silver Bells

- 25 titles from the last 25 years
- Five books for each practice: read, write, sing, talk, and play
- Still in print
- Demonstrate our purpose
- Answer the question “What is a Bell Book?”
- Handout with all titles on webinar page

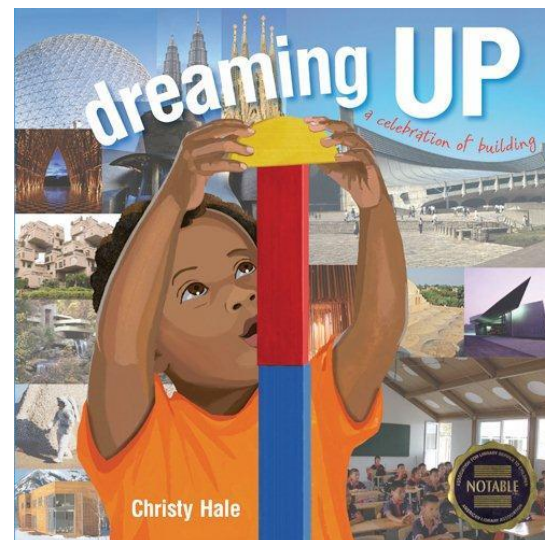
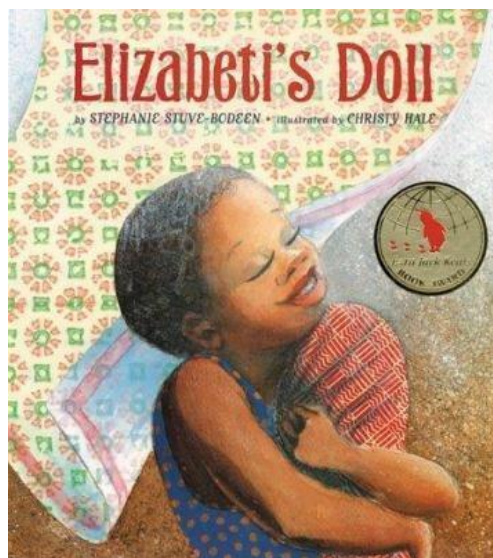
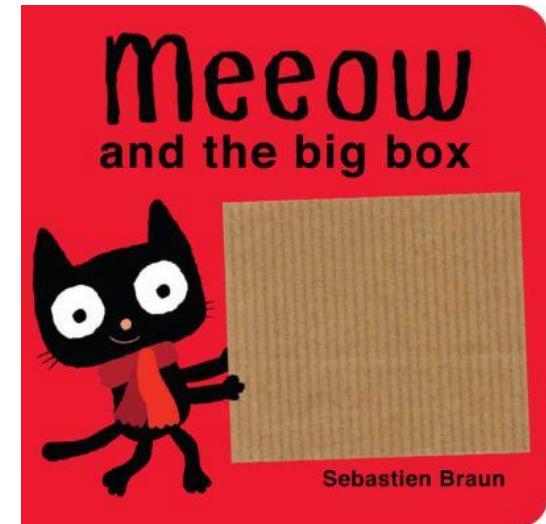
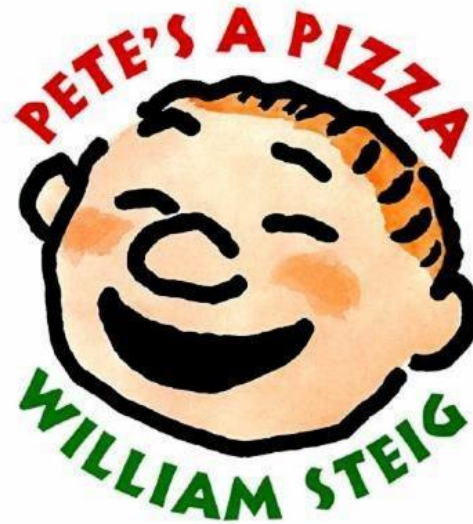


Silver Bells: ?????

PRESS
HERE



Hevri Tillet



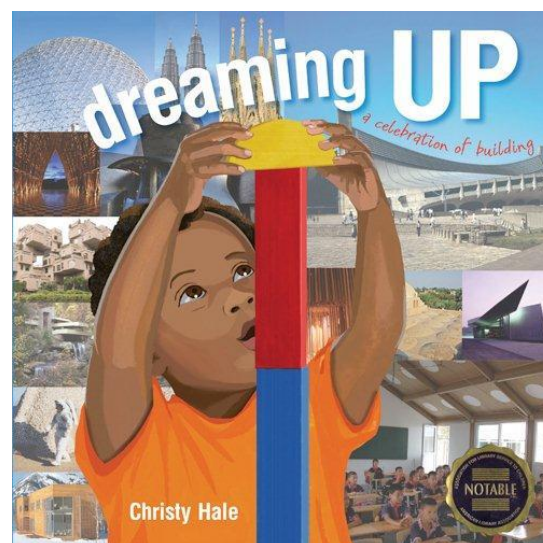
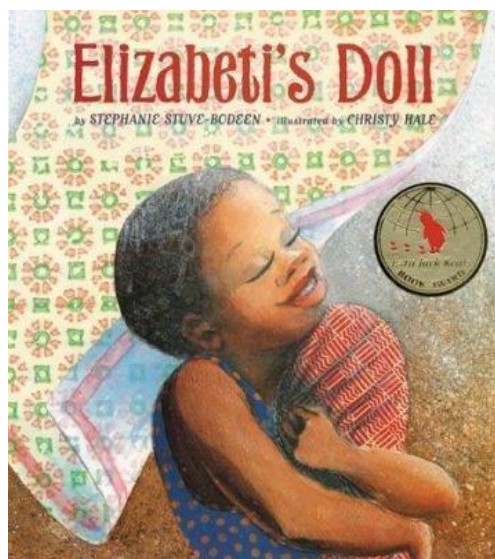
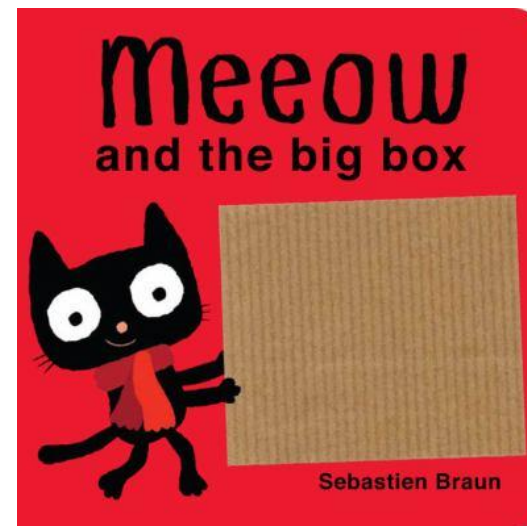
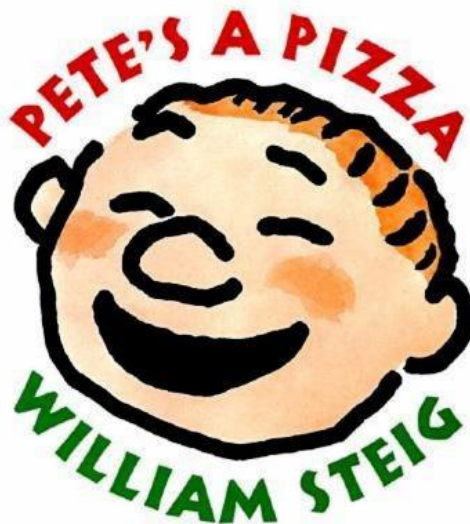
Silver Bells: Play

PRESS

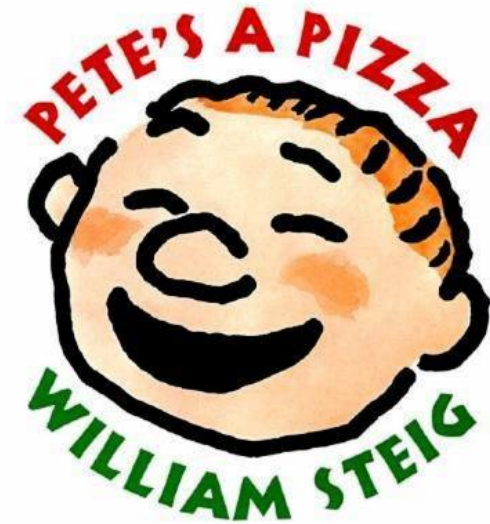


HERE

Hevvi Tillet



Silver Bells: Play



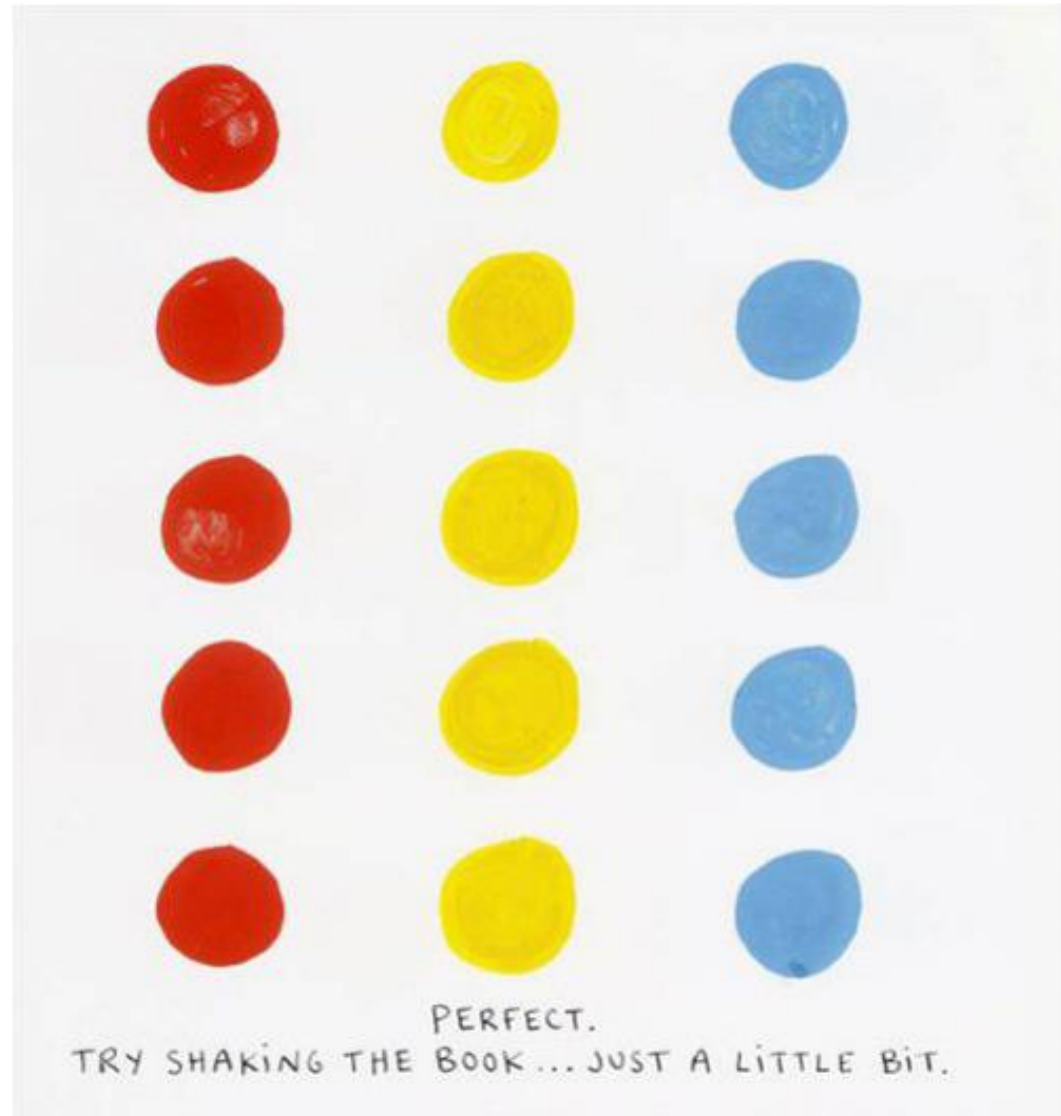
Silver Bells: Play

PRESS



HERE

Heave' Tulle!



PERFECT.

TRY SHAKING THE BOOK... JUST A LITTLE BIT.

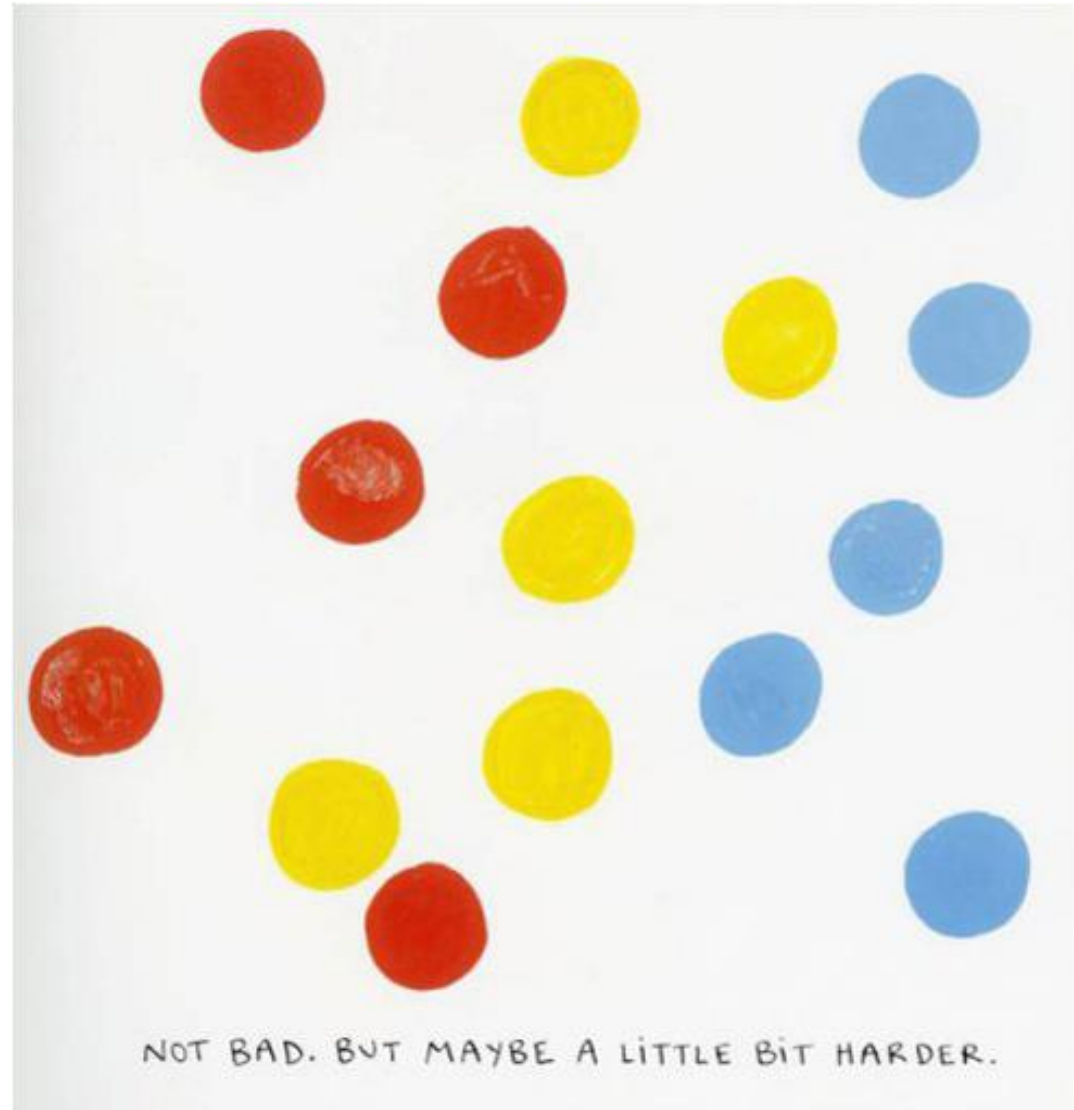
Silver Bells: Play

PRESS



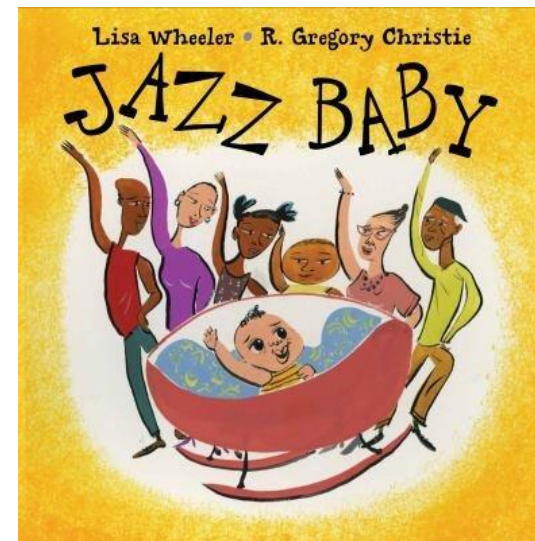
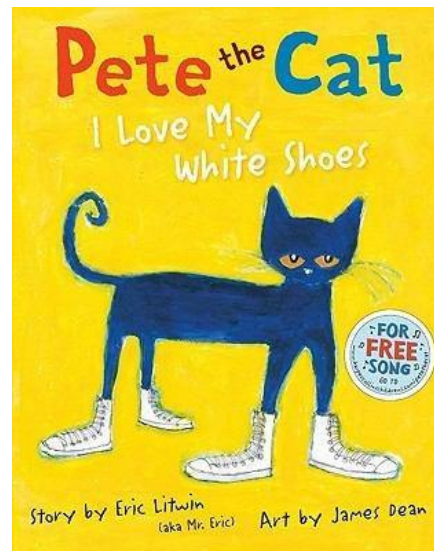
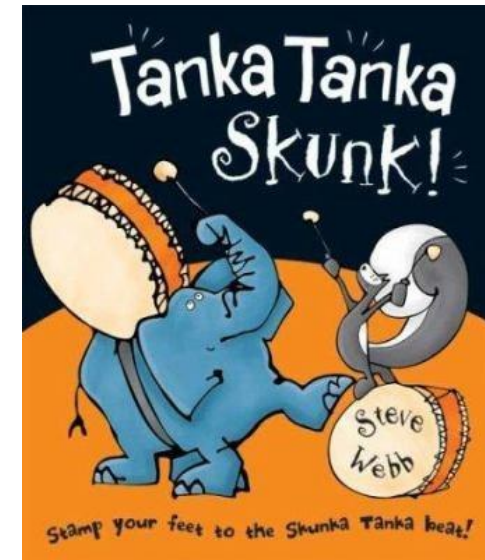
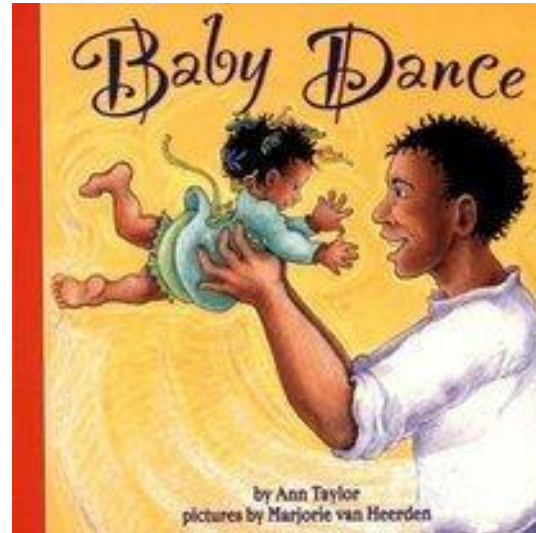
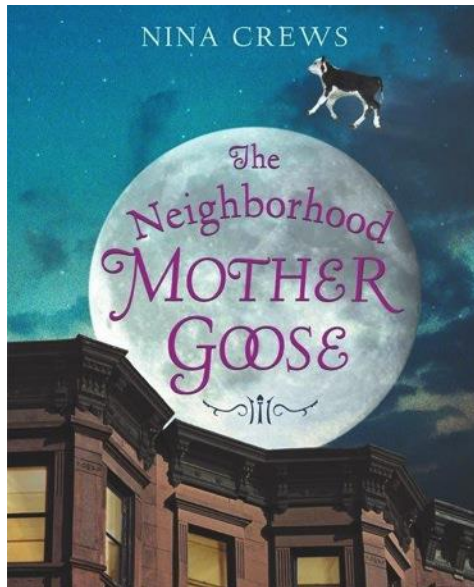
HERE

Heave' Tulle!

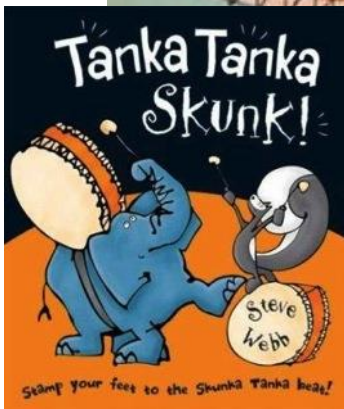
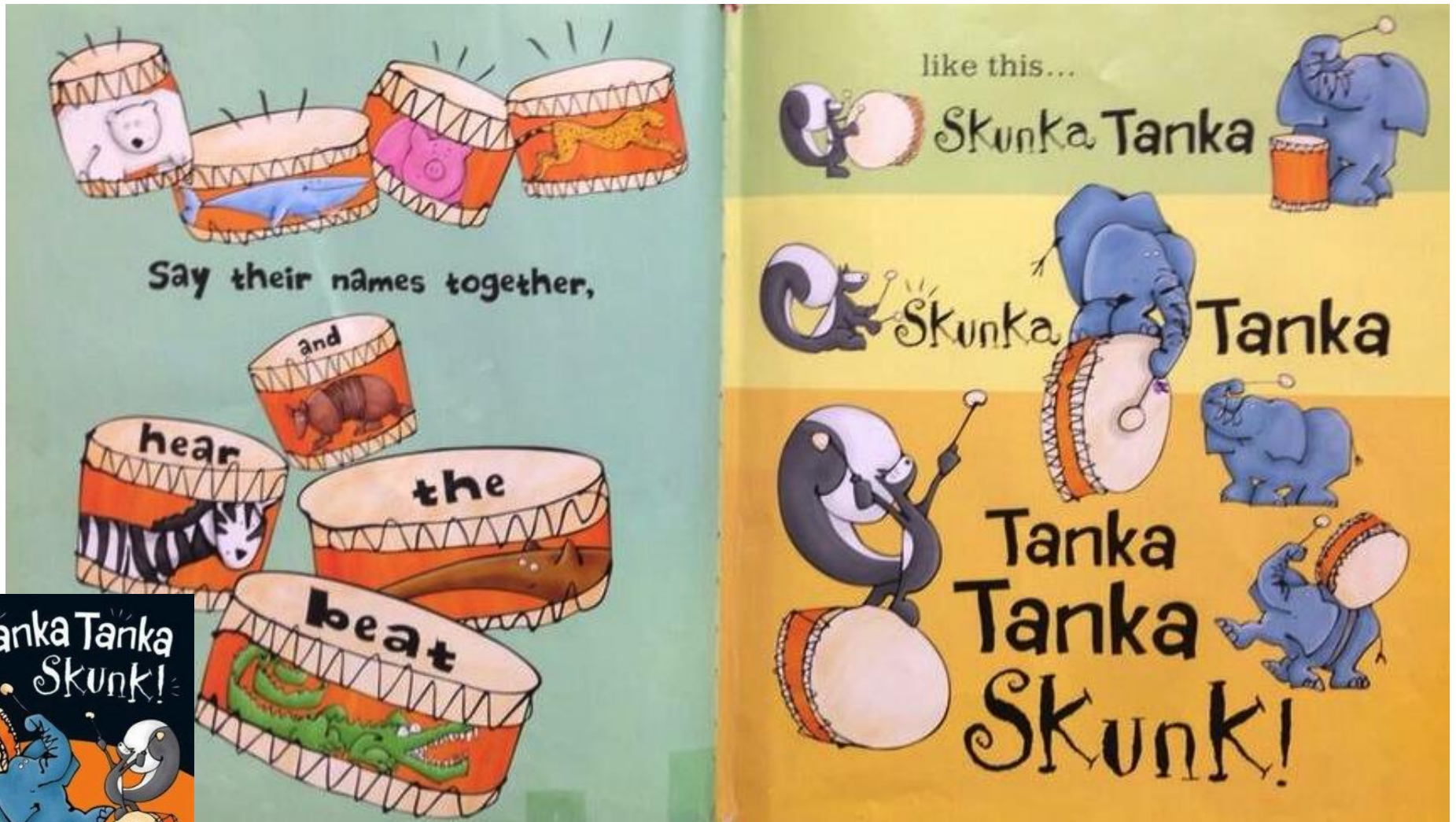


NOT BAD. BUT MAYBE A LITTLE BIT HARDER.

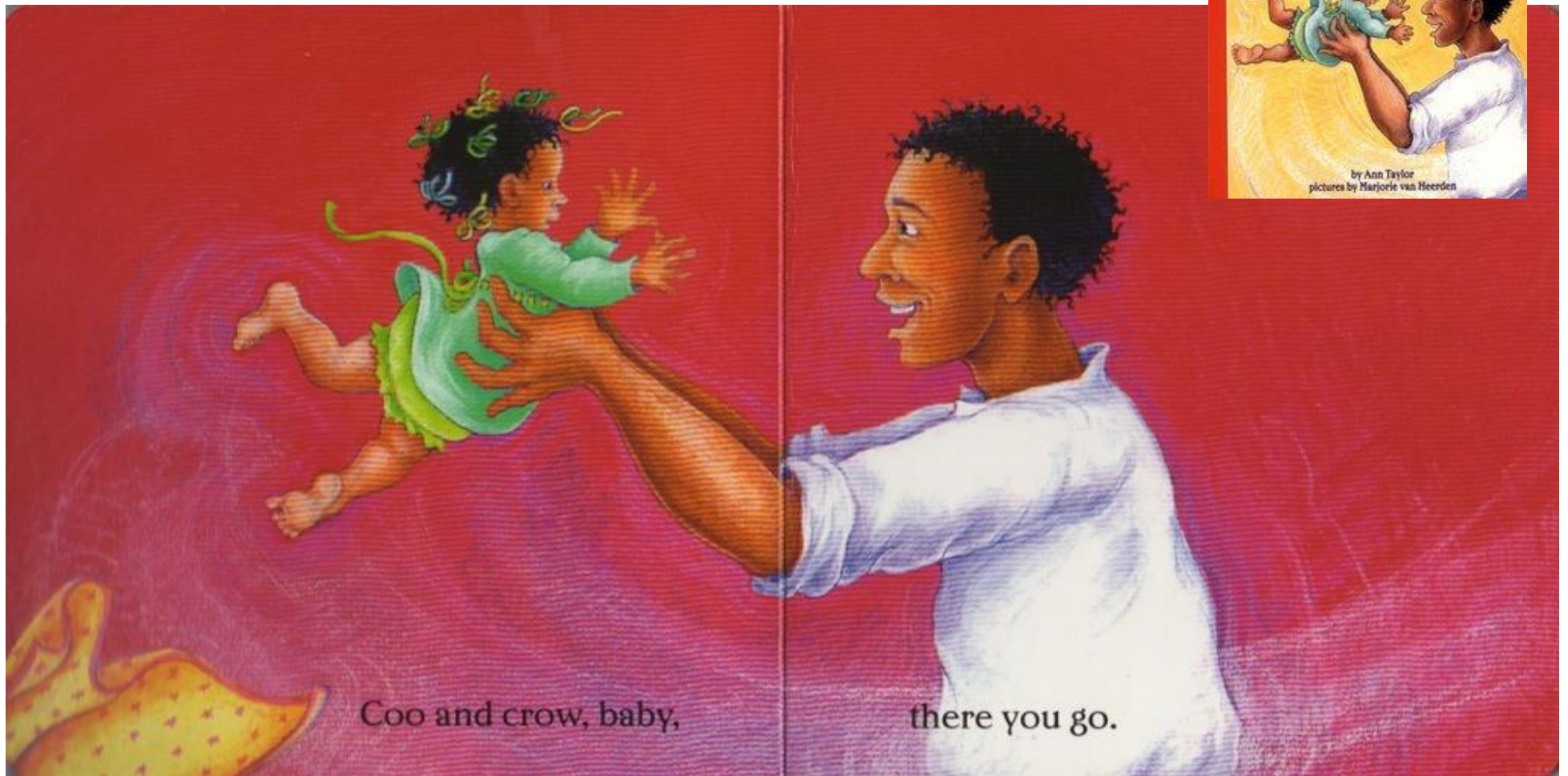
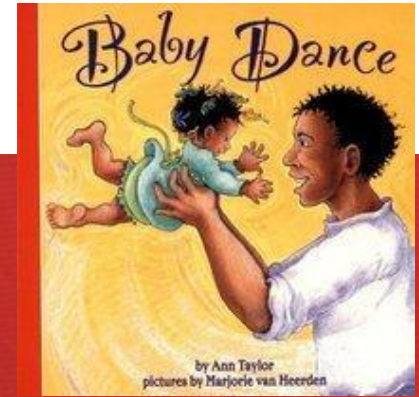
Silver Bells: Sing



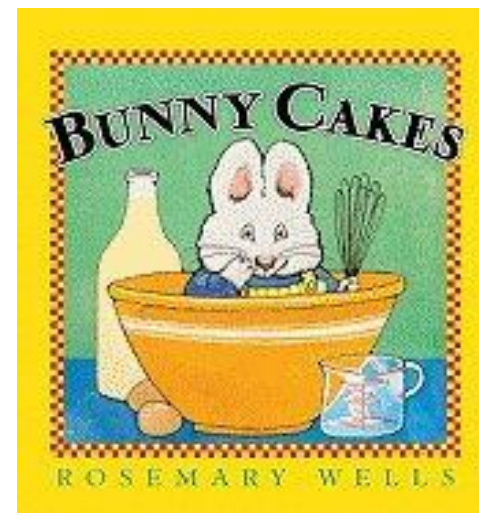
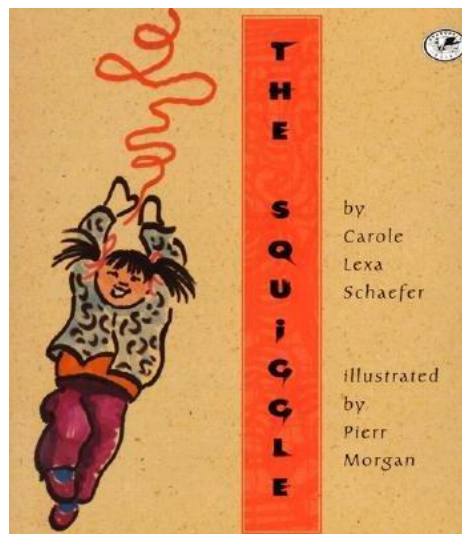
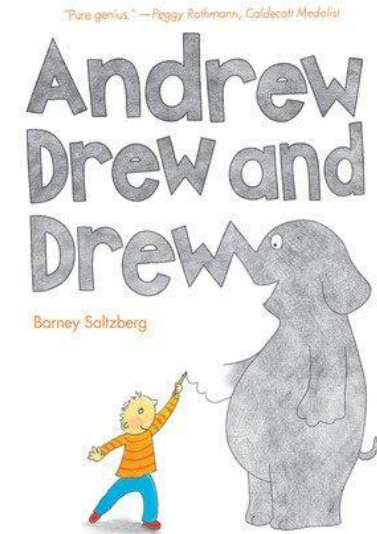
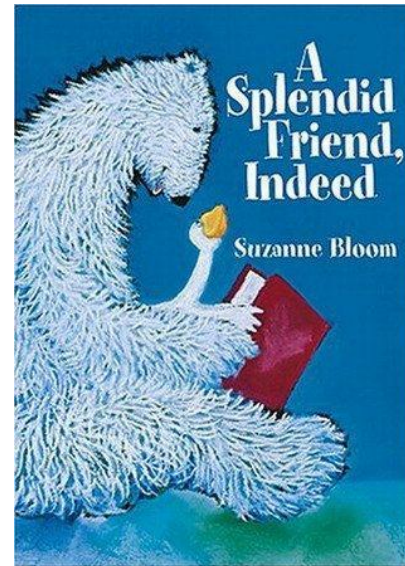
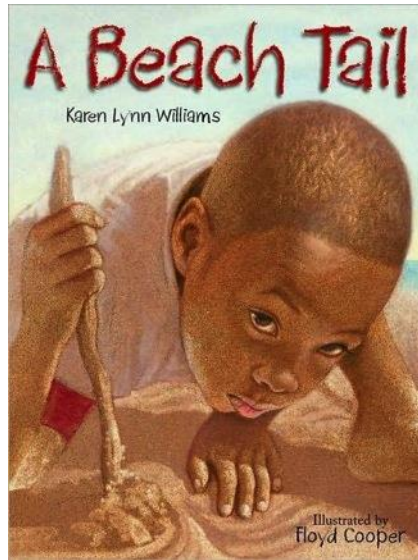
Silver Bells: Sing



Silver Bells: Sing

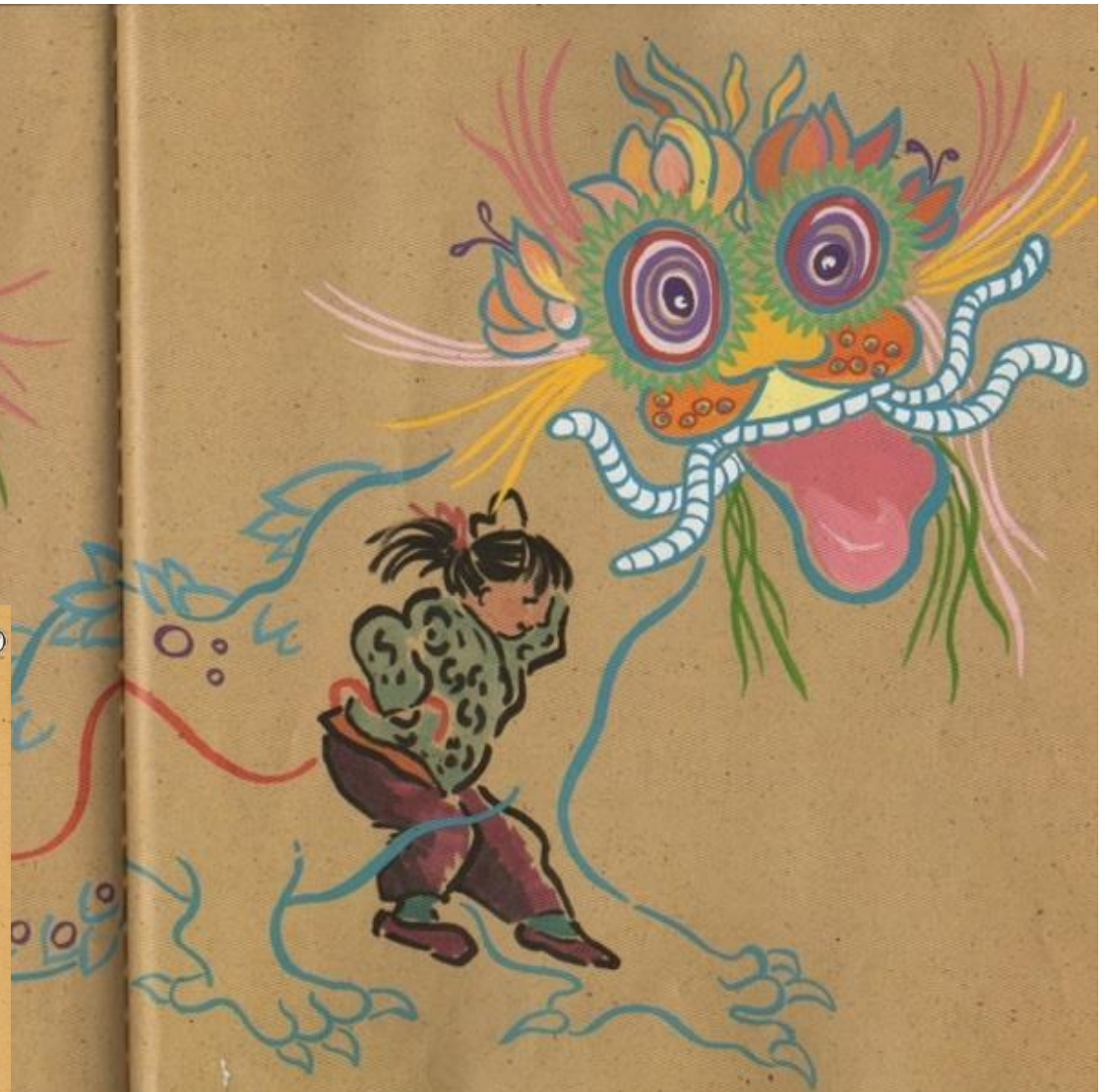
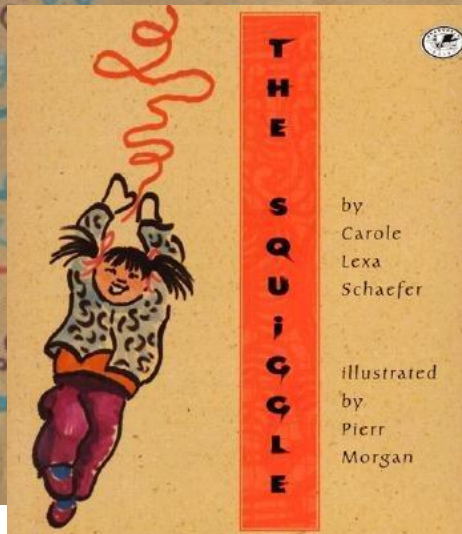
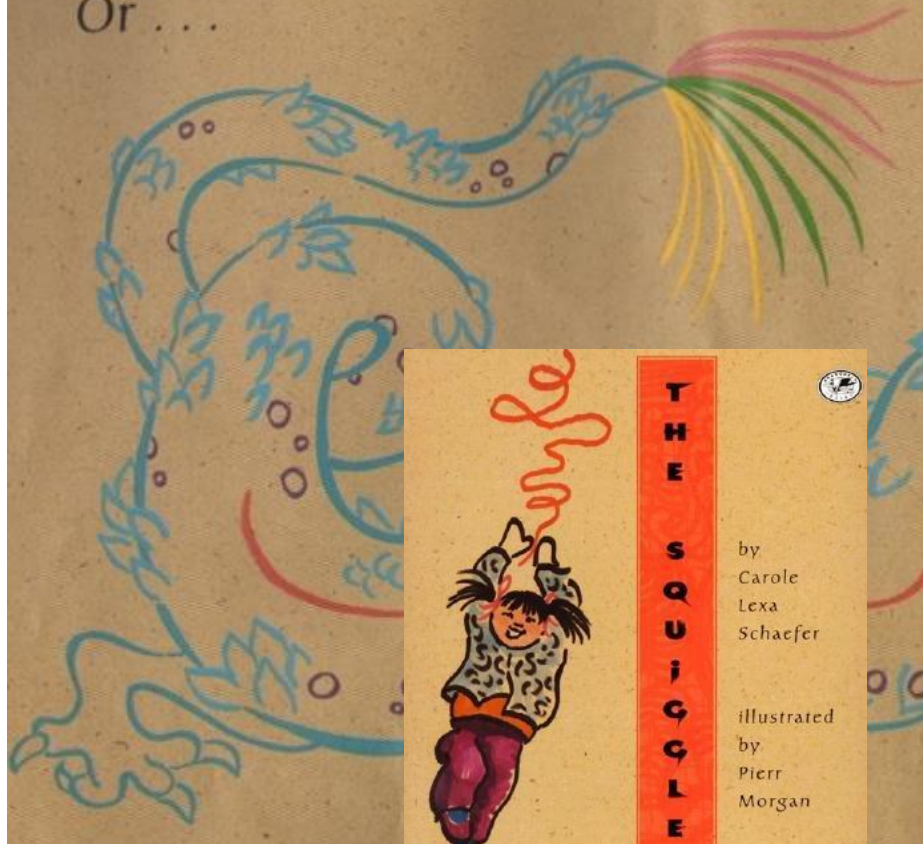


Silver Bells: Write



Silver Bells: Write

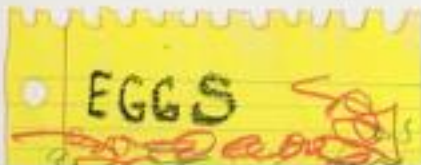
the dance of a big
scaly dragon.
Or . . .



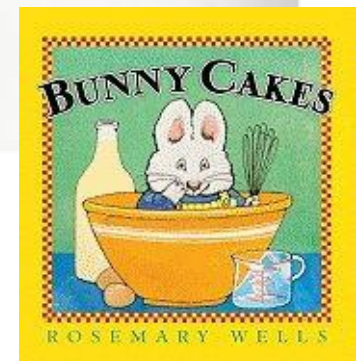
Silver Bells: Write



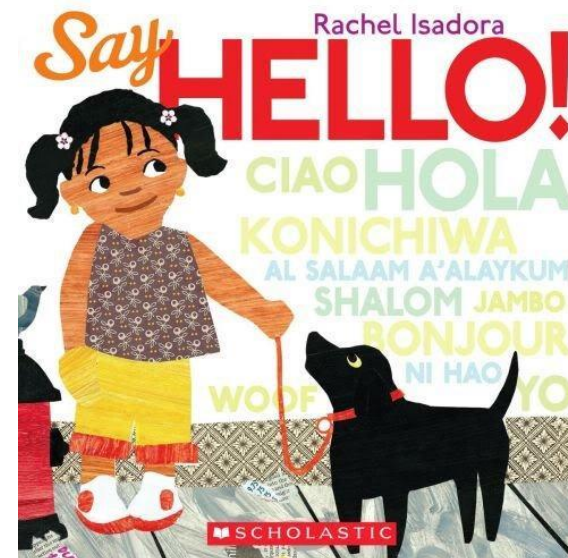
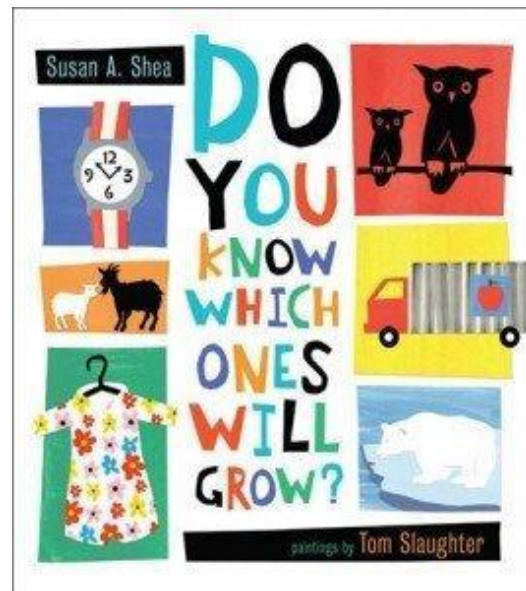
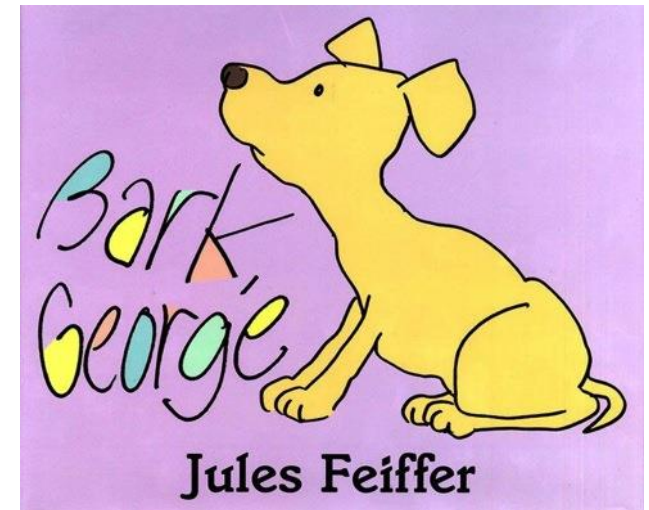
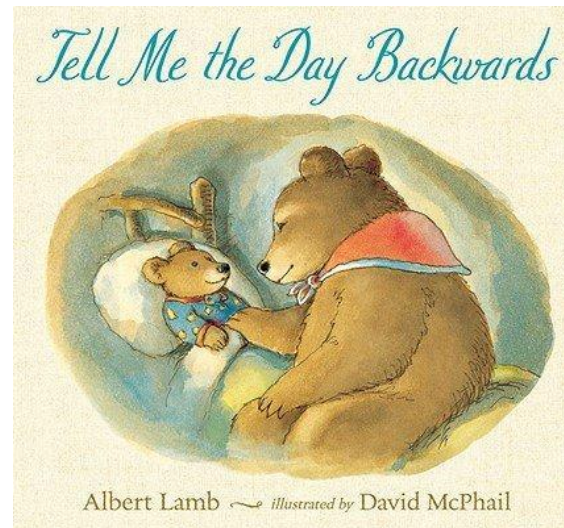
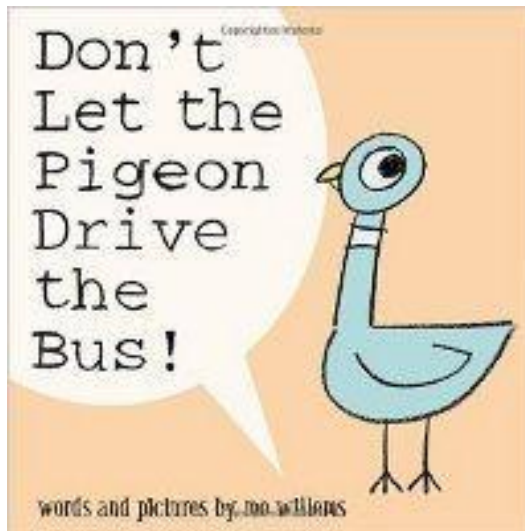
Max wanted Red-Hot Marshmallow Squirters for his earthworm cake. So he wrote "Red-Hot Marshmallow Squirters" on the list.



The grocer could not read Max's writing. "Eggs!" said the grocer, and he gave Max eggs.

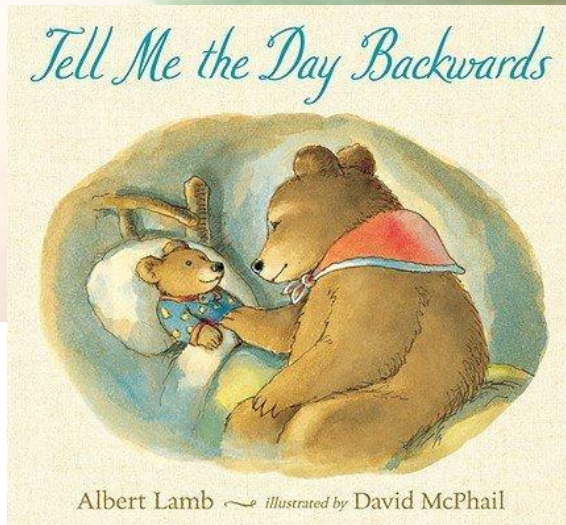


Silver Bells: Talk

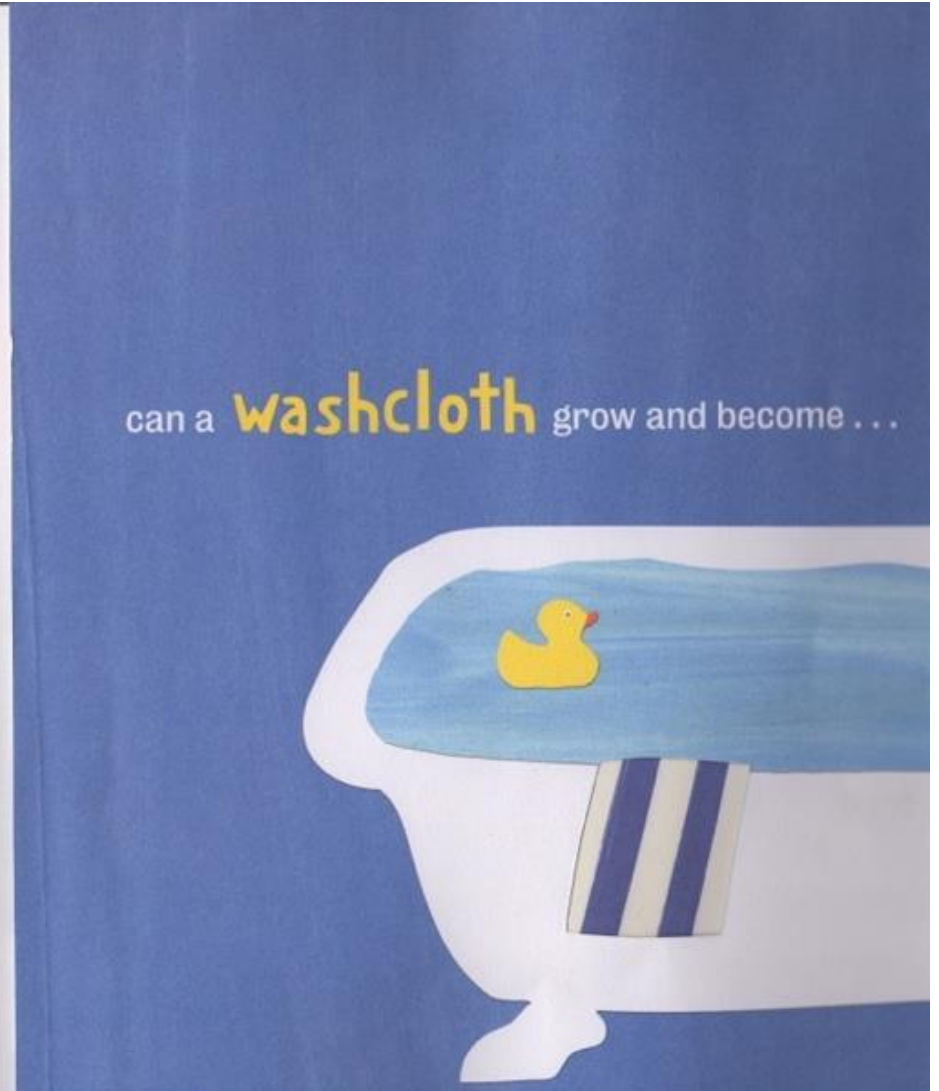
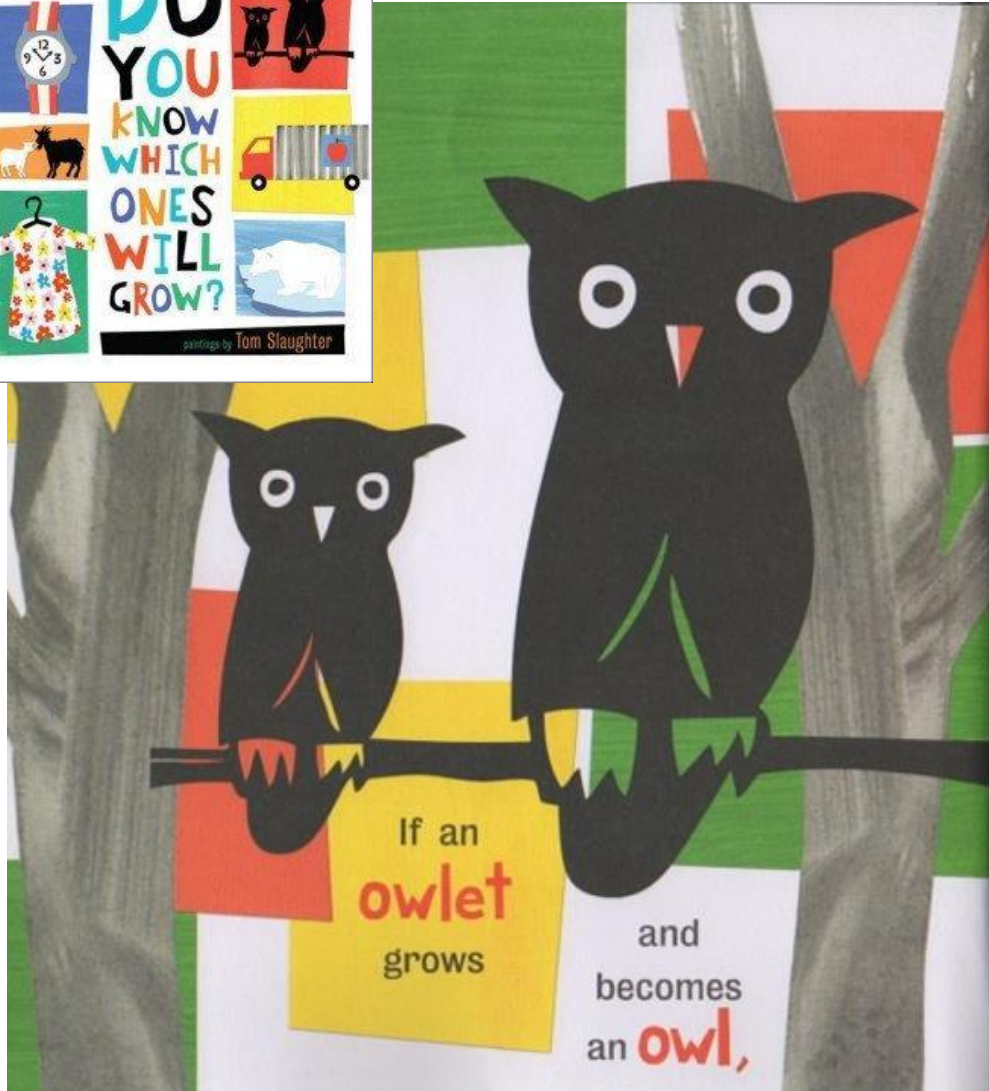
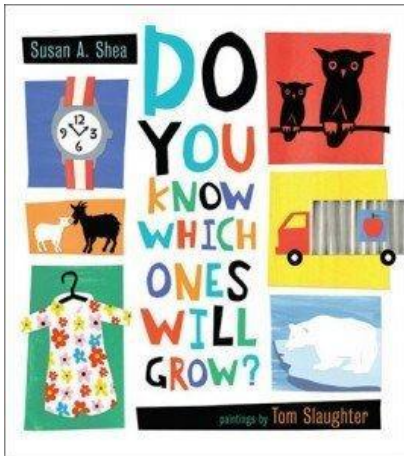


Silver Bells: Talk

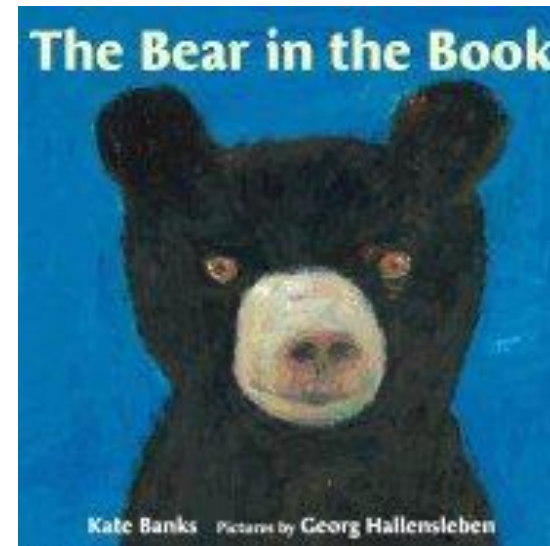
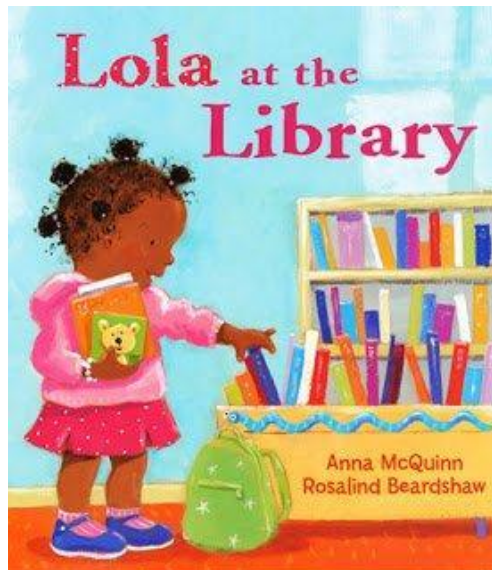
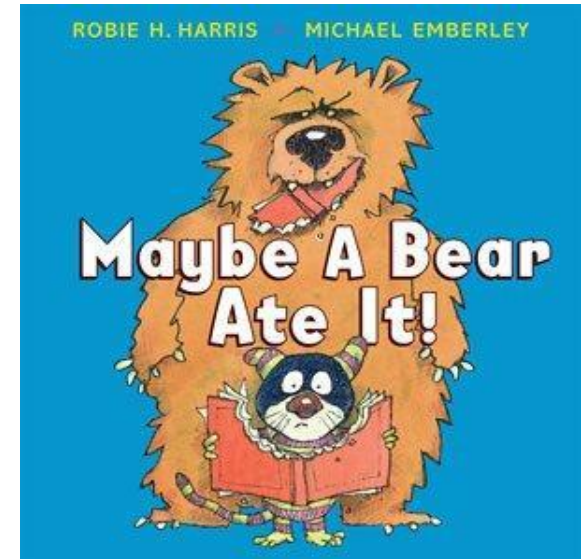
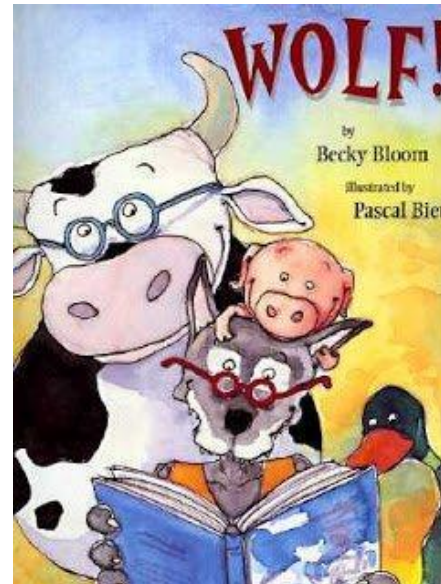
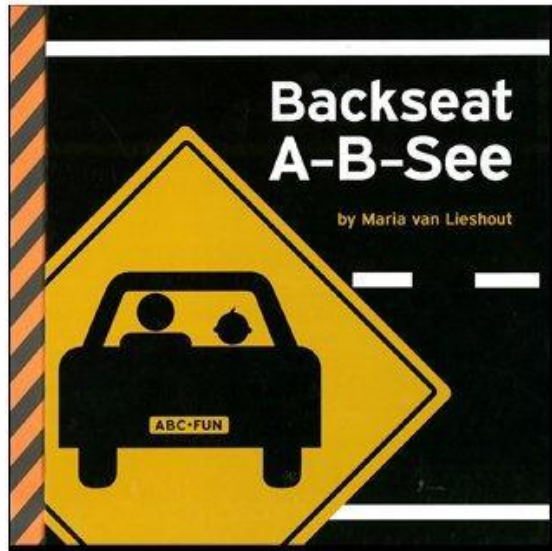
“Yes, that’s right,” said Mama Bear.
“That was after we watched the
sunset from the top of the hill.
And do you remember what
happened before that?”



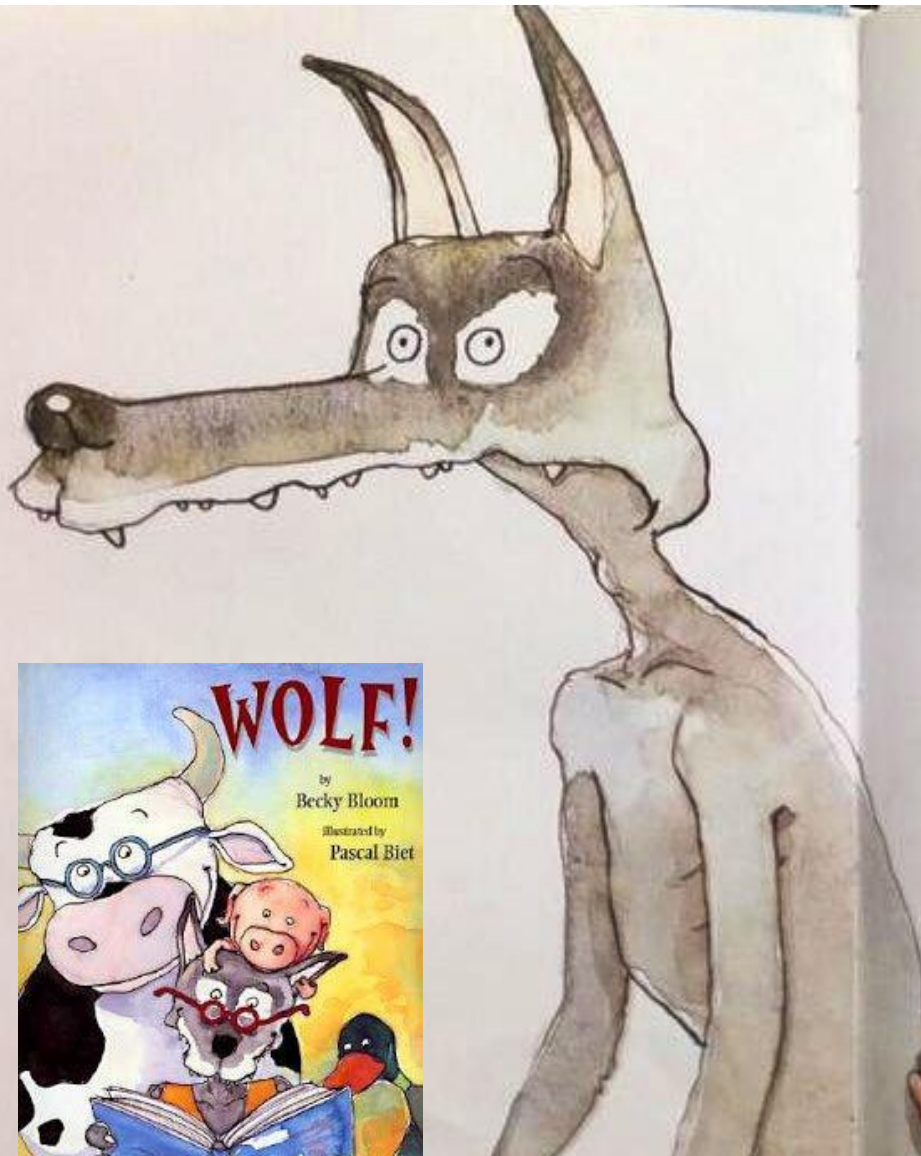
Silver Bells: Talk



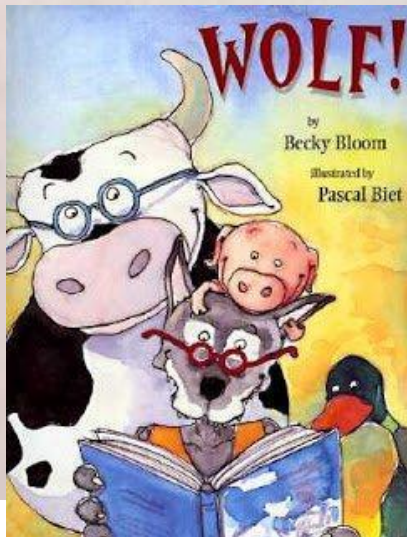
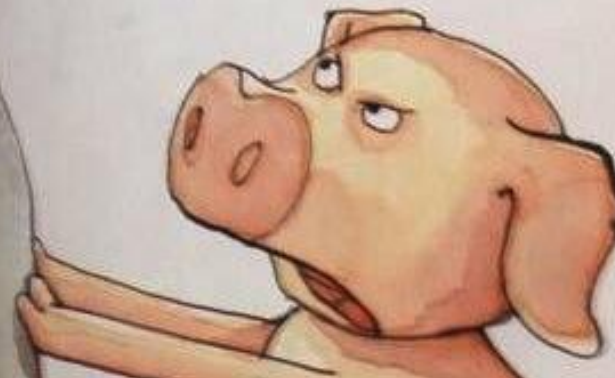
Silver Bells: Read



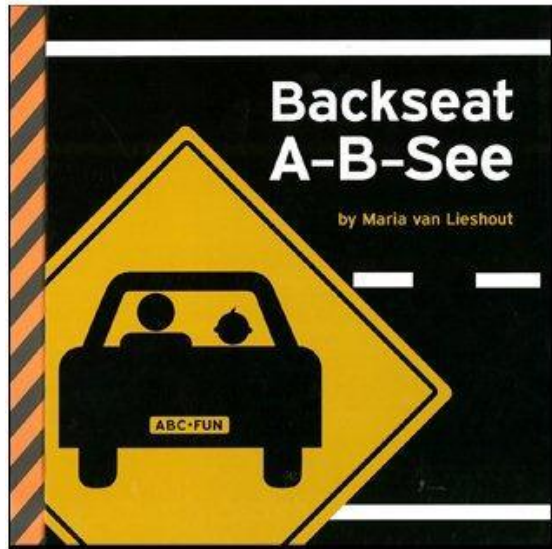
Silver Bells: Read



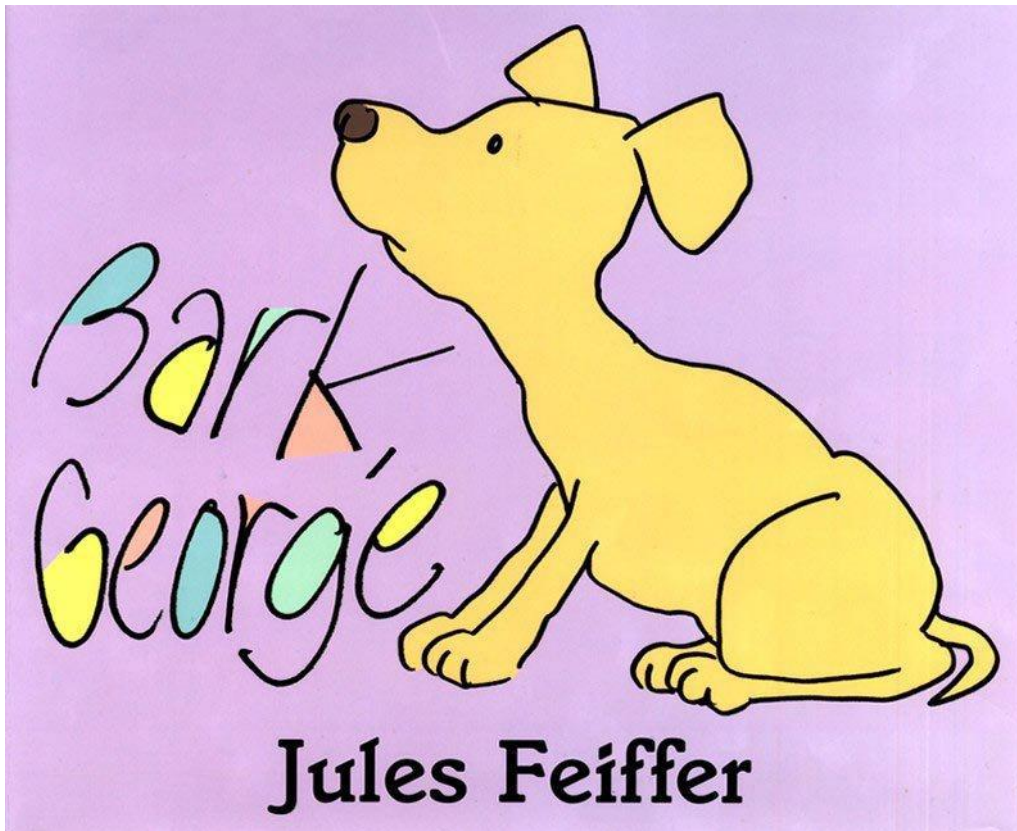
The wolf did not like to be ignored.
"What's wrong with you?" growled the wolf. "Can't you see I'm a big and dangerous wolf?"
"I'm sure you are," replied the pig. "But couldn't you be big and dangerous somewhere else? We're trying to read. This is a farm for educated animals. Now be a good wolf and go away," said the pig, giving him a push.



Silver Bells: Read



Free Activity Sheets



Bark, George A CLEL Silver Bell Award Book for TALK

by Jules Feiffer
ISBN-13: 978-0062051851
HarperCollins, 1999



George, a puppy, can't seem to bark. Instead he makes all sorts of other animal sounds until his mother takes him to the vet to find out why. The animal noises in *Bark, George* are an effective way to explore language sounds with young children, and the silliness of this story and its simple structure create a highly enjoyable reading experience.

Activity Ideas for *Bark, George*:

- Use die cut shapes, clip art images, stickers, or stamps to create several sets of farm animals from the book—cows, pigs, ducks, and cats. Have the children sort them into piles so all of the cows are together, all of the pigs, and so on. Noticing how objects are similar and different is a skill children will use when they are learning the different letter shapes of the alphabet.
- Play a guessing game with the children. Say, "I am thinking of an animal that goes 'Quack, quack'" and let them tell you who makes that sound. Let them have a turn to give you an animal sound to guess! Playing games with animal sounds helps to build the phonological awareness skills children will use to sound out words when they read.
- Make a George puppet out of a paper bag. Let children choose a color for George and use a crayon to scribble it all over the bag before you draw or glue on ears, nose, and eyes. Holding crayons and making marks are pre-writing skills that prepare children for writing letters and words.
- After reading the book together a few times, give the book to a child and ask them to turn the pages and tell you what happens on each page. Pretending to read a familiar story by looking at the pictures gives children a chance to start thinking of themselves as readers, which can motivate them to learn to read words.

Free Activity Sheets

- Title, author, publisher
- Annotation with connection to one of the 5 practices
- 3-4 activity ideas
- Each activity idea includes a statement connecting it to an early literacy skill

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The CLEL Bell Picture Book Awards are given to books that provide excellent support of early literacy development in young children. For more information and for other activity sheets, visit <http://www.clel.org/content/bell-awards>

Free Activity Sheets

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ISBN-13: 978-0062051851

HarperCollins, 1999



George, a puppy, can't seem to bark. Instead he makes all sorts of other animal sounds until his mother takes him to the vet to find out why. The animal noises in *Bark, George* are an effective way to explore language sounds with young children, and the silliness of this story and its simple structure create a highly enjoyable reading experience.

Free Activity Sheets

Activity Ideas for *Bark, George*:

- Use die cut shapes, clip art images, stickers, or stamps to create several sets of farm animals from the book—cows, pigs, ducks, and cats. Have the children sort them into piles so all of the cows are together, all of the pigs, and so on. Noticing how objects are similar and different is a skill children will use when they are learning the different letter shapes of the alphabet.
- Play a guessing game with the children. Say, “I am thinking of an animal that goes ‘Quack, quack’” and let them tell you who makes that sound. Let them have a turn to give you an animal sound to guess! Playing games with animal sounds helps to build the phonological awareness skills children will use to sound out words when they read.
- Make a George puppet out of a paper bag. Let children choose a color for George and use a crayon to scribble it all over the bag before you draw or glue on ears, nose, and eyes. Holding crayons and making marks are pre-writing skills that prepare children for writing letters and words.
- After reading the book together a few times, give the book to a child and ask them to turn the pages and tell you what happens on each page. Pretending to read a familiar story by looking at the pictures gives children a chance to start thinking of themselves as readers, which can motivate them to learn to read words.

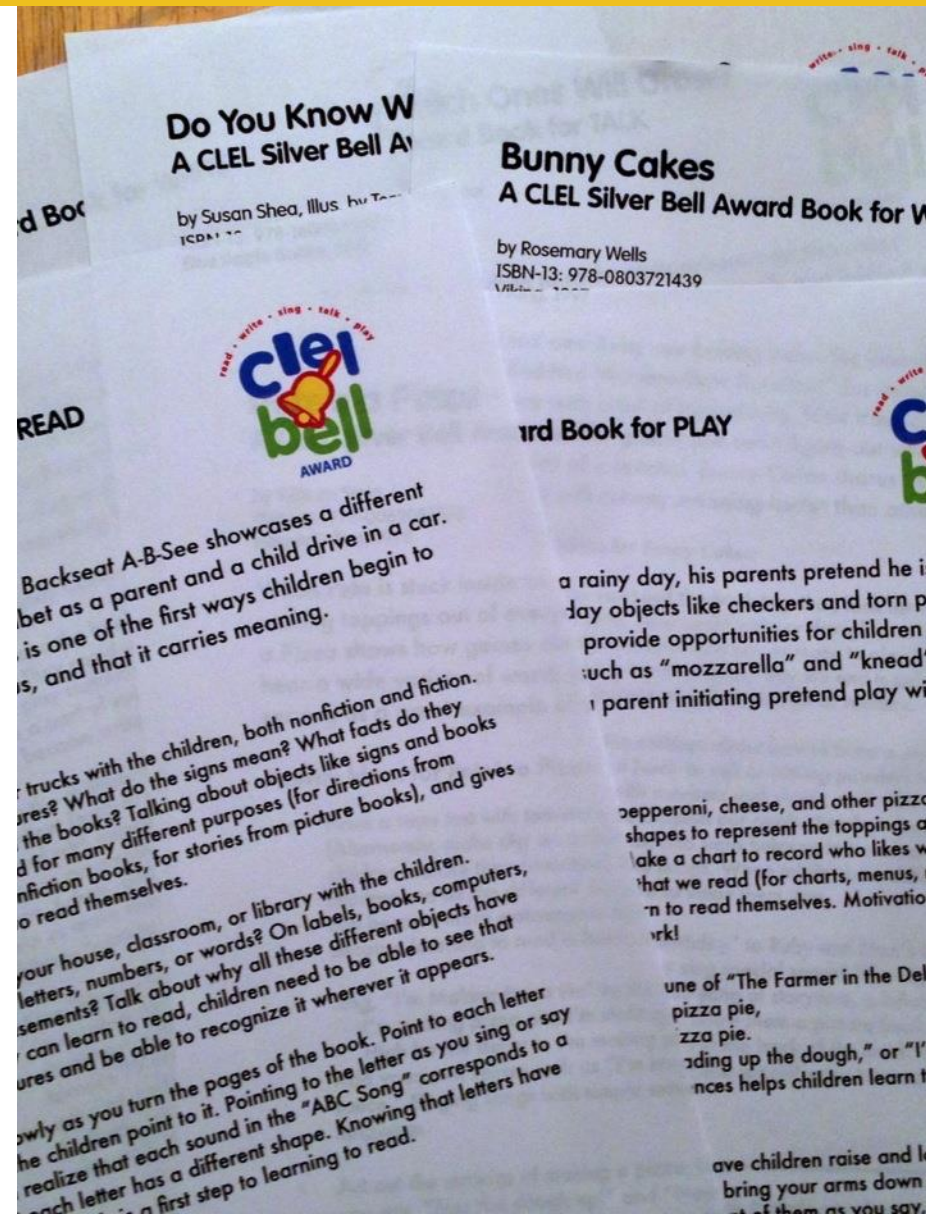
Free Activity Sheets

Activity Ideas for *Pete the Cat: I Love My White Shoes*:

- Gather a variety of shoes or just look at all the different shoes children are wearing in your group. Sing Pete's song, changing the descriptive words to match the shoes you see: "I love my pink boots," or "I love my Spiderman shoes." Being able to use specific words to describe objects is a type of comprehension skill.
- In the story, Pete's shoes change color when he steps in various piles and puddles. Talk about what would happen if he stepped in pineapple juice: What color would it turn his shoes? What could he step in to make his shoes turn purple? Or green? Conversations like this help build vocabulary. The more words children know and hear, the better they are able to understand what they read in books.
- Have the children tear strips of paper, then hold them between their fingers and thumbs to dip them into different substances (mud, mustard, milk, chocolate sauce) or paints. Tearing paper and gripping small objects develops finger strength for writing activities. Ask the children what they think will happen: what if you dip the paper into mustard and then ketchup? Or into blue and then yellow? Making predictions is something good readers do to help them understand the events in a story.
- Put one shoe from every child in a pile and have them each choose one. The first player says, "I have a blue boot. Who has a yellow tennis shoe?" The holder of the tennis shoe then says, "I have a yellow tennis shoe. Who has a red flip-flop?" This game reinforces basic sentence structure. It also gives children practicing noticing differences between objects, a skill they will use to recognize letter shapes.

Using the Activity Sheets

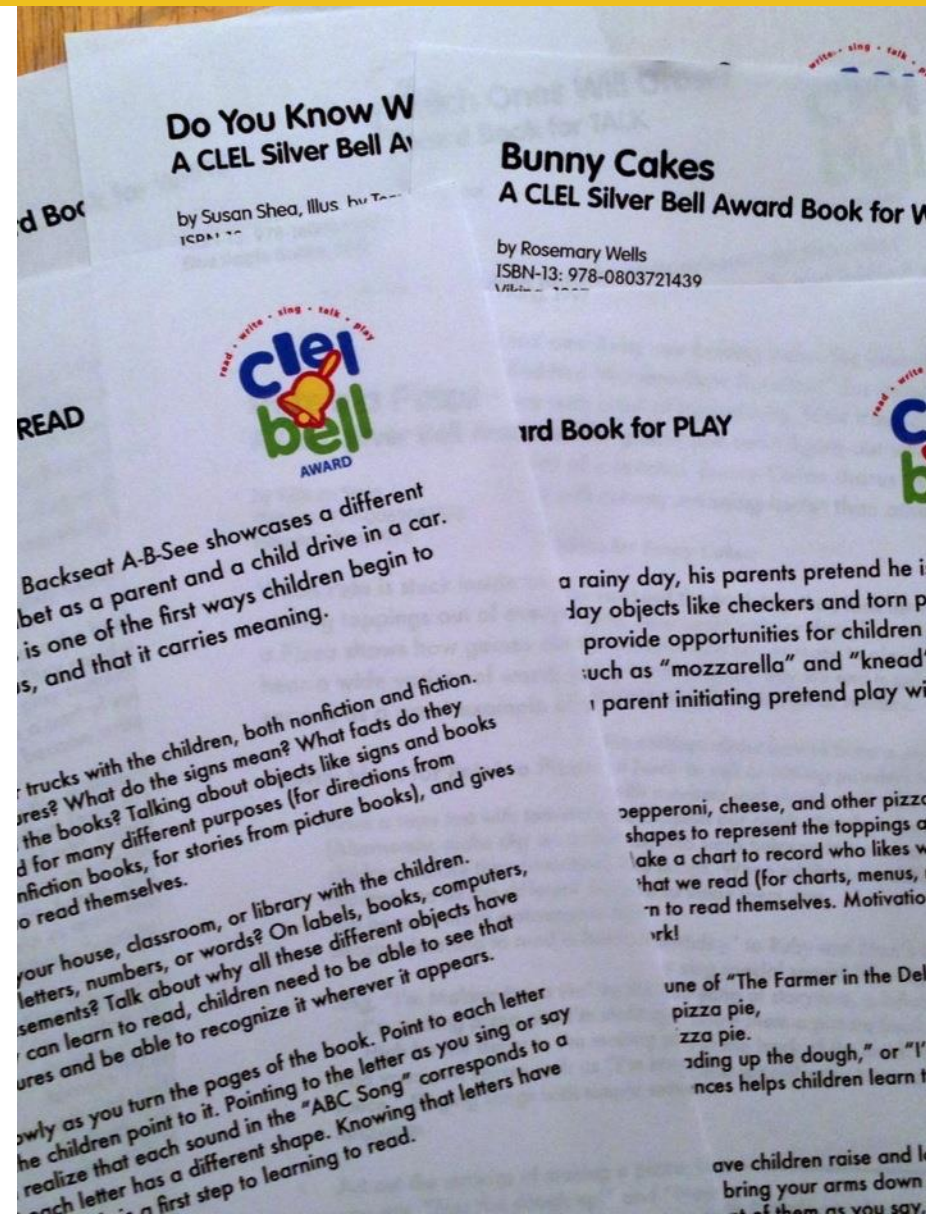
- Do the activities in your classroom or storytime
- Adapt an activity for one book to use with a different book
- Read through the ideas to review how the practices build early literacy skills
- Share information on the sheets with parents and families



POLL!

Using the Activity Sheets

- Copy an activity paragraph into a blog post or print newsletter, citing clel.org
- Use quotes about the skills and practices in emails or social media updates, citing clel.org
- Use the activities as a basis for a family literacy night

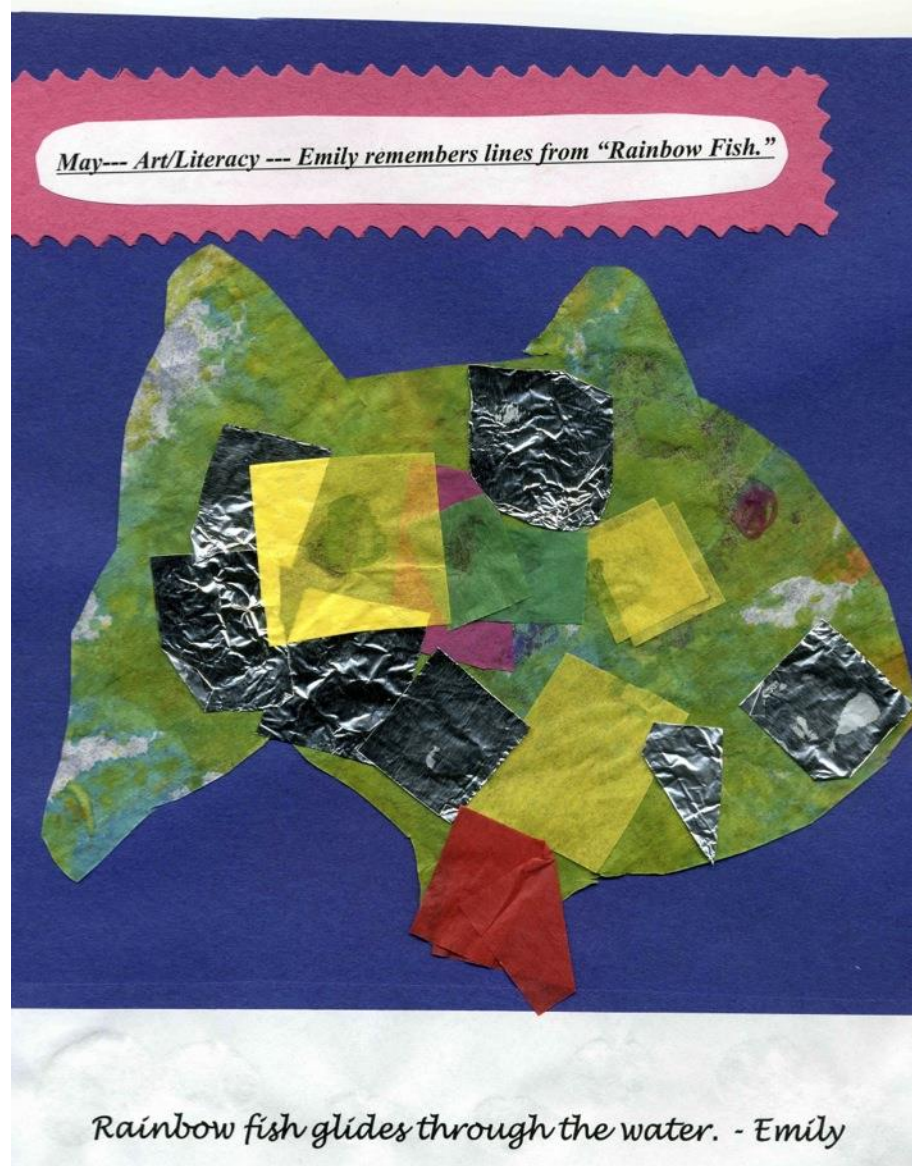


Using the Activity Sheets

Use a statement from an activity sheet about an early literacy skill to add to a take-home art project

- An activity paragraph for the book *Tell Me the Day Backwards* is, “Talk to your children about the routines in their day, either at home or at school. Draw pictures that show the different events and write short captions or labels such as: “Get Dressed,” “Eat Breakfast,” “Brush Teeth.” Making the connection between spoken words and written words is a first step to understanding that print carries meaning.”

- Print the final sentence on address labels, then place on related artwork to send home



Questions & Comments

Key Information

- Colorado Libraries for Early Literacy
www.clel.org
- Bell Picture Book Awards
www.clel.org/content/bellawards
- First Annual Bell Awards = February 5
- Next Bell Awards Webinar = February 26
- clelbellaards@gmail.com
- Twitter = @MelissaZD

Thank You

