



Words Matter! Building a Literacy-Rich Home Environment

WORKSHOP OVERVIEW

Our words are powerful. In this workshop families embrace the importance of home language, biliteracy, and creating a reading, singing, conversation, and storytelling routine with their children. Experiential activities, videos, and discussions give families the tools they need to support their child's language, pre-reading/reading, and drawing/writing development.



Ready Rosie

Family Workshop: Words Matter! Building a Literacy-Rich Home Environment

INTENDED TIMEFRAME:

This is a 1 hour workshop. This facilitator's guide includes a 20 minute extension on storytelling to give practitioners the ability to modify or extend this workshop.

LEARNING OUTCOMES:

By participating in this workshop, participants will:

- » Discover what a literacy-rich home environment is and why it is important for school and life success.
- » Practice learning activities that build a literacy-rich home.
- » Be empowered to use ReadyRosie to extend literacy learning at home as part of daily life.

WORKSHOP FORMAT

1. Welcome and Warm-Up
2. A Literacy-Rich Home Exploration
3. Language and Communication Practice
4. Literacy Skills Practice
5. ReadyRosie as a Learning Tool Practice
6. Closure

MATERIALS

1. PowerPoint Presentation
2. Materials
 - » Sign-in sheet
 - » Name tags for participants
 - » Flipchart paper
 - » Paper and pencils for participants to take notes
 - » High quality, diverse children's books to practice read aloud skills (enough for each table to have at least one)
 - » Community resource handouts
 - » Survey

Welcome and Warm-Up

15 minutes



WORDS MATTER!
Building a Literacy-Rich Home Environment

Slide 1

Words Matter! Building a Literacy-Rich Home Environment

OBJECTIVE

Welcome families and introduce yourself

KEY POINTS

1. Introduce yourself and share why you are excited about facilitating the workshop.
2. Take care of any housekeeping items, such as location of restrooms and announcements.
3. State:
 - » This is a safe place; we are all learning together. All discussions and things we share are confidential.
 - » This is a chance to build community, to connect and learn from each other.
 - » Please put your cell phones on vibrate.
 - » Where you are in the workshop series.

Slide 2

Warm-up Childhood Memory (5 Minutes)

Take a moment to think of a favorite story, book or song from your childhood?
Who shared it with you?
Why did you love it?

OBJECTIVE

Take a moment to think of a favorite story, book, or song from your childhood. Who shared it with you? Why did you love it?

PRACTICE

Pair and Share: Introduce yourself to someone at your table and share your memory.

DEBRIEF/REFLECT

1. **Ask:** Does anyone want to share a memory or what you learned from your neighbor?
2. **Ask:** How did your memory make you feel?

SUMMARY

Recap discussion by summarizing key points participants shared and then stating:

1. Sharing stories, reading books, singing, and talking together are the building blocks of a literacy-rich home in every culture.
2. These activities build important literacy skills, family bonds, and memories.

TRANSITION

In today's session we'll be exploring these concepts in-depth.

Slide 3

Workshop Objectives

Workshop Objectives

1. Explain what a literacy-rich home environment is and why it is important for school and life success.
2. Practice learning activities that build language and literacy skills.
3. Practice using ReadyRosie so you know how to access fun literacy games at home.

OBJECTIVE

Share workshop objectives by stating that today we will:

- » Explore what a literacy-rich home environment is and why it is important for school and life success.
- » Practice learning activities that build language and literacy skills.
- » Practice using ReadyRosie, so you know how to access fun literacy games at home.

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1. Explore what a literacy-rich home environment is and why it is important for school and life success.
2. Practice learning activities that build language and literacy skills.
3. Practice using Read/Write/Do you know how to access fun literacy games at home.

DEBRIEF/REFLECT

1. **Ask:** What do you already know about literacy?
2. **Ask:** What would you like to learn about literacy and your child?

SUMMARY


Recap discussion by summarizing key points shared and writing down what participants want to learn on a flipchart. Post the flipchart paper at the front of the room and refer back to it during the workshop and at the end of the workshop as you cover the items they want to learn about.

A Literacy-Rich Home Exploration

15 minutes

Slide 4-5

A Literacy-Rich Home



What is a Literacy-Rich Home?



A literacy-rich home is filled with:

OBJECTIVE

We are going to take a few minutes to explore what we mean by a “literacy-rich home.”

PRACTICE

1. You are going to work with a partner to draw a quick picture of things you’d find in a literacy-rich home.
2. This is not professional drawing. Use stick figures and rough sketches. It DOES NOT have to be anywhere near perfect.
3. Create and show a really rough sketch on a flipchart or white board so participants see a simple model. This could be of a book or two stick figures with music notes in a speech bubble.
4. Tell participants they have two minutes. Have fun. Go.
5. Walk around the room to see what participants are talking about and drawing. Call time after two minutes.

DEBRIEF/REFLECT

1. **Ask:** What important literacy skill did you just participate in? Take one or two responses and then restate the answer: drawing. Share that drawing and scribbling build fine motor and pre-writing skills that children need to be able to write.
2. Debrief drawing activity by asking participants to share a few things from their drawings.
3. Acknowledge what participants mentioned and wrap-up by showing and reviewing any key elements that were missed.



SUMMARY

A literacy-rich home is filled with:

1. Eating together.
2. Talking together.
3. Storytelling and reminiscing/memory sharing.
4. Singing.
5. Looking at letters, words, signs, and print together.
6. Playing with letters and words.
7. Sharing books together.
8. Scribbling, drawing, and writing together.
9. Playing together.
10. Doing chores together.
11. Driving together.
12. Going to the park.
13. Running errands together.

TRANSITION

We are now going to practice a few important literacy skill builders you can do with your children.

Language and Communication Practice

10 minutes

Slide 6-7

Talking Together Practice



OBJECTIVE

We are going to watch a ReadyRosie video. Watch closely and see what you think is being learned in the video.

WATCH

Talking Together/hablando juntos (or select a video from the list)

PRACTICE

Select an option for partners to practice the “Talking Together” activity.

1. **Option One:** Use ReadyRosie Conversation Cards at the tables and have participants ask and answer questions.
2. **Option Two:** Have participants get into pairs and select 1-2 questions that you read from the ReadyRosie Conversation Cards. Participants share answers with each other.
3. Allow 2 minutes to discuss and share answers.

DEBRIEF/REFLECT

1. **Ask:** What do you think is being learned by families doing this activity?
2. **Ask:** When could you see playing this “game” with your family?
3. Accept all answers.

SUMMARY

Summarize any key areas not discussed: [Slide 7](#)

1. Rich vocabulary
2. Creative thinking
3. Conversation skills: taking turns, listening, and talking
4. Self-awareness and expression
5. Attending: making eye-contact, body language, nodding, reacting by smiling, etc.

TRANSITION

We are now going to focus on sharing books and storytelling together.

Slide 8

How do Books Work? (5 minutes)



OBJECTIVE

There are so many ways to enjoy books together. Watch this video and see what you think is being learned.

Funny Reading (or select a video from the list)

WATCH

As a table, talk about what was being learned in the video.

DEBRIEF/REFLECT

1. **Ask:** Why do you think playing with books this way is important?
2. Accept all answers.
3. Can we use some of the same ideas for storytelling? What if we start a story by saying, “the end and then the dragon...”?

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Slide 8

How do Books Work? *(continued)*

SUMMARY

Summarize any key areas not discussed. Knowing how books work is an important pre-literacy skill. The video showed a family having fun, reinforcing:

1. How books work: right side-up, front to back, and reading left to right.
2. Parts of a book: front/back.
3. Turning pages.
4. Text vs. picture.
5. Title.
6. Letters and words.
7. Author and illustrator.

TRANSITION

Let's talk about some other ways we can enjoy books together.

Literacy Skills Practice

10 minutes

Slide 9

Book and Story Conversations *(Think about the questions you would ask before reading, while reading, and after reading.) (5 minutes)*



OBJECTIVE

Think back to the memories we shared at the start of the workshop. We talked about the importance of storytelling and sharing books. We are going to take a few minutes to practice ways to enjoy stories and books together.

WATCH

Preview and Predict up to 1:04

PRACTICE

There is a children's book at your table. Look at the book and talk as a group about what questions you would ask your child before reading, while reading, and after reading.

DEBRIEF/REFLECT

1. **Ask:** Why is it important to talk and ask questions when you are sharing books and stories?
2. Take all answers.
3. **Ask:** Can we use some of the same ideas for storytelling? **Answer:** Yes, stop in the middle of a story and ask, "what do you think is going to happen next...?"

SUMMARY

Summarize the points made and wrap-up by stating that it is important to talk about books and stories with your children. It's good to ask questions:

- » Before you start reading (like you saw in the video).
- » While you are reading.
- » After you are finished reading.
- » Talking about books and sharing stories is important. It opens the world to your children. It builds vocabulary, pre-reading skills, bonding, knowledge, visual literacy, comprehension listening skills, and participation in the story.

OBJECTIVE

Let's talk about how we can build a storytelling/reading routine at home.

PRACTICE

1. **Ask:** How many of you read or tell stories with your children daily? Ask for a show of hands.
2. **Ask:** How many of you have a library card? Ask for a show of hands.

DEBRIEF/REFLECT

1. **Ask:** What gets in the way of telling stories and sharing books daily?
2. Accept all answers.
3. **Reflect:** Ask participants to think about what they are willing to try this week to start or continue a reading/storytelling routine.
4. **Ask:** Participants to share a few of their ideas.

SUMMARY

Recap key points participants shared and then summarize key things to build a daily storytelling and book sharing routine at home:

1. Find a special time for it each day (it can be on the go).
2. Get comfortable.
3. Make it fun.
4. Find good books (the library) and things that inspire you to tell stories (memories, props, wordless books).

TRANSITION

We are going to talk about one last important piece in our literacy-rich home.

STAGE 1

Random Scribbling
(15 months to 2½ years)
Random scribbles. No understanding that marks on a paper mean anything.



OBJECTIVE

Drawing and writing are a way of communicating with one another with signs and symbols. Learning those symbols and how to form them are complicated skills and require lots of practice. We are going to have fun experiencing just how much work this is for our children.

PRACTICE

I want you to pick up a pencil on the table. Now switch hands (put it in your non-dominant hand), and I want you to write your name on a piece of paper.

DEBRIEF/REFLECT

1. **Ask:** How did that feel? Imagine how much work it takes our children to learn to write. We would need to strengthen the fine motor muscles in our non-dominant hand, to be able to draw and write well with it.
2. **Ask:** What can you do to help your child build fine motor muscles? Have a few participants share their answers.
3. **Reflect:** It is important to give your children lots of opportunities to build fine motor skills. Many of these things are a natural part of daily life: eating, buttoning, zipping, picking things up, grasping, cutting things with children's scissors, holding cards, scribbling, drawing, stirring, etc.
4. Drawing and writing are developmental processes that takes time. **Slide 12-17**
Let's look at the stages of writing.
5. **Ask:** Can you think of ways that your family can add writing and drawing to your family routine as a fun means of communicating with one another or with family and friends?

Reflect: Listen to class answers. Can include some of the following ideas if they are not mentioned by the class: thank you pictures/notes, letters to Santa, tooth fairy/el raton, etc., "I love you" notes on a napkin in lunchbox or on a sticky note on a pillow, writing name on personal items, etc.

Slide 11-17

Drawing and Writing Together (continued)

Drawing & Writing Together

Developmental Stages of Writing

STAGE 1

Random Scribbling
(15 months to 2½ years)

Random scribbles. No understanding that marks on a paper mean anything.



SUMMARY

1. Drawing/Writing is a complicated skill. It takes hand and finger strength (fine motor skills), eye-hand coordination, being able to use two hands, visual perception (being able to make sense of visual images, symbolic comprehension...).
2. Your role is to give your children lots of opportunities to draw and write and make it as enjoyable and fun as possible.

ReadyRosie as a Learning Tool Practice 7 minutes

Slide 18

ReadyRosie Practice (7 minutes)

Let's work with the ReadyRosie App!



OBJECTIVE

We are going to spend 5 minutes navigating the ReadyRosie app, so you know how to find content.

PRACTICE

We are going to start by finding some great writing activity ideas.

1. Open the ReadyRosie App.
2. Search for "writing together."
3. Look for an activity that targets your child's age.
4. Spend the next 3 minutes looking for a writing activity you are excited about trying.

DEBRIEF/REFLECT

Ask: What other topic(s) are you interested in finding for activities to do together?

Point back to the items the class said they wanted to learn about at the beginning of the literacy workshop. Encourage them to use the app to continue learning outside of the workshop.

SUMMARY

You have access to the complete ReadyRosie library; so in addition to the weekly videos you receive, you can also look for specific content anytime.

Closure 8 minutes

Slide 19

Wrap-up (8 minutes)



WORDS MATTER!

Building a Literacy-Rich Home Environment

DEBRIEF/REFLECT

1. Remind families of the home practice and commitments you want them to focus on this week:
 - » A reading routine
 - » Playing the games they practiced during the workshop
 - » Playing the game they found during the ReadyRosie practice activity
 - » Encourage families to share the memory they talked about at the beginning of the workshop with their children
2. Share local community resources you want families to know about.
3. Remind participants about the next workshop in the series.
4. Have families complete the workshop survey before leaving class.

Extension: Storytelling and Reminiscing

20 minutes

Slide 20

Storytelling and Reminiscing



OBJECTIVE

Knowing your family stories builds confidence and self-awareness in your children. Storytelling is a fundamental way that children begin to form their identities.

WATCH

Storytelling Story Train

PRACTICE

Have each table create a story by playing the story train game.

DEBRIEF/REFLECT

Select at least one question and have a group or table discussion:

- » How did it go?
- » What is being learning?
- » Do you think it will get easier with practice?
- » Would your children enjoy playing this game with you?

PRACTICE

Think of a childhood memory you would like to share with your child. What is it about? Who is part of the memory? What is happening? What senses come to mind when you think of this memory?

DEBRIEF/REFLECT

1. Take turns sharing your memory with a partner at your table. Allow a few minutes for sharing. Make sure each partner gets an opportunity to share a memory.
2. **Ask:** Do you share memories with your children?
3. **Ask:** Why is this important?

SUMMARY

1. Storytelling or reminiscing may feel awkward initially, but it gets easier the more you do it. Your children will love the attention. It is free and can be done anywhere and anytime.
2. The stories you create together can then be labeled, dictated, or drawn.
3. If you can tell a story, you will ultimately be able to write a story.
4. When stories and memories are told to children in detailed and responsive ways, they build vocabulary, empathy, knowledge of what makes a good story, and the ability children need to tell their own stories.
5. Research shows that teenagers who have a strong sense of family history are better able to cope with teen stressors and feel more connected to their families.

HOME PRACTICE

Your home practice is to play the storytelling round robin game and take time this week to share your memory with your children.

ReadyRosie SHARE and Video Addendum

The power of ReadyRosie is the ongoing follow up and support available digitally for families. Please use SHARE to communicate with families and support their ongoing learning by sharing the videos that were covered in the recent workshop and any additional videos in this domain you think they will find inspirational.

This message can also be sent to all the families who were unable to attend the workshop.

Sample message:

“Our recent family workshop focused on literacy-rich activities you can do at home with your children. Here are the videos we recommend you enjoy this week as part of your home learning.”

Domain	VIDEOS highlighted in the ReadyRosie Literacy Family Workshop:	Additional videos to share in this domain:
Talking Together and Language Development		<p>BABY: Listening for Sounds</p> <p>PRE-K: I'm Thinking of an Animal</p> <p>KINDERGARTEN - 1ST: Bag of Rhymes</p> <p>2ND - 3RD: Noun Charades</p>
Shared Reading		<p>BABY: Book Chats</p> <p>PRE-K: Reading the Grocery List</p> <p>KINDERGARTEN - 1ST: Picture Walk Predictions</p> <p>2ND - 3RD: Read A Little Think A Little</p>
Writing Together	<p style="text-align: center;">Activity (no videos)</p>	<p>BABY: Color with Me</p> <p>PRE-K: Writing Names with Shaving Cream</p> <p>KINDERGARTEN - 1ST: Simon Says Draw</p> <p>2ND - 3RD: Sketching the Story</p>
Storytelling		<p>BABY: Tell Me a Story</p> <p>PRE-K: Retelling the Story</p> <p>KINDERGARTEN - 1ST: Storybook Storytelling</p> <p>2ND - 3RD: The Story of Your Name</p>