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Agenda

- What is the Toolkit?
- Partnerships & Relationships
- Key Findings
- Promising Practices for Library Staff
- Working with Babies (0-18 months)
- Working with Toddlers (18-36 months)
- Working with Preschoolers (3-5 years)
- Working with Kindergarten Through Third Graders (5-8 years)
- Program Planning & Reflection
- Example Activities
This toolkit was designed in collaboration with 6 pilot libraries throughout CA and aims to:

• Provide research-based strategies to support school readiness programming

• Enhance your work with children (ages 0–8 yrs.) and their families

• Provide variety so you can pick and choose the resources that are right for your community
Partnerships and Relationships

What or who are the resources in your community? How do you already connect or partner with them? How could you deepen those partnerships?

Consider:
• Local school districts
• Child care centers
• Museums
• Public television or radio stations
• Community centers
• Food banks
<table>
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<tr>
<th>Skills</th>
<th>Key findings</th>
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| Talk & Play  | 1. Quality adult-child interactions shape children's thinking skills. The conversations we have, the questions we ask, and the experiences we provide matter. Simple shifts in our approach and language boost children's learning and cognitive development.  
               | 5. Children with stronger social skills do better in school, in the workplace, and in life. Child-directed play is key to the development of social skills and need to be prioritized in early education. |
| Science & Math| 2. Science learning is critical for the development of higher-order thinking but is missing from most early school experiences.  
               | 3. Demonstrating strong math skills at an early age is a strong indicator of developing conceptual thinking skills and predicts long-term success in school, not just in later math learning but also in later reading proficiency. |
               | 6. Higher-order thinking, retention of information, and creativity flourish when children experience minimized stress and when their basic needs are met. While persistent stress can impede brain development, caring relationships with adults as well as programs that teach emotion regulation provide protection from risk. |
1. Quality adult-child interactions shape children’s thinking skills. The conversations we have, the questions we ask, and the experiences we provide matter. Simple shifts in our approach and language boost children’s learning and cognitive development.

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3. Demonstrating strong math skills at an early age is a strong indicator of developing conceptual thinking skills and predicts long-term success in school, not just in later math learning but also in later reading proficiency.
4 Planning, self-awareness, and self-control – what psychologists refer to as *executive functions* – predict positive school and life outcomes. Studies show that children develop executive functions through experience.

6 Higher-order thinking, retention of information, and creativity flourish when children experience minimized stress and when their basic needs are met. While persistent stress can impede brain development, caring relationships with adults as well as programs that teach emotion regulation provide protection from risk.
Promising Practices for Library Staff

Talk & Play
- Use complex words
- Encourage collaborative play
- Ask open-ended questions

Science & Math
- Love mistakes and failure
- Use fingers to count
- Make predictions

Body & Brain
- Let children choose
- Breathe, stretch and move
- Welcome all

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Arctic Waters

What do you see in the water?
Place hand in icy water without glove.

How did the water feel?

Placing the "buttered glove" on your hand, place your hand in the water again.

How did the water feel this time?

Why do you think it felt different?

Parents:
Explain how the layer of fat on the glove is like the blubber on arctic mammals like walruses and seals. It helps them stay warm in icy waters.

The Power of Open-Ended Questions

One simple, yet powerful way to promote creativity when interacting with children is to shift our language. Research shows that when adults ask open-ended questions, for which there are many possible answers, they invite deeper thinking and personal expression.

I wonder...
When you say "I wonder..." you model what it is to be curious about the world. You show that it is okay not to know the answer.

I notice...
When you say "I notice..." you are acknowledging a child thinking and work without praise or judgment.

Tell me more...
When you say "Tell me more..." you are inviting a child to express and expand upon ideas.

Talk with your child
How would you describe the texture?
What differences do you notice?
How are they alike, different?
Working with Babies (0-18 months)

**Talk & Play**
- Try new things
- Provide alternative communication
- Foster social interactions

**Science & Math**
- Embrace the mess
- Let children manipulate
- Compare and contrast

**Body & Brain**
- Demonstrate and name emotions
- Be patient with repetition
- Connect caregivers

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Working with Babies
Working with Toddlers (18–36 months)

- Let children help
- Play alongside children
- Ask children questions

Talk & Play

- Explore cause and effect
- Use spatial talk
- Embrace the mess

Science & Math

- Use games
- Limit instructions to 1-2 steps
- Give children choice and control

Body & Brain

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Working with Preschoolers (3-5 years)

**Talk & Play**
- Praise persistence
- Use play to recognize emotions
- Use complex language

**Science & Math**
- Model curiosity
- Practice sequencing
- Embrace magical thinking

**Body & Brain**
- Let children plan and decide
- Incorporate songs and games
- Provide choices for materials
Working with Preschoolers
Working with Kindergarten through Third Graders (5–8 years)

**Talk & Play**
- Ask children to explore and explain
- Provide novel experiences
- Take a break from tech (adults!)

**Science & Math**
- Value failed experiments
- Read and make maps
- Use familiar materials in unusual ways

**Body & Brain**
- Help children create a plan
- Teach strategies to deal with stress
- Introduce more complicated emotions
Working with Kindergarten through Third Graders (5–8 years)
Case Studies

Fowler Branch
Fresno County Public Library

Ovitt Family Community Library
City of Ontario

Case Study
Fowler Branch – Fresno County Public Library

Case Study
Ovitt Family Community Library, City of Ontario

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Hands-on Activities

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“...this is not something new...it’s lending that extra degree of support to something you are already doing and it’s giving you the language to talk about it more intelligently so you can advocate for it more effectively and get better funding in the future.”
Program Planning & Reflection

Planning

- How will families adapt the activity to the age and developmental level of their children?
- How will everyone feel welcome at your program? Verbal greeting, signage, topic, etc.

Reflection

- Did families interact with their children during the program? How?
- Were there any moments of conflict among children? If so, how did you use these as learning opportunities?
Example Activities

Reimagining
School
Readiness:
Example Activities
Reimagining School Readiness Toolkit

Promising Practices: A Guide for Library Staff
Aligned with Reimagining School Readiness: A Position Paper with Key Findings


Family Conversation Starters

“I notice
you color the apple green.”
Acknowledges something without judgment.

“I wonder
how we could make the car move slower.”
Shows curiosity and a desire to learn more.

“Tell me more
about your design.”
Encourages a child to express their ideas.

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Upcoming Reimagining School Readiness Webinars

**Toolkit Overview:** Wed., Apr. 17, 2019 @ Noon Pacific

Thank you for your feedback!