Reimagining School Readiness Toolkit

Brought to you by…

This project was supported in part by the U.S. Institute of Museum and Library Services under the provisions of the Library Services and Technology Act, administered in California by the State Librarian.
Overview

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
Overview

- Available in 6 languages:
  - English
  - Spanish (US)
  - Simplified Chinese
  - Vietnamese
  - Tagalog
  - Farsi

- Ability to add your library’s logo

- Organized by age group:
  - Babies (0-18 mos.)
  - Toddlers (18 mos.-3 yrs.)
  - Preschoolers (3-5 yrs.)
  - K – 3rd Graders (5-8 yrs.)
<table>
<thead>
<tr>
<th>Skills</th>
<th>Key findings</th>
</tr>
</thead>
</table>
| 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. |
Case Studies

Fowler Branch
Fresno County Public Library

Ovitt Family Community Library
City of Ontario
Available in 3 sizes:

- 8.5” x 11”
- 11” x 17”
- 22” x 28”
1. Open file in Acrobat and click on Tools
2. Select Edit PDF
“Time to Try” Math Activities

Cards (25)

Instructions for Cards (1)

8.5 x 11” Signs (25)
Science & Math

Ages: 3-5

Recognizing an amount without counting builds math skills. Try using everyday experiences to practice this with children.

"Without counting, how many chairs do you think are around this table? How many stalls are in this bathroom?"

Flyer (1)

Reimagining School Readiness

Many schools focus on children's ability to name letters, hold a pencil, and count to ten as the only indicators of "school readiness," but research shows that children through age 5 need to develop other crucial skills to achieve continued access to school and in life. It is never too early or late to develop these skills! Below are some examples of how adults can help:

<table>
<thead>
<tr>
<th>Skills</th>
<th>Age 3-5</th>
<th>Age 5-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk &amp; Play</td>
<td>Use new vocabulary and ask questions, such as &quot;How many pieces of paper are there in this room?&quot;</td>
<td>Ask children to explain their thoughts and ideas about the world.</td>
</tr>
<tr>
<td>Science &amp; Math</td>
<td>Give opportunities for pretend play to help children listen to another person's perspective.</td>
<td>See conflict as a learning opportunity, and ask children to talk about the problem.</td>
</tr>
<tr>
<td>Science &amp; Math</td>
<td>Encourage curiosity with hands-on activities like measuring, exploring math in everyday play.</td>
<td>Take apart and put together objects in play, such as blocks or toys.</td>
</tr>
<tr>
<td>Science &amp; Math</td>
<td>Encourage children to describe their own experiences, such as &quot;something that I did today.&quot;</td>
<td>Help children use math tools, such as clocks or calendars.</td>
</tr>
<tr>
<td>Body &amp; Brain</td>
<td>Ask children about their favorite foods.</td>
<td>Help children make food choices.</td>
</tr>
<tr>
<td>Body &amp; Brain</td>
<td>Help children describe what they like to do.</td>
<td>Practice solving problems together, such as sharing toys or taking turns.</td>
</tr>
<tr>
<td>Skills</td>
<td>Age</td>
<td>English</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Talk &amp; Play</td>
<td>0 to 18 mos.</td>
<td>Next time you read with children. La próxima vez que leas con los niños.</td>
</tr>
<tr>
<td>Talk &amp; Play</td>
<td>0 to 18 mos.</td>
<td>Research shows that babies respond to</td>
</tr>
<tr>
<td>Talk &amp; Play</td>
<td>0 to 18 mos.</td>
<td>Use complex words around very tender</td>
</tr>
<tr>
<td>Body &amp; Brain</td>
<td>0 to 18 mos.</td>
<td>Ask babies or toddlers questions!</td>
</tr>
<tr>
<td>Body &amp; Brain</td>
<td>0 to 18 mos.</td>
<td>Let babies play outside.</td>
</tr>
</tbody>
</table>
Additional Resources

Creative Summer Learning Guide

Creativity Catapult.org
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 colored the sky 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.

Center for Childhood Creativity
at the Bay Area Discovery Museum
Thank you for your feedback!

https://www.surveymonkey.com/r/ELFCCCWebinarEvalApr2019