

**B-3
yrs**



Every Child Reads



Iowa Department of Education



State of Iowa
Department of Education
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Acknowledgements

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The Early Literacy Work Group who developed the modules:

- Alison Bell, Early Childhood Consultant, Iowa Parent Information Resource Center (PIRC)
- Dena Goplerud, Early Childhood Consultant, Learn More, Inc.
- Karen Lefleur, ABE/GED Instructor, Parents as Teachers, The Family Place
- Jessie Mireles, Child Care Consultant, Child Care Resource and Referral of Central Iowa
- Mary Schertz, Early Childhood Consultant, Iowa Department of Education
- Patty Schliesman, CCC/SLP, Speech/Language Pathologist, Heartland AEA
- Nancy Taylor, Infant/Toddler Specialist, Child Care Resource and Referral of Central Iowa
- Denise Terry, Early ACCESS teacher, Mississippi Bend AEA
- Cindy Weigel, Early Childhood Consultant, Iowa Department of Education

The Early Childhood Experts who reviewed the modules:

- Kris Croatt, Early Childhood Consultant, Keystone AEA; Program for Infant/Toddler Care (PITC) Trainer, CCR&R Region 2
- Dr. Gayle Luze, Associate Professor, Human Development and Family Studies Department, Iowa State University

The Early Care and Education Professionals who piloted the modules:

- Mary Airy, Early Childhood Consultant, Grant Wood AEA, Cedar Rapids
- Sally Hartley, Early Childhood Consultant, Northwest AEA, Sioux City
- Vickie Parker, Early Childhood Consultant, Great Prairie AEA, Ottumwa

Thank you to Dena Goplerud for editing the modules and to Shawna Garrey for formatting the materials.



Introduction

Why was Every Child Reads: Birth to Three (ECR: B-3) developed?

The research is compelling that emergent literacy begins at birth. Children start learning language and literacy from the day they are born. From birth to age 5, children rapidly develop foundational capabilities on which subsequent development builds (Shonkoff & Phillips, 2000). We cannot wait until children are three or older to start building their literacy skills. Because of the large number of infants and toddlers in childcare in Iowa, and because of the importance of early literacy development, the Iowa Department of Education recognized that an investment in a training targeted towards the youngest of our children was a wise investment to make.

Who is the intended audience?

This training was developed for early care and education staff that cares for and educates infants and toddlers under the age of three. The training is appropriate for home providers and center staff including directors, teachers, and assistants.

Who developed the training?

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Does this training align with other national or state early childhood initiatives?

This training aligns with the early language and literacy parts of the following:

- Iowa Early Learning Standards
- Proposed Quality Program Standards for Infants and Toddlers
- Every Child Reads: 3 - 5
- National Association for the Education of Young Children
- Family Child Care Rating System, Revised edition (FCCRS-R)
- Environmental Child Care Rating System, Revised edition (ECCRS-R)

How long is the training?

ECR: B-3 is a 16-hour training. It is recommended that it be completed in eight 2-hour sessions. Each session should be at least one week apart. Participants need ample time to complete "Back at Work" assignments. The times do *not* include the optional activities or optional DVDs. A recommended two-hour schedule starts on page 12 of the introduction section.



Introduction

Is the training research based?

ECR: B-3 modules are built from multiple sources that are based on research and evidence-based practices in child development and early education. Each module provides endnotes to document the sources of information. In addition, a complete bibliography of all references used in the modules is included on introduction section page 26.

What is required of the participants?

- Attend all sessions.
- Actively participate in all activities.
- Complete all “Back to Work” assignments.
- Practice the strategies with infants and/or toddlers who have not yet reached their 3rd birthdays.

What key topics/strategies are taught?

Module I: *Foundations of Every Child Reads: Birth to Three*

- Understand why it is important to encourage infants and toddlers to develop language and literacy.
- Understand what will be taught in the Every Child Reads: Birth to Three courses.
- Understand the beliefs and assumptions that guide the training.
- Understand how the training aligns with standards and rating scales used in Iowa.
- Know the definitions of key terms used throughout the training.
- Review child development information in the areas of language and literacy.

Module II: *How Infants and Toddlers Learn Language and Literacy*

- Describe what infants and toddlers are learning when they watch and listen to adults.
- Listen to infants’ and toddlers’ sounds, watch their movements, facial expressions and the way they make or avoid eye contact to determine their wants and needs.
- Respond as quickly as possible to the cues infants and toddlers give them.
- Follow the infants’ and toddlers’ lead.



Introduction

Module II: *Continued*

- Identify what infants and toddlers learn about language and literacy from watching and listening to adults.
- Provide quality experiences that are real, developmentally appropriate and interesting.
- Include language and literacy in daily care giving routines, experiences and activities.
- Provide a supportive language and literacy environment.
- Point to and talk with infants and toddlers about pictures, photos, signs, labels and other meaningful print in the environment.

Module III: *Engaging in Conversations with Infants and Toddlers*

- Understand why it is important to talk with infants and toddlers.
- Talk individually with each infant and toddler every day about what the child is interested in.
- Positively acknowledge infants' and toddlers' comments and responses and follow their lead.
- Pause after making a comment or asking a question to give the infant or toddler time to respond verbally or nonverbally.
- Use rhymes, finger plays, songs, and simple language games when talking with infants and toddlers during routines, experiences and activities throughout the day.
- Use parentese, parallel talk, self talk and CAR (Comment, Ask questions, Respond and add a little more information) when talking with infants and toddlers during routines, experiences and activities throughout the day.

Module IV: *Reading with Infants and Toddlers Using Interactive Strategies*

- Understand why it is important to read with infants and toddlers.
- Start or stop reading based on the infants' or toddlers' cues.
- Read at least one time each day with each infant and toddler.
- Include reading in routines, experiences and activities throughout the day.
- Identify reading strategies that will encourage infants and toddlers to interact with books.



Introduction

Module IV: *Continued*

- Read with infants and toddlers using an enthusiastic voice, different facial expressions and gestures.
- Point to pictures and label or talk about them when reading with infants and toddlers.
- Make comments, ask questions, respond to what the child says or does and add a little more information (CAR) when reading with infants and toddlers.

Follow-Up Module: *Selecting Quality Books for Infants and Toddlers*

- Review the reading strategies taught in Every Child Reads: Birth to Three
- Identify different kinds of books to have in a collection for infants and toddlers.
- Identify characteristics of quality books for infants and toddlers.
- Identify cues that indicate a child's interest or disinterest in a book.
- Understand how to display books.
- Understand how to build a book collection on a budget.

Why is "writing" not addressed?

Writing is an important component of literacy; however, the work team determined that if writing was addressed, the training would be longer than 16 hours. At some time, a follow-up module addressing writing may be developed.

What is included in a module?

Each module includes:

- Key topics/strategies taught
- Notes to trainer
- Trainer script
- Participant handouts, "Back at Work" assignments, and reflection forms
- Supplemental trainer materials
- PowerPoint slides
- DVD clips from: *Celebrating Language and Literacy for Infants, Toddlers, and Twos*; *First Years Last Forever*; *Language is the Key*; *Making Everyday Moments Count*; *Read to Me*



Introduction

What do the icons and color-coding in the trainer scripts mean?
 Each module uses color-coded text and icons to help trainers navigating the modules.

Color Key	
Bold black text	Instructional text that the trainer reads to herself/himself.
Regular black text	Text the trainer says aloud to the participants.
Red Text	Things the trainer is to mention if participants do not.
Purple Text	Appears when a DVD clip is going to be used.
Bold purple text	Instructional text that the trainer reads to herself/himself related to a DVD clip.
Bold green text	Instructional text that the trainer reads to herself/himself related to doing an activity.
Green slide background.	Instructional information regarding an activity on a PowerPoint slide.

Icon Key	
	Chart paper needed.
	DVD clip to show.
	PowerPoint slide.
	Activity. An activity is defined as something that you must plan ahead for in order to carry out during the training.
	Discussion in small groups or in pairs.



Introduction

Why are the “Back to Work” assignments important?

The “Back at Work” assignments give the participants opportunities to practice what they learned in a session. The eight “Back to Work” assignments are:

- Session 2, Handout 11, “Watching, Listening, and Responding to Infants and Toddlers”
- Session 3, Handout 15, “Encouraging Language and Literacy Development During Routines and Experiences”
- Session 4, Handout 16, “Supportive Language and Literacy Environment Checklist, Infants”
- Session 4, Handout 17, “Supportive Language and Literacy Environment checklist, Toddlers”
- Session 5, Handout 29, “ Strategies to Encourage language: Parallel Talk”
- Session 6, Handout 31, “Strategies to Encourage Language—Self Talk and CAR”
- Session 7, Handout 40, “Reading with Expressions”
- Session 8, Handout 45, “Reading with Infants and Toddlers—CAR”

All “Back at Work” assignments are to be completed with children who have not yet had their 3rd birthday.

There are questions at the beginning of each module (except Module 1) to ask in order to review the “Back at Work” assignments with participants. You may modify the questions to fit your audience but don’t eliminate the “Back at Work” review. The participants’ answers to these questions help you decide if concepts or strategies are being understood.

To make tracking and reviewing the “Back at Work” assignments easier, two forms are included for your use in this introduction section. On page 15 is a form to help you track who has turned in which assignments. On page 16 is a “Back to Work” analysis form to help you review assignments to determine if strategies are being understood or if additional teaching is needed.

Why are the reflection forms important?

The reflection forms, “What I want to remember” give participants an opportunity to think about what they heard during the training session and write what is most important for them to remember when they return to their workplace. It helps them focus on what they want to implement in their early care and education setting. Participants should be encouraged to keep these handouts and refer to them after the class is completed.



Introduction

What else is included in the training to help participants remember and practice new strategies?

Postcards are distributed at the end of 5 of the 8 training sessions. Participants write 2 or 3 strategies or new ideas they want to implement in their early care and education setting on the postcards. They are asked to put them in a visible location in their workplace as little reminders of what they feel is important.

Due to timing between sessions and the need to hear information about the strategies often in order to implement them correctly in the workplace, there is some review of key concepts and strategies throughout the training.

At the end of Modules III and IV it is suggested that each participant ask a co-worker who is taking the class or who has taken it, to observe the participant and then discuss what was observed. Asking someone to videotape the participant while using the strategy is also suggested.

There is an expectation that participants sometimes plan together so they can learn how helpful it is to have input from others.

Are there optional activities?

Optional activities are included throughout the modules for participants who need more practice. They can also be used to increase the number of course hours if needed.

How are the participants evaluated to determine if they have learned the strategies?

A post-then-pre evaluation tool is included in Module IV. The participants complete it only at the end of the last training session. The results are kept locally as well as shared anonymously with the Department of Education. No participant information is connected to the post-then-pre evaluation results.



Introduction

Are there follow-up activities?

The expectation is that, if possible, trainers will provide follow-up support and coaching to help participants embed the use of the strategies into their everyday work with infants and toddlers. If this isn't possible, see if another trainer in your area can do so.

The kinds of follow-up activities available are:

- A follow-up module, "*Selecting Quality Books to Read with Infants and Toddlers*" is included in Every Child Reads: Birth to Three training materials.
- IPTV Early Childhood Facebook page provides a social networking space for people to voluntarily stay connected around ECR: B-3 and ECR: 3-5.
- Self-assessment checklist can be used by participants to increase their awareness as to how they are doing with the skills and information they have learned. This checklist, found on page 20, can be sent to participants over extended periods of time to remind them to use the strategies. They do not need to complete and return them to you unless you want them to do so. Participants can be encouraged to share this form with their supervisors, or with the participants' permission, trainers can share this with supervisors.

What qualifications do I, as a trainer, need?

ECR: B-3 trainers are expected to have the following qualifications:

- Proven expertise as a trainer of adults
- Background in early childhood education, including infants and toddlers
- Willingness to contact people as needed to get questions answered, locate necessary resources, connect participants with other training events, etc., such as:
 - CCR&R Infant/Toddler specialist
 - Local/regional children's librarian
 - Area Education Agency (AEA) Early ACCESS staff
 - AEA and/or private speech/language pathologist
 - Early Head Start teacher
 - Other personnel as needed



Introduction

What if my agency needs more trainers?

An early care and education professional could teach the modules after she/he has first attended an *ECR: Birth to Three* 16-hour training taught by a *certified* trainer. Then she/he would co-train a 16-hour *ECR: B-3* course with a *certified* trainer. After those two steps are complete, the individual would be able to teach the modules independently. A “*certified*” trainer is one who has attended an *ECR: B-3 Train-the-Trainers* session sponsored by the Iowa Department of Education.

Collaboration among agencies to provide training is encouraged in order for *ECR: B-3* to be provided in all geographic regions of Iowa.

Where do I order additional materials such as postcards, pamphlets, and DVDs?

The following parent postcards can be ordered at Parenting Counts, PO Box 45045, Seattle, WA 98145. You can also order them online at www.parentingcounts.org.

- “Babies Learn Sounds and Words”
- “Every Baby Communicates”
- “Read Together, It Helps Kids”
- “Talk With Your kids”
- “The Way You Respond Matters”

As of August 2011, postcards were \$4.99 for a package of 25.

The following parent pamphlets can also be ordered at Parenting Counts, PO Box 45045, Seattle, WA 98145 or online at www.parentingcounts.org.

- “Getting in Tune with Baby”
- “Keep Talking”

As of August 2011, pamphlets were \$5.99 for a package of 25.



Introduction

DVDs used in the modules can be purchased from various sources.

- *Celebrating Language and Literacy for Infants, Toddlers, and Twos*
 - Teaching Strategies, Inc., 7101 Wisconsin Ave, Suite 700, Bethesda, MD 20814
 - This video can be also be purchased at www.teachingstrategies.com. As of August 2011, the price was \$99.95. This price includes the training manual by the same name. The DVD cannot be purchased separately.
- *Making Everyday Moments Count*
 - Parenting Counts, PO Box 45045, Seattle, WA 98145
 - This video can be purchased at www.parentingcounts.org. As of August 2011, the price was \$9.99.
- *Read to Me*
 - Read to Me Program, PO Box 730 Planetarium Station, New York, NY 10024-0539.
 - This video can be purchased at www.readtomeprogram.org. As of August 2011, the price was \$40.
- *The First Years Last Forever*
 - Can be purchased at online at www.Amazon.com.
 - As of August 2011, the price was \$14.95.
- *Language is the Key*
 - Can be purchased online at www.wlearning.com.
 - This 2-DVD set includes *Talking & Books* and *Talking & Play* along with a resource guide. As of August 2011, the price was \$179.00.

Reference

Shonkoff J. P. & Phillips, D. A. (Eds.). (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.



Schedule for 8 Two-Hour Training Sessions

Session 1

Module I: Foundations of Every Child Reads: Birth to Three

Time: 2 hours with one 5-minute break

Back at Work Assignment: None

Postcard: None

DVD clip *not* embedded in the PowerPoint: "The First Years Last Forever"

Session 2

Module II: How Infants & Toddlers Learn Language and Literacy. Part 1: "Watching, Listening & Responding to Infant and Toddler Cues" and Part 2: "Being a language & Literacy Model."

Time: 2 hours with no break

Back at Work Assignment: Handout 11, "Watching, Listening and Responding to Infants and Toddlers"

Postcard: "Every Baby Communicates in Unique Ways"

DVD clip *not* embedded in the PowerPoint: "The First Years Last Forever"

Session 3

Module II: How Infants & Toddlers Learn Language and Literacy. Part 3: "Including Language & Literacy in Daily Care Giving Routines & Experiences"

Time: 2 hours with no break

Back at Work Assignment: Handout 15, "Encouraging Language and Literacy Development During Routines and Experiences"

Postcard: "The Way You Respond Matters"

Optional DVD clip *not* embedded in the PowerPoint: "The First Years Last Forever"



Schedule for 8 Two-Hour Training Sessions

Session 4

Module II: How Infants & Toddlers Learn Language and Literacy. Part 4: “Creating a Supportive Language & Literacy Environment” and Module III: Engaging in Conversations with Infants & Toddlers. Part 1: “Talk Often with Infants & Toddlers, Why and How”

Time: 2 hours with no break

Back at Work Assignments: Handout 16, “Supportive Language and Literacy Environment Checklist, Infants” and Handout 17, “Supportive Language and Literacy Environment Checklist, Toddlers”

Postcard: None

DVD clip *not* embedded in the PowerPoint: None

Session 5

Module III: Engaging in Conversations with Infants & Toddlers. Part 2: “Strategies to Encourage Language”

Time: 2 hours with no break

Back at Work Assignment: Handout 29, “Strategies to Encourage Language—Parallel Talk”

Postcard: “Babies Learn Sounds & Words from You!”

DVD clip *not* embedded in the PowerPoint: None

Session 6

Module III: Engaging in Conversations with Infants & Toddlers. Part 3: “More Strategies to Encourage Language” and Module IV: Reading with Infants & Toddlers Using Interactive Strategies. Part 1: “Read Often with Infants and Toddlers, Why and How.”

Time: 2 hours with no break

Back at Work Assignments: Handout 31, “Strategies to Encourage Language—Self Talk and CAR”

Postcard: “Talk with Your Kids! It Helps Them Learn.”

Optional DVD clip *not* embedded in the PowerPoint: “Language is the Key: Talking and Play”



Schedule for 8 Two-Hour Training Sessions

Session 7

Module IV: Reading with Infants & Toddlers Using Interactive Strategies. Part 2: "More Why's and How's of Reading with Infants & Toddlers" and Part 3: "Strategies to Use When Reading with Infants & Toddlers"

Time: 2 hours with no break

Back at Work Assignments: Handout 40, "Reading with Expression"

Postcard: None

DVD clip *not* embedded in the PowerPoint: None

Session 8

Module IV, Part 4: "More Strategies to Use When Reading with Infants and Toddlers"

Time: 2 hours with no break

Back at Work Assignments: Handout 45, "Reading with Infants and Toddlers—CAR"

Postcard: "Read Together. It Helps Kids Learn!"

Optional DVD clip *not* embedded in the PowerPoint: "Language is the Key: Talking and Books"



“Back at Work” Assignment Tracking Form

Title/#	Date Assigned	Completed by:												



Analysis Worksheet for “Back at Work” Assignments

Directions for Analyzing Assignments:

1. Skim all participants' assignments.
2. Re-read the assignments and write patterns or themes on the next page answering the following questions:
 - What did the participants learn?
 - What problems did participants experience?
 - What questions did participants have?

Please note: Mark a tally beside any pattern or theme that occurs more than once.

3. Count the number of tallies for each pattern or theme.
4. Write the highest frequency patterns or themes on the last page of this form.
5. List what you will do at future training sessions to reinforce what the participants learned, address problems they had, and answer their questions.



Analysis Worksheet for “Back at Work” Assignments

Circle the module this “Back at Work” analysis is for: Module 1 Module 2 Module 3 Module 4 Follow-Up Module

Name or number of “Back at Work” assignment completed:

Number of participants who completed assignment: _____ Number who didn't complete the assignment: _____

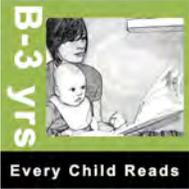
What did the participants learn from the assignment?	What problems did the participants have with the assignment?	What questions did participants have about the assignment?



Analysis Worksheet for “Back at Work” Assignments

Write the major patterns or themes beginning with the highest frequency items:

Participants Learned	Problems Experienced	Questions



Analysis Worksheet for “Back at Work” Assignments

Based on your analysis:

- What will you do at future training sessions to reinforce what the participants learned?
- What questions do the participants have about the strategies that need to be answered at future sessions?
- What problems are the participants having that need to be addressed at future sessions?

Problems	How to Address*

* Remember when reinforcing strategies to demonstrate and model them again.



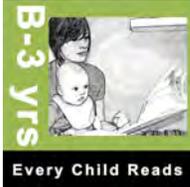
Self Assessment

Date: _____ Teacher: _____

Setting: _____

	Doing consistently	Doing occasionally	Not doing
1. I listen to infants' and toddlers' sounds, watch their movements, facial expressions and the way they make or avoid eye contact to determine their wants or needs.			
2. I respond as quickly as possible to the cues infants and toddlers give me.			
3. I follow the infants' and toddlers' lead.			
4. I provide quality experiences that are real, developmentally appropriate and interesting.			
5. I include language and literacy in daily care giving routines, experiences and activities..			
6. I talk individually with each infant and toddler every day about what she/he is interested in.			
7. I positively acknowledge infants' and toddlers' comments and responses and follow their lead.			
8. I pause after making a comment or asking a question to give the infant or toddler time to respond verbally or nonverbally.			
9. I use rhymes, finger plays, songs, and/or simple language games when talking with infants and toddlers during routines, experiences and activities throughout the day.			
10. I use parentese, parallel talk, self talk, and CAR (Comment, Ask questions, Respond and add a little more information) when talking with infants and toddlers during routines, experiences and activities throughout the day.			
11. I read at least one time each day with each infant and toddler.			
12. I include reading in routines, experiences, and activities throughout the day.			
13. I read using an enthusiastic voice, different facial expressions, and gestures.			
14. I point to pictures and label or talk about them when reading.			
15. I make comments, ask questions, respond to what the child says or does and add a little more information (CAR) when reading.			

COMMENTS:



Session Handouts

Handouts for Session 1 (Mod 1, page 3)

- H1: "PowerPoint Notes: Module I, Foundations of Every Child Reads: Birth to Three"
- H2: "Beliefs, Assumptions and Key Topics/Strategies" (*Duplicate this handout on brightly colored paper so it is easy for participants to find.*)
- H3: "Definition of Terms"
- H4: "Understanding Children's Language Development"
- H5: "Developmental Milestones of Early Literacy"
- H6: "What I Want to Remember" (*Duplicate this handout on brightly colored paper so it is easy for participants to find. Do not use the same color of paper as you did for H2.*)

Handouts for Session 2 (Mod 2, page 8)

- H7: "PowerPoint Notes: Module II, Parts 1-4"
- H8: "What I Want to Remember" (*Duplicate on colored paper.*)
- H9: "Reading and Responding to Cues: Observation Form"
- H10: Parenting Counts brochure, "Getting in Tune with Baby"
- H11: *Two copies per participant of "Back at Work: Watching, Listening and Responding to Infants and Toddlers"*

Handouts for Session 3 (Mod 2, page 39)

- H12: "Sample Daily Care Giving Routines, Activities and Experiences"
- H13: "Diaper-Changing Games"
- H14: "What I Want to Remember" (*Duplicate on colored paper.*)
- H15: *Two copies per participant of "Back at Work: Encouraging Language and Literacy Development During Routines and Experiences"*

Handouts for Session 4 (Mod 2, page 76; Mod 3, page 7)

- ❑ H16: "Back at Work: Supportive Language and Literacy Environment Checklist, Infants"
- ❑ H17: "Back at Work: Supportive Language and Literacy Environment Checklist, Toddlers"
- ❑ H18: "What Young Children Like in Books"
- ❑ H19: What I Want to Remember (*Duplicate on colored paper.*)
- ❑ H20: "PowerPoint Notes: Module III, Parts 1-3"
- ❑ H21: "The Hart and Risely Study, 1995"

Handouts for Session 5 (Mod 3, page 28)

- ❑ H22: "Strategies to Use When Talking with Infants and Toddlers" (*Duplicate on colored paper. Use a different color than Handout 23.*)
- ❑ H23: "What I Want to Remember"
- ❑ H24: "Infant Cooing Activities"
- ❑ H25: "Infant Babbling Activities"
- ❑ H26: Staple these handouts together and distribute them as a packet:
 - H26-1: "Infant Nursery Rhymes and Fingerplays"
 - H26-2: "Everyday Infant Fingerplays"
 - H26-3: "Infant Nursery Rhymes"
 - H26-4: "Nursery Rhymes for Play and Learning"
- ❑ H27: Staple these handouts together and distribute them as a packet:
 - H27-1: "Fingerplays and Rhymes with a Punch"
 - H27-2 "Action Rhymes"
- ❑ H28: "Checklist for Practice Sessions"
- ❑ H29: *Three copies per participant of "Back at Work: Strategies to Encourage Language—Parallel Talk"*

Handouts for Session 6 (Mod 3, page 5; Mod 4, page 8)

- H30: "What I Want to Remember" (*Duplicate on colored paper.*)
- H31: *Three copies* per participant of "Back at Work: Strategies to Encourage Language—Self Talk and CAR"
- H32: "CAR Worksheet: Language"
- H33: "Asking Questions"
- H5: "Developmental Milestones of Early Literacy" (Optional: this handout was previously distributed in training session 1.)
- H34: "PowerPoint Notes: Module IV, Parts 1-4"
- H35: "Why Read with Infants and Toddlers?"
- H36: "Using Stories Effectively with Infants and Toddlers"

Handouts for Session 7 (Mod 4, page 31)

- H37: Parenting Counts brochure, "Keep Talking!"
- H38: "What I Want to Remember" (*Duplicate on colored paper.*)
- H39: "Observation Form"
- H40: "Back at Work: Reading with Expression"

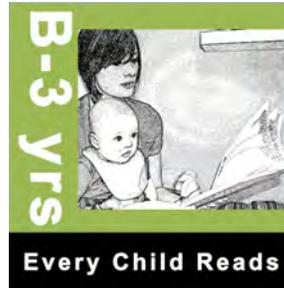
Handouts for Session 8 (Mod 4, page 62)

- H33: "Asking Questions" (Optional: this handout was previously distributed in training session 6.)
- H41: "Tips for Reading with Babies and Toddlers"
- H42: "What I Want to Remember"
- H43: "What Do I Do When I Read with Babies?"
- H44: "What Do I Do When I Read with Toddlers?"
- H45: "Back at Work: Reading with Infants and Toddlers—CAR"
- H46: "Observation Form"
- H47: "Every Child Reads: Birth to Three Self-Assessment."

Handouts for Follow-Up Module (page 4)

- H1: "PowerPoint Notes for Every Child Reads: Birth to Three Follow-up Module. Selecting Quality Books to Read with Infants and Toddlers."
- H2: "Strategies to Use When Reading with Infants and Toddlers"
- H3: "What I Want to Remember." (*Duplicate on colored paper.*)
- H4: "Observation Form"
- H5: "Back at Work: Book Inventory"
- H6: *Two copies* per participant of "Quality Books for Infants & Toddlers: A Review Tool"
- H7: "What Young Children Like in Books" (Previously distributed in Module II, training session 4, of Every Child Reads: Birth to Three Years.)
- H8: "Displaying Books in Your Child Care Environment"
- H9: "Building a Book Collection on a Budget."

Certificate of Participation



Is Presented to

For attending 16 hours of Every Child Reads: Birth to Three Training

Dates: _____



Signature

Agency



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