

READ
CARPET
READY



TRAINER'S GUIDE

A **JUST TAKE 20** LITERACY WORKSHOP FOR K-5 FAMILIES



(INSIDE FRONT COVER)

OVERVIEW

Florida Family Literacy Campaign: Just Take 20 (JT20)

Sponsors: Florida Department of Education (FDOE), managed by Just Read, Florida! and the Bureau of Family and Community Outreach

JT20's K-5 Family Literacy Workshop Title: "REaD Carpet Ready"

Workshop Participant Group: Parents, grandparents, caregivers, guardians, K-5 children of attending families, teachers and staff from the host school

WORKSHOP DESCRIPTION

This "red-carpet"-themed workshop is a 90-minute training program that elementary schools and community organizations can easily replicate for students' families. The workshop provides parents with information about how to participate in Florida's Just Take 20 family literacy campaign and gives them a sampling of learning activities posted on the JT20 website at JustTake20.org. Families can easily insert these activities into their busy lives because they are real-world reading and writing materials. The activities will help families support their children's literacy acquisition and growth, as well as cultivate the love of reading that leads to lifelong literacy. This trainer's guide provides the information needed to replicate the workshop.

*"Active learning involves students in acquiring knowledge through the experience of observing and doing."
—L.D. Fink, Active Learning*

AGENDA

Suggested start time of 5:30 or 6:00 p.m. for weekday workshops

- 30 minutes — Pre-workshop activities (optional: meal or snacks served)
- 1 hour — Interactive workshop for parents and students

Pre-workshop Activities (30 minutes):

- Families enter the event on a red carpet where they are greeted by their school leaders and teachers dressed in glamorous attire.
- Students are invited to come dressed as their favorite literary characters.
- A “celebrity interviewer” stands ready on the red carpet with a microphone asking kids as they arrive, “What are you reading?”
- “Paparazzi” take photographs of families in front of the step-and-repeat banner. The principal or teachers can also be included in these photographs.
- Families pick up their programs (learning guides) and ink their handprints in a cement square on the backside of the program, which resembles a Hollywood sidewalk. Kids can spell out their names “in lights,” and pose for parents to photograph them with their own camera phones.
- On the autograph page of the program, students can get the signatures of their classmates and teachers dressed in costume.
- Kids cast votes for their favorite literacy preferences on ballots. Results are announced during workshop content transitions. On the backside of the ballots, parents have the opportunity to register to participate in the ongoing Just Take 20 family literacy campaign.
- Optional — families are served a meal or snacks.
- Upbeat, family-appropriate music, meant to help set a positive climate for learning, plays as families await the workshop start.
- Parents fill out a pretest before the workshop and a corresponding posttest afterwards to gauge learning growth.
- Evaluations are also distributed for parents to complete post-workshop to gauge satisfaction and overall outcomes.

Overview of Interactive Workshop Content and Activities (1 hour):

- Kick-Off!
 - » Kindergartners on stage performing an ABC Chorus Line
 - » Main content — Correlation between time practicing reading at home with improved reading, and with a new disposition for lifelong literacy
- Bubbling Over With the “Special Effects” of Parent Involvement
 - » First graders on stage blowing real bubbles
 - » Main content — Research linking parent involvement and at-home learning with literacy acquisition and growth
- Do a Double-take for 2x the Fun
 - » Second graders on stage, with mustaches, proclaiming reading and writing materials can often be found “right under your nose”
 - » Parents analyze a series of scenes from a typical day-in-the-busy-life of a family to identify real-world reading material opportunities
 - » Main content: Recognizing and seizing everyday opportunities to incorporate reading and writing into busy, daily lives
- 3-D Book Balancing Act
 - » Third graders on stage balancing books on their heads
 - » Main content (3-D) — building a home library on a shoestring budget with books of high-interest (Dig it), at the appropriate difficulty level (unDemanding) and variety, in terms of genre and inclusion of alternate text

- materials (Diversity)
- Auditions for an Action/Adventure
 - » Fourth graders on stage miming actions that go along with videos as the trainer models vocabulary-building strategies
 - » Main content — Strategies for parents to promote oral language and vocabulary development when enjoying active learning experiences
- Are You Smarter Than a Florida Fifth Grader?
 - » Video of “on-the-street” style interviews on a Florida beach between a fifth grader and passersby who answer incorrectly
 - » Fifth graders on stage respond by answering questions correctly
 - » Main content — Strategies for building the background knowledge needed for reading comprehension and writing
- Writing a Review
 - » Review of workshop learning
 - » Award ceremony for literacy costumes
 - » Parents complete workshop evaluations and posttests
 - » Reminder of the next steps for participating in JT20

LEARNING GOALS

1. **A.S.K.** — How Families Can Support Literacy at Home
 - **Awareness**— Families gain an awareness of the Just Take 20 campaign and how their participation will help them support their children’s literacy growth, development and lifelong literacy.
 - **Skills** — Families learn how to DO everyday literacy with their children. The activities modeled during Florida’s Red Carpet Event workshop are aligned with the Just Take 20 web application curriculum (complete list is provided below under “Knowledge” heading). The activities for this one-hour workshop will introduce families to the italicized topics in the list below. All JT20 activities are research-based and adapted to be “family-friendly” for home use. The JT20 Strategy list (in educator terms, site uses corresponding family-friendly titles) appears below.
 - **Knowledge** — Families learn how everyday opportunities to incorporate real-world reading and writing across all areas of literacy can easily fit into their busy lifestyles. The following topics are incorporated into the six main categories of resources found on the Just Take 20 website:
 1. *A Brighter Florida (Florida’s Family Literacy Goals to Improve Student Achievement, Schools, and State)*
 2. *Literacy for the Real World (English Language Arts Florida Standards)*
 3. *Practice Makes Perfect (Effects of Parent Involvement and Time on Task on Literacy Growth and Development)*
 4. *If You Build It, They Will Read! (Creating a Print-Rich Environment)*
 5. *From the Classroom to Your Living Room (At-Home Literacy Supporting School Learning)*

6. *I, We, and You Read Aloud (Effective Read Alouds)*
7. *Reading On-the-Run (Everyday Real-World Reading Practice Opportunities)*
8. *Talk It Up (Oral Language)*
9. *I'm All Ears (Sounds of Language)*
10. *At the Root of It All (Phonics, Word Recognition and Analysis)*
11. *Vivid Vocabulary (Vocabulary Development)*
12. *Reading Like a Pro (Fluency)*
13. *What's It All Mean? (Comprehension)*
14. *The Write Stuff (Writing)*
15. *Know-It-All (Building Background Knowledge Needed for Reading and Writing)*
16. *Techno-Mania (Digital Literacy)*
17. *Savvy Social Media Use (Communication via Social Media)*
18. *Outsmarting the TV (TV Behaviors that Support Literacy Development)*
19. *Hassle-Free Homework (Parent Role in Helping with Homework)*
20. *Do Your Best on the Test (Classroom and Statewide Testing)*

2. **S³** = Student, School, State

- Families learn about the individual and collective benefits of improved literacy in Florida.
- Research-based activities adapted for home use and aligned to the Florida Standards.

3. **L.I.F.E.** = Literacy Interactions Increased via Family Engagement

- Participating families will learn that a daily minimum of 20 minutes of reading practice at home can make a significant difference in reading proficiency. An additional 20 minutes of reading and writing practice, with real-world materials is recommended for the family.
- Families will have the opportunity to register to participate in Florida's family literacy campaign — Just Take 20. This will provide ongoing support for family learning post-workshop.

Workshop Materials Available For Download at JustTake20.org

- Sign-in sheet — English
- Poster — English
- Flyer — English, Spanish, Haitian Creole
- Call-out phone script — English
- Program Participant Learning Guide — English
- PowerPoint presentation to facilitate the workshop — English, Spanish
- Workshop evaluation for parents — English, Spanish
- Workshop pre/posttest for parents — English, Spanish
- Literacy favorites ballot for student participants — English, Spanish
- Campaign one pager — English, Spanish, Haitian Creole
- Media kit — English

Elements that Establish a Positive Climate for Learning

- Upbeat, themed music during pre-workshop
- Hands-on, pre-workshop activities
- Fun “in character” interactions between school staff and families during red-carpet welcome
- Photo ops with teachers and families
- Optional — popcorn or meal served
- Ballot results announced during workshop to engage students
- Every student in the audience has an opportunity to take part in an onstage demonstration
- “Edu-taining” approach to teaching workshop content maintains learners’ attention and increases the likelihood information taught will be retained and applied

School/Trainer Support: contact@JustTake20.org

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STEPS TO REPLICATING WORKSHOP

1. SET YOUR DATE, TIME AND PLACE.

- Choose a date that conflicts the least with other school and community events. Select a time that is most convenient for your families. Consider offering various times and dates so parents can select an option that best fits their schedules. Typical days of the week for conducting family workshops are Tuesdays and Thursdays with a start time of 5:30 or 6:00 p.m. Select a place familiar to your school community, such as your school's cafeteria, gymnasium or auditorium. Consider these suggestions along with what you have found works best in planning family events at your school to finalize your date, time and place. If you are planning to replicate this workshop for a community organization, such as a local library, adapt this training plan, as needed, to meet the needs of your participants.

2. SELECT AND PREPARE TRAINER(S).

- Choose an experienced teacher with excellent public speaking skills to lead the training as the “Master of Ceremonies” (MC). The lead trainer will need an assistant on stage (choose role of “Director” or “Vanna White”) to help manage props and volunteers during on-stage demonstrations.
- Provide trainer(s) with all training materials in advance so they can prepare.

3. ADVERTISE THE WORKSHOP.

- Send home the workshop flyer with students two weeks before the workshop and again the day before the workshop.
- Hang the workshop poster in high-traffic/visibility areas around your school.
- Put workshop details on the school marquee.
- Post information about the workshop on your school website.
- Have teachers dress as literary characters or in glam the day of the workshop to remind students to attend.
- Use the social media graphics to promote the workshop on your school or district social media channels.

- Advertise your workshop on your school intercom or ITV.
- Customize the workshop press release, located in the media kit file, and submit it to local media for publication.
- Have faculty members, wearing boas, hold signs to advertise the event during parent drop-off and pick-up times.
- Ask teachers to call or send personal notes home to families who may benefit the most from attending.
- If your school system has an automated call-out system available, use the following phone script to record a voice message for families:
 - » [Note to call-out script reader: The word “REaD” in the workshop title “REaD Carpet Ready” is pronounced like the color red. In other words, it is the past tense use of the word read.]
 - » “Hello, this is *(insert your name)*, *(insert title)*, from *(insert name of school)*. We know our students’ families want their children to be successful readers and writers and to enjoy the wonderful benefits that come from lifelong literacy. The teachers here at *(insert school name)* also want that for your children! With that in mind, we are rolling out the red carpet for all our families in a fun and educational family literacy workshop at our school called “REaD Carpet Ready.” You are invited to learn award-winning strategies for supporting your child’s literacy development at home. This workshop was created as part of the Florida Department of Education’s Just Take 20 family literacy campaign that you can access at JustTake20.org. Your children are encouraged to come dressed as their favorite book characters or come holding a favorite book. Our teachers will be “glammed-out” to greet you and your children as you arrive on the red carpet! Our workshop will take place at/in *(insert place)*, on *(insert day of week and date)* from *(insert start and end time)*. For more detailed information see the workshop flyer sent home with your child. Thank you and see you on the red carpet!”

4. BOOST ATTENDANCE.

- Offer refreshments or a meal. “If you feed them, they will come!”
- Offer one big door prize and smaller “educational prize baskets.”
- Ask local merchants to donate food and door prizes. Acknowledge those business names during your welcome introductions as a way to say “thank you.”
- Award the classroom with the best percentage of parents attending the workshop with a pizza party via a “Most Attendance” contest.
- Include a student group performance by adding in time on the agenda. Plan for your student chorus or band to do a ten-minute performance before or after the workshop to give their parents extra incentive to attend.
- Make the workshop a part of your already scheduled PTA/PTSO meeting.
- Request your local media to send someone to cover your event. See the media resources in the REaD Carpet Ready Toolkit for suggestions on how to do this.

5. GATHER PARTICIPANT LEARNING MATERIALS.

- You will need one of the following for each family you expect to attend:
 - » REaD Carpet Ready Program

- » Kid's Ballot
- » Workshop evaluation
- » Pre/posttest

6. RETAIN VOLUNTEERS AND GATHER PROPS.

Volunteer/Suggested Costume List: A minimum of 9 volunteers are needed. Their activities and suggested costumes follow.

- MC — lead trainer
 - » Tuxedo
- Director — on-stage assistant
 - » Director hat and black t-shirt
 - » Can opt instead to dress very glamorously and role play as a “Vanna White type”
- Paparazzi — person to take family photos on the red carpet
 - » Real camera
- Media — person to interview kids on the red carpet
 - » Trench coat, press card, “Dick Tracy-type” hat
- Greeters — teachers on the red carpet to greet families
 - » Teachers and staff in glamorous attire, consider dressing as real celebrity look-alikes
 - » With a large crowd, a greeter may also help the paparazzi by assisting students with any dress-up materials for photos, such as a feather boa or sunglasses
- Additional pre-workshop volunteers
 - » Handprint station
 - » Name in lights station
 - » Sign-in table
 - » Optional — food/snack servers

Prop List

- Red carpet set up
 - » Red carpet runner — borrow from your local carpet store, tape down red bulletin-board paper or buy a plastic runner one from a party supply vendor
 - » 2 stanchions with red ropes — borrow from your local movie theater or other business (e.g. bank)
 - » Step-and-repeat backdrop — ask art teacher to create one using bulletin board paper or ask local high school cheerleaders to create one like the ones they do for players to run through at the start of football games; affix workshop flyers and your school logo in an alternate pattern on the backdrop to create the step-and-repeat look
 - » Portable speaker and microphone for red carpet interviews
 - » Optional ideas: boas, trophies, tiaras, etc. for red carpet photo for kids/families to hold or wear
- Pre-workshop activities
 - » Washable ink pads large enough for hands

“When parents actively participate, children can learn as much from television as they can from book reading.”

—Research of G. Strouse, Peabody College

- » Disposable hand wipes and dry paper towels
- » Broadway lights alphabet cards (pdf included in school toolkit)
- » Minimum of 3 tables for the following stations: sign-in, handprints, name in lights
- Optional stage set ideas
 - » Director chair
 - » Director slate
 - » Gold foil stars
 - » Inflatable Oscar trophies available from party suppliers
- Workshop trainer props
 - » Fan
 - » Stack of about 20 library books
 - » Water mister bottle
 - » Beach balls (medium-sized) — red, blue, green
 - » Optional — giant, multi-colored beach ball
 - » Two bottles of party string (e.g., Silly String)

Giveaway Props with Cost Estimates

The giveaways and props for pre-workshop activities and grade-level “performances” during the workshop can be purchased online or from your local party store. Below are approximate costs per unit found on one popular online source frequently used by teachers; however you can find these items easily from other online vendors as well. Keep in mind, you need to estimate how many kids you anticipate from each grade level before ordering. For example, if you think you will have a larger group of younger students, order more of the kindergarten and first-grade giveaways. For a crowd of about 100 families, you can estimate about \$55 for the giveaways.

- Kindergarten — Dr. Seuss paper hats \$17/32 pieces
- 1st grade — Mini-bubble bottles \$4/dozen
- 2nd grade — Hairy, adhesive mustaches \$6.50/dozen
- 3rd grade — Fun bookmarks \$7/2 dozen
- 4th grade — Flower leis \$8/dozen
- 5th grade — Metallic, star-shaped sunglasses \$7/dozen

7. SET UP AUDIO-VISUAL EQUIPMENT.

- Projection screen
- Computer or laptop [See specifications at the end of this section]
- PowerPoint presentation file
- Projection system with connection cords
- Remote slide advancer (“clicker”)
- Sound system
- Microphone for lead trainer (hands-free is the best option)
- Optional — second projection set up for the simultaneous projection of the Spanish version of the PowerPoint presentation (no audio connections necessary as sound should be muted if played along with English presentation); this file is also available as a pdf that can be projected and scrolled through from a computer or tablet

Note: Well in advance, schedule time with the school or district technology staff for help in arranging to get equipment and setting it up. The electronic presentation for the English version of REaD Carpet Ready is a rather large PowerPoint (.pptx) file due to the many embedded video and music files. The pptx file is approximately 419 MB. You will also need additional memory so that you can have all of the audio and video files saved in the same folder as your pptx file for the songs and videos to play. These “bells and whistles” really make the presentation more engaging for families, but can pose a problem if you are using an older computer, a computer with a lower storage or processing speed, or a computer that does not have the latest software updates installed. We strongly suggest you consult with your school and/or district technology coordinator about securing a computer with the hardware and software capacity necessary to run the presentation without any problems. You will want to do this several days in advance of your workshop and test it out so that you are confident your presentation will run smoothly. Basically you will need a computer with a higher processing speed, enough available memory (or an external thumb drive that does), a PowerPoint 2010 or a later version of that software installed. Note the .pptx file extension for REaD Carpet Ready cannot be run on any version earlier than 2010. The size of the Spanish version of REaD Carpet Ready is about the same as the English one. There is also a PDF of the Spanish version available that is a smaller file size that most computers can easily handle, including computer notepads such as iPads. It includes the same images and text as the pptx version but does not include the songs and videos which really are not necessary if you are projecting the Spanish version simultaneously with the English version which will have the songs and videos playing. If you opt to use the PDF Spanish version, your volunteer can scroll along through the slides as you advance through the English one during your presentation.

8. SET UP VENUE.

- Turn on stage lighting, if available.
- Set up computer, projector and projection screen. Test ahead of time.
- Set the thermostat to a comfortable temperature. Keep in mind that rooms warm up several degrees with large numbers of people.
- Ensure that both sound system and trainer microphone are working properly.
- Arrange seating as close to the stage as possible. Consider “roping off” seats in the back of the room to encourage early arrivals to sit up front. Roped-off sections can be opened, if needed, right before your workshop begins.

9. SET UP PRE-WORKSHOP ACTIVITY STATIONS.

Layout of Example Set Up

Set up your pre-workshop activity stations in the following order so that it is easy for families to understand what station they should go to next after completing a station.

Activity Stations

- Red carpet entry — friendly staff costumed in glam, or as literary characters, to welcome families “in character”
- Sign-in and material pick up — table with teacher volunteer, families sign in and also pick up evaluations, ballots and pre-/posttests. Include photo release forms to have parents sign and turn in, if applicable (this is a permission form to allow photos to be taken of students)
- Interviews — stanchion and “velvet” ropes, microphone with speaker, teacher volunteer to interview arriving students (consider positioning the interviews so families who are seated waiting for the workshop to begin can see the kids arriving in costume as they are being interviewed)
- Red carpet family photos by “paparazzi” — red carpet runner and backdrop that looks like a step-and-repeat, typically used for Hollywood award events (suggestion: decorate a wall as the backdrop or use bulletin board paper with RCR logos affixed)
- Program pick up and inking handprints — table with teacher volunteer, washable ink pads, disposable damp and dry towels for removing ink after hand-printing activity
- Name in lights (optional) — Two tables with teacher volunteer, one with alphabet tiles and second for students to lay out tiles to spell their names for parents to photograph
- Snack or meal serving line (optional)

10. TRAINERS DELIVER THE GUIDED PRESENTATION

- For each slide in the presentation, follow the instructional steps provided in this guide.
- When you have fun, your audience will enjoy their learning experience even more.

11. COLLECT EVALUATIONS AND FOLLOW-THROUGH.

- Collect workshop evaluations, ballots, and pre/posttests at the end of your workshop to gain feedback on the learning experience.
- Use your results to inform continuous improvement in how your school/ district engage(s) families in literacy development. Analyzed results could be used with both School Improvement Plan (SIP) and Title I Parental Involvement Plan (PIP).
- Share promising practices regarding conducting workshops with FDOE using contact information from www.JustTake20.org.

SLIDE NOTES

1. TITLE SLIDE

- This title slide is displayed as participants arrive on the red carpet and do pre-show workshop activities.
- Click once to start school and red-carpet-themed playlist that should play as families arrive. The playlist lasts about 35 minutes, but will loop. The upbeat tempo will help you establish a positive climate for learning, so crank it up!
- Optional — Simultaneous projection of the Spanish version of RCR PowerPoint or PDF on a second screen. Mute sound on one of the presentations so that only one audio plays. A volunteer will need to click through Spanish slides following along with the pace of the lead trainer.

2. WELCOME FAMILIES

- Click to cue fanfare music, “Welcome Families” text and beginning of workshop.
- Master of Ceremonies (lead trainer) begins workshop. MC introduces self and the director (on- stage assistant).
- Herald to families: “Ladies and gentlemen, boys and girls, we welcome you to REaD (pronounce as /red/) Carpet Ready! We have rolled out the red carpet for you as special guests in our studio audience. During this exciting red-carpet event, you will learn award-winning strategies for promoting lifelong literacy!”

3. NOMINEES FOR BEST SUPPORTING ROLE IN EDUCATION

- “Let’s begin our award-winning ceremony with our very first category!”
- Read the category.
- Read each nominee as you advance through sub-bullets. Cue audience to applaud for their preferences.
- “Reading experts across the world have determined the winner of this category through their research on reading and family involvement.”
- Click to display envelope: “The envelope please!”

4. DRUM ROLL

- Ask the audience to create a drum roll by slapping their thighs or table tops. Cue drum roll sound effect.
- Let anticipation build...”And the winner is...”

“Family literacy takes place during daily routines in life as parents, children and other family members use literacy at home and in their community.”
—International Reading Association

5. WINNER

- (Click for cymbal crash) “Your Family!”
- Acknowledge that the teachers and the language arts curriculum have a huge impact on students learning reading and writing skills. It is the school’s role to teach your children to read. It is the family’s role to make sure kids are practicing at home what they have learned in school. Research tells us that the family support system is what most influences the lifelong HABIT of literacy and the DISPOSITION for love of reading.
- “So CONGRATULATIONS on showing up tonight and demonstrating to your children that literacy is one of your top family values!”
- Ask the kids in the audience to give their parents and caregivers a standing ovation.

6. QUOTE ON LOVE OF READING

- Elaborate on the quote.

7. JUST TAKE 20

- “This Read Carpet Ready event is an opportunity to introduce you to the Florida’s Just Take 20 family literacy campaign. Just as you support your children, we want to support your efforts in helping your children develop a love of reading...”
- Review all of the bullets.
- Start of Jeopardy theme music indicates it is time for kids to fill out their ballots with their parents and for parents to indicate if they plan to utilize the JT20 resources to engage in family literacy activities. The music runs a minute and a half.
- The music will loop again just in case your audience needs additional time. Click to advance to the next slide when you are ready to stop the music and proceed to the next activity.

8. CALLING ALL KINDERGARTNERS

- The music start cues the start of the activity.
- Make the grand announcement: “It’s time to get down to the fun business of learning, and...there’s no business, like show business!”
- Call kindergartners to the stage. Ask them to form a line across stage, facing the audience.
- Optional — include Pre-K students.
- The director passes out Dr. Seuss hats and the kids put them on their heads.
- Optional — interview a few of the more extroverted kids asking them questions such as “Do you like green eggs and ham?” or “Who is your teacher?”

9. CHORUS LINE

- Show the kids how to put their arms around each other’s shoulders to form a kick line
- Demonstrate how to kick the left leg and then the right as is done in a chorus line

- Have kids practice
- Start the embedded slide music
- Have kids and the audience recite letters of the alphabet with each kick — a, b, c...
- Model for kindergartners how to take a bow

10. PHOTO OP

- Do “jazz hands” to pose for a photo op for parents.
- The kindergartners return to parents wearing their Seuss hats.

11. ESTABLISH THE HABIT

- Segue to this first strategy by elaborating on the word “early” in the slide title. “You saw our kindergartners are off to a great start. Let’s discuss what research tells us about how to get all kids in the habit of reading every day.”
- Review bullet points.

12. ALLITERACY QUOTE

- Read quote.
- “80% Americans are missing out on a lot of joy in their lives by not reading.”
- It is important for parents to model for their children that they enjoy reading. Your kids learn many of their habits by modeling after you.

13. READING PRACTICE QUOTE

- Read quote.
- Elaborate.

14. BOOK CHART

- Direct participants to find this corresponding information on their handouts using the colored dots on the star.
- Review the table information by focusing on comparing the number of words read in a year. Make sure to use “first person” to provide a more powerful personalization for the learners.
- Conclude the slide by asking kids in the audience to raise their hands for which type of reader they want to be — Read-a-lot, Read-awhile or Read-a-little?

15. BRIGHT IDEAS

- Review the first tip for all readers, but especially for the struggling ones.
- Review ELL tip.

16. DOMINO EFFECT

- “And when you DO read 20 minutes every day something very exciting happens!”
- As you elaborate on the bullet points, place several books on a table standing up on their ends in a line formation to set up for the domino-effect conclusion.

THE *Oregon*
FAMILY ♡'S READING!



- Pause for audience to chorally respond with “Even better readers!”
- Tip the first book to initiate domino effect of the books.
- Conclude with the point that the more kids read, the more they will want to read, and the powerful gains in learning will increase over time. It’s a “domino effect.”

17. - 19. NOMINEES, DRUM ROLL, WINNER

(Follow the award sequence similar to slides 3-5. Emphasize that there are no wrong answers but the winning preferences reflect what most Florida elementary students say are their favorites.)

20. BUBBLING OVER

- Direct participants to find the corresponding information on their handout using the color dot star system.
- Call 1st graders to the stage.

21. MOVIE FX FAKE

- Ask the kids if they know what special effects are?
- “Many of the amazing things we see in movies are not actually real. The movie makers create those effects using various ‘tricks’, for example...”
- Click to the next slide.

22. WILLY WONKA

- Ask first graders, “Who remembers this movie?” Acknowledge the recent remake, Charlie and the Chocolate Factory.
- “I will fill you in on a well-kept secret, the book is much better than the movie! That’s usually the case when it comes to comparing the book to the movie version, isn’t it? The next time you visit the library, literally check this book out!”
- “Do you recall this scene with Charlie and his Grandpa Joe? This part of the story is where they drink a fuzzy-lifting drink and it makes them float. In reality, they drank soda, and there was a bubble machine making the bubbles. They were lifted by ropes that you can’t see because the editors erased them on the film. So the special effects made it look like they were rising.”
- The director passes out mini bubble bottles to 1st graders.
- The director can also turn on the fan (placed behind group of children and angled slightly upwards) so that bubbles will drift out over audience.

23. PARENT FX REAL

- “But the special effects of parent involvement are very real. When your parents are involved in your education, your school and reading performance soars! Let’s take a look at the research...”
- “As I am reading the research fact on parent involvement I want you first graders to blow a few bubbles.”
- “I will need the help of you kids in the audience too. Each time I conclude a research fact, I want you to reply by cheering ‘Thanks mom and pop!’ and when you say ‘pop’ clap your hands as if you are popping a bubble.”

- Have kids practice one time — “Thanks mom and pop! [clap]”
- “Very good, let’s try it out with the research now.”

24. SERIES OF SLIDES ON PARENT INVOLVEMENT RESEARCH

- Read research fact as it floats in.
- 1st graders continuously blow bubbles.
- After each fact, cue the audience kids to do the cheer that makes the fact bubble “pop”!

25. PHOTO OP

- Photo op of first graders blowing bubbles for parents.
- First graders return to their seats, promising not to open their bubble bottles again until after the workshop.

26. -28. NOMINEES, DRUM ROLL, WINNER

(Follow established award sequence.)

29. DOUBLE TAKE

- Direct participants to the corresponding section on their handouts using the star key. Call special attention to the list of everyday literacy materials found on the binocular lenses.
- Invite second graders to the stage.
- As second graders make their way to the stage, say “Now let’s talk about ways to double the learning fun at home. You can easily do this no matter how busy your lives are by reading and writing using materials that you come across during your daily routines. Sometimes these materials may be hard to spy.”

30. DIRECTOR SLATE

- Cue soap opera music clip.
- “Welcome to the set of our spy drama ‘Daze of Our Busy Lives.’ Let me fill you in, studio audience, on the plot of this spy drama. It depicts a day in the life of a typical busy family in Florida. Their story may be all-too-familiar and one to which you can readily relate.”
- “In today’s episode, ‘From the Classroom to the Living Room,’ we will be filming scenes about how families can increase motivation for learning in school by helping kids make connections between their academic studies and how reading and writing is used out in the real world.”

31. REPORT TO HAIR AND MAKEUP

- Direct second graders to follow the director off stage for “hair and makeup.”
- Off stage in an area hidden from audience view, the director helps second graders affix fake mustaches under their noses. Make sure to ask if any child is allergic to adhesive or glue before doing so.
- The director helps kids practice their “one-liner”: “Right under your nose!” until called back to the stage to deliver it.
- “Our second graders will return to deliver an epic one-liner for the final

scene of our spy drama.”

- Tell the audience they will be playing a game of “I Spy” by identifying which everyday literacy materials could likely be found in each scene.

32. - 41. SERIES OF EVERYDAY SCENES

- “Quiet on the set!”
- Cue “Pink Panther” music and direct participants to the corresponding game “I Spy” on their handouts.
- Ask the audience, “Which literacy materials from the list of 20 on the binoculars in your program do you see missing from this shot?”
- Once a first correct answer for a slide is called out, advance the clicker so that all answers appear. Praise the audience and advance to the next slide and repeat the procedure.

42. PHOTO OP

- Ask second graders to return.
- Say accusatorily, “YOU suspects have been caught in the act of reading and writing! So I MUST-ASK you an important question.” Emphasize “must ask” so it is more apparent it is a pun on the word mustache.
- “Where can we find everyday reading and writing materials?”
- The director cues the kids to respond with “Right under your nose!”
- Photo op of kids for parents.
- Second graders return to seats wearing their mustaches.

43. -45. NOMINEES, DRUM ROLL, WINNER

(Follow established award sequence.)

46. 3-D BOOKSHELF

- Direct parents to find this section in their program using the star key.
- Ask third graders to start making their way to the stage.

47. QUOTE

- Elaborate on the quote.

48. COLLECTING TEXTS

- Review list.

49. 3 D’S

- Dig it=high-interest reading material
- unDemanding=when reading for pleasure, the text should not be too difficult
- Diverse=need lots of diversity on the bookshelf too (this segues to the next slide)

50. EXAMPLES OF TEXT DIVERSITY

- Give each third grader a book.
- As you read the list of texts, challenge the third graders to keep the books balanced on their heads until you reach the end of the list.

- Playfully read the last three items slowly to draw attention to the fact many books still have not fallen off some kids' heads.
- Cue the audience to applaud the balancing act provided by the third graders.

51. BRIGHT IDEAS

- Review three bright ideas.
- The director passes out bookmark gifts to third graders as you review the ideas.

52. PHOTO OP

- Third graders pose with books balanced on their heads.
- Third graders return books and return to their seats with the gift of a bookmark.

53. #JT20: POST YOUR BALANCING ACT

- Preface the video play by explaining families can post a similar video challenge on their own social media pages. Doing so will help spread the word that Florida Families are dedicated to lifelong literacy.
- Play the video.
- Challenge the families to post their own after the workshop using a hashtag and Just Take 20 (#JustTake20).

54. -56. NOMINEES, DRUMROLL, WINNER

(Follow the established award sequence. This one is a “tie”. Explain that kids need to read both fiction and non-fiction to be prepared after they graduate for the 21st century workplace.)

57. CASTING CALL

- Direct the parents to find this section using the star key.
- Ask 4th graders to start making their way to the stage.
- The director can start giving 4th graders leis to put on.

58. QUOTES

- Read quotes.
- Cue the character to zoom across slide.

59. CONVERSATION + ACTIVE LEARNING

- Summarize the slide text by explaining when parents and children talk a lot during active learning experiences vocabulary will soar.
- Explain parents can go to JustTake20.org to learn many strategies for using oral language to increase vocabulary. Next, you will now model a few of those strategies.

60. FAMILY ROAD TRIP

- Announce the 4th graders will be going on a family road trip across Florida.
- Tell the 4th graders to have a seat along the front of the stage.

61. FLORIDA MAPS

- Ask the 4th graders to tell you what the blue on the map of Florida represents.
- Yes, it's water.

62. PENINSULA DEFINED

- With the advent of mobile devices, many of us have access to the Internet while we are on the go.
- “You can model digital literacy to your children by doing things like looking up the definitions of words using online dictionaries.”
- “Let's take a look at the definition of the word 'peninsula.' Florida is peninsula because it is surrounded on three sides by water. So let's start our road trip tour of Florida now...”

63. SOUTH — EVERGLADES

- Ask the audience to call out words for things we might see on an airboat tour of the Everglades.
- Praise and build on the answers. Remember these words, as you will use them during the demonstration.
- Tell kids they are about to do their first stunt. Start by pretending they are buckling their seat belts. Start the video. The director should place a large fan in front of the group as you provide commentary.
- Provide a running commentary as the video plays using the words provided by the audience. For example, “Our boat is accelerating quickly! Look at that alligator over there! There are so many species of water fowl, I can hardly count...”
- Summarize the activity by saying, “You can see how the more we talk about what we are seeing and doing, the more words kids are exposed to. The more meaning of words kids know, the more they understand what they read.”
- Fourth graders should sit back down until called to do their next stunt.

64. EAST— ST. AUGUSTINE

- “Now let's move on to our next destination, St. Augustine.”
- As you advance through the slide images, make the following points:
- Many museums and landmarks are free to the public, such as the Spanish fort in St. Augustine.
- Parents can increase learning during family outings by reading the informational markers on landmarks, watching historical reenactments, relating learning to school (point out Florida History is part of the 4th grade curriculum), etc.
- “This is a statue of Ponce de Leon. He was a Spanish explorer who first discovered Florida.

65. WEST— SHELLING

- “Off to our next destination, the west coast!”
- As you advance through the slide images make the following points:

- “Even ordinary outings like a walk on the beach can be very educational if we talk about what we are doing.
- We all know this is a sand dollar. You are smart kids! I wonder if you can you say this alliteration, three times fast? Suzie sells seashells by the seashore.
- You can help kids relate what they see to something they are familiar with. Who knows the name of Sponge Bob’s best friend? Yes, it is Patrick, the starfish.
- You may come across things you don’t know, and that’s ok. This allows you to model lifelong learning to your children by using reference books such as this seashell guide. We can use such books to identify this hermit crab inside a conch shell.
- When you come across interesting objects such as this mermaid’s purse, it gives you an opportunity to model higher-order reasoning for your kids. Take a look at the x-ray of this strange object. What does it look like inside? Yes, a shark. It’s a shark’s egg case.
- Lots of us have found this common seashell, called a scallop. Have you ever seen the animal that lives inside it? The scallop looks a bit like its cousin the oyster. They are both mollusks. Can you see the 36 glowing blue eyes that a scallop has? How fascinating!
- After your seashell hunt, you can relax and sort your shells.”

66. NORTH — SURFING

- Time to move on to the next destination and try something new.
- Ask 4th graders to stand up and get set to perform their surf stunt. They have to plant their feet and not move no matter what happens!
- As the video plays, mist 4th grade surfers with water bottles.
- After the video stops, ask one surfer the question, “Was that fun?”
- Explain how your question only allowed for two answers, either yes or no. Define that as a close-ended question.

67. PRACTICE: OPEN-ENDED QUESTIONING

- “If, on the other hand, I asked an open-ended question, one that cannot be answered with a ‘yes’ or ‘no,’ I can get a better conversation started. For example, I might ask what it felt like when the wave was curling over their heads. Can you think of another open-ended question?”
- Allow at least one audience member to suggest another example. Praise response.
- “Our family road trip is over. Let’s thank our stunt doubles!” Cue the audience to applaud the 4th graders.

68. PHOTO OP

- Photo op of 4th graders doing the “hang ten” sign.
- 4th graders return to seats with leis.

69. PRACTICE; RUNNING COMMENTARY

- Explain how parents can really boost the numbers of new words their children are exposed to by talking about what they are doing during

everyday tasks and routines.

- Model how to do a running commentary by pretending you are frying the eggs as the video plays. Emphasize the key words. An example of commentary could be, “I am using my spatula to stir the eggs. I am scrambling the yellow yolk in with the egg whites. Eggs are a good source of protein...”
- Conclude by saying, “This is an activity you should try at home!”

70. -72. NOMINEES, DRUMROLL, WINNER

(Follow established award sequence.)

73. SMARTER THAN A 5TH GRADER?

- Direct parents to find this section in their programs using the star key.
- Call 5th graders to the stage.

74. BENEFITS OF BEING A KNOW-IT-ALL

- As 5th graders make their way to the stage, elaborate on this slide text.
- The director can be passing out sunglasses to 5th graders.

75. BUILDING BACKGROUND KNOWLEDGE

- “There are many ways students build the background knowledge needed to be effective readers and writers. Here are two examples.”
- Elaborate on the slide text.

76. BRIGHT IDEAS

- Elaborate on bright ideas.

77. -84. SERIES OF VIDEOS AND QUESTIONS

- Play the first video.
- Have three volunteers spaced out and holding a red, blue or green ball.
- Have the 5th graders select their answer by standing around the colored ball that is aligned with their answer.
- Repeat the process for each video.

85. -86. FINAL VIDEO AND TRICK QUESTION

- After the last video, regarding the number of minutes kids should read, present three optional answers. The 5th graders will be perplexed, knowing none of the answers are correct.
- Proclaim it was a trick question and that, “By this time, we should all know the answer! Say it with me...” (Advance the slide quickly.)

87. JUST TAKE 20

- Click to reveal JT20 logo. Lead the audience to say “Just Take 20” as a unified answer.
- A ball will roll across the slide.
- Remind the audience to learn more great literacy strategies to try at home by visiting JustTake20.org.

88. PHOTO OP

- Optional — Bring out a large multi-colored ball for the photo op.
- 5th graders pose and return to the audience wearing their sunglasses.

89. - 91. NOMINEE, DRUM ROLL, WINNER

(Follow established award sequence.)

92. REVIEW TIME

- Thank the families for being such active participants in the learning process.
- Announce it is time to review what was learned.

93. GROUP WRITING ACTIVITY

- Direct families to this writing activity at the back of their programs. They can fill in the blanks along with the group.
- Read the passage out loud. Pause at the blanks and allow audience members to provide words or phrases. “Reward” vivid answers by spraying the people who submit answers with red party string.

94. CALLING ALL COSTUMES

- Call all children to the stage. If you have an exceptionally large group, call only the children dressed in costume.

95. TIME TO FILL OUT EVALUATIONS

- As children make their way to the stage, direct parents to start filling out their workshop evaluations and post-tests.
- Let the music loop at least twice to give parents time to record their feedback.

96. -98. NOMINEES, DRUM ROLL, WINNERS

- Announce the category and cue cymbal crash to reveal the answer: Everybody! (Because you came dressed not only as literary characters but with great big smiles.)
- Thank the kids for being stars of the show.
- Cue a standing ovation from audience.

99. THAT'S A WRAP!

- Optional — award door prizes if you have them.
- Remind parents to turn in their feedback forms at the door.

100. (NO SLIDE — THE WORKSHOP IS NOT OVER WHEN IT'S OVER)

- Make sure that several friendly staff members are stationed at the door to collect feedback forms and give families a friendly send off.
- Kids may continue to gather autographs.
- Make the most of this post-workshop time to interact with families to build the positive relationships that make school-family partnerships so powerful!

(INSIDE BACK COVER)

LEARN MORE!

For more information, visit JustTake20.org
or email justread@fldoe.org.

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