## Environment and Materials

## Bring folder labels to the meeting. Ask staff members to each take one sheet of labels and walk around the room adding a print label to anything they see that does not have one. Encourage staff members to label the materials in any language that they know how to speak. Invite staff members to make a basket of labels and markers with an invitation to families to do the same thing they just did using their home language.

## Family Involvement

## Invite teachers and administrators to create a Family Literacy Treasure Chest of Ideas. Print the English and Spanish version of Reading Rockets Adventure Pack Hungry Caterpillar and Reading Rockets Adventure Pack Gardening from the online tool kit. These are two samples of Literacy Adventure packs that can be found on the Reading Rockets website. Ask teachers which they think would be most interesting to expand upon. Then together read through the chosen adventure pack. Invite teachers and administrators to focus on the page titled: For Teachers and Librarians. At the bottom of this page is a list titled: Putting It All Together. This list includes materials and books. To create the family treasure chest programs can purchase these items and create the adventure packs to be checked out by families who are interested.

## Share both the importance of supporting and developing narratives in children as well as partnering with families to support narratives. Print and provide the Story Stem handout from the online tool kit. Invite teachers to read through the strategies and tips. Ask the group to select on story stem technique that they would like to practice and implement. For the rest of the meeting practice, discuss, and create a plan for making any materials necessary. (TIP: if you think teachers will select Family Talk Tree think ahead of time about how to create the tree and bring materials).

* Invite teachers and administrators to read the communication strategies on page 12 of the **Family Partnerships and Culture** document. Ask teacher to identify the strategies they find work the best and share experiences. Then invite teachers to select one new strategy to try.

## Individualizing

## Print and bring the handout: How Can You Create a Learning Environment That Supports Diversity? Invite teachers to read through the handout and think specifically about their children and families. How can they work to include more representation of abilities, skin colors, food choices, etc. in the classroom materials?

## Share the importance of space and comfort in developing language and communication. Print and share the Communication Integration Checklist with teachers and administrators. Invite them to complete the checklist independently and then discuss as a group. Decide on at least two new ideas to try that will enhance communication opportunities for their children.

## Print and provide the handout Using Music and Movement to Support Alphabetic Knowledge. Bring a cookie sheet and strips of magnet. Invite teachers to read the handout. Then ask teacher to think about their specific children that may have unique needs. Is there a way to adapt one of these experiences to support that child? Perhaps there is a child who has visual impairments and requires a high contrast of background, or perhaps there is a child with a physical motor delay who would benefit from adapted materials to make grabbing the magnets easier. Decide on what type of materials would best benefit the teacher’s students and support them to make a magnet board with this specific adaptation.

## Brainstorm with teachers who have families who use sign language as a form of communication. Think about all the resources they may use to embed sign in their daily routine for all children. Perhaps they know a few songs, or can learn a welcome song in sign. Support teachers by collaborating with the family, service provider and using technology to learn a song together. Remember to ask questions first, e.g., What songs does the service provider recommend? What songs does the family sign at home? What songs does the child like? Then use this information to research and learn songs with the teachers.

## Look at the list of wordless picture books from reading rockets and purchase one or two new books for the class before the meeting. At the meeting share the books and invite teachers to discuss how they might use the books in the classroom. Ask the teachers to think specifically about children who communicate using alternative communication, sign language, or have a home language other than English. How might the teachers plan to use these books to individualize for these children?

**Planned Learning Opportunities**

* Direct teachers to think about a book they recently read to the children. Ask them how they incorporated phonological awareness? Make a list of things they did and help them come up with a list on how to expand and support children with phonological awareness. Remember to find places where there is alliteration, rhyming, compound words etc.
* Print and provide the NAEYC handout **Message in a Backpack: Home Sorting Ideas**. Share the importance of children developing understanding and labeling of categories in vocabulary development. Invite teachers to read the handout and ask how they might use this handout to partner with families? Brainstorm ideas together and create a plan for implementation.
* Brainstorm ways for teachers to partner with families and community resources in planning opportunities. Print and share the **Message in a Back Pack: What’s New at the Library?** Ask teachers to think about how this might be helpful or what ideas it inspires for them to partner with families?

**Routines**

* Print the handout: **Daily Rituals with Families** from the trainer’s manual tool box. Invite teachers to think about what their daily routine looks like. Work with teachers to select two parts of their day that include literacy. Then brainstorm how they can enhance and add opportunities to partner with families. Tip: Bring and extra copy of this handout on card stock laminated and leave it with teachers so they can use it as a standard agenda item in team meetings.
* Print the **Concepts about Print LLD Foundations Example Video Reflection** handout. Share the **Concepts about Print LLD Foundations Video Example Foundations 1.2 (60 months)**. Start the video at 1:57 and play until the clip ends. After watching the clip discuss the reflection questions on the handout. Then ask teachers to think about how they might make time in their schedule to have similar conversations. Create a plan for such conversations in the daily routine.