

Reading Nooks that Encourage Writing Too!



Webinar created by Dr. Laura E. Meyers
for the Georgia Public Library Service

<http://georgialibraries.org/>

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Meet the Presenters

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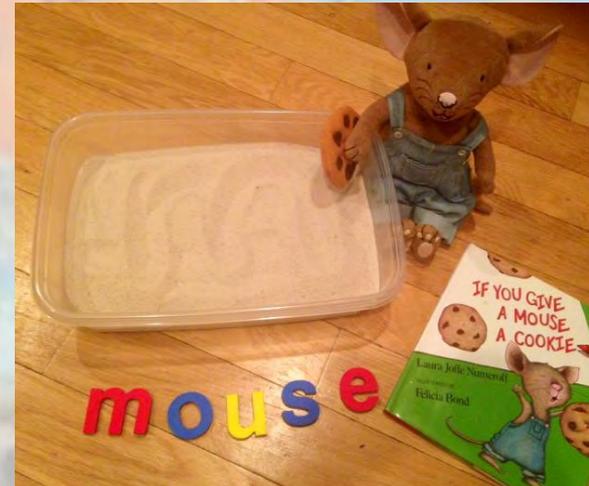
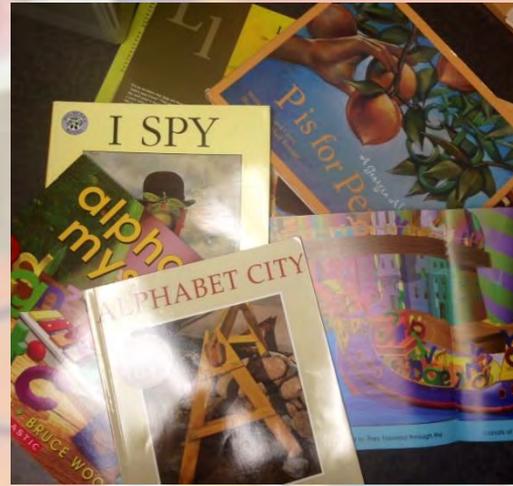
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Overview



Children become stronger readers by being more aware of and inspired by amazing, interesting stories. Typically, adults share their love for stories through reading picture books to their young readers. Did you know that **reading skills enhance writing skills, and writing skills enhance reading skills**? It's true. So, why not provide opportunities for young learners to experiment with both? We will explore reading and writing tools that are advantageous to young children's literacy and language development as well as fun, interesting, and exciting for our budding authors!

Webinar Agenda

- Welcome & introductions & overview
- Constructing a reading nook
- What does reading look like?
- Constructing a writing station
- What does writing look like?
- Creating integrated reading & writing opportunities
- Benefits of supporting both reading & writing development
- “Share Session” – webinar viewers are invited to share questions, ideas, & experiences related to creating reading and writing opportunities in the library, etc.
- References



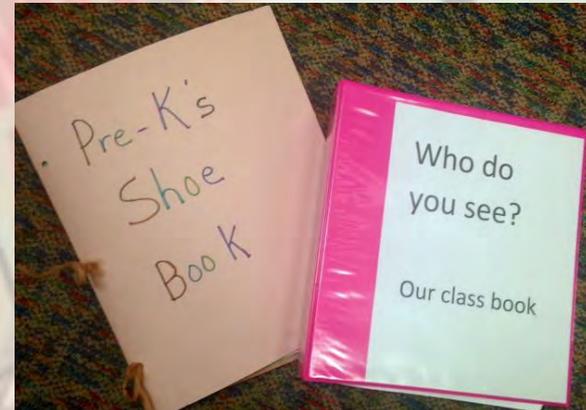
Constructing a reading nook

What is a reading nook?

- A special, cozy place for young readers to explore text independently and with friends (young & old)
- A space to celebrate and encourage young, developing readers

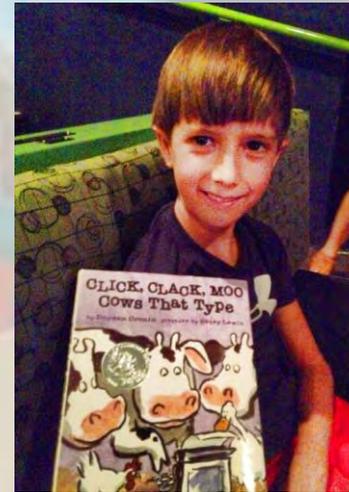
What is included in a reading nook?

- Comfy seating (e.g., pillows, rugs, small chairs)
- Variety of texts (e.g., picture books of various genres, magazines)
- Child-created books (e.g., individually-created or various children's co-created books)
- Non-book materials (e.g., cd player & headphones, chart with poem or song, stuffed animals to read to/with, listening phones)
- Photos (e.g., children with books, book covers)



What does reading look like?

- Looking at picture books
- Reading text and illustrations
- Recognizing the parts of a book (e.g., front/cover, back, title, author, beginning of the story)
- Directionality (i.e., pointing or following the story from left to right & with a return sweep)
- Pointing to words while reading
- Memorizing stories & reciting
- Pointing out and/or recognizing letters, capital versus lowercase letters, words, punctuation marks
- Trying new words & matching letters to sounds
- Listening to stories
- Talking about stories ... or asking about stories
- Reading the same stories over and over again



Constructing a writing station

What is a writing station?

- A special, cozy place for young writers to explore creating text independently and with friends (young & old)
- A space to encourage and celebrate young, developing writers

What is included in a writing station?

- Variety of writing utensils (e.g., crayons, colored pencils, pencils with erasers, markers, chalk)
- Variety of papers (e.g., colored paper, construction paper, lined paper, handwriting paper, notecards, postcards, blank books)
- Non-traditional materials (e.g., stamps & ink, dry erase boards & dry erase markers, sponges & paints, stickers, magnetic letters & cookie sheets)
- Samples of writing (e.g., student-created or librarian-created)
- Variety of picture books

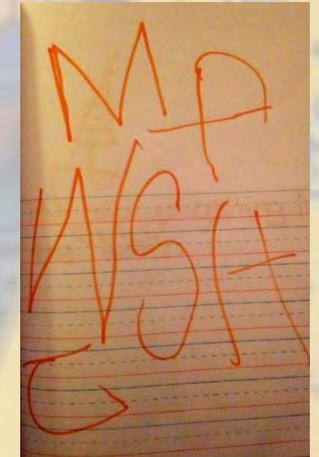


What does writing look like?



6 Levels of Writing (Sulzby, 1986)

- 1) Drawing
- 2) Scribbling
- 3) Letterlike forms
- 4) Familiar units/letter strings
- 5) Invented spelling
- 6) Conventional spelling



Creating integrated reading & writing opportunities in the library

How can we integrate reading and writing?

1) Interactive opportunities

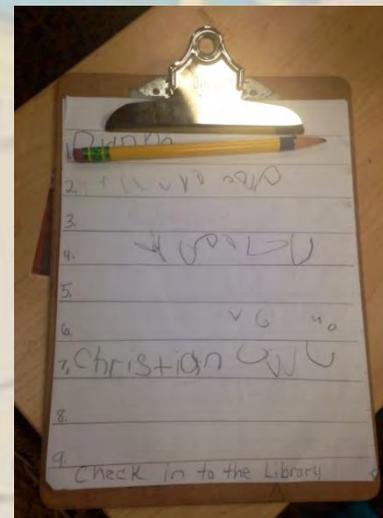
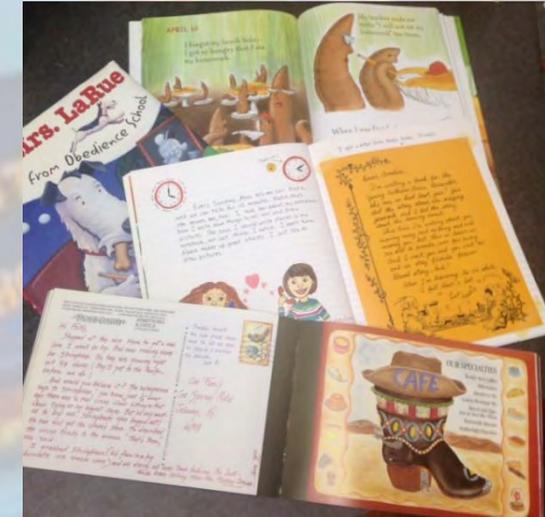
- charts/posters of songs, chants, poems, etc. with pointers
- book making
- play-dough (creating letters, stamping letters into the dough, or constructing the setting of a story they're "writing")

2) Tools that motivate & encourage

- stuffed animals & listening phones
- variety of writing materials
- variety of reading materials

3) Cozy, welcoming spaces

- clipboard to sign-in
- pillows & rug
- clever title for the space
- photos/names of your young readers & writers in action



"There is no magic time when children 'are readers and writers.' Children are always becoming readers and writers."
- Bennett-Armistead, Duke, & Moses (2005)

Benefits of intentionally integrating reading & writing explorations

Children build:

- Skills (e.g., concepts about print, Sulzby's 6 levels of writing)
- Content knowledge (e.g., learning about topics such as friendship, animals, cultures)
- Vocabulary (e.g., introductions to new words, reinforcement of familiar words)
- Oral language (e.g., when listening to stories, when "reading" the story they "wrote")
- Awareness (e.g., purposes for reading and writing – to learn, for enjoyment, to communicate, etc.)
- Confidence (e.g., trying, making mistakes, exploring)
- Collaboration (e.g., listening to stories with others, sharing books or writing tools)
- Fine-motor skills & coordination (e.g., holding a book, turning pages, cutting with scissors)



Sharing Session

You're invited to share any questions, ideas, and/or experiences you've had or would like to have related to creating reading and writing opportunities in the library, etc.



References

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