



TRANSCRIPT

Joyful Reading at School and at Home

JULIE DUFFIELD

So welcome to REL West's Joyful Reading at School and Home. My name is Julie Duffield, I'm one of the support folks today. And as you come in, we'd like you to type in the chat the title of one of your favorite children's books and why you like the book. So, as we're waiting here to start, could you please type into the chat, what's one of your favorite children's books?

JULIE DUFFIELD

So, what I would like to do as we move forward, you probably [know] more about Zoom tech support than you ever thought you would know, but just invite you to keep your microphones muted. If you need a question, please use the chat. We have captioning there. If you would like to use that, you can turn your captioning on. And that will mean that the speakers' voices and text will come up on the screen. And if you have any tech support, you can tag my colleague, Delphean Quan. So, without further ado, I just want to see if anyone has any questions. And, Pam, can you see all the books that are getting shared in the chat right now? *Are You My Mother?* That was one of my favorites.

PAMELA SPYCHER

Yes. Some just put *The Dot*. I love that book so much. So many are my favorite books, too.

JULIE DUFFIELD

So as everyone's getting settled, thank you so much for typing in and letting us know where you're joining us from today as well.

PAMELA SPYCHER

Welcome, everyone. Thank you for coming and thank you for being so flexible with the last-minute Zoom room change. I think flexibility is the word of the year.

JULIE DUFFIELD

We Are Alike, We Are Different was another book came up. *Three Little Pigs*. So, moving forward, again, we just want to remind you if you could stay on mute, and use the chat to share questions. Please feel free to use the closed captioning and turn that on to have the audio today showing up as text on your screen. And I'm handing it over now to Kim Austin to welcome us. Kim, over to you.

KIM AUSTIN

Thanks, Julie. Welcome, everyone, from Alaska, to Boston, to lots of California folks. We're thrilled to see you here today. Thank you for taking time out of your day to learn with us and have some joy with us. I wanted to share a little bit about the Regional Education Laboratory West. We are one of ten labs across the United States, and our region is Nevada, Utah, Arizona, and California, but we serve the whole area. We do three things. We do research, we provide technical assistance and support, and we also do dissemination.

KIM AUSTIN

Great. Well, before we start, actually, we'd love to get a sense of who's in the room. So, Delphean, would you be able to post that poll so we could just get a sense of the roles you play in your contexts? So, we have choices by grade level and by role.

KIM AUSTIN

So good number of preschool teachers. More than a quarter. We have some 1st grade teachers, other grades represented. Good number of coaches. And some administrators. Thank you so much for sharing. It's great to see so many teachers in the room

KIM AUSTIN

I love this picture. Thank you, Pam, for providing all this color in our presentation today. Julie, you can advance to the next slide. All right. Well, we wanted to make sure that you knew that this is the first in a series of four events. This first webinar focuses on an interactive reading routine, which we hope you will go out and try in your own schools and classrooms and homes. And then, we want you to come back for the community practice, which is February 25, and tell us how it went. What went well? What was challenging? What did you learn? So that event, which is an hour, will be small breakout rooms where you can share with each other, and we're really excited to hear how things go with you once you try some things out. Then, we'll have another webinar of this type, where we extend our learning into creative expression activities, art, and writing. So still with that core routine as a touchstone but exploring all the things we can do with it. And then, we'll follow that one up with a community practice as well. So, all the links will be sent to you, will be in your email. You don't have to worry about them right now. But we just wanted you to have a sense of the whole flow of things. And, Julie, we can go to the next slide.

So, I'm really excited to introduce our presenters today. All three of them used to work together, so they are a team, but now in different places. So, Pam Spycher is a Senior Research Associate at WestEd, she started as a 1st grade teacher, and found a lot of joy in connecting the arts, and SEL, and bilingualism in her classroom. Thea Fabian is at Wawona K-8 School as a Vice Principal in Fresno, California. And she also started as a 1st grade teacher and learned a lot from her sister, who is a co-teacher. And then, finally, Danielle Garegnani is a Principal at Horton Elementary School in San Diego, in California. And she started as a 2nd, 3rd grade teacher, and really loved seeing her students develop into more independent readers and their ability to read more complex texts. So special thank you to these two principals who have very full days. Thank you so much for your time today. And with that, I'll hand it over to Pam.

PAMELA SPYCHER

Thank you, Kim. And I would also like to welcome everyone to this session where we are just going to be feeling the joy and the love together in this session, and hopefully, you'll be able to join us for some of the other sessions as well. And I just wanted to say a little bit about how we're framing this work that we're doing together. Kim mentioned that Danielle, and Thea, and I, and actually Kim, and Julie, and Delphean used to do a lot of work together, and we always look for opportunities to continue our partnerships 'cause we really enjoy each other. And we hope that you are able to have those connections with your colleagues as well. But I did want to say one thing about how we are framing this session and this webinar series. One thing we're doing is, with you—and we hope that you feel it—we are unapologetically prioritizing harmony, joy, creativity, and love. We all feel like we just need to keep our eye on those things a lot more these days. We know it's really tough right now for everyone. So, we're really trying to explore how we can uplift one another and be of service to you all. So, we're really advocating for you, early childhood educators and people who support early childhood educators, to have the space and feel the power to prioritize joy, harmony, connection, love, creativity. One thing that you'll notice as we move through this session and this work that we're doing together is that we're really integrating a variety of research traditions. So, we're integrating research on language and literacy, research on social emotional learning and mental wellness, and we're also integrating all of that with what we know about parent-family engagement, along with research on arts education. So, you're going to see that we're really trying to pull these things together because we know that that's the complex teaching that early childhood education teachers are doing every day as they take a whole child approach to their teaching practice.

So, what we're going to be talking about today is ways of selecting culturally empowering, language-rich, and affirming books to enjoy with our students and our families that we support. We're going to share with you a really practical at-school and at-home routine for this joyful reading that we're talking about. Joyful reading that's very interactive, culturally affirming, and language rich. And we'll be exploring some ideas for supporting parents and families through distance learning. So, I'll share a little bit of the nuts and bolts, and then Thea and Danielle will share how they've actually been implementing this work at their schools, and just being so creative and expansive with that work. So, if we move to the next slide, I just want to briefly let you know some of that research that we're drawing upon. And you can see in very teeny, tiny font at the bottom of the slide some of the research citations that we're drawing from.

But we're really focusing on five evidence-based recommendations. And one, you'll probably hear me say the word joy, or joyful, or joyfulness a billion times throughout, but one thing we know in early childhood education is that we really do need to prioritize joyfulness, creativity, and play. We learn when we are feeling joyful and relaxed, and when we're engaged in creative processes, and when we are engaging in play and exploring the world. We also know that we are better educators when we are partnering meaningfully with parents, families, and communities. So, we've drawn from that line of research. And we also know that we're of much better service to our communities and our children when we're promoting cultural pride and supporting our young children to really sustain the assets that they bring to school—their languages, their cultural assets, their experiential assets.

And if we go to the next slide, we also know that immersing young children in lots of different kinds of books is going to help them be better readers, help them understand the world better,

and especially when those books are responsive to who they are as people. Books that reflect and respect their cultures, languages, and communities were of much better service to their language, literacy, and human development. And we also know that when we're integrating the domains of language in interaction with text, speaking and listening, discussion, writing, different ways of expressing thoughts, this integration is really supporting this higher order thinking and language development at the same time. My background is actually in supporting educational experiences and improving educational outcomes for multilingual children and English-learner children. And so, you'll be hearing a lot throughout this webinar series about how to promote higher order thinking and language development in tandem.

And if we move to the next slide, in this webinar series, we're emphasizing the use of narrative texts, primarily stories, but also other types of narrative texts as well as poetry and things of that nature. We love informational texts, so it's not about not prioritizing informational texts. We want to prioritize that, too. But we really want to focus on stories and other types of narrative texts, so that we can really dig in and get better with these types of texts. And we also know from the research that when we have discussions around stories, we are, again, not only promoting oral language development, we're also promoting the development of children's understanding of how print works. And when we integrate writing into the discussion about stories and give children opportunities to express themselves through writing, whether writing for them at the moment is a squiggle, or a dot, or a letter that represents a word, or a whole word, wherever they are, this is going to support their early literacy development. And we also know that discussions around stories really fosters positive interactions between adults and children.

So, on the right hand of the slide, you can see that there's an IES practice guide that we regularly consult in our work. And if you haven't seen it yet, maybe we can post the link in the chat or post it in the Padlet that we've set up, which we'll show you later, so you can easily access it. And if we go to the next slide. I've just kind of talked a lot about why we're here today and some of the research that we're drawing upon. So, I want to give you a chance to pause and ponder some of the things that I've been talking about. And I've introduced this term "joyful interactive, culturally affirming, and language-rich" reading, which is a mouthful; I can't even say it in one breath. So, you're going to see a link to a Mentimeter, which is a really fun way to create a word cloud. The link should be pasted in the chat along with a code. If you can use your computer or phone to go to that Mentimeter and just write a word, or a string of words, or a little phrase. What does that mean to you, this term? I'm seeing love, connection. I think that was a TV show a long time ago, *The Love Connection*, right? Representation, inclusive. Beautiful. Authentic. Identity. Wellness. All these beautiful words. Logic, meaning, diversity, faith, meaningful. Pride, fun. Glad somebody wrote fun. I think that's why a lot of us became early childhood education teachers, because we like to have fun. Having fun is our lifeblood. Cultural connectiveness. Thank you. Yes, if you're having trouble getting into the Mentimeter, just type it into the chat. Beautiful. Empathy. Yes, supports relationship. Absolutely. Lovely.

JULIE DUFFIELD

Pam, the larger the word, the more times people typed it in, just to let you know.

PAMELA SPYCHER

Yes, I love that. I love all the words, and I'm loving seeing the word fun, that's really big, and love, and inclusive. Happy, connection, diversity. And, Julie, I'll just let you know when— 'cause I can't see how many people have responded but I'll just let you let me know when it looks like everybody's had a chance.

JULIE DUFFIELD

I'll give everybody ten more seconds, and then we'll continue.

PAMELA SPYCHER

Great. I always want to print these out and post them on my wall. So, I'll have to figure out how to do that. Engaging, pride, acceptance. Beautiful. Thank you for doing that. So hopefully, you will hear all of those things that you associate with joyful, interactive, culturally affirming, and language-rich reading as we proceed through the session. So, as we move to the next slide, one of the things that we'd like to do is, now that you've given us your ideas, which we agree with, we just want to unpack what we mean by this big mouthful of a term. So, we're going to start with the interactive part of joyful, interactive, culturally affirming, and language-rich reading. And when we think about interactive reading, you can see on the slide, there are just a handful of things that we are really prioritizing. And we're talking here about interactive read-aloud, so read-alouds where the adult or older child is reading with a younger child. And probably the most important ingredient is a great book. It's really hard to be interactive with a book that's boring or that a child is having a hard time connecting to.

So great books, thank you for sharing all of your favorite titles as you entered into the room at the beginning of the webinar. Lots of great, great recommendations. And also, for the adult, you want to love the book, too. Because probably, you're going to have to read that book about 20 times. I know that when I was a 1st grade teacher, my students had some favorite books that they wanted to hear over and over again. Obviously, in interactive reading, there's a lot of talking happening, a lot of energy, a lot of interaction. And that's what makes it fun and exciting. There's curiosity that's fostered and enthusiasm modeled. I don't think I put enthusiasm there, but I think of enthusiasm as being paired with curiosity. Lots of encouragement for children to make connections, ask questions, process what they're hearing, and, of course, love. It's a loving, loving experience to be engaging in an interactive read-aloud. And it's really building those positive connections, as we talked about earlier.

I also want to invite everybody, if you want to use your Zoom reactions, feel free to use them if you ever want to have a reaction to anything I'm saying. It's kind of a fun way to interact. Or you can obviously type in the chat any connections you're making or questions you have. I'm not paying attention to the chat right now because I'm talking, but please feel free to chat it up. That kind of side talking is totally welcome and invited.

So, as we move to the next slide, I just want to spend a moment talking about the dialogic reading, which I know that many of you are well-versed or at least familiar with dialogic reading, but I just wanted to dwell on it a little bit because it's so important in the interactive part of what it is that we're talking about. And in dialogic reading, it involves, you guessed it, a dialog or a discussion with children about the book you're reading with them. And the dialog really involves, as I've been saying, inviting the children, making a welcoming space for the children to ask questions, to get excited, to explore and appreciate the book more and at a

deeper level. And it includes talking about what’s happening in the story, and it also includes talking about the characters and making connections with the characters, and talking about the language as well, really stopping to help children understand the beautiful language that’s in our books, especially storybooks. And these are types of questions that we could be asking. And again, I’m not going to dwell on this too long, I just wanted to dwell on it a little bit. But lots of prompting. So, asking the child to say something about what’s happening on a particular page of the book or respond to it in some way. And types of questions are open-ended. Actually, open-ended is the type of question that will promote the most amount of discussion. So, there’s no expected answer or right or wrong answer. It’s just like, “Gosh, what do you think about what’s happening here?” and allowing the children to really use their intellectual assets and discuss them.

There’s WH questions also; obviously, we want the child to understand the who, what, when, where, why of the book. There’s recall, so you might be asking the child to recall what just happened or what happened earlier in the story, which will aid their comprehension. And then, beyond the prompting, we can obviously expand on what children are saying. So, adding more information or asking the child to add more information, and then repeating. And I like to think of repeating as giving the child an opportunity to expand on their thinking, or to recast what they say and maybe use a little more sophisticated vocabulary that they’ve already been exposed to, to prompt them to think about using that language. Those are just a few examples. I’m sure you have many, many other wonderful examples and ideas around dialogic reading. This is just kind of a refresher. So, as we move to the next slide, we just wanted to give you a short video example of what this looks like in practice. So, Julie’s going to play this.

VIDEO/NARRATOR

Two older boys got on next. CJ watched as they moved on and stood in back. “Sure wish I had one of those,” he said. These two boys have a type of a music player, and they both have an earphone in their ears. They’re listening to music. Nana set down her knitting. “What for? You’ve got the real live thing sitting across from you. Why don’t you ask the man if he’ll play us a song?” CJ didn’t have to. The guitar man was already plucking strings and beginning to sing. “To feel the magic of music,” the blind man whispered, “I like to close my eyes.” Nana closed hers, too. So did CJ and the spotted dog.

What does Nana do to help CJ appreciate the world around him? Use the sentence frame, “Nana helps CJ appreciate the world around him by...” Hmm. I was thinking about how Nana helps CJ appreciate the world around him by connecting with the different people on the bus. All of these people are part of their community. You might’ve talked about how Nana helped CJ appreciate how the blind man sees the world by using his nose and his ears instead of his eyes. You might’ve talked about how Nana helps CJ appreciate the guitar man, who can play a song right there for everyone. Or you might’ve talked about how Nana helps CJ appreciate Mr. Dennis, the bus driver, who always has a trick for him. And in the darkness, the rhythm lifted CJ out of the bus, out of the busy city. He saw sunset colors swirling over crashing waves, saw a family of hawks slicing through the sky, saw the old woman’s butterflies dancing free in the light of the moon. CJ’s chest grew full, and he was lost in the sound. And the sound gave him the feeling of magic.

Hmm. I noticed that CJ is feeling happy and free when he heard the music. I’m wondering, how is CJ starting to change? How did he feel before? How does he feel now? Would you use the sentence frame, “CJ used to feel mmm, but now he feels mmm”? Did you talk about how CJ

used to feel sorry for himself, but now, he feels happy? The author even chose to use the word “magic” to describe how CJ’s feeling right now.

PAMELA SPYCHER

OK, so I forgot to preface that video with what the book was about. So, you may be familiar with that book. If you are familiar with that book, please use your Zoom reactions to let us know. That’s the book *Last Up on Market Street*, and we just absolutely love this book. It’s a beautiful book that we have enjoyed with lots and lots of children. And one of the reasons we love it is because it’s the story, as you probably picked up from the short clip that you saw, about how a little boy named CJ is with his Nana, and at the beginning, he’s just not feeling very good about his situation. It’s raining, and he has to walk and take the bus. And it’s just lovely how Nana teaches him how beautiful his community is by showing him specific examples. And you can really see how she helps him to change his perspective throughout the book. So, what we’d like to do is, if you can share in the chat, maybe a glow and a grow. One or the other, or both if you want.

So which parts of the read-aloud that you just saw do you already do in your classroom or do you see happening in classrooms you support or visit? So, give yourself a glow. These are wonderful things that you’re doing. And then, if you want to add a grow, what is something that’s newer for you or a reminder that you want to keep working on? Just let us know kind of your thoughts. And I just can take a peek. Yes. You’ll love this book. And if you can get your hands on it and share it with children you work with, yes, absolutely. And a grow I love is to slow down a little when reading. That’s a great reminder to us all to pause and allow children thinking time and time to talk about what we’re reading about. That’s how we learn deeper and make more connections.

Glow, open-ended questions. Great, I’m glad you’re asking open-ended questions. Yes, and grow, think time. Think time. It’s a toughie. I know that when I taught 1st grade, I always had to count in my head. Give our children think time. They need to process. OK, thank you for sharing. So please keep sharing. Oh, yes, it’s also available in Spanish. We use this book in Spanish, too. Thank you for sharing that A. Mercado. I don’t know what your first name is, but I am grateful to you for sharing that.

THEA FABIAN

Altagracia Mercado de Fresno.

PAMELA SPYCHER

Altagracia! I know you! Awesome. Wonderful. So that was just a little bit on the interactive reading part, and I want to just talk briefly about culturally affirming reading. And we know that we’re a little bit out of balance generally in a lot of our classrooms, where most of our books that we’re using maybe don’t represent the experiences, cultures, languages, backgrounds of the students that we’re serving. And I know that’s not the case for everybody, but from what the research shows, this tends to be the case. And so, we’re all working on it. We’re all working on building up our classroom libraries so they can be more responsive. So, what we mean by culturally affirming reading is, first of all, it starts with the books. And these are some titles that we like to use. They are representative of the cultures, and experiences, and languages of our student population. Actually, I should’ve put some titles in Spanish and Hmong, and other languages that we are working with.

So, if we move to the next slide, I just wanted to share an example. And this is the example that Thea and Danielle are also going to be talking about. We have started working with this amazing and wonderful book called *I Am Every Good Thing*. And this is a good example of a book selection that is culturally affirming. The story is representative of many of our children, and the characters or the people in the book are representative of a lot of the children that we serve. One of the things that we love about this book is it's all about self-affirmations. And we think that's something that we can be working on a lot more. Both adults and children. We need to be affirming our assets a lot more. So, it's a good reminder book for that. And the authors Derrick Barnes and Gordon C. James are two Black men who are sharing their love and wisdom in this book so we can all be lifted up. So, as we move to the next slide—and I didn't dwell too much on that. That's a really important topic, but we are going to be talking about this as we move forward. And Thea and Danielle will talk more, too, about this.

JULIE DUFFIELD

Pam, just a time check. We're at 2:35.

PAMELA SPYCHER

OK, great. I'll wrap my part up really quickly, and then move to Danielle. So, I'm not going to talk too much about language-rich reading because I have been actually talking about it quite a bit. I can't help myself. But this is something that's really important for us to think about for all of our children because we're lifelong language learners. And we want to really help instill in our children a curiosity about and a love of language. So, if we move to the next slide, this is an example you saw, Annette who did the read-aloud in the video. She was actually using two of the vocabulary words in her sentence frames that she asked the children to think about in the example. She used the word "appreciate" and "community"; another word that we'd like to focus on in that book is "surrounded." So, she's explaining what the word means. She's drawing children's attention to beautiful, lyrical, and figurative language in the book like, "The rhythm lifted CJ out of the bus." And then she dwells on it. "Let's dwell on that beautiful language." Or "Watch the world with your ears. Let's all take a moment. Let's close our eyes and think about what that means to watch the world with your ears." So, I think early childhood education teachers like you all are really good at this. And this is just an encouragement to continue doing this. Or it might be a grow for you.

And as we move to the next slide, this is actually an example that a teacher did. Lots of our teachers like to, as they look at their books, go through and think, "Gosh, what words might I highlight for my students? What words might I briefly explain or act out?" And so, that's some of the analysis that happens. And she just puts it on a Post-It and then, she does further planning later, but that kind of helps her get a lay of the land of the book.

And as we move to the next slide, briefly, because this is what Thea and Danielle are going to be talking about, we are working really hard on finding authentic and meaningful ways to partner with parents, families, and caregivers because we know that they are our children's first and best teachers, and we want to make sure that we are honoring them, validating them in authentic ways. So, on the next slide, this is the main thing that we wanted to share with you today, a tool that we created to promote joyful reading at school and home. We call it a routine. It's kind of a routine. But basically, the routine is, you read the book, and you're doing lots of dialogic reading as you're reading it. Something before reading, something while reading, something after reading. Lots of discussion.

And then, we move to the next slide. This shows the home reading guide that we created to help spark this routine. And we're going to give this to you. You're going to walk away with all these things. You're going to get a copy of the webinar and a copy of all the materials that we're sharing. I didn't have a color printer at home, but the front of the card looks like this, and it just gives you a little synopsis of the book and reminders of types of questions you can ask before, during, and after reading. And then, on the other side, which you see on the right-hand side of the slide, after you're done reading, you're really not done with this joyful reading experience because there's lots and lots of creative expression activities that you can do. And if we go to the next slide, I hope it's expanded there—for some reason, I think I repeated this slide. So, this is side one, which I just explained. It just is clearer than the snapshot of the card. So, it's all this dialogic reading that's happening before, during, and after.

And then, on the next slide, we chose six categories of creative expression activities, and we invite you to include more. But we just basically chose poetry, visual arts, kindness, mindfulness, movement, and literacy. And I actually used the card with some children in my own organization, and it was so fun doing some mindfulness, and breathing, and a little yoga with them. And, of course, reading the book together. And then, having them send me their beautiful writing and artwork that they did with their parents and families afterwards. If I can use it, so can you. We tried to make it very accessible, but we also invite you to expand and use it in any way you want or create your own.

So, I think that this is my hand-off to my wonderful colleague and friend, Danielle Garegnani, who's going to talk about her experiences with using the home reading guide and partnering more with parents and family. So over to you, Danielle.

DANIELLE GAREGNANI

Thank you. Good afternoon, educators. My name's Danielle Garegnani. I am the very proud Principal of Horton Elementary School. We're in the San Diego Unified School District in San Diego, California. I'm actually a new principal and new to my site as well. So, I got to open up a school in a pandemic. My school is located in an urban part of the city, historically an underserved community. We serve about 415 students from preschool to 5th grade. Our demographic makeup is: about 83% of our students are Hispanic and Latino, 10% of our students are African American or Black, and 5% of our students are Southeast Asian; 99% of my students qualify for free reduced lunch; about 60% of our students are classified as English learners; 12% of our students receive special education services; and 42% of my students qualify under the McKinney-Vento act, which means that they're classified as homeless or foster youth. And so, when REL West shared these resources, the home reading guide, I really used this as an entry point to really uplift and support my learning community. I don't know about all of y'all, but teaching and learning in a pandemic is extremely challenging. Challenges that all of us educators are grappling with right now, first and foremost, is just morale. Our teachers and our families are tired. They're done. They're done with this pandemic. We want to get back into the building and be able to support our children. Student and family engagement is also very, very challenging right now, just with online learning and family engagement. Parents are working harder than they ever have in their life. And so, engagement, we've seen a big decline in engagement with virtual events. We know that we have incredible learning loss that we're going to have to really tackle and think through as we move forward and open up schools. And then, just overall, supporting well-being for our students and communities. We know that our

students need support academically, emotionally, and even just basic needs—food, clothing, shelter. And so all of these challenges are in this weight.

And as I stepped into my new school, I really needed to think through some concrete action steps to really uplift and support my teachers, and my students and their families. And this reading card and these resources were kind of an entry point. Right away, I began to message the prioritization of social-emotional learning and mental health right now. When we opened up in September, the messaging I gave to my staff was, “Right now, we need to reconnect with our children and our families, and get at the whole child,” and really support the social-emotional learning despite the stress of learning loss and having to keep up with pacing guides and curriculum, that was really important for me and my staff to start with that. At the same time, we really wanted to celebrate the diversity and the assets that our students in our community bring to our school. And this work really aligns with some of our district priorities.

Our district really stepped up this year, and all schools have a goal for call to action for Black and Brown youth. So, this is aligned with that work. Really giving some space and grace to my teachers to really give them some space with teaching and learning, and to enjoy teaching and learning. I know that we’re behind with benchmark, I know that we’re behind with our pacing. I know that we’ve only got the half-day type of program with online learning and synchronous. And so, allowing my teachers that flexibility and that breathing room to be able to address the needs of their students, and through joyful interactive reading, that’s one way to do it. And then, finally, really thinking about how to increase parent outreach and build those partnerships, despite our distance right now. And so, those were some actions that I really needed to think through. And the reading card and the resources that REL West shared with us, really, were kind of my entry point.

I’m going to pause for a second and have everybody just think through, and reflect, and put into the chat what’s true for you. What is your current reality? I know that I’m not the only school that’s going through this right now. So, take a minute to respond in the chat, if you’d like, what your current reality is, what’s true for you, what’s challenging for you, what’s working well for you. Right. I keep responding to my staff, next year’s going to be the hard year. When we open up the building, next year’s going to be the challenge of trying to figure out how to mitigate some of this learning loss. Exhaustion, yep. State testing, that’s a big one. Keeping our students focused. Family engagement. All of those pieces. That’s our reality right now. So, I want to share a little bit about how, at Horton, we kind of took this idea, these resources, and are beginning and have begun this work. You can go to the next slide, Delphean.

So, I wanted to really approach this in multi-levels. I started with my teachers to really celebrate fostering joyful, culturally affirming, interactive literacy. So, the first thing I did is I bought books and I gave them to my preschool through my 1st grade team. I purchased *I Am Every Good Thing* and others and I said, “Here you go. I’ve got a wonderful, beautiful book for you.” I shared the reading card and I said, “Go do something with it. Have fun with it. Make it your own. I would love to see what your kids respond.” That’s how we started, and so, my teachers read the book, they engaged their students in interactive reading with the text. Students responded in multiple ways. And then, some of the students engaged in some creative extension activities after the read-aloud. Next slide, Delphean.

And so, here’s an example of the read-aloud, of some of the questions that were posed. “What does the author mean, ‘I am good to the core like the center of a cinnamon roll?’” And I highlighted some of the student responses. I asked teachers to share some of the responses.

And I actually went in and did the read-aloud in a kindergarten class as well, which was great. We captured some of the student responses. “He’s a good boy and is kind,” or “The author is saying that he’s sweet like a cinnamon roll, that deep down, he’s a good friend.” Those were young children’s responses to this open-ended question. This book is beautiful. The illustrations are beautiful, but it’s so language-rich. And here’s a beautiful example of that particular question, really raising kids’ awareness of language. And really, what we’re doing is, we’re apprenticing our young children into understanding similes and figurative language. And so, this was a really nice example of how students responded to this particular question in the book.

Go ahead onto the next slide, Delphean. Another open-ended question first, and then there was a connecting question here. “What do you notice about this illustration? How does this picture make you feel? What does the author mean by, ‘I am that smile forming on your face right now?’” And these were some responses of a couple of our older students, 2nd graders. “They’re having a lot of fun together. It makes me feel happy. I like to go to the pool with my cousins. We play sharks.” So, students connecting what they’re experiencing with the book to their own experiences. “I think the author wants us to feel happy and remind us about when we have fun when we go places in the summer.” And so, again, here’s some connecting and open-ended questions that really engage the students in some discussion and really connecting to their own experiences. I did want to share; I didn’t get a chance to put these into the slides because I just got the text from one of my kindergarten teachers yesterday. Julie read the book yesterday to her students, and she texted me last night very excited about the responses. And I wanted to share because they were beautiful. And so, here’s one of the pictures. A beautiful picture of the boy hugging, I don’t know, an aunt, or his mother, or his grandmother. And it says, “I am tight hugs, a hand to hold, a shoulder to cry on if you have to. I hope you never have to. I am here.” And the question Julie posed to her kindergarteners was, “How does the boy feel on this page?” So, an open-ended question. And Dylan said, “It feels...I don’t know what he feels.” And so, Julie, based on his response, very beautifully pivoted and took that open-ended question and turned it into a connecting question. She said, “How does it feel when you hug your grandma or your mom? Do you give your grandma a hug? How does that feel?” And then Dylan replied, “Sleepy and happy.” So, when she shared that example, it so beautifully highlighted her using the open-ended question, Dylan didn’t quite respond, and then she flipped it and posed a connecting question, and he immediately made a connection with the book to his grandma, and when she hugs him, he feels sleepy and happy.

Another beautiful example on the next page—another beautiful, beautiful, beautiful, beautiful illustration. There’s the boy, and the question was, “How does he feel here? What do you think of this picture?” And Olivia answered, “He is happy. He is like the sun.” Dylan responded, “It’s a star.” Jade says, “He feels great.” And Skylar, who is African American, said, “He looks like me. It’s yellow. He’s a superhero, and he shines.” And Natalie responded, “He’s a superhero shining in the sun.” So again, this idea of the questioning that was elicited, and students were easily able to make those connections. We were texting back and forth about Skylar’s response, and it was beautiful. So, here’s one example of the questioning that teachers use with this text.

Next slide, Delphean. And I wanted to share some examples of student responses. So, here’s a kindergarten response to the text. They had to draw what they were good at, and then write their sentence. This was Edward; he drew a picture of him lifting up his sister, and he said, “I’m good at carrying my baby sister.” And to the right are what I captured when I went into the kindergarten classroom, some of the language, some of the responses that students shared

when we discussed the text before they went to do their drawing. And so, some of the responses were, “I’m good at playing games with my family,” “I’m good at listening and doing cartwheels,” “I’m good at running,” “I’m good at singing,” “I’m good at picking people up off the ground.” So, Edward changed his response just a little bit. Next slide, Julie. Another way children responded, we use the platform of Seesaw, which is an online platform where teachers can post work, and students can respond via recording—they can upload work, they can videotape themselves, or they can write directly into the application. And so, here’s an example of Alyssa’s oral response to the text.

STUDENT AUDIO/ALYSSA

So, I’m going to talk about my drawing. My drawing is of me running and I spell, “I can run.”

DANIELLE GAREGNANI

Next slide, Delphean. As I mentioned, we use Seesaw, so here’s some of the 1st grader responses to the text. The teachers read the book, and they had to respond. “Think about two things that you’re good at.” Adriana said, “I’m kind. I’m good at math and reading,” and illustrated her picture. I’m not sure who that student is. “Think about two things you’re good at.” “I’m energetic, and running and drawing,” and illustrated his picture. Next slide. And also, some of our teachers engaged them in creative expression ideas beyond the text. And so, here’s just a couple of screenshots of students videotaping themselves doing yoga, doing a mindfulness activity of yoga. Next slide, Julie. In addition, I had mentioned that I wanted to take this approach, take these resources, and layer them in multiple ways. And so, aside from the classroom, I am very lucky to have support staff on campus. We have a wonderful guidance assistant and counselor who also provides additional support. They push in and often support students with SEL classes, social-emotional learning lessons, either in whole group or small group. And so, a lot of the reading around culturally affirming texts are also connected to the work that they’re doing. They augment our SEL curriculum.

We use Second Step, and they augment the curriculum with additional texts and really do a great job of connecting some of the themes of the texts that they read to their student discussion around positive image, strengths, talents, feelings, identity, family culture, traditions, perseverance. All of those topics and all of that work that they do around the social-emotional aspect. They do a wonderful job of connecting the texts that they read and the themes of the texts to those discussions. So that’s the second layer. In the image here, you see Mr. Johnson. We do have some appointment-based learning happening right now. And Mr. Johnson works with some of our students when he goes in and reads with them, or they go in and discuss anything, he helps them articulate language and feelings and adjectives. And so, he writes them down, and they put them on what he calls the feelings tree. So, there’s Anthony and Mr. Johnson.

Next slide please. So, the third layer to using this work is really our family partnership. So, as I had mentioned, family engagement has dropped quite a bit, and it’s difficult. We know that our families are working harder than ever right now, and so we really wanted to find a way to support our families, but also bring them in and bring that joy back to school events and to reading and literacy. So, we host a monthly family night, academic night. We held a family literacy night, where we shared the reading card with families, and we started in a whole group session. And I actually did the read-aloud, and I modeled dialogic reading and posing some of the questions. The children and the students were side by side with everybody in the

main room as I modeled, and we took the students through the read-aloud of *I Am Every Good Thing*. After that, students and families went into breakout rooms. There was a K1 room and a 2nd through 5th grade room, and teachers modeled interactive literacy strategies. This really supported our families in just celebrating their students' assets, especially because of the work that we grounded in the text. And in the breakout rooms, they engaged in creative expression activities.

Next slide please. And here's an example of that K1 teacher, Julie, engaging her students in an interactive writing lesson. So, they created an "I Am" poem, which is one of the activities on the card. And parents sat side by side, and she modeled coming up with adjectives to describe what they were good at. And they wrote it on a heart, and then they transferred it, and moved it into a poem, and wrote in sentences. So, she engaged them in an interactive writing, and families sat side by side and worked with her as she modeled and took the students and the parents through that activity. Next slide. And in 2nd through 5th grade breakout session, we also did an "I Am" poem. And so, we generated some affirming traits. This was generated from students. And then, the students created their "I Am" poem as well. So, these are just some student responses, student examples of family literacy night, the creative expression activities with poems. Next slide.

And I finally wanted to share some of the reaction, response, and feedback that we had from families. This was posted on our ClassDojo. A lot of appreciation, and families were grateful for the opportunity to interact and have such a joyful, positive interaction with their children in a space where we were really augmenting and highlighting their assets, this was all about their children and what they bring to our school. And families were very, very appreciative of that. And so, I wanted to share the feedback.

So, we'll take a pause, and if anybody has questions for me, or if you want to share what you're doing, your homeschool connections and partnerships that you have in your context. I'm scrolling back up into the text, too. Yes, the feeling tree is awesome. Flipgrid is wonderful if you don't use Seesaw.

PAMELA SPYCHER

See how we're using think time?

DANIELLE GAREGNANI

I've got an EL back road. My wait time is wonderful.

KIM AUSTIN

There was a question earlier, Danielle, from a parent who was interested in recommendations on how to read to our children. "Most of us just read," this parent says. So, could you share a little bit more about how you might work with parents to expand their repertoire?

DANIELLE GAREGNANI

The reading card is great because it has questions. So really thinking through questions that you might pose before reading, during reading, and after reading. And open-ended questions, especially with young children, asking students, "What do you notice about what's happening? What happened before?" A lot of why questions as well, especially getting at character motivation. "Why do you think the character did this?" or "Why do you think the character's

feeling this way?” Using a lot of picture support as well, but mostly just asking questions, trying to elicit student talk, getting at what students are thinking or what they’re noticing about the book is really, really important. I know oftentimes as parents—I have two children—we’ll try and jump in right away and tell them exactly what’s going on or, “This is what’s happening in the story.” So, really just practicing patience and wait time, and posing lots and lots of questions. When the child responds, ask them to expand on that, “Can you tell me a little bit more? What do you mean by that?” So really, just trying to elicit more talk and more dialog. But the reading card has some lovely, wonderful questions, very generic, basic questions that you can ask with any text as well. And we’ll share some more ideas in the Padlet.

KIM AUSTIN

Thanks, Danielle. And one other mother observes that her daughter’s teacher is really struggling to keep her students engaged in class. What thoughts do you have on that?

DANIELLE GAREGNANI

It’s hard. Engagement in class is very, very hard, especially with younger students. I sit in on a lot of individual education plan meetings, too, IEP meetings, and sitting in front of a computer for three hours is difficult. It’s important to give breaks. I know my teachers tell our parents, “If your child needs to stand up, and wiggle, and move around, go ahead and do it, as long as we can bring them back to the screen, or as long as they come back, that’s fine.” Finding a comfortable space, lots of break time. I know we have lots of teachers in this meeting, so chime in. But really, the little breaks are wonderful, yes. So, allowing breaks and letting students stand up and move is important. We gave out timers at the beginning of the year when we sent materials home to use for five-minute breaks, or to help them stay focused sometimes. Set it for five minutes, and then you can have your break. Also, trying to build up that stamina is another strategy. Dancing and singing. Our teachers are doing a lot of entertaining right now. A lot of entertaining. Setting expectations, going over Zoom rules daily is also important. Absolutely. Revisiting those norms constantly, using puppets is also really important. Positive reinforcement as well is critical.

PAMELA SPYCHER

Please keep adding your wonderful, wonderful ideas because this is obviously a learning community, and we are learning so much from all of you, probably as much from you as you’re learning from us, so please keep sharing. And thank you so much, Danielle. If you think of a question for Danielle or anybody, just keep putting it in the chat, and we’ll try to be responsive. But at this time, I would like to welcome Thea Fabian from Wawona K-8 School and Fresno Unified School District to share her experiences in this project that we’re doing together.

THEA FABIAN

Yeah, thanks for having me, and I am so excited to be here. Because focusing on joy and happiness is so important. My favorite quote that I have on my email right now is, “There is no way to happiness. Happiness is the way.” Thich Nhat Hanh. I love that. And I think trying to figure out how to live that every day is really important for all of us. So, I just want to say thank you to Danielle. I picked up so many great ideas that I just want to implement tomorrow, and I have my amazing teacher leader here also, Señora Ternate, and I know that we’re going

to be following up, and getting together, and making awesome plans for our school, our Wawona School.

So yeah, so I'm from Wawona K-8. We have a growing dual language immersion program in Español, we have kids who are pre-K to grade 3 right now, and then we also have a standard middle school that is all English. So, we kind of have two schools in one. But we're a big, loving community, and our demographics are very similar to the ones that Danielle has at her new school. We have mostly Mexican American and other Latino students at our school. We also have a nice significant population of Black and mixed students, as well as Southeast Asian, and a very small proportion of white students at our school. So, we have a big, loving mix. We have a really wonderful and robust special education department and programs with a program with students who are facing really deep emotional needs, too, and we're very proud of our programming and everything that we try to do together as a family.

OK. So, we'll go on to talking about what we're doing with this text. So, you know what? At the beginning of the year, we kind of looked at our texts and we said, OK, we know what research is telling us. It's telling us that, like, children of color, when they go through school, the books that they read, they don't really see themselves in those books. They see animals, and they see a lot of white families and white children. I was thinking about traditional novel studies. A lot of those are based in kind of white contexts, white social contexts and the experiences of white children and families. Those are not bad to experience. The problem is, if that's mostly what you experience in school, then there's room to grow. So, we looked at what we were doing and we said we need to figure out a way to get more books into our classrooms that are really focusing on children of color, and their families, and authentic experiences. Not only that, but what about LGBTQ families and having representation there? What about families with people who have different abilities? Where's the representation there? We know that representation is really, really, really important. So, taking stock, that's what we did. We looked at what we were doing, and then we identified more books that were going to represent our children and our families better. And I think we can probably go to the next slide.

I see lots of comments in the chat because people are thinking about these same types of issues, and that's what we're going to ask you right now. I want you to think about your own classroom library, or it could be your school library, or one that you support if you're an instructional coach or a district administrator. Approximately, what proportion of your books do you think are culturally affirming? And I know you may not know exactly, but it's a great area of investigation. What do you think? One, hardly any. Two, some, but less than half. Three, about half. Four, more than half, but not almost all. And then, five, almost all. And you might just think about your curriculum for a quarter, or a semester, or a year. What do you think about those texts? Are they culturally affirming? And I have to say, this is kind of what was my starting place, too. It was an inquiry. "Well, I kind of think this is what is going on," and then I really kind of laid it out, and I counted every grade level, every book that they were reading because I wanted to see. I'm a data person. So, I just wanted to see what was going on. And I found that there were some gaps. You might think of what books show multilingual people. We have 65 languages in our school district. I'm sure you have so many languages in your school district. How are we representing multilingual people in the books that we read? That's a great area of exploration.

All right, so I'm seeing that in the poll, most of you are putting some, but probably less than half. And then, some of you are saying about half. A little bit, more than half. And then, just a

few, almost all. So seems like a few people in this group have probably done some work in this area, and probably the rest of us are on a journey of growth in this area.

I think we can move forward. So, these are some of the books that we identified. But we're on a journey, and it's a collaborative process, so this is just our beginning. And we're thinking about our K-3 program right now, and I'll tell you a little bit later about the middle school. But we looked at *Calling the Doves/El Canto de las Palomas*, and this is written by Juan Felipe Herrera, one of our Fresno Valley natives who was a poet laureate for the United States. And we're very proud of him, and we definitely want his work to be in our classrooms. *Mi Propio Cuartito/My Very Own Room*. *Words with Wings*, a wonderful novel that's told in verse. And I'm sure you see some others that you may be familiar with. *Esther the Wonder Pig*—if you haven't checked that book out, it's a pig and she's got two human dads. It's a true-life story and it's fun as heck. I would really encourage you to check it out. *Little Leaders: Bold Women in Black History*—just amazing stories of wonderful, courageous, brilliant, fabulous women in history. Oh, and Danielle's holding up some super fabulous books, *The Proudest Blue*. Yeah. So, this kind of leads you on a journey to find all the wonderful books in the world. And then, the hard thing is, "But I want everything." So, it's a journey. Oh, *Hair Love*. See, Danielle's been shopping for books. All right, I think we can go on to the next one.

One of the hard things for us is that the schedule is full. And I don't know about you, but we've had reduced time in pandemic learning. The kids are going to us for synchronous time, less than we used to have in person with them, and then they have it supplemented with the asynchronous times. And we're like, "OK, how are we going to do this?" So, we do have a focus on our social-emotional work in our school district, and we have time for that. And one of the things we said is, what if we focus on books that are culturally affirming, and they also have something to teach in terms of social-emotional growth, so that social-emotional growth is not disconnected from being culturally affirmed. And its kind of reminds me of, if you have a social-emotional curriculum but real people are not in it that look like you and your family, it makes me think maybe we're not going to connect as much as we could. So, what we decided to do is that our teachers, who are absolutely amazing, they have done a lot of the work over the years in terms of Second Step, Owelus, and classroom meetings. And they looked at these books, and they said we love the books, and we love the messages, and we want children of color to be the center also, but we think we know how to combine this. There are amazing activities that we do in this other curriculum that we don't actually want to let go, either, because it's important for kids. So, you need to let us figure out how we're going to do that. So, we're giving the teachers some suggestions, so that we don't just leave it all for them to plan as extra work, but it is going to be up to them to figure out how they combine it. And for us, that's really important because the teachers being able to own their work, and really claim that, and have it fit with their identity also, and how they combine that in their classroom, that's an important value that we have here at Wawona. And the last thing I think I'll focus on in this slide is that because we're a dual language immersion school, what we also did is try to make sure that we have, obviously, texts that are available in Spanish and English. And on this slide, I want to thank our parent lead, who's organizing an empowerment movement for our parents, literally. And she took the text for *I Am Every Good Thing*, and she translated it for us. So, this is a piece of her translation. She's very talented, very skilled person, Señora Ternate. We're so thankful to her because she was able to collaborate with us so that we could use this effectively in our dual language immersion classrooms. And I think we can go to the next one.

So, before I talk about the text that's on this page, I wanted to say that what we're doing with this text is the anchor. It's the beginning, hopefully, of something really beautiful that we are not going to put parameters on. And we're going to develop it over time. So right now, we are starting with this project. The parents, they looked at that activity card, and they said, "This is good, this is great, but guess what? We have more ideas. So, we're going to be putting those ideas together, and we will be sharing them with you." And that is absolutely the environment we wanted to create, the parent ownership of what's happening. So, we do have a time at our school organized by our parent leader, Señora Ternate, called Hora Familiar, and that's when our parents get together, and they talk about things that they want to do. And we also have a weekly parent coffee chat, and we talk to parents about things that we can do together and also projects that we have going on at the school. So, we talk to parents in both of those contexts. We started collaborating on a website with wonderful staff at our school, Mr. Harris, Ms. Agazarian, our librarian. And we also really owned things in our leadership team. So that was a very important aspect of this project. So, I have a wonderful principal, Ms. Kim Villescaz, and our guidance learning advisor, Daniel Rivera. And working together collaboratively as an administrative team to support the project and own it together has been really important. And many, many others. I think for schools, that will be a thing that carries us forward is that we are all together in this, and we all really feel like it's going to take us to a good place, and help us to connect with parents and families, and promote literacy.

So currently, the plan is, we have launched this text. We launched it in our social-emotional learning section last Monday. And many teachers will continue with the text for a few weeks because they want to do creative things with the kids, and write about it, and reread the text. But also, something really beautiful has happened on the parents' side. So, we had a couple parents make recordings of them reading the texts, just to share internally in our community, reading in Spanish and English. Then, the parents said, "What if we do this regularly? What if we create a space in the school where parents can come and record themselves reading, and then the kids in the school can go to our website and click on that reading, and hear other parents reading to them, so that our parents can read to multiple children in our school?" And this was, I think, one of the most beautiful ideas that I'm just so excited about. First, we got on it. Lots of people who are knowledgeable about how to do this in our school, like Mr. Harris, he said, "Yep, we're going to make a space for it." Señora Ternate said, "And there's going to be parents who need coaching. So, us parents, we're going to coach the parents who need help with this. We're going to set it up." She said, "I got coaching from my husband. He helped me. So, we need to help other parents so they can do this, too." So, I'm really excited about that idea, and I'm excited about the potential for that dream in the sky that we want to create, which is the village sponsoring the success and development of all children. Ms. Ternate has always said, "We need to help all the kids. This is not about my kid. We want this to be about everybody." So, I appreciate that spirit, and I think that's what they're figuring out how to do. So, extending to middle school, our ELA teacher leads, they said...just one second.

THEA FABIAN

So, our ELA teachers in middle school, they said, "Hey. We saw this video of this parent reading this book. How is it that we get involved?" So, they had previously asked about how they get their middle schoolers engaged in analyzing storybooks. Maybe thinking about being storybook writers and illustrators in the future. And so, they had already asked about that. And we think that this specific book, *I Am Every Good Thing*, can be read in middle school. And so, we're going to move the project to middle school after we do the little kids, and then we're going to ask the middle school teachers, in collaboration with the parents, how do we get

middle school parents involved? What does joyful reading look like for 12- and 13- and 14-year-olds? Could it mean reading the Sunday comics? Could it mean reading a short piece of explanation of how to create a mod in Minecraft, and really talking about that? What is interesting, and engaging, and affirming for middle school parents and their families?

So, for me, that's a growth area. I want to learn how to do that better, and I want our middle school kids and families to be affirmed in reading together, and celebrating the joy of reading, and having that be a way to build their relationships together and bond, and then their relationships with us, also. So, we're excited about exploring that. So, student work. We don't have anything to show at this moment, but we're going in that direction, and we're excited for the next session, the community impact, just to be able to share some of that in our small groups. And then, definitely, the videos are starting to be produced. We're excited about that.

And we have some collaboration going on between the people I mentioned on figuring out, what is a book that we can focus on once a month? One of our other parents in the group, Ms. Mendoza, she already created a flyer for the parent community. And the flyer says something like, "Celebrating our joyful reading." So, they're brainstorming how do we come together and celebrate reading together. So, I thought that was fantastic. Some ideas are being thrown out about pizza parties and all sorts of interesting things. And then, the other aspect of this is that we have a fabulous librarian, like I mentioned, Ms. Agazarian. Her brain is thinking, "How do I support parents with the library? How do I make it so easy for them to click on Sora, figure out how to find a book, and get access to those texts? How do I make it easier? And how do we interconnect these pieces?" So basically, we're using the joyful reading as a banner for us to figure out how to interconnect a lot of pieces. So, we're very thankful for the idea for the project and just wonderful connections it's making. Because for us, it pulls together a lot of the intentions of interacting with families, but also a lot of the intentions of schooling. Who are the kids that we want to see walking out of our doors at the end of 8th grade? And thank you for these comments. I've been looking at them with my side eye, and I see that people are sharing their own ideas, and then they're saying, "Gosh, this is giving me great ideas, too." And I think that's the purpose of all the sharing.

PAMELA SPYCHER

Thank you, Thea. As always, just so inspiring, both you and Danielle. And I think we might have maybe a minute if you see a question or somebody wants to pose a question really quickly. Lots of great sharing happening in the chat. Thank you.

THEA FABIAN

Well, I think it's good, if you have a question—and then, I see some of you sharing ideas. Keep sharing your ideas. What ideas have been sparked for you? I think schooling is about the big dreams. How do we have the big dreams, and how do we take action? How do we be brave enough, courageous enough to take action? And so, I'm excited to see your big ideas, too, because they're going to inspire me.

PAMELA SPYCHER

Yes. This is a learning community. We're all learning together and supporting one another. Well, I don't know about you, but I'm feeling very joyful, and I hope that the next thing that I'm going to share with you will make you even more joyful because it's a party favor. What we

did was, we created a Padlet for you. And I think Delphean, or Kim, or somebody's going to paste the link in the chat.

So, we are sharing the two home reading guides that we've created, and we're hoping to create more. I really want to create one for *Last Stop on Market Street*. But you don't have to wait for us because we also have a fillable template for you. That's in the third column. It's a fillable PDF that you can use if you want to. Or you can create your own. You don't have to use ours. I'm going to leave it to Kim to figure out if we're able to email the link to the Padlet to everybody. I'm not sure how that works.

KIM AUSTIN

Yeah, the Padlet links, and the slides, and a link to a survey, which we're excited to have you fill out, will be emailed just following the webinar.

PAMELA SPYCHER

Great, thank you. And some people were asking for the PowerPoint presentation slides. Lots of people were asking for book lists. And if you scroll down on the Padlet—if you're not familiar, it's pretty intuitive. But you just kind of have to do some experimenting, scrolling up and to the side. But we've got some diversity book audit resources if you want to do that. We have the video that we shared earlier. And to the left a little bit, some people were asking about some preschool resources, so we added some creative expression ideas for preschool, and toddlers, and early grades. We added some yoga, meditation, and mindfulness for kids' resources for you, and we also have a joyful reading community of practice link because—if we could go back to the slide deck, Julie. Sorry, I know I'm bouncing around to different things. I just wanted to preview really quickly; we hope that many of you will be able to join us in the community of practice. The community of practice is really a place—not so much for presenting like we're doing in the webinars, but the community of practice is where we have a chance to get into smaller breakout rooms, and share how we've been trying out these ideas, and ask questions, and things like that.

So, Julie, I'm not sure if you can share the PowerPoint again. I think it might have the dates for the community of practice information. Well, I'll just keep explaining. If you're able to join us for the community of practice, we're just asking that you try some of these ideas out. You can try it out with these home reading guides that we explained, try out some of the ideas that Danielle and Thea have been talking about. And, Julie, I'm not sure if you can hear me. Oh, there you go. OK, great. So, the community of practice is going to be February 25, from 2 to 3. It's just an hour for the community of practice. Because like I said, it's a lot of small breakout rooms, you get lots of chances to talk and explore ideas. It's a very safe community, loving, joyful. You don't have to be an early childhood educator. Maybe you're a parent leader, maybe you're somebody who supports early childhood educators like Danielle and Thea are doing. Or somebody who works at a county office or even state level. So, we only ask that you try some things out in whatever your role is, your context, and come back, and talk, and share. And then, we are going to ask you to use that Padlet to just tell us what you did. And if you can include an artifact, like a sample of something, please do that, too.

So, if we can go to the next slide. Yeah, so in that first Padlet that I showed you, there's a link where you can get to that Padlet, where you can share your reflection and your artifacts. And I did a couple of samples because I actually did use the card myself in my own context. And I have to go out seeking young children to do fun stuff with, and thankfully, children in my

organization were willing to play. So, you can see samples so you're not kind of left to your own devices. Or you can do something completely creative in your reflection. And if we go to the next slide. Who doesn't love Mr. Rogers? So, every time I think about joy, joyful reading, or joyful connections, and love, I just think of Mr. Rogers. And he says, "Everyone longs to be loved. And the greatest thing we can do is to let people know that they are loved and capable of loving." And hopefully, that is the type of experience you've had today, the type of experience that you will feel empowered to continue engaging in, in whatever context that you're in. And I want to thank Danielle, and Thea, and Kim, and Julie, and Delphean, and Laurie and everybody else who helped us today in this community. And I think the last thing might be a survey. I think the next slide.

JULIE DUFFIELD

Next slide is checking your email.

PAMELA SPYCHER

Oh, check your email. Very important.

KIM AUSTIN

That's right. Lots of goodies coming. Survey link. We really value your feedback. You'll get a link to the PowerPoints as well and the Padlets with all these great resources. We thought we'd put all of them in one place, so you didn't have to keep track of all these links. And just a huge thank you to Thea, and Pam, and Danielle for these inspiring presentations. Thea, we got a request for one of your parents to come to the next session. So, let's see if we can do that.

THEA FABIAN

Absolutely. I think that they will be happy to join us.

KIM AUSTIN

Thank you so much, and Pam, last words.

PAMELA SPYCHER

Gosh, last words. I feel kind of talked out. But I really hope that what you've experienced in our session today is a lot of joy, and love, and a sense of community because we are all here for you. And we're here to learn from you. So, thank you for being here and giving us your precious, precious time. Looking forward to seeing you next time.

KIM AUSTIN

Thank you. Bye-bye.

THEA FABIAN

Everybody, thank you. Bye.