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- Continue
Building
Literacy
Bridges



THE W'S OF MY STORY CUP

- Who - My librarian inspired me!
- Where - My librarian built a literacy bridge by making the library a place I *wanted* to be.
- Why - My librarian made me feel it was **MY** library and my story and the stories I loved mattered.
- What - Literacy bridge building with others - Buttons and Figs wordplay makes kids want to read, write and record stories.
- How - Partnering with teachers, non-profit programs, grants institutions to build literacy bridges for kids.



OVERVIEW



The Story Cup program impacted 80 kids, two kinder classes/two 1st grade classes



Support was key - admin, teachers, volunteers



How to begin...- Limited resources will grow



Connect in order to build



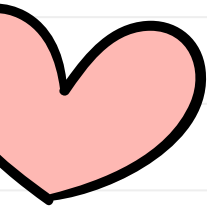
Value library resources/Value story play...at every opportunity



Support students wherever their storytelling abilities are at;
value authors, value books, value play, value storytelling

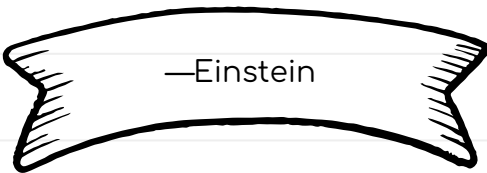


Routines/Variability/Confidence - build each within the constraints given



**WE LEARN LANGUAGE NATURALLY
THROUGH PLAY.**

**"PLAY IS THE HIGHEST
FORM OF RESEARCH."**



—Einstein



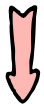


THE WORDPLAY WAY - LEARN THROUGH PLAY

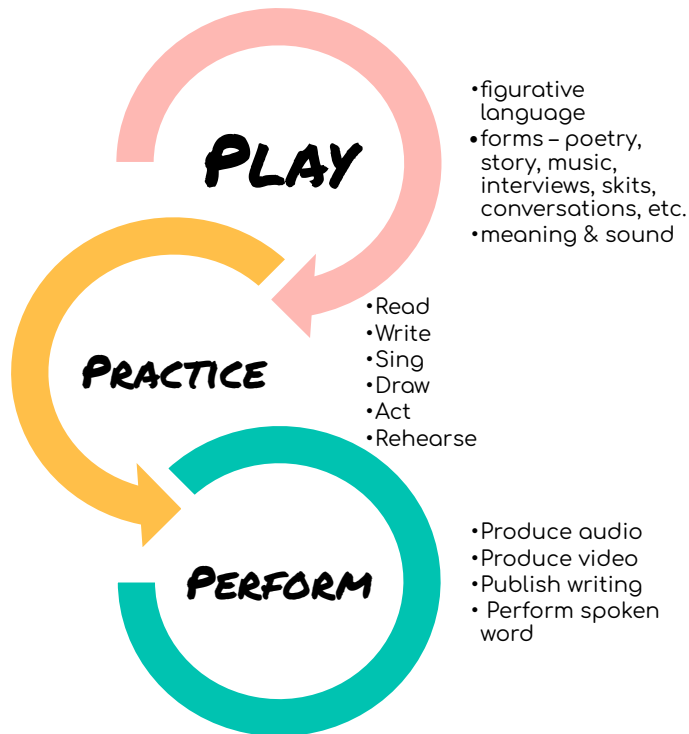
When we wordplay with kids...

- we present information for *immediate playful enjoyment*
- we introduce great works of literature, music, poetry
- we highlight figurative language and introduce writing techniques; and
- we encourage kids to use their background knowledge and inner voices
- we inspire and offer a variety of ways to play and connect

WORDPLAY is a lifelong way to practice literacy.



THE BUTTONS + FIGS MODEL -AKA THE WORDPLAY WAY



INTRODUCTION TO THE STORY CUP LIBRARY PROGRAM



Impact Statement:

This program is designed to increase motivation and interest and to amplify and value the stories of our youngest learners, creating a foundation we can build on in the coming years. We will evaluate the impact of this program through student, parent, and/or teacher feedback/observations/data collection. We will focus on attitudes towards story reading and writing, the library as a place for stories, whether students begin to identify as readers and writers who have valuable stories to tell and whether teachers see evidence of story structure* knowledge transfer from library to classroom and improvement in transitions between classes. We will also evaluate whether we find increased complexity and story vocabulary in the stories students read, write and tell.

FILL UP YOUR STORY CUP - THE PROGRAM



45 minute library time period;

Routine:

- Listen to [Read-a-Loud](#)
- Select/Check-Out book(s)
- Read and/or Wordplay *

Repetition of routine builds confidence and a sense of ownership of the library space

- * Some components of Program Wordplay are routine, some are variable.
- * Play time works similar to how centers work. Each table has different story telling manipulatives.
- * Variability is then added to keep interest high.



WHAT DOES WORDPLAY LOOK LIKE?



WHAT DOES WORDPLAY SOUND LIKE?

Value Wordplay - Value THEIR Stories

The student who is learning a new language, has experienced a lot and is ready to express it



WHAT DOES WORDPLAY SOUND LIKE?

Value Wordplay - Value THEIR Stories

The student who is struggling to read and write, but knows how to tell a story!



WHAT DOES WORDPLAY SOUND LIKE?

Value Wordplay - Value THEIR Stories

- Listen, do not jump to conclusions!



Mia
Animal Scientist

WHAT DOES WORDPLAY SOUND LIKE?

Value Wordplay - Value THEIR Stories

Value where they are at, make time



Mia
Animal Scientist

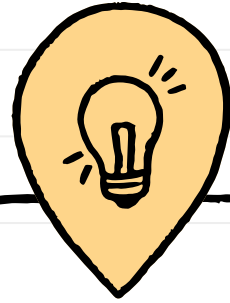


Picky



INPUTS

- Librarian/Associate time
- Library resources
- Additional library time for students
- Grant application/award
- Wordplay Activities/Manipulatives
- Production Partner
- Volunteers

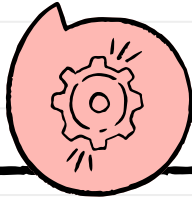


ACTIVITIES

- Library Activities
 - Read Aloud
 - Check-Out
 - Wordplay
 - Record Student Stories

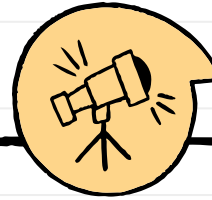
Link to grant
planning
document





OUTPUTS

- Story pictures
- Written stories
- Play acted stories
- Classroom/Library story books - 4
- Classroom story recordings - 4
- Evaluation
- Final Report



OUTCOMES

- Increased student motivation and interest in literacy related activities - telling, writing and reading stories;
- Ability to grow program/resources off of increased interest;
- Students feel like library is a place they can tell and choose the stories;
- Students feel ownership of library space;
- Teachers reported improved transition behavior and story structure knowledge
- Gained trust to rewrite job objectives.

Link to
evaluation
document



STUDENT

I love the library,
we get to read
and play!

TEACHER

Library time is the *only* "special"
that doesn't have accommodations
for students who cannot be in
class, meaning, all students have
expressed interest and excitement
about library time, regardless of
skills and abilities.

ADMIN

The student are all
excited to visit the
library each week! My
class is more relaxed in
returning to the
classroom after library
visits.



THANKS!

Questions?

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