

## Trauma and Toxic Stress Workshop

*Helping Children Learn: How Toxic Stress Affects our Students, their Need for Emotional Literacy, and How to Include Simple Calming Techniques in Your Weekly Read-Aloud Session*

**\*\*Please note, this is the same program that has previously been offered to Volunteer Readers\*\***

We encourage **EVERY** volunteer to attend this Trauma/Emotional Literacy workshop **at least once** during your tenure as a Ready Reader. If you've attended our Trauma workshop in the past, you don't need to attend this round, but you're welcome to do so.

**Session 1: 2/21/2019 (Thu. 10:30am– 12:00pm)**

**Session 2: 2/26/2019 (Tue. 1:00pm - 2:30pm)**

**Session 3: 2/27/2019 (Wed. 5:30pm - 7:00pm)**

To reserve a space

[CLICK HERE](#)

or

1. Go to [www.readyreaders.org](http://www.readyreaders.org)
2. Click the "For Volunteers" tab at the top of the page
3. Scroll down to "Volunteer Workshops & Cafés"
4. Click the "Sign Up Now" button

**»Remember, all Readers are required to attend at least one workshop or café each schoolyear«**

## Are You Part of a Group?

Are you in a book club, community organization, or other group that may have members interested in Ready Readers? **Let us know!** We would love the opportunity to share our mission with your group and gain more wonderful Readers just like you!

If you belong to a group that might be interested, **contact Maggie** ([maggie@readyreaders.org](mailto:maggie@readyreaders.org))

## Cultural Competency

Here are some more materials that can help us all become better informed citizens and partners for the children, schools, and teachers in our program.

**Video:** How Microaggressions are Like Mosquito Bites



[Click here to watch!](#)

**Article:** (St. Louis Magazine) "The Story of Segregation in St. Louis" by Jeannette Cooperman

This article answers questions about how and why race still shapes St. Louis and why segregation is different here compared to similar cities in the Midwest.

**StLouis**  
MAGAZINE

[Click here to read!](#)

## Winter Gift Book Sneak Peek!

Themes and topics to talk about in **all** books:

- |   |                             |   |
|---|-----------------------------|---|
| ◆ <b>Vocabulary</b>                             | ◆ <b>Colors</b>             | ◆ <b>Rhyming</b>  |
| ◆ <b>Naming body parts, objects and animals</b> | ◆ <b>Shapes</b>             | ◆ <b>Connecting current and previous books, discussions</b> |
| ◆ <b>Similarities and Differences</b>           | ◆ <b>Emotions</b>           | ◆ <b>Prediction and Recall</b>                              |
| ◆ <b>Numbers and Counting</b>                   | ◆ <b>Facial Expressions</b> | ◆ <b>Opportunities for Movement</b>                         |

### Two Year-Olds: *Baby Bear, Baby Bear What Do You See?*

- \* Individual characteristics of animals (Body parts used as tools—for climbing, digging, flying, etc.)
- \* How does each animal move?
- \* Where does each animal live? (Habitat)
- \* Feathers vs. Fur?
- \* Bring in photos of animals — compare to illustrations

Due to the large format and unusual animals featured, this book is **equally useful for 3-5 year olds**. Look for it in our Lending Library!

### Two Year-Olds: *Move It OR My New Friend*

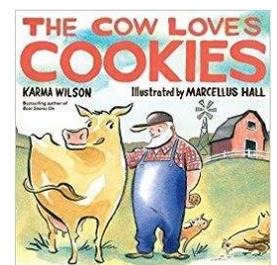
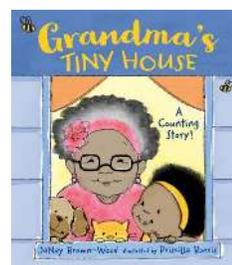
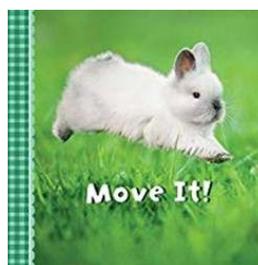
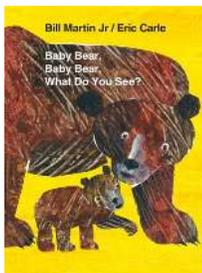
- \* Names of animals; individual characteristics
- \* Comparing and contrasting animals shown together — colors, sizes, ears, feet, tails, wings, etc.
- \* Comparing animals bodies and movements with our own — “Can you move like this?”
- \* Movement vocabulary — describe in detail: “Hopping is little jumps with **two** feet!”
- \* “Who is your friend? What do YOU like to do with your friend?” Be ready to give possible answers...after all, they’re only two years old!

### Three-Five Year-Olds: *Grandma’s Tiny House*

- \* Celebrations — Is it a special holiday or just Sunday dinner at Grandma’s house?
- \* Vocabulary for relatives and others
- \* Different foods — Have you ever eaten...?
- \* Who is carrying two items in each picture spread?
- \* Problems and solutions: Who solves the problem?
- \* Wall of pictures: Who are they? How many adults/kids; people/animals; shapes and sizes of frames
- \* Be a **Weather Detective!** Look for **clues**:
  - ◇ Is the weather warm or cold?
  - ◇ What season might it be?

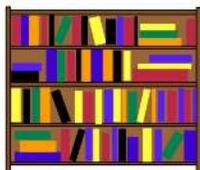
### Three-Five Year Olds: *The Cow Loves Cookies*

- \* Animal names, sounds, and individual attributes
- \* Rhyming, repetition, and child participation
- \* Food and nutrition — serious vs. silly
- \* Responsibility — Farmer is responsible for the daily care and feeding of his animals
- \* Farmer’s animals vs. Lola’s cat (Fall Gift book)
  - ◇ These animals are good “pets” for a farmer, but would they be good pets for you?
- \* Does the cow really like cookies, or does she like the time she spends with the farmer?
- \* Which animal is seen several times, but not mentioned in the text?



We’re always on the hunt for more individuals to add to our incredible legion of Volunteer Readers! If you know someone who might be interested in volunteering, please have them complete an application at [www.readyreaders.org](http://www.readyreaders.org) or email [maggie@readyreaders.org](mailto:maggie@readyreaders.org).

## Organizing Your Books



We've heard many Readers say that they keep track of the books they read to their classes. If you're one of these people, **how do you do it?** Notebook? Spreadsheet? List in your phone?

A few Readers have also wondered how others organize their books at home.

Do you have a Ready Readers bookshelf? How is it organized (author, subject, size, etc.)?

Email Maggie ([maggie@readyreaders.org](mailto:maggie@readyreaders.org)) with what your methods are so that we can **feature them in the next newsletter!**

## Ready Readers Book Club!

Thank you to those who came to the first Ready Readers book club meeting to discuss *Between the World and Me* by Ta-Nehisi Coates on January 23rd!

We had a great time and are looking forward to continuing this activity. We will meet again in the **spring**, so lookout for an invitation!



## MO Early Literacy Standards

Here are two more standards (**in bold**), and an explanation of how you're helping children meet them during your Storytime experience even if you don't realize it!

### Uses concepts of print

One of the most important literacy building blocks that you regularly practice with your kids is using concepts of print. This essentially means that children begin to understand that letters and words have meaning, they can recognize some familiar signs and logos (like their favorite book title!), and they are able to identify their name. Each time you point to a letter and ask what it is, ask what they think a sign means, or even hold up their nametags, you are reinforcing this crucial skill.

As often as possible, make sure you're showing children that **reading the words** on the pages help you tell the story. Try to emphasize "**important**" letters (e.g. ask a child if they see the first letter of their name on the page). The more we practice these skills with our kids, the more easily they will be able to learn to read!

### Uses writing as a means of expression/communication

Although we (as Readers) don't ask children to write or draw, you can still help them learn that people communicate to each other through writing. Ask them about things they've written or know how to write. If they show you something that they "wrote" (even if it's just scribbling) compliment them and let them know that they're doing a great job! Also, it's always a nice touch to show them their **printed name** in their Gift Book when you hand it to them. Let them know that **you wrote it!** Believe it or not, these small questions and activities can really make a difference as our kids gain the skills needed to write.

If you don't do so already, please "like" us on [Facebook](#) (**Ready Readers**) and follow us on [Instagram](#) (**@readyreaders**)!



## Mentoring

Our Reading Mentors are a group of experienced Ready Readers who volunteer their time to visit Readers during their reading sessions. Our Mentors offer supports, suggestions and share ideas. Reading Mentors visit our new Ready Readers after they've read for a few sessions to answer any questions a Reader may have and to make sure the Reader is comfortable with all the components of a Ready Readers session.

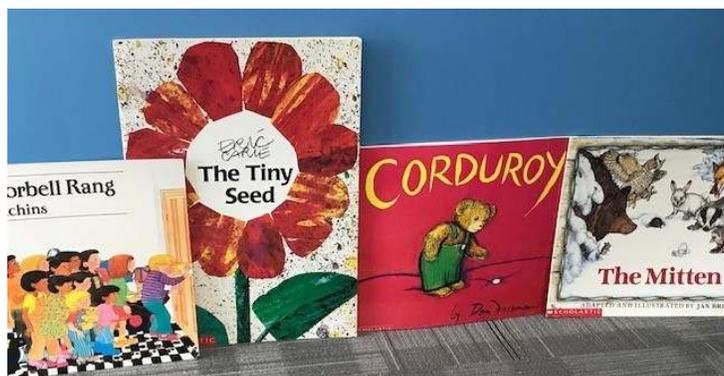
As part of our program, Ready Readers also schedules support visits to see Readers who have been with us for **5 or more years**. It is a joy to share in our "seasoned" Readers' sessions, pick up a few tricks and tips, and make sure that every Reader feels confident in carrying out our Ready Readers program. So, if you've been reading with us for a while, we may be calling to schedule a visit! However, if you ever have questions, issues or concerns, please call us at 314-564-8070.



**We're always here to help!**

## New Lending Library Additions!

We now have a collection of **BIG** books for you to share with your class! With books this large, we don't expect anyone will hear, "I can't see!" Check out our selection the next time you stop by our office!



## Need Any Pallets?

We have quite a few pallets taking up space in our warehouse.

**If you would like any** for craft or home improvement projects, **contact Nora** (nora@readyreaders.org) to take them off our hands!

