Fill Up Your Story Cup

Building a Literacy Foundation in the Library
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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.
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

- Play
  - figurative language
  - forms - poetry, story, music, interviews, skits, conversations, etc.
  - meaning & sound

- Practice
  - Read
  - Write
  - Sing
  - Draw
  - Act
  - Rehearse

- Perform
  - Produce audio
  - Produce video
  - Publish writing
  - Perform spoken word

- Read
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- Buttons & Figs
- Play
- Practice
- Perform
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.
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?
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!
What does wordplay sound like?

Value Wordplay - Value THEIR Stories

Value where they are at, make time
**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]
I love the library, we get to read and play!

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.

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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