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# PROGRAMS

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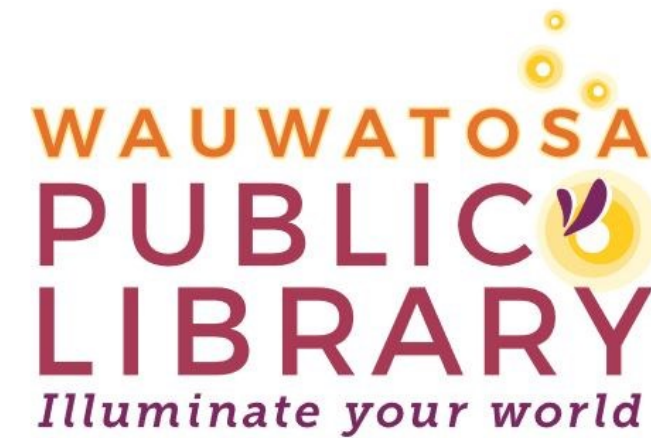
Life experiences of the reader (i.e. background knowledge) are vital to reading and comprehension. Library programs and other new experiences support curious minds in developing a love for lifelong learning - where one asks more questions.

## You may find our program schedule at:

- <https://wauwatosalibrary.org/> “Children’s Library” then drop down to “Calendar”  
<https://wauwatosalibrary.org/news/childrens-library-program-calendar/>
- <https://www.facebook.com/tosakids/>

## Additional Programs not on our calendar: (see Children’s Reference Desk for more details)

- 1001 Books Before Kindergarten to support your family’s pursuit of introducing your children to outstanding literature and art
- Reading Passport is designed to expose children in grades 1-8 to a wide range of genres and topics
- Books First bags are available to aid in children’s literacy development (i.e. circular tales and cumulative tales to expose child to story structure) and offer a variety of interests
- Learning Tools (i.e. Milwaukee County Zoo Pass; Dome Pass; Snap Circuits; Microscope with slides; Precision Balance; Ozobot; Magnetic Movers) are available for hands on activities and may be found downstairs next to the circulation desk



## WAUWATOSA PUBLIC LIBRARY — CHILDREN’S DEPARTMENT

### Our Mindful Literacy Stance

**We are always reading and we are always learning. Literacy is social and requires practice. As literacy advocates, we support and value reading engagement all year long. We welcome your child’s conversations regarding their reading.**

Children are apprenticed into the complicated process of reading through various forms of engagement. How they engage and identify as a reader is based on individual differences (e.g. experiences, ability, prior knowledge, capacity to transform one’s own thinking, etc.). Research demonstrates extrinsic rewards (e.g. prizes or coupons) erodes intrinsic motivation (e.g. pleasure, personal goals, satisfying curiosity) for reading. An effective reading program will engage readers in obtaining their own intrinsic motivation through practice and choices in meaningful text. Therefore, in addition to your child’s formal education, WPL supports your child’s reading experience as a joyful time to explore ,with opportunities to focus on personal interests and literacy goals  
— empowering and identifying themselves as a reader.

# LITERACY GOAL IDEAS

## Program offered year round

- GOAL FOR EVERYONE—ENJOY YOUR READING & DISCUSS WHAT YOU READ WITH OTHERS
- Find, name, and sound \_\_\_ letters of the alphabet in a story ("Can you show me the letter b in this word?" "Do you remember what sound 'b' makes?"; phonemic awareness)
- Attend \_\_\_ library programs (background knowledge)
- Create a playlist for a character in the book you read
- Make something from a 'how to book'
- Create a bibliography of your favorite subject and share with WPL
- Design a place for reading and take a picture to be shared on WPL FB page
- Record or write a book review to be posted on WPL's Children's Facebook Page
- Keep a dictionary of new vocabulary words you discovered in your reading. Include definitions, similar words (i.e., synonyms) and a drawing of what the word represents
- Find a few heteronyms (words which are spelled the same, have more than one meaning and pronounced differently) in your reading and write new sentences -- 'tear' = Upon seeing the tear in the painting I shed a tear; 'desert' = The soldier decided to desert his post in the desert
- Write and break down the meanings of morphologically complex words (e.g., bibliomania = crazy love of books; biblio = book; mania = madness, insanity, excessive, desire) <https://www.learnthat.org/pages/view/roots.html>
- Read your favorite book again asking yourself new questions
- Read your favorite song lyrics out loud to someone as if it is coming from your soul
- Watch a movie then read the book
- Find out more about the book you just read by reading a short biography on the author or read a fictional/non-fictional title on the same subject
- Create a game based on a book
- Compose an original fairy tale based on personal experiences.
- Find a more complex book than you would normally read and make a graphic organizer
- If you were making a movie of the book you read, who would you cast as the characters?
- Increase your fluency -- fluency involves comprehension of what is read, not just reading fast. Practice re-reading a passage. Then pay attention to slowing down in certain parts of the reading and speeding up at others; change your voice when you become different characters, and use long pauses to add meaning. In sum, show that you were reflecting the meaning of the passage, and that you were adding meaning by creating inferences with your voice.
- If the writer asked you what could be improved in their book, write down what you would say and share with someone
- Identify combined sounds in a word then make more words with the same sound (e.g., the -eep word family in Little Bo Peep and expand on it to create other -eep words such as sleep, keep, beep, jeep)
- Play a literacy game found at the Children's Library desk

## LITERACY GOAL IDEAS CONTINUED

- Create and perform a four-minute improvisational presentation
- Create a poster to be displayed in the Library promoting the book you just read (available for check out at WPL)
- Find: contrasts and contradictions (what do you expect and what was observed); Aha moment (a character's realization of something that shifts his actions or understanding of himself, others, or the world around him); Tough Questions (questions a character raises that reveal his or her inner struggles); Words of the Wiser (advice or insight a wiser character, who is usually older, offers about life to the main character); Again and Again (events, images, or particular words that recur over a portion of the story); Memory Moment -- a recollection by a character that interrupts the forward progress of the story
- Read or reflect on your book through a particular lens or stance, and answer what would it take, in terms of social changes in a society for this to change? For example, read through a cultural/ethnic heritage lens. How was the individual/group treated? Who has the power and ability to make decisions? Was the author clear on the message or did they subvert it?
- If you are reading your own personal book, read with a pencil and annotate as you go along. As readers, most of us want to underline favorite phrases, make margin notes, or jot down a question or confusing part to return to later. It is one thing to physically own a book, another to intellectually own a book.
- Adopt a library shelf -- see Librarian at Children's Reference Desk!
- Create an "all about..." book or another topic/genre of interest to be shared with others in the Wauwatosa Public Library
- Write down everything you know or can think of about the subject before reading the book -- share and discuss with someone
- Read a story, then tell it to someone without using the book
- Set your own goal \_\_\_\_\_

The goals incorporate, but are not limited to, letter/sound knowledge, vocabulary building, comprehension, writing, socialization, fluency and text complexity challenges. These are only a few ideas, please feel free to discuss and create personal literacy goals with your child.

### Tips for parents & caregivers

1. Have fun and enjoy your role as a reader (i.e., model)
2. Listen to your child talk about their reading
3. Give prompts that keep the conversation going. Discussions are invaluable in co-constructing knowledge, offering new perspective and moving outside the text for understanding and growth.

#### Resources:

*Handbook of Research on Literacy and Diversity* (Morrow, Rueda, Lapp, 2009)

*What Research has to say About Reading Instruction* (Samuels & Farstrup, 4th ed., 2011)

*Text Complexity: Raising Rigor in Reading* (Fisher, Frey & Lapp, 2012)

*Notice & Note: Strategies for Close Reading* (Beers & Probst, 2013)

*Language at the speed of sight* (Seidenberg, 2017)

*Various Research articles*

