

# Words that *Cook!* Parenting with children's books™

DVD Viewing & Workshop Guide

Show 11:  
Empowered Learning

[www.WordsThatCook.org](http://www.WordsThatCook.org)

## About Words That Cook!

Words That Cook! is an award-winning educational media company producing and delivering innovative literacy resources that empower parents and educators to inspire and motivate children. Our products and services include educational television programming and DVDs, Web resources, accredited courseware and training, and family literacy publications.

## About Words that *Cook!* Parenting with children's books™

Originating as a 13-part series broadcast on select PBS affiliates and on public access cable stations nationwide, [Words that Cook! Parenting with children's books](#) is the winner of the *International Reading Association 2005 Broadcast Media Award for Television* and is now available in DVD format.

This series celebrates the joy of reading, the art of writing, the wonder of storytelling and the magic of wordplay through a combination of interviews and live action spiced up with animated fun.

Professionals, experts, parents and children model and discuss enjoyable and practical techniques for enriching literacy experiences. Designed for educators and parents of children ages 0-12, each DVD includes an original 30-minute episode, comprised of five or six related segments, plus bonus guest material and messages from the executive producers.

## About this Viewing & Workshop Guide

This guide is designed to help you get the most out of the DVD, whether you are nurturing family literacy in your home, center or school.

With the guide, you can review the many family literacy suggestions presented throughout the show, read summaries of recommended books and engage in suggested activities.

If you are a professional planning workshops for others, you'll find helpful show overview and summary information as well as appropriate discussion prompts for both parent workshops and professional staff development.

The grade levels specified for each DVD chapter and extra indicate the grades to which the topics and modeled strategies apply. When children are featured, the *italicized* grade level indicates the range into which those children fall. If other grade levels are also listed, the topics and modeled strategies are appropriate for these grades as well.

By watching, discussing and using the strategies modeled in the show, we hope you and your family, or the families you serve, will be empowered to create dynamic and exciting reading and writing experiences for children.

## Summary of Show 11: Empowered Learning

Learning disabilities can hinder school performance and self-confidence, but appropriate, individualized support can change all of that. The guests on this show help children overcome obstacles by utilizing brainteasers, Orton-Gillingham strategies, positive reinforcement, personalized tools, dramatic play and games.

*NOTE: This DVD and the Show 10 DVD focus on curriculum and practices of The Carroll School – a dynamic independent day school for elementary and middle school students who have been diagnosed with specific learning disabilities in reading and writing, such as dyslexia. These practices incorporate multisensory approaches to learning that are of value to all children and parents.*

## Show 11 Outline

### Show Intro (length – 1:20)

In The Carroll School virtual hallway, hosts Monty Haas and Martine Bernard introduce the theme of this show: *Empowered Learning*.

### Chapter 1: More to Woodworking than Hammers and Nails (length – 2:26)

**Guest(s):** Chip Smith, Woodworking Teacher

**Location:** The Carroll School

**Grade Level(s):** Kindergarten – Grade 2; *Grades 3 – 6*

**Topic(s):** focusing children's attention by using brainteasers; importance of knowing proper vocabulary related to the curriculum; woodworking as a life skill; correlation between academic and non-academic classes; correlation between woodworking and math

**Modeled Strategies:** focusing children's attention by using brainteasers; asking questions to reinforce new information and vocabulary

**Recipes for Success™:**

Use brainteasers to focus children's attention

Provide children with the proper vocabulary

Remember that confidence leads to academic success

## Chapter 2: Multisensory Language Tutoring (length – 3:18)

**Guest(s):** Annie, Carroll School Student; Andrea Marks, Language Tutor

**Location:** The Carroll School

**Grade Level(s):** Kindergarten – Grade 2; *Grades 3 – 6*

**Topic(s):** language tutoring topics; tutoring approach; multisensory nature of Orton-Gillingham approach for reading remediation; incorporating positive reinforcement into tutoring; importance of parents reading aloud; modeling reading to improve pronunciation and fluency

**Modeled Strategies:** addressing children respectfully; using Orton-Gillingham approach for reading remediation; decoding words; identifying word structure; practicing syllabic segmentation; modeling reading to improve pronunciation and fluency

### **Recipes for Success:**

Reinforce children's success

Read with your children and to your children

With challenging material, model the pronunciation of words

## Chapter 3: Developing a Love of Words (length – 2:53)

**Guest(s):** Joan Walker, 4<sup>th</sup> Grade Teacher; Joan Snell, 4<sup>th</sup> Grade Teacher

**Location:** The Carroll School

**Grade Level(s):** Kindergarten – Grade 2; *Grades 3 – 6*

**Topic(s):** creating excitement about new vocabulary; having children identify appealing words and phrases; “delicious” words and phrases; letting children choose new vocabulary to learn; writing a personalized thesaurus; encouraging the use of diverse vocabulary; enabling children to write using an expanded vocabulary

**Modeled Strategies:** incorporating reading aloud into classroom lessons; using children's books that creatively connect with the curriculum; asking for and respecting children's input; transcribing vocabulary identified by children; using repetition and asking questions to reinforce new information and vocabulary

**Book(s):** *Yellow Bird and Me* by Joyce Hansen (in chapter introduction); *Stranger in the Woods* by Carl R. Sams II and Jean Stoick

### **Recipes for Success:**

When reading, have children identify words they love

Let children choose “delicious” words to use when writing

Use favorite words in daily conversation

Develop a personalized thesaurus with your child

## Chapter 4: Supporting Language with Performing Arts (length – 4:27)

**Guest(s):** Shea Schatell, Drama Teacher; Bruce Pasha, Music Teacher

**Location:** The Carroll School

**Grade Level(s):** Kindergarten – Grade 2; *Grades 3 – 6*

**Topic(s):** focusing children’s attention by using an auditory cue; correlation between academic and non-academic classes; correlation between improvisation and word retrieval; using “mirror” activities to promote eye contact; using group activities to boost self-confidence; enabling children to express themselves in a variety of ways; using tongue twisters to improve articulation; incorporating humor into teaching; making learning enjoyable; families engaging in dramatic play; types of dramatic play

**Modeled Strategies:** focusing children’s attention by using an auditory cue; engaging children in improvisational activities and other dramatic play; engaging children in tongue twisters

### Recipes for Success:

Try doing improv with your kids

Engage children in activities that promote eye contact

Boost self-confidence with group activities

Empower children with choices

Use tongue twisters to support articulation

Try all sorts of dramatic play at home

## Chapter 5: Creating Playful Tongue Twisters (length – 1:52)

**Guest(s):** Laurie Joy Haas, Words that Cook! Executive Producer, with Judy “Mama Bear” Reilly and Chip the Cookie-Bookie Bear™

**Location:** Words that *Cook!* Virtual Family Room

**Grade Level(s):** Pre-Kindergarten; Kindergarten – Grade 2

**Topic(s):** using masks to inspire tongue twisters

**Modeled Strategies:** playing with masks and language; asking children how they feel during activities and play; creating tongue twisters and repeating them

### Recipes for Success:

Let kids make up their own tongue ticklers and repeat them together

## Chapter 6: Successful School Strategies (length – 4:12)

**Guest(s):** Judy Ball, 4<sup>th</sup> Grade Teacher

**Location:** The Carroll School

**Grade Level(s):** *Grades 3 – 6*

**Topic(s):** benefits of diagramming sentences; enabling children to vary their sentence structure; incorporating games into learning; making learning enjoyable; encouraging teamwork in the classroom; recognizing and teaching to children's strengths; using children's strengths to support their weaknesses; parents visiting the classroom; parents using successful school strategies at home

**Modeled Strategies:** having children do work at the blackboard; having children diagram sentences; addressing children respectfully; playing learning games; incorporating small group and paired work into classroom learning; asking questions to reinforce learning

### **Recipes for Success:**

Encourage children to vary sentence structure when writing

Use games to make learning more enjoyable

Recognize children's strengths

Use children's strengths to help them learn

Combine children's interests with learning experiences

Consider participating in classroom activities

Reinforce successful school practices at home

## Chapter 7: “Playing Catch” with Words (length – 1:58)

**Guest(s):** Andrea Marks, Language Tutor

**Location:** The Carroll School

**Grade Level(s):** Kindergarten – Grade 2; *Grades 3 – 6*

**Topic(s):** how “playing catch” with words, or simultaneous oral spelling (SOS), supports children with language-based learning differences

**Modeled Strategies:** doing simultaneous oral spelling (SOS) exercises

### **Recipes for Success:**

Play with the sounds that make up words

## Show Recap/Close (length – 2:54)

Hosts Monty Haas and Martine Bernard review selected Recipes for Success and present the Recommended Book List.

### Extra 1: A Word from Our Producers (length – 4:31)

**Guest(s):** Monty Haas and Laurie Joy Haas, Words that Cook! Executive Producers

**Topic(s):** overview of show content and guests; correlation between academic and non-academic classes; language-based learning differences; word retrieval; how non-academic classes empower children; tongue twisters; value of multisensory approaches to learning for all children and parents

### Extra 2: More Chip Smith – “Tactile Learning” (length 1:07)

**Guest(s):** Chip Smith, Woodworking Teacher

**Grade Level(s):** Kindergarten – Grade 2; Grades 3 – 6

**Topic(s):** supporting children’s creativity, confidence and enthusiasm for learning with hands-on projects

### Extra 3: More Chip Smith – “Woodworking & Math” (length – :34)

**Guest(s):** Chip Smith, Woodworking Teacher

**Grade Level(s):** Kindergarten – Grade 2; Grades 3 – 6

**Topic(s):** correlation between woodworking and math

### Extra 4: More Chip Smith – “See and Do” (length – :42)

**Guest(s):** Chip Smith, Woodworking Teacher

**Grade Level(s):** Kindergarten – Grade 2; Grades 3 – 6

**Topic(s):** designing projects on paper first; importance of modeling for children; supporting children as much as necessary when teaching

### Extra 5: More Joan Walker & Joan Snell – “Choosing Books” (length – 1:59)

**Guest(s):** Joan Walker, 4<sup>th</sup> Grade Teacher; Joan Snell, 4<sup>th</sup> Grade Teacher

**Grade Level(s):** Kindergarten – Grade 2; Grades 3 – 6

**Topic(s):** supporting visual learners; choosing books that are both visually and linguistically engaging; connecting books with holiday and seasonal themes; choosing books that incorporate repetition and rhythm and rhyme; Caldecott Award-winning books; importance of parents’ enthusiasm when reading aloud

**Book(s):** *The Widow’s Broom* by Chris Van Allsburg; *The Ghost of Nicholas Greebe* by Tony Johnston

### Extra 6: More Bruce Pasha & Shea Schatell – “Enhancing Communication” (length – :59)

**Guest(s):** Shea Schatell, Drama Teacher; Bruce Pasha, Music Teacher

**Grade Level(s):** Kindergarten – Grade 2; Grades 3 – 6

**Topic(s):** how inflection conveys meaning; correlation between performing arts and communication skills

**Extra 7: More Bruce Pasha & Shea Schatell – “Classroom Team Spirit”**  
(length – 1:49)

**Guest(s):** Shea Schatell, Drama Teacher; Bruce Pasha, Music Teacher

**Grade Level(s):** Kindergarten – Grade 2; Grades 3 – 6

**Topic(s):** creating a positive classroom environment; teaching children words and phrases that convey praise; enabling and encouraging children to compliment one another; defining each class as a team; using sports metaphors to encourage teamwork; “pouring paint”; correcting children in positive ways

**Extra 8: More Bruce Pasha & Shea Schatell – “Dramatic Play at Home”**  
(length – 1:00)

**Guest(s):** Shea Schatell, Drama Teacher; Bruce Pasha, Music Teacher

**Grade Level(s):** Kindergarten – Grade 2; Grades 3 – 6

**Topic(s):** parents making time to value children’s creativity; children and parents engaging in dramatic play and other creative activities together

**Extra 9: More Bruce Pasha & Shea Schatell – “Benefits of Performing Arts”**  
(length – :49)

**Guest(s):** Shea Schatell, Drama Teacher, and Bruce Pasha, Music Teacher

**Grade Level(s):** Kindergarten – Grade 2; Grades 3 – 6

**Topic(s):** correlation between performing arts and life skills

**Extra 10: A Conversation with Annie’s Parents (length – 3:17)**

**Guest(s):** Adam Schwartz and Michele MacDonald, Parents of a Carroll School Student

**Grade Level(s):** Kindergarten – Grade 2; Grades 3 – 6

**Topic(s):** enabling children to be excited about school and learning; impact of reading skills on all classes; benefits of accommodating children’s learning styles; importance of children seeing themselves as learners

## Show 11 Recommended Book List

### For Ages 0 to 3:

#### **Peanut Butter and Jelly: A Play Rhyme**

Illustrated by Nadine Bernard Westcott

Making a peanut butter and jelly sandwich – what could be easier for a boy and his sister? Well, when a chef shows up in their kitchen with five elephant friends and they all begin to make a huge version of the sandwich from scratch, it quickly becomes a big adventure. With each step – from kneading the dough to mashing the peanuts and grapes – children will delight in chugging along to the rhythmic refrain of “peanut butter, peanut butter, jelly, jelly.” Nadine Bernard Westcott’s hilarious illustrations bring to life the energy and liveliness of this play rhyme. This book is sure to become a favorite selection in your home.

#### **Time for Bed**

Written by Mem Fox

Illustrated by Jane Dyer

This exquisite and tender bedtime or naptime book will lull little ones to sleep. Mem Fox’s melodic and rhythmic couplets appear along the bottom of double-page spreads of Jane Dyer’s watercolors depicting parent animals prompting their babies to prepare for bed. The paintings are peaceful and warm, perfectly capturing the gentle exchanges between the animals, which range from mice to sheep to deer. For the final rhyming couplet, “The stars on high are shining bright. Sweet dreams, my darling, sleep well...good night,” we move indoors and see a mother tucking in her little girl as she drifts off to sleep feeling safe and loved. This charming book is available in a variety of formats: hardcover, big book paperback, board book and big board book.

### For Ages 3 to 6:

#### **Shrinking Violet**

Written by Cari Best

Illustrated by Giselle Potter

Why is Violet always itching and scratching and twirling her hair, wishing she could just shrink away? It must be because she’s allergic to attention. And dealing with the class bully, Irwin, doesn’t make it better. Violet has many dramatic talents – from impersonating Elvis to pretending to be Captain Hook, but only her best friend Opal gets to see these routines. When the class play is cast, Violet is scared to death of playing Lady Space until she finds out that the part is spoken from offstage. On the night of the performance, the play nearly falls apart when Irwin misbehaves. Will Violet use her role to scorn Irwin or to help him?

#### **The Toolbox**

By Anne and Harlow Rockwell

The little boy in this book can name and describe every item in his father’s toolbox. Take a look inside with him and you’ll find a hammer, nails and a ruler. There’s also a plane for smoothing wood or making shavings, a pair of pliers that pinch, sharp wire cutters and more. Presented in simple text and watercolor still lifes, this is a wonderful introduction to basic tools – both their names and their uses. Many young children will be drawn to this book again and again as they imagine all of the marvelous things they could build.

## For Ages 6 to 9:

### **Once Upon a Starry Night: A Book of Constellations**

Written by Jacqueline Mitton

Illustrated by Christina Balit

A spectacular introduction to the night skies, each of nine constellations is portrayed in dazzling detail enriched with ancient myths and modern astronomical facts. The shimmering silver stars provide a visually dynamic introduction to the constellations. Hercules, Orion and the winged horse Pegasus are just outside your night window. What fun you and your children will have reading each short legend and then searching together for the constellations in the night sky.

### **Water Dance**

Written and illustrated by Thomas Locker

With scientific information by Candace Christiansen

Poetry, art and science join forces beautifully in this superb book. Depicted through rich oil-on-canvas paintings complemented by a lyrical text, the water cycle becomes easily accessible to children. Not only will you and your child be fascinated by the scientific facts integrated into this innovative picture book, but also you will be delighted by the glistening, surging, sparkling and trickling of water as it dances through its endless journey. The closing pages of the book include a paragraph about water and its importance in nature and allow you to revisit each painting accompanied by text describing the water cycle in more detail.

### **A Writing Kind of Day: Poems for Young Poets**

Written by Ralph Fletcher

Illustrated by April Ward

“It is raining today,  
a writing kind of day.  
Each word hits the page  
like a drop in a puddle,  
creating a tiny circle  
of trembling feeling  
that ripples out  
and gathers strength  
ringing toward the stars.”

With nearly 30 mainly free-verse poems on a wide range of topics, Ralph Fletcher invites young readers and writers to lasso their feelings and write down what is in their minds and in their hearts. Fletcher’s narrator/poet proves that you can write poetry about anything – a little brother, a woodpecker, a Venus flytrap – what matters is the creative process of writing, not the lofty nature of the content. In fact, clear aim is taken at teaching poetry in a tedious and mechanical way in the portrayal of a poem-gobbler who ultimately struggles with some digestive issues. The verses in this book will inspire budding poets and confirm, once and for all, “poems are *not* extinct.”

## For Ages 9 to 12:

### **Here in Harlem: Poems in Many Voices**

Written by Walter Dean Myers

Walter Dean Myers exquisitely paints in words and old period photographs the lives of 53 Harlem residents – from student to retiree, hairdresser to street vendor. Each personality reveals a memory or a reflection that stays with you. Using free verse, rhythm and rhyme reminiscent of early blues music and light conversation, this distinguished author lures us into the community where he was born. His poems make each person memorable and leave you filled with wonder about the life and times of this period. This is definitely a book to read *together*.

### **The Roman News**

Written by Andrew Langley and Philip deSouza

This is an intriguing way to look at history. If the ancient Romans had published a daily paper, it might have resembled this book. It is packed with interviews, advertisements and feature articles about events that really happened. Headlines include: “Caesar Stabbed,” “Hannibal Invades” and “Colosseum Opens.” There are also articles like “Five Things You Didn’t Know About Gladiators,” “Take Your Daily Dip at Caracalla’s Baths” and “What Work Children Do When They Don’t Go To School.” Even reading the want ads is fascinating: “Wanted: Stone Carver” and “Fire Watcher Needed”. The timeline at the end puts every detail into historical perspective. This is a book you can peruse together and use to initiate conversations about ancient times and about newspapers.

### **A Simple Gift**

Written by Nancy Ruth Patterson

Ten-year-old Carrie O’Connor dreams of being an actress. When a play based on a children’s book by her mother is being produced one summer in North Carolina, Carrie auditions for the play without disclosing who she is. She gets the part on her own merit, but things begin to unravel when she thoughtlessly reveals the reading and writing struggles of one of the other actors. How Carrie comes to terms with her blunder and deals with finding out about a painful event in her own family’s past provide the real drama of this story. Carrie also learns that acting is hard work, that the show must go on no matter what and that even simple gifts can hold great meaning. Readers are certain to learn important messages about respect, courage and teamwork.

## For Parents:

### **Break a Leg! The Kids’ Guide to Acting & Stagecraft**

Written by Lise Friedman

Photographs by Mary Dowdle

Although written for children ages nine and above, this is a terrific book for parents and children to share together. Guided by a cast of school-age actors, you and your child will experience countless aspects of performance such as warm-ups and stretches, vocal projection, theater games and improvisation, character development and memorizing lines. You will also learn about behind-the-scenes components like costuming and makeup – expanded upon in a 16-page full-color section. And there is information specific to working in front of the camera, as opposed to on stage. Throughout the book, jargon is defined in straightforward language and many processes are laid out in easy-to-follow steps. The final chapter, “Making a Living,” deals with subjects like headshots, agents, auditions and unions. Appendices provide suggestions for further reading and Web site exploration, as well as a few monologues and scenes to try. To say this book is chock full of information seems an understatement. For children who are interested in acting (and their parents), this book will be a treasure.

**The Kids' Building Workshop: 15 Woodworking Projects for Kids and Parents to Build Together**  
Written by Craig and Barbara Robertson  
Photographs by Edward Judice  
Illustrations by Alison Kolesar

*The Kids' Building Workshop* tackles more than building woodworking projects: it is implicitly about building family relationships, too, as it guides parents and children to learn basic carpentry skills together. With help from their daughters Camille and Allegra, Craig and Barbara Robertson aim to get you and your children raring to go with essential woodworking knowledge and projects that will fuel a lifelong enthusiasm for carpentry. The book is divided into two basic sections: one about tools and one that contains plans for projects. A list of essential tools is provided and the projects range from the simplest to the more complex. Throughout the book, you will find tips for parents, photographs and illustrations, materials lists and step-by-step instructions, and "Kids!" balloons with tips written by Camille. All of these elements combine to provide you with a practical and enjoyable text that will inspire hours and hours of family fun.

**The Skit Book: 101 Skits from Kids**  
Written by Margaret Read MacDonald  
Illustrations by Marie-Louise Scull

The skits presented in this book were made up, performed and passed on by kids. Since they change naturally depending on who is using them, Margaret Read MacDonald refers to the skits as folklore and she recommends that you and your children use them as a jumping off point, adapting them as you see fit. Minimal costuming and props are required – just use whatever you have on hand – and ad-libbing is strongly encouraged. Rather than having specific scripted lines and a designated number of characters as plays typically do, most of these skits provide only four main elements: cast (in general terms that allow for adding or doubling-up characters), scene, action and ending. In approaching the skits this way, the door is flung wide open for children and parents to create, imagine and ham it up!

## Suggested Literacy Activities

With infants and toddlers, try books that approach language playfully by combining words and motions, like those by Marc Brown, the author of the *Arthur* series. Brown's *Play Rhymes*, *Finger Rhymes* and *Hand Rhymes* (Puffin Books) all feature drawings depicting the hand and finger movements to accompany the rhymes. These collections will get little hands and fingers moving joyfully. And remember, when reading aloud any rhyming texts, pause before saying the rhyming words to let children supply them.

If children display a flair for the dramatic, or to draw out children and build their communication skills and confidence, provide opportunities for dramatic play in the classroom, home and beyond. Engage in improvisation, performing skits and other types of dramatic play connected to books and curriculum. Look for community or youth theater groups in your area in which children can participate. Delve into books that support dramatic play and explore the world of acting. (See above recommended books for parents.)

With children in grades 3 and up, you can also visit [www.aaronshelp.com](http://www.aaronshelp.com) and click on Aaron's RT Page to explore the world of Reader's Theater. Shepard describes Reader's Theater as "minimal theater in support of literature and reading ... developed as an efficient and effective way to present literature in dramatic form ... most scripts are literary adaptations, though others are original dramatic works ... seen as a key tool for creating interest and skill in reading." Explore the RT Tips on scripting, staging and reading and have fun creating and performing Reader's Theater with children.

We all feel shy at times, but when children struggle with excessive shyness, it can interfere with their success in school, social situations and other aspects of their daily lives. There are many ways that teachers and parents can help a shy child to come out of his shell. Here are just a few suggestions. Most importantly, talk to children in a nonjudgmental way to explore the reasons behind their feelings of shyness and to encourage them to stand up for themselves. Ample opportunities for children to succeed and consequent recognition of their successes are crucial to building self-confidence. Exposing children to a variety of social situations and modeling good social skills are also vital. Don't label children or let them label themselves as shy: the label only reinforces the behavior.

You can learn more about helping shy children at About.com (<http://about.com>). Look for the Parenting & Family section and the subsequent Parenting of K-6 Children (appropriate for educators, too). Then enter the word "shyness" in the Search box. You will find a link for My Child Has a Problem – Shyness. Follow this link to read the article and to find links to more articles and Web sites that address this issue.

When children are searching for "delicious" words to use in writing poems that rhyme (and it's important to remind kids that poetry doesn't have to rhyme), they can check out RhymeZone ([www.rhymezone.com](http://www.rhymezone.com)). Here children can enter the word or phrase they are trying to rhyme and, whenever possible, the site will return a significant list of rhyming results, including single words and phrases of varying syllable lengths.

At [www.scholastic.com](http://www.scholastic.com), click on the Kids link and then select Homework Hub. In the Hub, click on the Write link. Under Tips and Tools, click on You're a Poet. Here you will find lists and explanations of Types of Poems (such as haiku and sonnet) and Poetic Terms and Examples (like couplet and meter) along with Tips on Getting Started.

Join with children in an adventure of the creative process: Write together, finding many seeds for poems in the ordinary, in experiences from everyday life. Make poetry books together and illustrate them. Capture your feelings and express them with lovely words that convey layers of meaning!

## Additional Words That Cook Resources

Words That Cook develops resources for professionals and parents that help to motivate and inspire children to learn and to love reading, writing, storytelling and wordplay. At our Web site ([www.WordsThatCook.org](http://www.WordsThatCook.org)) under Free Resources, you will find valuable information derived from the television series, including activity and additional reading ideas connected to each recommended book. Also at the Marketplace of our site, you can learn more about our other literacy-related products and services.

## For Professionals

### Discussion prompts and group activity ideas for teacher/staff workshops

Discuss ideas for dramatic play activities that can be used in your classroom to support learning in different subject areas.

Select and discuss some of the modeled strategies and Recipes for Success.

Separate into small groups of participants. Ask each group to brainstorm ideas they could use at the start of class periods to focus children's attention and help them get ready to learn. Remind the groups to include ideas that involve different senses (e.g. mirror activities that promote eye contact). Share the ideas with the whole group.

### Discussion prompts and group activity ideas for parent workshops

Discuss words and phrases that convey praise and brainstorm different ways families can acknowledge children's successes.

Select and discuss some of the modeled strategies and Recipes for Success.

Either in small groups or as a whole, distribute different props (e.g. toys, masks, stuffed animals) to each group. Have each group create tongue twisters or "tongue ticklers" based on the props. Share the twisters/"ticklers" with the whole group.

*When working with ESL/ELL families, help them to understand the value of learning and applying literacy strategies in their primary language. Encourage them to also apply strategies in English if it is comfortable and if the adult has developed the English language skills to sufficiently challenge their child.*

## Words That Cook Staff

Monty Haas, COO & Executive Producer

Laurie Haas, CEO & Executive Producer

Stuart Pologe, Director of Finance & Marketing

Todd DeBonis, Senior Producer, Director & Editor-In-Chief

Susan Minichiello, M.Ed., Director of Course Development & Associate Producer

## Words That Cook Educational Consultants

Dr. Miriam Marecek, Literacy & Children's Literature Expert

Dr. Jeanne DeTemple, Early Literacy & ESL/ELL Expert

Dr. Sharon A. Edwards, Author & Reading, Writing & Curriculum Specialist

Dr. Robert W. Maloy, Author & Professor – University of Massachusetts, Amherst, School of Education

Dr. Diane Edwards, Early Childhood Program Manager – Lake Sumter Community College

Reverend Patricia A. Walton, Diversity & Multiculturalism Specialist

Charlene Sontag Eng, Elementary & Outdoor Education Specialist

**Please feel free to contact us for more information about our DVD series and other products and services.**

Phone: 888-875-5368

E-mail: [info@WordsThatCook.org](mailto:info@WordsThatCook.org)

Mailing Address: Box 411, Natick, MA 01760

Web site: [www.WordsThatCook.org](http://www.WordsThatCook.org)

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