



WISCONSIN BOOKWORMS™ COORDINATOR HANDBOOK

<i>What is Wisconsin Bookworms™?</i>	2
<i>History of Wisconsin Bookworms™ in Wisconsin</i>	2
<i>The Partners</i>	2
Wisconsin Association for Home and Community Education	2
Wisconsin Public Television.....	2
UW-Extension Family Living Programs	3
Head Start.....	3
<i>Project Impact</i>	3
<i>Project Guidelines</i>	4
<i>Getting Started</i>	5
<i>Wisconsin Bookworms™ WAHCE Volunteer Guidelines</i>	6
<i>Wisconsin Bookworms™ Readers</i>	7
<i>The Books</i>	8
<i>How the Books are selected</i>	9
<i>Activity Sheets</i>	9
<i>Who's Who?</i>	10
<i>Wisconsin Bookworms™ Program Reader Training</i>	11



WISCONSIN BOOKWORMS™ COORDINATOR HANDBOOK

What is Wisconsin Bookworms™?

Wisconsin Bookworms™ is a continuing outreach effort of Wisconsin Public Television, UW-Extension Family Living Programs and the Wisconsin Association for Home and Community Education (WAHCE), designed to provide free books to children who may not otherwise own books: the start of a lifelong love of reading.

History of Wisconsin Bookworms™ in Wisconsin

Wisconsin Bookworms™ began in Wisconsin in 1997 when Wisconsin Public Television (WPT) became a national Ready To Learn PBS station. As a Ready To Learn (RTL) station from 1997 to 2005, WPT received free books each month to share with “children who wouldn’t otherwise have books of their own.” The project, originally known as First Book and Wisconsin First Book, officially launched with a UW-Extension Cross Divisional grant in 1998 that created the partnership with WPT, UW-Extension Family Living Programs and the Wisconsin Association for Home and Community Education (WAHCE). Since that time, nearly 333,000 books have been distributed to nearly 34,000 children. In 2006, the project moved into a new era, becoming Wisconsin Bookworms™.

The Partners

Wisconsin Association for Home and Community Education (WAHCE) is a nonprofit, educational and charitable organization with a proud heritage of more than 65 years, first as Home Demonstration Clubs, than as Extension Homemakers. Membership is open to all individuals without regard to race, sex, color, ethnic background, residence or economic circumstances. WAHCE’s mission is to provide opportunities for learning in a social setting, sharing what they learn by caring to make a difference in their homes, communities and the world, through educational programs for members and their communities that will meet current and future social, economic and environmental needs. Educational program areas include:

Family Issues

Public Policy Issues

International Studies

Leadership

Cultural Arts

Program planning and leadership training are provided by a collaborative effort of WAHCE and the University of Wisconsin Extension-Family Living Programs. UWEX faculty serve as advisors to both the state and county programs.

Wisconsin Public Television is provided through the cooperation of the University of Wisconsin-Extension (WHA-TV, the founding and flagship station of the statewide service, signed on the air in 1954) and the Wisconsin Educational Communications Board (the ECB

holds the license to five WPT stations and provides instructional television series to K-12 schools statewide. The ECB delivers programs to 43,000 teacher and 112 million students annually).

- **Reaching Wisconsin:** Six stations, six translators and three affiliate stations bring outstanding programs to everyone from preschoolers to seniors, free of charge. In addition, more than 185 cable systems carry WPT programming to subscriber homes.
- **Uniquely Wisconsin:** Wisconsin Public Television is the only statewide television service committed to exploring and encouraging discussion on issues and events that are unique to Wisconsin audiences.
- **Community Service:** for more than 40 years, WPT has been dedicated to community service. Extensive outreach programming for all ages brings the goals and ideas of our broadcasters to Wisconsin and the nation.
- **An Important Resource:** for more than 600,000 television households per week.

UW-Extension Family Living Programs, with faculty in each Wisconsin county, provide education promoting family strengths and help communities become positive environments for family life. Programs respond to community needs with research-based education and partnerships that support Wisconsin families and communities. UW-Extension Family Living Agents/Educators serve as advisors to the Wisconsin Association for Home and Community Education.

Head Start, our primary early childhood education partner, is a federal program that has offered comprehensive child development services for low-income preschool children and their families since 1965. Head Start provides preschool children with a wide-range of services to meet their educational, health, nutritional, and social needs. Head Start services are provided through center-based and home-based programs, as well as partnerships with child care and other early childhood programs to provide full-day, full-year options for working families. Head Start services traditionally follow the school year calendar; September to May. Early Head Start programs may enroll pregnant women and infants and toddlers between birth and three years. The 1994 Head Start Reauthorization Act established Early Head Start.

Project Impact

Wisconsin Bookworms™: Bringing the Joy of Reading to Young Children

Situation

Reading to young children helps them develop a love of reading, along with an enthusiasm for learning. Yet, children from families with limited incomes may not have the opportunity to own many books. The Wisconsin Bookworms™ Program is an effort designed to provide free books to children who may not otherwise own books; giving them an opportunity to be read to and helping preschool children gain a lifelong love of reading. The families of the young children become involved in reading to their children and doing family literacy activities with their children.

Response

Working in partnership, University of Wisconsin Cooperative Extension Family Living Programs, Wisconsin Public Television, and the Wisconsin Association for Home and Community Education (WAHCE), are bringing the Wisconsin Bookworms™ Program to more than 50 counties and over 6,000 children annually. This early literacy program had been operating under the former name of Wisconsin First Book. The 10-year milestone presented the partnership with the opportunity to rename the program, aimed at serving young children in families around the state with limited resources.

Outcomes

A total of over 50,000 free books will be given to preschool children throughout Wisconsin this year. The number of books distributed has grown each year of the program, from 16,500 in 1998 to 50,000 in 2004-05.

Teachers, readers and families agree that the three most important components of Wisconsin Bookworms™ Program are providing new books for children to take home, reading volunteers for classrooms, and classroom and parent activity suggestions. Activity sheets are written for each of the books in both English and Spanish. Each family receives a copy of the activity sheet with their free book. Sixty-five percent of the families have used these activities with their child at home.

Parents have reported positive changes as a result of Wisconsin Bookworms™ Program:

- 89 percent talk more often with their children about books
- 81 percent read to their children more often, and
- 50 percent visited the public library more often

Parents say the Wisconsin Bookworms™ Program provides resources that are not available from anyone else, giving their children a variety of free books and activity sheets and the experience of having someone read to them.

The 772 WAHCE volunteer readers gave approximately 7800 hours of volunteer time in 2004-2005. This includes reading to the children, preparing book activities, coordinating and distributing the books, collating activity sheets, inserting bookplates in the books, and attending Wisconsin Bookworms™

Project Guidelines **Requirements for Participation**

Local partners agree to:

- Distribute books from current year booklist (title variations using books and activity sheets from prior project years, shall be reviewed on an individual basis and require approval from project partner leadership).
- Hold Federal tax-exempt status (providing certification as needed).
- Provide reading opportunities, as follows:
- Reading a minimum of 8 times a year (or as outlined by current year state project)

- Each child will receive new books during the course of the school year (as outlined by current year state project)
- Participating children shall meet Federal low-income standards (providing books to children who wouldn't otherwise have books of their own)
- Provide accompanying activities and project activity sheets with each book (including Spanish translations, as needed).
- Provide training and/or orientation to local readers consistent with state project guidelines (Wisconsin Bookworms™ readers should be familiar with reading to young children, child development, working with diverse populations, local Head Start policies and procedures, and extending the educational value of books with activities).
- Be represented in state project (provide local project coordinator designee) from County-based UW-Extension Family Living Programs and WAHCE (County-based organization or individuals holding associate membership) by annually completing project agreements. Other organizations requesting affiliation with Wisconsin Bookworms™ shall be considered by project leadership.

Getting Started

How to begin:

- County volunteer organization designates a County Wisconsin Bookworms™ Coordinator, who agrees to act as project liaison, coordinate volunteer readers and facilitate other project management.
- Contact Wisconsin Bookworms™ Advisory Group member for assistance (see “Who’s Who”). There are also county Wisconsin Bookworms™ coordinators available to mentor new counties.
- Identify and arrange partnerships with local childcare/Head Start programs that meet Wisconsin Bookworms™ requirements for participation.
- Establish target number of children to receive Wisconsin Bookworms™ (please remember, you must provide enough books for every child in a classroom but you don't need to provide books for every child in your county [at first]).
- Complete Wisconsin Bookworms™ Partnership Agreement, signed by county Wisconsin Bookworms™ Coordinator & County UW-Extension Family Living Agent/Educator.
- Identify funding needs (based on number of children and current project year costs).
- Identify potential funding sources and develop fundraising plan.
- Recruit volunteer readers.
- Know your dates.
 - **April:** Agreements are mailed to existing and potential County Coordinators (WAHCE presidents, Young Family Chairs and UW-Extension Family Living Educators/Agents)
 - **May:** Statewide informational conference call
 - **Mid June:** Signed agreement due to WPT for upcoming year
 - **Mid July:** First of three billing installments due.
 - **Early Fall:** Shipments of books (2 shipments)

- Consider starting small or consider reading to one or two classrooms in your community at first.
- Other things to know:
 - As your books arrive, coordinators are responsible for assuring the accuracy of the shipment and notifying Wisconsin Public Television of shortages/overages of books within 2 weeks of arrival. Corrections to shipments cannot be guaranteed beyond this two week timeline.
 - Changes in orders (adding or reducing numbers of books): The project cannot guarantee changes in your contracted book order, but we will do the best we can to help. Please notify the project partners of any changes to help us maintain a list of (and match up) counties with extra books and counties needing more books.

***Wisconsin Bookworms™ WAHCE Volunteer Guidelines
County Coordinators***

1. To understand & promote the role of the Wisconsin First Book project.
2. To promote the love for books & the value of reading to children.
3. Help the county with fund raising by providing different ways to do it.
4. To attend the State Conference in September if possible.
5. Attend any workshops at State Conference pertaining to Wisconsin First Book & relay any information gained back to their county.
6. Participating counties must be members of WAHCE to qualify for non-profit status write-off (501-C3).
7. Keep records & pass on to next county coordinator.

District Coordinators

1. To understand & promote the role of the Wisconsin First Book project.
2. To promote the love for books & the value of reading to children.
3. Be a source on how to begin a Wisconsin First Book project in each county with no program.
4. Provide information on how to recruit volunteers to be readers.
5. Help the counties with fund raising by providing different ways to do it.
6. Act as a liaison between the state level & the county level.
7. Help select books for the upcoming year.
8. To attend the State Conference in September if possible.
9. Attend any workshops at State Conference pertaining to Wisconsin First Book & relay any information gained to the counties in their District.
10. District Chairs to attend the state planning meeting in November.
11. Conduct a workshop or breakout session on the district level to keep counties informed & to discuss their concerns & ideas.

State Chair

1. To understand & promote the role of the Wisconsin First Book project.
2. To promote the love for books & the value of reading to children.
3. Help select books for upcoming year.
4. To attend the State Conference in September.

5. To attend any workshops at State Conference pertaining to Wisconsin First Book.
6. To conduct a workshop at state planning meeting in November.
7. To work with State President, State Advisor & Wisconsin Public Television.
8. Attend all state board meetings & have a report.
9. Correspond with District Chairs any important information gained.
10. Keep records & pass on to next State Chair. (This position is a 3 yr. term.)

Wisconsin Bookworms™ Readers

Requirements

Wisconsin Bookworms™ readers usually read to individual children or small groups of two to ten. Many read once every 3-4 weeks during the school year. Others volunteer as substitutes or share reading chores. The time commitment should include actual reading time, time for sharing and activities in the classroom, travel and preparation time.

Wisconsin Bookworms™ readers work directly with children in their childcare setting: Head Start classrooms, early childhood programs, family resource centers, libraries or even family homes. These programs meet during the day with readers coming either in the morning, afternoon or both times. Wisconsin Bookworms™ readers should be familiar with reading to young children, child development, working with diverse populations, local Head Start policies and procedures, and extending the educational value of books with activities. A Wisconsin Bookworms™ Reader Workshop is available to help train new readers in these areas.

Readers, working with early childhood educators, prepare activities to accompany the selected books. These activities include, but are not limited to, songs, crafts, games and additional books.

Wisconsin Bookworms™ readers range in age from 12 to 90 years old. Volunteers of all ages, abilities, gender, and background should be encouraged.

The Books

1997-1998

Mouse TV by Matt Novak
The Old Man's Mitten by Yevonne Pollack
Saturday Mornings by Joeline Hancock
Con Mi Hermano/With My Brother by Eileen Roe

1998-1999

A Color of His Own by Leo Lionni
The Cow that Went Oink by Bernard Most
Good Night, Gorilla by Peggy Rathmann
Corduroy by Don Freeman
Jamaica's Find by Juanita Havill
Everybody Cooks Rice by Norah Dooley
Margaret and Margarita by Lynn Reiser
More, More, More Said the Baby by Vera Williams
Moondance by Rank Asch

1999-2000

Mama Zooms by Jane Cowen-Fletcher
A Chair for My Mother by Vera B. Williams
The Doorbell Rang by Pat Hutchins
Swimmy by Leo Lionni
Growing Vegetable Soup by Lois Ehlert
The Carrot Seed by Ruth Krauss
The Grouchy Ladybug by Eric Carle
Is Your Mama a Llama? by Deborah Gurino
Jamberry by Bruce Degen
The Snowy Day by Ezra Jack Keats
Pumpkin, Pumpkin by Jeanne Titherington
Froggy Gets Dressed by Jonathan London

2000-2001

The Wind Blew by Pat Hutchins
Noisy Nora by Rosemary Wells
Engine, Engine, Number Nine by Stephaine Calmenson
Cows in the Kitchen by June Crebbin
Officer Buckle and Gloria by Peggy Rathmann
New Shoes for Silvia by Johanna Hurwitz
Never Babysit the Hippopotamuses by Doug Johnson
A Birthday Basket for Tia by Pat Mora
Amazing Grace by Mary Hoffman
A House for Hermit Crab by Eric Carle
No Jumping on the Bed by Tedd Arnold
I Love You the Purplest by Barbara M. Joosee

2001-2002

Baby Bird by Joyce Dunbar
Cookie's Week by Cindy Ward
Con Mi Hermano/With My Brother by Eileen Rose
The Cow that Went Oink by Bernard Most
Grandmother And I by Helen E. Buckley
If You Gave a Mouse a Cookie by Laura Joffe Numeroff
Let's Go Froggy by Jonathan London
A Pocket for Corduroy by Don Freeman
Today is Monday by Eric Carle

2002-2003

Dogs Don't Wear Sneakers by Laura Numeroff
The Doorbell Rang by Pat Hutchins
Froggy Goes to School by Jonathan London
Is Your Mama a Llama? by Deborah Guarino
Jessica by Kevin Henkes
Little Cloud by Eric Carle
Silly Sally by Audrey Wood
The Seals on the Bus by Lenny Hort
Ten, Nine, Eight by Molly Bang

2003-2004

Big Red Barn by Margaret Wise Brown
Does a Kangaroo Have a Mother, Too? by Eric Carle
Fiesta! by Ginger Foglesong Guy
Froggy Bakes a Cake by Jonathan London
If You Give a Pig a Pancake by Laura Numeroff
Imogene's Antlers by David Small
Kissing Hand by Audrey Penn
Mama Zooms by Jane Cowen-Fletcher
Red Leaf, Yellow Leaf by Lois Ehlert

2004-2005

And the Cow Said Moo! by Mildred Phillips, illustrated by Sonja Lamut
Chester's Way by Kevin Henkes
Do Your Ears Hang Low by Caroline Church
Froggy Plays in the Band by Jonathan London
If You Take a Mouse to the Movies by Laura Numeroff, illustrated by Felicia Bond
The Surprise Garden by Zoe Hall, illustrated by Shari Halpern
Taking a Walk/Caminando by Rebecca Emberley

These Hands by Hope Lynne Price, illustrated by Bryan Collier
When You Grow Up by Lennie Goodings, illustrated by Jenny Jones

2005-2006

Abuelo y los tres osos/Abuelo and the Three Bears by Jerry Tello
All About You by Catherine & Laurence Anholt
Animals Should Definitely Not Wear Clothing by Judi Barrett, Illustrated By: Ron Barrett
Clap Your Hands by Lorinda Bryan Cauley
Cock-a-Moo-Moo by Juliet Dallas-Conte
Cows Can't Fly by David Milgrim
Little Blue and Little Yellow by Leo Lionni
My Crayons Talk by Patricia Hubbard, Illustrated By: G. Brian Karas

2006-2007

Alphabeep, by Debora Pearson, Illustrated by Edward Miller
Barnyard Banter, by Denise Fleming
Chicka Chicka Boom Boom, by John Archambault and Bill Martin, Illustrated by Lois Ehlert
Fish is Fish, by Leo Lionni
Naughty Little Monkeys, by Jim Aylesworth, Illustrated by Henry Cole
Pocket Full of Kisses, by Audrey Penn, Illustrated by Barbara Gibson
The Relatives Came, by Cynthia Rylant, Illustrated by Stephen Gammeli
Wemberly Worried, by Kevin Henkes

How the Books are selected

The books are purchased through a discount provided to Wisconsin Bookworms™ from First Book and Scholastic. Each fall, the national First Book catalog is distributed and a book list is created for review. County coordinators, childcare providers, librarians and community partners review books. The list of books is finalized by mid-December.

Books are selected based on the following criteria:

- Is the book age appropriate (3-5 year olds)?
- Does the book have clear, bright illustrations?
- Is the text clear & grammatically correct?
- Is the print clear & legible?
- Does the book avoid racial, gender or ability stereotypes?
- Does the book represent people with disabilities, different abilities and different customs in a positive manner?
- Does the book avoid situations that may place children in danger?
- Does the book avoid showing characters harming one another or taking advantage of one another?
- Does the book motivate children to learn about the world and language (is it multicultural)?

Activity Sheets

Activity sheets are designed to enhance the educational value of the book and should accompany each book. Wisconsin Bookworms™ activity sheets are available in English and Spanish and include the following information:

- Information about the book
- Tips to prepare for reading
- Ideas on reading the book
- Activities and ideas to use after you read the book
- Additional books on the same topic or by the same author

Who's Who?

Wisconsin Public Television

Lynne Blinkenberg, Director of Local Outreach
975 Observatory Drive
Madison, WI 53706
608-265-6331
fax: 608-265-5039
blinkenberg@wpt.org

UW-Extension Cooperative, Family Living Programs

Shelley Tidemann
Fond du Lac County UWEX
RM 227 Admin/Extension Bldg
440 University DR
Fond du Lac, WI 54935
920-929-3174
michelle.tidemann@ces.uwex.edu

WAHCE

Emma Peterson
116 West School St.
Sharon, WI 53585
(262) 736-4117
emma53585@elknet.net

Wisconsin Bookworms™ Program Reader Training

Trainer note: These materials have been developed as a guideline for providing a one-day workshop for volunteer Wisconsin Bookworms™ Readers. Workshop facilitators are encouraged to utilize the skills of local experts in specific areas, i.e. librarians (reading to children) and teacher/early childhood educators (child development).

Program Goals

1. To understand the Wisconsin Bookworms™ program and the role of HCE in its delivery
2. To become aware of diversity in your community, understand and accepting others
3. To learn basic child development principles for children ages 3-5
4. To recognize and promote the value of reading to children

Suggested Handouts (available by calling 608-265-5035)

- Registration Forms
- “Everything you ever wanted to know about WISCONSIN BOOKWORMS™”
- Book List
- Sample activity sheet
- Wisconsin PBS Kids Newsletter
- Information on reading to young children, child development, diversity
- Local Head Start/Early Childhood Program information
- Evaluations

Suggested schedule

Registration

- Registration forms

Introductions

- Introduce yourself and your role in Wisconsin Bookworms™/UW-Extension/WAHCE
- Provide an icebreaker activity and have others introduce themselves
- Introduce goals for the day

What is Wisconsin Bookworms™?

- Handouts
 - “Everything you ever wanted to know about Wisconsin Bookworms”
 - Book List
 - Sample activity sheet
 - WI PBS Kids Newsletter (also include information about receiving monthly newsletter free for a year)
 - A sign-in sheet for those who want the newsletter for a year

See history of project from handbook.

How does the Program operate?

- Books are ordered in bulk at the state level with a substantial discount from Scholastic Books and First Book.
- Readers receive training in working with children, reading and diversity

What’s HCE’s part?

- Local WAHCE partner with childcare programs for reading.

- Local coordinators receive books monthly, along with activity sheets
- Local coordinators distribute the books to sites and volunteers for reading
- Local coordinators/readers provide project evaluation and feedback as requisition.
Look at book list and sample activity sheet...
- Activities will vary with each book. Readers can use the sheet for ideas for activities and should send sheet home with book
- Books may come with a bookplate or bookmark. The quantities will vary due to numbers of books.

Diversity

- This is an important topic for this program. Mentors are probably going to be working with children from different backgrounds -- racial, ethnic, social, and economic. It is vital that all the children we work with feel cared about and respected for whom they are. It is also important that trainers understand our feelings about diversity issues.
- Diversity means something different to everyone and the way you understand diversity changes throughout your life.
- Racism and sexism affect us all and we all have said or done things that we come to understand later is hurtful to others.
- It is important to look at where we came from. We are shaped by our experiences throughout our lifetime (Give examples from you childhood about tolerance and acceptance, or non-tolerance and non-acceptance and how it affects the way you think and feel about others who are different).
- Ask participants about their early experiences with diversity when they were a child. How did they feel when they first met someone with different skin color? Who spoke a different language? Go through the question and ask how people responded. Give feedback accepting how their lives have affected their viewpoints on diversity and encourage them to talk about how, wherever they are in their own journey, they can become more tolerant and accepting of others.
- Ask “What kinds of things do you think are most important for other people to know about you?” Participants may talk about how they want others to know they are kind and caring people. What kind of person they are inside is what they feel is important for others to know about them. Then ask, “When you describe other people, what kinds of things do you use to identify them?” Help participants to see that they don’t always look at the deeper, humanizing qualities when they describe others. Discuss how everyone wants others to see what is inside them, but that is not usually the way we see others. When we look at what people are like on the inside, we can see that the important qualities of people are the same no matter what you look like on the outside.
 - Preschool children are always learning and discovering new things. Impressions they learn now can last a lifetime. What they learn builds their sense of self, family, and community, and influences the way they will treat others. There are some important child development concepts to think about relating to pre-school age children and diversity.
 - Children learn from seeing and doing. They won’t listen to words and logic, but they need to learn from visual and concrete examples. They need positive role models and a diverse environment to learn about these issues.

- Children see differences. They know that people have different colors of skin and hair. What they may not understand is how to talk about differences in a caring and accepting way.
- Children are egocentric and think that the world revolves around them. They don't see things from others points of view. You can help them broaden their perspectives by helping them understand that other children have feelings similar to their feelings. If someone gets hurt, ask how they would feel if it happened to them.
- Children may have already learned certain biases from their families. It is important not to undermine the child's relationship with their family, but gently challenge the idea. Tell the children that not everyone feels that way, and that "here we have rules about accepting others".
- Labels, or what you call people, are important for children who are trying to understand where they fit into the world. There's not always one "correct" way to talk about different groups. For example, do you use "Black" or "African-American"? Be sensitive to how you hear the children talking about this topic. Follow the lead of the families or the agency.
- This is not about being "politically correct". This is about doing what is best for the children. Each child needs to feel accepted and it is our job to make sure that happens when they are with us.

Lunch/Break Child Development

- Most of the readers have had experience with children and already may intuitively know a lot about children and where they are developmentally at ages 3-5.
- There are three important concepts to keep in mind when talking about child development.
 - First, development is gradual, continuous and builds one stage on another. What does this mean to you in your work? You are going to start working with these children at one point in their development and you will be allowed to witness the miracle of their growth and change. They will be quite different at the end of the year, and you will have the satisfaction of knowing that you played a part in their development at this crucial time of their lives.
 - Secondly, children learn best through action. They learn by doing and acting on their world at their own pace. They need time to be able to interact with the world, to learn and practice new skills. We need the patience to allow them this time and opportunity.
 - The third thing is that all children develop according to their own timetable. When we talk about development stages, they are just a guideline to help us understand what children may be like at different ages. Don't expect the children you work with to fall neatly into categories.

Reading to Children

- A local librarian is an excellent resource to use at this point in a presentation a half hour to hour in lengthy. Ask him/her to talk about ways to read to children and possibly model reading some of the books on the booklist.

Model reading to children/Participant practice

Where do we go from here?

- Basically, readers will be working with local childcare programs, reading to children, doing an activity and giving children books.
- We ask for a commitment throughout the school year.
- Readers will need to work out some details with partners, such as:
 - How many children does each mentor read to?
 - How often? (If you are working in a nine-month program, you may read a book every three weeks instead of once per month)
 - When do children get their books? (You should probably distribute the books after you read)
 - What do children call you? (First name or “Mrs., Ms., Mr., etc.)
 - How do you handle physical contact with the children? (Children at this age level love to touch and be touched, sit on laps... does the agency have any guidelines you must know about?)
 - You will want to visit the agency before you go in to read for the first time.
 - Remember, you are there as a guest. You must follow their rules. A staff person should always be present while you are working with the children (you are not there as a “babysitter”).

Questions? Evaluations

These training materials have been developed in partnership between Wisconsin Public Television and the UW-Extension Family Living Programs, under a grant from the University of Wisconsin-Extension Chancellor’s Office.