

Outcome-based Program Planning & Evaluation Outline

Worksheet

LIS 663 – Library Services for Young People

Fall 2019

Download and use this form as a guide to planning and evaluation. Your responses to many of the items will exceed the current space on the form and they should. Keep in mind that this document is for planning—not only for you—but for others to follow. Keep your words succinct and be very clear and specific on your statements and explanations.

TARGET AUDIENCE	Ages 0-2	Ages 3-5	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-10	Grades 10-12	Parents/ Guardians	Teachers/ Caregivers	Others
TITLE OF PROGRAM	“Children, Children, What Do You See?” Storytime: Colors and Animals									
AUDIENCE NEED FOR TOPIC	Children ages 3-5 along with their parents/ guardians									
LIBRARY GOAL	“Meeting individual and community needs through information, education, engagement, and enrichment.” (http://gastonlibrary.org/about-us/library-profile/)									
PARTICIPANT GOAL(S)	The participants will leave with designing ways to improve on literacy and behavior.									
ADULT OUTCOMES	PARENT INDICATORS & MEASUREMENT									
1. Parents will collaborate with the child, other parents, and the librarian-in-charge	<ul style="list-style-type: none"> 100% of parents who choose to work together in building relationships with others to improve on children’s literacy skills 									
2. Parents will identify children’s behavior.	<ul style="list-style-type: none"> 95% of parents applying the knowledge of obedience to their child 95% of the parents applying “The Golden Rule” to their child 100% of the parents observing their child as they apply respect in their behaviors 									
3. Parents will follow proper guidelines in early literacy.	<ul style="list-style-type: none"> 100% of the parents observing their child’s reading abilities 100% of the parents designing ways to implement their children’s literacy skills into their teaching 									

CHILD/YOUTH OUTCOMES	CHILD/YOUTH INDICATORS & MEASUREMENT
1. Children applying their basic knowledge and skills of colors and animals in storytime.	<ul style="list-style-type: none"> 95% of the children identifying the colors to the right animal 95% of the children identifying animal sounds as the story is being told 95% of families experimenting with sounds and objects of the topics mentioned 95% of the children giving clear explanations to what color fits with what animal and what sound does this animal make.
2 Children will improvise on their behavior skills.	<ul style="list-style-type: none"> 95% of the children who are good listeners and are obeying their parents 95% of the children identifying other kids misbehaving and applying what they learned to those in a quiet manner.
3. Children will collaborate with other children.	<ul style="list-style-type: none"> 100% of the children who love the meaning of friendship and is willing to work together and play in a fun manner.
DESCRIPTION OF SERVICE, PROGRAM, ACTIVITY	
<p>This program is a storytime about colors and animals and the book picked out for this program is “Brown Bear, Brown Bear, What Do You See?” Children ages 3-5 and their parents will learn and apply the knowledge of colors matching with the animals and vice versa. There will be activities such as a coloring sheet and songs being sung in this program about those two topics. Parents and their children will leave in understanding these two topics and they will apply them to other books they read in regards to the topics.</p>	
EVALUATION	
ADULT EVALUATION OF OUTCOMES BY INDICATOR	
1. 100% of the parents collaborated with the kids and the librarian and identified the activities in pursuit to teach their children on improving their literacy skills	
2. 100% of the parents observed their children’s behavior and 95% of the kids applied the “Golden Rule” and respect to others	
3. 100% of the parents observed and developed new ideas in mind to design ways in improving their child’s early literacy skills.	
CHILD EVALUATION OF EACH OUTCOME BY INDICATOR	
1. 100% of the kids identified colors and animals and their sounds individually, in the activities given, and with language development. They also gave 100% clear explanations to each color and animal.	
2. 100% improvement in behavior. Observed in close distance and saw 100% respect and obedience given from each child and the parent involved.	
3. 100% collaboration between each child.	

SHARE EVALUATION WITH	HOW & WHY
Parents	Through observation and collaboration because then the parents will be more involved in sharing their ideas or thoughts in regards to the program and about other programs similar to this.

Note: This is an outline of my program. The evaluation part is not done yet because I have not done the program yet. The evaluation will take part in the actual planning worksheet. But, I will do the evaluation as a predicted practice for the actual programming plan.

“Children, Children What Do You See?”: Storytime About Colors and Animals Outline

Age Group: Toddlers ages 3-5

Basic Program Outline:

- Introduction
 - 3:00: Welcome Song- “Here, Here” (<https://storytimekatie.com/songs-rhymes/openingclosing-songs/>)
 - 3:10: Storytime Song- “If You’re Ready” (<https://storytimekatie.com/songs-rhymes/openingclosing-songs/>)
- Storytime
 - 3:15: Read the story “Brown Bear, Brown Bear, What Do You See?”
 - As I read the story, I will demonstrate animal sounds after reading each page.
 - 3:20: Color Scavenger Hunt (<https://www.pre-kpages.com/activities-for-brown-bear-brown-bear-what-do-you-see/>)
- Activities
 - 3:25: Song about Brown Bears: “Teddy Bear, Teddy Bear” (http://www.prekfun.com/THEMES/PREKthemes/A-F/Bears/Bears__Songs.htm)
 - 3:30: “Brown Bear Brown Bear” Color Matching Sheet (<http://coloringhome.com/brown-bear-brown-bear-what-do-you-see-coloring-pages>)
 - 3:35: Quick Literacy Tip: Having printed materials around you will help the child to see how their parents enjoy reading for pleasure. Let them see you read a magazine, a book, a newspaper, even your Bible. Children learn from their parents in how they say or do things and the more you read with them, the more they will love to read books on their own for pleasure. Try getting your child involved in reading short story picture books. These books will help the child to foster the language of reading and knowing how to pronounce words and identifying the things the world has us to recognize. Try doing some vocal exercises with the alphabet so that way the child can understand how to say their words to you and to others. Also try some rhymes or some finger plays. Finger plays are basically songs and poems using your hands to demonstrate the story. (<https://www.brighthubeducation.com/parenting-preschoolers/43236-three-easy-tips-for-early-literacy/>)
- Closing
 - 3:40: “Goodbye, Friends” Song: (<https://storytimekatie.com/songs-rhymes/openingclosing-songs/>)
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Supercharged Storytime OBPE Outline Rationale

I chose to develop this storytime because children ages 3-5 need to understand what each color is and how each animal matches with the color. At age 3, they are starting to understand what crayons look like and starting to understand how each of the colors resemble whether it is them drawing on a piece of paper or it is shown on a book page and they are starting to understand animal sounds. (www.cdc.gov/ActEarly) At age 4, they start by naming the colors and some animals and matching them together and then at age 5, they begin to apply their knowledge of colors and animals and being able to identify them in the real world.

(www.cdc.gov/ActEarly) I believe in reading “Brown Bear, Brown Bear, What Do You See?” would not only be a reminder to these kids of the colors and the animals, but it would also be a way for them to use these topics in identifying colors being mixed together and also identifying other animals with the colors.

The library goal for this age group in this particular storytime is “meeting individual and community needs through information, education, engagement, and enrichment.”

(<http://gastonlibrary.org/about-us/library-profile/>) I believe this storytime will be a step in that direction making the library well-known to teach kids and their parents about the stepping stones in early literacy as they learn the basics such as colors and animals. One of the outcomes that I found most appealing as I created this program outline is that children will apply their basic knowledge and skills of colors and animals. Their indicators show that 95% of the children will identify the colors to the right animal as well as identifying animal sounds as the story is being told and that each child will give a clear explanation as to why that color matches that animal and vice versa. This is a useful indicator because the parents will see how their child uses their mind to match certain things to others and the children will have a better understanding of how each topic is being asked or told either by the parent or by the librarian-in-charge.

My audience will meet these outcomes via the indicators mentioned above because, according to Julie Roach, “everyone gives a little something to achieve a common goal” and “collaboration happens when children, their grownups, and the librarian all bring their unique energies and spirits together for times of reading, singing, talking, and playing.” (Roach, “What Makes a Good Storytime?”, 2016) Also, it not only helps with developing early literacy skills, it also “encourages children to make connections between the stories and the world around them” and also develops relationships with the parents and the librarian. (Roach, “What Makes a Good Storytime?”, 2016) Knowing colors and animals is the starting point; children that age will learn a lot more of what the world has to offer.

References

<http://coloringhome.com/brown-bear-brown-bear-what-do-you-see-coloring-pages>, 2019.

Gaston County Library, <http://gastonlibrary.org/about-us/library-profile/>, 2019.

Martin, Bill Jr., *Brown Bear, Brown Bear, What Do You See?* New York City: Henry Holt & Company, 1967.

<https://www.pre-kpages.com/activities-for-brown-bear-brown-bear-what-do-you-see/>, 2019.

Roach, J. *What Makes a Good Storytime?*, Boston: The Horn Book Inc., 2016.

<https://storytimekatie.com/songs-rhymes/openingclosing-songs/>, 2019.

“Three Early Literacy Tips for Parents: Encourage a Love of Reading in your Children.”

<https://www.brighthubeducation.com/parenting-preschoolers/43236-three-easy-tips-for-early-literacy/>. 2019

U.S. Department of Health and Human Resources, www.cdc.gov/ActEarly, 2019.