Family Tutoring

Families Learning to Read and Write Together

NWT Literacy Council

Acknowledgements

Family Tutoring is a family literacy program that helps parents and tutors work with school-aged children to develop and improve their reading and writing skills.

We gratefully acknowledge the financial assistance for this project from the National Literacy Secretariat and the GNWT Department of Education, Culture and Employment.

Northwest Territories Education, Culture and Employment

Human Resources and Skills Development Canada
Ressources humaines et Développement des compétences Canada

National Literacy Secretariat
Secrétariat national à l'alphabétisation

Please copy any materials from this manual for educational purposes.

Contact the NWT Literacy Council to get copies of the Family Tutoring Program. You can also download it from our website.

NWT Literacy Council

Box 761, Yellowknife, NT X1A 2N6

Phone toll free: 1-866-599-6758

Phone Yellowknife: (867) 873-9262

Fax: (867) 873-2176

Email: nwtliteracy@nwtliteracy.ca

Website: www.nwt.literacy.ca

About the NWT Literacy Council

The NWT Literacy Council is a not-for-profit organization that promotes and supports literacy development in all the official languages of the Northwest Territories.

The NWT Literacy Council:

- Works with communities to help develop local literacy projects.
- Provides literacy resources to people.
- Develops literacy teaching and learning materials.
- Promotes the use of all official languages.
- Researches literacy issues.
- Encourages reading and writing in all official languages.

About Literacy in the NWT

Literacy affects everyone. It is a community issue. When we hear the word 'literacy' we may think about how well people read and write. Literacy is much more than that. Literacy is about how people get, use, and share information. Literacy is also connected to many other social issues facing northern communities.

Good literacy skills can help you:

- Be healthy and safe.
- Help your children with their homework.
- Get and keep a job.
- Participate in your community.

We know that many people in the NWT don't read and write English very well. And many people read and write English as a second language.

Recently the NWT took part in a literacy survey called the International Adult Literacy and Lifeskills Survey or IALLS. This large international study tells us how well adults understand and use printed information in daily activities at home, at work and in their community. The first study was conducted in 1994, but the three northern territories did not take part in that survey. They **did**, however, take part in this recent survey, conducted in 2003.

Do you know?

- About 42.5% of adult ages 16 - 65 in the NWT do not have the literacy skills they need for daily living.
- About 69% of Aboriginal adults ages 16 – 65 have serious literacy challenges.[1]

These people might not understand a land claims or impact benefits agreement, medical information, or an environmental assessment report. They may have trouble helping their child with homework, reading the newspaper or filling out a housing application.

The NWT Literacy Council has developed an information pamphlet about IALLS. You can download the pamphlet from http://www.nwt.literacy.ca/resource/ialss/cover.htm.

[1] Source: Learning Policy Directorate, HRSDC

Table of Contents

Introduction

- What is the Family Tutoring program…… page 7
- Why do we need a Family Tutoring program…….. page 9
- Why is reading important and how do we learn to read?..... page 12
- Who should participate in the Family Tutoring program?..... page 18
- How does the Family Tutoring program work?..... page 19
- How to use the Family Tutoring manual?..... page 21
- What materials do you need for a Family Tutoring program?..... page 23

Planning a Program

- How to run a Family Tutoring program?..... page 25
- How to plan for a Family Tutoring program?..... page 49

Facilitating Tips

- What does a facilitator do?..... page 65
- What is the learner-centred approach?..... page.68
- How to create a healthy learning environment?..... page 70
- How to deal with difficult situations?..... page 73

Welcoming Session …… page 77

Session One: Getting Started …… page 113

Session Two: Improving Reading Fluency …… page 159

Session Three: Language Experience ..... page 199

Session Four: Language Experience ..... page 249

Session Five: Using Pictures to Teach..... page 293

Session Six: Readers Theatre .... page 331

Session Seven: Reading Comprehension ..... page 389

Session Eight: Writing Skills ..... page 439

Closing Session ..... page 493

More Fun Activities ..... page 509

Readers Theatre Scripts ..... page 579

Resources and Websites ..... page 659

What is the Family Tutoring program?

Family Tutoring is a family literacy program that supports school-aged children to develop reading and writing skills. The program works with parents, teacher's assistants, and tutors to strengthen the English literacy skills of the whole family.

Program participants learn reading and writing strategies to support their learner's reading and writing development. Family Tutoring works with adults who tutor children at the emerging and early reader stages. Usually these children are in grades 1 to 4. The reading strategies can be adapted for older children and youth who struggle with reading and writing.

What are the goals of Family Tutoring?

- To provide parents, tutors, and volunteer readers with new skills and strategies they can use, to help their children or learners with reading and writing.
- To develop a positive attitude towards lifelong learning.
- To help parents become actively involved in their children's learning.
- To provide reading and writing support to school-aged children.
- To work with the whole family to strengthen literacy skills.

What are the values of Family Tutoring?

- Every parent wants to support their children in school.
- Parents are their children's first and most important teachers.
- Families must be involved - schools alone can not support children's literacy development.
- Families need support to help their children.
- Children learn differently and may need the support of their family or other community members to be successful with reading and writing.
- Tutors and volunteer readers need guidance to support the learners they work with.

What are the objectives of Family Tutoring?

- To develop a program that works to address the literacy needs of school-age children and their families.
- To develop a program that is suited to the cultures of the NWT.
- To develop a resource manual that supports schools and family literacy workers in the NWT.

Why do we need the Family Tutoring program?

Why develop a program for school-aged children?

The NWT Literacy Council has developed a variety of tools and resources that address early literacy skills and family literacy. We have worked mainly with families and children between the ages of 0-6 years.

NWT communities have told us they need a literacy program for school-aged children and their parents. Many children struggle with their reading and writing in English – these are fundamental skills that children need in order to be successful in school. As a result we decided to develop the Family Tutoring program.

Why family literacy?

Parents are their children's first and most important teachers. They have a great deal of influence on their child's attitudes towards literacy and learning. Children have a better chance of success in school and in their adult life if someone reads to them at home and they learn to use reading and writing materials.

The direct link between literacy and well-being is evident when families work together to improve their reading and writing skills. Parents and children spend more time together and create bonds when they share stories and books.

What is family literacy?

Family literacy is the way parents, children, and other family members learn together at home and in the community. Some examples of family literacy are:

- Reading bedtime stories together.
- Grocery shopping.
- Baking or cooking together.
- Telling family stories.
- Playing board games.

These activities allow parents to support their children's learning and help children develop literacy and language skills. Sometimes families need support to help their children with literacy and language development. Family literacy programs support families to build a literacy-rich environment at home.

Family literacy encourages and models reading and learning as a valuable and positive activity. We believe that family literacy can help support parents in their role as their children's first and most important teacher.

Family literacy programs can:

- Be done in any language.
- Promote languages, cultures, and traditions.
- Be developed and delivered by local people.
- Be lots of fun for the whole family.

Family literacy programs will:

- Model literacy and language skills for parents.
- Increase the literacy skills of both parents and children.
- Help parents be more comfortable with reading and doing literacy related activities with their children.
- Promote and support literacy and life-long learning.
- Promote reading as fun and enjoyable.

Successful family literacy programs:

- Respect and understand the diversity of families they serve.
- Build on literacy skills in families.
- Do not try to 'correct' or 'fix' the family.
- Are held in accessible locations.
- Create a supportive environment. For example, provide transportation, childcare, and refreshments.
- Work with parents and children together or separately.
- Bring parents together to share experiences and learn from one another.
- Give parents ideas and materials for literacy activities in the home.
- Combine strengths when many organizations in the community work together.

Why is reading important and how do we learn to read?

Reading is a fundamental skill that children need to be successful in school and work. In kindergarten, grade 1 and 2 children learn to read. In grade 3 they read to learn.

We read to take in information around us. We do this everyday by reading the newspaper, books, signs around town, labels, pamphlets, application forms, contracts etc.

How do children learn to read?

For many years there has been much debate over how to teach reading. All major English-speaking nations implemented whole language and the results have not been good. Literacy levels remain the same and or have decreased in some countries.[2] Whole language assumes that children learn to read just like they learn to talk – naturally. Learning to read is very different from learning to talk.

We learn to talk by hearing the language and using it. We can't learn to read by solely being read to. To learn to read we must learn the mechanics of language. We must learn the relationship between the alphabet and speech sounds and take a balanced approach to literacy development.

[2] Adapted from http://www.sedl.org/reading/topics/balanced.html

What is the balanced reading approach?

We now have the 'balanced reading approach' that includes whole language and phonemic awareness. This is a very new approach and the Family Tutoring program applies it. The 'balanced reading approach' uses a variety of reading approaches to recognize that students need to use multiple strategies to become skilled readers.

What is its purpose?

The 'balanced reading approach' provides and cultivates the skills of reading, writing, thinking, speaking, and listening for all students.

A balanced literacy program includes:

- Modeled reading or reading aloud, and modeled writing
- Shared reading and shared writing
- Guided reading and guided writing
- Independent reading and independent writing [3]

Good reading programs apply strategies that cover five components of reading.

- **Phonemic Awareness** – The ability to hear, identify, and play with individual sounds or phonemes in spoken words.
- **Phonics** – The ability to understand the a relationship between the letters of written language and the sounds of spoken language.
- **Fluency** – The capacity to read text accurately and quickly.

[3] © 2004 Saskatoon Public School Division, Inc. All rights reserved.
http://olc.spsd.sk.ca/DE/PD/instr/strats/balancedliteracy/index.html

- **Vocabulary** – The knowledge of words students must have to communicate effectively.
- **Comprehension** – The ability to understand and gain meaning from what we read.

Learning to read

As a basic foundation for learning to read, children need strong speaking and listening skills. Adults need to encourage children to talk, ask questions, and use dramatic play. This helps their vocabulary to increase, it allows them to hear and practice building sentences, and it gives them more knowledge to understand spoken and written language.[4]

Reading is a skill like playing the piano. We need lots of practice and repetition to learn a skill. Parents and tutors need to encourage children to practice - at least 20 minutes each day to start. When children get older they should read and do homework for at least one hour each day.

Why do some children struggle with reading?

There are many reasons why some children struggle with learning to read.

- He may be working at a level that is too difficult. He may become frustrated and feel like a failure. As with any skill you need to start where the learner is at.

[4] http://www.familyeducation.com/article/0,1120,63-25465,00.html

- She may have no interest in the reading material that she has to read. The answer to this problem is simple – find material that she likes; let her choose her own books to read.
- He may learn differently and needs some alternative techniques for learning how to read.
- She may have a learning disability that is hindering her from learning to read. If you have tried various teaching methods and have been consistent and she still does not progress, you should talk to a teacher or principal to get some help.

How does a child learn to read fluently?

Reading fluently refers to how smoothly people read. We need to know and understand several things before we read fluently.

Fluent readers know:

- Speech consists of individual sounds, joined into syllables, words, and sentences.
- The sounds each letter makes.
- How to identify sight words, some of which have unpredictable spelling.
- How to use context to help identify words.
- Reading goes from left to right, and down to the next line.
- How to re-read something and figure out the proper words when something doesn't make sense.
- How to respond to punctuation when they read.

Readers need to be able to instantly identify basic vocabulary to read fluently and to understand the story. Learners need to monitor their reading. If a passage does not make sense, a good reader stops and asks herself what is wrong. Is it a problem with a word? Is it an incorrect phrase or sentence?

Once children become fluent readers they begin to love stories and reading independently. [5]

Some comments about reading

- Good readers always try to match what they read with their own experiences.
- Different people have different learning styles and different life experiences, so people react in different ways to reading material.
- Nobody reads everything well or enjoys every kind of reading material. All readers have dislikes and likes. Read what you enjoy.
- Try to create visual images as you read.
- Good readers are active. They think about, question, discuss, challenge, and criticize what they read.
- Attitude to reading is as important as reading skills.
- Try to hear the voice of the author and the characters when you read.
- Meanings are in the readers' head, not in the words on the page.[6]
- "Tis the good reader that makes the good book." – Ralph Waldo Emerson

[5] Adapted from **Tutoring for Mastery** – Bob Parvin http://www.sfo.com/~parvin/part1.html
[6] Adapted from **Reading for Life,** Harcourt Brace Jovanovich, Canada

- "Reading furnishes our mind only with knowledge; it is thinking that makes what we read ours." – John Locke
- "Reading is to the mind what exercise is to the body." – Sir Richard Steele

Who should participate in the Family Tutoring Program?

The Family Tutoring program is for:

- **Parents** who want to support their school-aged children's reading and writing in English.
- **Children** who struggle with English reading and writing.
- **Organizations** that want to deliver programs that help develop literacy skills for children and families.
- **Literacy workers** that work with families and or children in their home or at school.
- **Volunteer tutors** that work with children and adults to help them develop their reading and writing.
- **Schools** that want to support family literacy.

The manual is set up for adult tutors, except Session 6. For that session, tutors and learners both come to the session and work together.

Facilitators can easily adapt the program to work with both tutors and learners. For example, you can skip the group discussion activity and move onto activities related to reading strategies. Or offer learners their own activities while tutors participate in the group discussion. Tutors and learners can easily work together on the reading strategies and craft activities.

How does the Family Tutoring program work?

You can use the **Family Tutoring** program in a variety of ways. The manual describes a program with ten sessions – a welcoming session, eight learning sessions, and a closing session. Each session has the same basic agenda and offers a variety of different activities.

We encourage community members to read the manual and use the sessions and activities that meet their needs. Facilitators choose the sessions and activities they want to use. The manual is a guide to help plan a program that suits the participants and the time available.

Family Tutoring program can work many different ways:

- **Literacy workers or other facilitators** can organize evening sessions and offer an eight to ten week program for parents and children.
- **Literacy workers or other facilitators** can offer a one or two-day workshop for parents, teacher's assistants, volunteer readers, and other interested people.
- **Teacher's Assistants** can use the ideas and strategies with their students at school.
- **Daycare workers** can use some of these ideas with parents in their program.
- **Volunteer readers** in the school and daycare can learn and use the reading and writing strategies.

- **Family visitors** can use the program with the parents they work with. Or they can use the program with the school-aged children in their program.
- **Homework clubs** can use the program to support the literacy development of the learners that attend their program.
- **Literacy workers or other facilitators** can use this program as a home literacy support program for families with literacy needs.
- **Volunteer tutors** can use this resource for ideas and strategies to help their learners with reading and writing strategies.

The manual describes how to carry out all the activities for each session. Facilitators can plan their own program or follow the manual. They need to decide what sessions and activities fit into the schedule. You and your participants may need more time for certain topics. You may decide to skip some activities or sessions, or you may decide to do them all. We encourage facilitators to respond to the needs of the participants, as they arise. We also encourage facilitators to spend time and energy planning the Family Tutoring program – a good plan helps the program succeed for everyone.

How to use the Family Tutoring manual

The Family Tutoring manual gives complete information to carry out the program. The manual offers the facilitators a checklist to plan a program, facilitating tips, and detailed directions for the ten sessions that make up the complete program. The ten sessions include a Welcoming Session, eight learning sessions, and a Closing Session.

Information for each session is organized the same way in the manual and follows the session from start to finish. Each session includes an agenda, background information, and activities with facilitator notes and handouts for participants. Look for these symbols.

Background information gives detailed information about the reading strategy in the section.

Facilitator notes give detailed information on how to do the activity.

Handouts are pages you need to copy for participants to use during the session.

Each session has the same agenda:

- Welcome
- Review
- Warm-up Activity
- Group Discussion
- Reading Strategy
- Craft Activity
- Closing

The Welcoming and Closing sessions are a bit different. The Welcoming session provides participants with detailed information about the program and gives them a chance to talk about what is important to them. The Closing Session celebrates participants' learning.

Please note:

The Family Tutoring manual is for a varied audience. We use the term tutor to describe someone who works with a child. The tutor may be a parent, teacher's assistant, or volunteer reader. We use the term learner to describe the child the tutor supports. The learner may be your own child, a student, or a child you help with reading and writing. We use he and she throughout the manual to refer to the learner.

What materials do you need for a Family Tutoring?

Facilitators need the following resources to run a successful Family Tutoring program. Each session lists materials for that session.

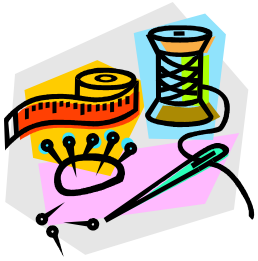
Book Kit

Develop a book kit with a variety of reading material. Participants use the book kit for the many activities in the program. They may want to borrow books to use with their learner at home or at school. The Resources and Website section of this manual has a detailed list of books you may want to include in your book kit.

Free Books

Give free books to participants each week. They use these books with their learners. Have a variety of books and a range of reading levels. Refer to the list of books in the Resources and Website section. Try to find out the ages of the participants' children ahead of time, so you can get appropriate books.

Crafts



You will need lots of craft materials for the program. Each week participants learn a new craft. The craft is related to the reading strategy of the session.

You need:

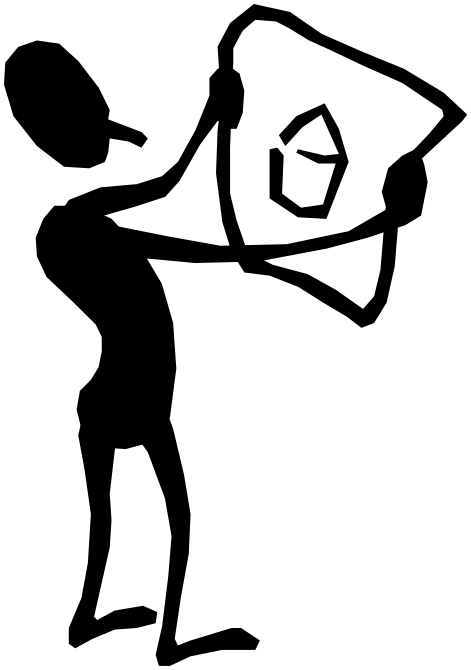
- Material
- Scissors
- Different coloured paper
- Cardboard and cardstock, such as cereal boxes
- Glue sticks and glue guns
- Binders
- Exercise books
- String, ribbon
- Markers, crayons
- Paint
- Hole punch
- Glitter, sparkles
- Packing tape etc.

Planning a Program

The planning section is broken into two different sections:

- How to run a Family Tutoring program?
- How to plan for a Family Tutoring program?

Use both sections when you plan a Family Tutoring program.



How to run a Family Tutoring program?

This section has information about how to run a family tutoring program.

- Format for program
- Format for each session
- Sample lesson plans
- Record keeping
- Evaluation

Format for program

This is a suggested format for the program. Take these elements and make them into a program that works for you and your participants. Try to include northern books, legends and stories and make it YOUR program. Most of all remember that is it fun!

You can run the program in different ways. You can:

- Hold weekly sessions for 6-10 weeks.
- Hold a one-day workshop.
- Hold half day workshops for several days.

You can use the program with parents, teacher's assistants, volunteer tutors, readers and teachers. Or you can run the program with both parents and children. Modify the program depending on who your participants are.

Format for each session

The number of sessions and topics covered in your Family Tutoring program depends on the needs of the participants in the program. There are 10 sessions in the manual and each session leads to the next session. Pick and choose what activities you would like to do in each session. Each session has the same basic agenda so participants know what to expect. Change the session depending on the needs of your participants.

Each session has:

Welcome
Review
Warm-up Activity
Group Discussion
Reading Strategy
Craft Activity
Closing

The following sample workshop plans can be found on the CD-Rom as well. Feel free to use them and adapt them to meet the needs of your program. It is important to have workshop plans for each session.

Sample session lesson plans:

- Sample two-hour session lesson plan
- Blank two-hour session lesson plan
- Sample one-day lesson plan
- Blank one-day workshop lesson plan
- Sample general program outline for ten sessions
- General program outline for ten sessions

Important

There are more activities in each session that you can do. Choose the activities you would like to do for each session. The interests of the parents and the amount of time you have for your program will determine the number of topics and activities you can do.

Sample two-hour workshop **Session # _____**

1. Welcome and Introductions	
Review Review agenda Group agreements Expectations(first day)	Review agenda and agreements. Take attendance and make sure everyone is comfortable. Any questions?
Warm-up activity	Reading Bingo

2. Main Part
Group discussion - Learning Styles – What do we mean by the term learning styles? Give out handouts and have everyone determine their own learning style and their child's or learner's. How does this relate to learning to read and write? **Reading strategy - Language Experience** – Give handouts on language experience and have participants practice with one another. **Craft activity - Language Games** – Participants make several language games from their language experience (bingo, memory, cue cards).

3. Closing	
Closing activity	As a group brainstorm things people learned today and how they will use them at home.
Evaluation	.Give out evaluation form to complete.
Review of next week	We will be continuing with Language Experience next week. We will cover sight words, word families and cloze exercises.

Blank two-hour workshop form **Session # ___**

1. Welcome and Introductions	
Review Review agenda Group agreements Expectations(first day)	
Warm-up activity	
2. Main Part	
Group discussion **Reading strategy** **Craft activity**	
3. Summary	
Closing activity	
Evaluation	
Review of next week	

Sample one-day workshop

Activity	Time
Introduction	
Welcome –Ask participants to introduce themselves.	5
Warm-up activity – Introduction Bingo	15
Review the agenda – Go over agenda, ask for any additions or input.	5
Expectations – Ask participants what their expectations are for the day and go over the program's goals and objectives.	10
Group agreements - Brainstorm agreements for the groups.	5
Main Part	
Group discussion – Why is reading and writing important? How do learning styles affect our reading?	45
Reading strategies – Reading tips, language experience, spelling tips	60
Break	15
Warm-up activity – Name Scrabble	30
Reading strategies – Readers' Theatre - Participants learn some scripts and practice with one another and perform.	60
Break	15
Craft activity – Participants make different kinds of books and games to use at home or school.	60
Closing	
Closing activity – Read the children's book that they can take home.	10 5

Summary – Ask participants to tell the group how they will use this information with their learners or children **Evaluation** - Ask participant to fill out the evaluation form. **Door prize** - Give away the door prize.	10
Total Time	6 hours

Blank one-day workshop form

Activity	Time
Introduction	
Welcome	5
Warm- up activity	15
Review the agenda	5
Check in: Expectations	10
Group agreements	5
Main Part	
Group discussion	45
Reading strategies	60
Break	15
Warm-up activity	30
Reading strategies	60
Craft activity	60
Closing	
Closing activity	10
Summary or program	5
Evaluation of the session	10
Door prize	
Total Time	6 hours

Sample program outline

Session	Topics	Ideas
Welcoming Session	• Overview of program • Participant's concerns and ideas	• Warm up activities (get to know one another) • Easy, comfortable atmosphere
Session 1 **Getting Started**	• Reading tips • Shared reading • Make simple books	• Role playing • How do children learn to read and write
Session 2 **Reading Fluently**	• Reading fluency (model, repeat, shared, paired etc) • Cloth books	• Learning styles • Role playing
Session 3 **Language Experience**	• Language experience (guidelines, word cards, sequencing) • Language games • Flashcards	• Self-esteem and learning • Role-playing and role-modeling
Session 4 **More Language Experience**	• Language experience (word families, cloze exercizes, sight words) • Pictionary/dictionary	• Working with the school • Talking to the teacher • Role-playing

Session 5 **Using Pictures to Teach Reading**	• Using pictures to learn • Phonemic awareness • Playing with words • Photo story	• Homework • Role-modeling • Using pictures to make stories • Puppet making
Session 6 **Readers Theatre**	• Readers Theatre • Writing scripts • Puppet making	• Having fun with learning • Performing a Readers Theatre
Session 7 **Comprehension Strategies**	• Reading comprehension • KWL, questioning, imagination, building vocabulary	• Ages and stages • Understanding what we read
Session 8 **Writing Skills**	• Writing skills • Spelling • Pre-writing	• Journal writing • Pictionary • Writing fun
Closing Session	• Group celebration • Certificates to participants	• Invite families • Have a feast

Family Tutoring – General Program Outline

Session	Topics	Ideas
Welcome		
Session 1		
Session 2		
Session 3		
Session 4		
Session 5		

Session 6
Session 7
Session 8
Closing

Record Keeping

Records help facilitators keep track of the program's progress and gather information facilitators need for funders. It is important to maintain accurate program information for your funders. Use the sample forms on the next pages to set up a system to keep records.

1. Registration Form

Ask participants to fill out a registration form when they sign up for the program. This form gives you information about the things they want to learn and if they need help getting to the program or with childcare. Ask participants if they need help with the form. Some participants may have low literacy skills.

2. Attendance record form

Fill out the attendance record form each week. This gives you accurate information about your program.

3. Program statistics form

Fill this form out at the end of your program and give it to the sponsors or funders along with your report.

Family Tutoring: Registration Form

Name: _____ Phone number: _____

Address: _____

Child's Name: _____ Birth Date: _____ Sex: __
Child's Name: _____ Birth Date: _____ Sex:__
Child's Name: _____ Birth Date: _____ Sex: __

What kinds of things would you like to learn in this program?

Do you need childcare or transportation?

Transportation ❑ Child Care ❑ How many children? ___

We will call you the day before each meeting so we know how many people to expect.

What time would you us to call you: _____

If you do not want us to call you, please check here: ❑

Family Tutoring - Attendance Record

Program Location: _____

Program Dates: _____

Participant's name	Phone Number	1	2	3	4	5	6	7	8	9	10
Number of participants											
Number of children											

Family Tutoring - Program Statistics

Location:_____

Sponsor: _____

Dates: _____

Number of Sessions: _____

Total Number of Participants: _____

- Total Number of Adults: _____
- Total Number of Children: _____
- Total Number of Families: _____

Age Range of Children: _____

Age Range of Parents: _____

Number of participants that completed the program: _____

Reasons for dropping out:

_____

_____

_____

_____

_____

Evaluation

Evaluating the program is very important. Use the evaluations to find out how the program is going and what you can do to improve it. You also need to provide funders with an evaluation. The evaluation can include such things as:

- Overview of the program
- # of participants
- Successes
- Challenges
- Special events
- Summary of evaluations to date
- Changes for the next part of the program
- Recommendations

Here are some sample evaluation forms:

- Session Evaluation
- Midpoint Evaluation
- Participant's Program Evaluation
- Facilitator Program Evaluation

Family Tutoring - Session Evaluation

Session # ___ Topic: _____

1. **What did you think of the topic we talked about in this session?**

Excellent	Pretty Good	Needs a little work	Not so hot	Should be canned

2. **What did you like most about the session?**

3. **What did you like least about the session?**

4. **What could we do to improve this session for next time?**

5. **Other comments**

Family Tutoring - Midpoint Evaluation

Please tell us what you think about the Family Tutoring program so far. Circle the number that shows how you feel about different aspects of the sessions.

5= very good 1= not very good.

	High				Low	
Purpose of each session is clear.	**5**	**4**	**3**	**2**	**1**	Purpose is not clear.
Sessions are well organized.	**5**	**4**	**3**	**2**	**1**	Sessions are poorly organized.
Leaders are well prepared.	**5**	**4**	**3**	**2**	**1**	Leaders are poorly prepared.
I like the content.	**5**	**4**	**3**	**2**	**1**	I don't like the content.
The material is helpful.	**5**	**4**	**3**	**2**	**1**	The material is not helpful.
I enjoy the activities.	**5**	**4**	**3**	**2**	**1**	The activities are boring.
We have enough time to talk.	**5**	**4**	**3**	**2**	**1**	We don't have enough time to talk.
Sessions are relevant to my family.	**5**	**4**	**3**	**2**	**1**	Sessions aren't relevant to my family.
The sessions give me what I want.	**5**	**4**	**3**	**2**	**1**	Sessions don't give me what I want.

Midpoint Evaluation – page 2

1. What do you like best? Why?

2. What do you like the least? Why?

3. What 3 things would you change if you could?

Other comments

Participant - Program Evaluation

Now that the Family Tutoring program is over, please tell us how it went for you.

Overall, what did you think of the Family Tutoring program?
(Please circle one)

Excellent	**Pretty Good**	**Needs a little work**	**Not so hot**	**Should be canned**

The topics we talked about were:

Excellent	**Pretty Good**	**Needs a little work**	**Not so hot**	**Should be canned**

Have you used this program with your learner? Yes ____ No____

If yes, how?

If no, what would make the program more useful?

Do you have any other comments about the program? Please use the back of the sheet.

Facilitator – Program Evaluation

Program Location: _____

Program Dates: _____

Facilitator's Names: _____

_____

Please fill out this form to give the NWT Literacy Council valuable feedback about the Family Tutoring program. Please return this form, the participants' feedback and the Program Statistics form to the Council. You can email the form to nwtliteracy@nwtliteracy.ca or fax it to (867) 873-2176.

1. What was your most successful session? Why?

   _____
   _____
   _____
   _____

2. What was your least successful session? Why?

   _____
   _____
   _____
   _____

3. Do you think that people who participated in the program use the material at home or at work? If yes, what reading strategy is most useful? If no, what would make the program more useful?

   _____
   _____
   _____
   _____

4. Tell us about what you would like to change next time.

_____

_____

_____

_____

5. What is your overall opinion of the Family Tutoring program manual?

- ❑ Very useful
- ❑ Useful
- ❑ Moderately useful
- ❑ Not useful

6. How would you rate the manual (1 = poor & 5 = excellent) for the following:

• Explanation of the program	1 2 3 4 5
• Steps for setting up a program	1 2 3 4 5
• Forms	1 2 3 4 5
• Sessions	1 2 3 4 5
• Reading Strategies	1 2 3 4 5
• Layout	1 2 3 4 5
• Writing Style	1 2 3 4 5

7. What 3 things did you like best about the Family Tutoring manual?

_____

_____

_____

_____

8. What would you like to see in the manual that isn't there now?

_____

_____

_____

How to plan for a Family Literacy program?

Consider these factors when you start to plan a Family Tutoring program:

- Working with the school
- Building community partners
- Finding a location
- Setting up a budget
- Finding sponsors
- Advertising
- Barriers to participation

Working with the school

It is important to work closely with the school. Schools have resources and people to help plan and run the program. For example, you may want to co-facilitate the program with a teacher. Running a Family Tutoring program with a teacher at the school may be a great way to bridge any gaps between school and community needs. It is important that participants feel comfortable with the school, teachers and principal in their community. It is in the best interests of schools, parents, tutors, families and children to all work together to improve the literacy skills of community members.

Building community partners

For your program to be successful it is important to build community partners with people and organizations that recognize the need for and share your interest in family literacy. Community partners can support your program by being on an advisory committee, providing money, staffing, or space to run the program.

Some possible partners are:

- Early childhood program like the Aboriginal Head Start program
- Community health representative
- Income support workers
- Early intervention programs
- Pre-natal nutrition program
- Child care centre
- Play groups
- District education councils
- Local library/library services
- Schools
- Family resource centres
- Teacher and/or principal
- Adult educator
- Elders
- Band, hamlet, or town council
- Friendship centre
- Women's groups
- Youth groups
- Child development centres

Finding a location

Part of the program's success is where it's located. Find a place that is comfortable for everyone. Consider the following things:

- Friendly and inviting atmosphere
- Accessible –strollers, disabilities
- Close to the participants
- A place to prepare and serve snacks
- A space for daycare
- Enough room for everyone
- In a central location

Setting up a budget

Here are a few things to consider when you set up a budget:

- **Staff Salaries** – Is there staff in an existing position or are they being hired specifically for the Family Tutoring Program? How much will you pay the staff?
- **Cost of space** – Is the space donated or do you have to pay to use it?
- **Advertising** – How do you to advertise the program? Will you have to pay for radio ads, posters, etc?
- **Transportation** – Do participants need rides to the program?
- **Materials** – What material will you need for the program (books, craft supplies, photocopying etc)?
- **Snacks** – How much money do you need for snacks? Will a local store donate food?
- **Childcare** – Do you need to provide childcare for families? How much will it cost for childcare workers?
- **Administration** – Will the band or another local organization help with the administrative costs?

Finding Sponsors

You will need to find some money to run this program. You can approach local businesses to help with different costs like snacks, transportation, crafts and space. However, you will need money to cover costs like childcare, book kit and free books for participants.

Some places you can approach for funding are:

- GNWT – Education, Culture and Employment

- GNWT – Health and Social Services
- District Education Authority
- Band or Hamlet
- NWT Literacy Council

Contact the NWT Literacy Council for more information about funding sources. We also provide support, workshops and training in proposal writing.

Sample Blank Budget

Program location: _____Program dates: _____

Space	Total	In Kind	Request
Cost of the space $ ___/wk X # ___weeks The location of your program should be free or available for a small donation			
Program Facilitators			
2 facilitators X ___hrs/week X ___ wks @ $___/hr			
Supplies			
Snacks - coffee juice, snacks, cups, etc. $_____ per week X ___ weeks			
Client Transportation – taxis $ _____ / week x _____weeks *Depending if participants need transportation.			
Childcare for children of participants			
Photocopying ($____/wk X ____ wks)			
Materials Books, resources and craft supplies			
Sub-total			
Administration			
10-15% of program costs. This covers office costs such as rent, telephone, accounting and pay roll, telephone, etc.			
Total			

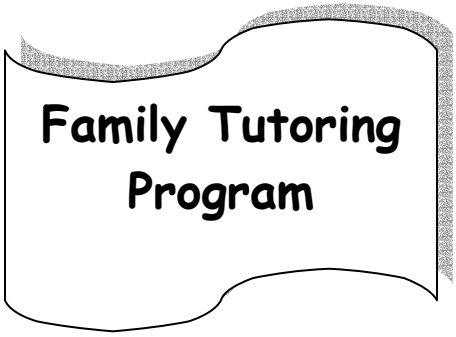
Sample Budget for 6 Week Program

Program location: _____Program dates: _____

Space	Total	In Kind	Request
$50 for 6 nights	$300	$300 School	
Program Facilitators			
2 facilitators @ $25 each for 5 hours for 6 weeks (prep time included)	$1500		$1500
Supplies			
Snacks: $ 60 per week for 6 weeks	$360	$100 Northern	$260
Client Transportation: $ 100 per week for 6 weeks	$600		$600
Childcare: 2 workers @ $12 each for 6 weeks	$300		$300
O & M: Photocopying $20 per week for 6 weeks	$120	$120 Band office	
Materials: Books, resources and craft supplies - $200 donated	$1000	$200 NWTLC	$800
Sub-total	$4180	$720	$3460
Administration			
10% of cost	418	$418 Band	
Total	$4598	$1138	$3460

Advertising

Once you have sponsors and space for the program, you need to advertise the program. Here are some ways to advertise:



- Signs
- Pamphlets
- Radio ads
- Public service announcements
- Personal invitations
- TV/cable ads

Advertise the program through the school. Ask the principal to promote the program with parents, volunteer readers, tutors and teacher's assistants. Approach other organizations that work with families in town. Distribute signs and pamphlets throughout your community to places that people go in the community.

Sample advertising forms

1 Information sheet for agencies and organizations

Use the information sheet to tell community groups about the program. The information sheet gives detailed information about the program and the benefits to families and communities. Ask community agencies to tell their clients about the Family Tutoring program. Give the information sheet o the groups listed in the "Building Community Partners" section.

2 Information sheet for participants

Use the information sheet to tell potential participants about the program. Give it to parents, volunteer readers, tutors and interested community members. Also, give some to community agencies to share with their clients.

3 Invitations to the program

Sometimes, the best way to find participants is to use personal invitations. Invitations are an effective way to recruit parents, volunteer readers and other interested community members to the program. Give the invitations out through the school, grocery store or band office.

4 Posters

Family Tutoring Program

Posters are another way to recruit participants to the program. Put the posters where people often go such as the grocery store or post office. Show pictures of people in the community and make the poster inviting.

5 Sign-up sheet for participants

Post a sign-up sheet with the poster.

Home Visits

Some participants may be reluctant to come to the program because they feel scared or ashamed. They may have had bad experiences in school or they may have low literacy skills.

Use home visits to develop trust with a parent or tutor and encourage them to come to the program. Take the time to visit participants before they come to the program so they know what to expect. Call them a day before the program to remind them of the time and place.

Family Tutoring
Information Sheet for Agencies

What is the Family Tutoring program?

The Family Tutoring program is a family literacy program that supports school-aged children to develop reading and writing skills. The program works with parents, tutors and family members to strengthen English literacy skills. Participants learn reading and writing strategies they can use at home or school, to support the literacy development of their child or learner.

Who is the program for?

The Family Tutoring program is for:

- **Parents** who want to support their school-aged children's reading and writing in English.
- **Children** who that struggle with English reading and writing.
- **Organizations** that want to deliver programs that address the literacy needs of children and families.
- **Literacy workers** who work with families and/or children in their home or at school.

Goals:

- To provide parents, tutors and literacy workers with new skills and strategies to help children in the community improve their reading and writing skills.
- To develop a positive attitude towards life-long learning.
- To help parents become actively involved in their children's learning.
- To provide reading and writing support to school-age children.

Family Tutoring Program

Information Sheet
for Parents, Tutors, Volunteer Readers

What is the Family Tutoring Program?

- The Family Tutoring program will help you support your child's reading and writing.

What will you learn?

- You will learn ways to support your child with reading and writing. Each week you will learn a reading strategy and do a craft activity. You will also have an opportunity to share your ideas and discuss concerns you have.

Who is the program for?

- The program is for parents of children in grades 1 – 4 or for parents whose children are struggling with reading and writing in English. The program is also for volunteer readers and tutors.

How long is the program?

- The program runs between 6 – 10 weeks for 2 hours each week.

Sign Up Today!

Date: _____
Time: _____
Place: _____

Call _____ for more information.

Invitations

Family Tutoring Program

Learn how to help your child with reading and writing.

When: _____
Where: _____
Time:_____

You will learn reading strategies, craft activities and fun literacy games.

For more information call _____.

Family Tutoring Program

Learn how to help your child with reading and writing.

When: _____
Where: _____
Time:_____

You will learn reading strategies, craft activities and fun literacy games.

For more information call _____.

Family Tutoring Program

Learn how to help your child with reading and writing.

When: _____
Where: _____
Time:_____

You will learn reading strategies, craft activities and fun literacy games.

For more information call _____.

Family Tutoring Program

Learn how to help your child with reading and writing.

When: _____
Where: _____
Time:_____

You will learn reading strategies, craft activities and fun literacy games.

For more information call _____.

Family Tutoring Program

Who is it for? Parents who want to help their children with reading and writing. Tutors and volunteer readers who want to learn reading and writing strategies

What is it? A weekly program where you:

- Learn reading strategies.
- Learn craft activities.
- Share ideas and discuss things that are important to you.
- Learn fun literacy games to do with your child or learner.

Free books each week!

Free Childcare!

Great Snacks!

Family Tutoring
Sign Up Sheet

Name: _____Child's age ____ Phone:_____

Name: _____ Child's age ____ Phone:_____

Name: _____ Child's age ____ Phone:_____

Name: _____ Child's age ____ Phone:_____

Name: _____ Child's age ____ Phone:_____

Name: _____ Child's age ____ Phone:_____

Name: _____ Child's age ____Phone:_____

Name: _____ Child's age ____Phone:_____

Name: _____ Child's age ____Phone:_____

Name: _____ Child's age ____Phone:_____

Name: _____ Child's age ____Phone:_____

Name: _____ Child's age ____Phone:_____

Call _____ for more information.

Barriers to Participation

Different barriers may stop people from coming to the Family Tutoring program. Try to reduce the barriers so that more people can participate.

Some barriers are:

- **Childcare** can be a big problem for many families so think about the timing of your sessions. Are the sessions on the weekend or evening when parents will have their children with them? Will you provide childcare and activities?
- **Transportation** is a challenge for many people, especially when dealing with preschoolers and northern weather. Here are a few suggestions to deal with transportation:
    - Organize program staff to pick up participants.
    - Hire taxis to pick up participants. The program can pay for the taxis or provide vouchers.
    - Use a buddy system so participants with vehicles can pick up another person who lives close by.
- The **time** you hold your workshop can be a barrier for people. Many people have full time jobs and they can't participate in daytime programs. Some people work shift work and may work in the evenings. Here are a few suggestions to deal with timing:
    - Ask people before the program what time will work best.
    - Provide options, such as weekend, evening or lunchtime program
- The **location** of your workshop can also stop people from participating. Some people don't want to go to the school or the church. Find a

location where people are most comfortable such as the community centre or band office. After people feel comfortable with the program, you may decide to have a session at the school. This may help people overcome their fear.

- **Fear** and **shame** are also barriers for people. They may feel ashamed of their low literacy skills or have fear around school topics. People may have had bad experiences in school or attended residential school. You need to be aware that parents or volunteers may be scared about attending the Family Tutoring program. You can encourage them to attend but you need to understand that fear and shame take a long time to heal.

What does a facilitator do?

Facilitators encourage participants to share information and learn from each other. Facilitators need to create a safe, non-threatening environment that allows learning to take place.

Facilitating a group can be very rewarding and very challenging at the same time. To successfully facilitate the Family Tutoring programs it is important to know how a group works.

Points to consider

Be accepting

- Show appreciation for participants' contributions.
- Offer positive feedback and avoid judgmental comments and criticisms.
- Respect the right of each person to participate at his or her comfort level.
- Use a variety of open-ended questions to draw people out.
- Recognize that people participate simply by attending.

Be respectful

- Let participants know that you value their contributions and we all have something to offer.
- Encourage and respect participants' ideas and input.
- Ask the group for their feedback from each session.

Be sensitive

- Most people do not like being put in the spotlight. Ask for volunteers to read aloud rather than asking individuals to read.
- Pair higher level readers with lower level readers.
- Don't talk while participants are writing or working on an activity.

Be active

- Get participants involved in doing things.
- Ask them to try out the different reading strategies with one another. People learn better when they get to 'try' things out.
- Role playing is an excellent way to engage participants.

Speak clearly

- Use everyday language when talking.
- Use concrete examples that participants can relate to in their lives.
- Use stories to get your point across.

Be a participant

- Share your own ideas and personal stories, but do not dominate or monopolize the discussion.
- Use words like "we" and "us" instead of "you."
- Let the group know that you learn from them too.
- Model good listening skills and expect participants to do the same.

Be focused

- Participants come to these workshops to learn practical skills that will help them with their learner's reading and writing.
- Develop group agreements and stick to them. Give everyone an equal chance to participate.

- Review the ideas for handling difficult people or situations. Review agreements every couple of weeks and ask participants if they want to change anything.

Be empowering

- Listen to participants.
- Refer back to things they have said.
- Use their language.
- Give them time to think and respond.

Be aware

- Be aware that participants have some common concerns and ideas, as well has different ones.
- Point out how participants share concerns and ideas.
- Show respect and tolerance for differing opinions and approaches.

What is the learner-centred approach?

The Family Tutoring program is based on a learner-centred approach. Learning depends on how much participants contribute in discussions and learning activities. Participants' learn when they discuss their needs, share their ideas and suggest new approaches

Guidelines for a learner-centred approach

- Self-esteem
- Homework
- How to deal with the school
- Report cards

1. **Involve participants in decision making**
   - Let participants decide how the sessions will run. For example, when the program begins ask participants want things they want to cover in the discussion topics and use their suggestions.
   - Make participants an equal partner in the program.
2. **Create a friendly, safe and non-judgmental atmosphere**
   - Respect and value the participants' thoughts and opinions.
   - Encourage participants to speak about their personal experiences.
   - Make sure the group agrees to confidentiality - What people say in the group stays in the group.
3. **Encourage discussion**
   - Use small group discussions because they are less intimidating, more informal and help people share their experiences.
   - Make time for everyone to speak.
   - Recognize that all participants have knowledge and skills they can share with the group.

- Encourage participants to share their ideas.

> **Tip**
> Ask questions that participants can't answer with a yes or no. Use words like what, how, where, and why.

4. **Create learning activities that help participants to understand the material**
   - Make the learning activities practical and easy to understand.
   - Ask participants to practice the reading strategies and ideas with one another.

5. **Be prepared to change your session plan to suit the needs and interests of participants**
   - Take your direction from the participants. If they seem to be getting off topic it may mean that they have found something they are really interested in. Check to see what direction they want to go.
   - Be aware of the group and watch for signs of boredom or restlessness. People may need an icebreaker, warm-up, energizer, a break or a new topic.

How to create a healthy learning environment?

1. Help participants feel comfortable

- Greet each person as they come in. Let them get to know you by talking about your challenges in life.
- Be informal and relaxed in the sessions. If you are nervous, let them know.

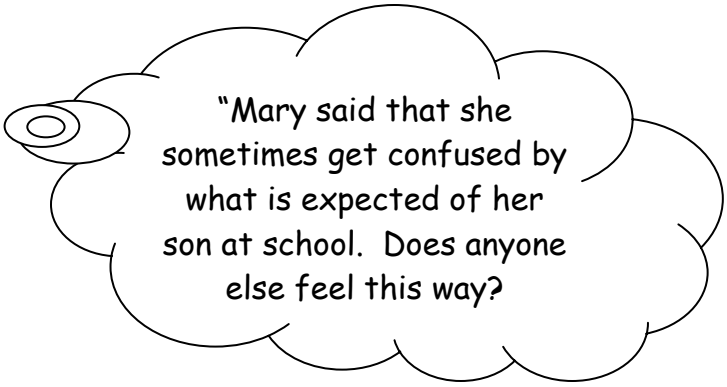
2. Listen to what the participants say

- Take the time to listen to the participants. Don't get so caught up in what you have planned that you forget to listen. Let them know that you have heard them.

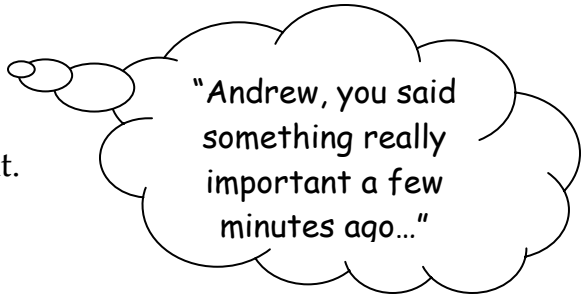
3. Look at participants when you speak to them and when they speak to you

- When you speak to a group, try to look at each person. This helps people feel included and know that their contributions are important.

4. **Repeat what participants say.**
    - Give participants positive re-enforcement by repeating what they say. This helps people feel included and valued.



5. **Acknowledge what a parent says.**
    - Give a lot of positive re-enforcement.



6. **Remember that learning can be fun!**
    - Have fun! Learning can be fun – use humour, cartoons, funny stories, etc.

Helping fathers feel welcome

Most programs struggle to attract fathers to their family literacy programs. Here are some things that may encourage fathers to attend:

- Be yourself and allow the fathers to be themselves.
- Have a male co-facilitator.
- Schedule sessions at a time when fathers are available such as weekends and evenings.
- Recruit more than one father to the group so that they won't feel alone.
- Give personal invitations to fathers.

- Include topics of special interest to fathers.
- Provide a hearty snack.
- Choose icebreakers that fathers will enjoy.

How do deal with difficult situations?

As the facilitator of a family literacy program, there may be times when you feel uncomfortable about something that is happening in the group. For example a participant may say something negative about the teacher or principal. It is important to think about how you will deal with these situations before they happen. Try to prepare yourself:

- Think about what issues may come up in the group.
- Identify what your values are about these issues.
- Decide how you will deal with these issues.
- Decide if you should express your values.
- Think about how will this affect the group.

If the facilitator voices his/her opinion forcefully, then the participants may be intimidated and may not be as eager to participate.

Establishing group agreements

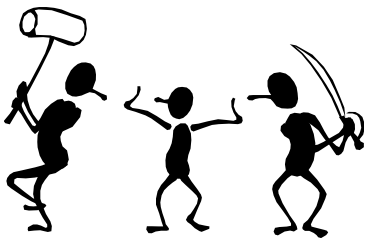
Group agreements help your program run smoothly. During the first session make up a list of guidelines with the group that everyone agrees with. Review the agreements every few weeks and ask participants if they want to add or delete any. The list might have guidelines such as:

- Start and end on time
- Honour all opinions
- Each person has an equal chance to participate
- Keep things confidential
- Give people the right to "pass" in discussion or reading
- Remember that everyone is a learner
- **Have fun!**

Dealing with difficult participants

Facilitators work with a wide range of people. There may be times when a participant creates a difficult situation. A group member may:

- Be angry with you or another participant
- Disagree strongly with an idea expressed
- Become disruptive
- Ask a difficult question
- Express something very personal



Facilitators need to deal with the situation effectively. Do not ignore it. Be calm and thoughtful and non-judgmental. Here are some tips:

- Describe the situation – "Opinions vary about that." or "Others feel that way sometimes."
- Ask questions – "Please tell me more."
- Provide help – "Here's something to try"
- Invite him/her to speak to you later – "I'd like to talk to you about this some more. Why don't we do it after the session?"
- Be honest about your feelings – "I don't feel comfortable talking about this."
- Be careful to not hurt people's feelings. Use humour to relieve tension.
- Let the group decide whether discussion should go on – "This is taking us off our topic. What do the rest of you think? Would you like to continue this discussion or move onto something else?"
- Use a non-verbal response to acknowledge the remark – look of concern, nod, etc.

Facilitators need to acknowledge the disruptive participant, but not let their behaviour derail the group. Use the group agreements to help set limits.

Some situations you may experience:

1. Monopolizers - People take control of the conversation and block others from participating.

- **Response** – "Thanks for your thoughts on that. Would anyone like to add to or comment on what Mary has said?"

2. "Been there, done that" - Participant respond negatively to any suggestion because he "tried it and it didn't work."

- **Response** – "I hear what you are saying and it is true that different strategies work with different children; perhaps some of the other ideas that come out of the group will work better for you."

3. Aggression - Participant is very aggressive.

- **Response** – "I sense that this angers you. Remember our group agreements – Everyone is entitled to his or her opinion. ." Or "Take a deep breath to slow down." Or "Could you and I talk about that later?"

4. Chronic Interruption - Participant talks a lot and does not wait for others to finish talking.

- **Response** – "Remember our agreements – please don't interrupt people."

5. **Chronic Disagreement** - Participant disagrees with all ideas.

   - **Response** – "Thank you for your opinion. Remember our group agreements - Everyone is entitled to his/her opinion. Let's listen carefully to each other."

6. **Passing Judgment** - Participant is judgmental of ideas.

   - **Response** – "Everyone's opinion counts."

7. **Chronic Worriers** - Participant gets upset when the group doesn't go smoothly.

   - **Response** – "It's okay for us to disagree – we're here to learn from each other."

8. **Non-Involvement** - Participant does not take part in discussion.

   - **Response** – "Let's get some more ideas. Tracy what do you think?" However, if Tracy doesn't respond, reassure her that it is quite acceptable to "pass", as we agreed.

Welcoming Session Agenda

Welcome & Introductions	Introduce facilitators and participants
Program Overview	Goals of program Group agreements Group expectations
Warm-up Activity	What's in a name?
Group Discussion	Being a tutor
Reading Strategy	Overview of reading strategies
Craft Activity	Family name booklet Foam booklet
Closing	Session review Evaluation

Overview of session

The welcoming session helps participants get to know one another and to feel comfortable in the group. It introduces the program to the participants. Talk about what you will be doing during the program. Invite participants to brainstorm topics they would like to cover in the program.

Goals

- To welcome participants to the program and allow them to get to know one another.
- To give an overview of the programs and its goals so participants know what to expect.
- To establish group agreements for the program.
- To give participants an opportunity to talk about what is important to them.

🕒 Time

You will have to choose from the activities in this session. The interests of the participants and the amount of time you have for your program will determine the number of activities you can do. You can make this session into two sessions if you would like to do all the activities.

You need

- Participant and door prize forms
- Agenda
- Handouts
- Flipchart paper
- Book kit
- Free books
- Prizes
- Workshop supplies✏ – markers, paper, pencils, name tags, post it notes, craft supplies

The day before the session

Call each participant to remind him or her about the session. Ask them if they need transportation to the meeting. Talk with the participants about the program or other issues.

Before the session

The facilitator should arrive at least 45 minutes before the session to set up the room, organize equipment and supplies, and make coffee and snacks.

The first session

The first session is really important. Create a warm and inviting atmosphere to help people feel comfortable.

Workshop preparation

- Review the facilitation section.
- Review the background information.
- Review the session and decide what activities you want to do.
- Change the agenda if different from the one prepared.
- Photocopy activities for participants.
- Prepare craft materials.
- Ask community businesses to donate prizes for the program. Some suggestions for prizes are:
    - Adult and children books
    - Gift certificates for the local grocery store, gift shop etc,.
    - Gift baskets
    - Bath stuff
    - Candles

There are detailed facilitator notes for each activity

- Welcome and Introductions
- Review
- Warm-up Activity
- Group Discussion
- Reading Strategy
- Craft Activity
- Closing

The following pages give background information, facilitator notes and handouts for each activity in the session.

We use this symbol for background information.

We use this symbol for facilitator notes. Facilitator notes give detailed information on how to do the activities.

We use this symbol for handouts. Handouts are pages you need to copy for participants to use during the session. Some activities have no handouts. Some have several.

Background Information

It is important that participants feel comfortable and welcome in the program. The Welcoming Session gives participants information about the program and an opportunity to contribute ideas for the group discussions.

Part of being an effective facilitator involves understanding how adults learn best. Compared to children and teens, adults have special needs and requirements as learners. The field of adult learning was pioneered by Malcom Knowles. He identified the following characteristics of adult learners:

- Adults are *self-directed.* They need to be free to direct themselves. Their teachers must actively involve adult participants in the learning process and serve as facilitators for them. Specifically, they must get participants' perspectives about what topics to cover and let them work on projects that reflect their interests. And, they must show participants how the class will help them reach their goals.

- Adults have lots of *life experiences* and *knowledge* from work, family responsibilities, and previous education. They need to connect learning to their prior knowledge. The facilitator should encourage participants to reflect on their own experiences as much as possible.

- Adults have *goals*. When they sign up for a program, they usually know what goal they want to attain. They appreciate a program that is organized and has clearly defined elements.

- Adults like to learn things that are *relevant.* They like to see a reason to learn something and be able to apply it to their work and family.

- Adults are *practical*. They focus on the part of the lesson that is most useful to them. They may not be interested in knowledge for its own sake. Participants need to understand why and how reading strategies work.

- Adults need to be shown *respect*. Facilitators need to acknowledge the wealth of experiences that adult participants bring to the program. Treat them as equals in experience and knowledge, and allow them to voice their opinions freely in the program. [1]

[1] Adapted from http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-2.htm

Welcome and Introductions

Time 20 minutes

Handouts 1, 2

Agenda

Post the agenda on the wall and give the agenda handout to participants. Go over the agenda with participants. Ask for any changes.

Meet and greet

As participants arrive, introduce yourself and welcome them. Ask them to write their name on a name tag and fill out the participant form, handout 2. Invite participants to enter their name for the door prize.

Note: Offer to help them fill out the participant form. This gives you a chance to informally assess the group's literacy skills.

Introduce facilitators and participants

Sit in a circle where everyone can easily see each other. Ask participants to use these questions to introduce themselves by

- What is your name?
- How many children do you have? What are their names and ages?
- How long have you lived in the community?
- What is something unique about yourself or your family?

The facilitators should introduce themselves first.

For example

My name is Lisa and I have one son who is 10 years old. I have lived in Yellowknife for 12 years. One unique thing about our family is that we live on a houseboat in Yellowknife Bay.

Other Opening Activities

Three things in common

Participants ask each other questions until they find three things they have in common. Model the activity with a participant. Participants move onto another person once they have found the three common things.

Deck of cards

Each participant draws a card. If they draw a 5 – they must tell the group 5 things about themselves. If they draw a king – they must tell the group 13 things about themselves. Aces are one.

I've done something you haven't done

Each person introduces themselves and then states something they have done that they think no one else in the class has done. If someone else has also done it, the participant must state something else until he/she finds something that no one else has done.

The toilet paper activity

The group leader begins by announcing that there is only one roll of toilet paper for the session. Each person should take as much as they think they need for the session. When everyone has some, the leader then apologizes to the group and says, "I'm sorry; I lied. There are actually lots available but this is a way we will determine how many facts are to be shared by you about yourself, with the

group. ONE for each section of paper taken!" **Note**: Facts can be basic…age, birthday, favorite movie, etc.

What's in a name?

Ask participants to answer the following questions. You should go first as an example:

- Where did you get your name?
- Who were you named after?
- What was/is your nickname?
- What does your name mean?
- Tell us a story around your name.

1 Agenda - Welcoming Session

Welcome & Introductions	Introduce facilitators and participants
Program Overview	Goals of program Group agreements
Warm-up Activity	What's in a Name?
Group Discussion	Expectations of participants Topics participants would like to cover
Reading Strategy	Overview of reading strategies
Craft Activity	Family name booklet
Closing	Session overview Evaluation

2 Participant Form

Name: _____

Address: _____

_____

Phone #: _____

Learners' names and ages:

_____

_____

_____

_____

Program Overview

Time 10 minutes

Handouts 3, 4, 5

Program goals

Give participants handouts 3 on the program goals and discuss. You can also post the program goals for future sessions. Handout 4 and 5 tell parents and tutors how the program will help them and their child or learner. Read them together and discuss.

How does this program work?

Tell participants that each week they will discuss various topics, learn a reading strategy and make resources to use at home or at school. Each week they can choose a free book to use with their learner, if you have free books for the program.

Group agreements

Ask participants to brainstorm a list of group agreements for the program. Explain that you will review the agreements regularly to make sure everyone still agrees and to see if anyone wants to add or delete any. Post the agreements on the wall where everyone can see them. The list might have agreements such as:

- Start and end on time
- Honour all opinions
- Give each person equal opportunity to participate

- Keep information confidential
- Everyone has the right to "pass" in discussion
- Recognize everyone is a learner
- Have fun!

Expectations

It is important that participants have input into the program. You can do this in two ways.

1. Ask participants to write down what they expect from the program. Ask questions like "What things do you want to learn in this program?" "Why are you here?" This information helps you understand what people want from the program and how you can help.
2. Explain to participants that each week the group will discuss a topic of interest like homework or self-esteem and learning. Ask participants to brainstorm a list of topics they would like to discuss.

Use this list to plan for your program. If participants want something that is not in the program you may have to research the topic and provide information to them.

3 Family Tutoring Goals

The goals of the Family Tutoring program are:

- To give parents and tutors new skills and strategies to use to help their learners read and write.
- To develop a positive attitude towards learning and lifelong learning.
- To help parents become actively involved in their children's learning.
- To provide reading and writing support to school-age children.
- To work with the whole family to strengthen literacy skills.

4 Family Tutoring

Families learning to read and write together

Every parent wants to be a good parent.

As a parent, you:

- Are your child's first and most important teacher.
- Have an important role in your child's lifelong learning and healthy development.
- Are not alone as your child's first teacher, because the whole community has responsibilities for raising children.
- Support your child with reading and writing.

This program will help you:

- Support your child with reading and writing.
- Give you lots of new ideas and craft ideas to do with your child.
- Develop a positive attitude towards learning and lifelong learning with your child.
- Become actively involved in your child's learning.

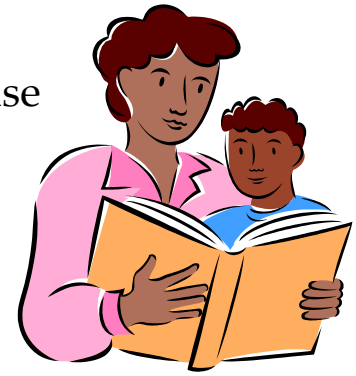
By using these ideas, you can help your child:

- To do better in school.
- To be better readers and writers.

5 Family Tutoring

Teach your learner to read and write

This program will:



- Teach you new reading and writing strategies to use with your learners.
- Give you lots of new ideas and craft ideas to do with your learners.
- Give you support in the work that you do.
- Help you better understand the reading process.

By using these ideas, you can help your learner:

- Do better in school.
- Be better readers and writers.

Warm-up Activity - What's in a Name?

Time 10 minutes

Handouts none

Explain that an 'ice breaker' is a fun way of learning more about each other.

What's in a name?

Ask participants to answer the following questions. You should go first as an example:

- Where did you get your name?
- Who were you named after?
- What was/is your nickname?
- What does your name mean?
- Tell us a story around your name.

For example:

My name is Lisa Mae Campbell. My 3 older sisters named me. They liked the name Lisa. My mother's name is Elizabeth and Lisa is short for Elizabeth. My name means "God's oath." My middle name comes from my Grandmother. When I was younger I was often called Lis or Lee. Some people called me Hop-a-Long Campbell as I was on crutches in high school.

Group Discussion–What makes a successful tutor?

Time 20 minutes

Handouts 6, 7, 8, 9

Brainstorming

Ask participants to think back to a successful learning situation such as tanning a hide or playing an instrument. Now ask them think of a difficult learning situation, where they were frustrated and didn't learn what they were supposed to. Ask them to fill out handout 6.

Ask participants to share some of their personal successful and difficult learning situations. When everyone has shared ask participants what qualities made the successful learning experience good. For example:

- What I was learning was relevant.
- The facilitator was respectful and knowledgeable.
- It was really fun!

Write down their responses on flipchart paper.

What makes an effective tutor?

Ask participants what makes an effective tutor. Write down their responses on flip chart paper. Some examples:

- Enthusiastic
- Creative
- Flexible
- Use relevant material

- Do hands-on activities
- Good sense of humour
- Organized
- Prepared

Compare the responses from the successful learning situation. Some of the responses may be the same.

Setting goals

A good tutor sets goals for themselves and their learners. You should come up with some long, mid-range and immediate goals for you and your learner. For example:

- **Long term goal** - read fluently at grade level.
- **Mid-range goals** - to read independently and write stories.
- **Immediate goals** – to read a certain book, to learn sight words etc.

Lesson plans

Lesson plans help to make the best use of time spent by you and your learner. It shows your learner that you consider your time spent with them important.

Lesson plans offer a predictable structure so that children know what to expect from their work with you. It doesn't mean that you can't be flexible or offer your learner some choice of activities. "Would you like to read this book about a bear, or this one about Jake who keeps getting into trouble?" "Shall we play a game or write first?"

Handout 7 is an example lesson plan and handout 9 is a simple lesson plan. Ask participants to review both lesson plans and make a pro and con list. Participants can use handout 8 to plan for their lesson with their learner.

6 Personal Learning Situations

Successful learning situation	Difficult learning situation

7 Sample Lesson Plan

Materials Days of the week cards, language experience story. word cards, sentence strips

Goals

- Sequence sentence strips correctly
- Add words to word family list; read and spell them correctly
- Dictate 4 sentences and identify punctuation
- Summarize and predict outcome of story

Warm-up 5 min

- Read days of the week cards to John and have him repeat.
- Ask him to sequence the cards.

Review 10 min

- Read last week's story in unison.
- Match 5 word cards to words in the story.
- Show cards separately and ask him to read them.

Activity 1 10 min

- Read story together again and then have John read it independently.
- Ask him to put sentence cards into sequence.
- Read the story again.

Activity 2 10 min

- Together make word family list for 'at'.
- Read together several times and then ask to read it independently.
- Dictate the word family to him.

Activity 3 10 min

- Ask John to choose 4 words and dictate a sentences for each one.
- Ask him to put in capitals and punctuation.

Activity 4 10 min

- Read a story to John.
- Ask him to summarize and predict at various points.

Close 5 min

- Ask John to think of a new topic for a new language experience story.
- Talk about what you learned today.

8 Blank Lesson Plan

Materials:

Goals:

Warm-up 5 min

Review 10 min

Activity 1 10 min

Activity 2 10 min

Activity 3 10 min

Activity 4 10 min

Close 5 min

9 Sample Easy Lesson Plan

1. **Warm up time**: friendly chat and oral rereading of familiar book by child(ren) (5 - 10 minutes).
2. **Introduction** and reading together of new book (5 - 10 minutes).
3. **Game**, writing or other activity to extend reading experience or reinforce skill (10 - 15 minutes).
4. **Reading aloud** by tutor (10 - 15 minutes).

For example

Plan for Sam: **Date:** **Activity**	**Completed**
1) Sam re-reads "The Cat in the Hat"	_____
2) Sam reads a new book _____	_____
3) Sam and Naomi play concentration	_____
4) Naomi reads: "Stone Soup" to Sam	_____

Ask the child to check off each item when you complete it.

Reading Strategies

Time 40 minutes

Handouts 10

Review reading strategies

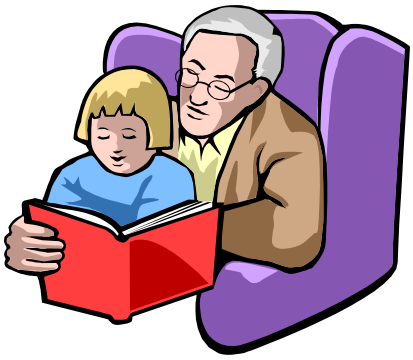
The Welcoming session does not have hands-on reading strategies like the rest of the sessions. This week you can review the reading strategies for the rest of the sessions.

Book kit

Show the group the book kit they will use for the sessions. Ask participants to look through the book kit and read some books to themselves. Encourage them to take a book to read to their learner.

Choose a book from the kit and read it to the group. Pick an interesting, funny book and read it with expression. Model good reading to the participants. Give participants handout 7 and explain the reading strategies briefly. Ask participants if they have any questions. Tell them that the reading strategies are easy to do and very effective.

10 Overview of Reading Strategies



Session One - Tips on Reading

- Reading to your learner
- Reading with your learner

Session Two – Reading Fluency

Learn reading techniques to enhance your learner's reading skills.

- Paired reading
- Repeat reading
- Echo reading

Session Three – Language Experience

Learn exciting techniques to start your learner with reading words and stories.

- Write down your learner's story
- Sequencing
- Word cards

Session Four – More Language Experience

- Cloze exercises
- Sight words
- Word families

Session Five – Using Picture to Learn

Use a picture to teach reading and writing. You can use a picture about your community or family.

- Building vocabulary
- Word patterns

Session Six – Readers Theatre

Read and practice scripts, and then perform for an audience.

- Bring your child or learner to this session
- Practice Readers Theatre and perform for the school or community

Session Seven - Comprehension Strategies

Use different strategies to help your learner understand what they are reading.

- KWL – prediction
- Vocabulary building
- Questioning

Session Eight - Writing Strategies

- Fun ways to engage your learner with writing
- Spelling
- Pre-writing and writing stages
- Organizing ideas

Closing Session – Celebration

- Review what participants have learned
- Invite families and friends to join the celebration of learning

Craft Activity

Time 30 minutes

Handouts 11, 12, 13

Activity 1

Ask participants to make a booklet about their family's names. The facilitator should make a sample booklet to show participants. Use handout 11 to explain the activity. Ask participants to read the examples.

Making a booklet is easy. Use several pieces of paper, and use cardstock for the front and back covers. Use handout 12 for each person's name in the family. The handout is a guide to get people started. Encourage participants to use this activity with their learner.

Activity 2

Make a foam booklet that can be used for a journal, picture book, family book etc. Directions on how to make the foam booklet are on handout 12.

You need

- Handouts 11, 12, 13
- Paper, cardstock
- Glue
- Scissors
- Staplers or string
- Fasteners
- Punch holes
- Sample booklets
- Kodak camera
- Foam
- Cardstock or paper
- Ruler

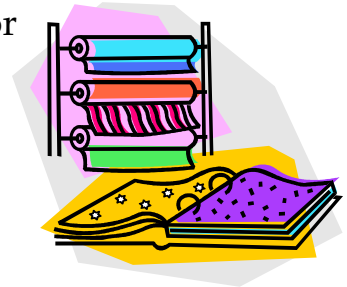
11 Names and naming traditions

Names are an important part of tradition and culture. Different cultures have different traditions about naming their children. In some parts of the world children are named after their grandparents. In other places children are named after the first thing the mother sees after the baby is born. For example, Fox in the Bush.

At Home

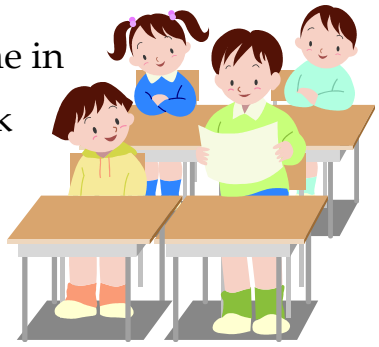
Talk to your children about their names and how you named them. Write up a little story about their name. To get started completed these statements.

1. My name is ……..
2. I received my name from …….
3. Some other people who have the same name are……
4. I was given my name because…….
5. My name is important to my family, community and/or culture because……..



You can make a booklet and include each person's name from your family. Add pictures to make it really special.

At School



Learners can work in groups and research each name in the group. Talk to Elders, family members, and look up names and meanings on the internet. You may already know some of the answers from talking to your parents or grandparents.

Answer these questions:

1. What does your name mean?
2. Who gave you your name?
3. Why were you given that name?
4. Who do you share your name with?
5. Why is your name important to your family, community, and culture?

Make a page for each name that the group discusses. Make a class book about everyone's name or gather stories about each name. You can also research information about naming traditions in your community and around the world.

Example # 1

My name is Regina. My mother gave me this name.

Another person with the same name was the midget Regina, an Inuvialuit woman from Tuktoyatuk who used to live in Yellowknife. She died a few years ago.

My mother gave me this name because when she was 13 she traveled far from home for the first time. She went to Regina, Saskatchewan. On her way home, she heard the song "I've never been this far before." She said that when she had a daughter she would name her Regina.

My name means 'Queen' in Latin. Rex means 'King'. My name is important because a queen is a powerful person in many countries. My name is on every coin in your pocket.

Example # 2

My name is It'Q. My mother and father gave me this name.

Another person with the same name is my grandson, the son of Jonas Sangris, my son.

My mother and father gave me this name because when I was born my parents were in the barrens and they had to gather small leaves to make a bed for me to lay on.

My name means 'leaf' or 'leaves.' It also means 'plants.' My name is important because my people, the Yellowknives Dene, have made many medicines from plants. We use some plants, like tobacco to make offerings of thanks to the land because the land provides us with food, shelter, warmth, and clothing.

Adapted from material from Betty Harnum and Mary Rose Sundberg, Goyati ko Language Centre, T'èæehdaà

12 Blank Form

1. My name is

2. I received my name from

3. Some other people who have the same name are

4. I was given my name because

5. My name is important to my family, community and/or culture because

6. My name means

Photo of Person

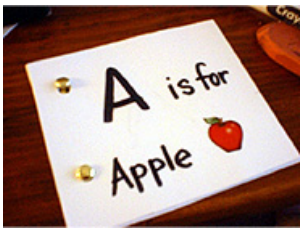
12 Homemade Foam Book [2]

What you need:

- White computer paper or cardstock
- Fasteners
- Single hole punch
- Markers, pencils
- Foam
- Ruler
- Glue gun

Directions:

1. Cut out the paper and foam. Make sure the foam is a little larger than the paper.
2. Use a single hole punch to punch two holes along the side of the foam.
3. Hole punch the paper too. Make sure the holes match up. Fasten the paper and foam together with the fasteners
4. Cut out a strip of foam for your binding.
5. Fold the strip over the binding. Glue it on.
6. Decorate the front with stickers or pictures.
7. You can use the book as a journal, ABC book, family book, story book etc.



[2] From Lori Garcia: http://www.mormonchic.com/crafty/books_homemade.asp

Closing

Time 10 minutes

Handouts 14

Session review

Ask parents how they think the program will help them. Ask them if they have any questions and if they want to continue with the program.

Review plans for next week

- Reading tips
- Shared reading
- Bookmaking
- Reading stages

Evaluation

Ask participants to fill out the evaluation. Tell them it helps you plan the next session

Door prize and free books

Draw for the door prize after everyone completes the evaluation form. Give out free books.

14 Family Tutoring – What do you think?

Session # ___ Topic: _____

1. **What do you think about the goals of Family Tutoring program?**

Excellent	Pretty good	Needs a little work	Not so hot	Should be canned

2. **Do your think the Family Tutoring program will help you? How?**

3. **What did you like best about the Welcoming Session?**

4. **What things can we do better next time?**

5. **Other comments**

Session One: Getting Started

Welcome	Welcome and review the agenda
Review	Group agreements Group discussion topics
Warm-up Activity	Finder's sheet
Group Discussion	How do children learn to read and write?
Reading Strategy	Reading aloud Shared reading
Craft Activity	Making simple books
Closing	Read for 15 tickets Evaluation

Overview of Session

This session prepares tutors for meaningful shared reading with their learner. Participants learn how to choose appropriate materials for their learner. The group discusses reading and writing stages. Participants discuss how they learned to read and evaluate what level their learner is at.

Goals

- To give participants a chance to talk about what is important to them.
- To provide participants with useful strategies to help their learners read.
- To develop skills to make simple books.

🕒 Time

You will have to choose from the activities in this session. The interests of the participants and the amount of time you have for your program will determine the number of activities you can do. You can make this session into two sessions if you would like to do all the activities.

You need

- Participant and door prize forms
- Agenda
- Handouts
- Flipchart paper
- Book kit
- Free books
- Prizes
- Workshop supplies✐ – markers, paper, pencils, name tags, post it notes, craft supplies

The day before the session

Call each participant to remind him or her about the session. Ask them if they need transportation to the meeting. Talk with the participants about the program or other issues.

Before the session

The facilitator should arrive at least 45 minutes before the session to set up the room, organize equipment and supplies, and make coffee and snacks.

Workshop preparation

- Review the facilitation section.
- Review the background information.
- Review the session and decide what activities you want to do.
- Research information for discussion topics not included in the manual.
- Change the agenda if needed.
- Photocopy handouts.
- Prepare craft materials.
- Ask community businesses to donate prizes for the program. Some suggestions for prizes are:
    - Adult and children books
    - Gift certificates for the local grocery store, gift shop etc,.
    - Gift baskets
    - Bath stuff
    - Candles

There are detailed facilitator notes for each activity

- Welcome and Introductions
- Review
- Warm-up Activity
- Group Discussion
- Reading Strategy
- Craft Activity
- Closing

The following pages give background information, facilitator notes and handouts for each activity in the session.

We use this symbol for background information.

We use this symbol for facilitator notes. Facilitator notes give detailed information on how to do the activities.

We use this symbol for handouts. Handouts are pages you need to copy for participants to use during the session. Some activities have no handouts. Some have several.

Background Information

How do children learn to read? No one has an easy answer to this question. Learning to read is a gradual process that starts well before children go to school. Many parents introduce their children to reading and words at an early age. Many children have bed-time stories, look at pictures in books and see family members reading. All these things create interest in reading but do not necessarily lead to fluent reading. There are several stages to reading. See the Stages of Reading handout for more information.

Reading is a skill just like playing the piano. You need to practice every day in order to become good at it. Children need to read, be read to, and play with words every day in order to become good readers.

Parents are children's first and most important teachers. They lay the groundwork for early learning. Parents have a huge role in helping their children learn to read and write. This session provides participants with ways to engage their child or learner in reading aloud and shared reading.

It is important that parents and tutors use the right level of reading material with their learner. The level of reading difficulty is called its readability. There are methods of assessing the grade level of material, but it is more important to assess the readability in terms of the learner. We consider here 3 levels of readability : independent, instructional, and frustration.

- At the **independent level** the learner can read the material without help from others.
- At the **instructional level** the learner finds the material more difficult, but can manage with help. These materials help readers develop reading skills.

- At the **frustration** level, the learner finds the material too difficult and may be discouraged.

You can assess if the learner is working at the independent, instructional, or frustration level. Pick a passage 40 to 50 words, ask the learner to read it, keep track of the number of mistakes they make.

- Less than 3 mistakes – They are at the **independent level**.
- 3 -5 errors – They are at the **instructional level.**
- More than 5 errors – They are at the **frustration level**.

People learn best at the instructional level. When the reading is not too hard, not too easy, but just right. Studies show that we learn best when we stretch ourselves just a little bit. If the material is too hard, we may not be able to digest it. If the material is too easy, we won't learn anything new.

When you stay within your student's instructional level you accomplish two things:

- Your student will have a more positive attitude toward working with you, and toward reading in general.
- Your student will actually learn more--not less.

So, remember that "harder" reading material will not necessarily speed up your student's progress, and might actually slow it down.[1]

[1]Adapted from information from http://www.ed.utah.edu/uurc/Services/ReadLevels.htm

Welcome

Time 5 minutes

Handouts 1, 2

Agenda

Post the agenda on the wall and give the agenda handout to participants. Go over the agenda with participants. Ask for any changes.

Meet and greet

As participants arrive, introduce yourself to new people and welcome participants from last week. Ask them to write their name on a name tag and ask new people to fill out the participant form, handout 2. Invite participants to enter their name for the door prize.

Note: Offer to help them fill out the participant form. This gives you a chance to informally assess the group's literacy skills.

Introduction of facilitators and participants

Sit in a circle where everyone can easily see each other. You may have new participants for this session. Ask people to use these questions to introduce themselves.

- What is their name?
- Are you a parent or a volunteer tutor?
- What is the age of the child you are working with?
- Why did they decide to come to the program?
- What do you look forward to in this session?

1 Session One Agenda - Getting Started

Welcome	Welcome and review the agenda
Review	Group agreements Group discussion topics
Warm-up Activity	Finder's sheet
Group Discussion	How do children learn to read and write?
Reading Strategy	Reading aloud Shared reading
Craft Activity	Making simple books
Closing	Read for 15 tickets Evaluation

2 Participant Form

Name: _____

Address: _____

_____

Phone #: _____

Learners' names and ages:

_____

_____

_____

_____

Review

Time 20 minutes

Handouts none

Review

- Review group agreements. Ask participants if they would like to add or delete any.
- Review last week's session. Give new participants handouts from last week.

Group discussion

Give participants the list of topics that they brainstormed last session. Go over the list and ask participants if they have any topics they want to add to the list. Encourage new participants.

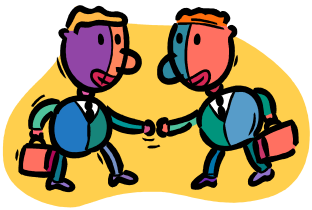
Note

You have to develop your own activities and handouts for topics not covered in the manual.

Warm Up Activity – Finder's Sheet

Time 10 minutes

Handouts 3



Explain that an 'ice breaker' is a fun way of learning more about each other.

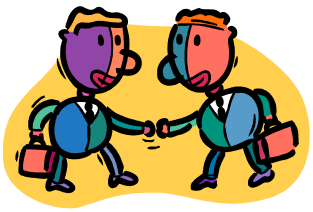
Finders' Sheet

The Finders' Sheet is a great way for participants to get to know one another in a non-threatening way.

Hand out a copy of the Finders' Sheet to each participant and ask them to move around the room and ask different people in the group the questions. This gives participants an opportunity to talk to everyone. Make sure that they use every person's name at least once on their sheet.

The first person to fill in their whole sheet wins. Have prizes for the winner. Read the Facilitator notes in this section for a suggested list of prizes.

3 Finder's Sheet



Find someone who…

1. Has more than four children _____
2. Reads to their children before bed _____
3. Loves to go fishing _____
4. Has lived in the north all their life _____
5. Loves to go boating _____
6. Wishes they had more time for themselves _____
7. Loves to tell stories to their child_____
8. Helps their child with their homework_____
9. Loves to cook_____
10. Likes to exercise and eat healthy foods _____
11. Has only one child _____
12. Has a teenager in the house_____

Group Discussion – Reading and Writing

Time 20 minutes

Handouts 4, 5, 6

How do children learn to read?

Ask participants if they remember learning to read. Some may remember but many won't because learning to read is a gradual process. Talk about how reading starts at an early age and that you learn at home and at school. It is both a teacher's job and a parent's job to help children with reading and writing.

Give out and discuss handouts 4 and 5. Ask participants what stage of reading their child is at. This helps tutors understand their learner's needs and gives them a chance to talk about their concerns.

How do children learn to write?

Much like learning to read, learning to write is a gradual process. Give out handout 6 and discuss. Ask participants what stage their learner is at.

Discuss the importance of making reading part of every day. Children should either read to themselves or be read to for at least 15 – 30 minutes each day.

4 How Children Develop as Readers

1. Listen to stories.
2. Read pictures – describe pictures.

3. Go through the actions of reading – turn pages, follow print silently with fingers.
4. Pretend read – make up stories.
5. Use memory to read a story.
6. Say words during shared reading or while reading alone.

7. Chime in on parts of the story that are repeated.
8. Use known words from other stories for new stories.

9. Understand patterns of language like rhyme words.
10. Read with fluency and expression.[2]

[2] Adapted from Centre for Family Literacy, B.O.O.K.S. manual, August 2001.

5 Stages of Reading

People read for many reasons

- For pleasure and interest.
- For work.
- To obtain information that will help them make choices and decisions.
- To understand directions.
- To learn about the world.
- To keep in touch with family and friends.

Learning to read does not happen all at once. It involves a series of stages that lead to independent reading. The best time for children to learn reading skills is when they are very young, usually at preschool levels.

What are the stages of reading?

The pre-reader

- Likes to look at books and likes to be read to.
- Likes to behave like a reader – for example, holds books and pretends to read them.
- Learns about words by looking at picture books and playing with blocks that have letters on them, magnetic letters etc.
- Learns about words from songs, rhymes, traffic signs, and logos on packages of food.
- Learns where a story starts and finishes and which way the print goes.
- Begins to understand that his or her own thoughts can be put into print.
- Uses pictures and memory to tell and retell a story.

The emerging reader

- Is ready to receive instructions about reading.
- Learns that text is a common way to tell a story or convey information.
- Begins to match written words to spoken words and to understand some relationships between sounds and letters.
- Begins to experiment with reading.
- Uses pictures to understand text and learns that words convey a message consistent with the pictures.

The early reader

- Develops more confidence and uses a variety of methods, such as relying on visual cues, to identify words in texts.
- Adapts his or her reading to different kinds of text.
- Recognizes many words, knows a lot about reading, and is willing to try new texts.

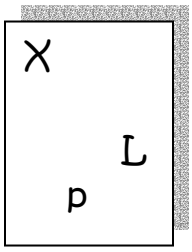
The fluent reader

- Thinks of reading as a good thing and does it automatically.
- Uses a variety of methods to identify words and their meanings.
- Can read various kinds of text and predicts events in stories.
- Relates the meaning of books to his or her own experiences and knowledge.[3]

[3] Adapted from Centre for Family Literacy, BOOKS manual August 2001.

6 How Children Develop as Writers

1. They draw pictures to convey meaning.



1. They combine letters and numbers randomly on the page.

2. They place strings of letters left to right and top to bottom.

3. They place letters in words. Blm ghrm do

4. They write one – word sentences FLURS (read – I planted some flowers)

5. They write 2 – 3 word sentences. Alliss Bthday might read as "It is Alissa's birthday today."

6. They write longer sentences and use the word 'and.'

   I love cats and I lost my shoos and my frend.

7. They show signs of using punctuation.

9. They start writing fluently and clearly.[4]

[4] Adapted from Centre for Family Literacy, B.O.O.K.S. manual, August 2001.

Reading Strategies – Reading Aloud and Shared Reading

Time 40 minutes

Handouts 7, 8, 9, 10, 11, 12, 13, 14

Background information

Read the background information before you plan this session. Copy the background information pages for participants and read them together.

Reading aloud

Role model these two scenarios to participants.

- **Scenario one**
  Choose a book from your reading kit. Don't ask for input. Start reading right away and read quickly with no expression.
- **Scenario two**
  Ask the group what kind of books they like to read. Ask them to choose a book they would like to read. Give them some choice. Ask them what they think the book is about. Turn to page one and read the story with expression and slowly. Ask questions as you read the book. For example: What do you think will happen next?

Brainstorming Activity

Ask participants to brainstorm the do's and don'ts of reading aloud. Ask participants to write down their responses on handout 7.

Shared reading and discussion

Shared reading helps the child move from listening to stories to reading stories. In shared reading, the tutor and child read together. They take turns reading and talk about the story. It is important that they understand that their learner may be frustrated with reading because they are reading at too high of level. Refer to handout 13 and 14 for more information about reading levels.

Ask for a volunteer if you do not have two facilitators. Choose a book together and role model shared reading and discussion.

Brainstorming Activity

Ask participants to brainstorm the do's and don'ts of shared reading and discussion. Have participants write the responses on handout 8.

Tips on reading aloud & tips on shared reading

Give participants handouts 9 and 10 and compare the lists that they did with the handout.

Role Playing

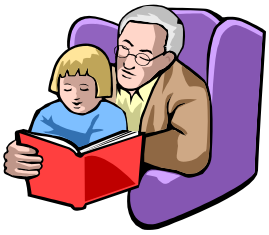
Ask participants to practice reading aloud and shared reading in pairs. One can be the tutor and one the learner. Ask participants to review handout 11 before they start role playing. This handout gives them ideas for asking questions.

Tips on choosing books for children

Give participants handouts 13 and 14 and read them together. It is important that participants understand their learner may be frustrated with reading because they are reading a too high a level.

7 **Reading Aloud** - Do's and Don'ts

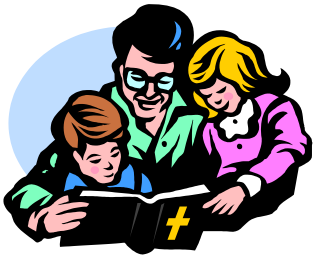
Do's



Don'ts

8 Shared Reading & Discussion - Do's and Don'ts

Do's



Don'ts

9 Tips on Reading Aloud

- Read at least 20 minutes every day to your child.
- Make reading a fun and enjoyable experience.
- Let the child choose the book.
- Have a variety of books to choose from.
- Look at the picture on the front of the book and discuss what you think the book is about.
- Let the child hold the book and turn the pages.
- Sit in a comfortable place with no noise.
- Read with enthusiasm and use different voices for different characters.
- Have a dictionary close by to help with difficult words.
- Ask questions as you go through the story like - What do you think will happen next? Would you like to do that?
- Relate the story to the child's life and experience. Show them how reading can help solve problems in our daily lives.

Remember
Children of any age enjoy being read to. Even when a child can read they still like someone to read them a good book.

Encourage your child to read on their own each day too!

10 Tips on Shared Reading and Discussion

- Praise the child for their reading.
- Encourage the child by saying things like "good job, well done, you are doing well, keep it up."
- Listen and show interest in what you are reading.
- Point to each word as you read it. This helps the child recognize words.
- Talk about the pictures and the story to help the child better understand what they read.
- Ask questions and let the child talk about what they liked about the book.
- Go over the difficult words in the book.
- If the child makes a mistake, give them time to figure out the right word or repeat the sentence with the correct word.
- Read the book again for practice.

11 Questions You Can Ask

- What kinds of books do you like?
- What can you tell me about the characters in the book?
- Did the story remind you of anything?
- What does the front cover tell you about the book?
- How do the pictures help with the story?
- What would you do if you were in this situation?
- How does the story make you feel?
- Can you find certain words on the page?

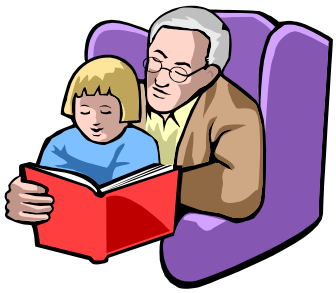
12 What can you do to promote reading?

You and other family members can do many things to help young children to become good readers.

- Read aloud to your children for 15 - 30 minutes each day. Begin when they're infants.

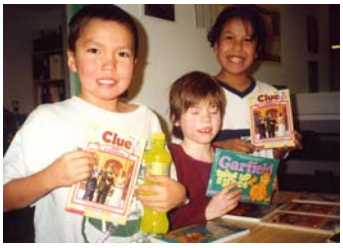
- Test your child's eyesight and hearing whey they are young and every year after that.
- Find a childcare provider who spends time talking with and reading to your child, who make trips to the library, and who have a special reading area for children.
- Ask your child's teacher to assess your child's reading level. Ask the teacher to explain the approach they take to develop reading and literacy skills, and suggest ways you can help at home.
- Limit the amount and type of television your children watch.
- Set up a special place for reading and writing in your home. A well-lit reading corner filled with lots of good books can become a child's favorite place.
- Keep writing materials such as non-toxic crayons, washable markers, paints and brushes, and different kinds of paper in a place where children can reach them.
- Visit the community library often to spark your child's interest in books. Help your children obtain their own library cards and pick out their own books. Talk to a librarian or teacher for help about what books are best for children at different ages and reading levels.

- You are your child's greatest role model. Make sure your child sees you reading each day.
- Consider giving books or magazines to children as presents or as a special treat for doing well in reading or school. Special occasions, such as birthdays or holidays are the perfect opportunity to give a child a new book.
- Connect your children with their grandparents and great-grandparents. Encourage them to read books together, talk about growing up, tell stories, and sing songs from their generation.[5]



[5] Adapted from Family Education – What your child needs to know
http://www.familyeducation.com/article/0,1120,63-23810,00.html

13 Tips for Choosing Books for Children



- Ask children to choose their own books.
- Find the children's section of your local library. Get to know the librarian - she can be a great resource.
- Find out what your child is interested in. Choose books that are related to his or her interests.
- Put the book away, if your child does not like it. Reading is a fun time to share, not a time to fight.
- Be prepared to read the same book over and over. Children want to read the same book many times.
- Look for book lists from literacy groups to get ideas for new books.
- Look for books that you like to read. Your enjoyment will shine through and become contagious.
- Try out different kinds of books to see what appeals to your children.
- Have fun! Show your children the joy of reading and how it can open up a brand new world!

14 Choosing Reading Material

5 Finger Rule

Ask the child to place one finger on the page for each word they cannot read. If they use all five fingers for one page, the book is too difficult.

Assess if your learner is working at the independent, instructional, or frustration level. Pick a passage 40 to 50 words, ask your learner to read it, keep track of the number of mistakes they make.

- Less than 3 mistakes – They are at the **independent level**.
- 3 - 5 errors – They are at the **instructional level.**
- More than 5 errors – They are at the **frustration level**

Material at the frustration level is too difficult and can discourage the learner. Choose material at the independent and instructional level. [6]

[6] Adapted from http://www.bownet.org/spangler/five_finger_rule.htm

Craft Activity

Time 30 minutes

Handouts 15, 16, 17

Simple Books

Show participants how easy it is to make a simple book. Cut out pictures from magazines and make a word book of some kind. For example: I Know My Colours, I Know My Numbers, Alphabet Book etc. All you have to do is fold some paper and staple it in the middle, and you have a simple little book to use at home.

You need

- Handout 15
- Copies of clip art – handout 16
- Paper
- Scissors
- Staplers or string
- Hole punch
- Examples of books
- Magazines
- Glue

Examples

Make some sample books to show participants. Use the samples on handout 17 in this section or make your own books. Make sure that you make simple books. You want participants to see how easy it is to make a book. Later in the program we will make more difficult books.

15 Make a Simple Book Instruction Sheet

What you need:

- 8 ½ by 11 paper (different colours)
- Glue sticks
- Scissors
- Magazines/Clip Art pictures
- Stickers
- Stapler or string
- Hole punch

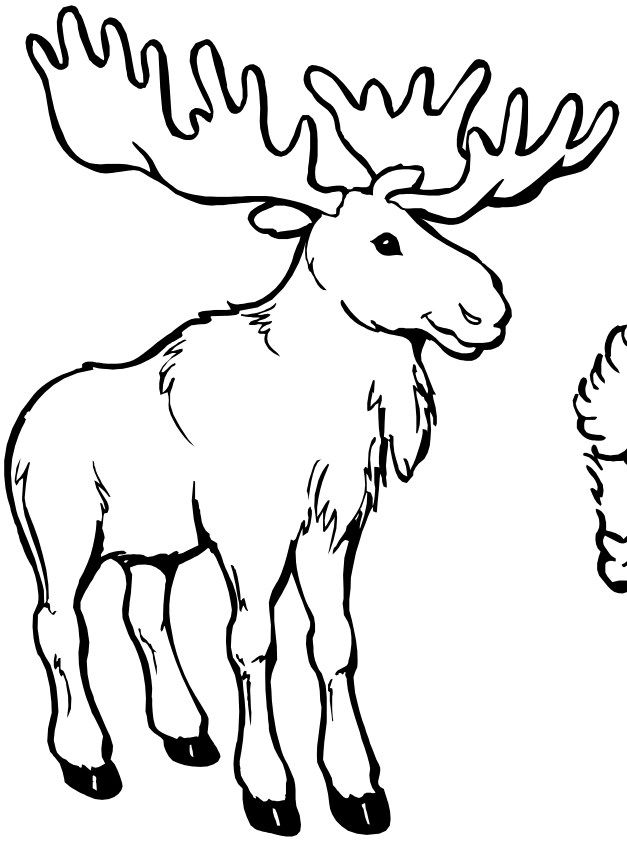
You can make a book on any topic:

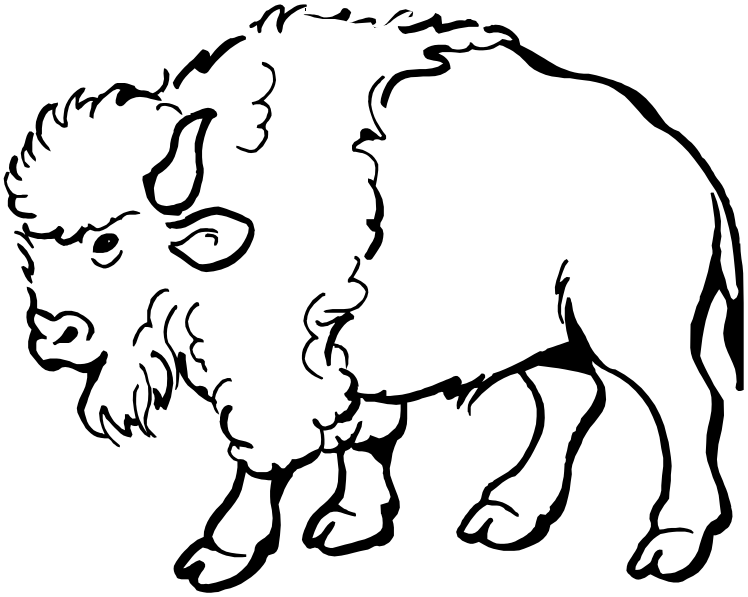
- Favourite foods
- Colours
- Numbers
- Letters of the alphabet
- Outdoor activities
- Favourite activities
- Funny things
- What makes you laugh
- Northern animals

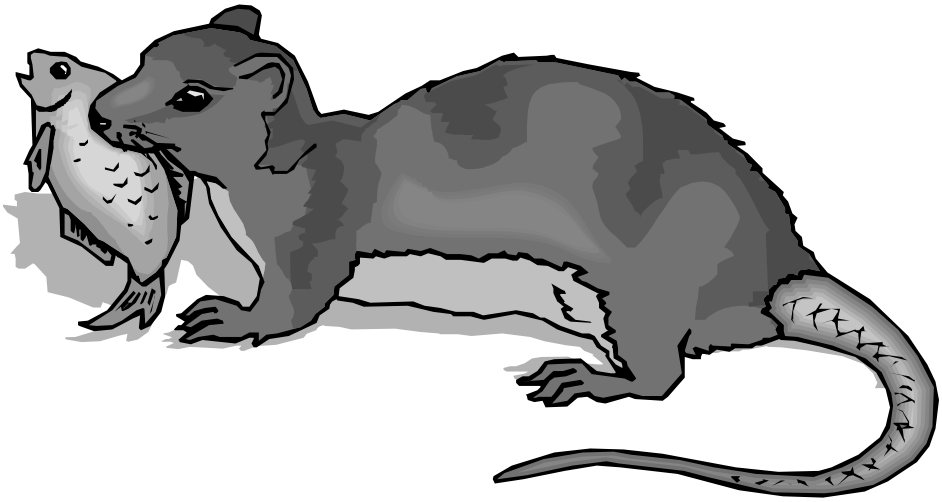
Directions:

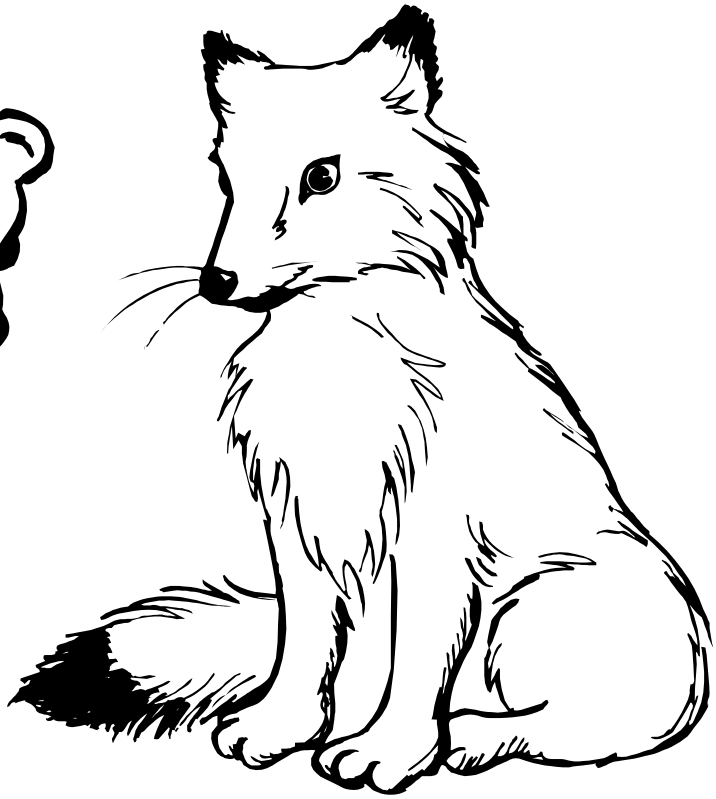
- Find pictures in magazines that fit the theme of your book and cut them out. Or you can use clip art or draw pictures.
- Fold several pieces of paper in half to create a book.
- Staple the folded area or, tie with string.
- Glue your pictures in your book.
- Write some text about the picture on each page.
- Decorate your book with stickers, pictures, etc.

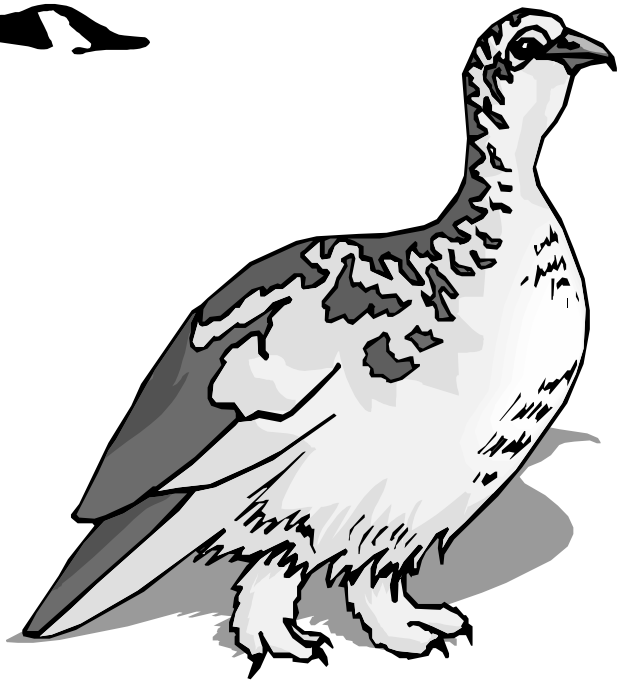
16 Clip Art to Use for Simple Books

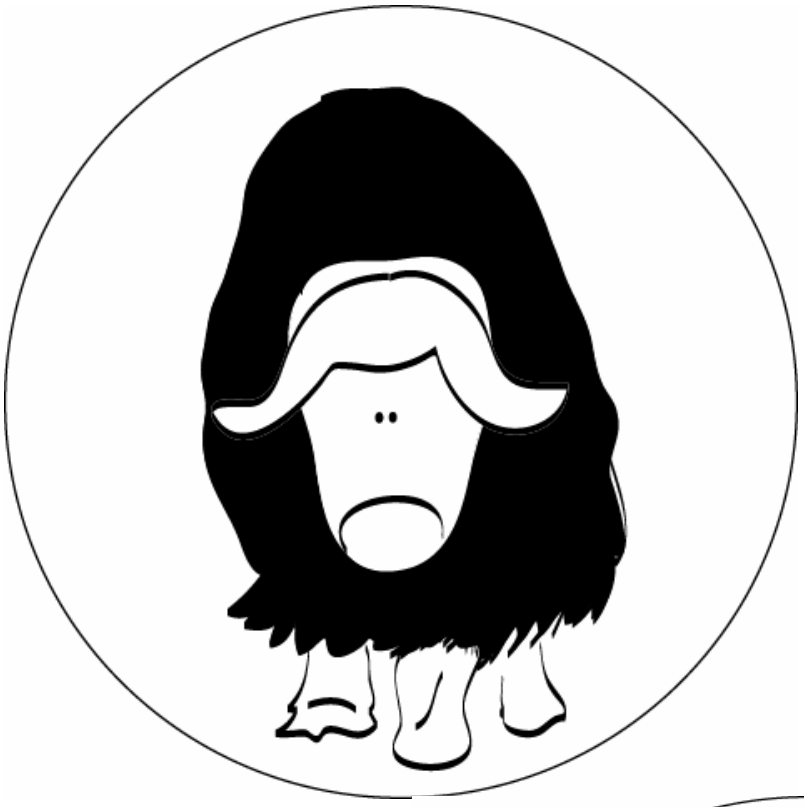




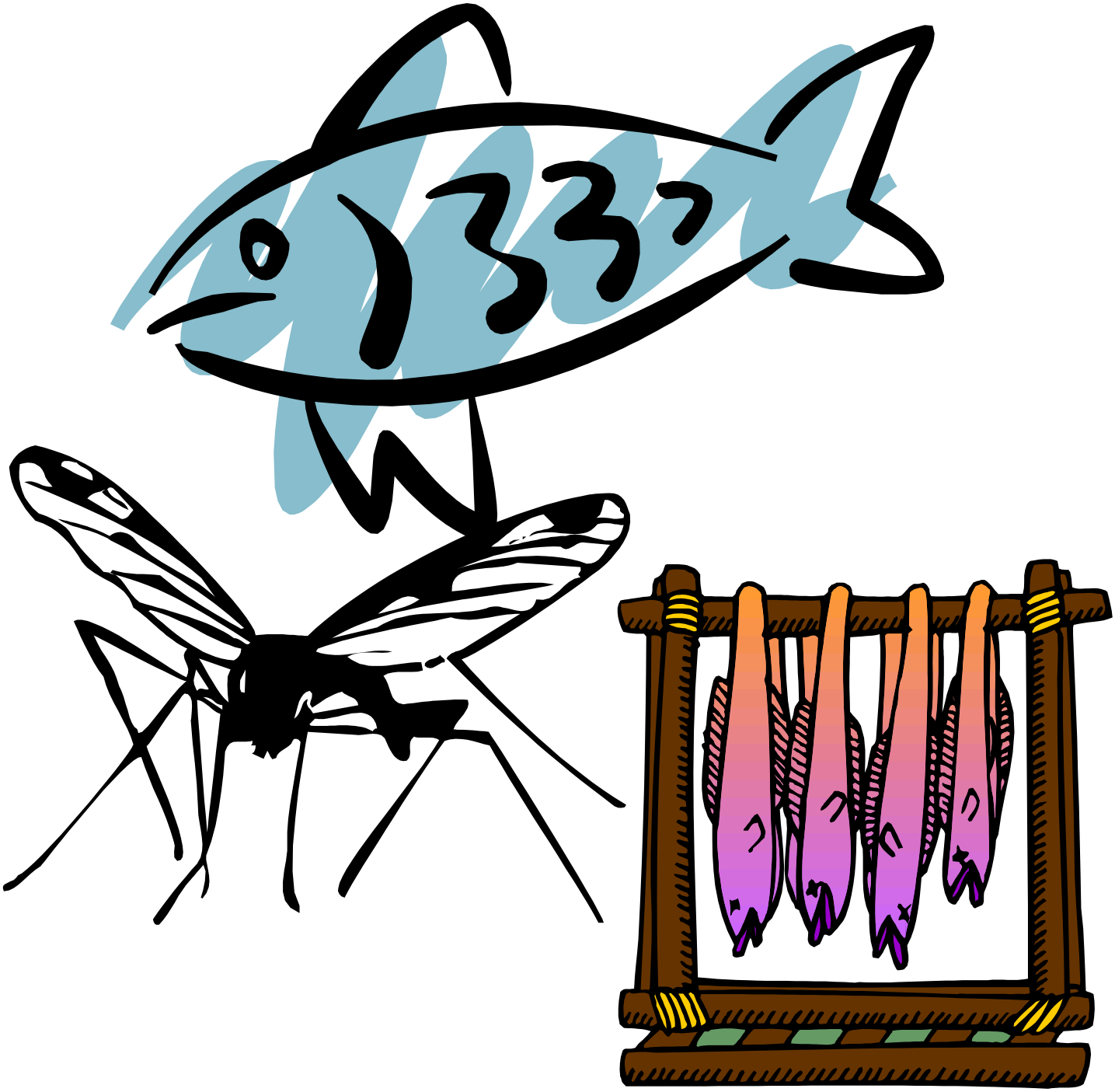


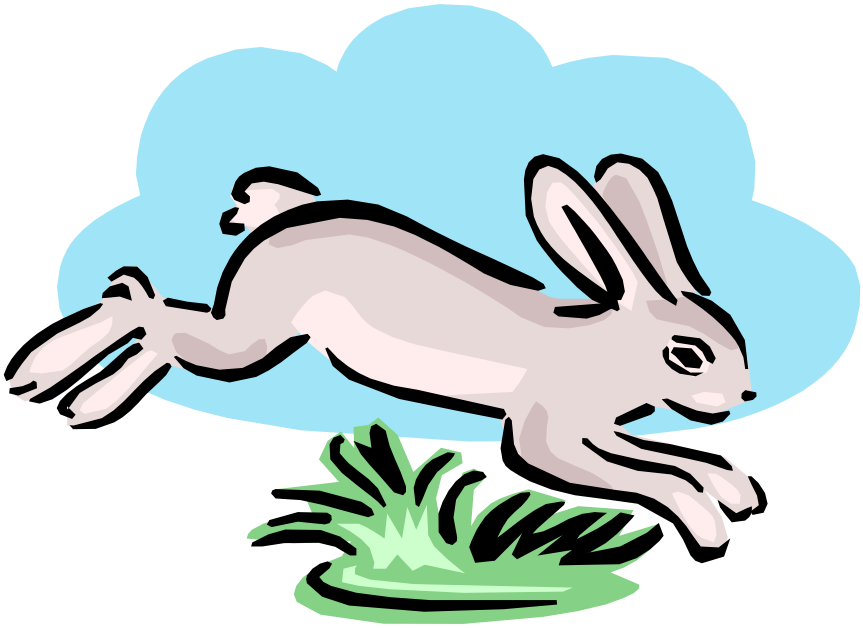


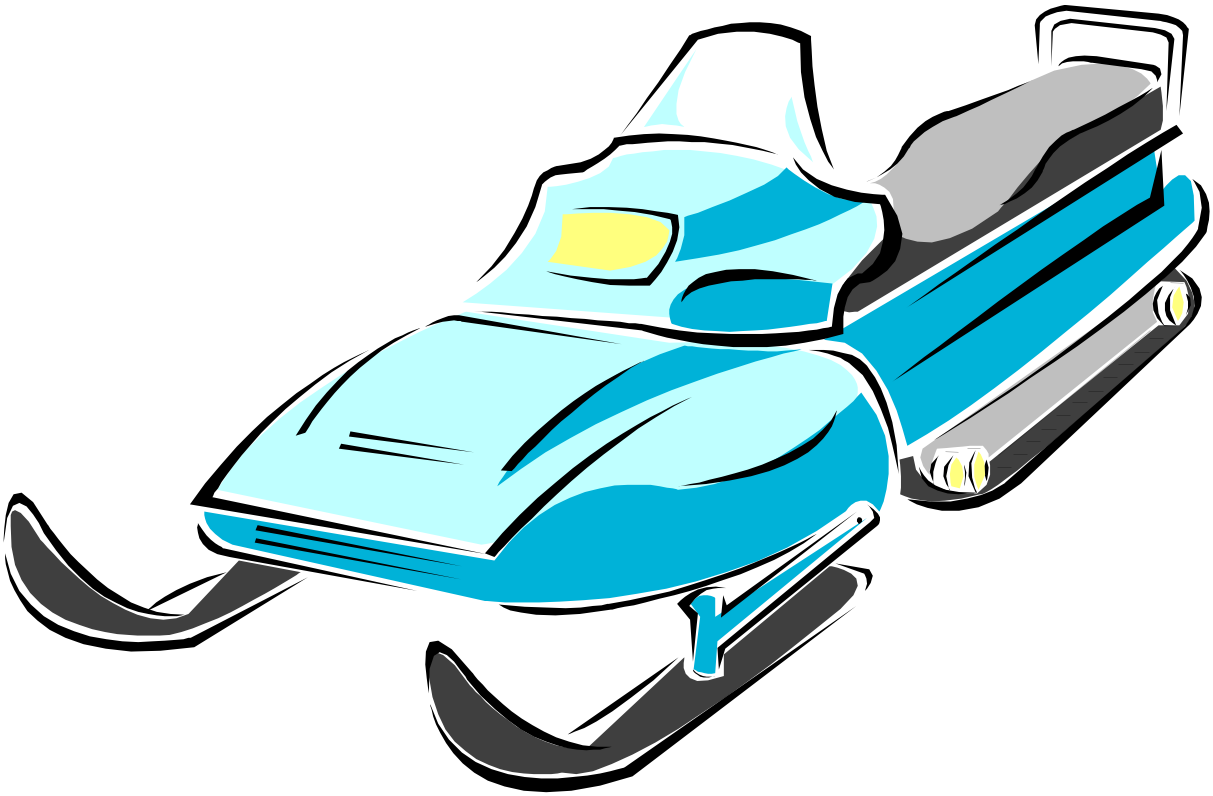




Graphics: Janet Pacey

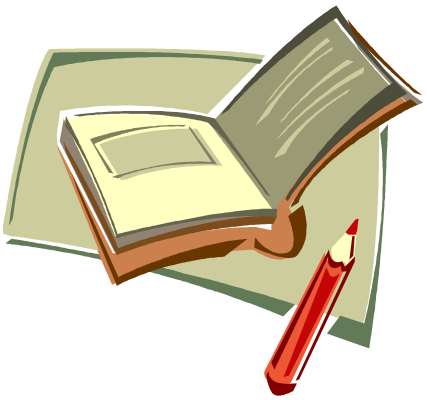




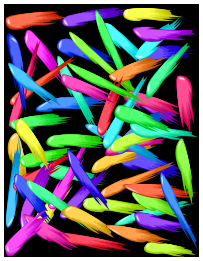
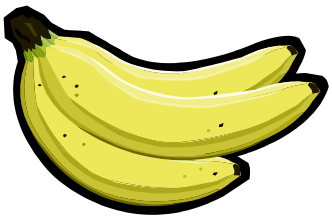
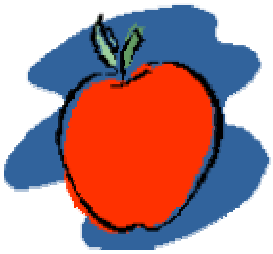
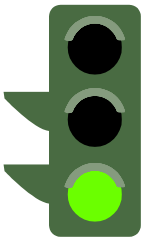
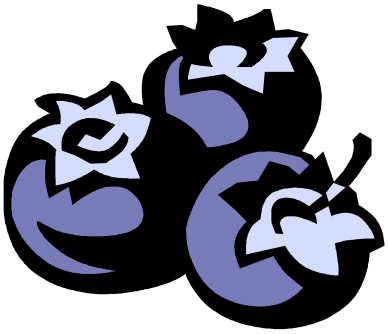
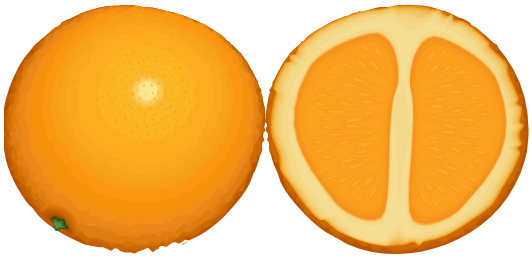


17 Sample books

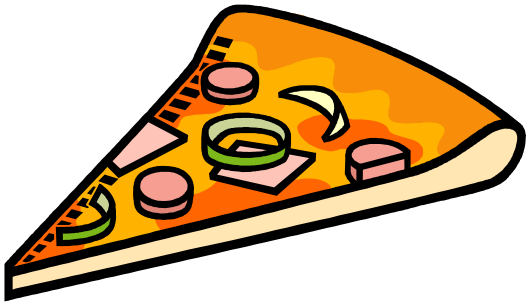
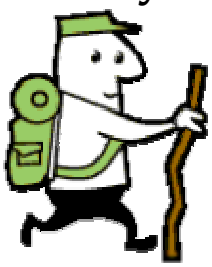
- I Know my Colours
- My Favourites



Sample book – I Know my Colours

I know my Colours 	This is  yellow. What other things are yellow?
This is  red. What other things are red?	This is  green. What other things are green?
This is  blue. What other things are blue?	This is  orange. What other things are orange?

Sample book - My Favourites

My Favourites 	My favourite food is  pizza.
My favourite indoor activity is reading.	My favourite outdoor activity is  hiking.
My favourite sport is squash.	My favourite animals are puppies.

Closing

Time 10 minutes

Handouts 18, 19

Session Review

Review the session with participants. Go around the circle and ask participants to say one thing that they learned today.

Closing activity

Ask participants to make a commitment to reading with their learner for 15 - 30 minutes a day. They can either read aloud to them or do shared reading. Photocopy and give out reading tickets on handout 18. Reading tickets are incentives for children to read. Photocopy several sheets or ask participants to make their own reading tickets.

Review plans for next week

- Learning styles
- Repeat reading
- Paired reading

Evaluation

Ask participants to fill out the evaluation. Tell them it helps you plan the next session

Door prize and free books

Draw for the door prize after everyone completes the evaluation form. Give out free books.

18 Reading Tickets

15 **Reading Ticket** 15 This reading ticket is awarded to _____ for 15 minutes of reading and earns you 1 point.	15 **Reading Ticket** 15 This reading ticket is awarded to _____ for 15 minutes of reading and earns you 1 point.
15 **Reading Ticket** 15 This reading ticket is awarded to _____ for 15 minutes of reading and earns you 1 point.	15 **Reading Ticket** 15 This reading ticket is awarded to _____ for 15 minutes of reading and earns you 1 point.

Use these reading tickets with your child or learner. Each time they read for 15 minutes they get points. Come up with a list of things they can get with their points. For example:

- 10 points — Pick a movie for Friday night and have popcorn
- 15 points — Go out for dessert
- 20 points — Don't have to do the dishes pass
- 25 points — Choose a book
- 30 points — Movie pass
- 40 points — Go out for supper – your choice

19: Family Tutoring - Session Evaluation

Session # ___ Topic: _____

1. **What did you think of the topic we talked about in this session?**

Excellent	Pretty good	Needs a little work	Not so hot	Should be canned

2. **What did you like most about the session?**

3. **What did you like least about the session?**

4. **What could we do to improve this session for next time?**

5. **Other comments**

Session Two: Improving Reading Fluency

Welcome	Welcome and review agenda
Review	Review last week Review group agreements
Warm-up Activity	Alphabet search
Group Discussion	How do children learn? How does your child or learner learn?
Reading Strategies	Model, shared, repeat reading Paired reading Directed reading thinking activity (DRTA) Guided reading
Craft Activity	Cloth books
Closing	Weekly action plan Evaluation

Overview of Session

This session gives participants some techniques to help improve their learner's reading fluency. Ask participants to role play the different techniques. People learn better when they actually do it. The group discussion is about how children learn. Participants fill in a questionnaire about their learner's learning style. This will help them support their learner.

Goals

- To give participants some useful reading strategies to use with their learners.
- To give information about learning styles.
- To have fun making cloth books.

🕒 Time

You will have to choose from the activities in this session. The interests of the participants and the amount of time you have for your program will determine the number of activities you can do. You can make this session into two sessions if you would like to do all the activities.

You need

- Participant and door prize forms
- Agenda
- Handouts
- Flipchart paper
- Book kit
- Free books
- Prizes
- Workshop supplies✏ – markers, paper, pencils, name tags, post it notes, craft supplies

The day before the session

Call each participant to remind him or her about the session. Ask them if they need transportation to the meeting. Talk with the participants about the program or other issues.

Before the session

The facilitator should arrive at least 45 minutes before the session to set up the room, organize equipment and supplies, and make coffee and snacks.

Workshop preparation

- Review the facilitation section.
- Review the background information.
- Review the session and decide what activities you want to do.
- Research information for discussion topics not included in the manual.
- Change the agenda if needed.
- Photocopy handouts.
- Prepare craft materials.
- Ask community businesses to donate prizes for the program. Some suggestions for prizes are:
    - Adult and children books
    - Gift certificates for the local grocery store, gift shop etc,.
    - Gift baskets
    - Bath stuff
    - Candles

There are detailed facilitator notes for each activity

- Welcome and Introductions
- Review
- Warm-up Activity
- Group Discussion
- Reading Strategy
- Craft Activity
- Closing

The following pages give background information, facilitator notes and handouts for each activity in the session.

We use this symbol for background information.

We use this symbol for facilitator notes. Facilitator notes give detailed information on how to do the activities.

We use this symbol for handouts. Handouts are pages you need to copy for participants to use during the session. Some activities have no handouts. Some have several.

Background Information

The term 'reading fluency' refers to how smoothly a person reads. There are many ways to improve reading fluency. New readers often have trouble figuring out words or stumble over hard words. Some new readers are very stiff when they read. They work so hard to identify the words that they don't get the phrasing right and don't understand what they are reading. Sometimes new readers do not respond to punctuation marks and do not stop at the end of a sentence. To help fluency, tell new readers that punctuation marks are like 'traffic signs' and must be obeyed. When they read aloud, tell them to drop their voice and say STOP when they come to a period, until they learn to do it automatically.

To demonstrate fluency read a passage without stopping at punctuation and without expression. Ask the learner how it sounds. Then read the passage with expression and stop at the right places and see if he can tell you what you did differently. This is called modeling and is covered in this section.

Other ways to help new readers with their fluency and comprehension are:

- **DEAR – Drop everything and read.** Children need to practice reading for it to become automatic. When children do not read often, they usually spend more time figuring out words rather than making sense of what they are reading. Everyone in the family needs to take time to read. Many schools support reading time for the whole school. Do this at home too!

- **Shared reading.** Shared reading is for fun. Choose a book that has lots of repetition and read the book to your learner. When you come to the repetition parts fade your voice away and encourage the child to chime in

the words. Point to the words as you read them. Children often start reading this way.

- **Repeat reading.** Read a sentence or passage aloud to provide a model, and then ask the child to read it aloud. Do this periodically as you read. Your learner will eventually be able to read the text themselves.

- **Paired reading.** This strategy helps learners hear the relationship between oral and written language. Paired reading is recommended for children in mid grade one and up. Research shows a significant gain in reading comprehension and word recognition using this strategy. The handout in the reading strategies section shows the steps a parent or tutor needs to follow for paired reading. Anyone can do it!

- **Directed reading thinking activity (DRTA).** The DRTA is a prediction strategy that helps children understand the story. Prediction means guessing what will happen before you read the story. The strategy helps learners develop connections for meaning. The handout in the reading strategies section shows the steps a parent or tutor needs to follow for DRTA.

- **Guided reading**. The tutor or parent can facilitate independent reading. Set the scene and discuss the book cover and chapter headings to help the child get into the story. After the child has read the book or passage the parent or tutor asks questions about the book to ensure that the child understands the story.

It is important that children work at their own pace and level. Children become frustrated if they do not understand the story or make too many mistakes.

Note. Point to the words when you read them or the learner reads them. This helps learners recognize words and keep track of them. If the learner makes a mistake, tap the word to make them aware of their mistake. This is much better than saying aloud she made a mistake. [1]

[1] Adapted from Tutoring for Mastery – Bob Parvin http://www.sfo.com/~parvin/part1.html

Welcome

Time 5 minutes

Handouts 1, 2

Agenda

Post the agenda on the wall and give the agenda handout to participants. Go over the agenda with participants. Ask for any changes.

Meet and greet

As participants arrive, introduce yourself to new people and welcome participants from last week. Ask them to write their name on a name tag and ask new people to fill out the participant form, handout 2. Invite participants to enter their name for the door prize.

Note: Offer to help them fill out the participant form. This gives you a chance to informally assess the group's literacy skills.

Introduction of facilitators and participants

Sit in a circle where everyone can easily see each other. You may have new participants for this session. Ask people to use these questions to introduce themselves.

- What is their name?
- Are you a parent or a volunteer tutor?
- What is the age of the child you are working with?
- Why did they decide to come to the program?
- What do you look forward to in this session?

1 Session Two Agenda - Improving Reading Skills

Welcome	Welcome and review the agenda
Review	Review last week's topics Review group agreements
Warm-up Activity	Alphabet search
Group Discussion	How do children learn? How does your child learn?
Reading Strategy	Shared, paired, repeat reading Paired reading Directed reading thinking activity (DRTA)
Craft Activity	Cloth books
Closing	Weekly action plan Evaluation

2 Participant Form

Name: _____

Address: _____

_____

Phone #: _____

Learners' names and ages:

_____

_____

_____

_____

Review

Time 20 minutes

Handouts none

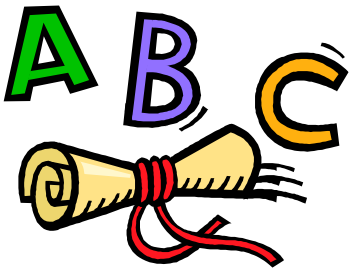
Review

- Review group agreements. Ask participants if they would like to add or delete any.
- Review last week's session. Ask participants if they used the tips they learned last week. Go around the circle and encourage everyone to share. Use these questions:
    - How did it go?
    - Does anyone have any suggestions for the group?
    - Did anyone use the reading tickets?
    - Are you reading each day with your learner?
    - Did the reading tips help?

Warm Up Activity – Alphabet Search

Time 15 minutes

Handouts none



Alphabet Search

Participants find things in the room that begin with the letters of the alphabet.

Instructions

- Ask the group to work in pairs.
- Start with 'A' and find an object or text that begins with it.
- Do all the letters in the alphabet.
- Write them down on a sheet of paper.
- The pair that finishes first wins.

Variation

Give participants 10 minutes to search the room for objects and text that start with each letter of the alphabet. The pair that completes the most letters wins.

Example

A - apple

B - bulletin board

C- carpet

D- door

E- exit

F- fire extinguisher

Group Discussion – Learning Styles

Time 30 minutes

Handouts 3, 4, 5, 6, 7, 8, 9

How do people learn?

Give participants handout 3 and read it together.

We learn new things in five steps :

- We take in information with our eyes, ears, nose and touch.
- We try to figure out what the information means.
- We file the information into our memory.
- When we needed the information, we remember it.
- We speak and write the information. We tell others about the information.

Brainstorm

Ask the question: "What can we do to help a child learn?" Write down their responses on flipchart paper. Give participants handout 4 and compare their responses to the list. Give participants handout 5 and read it together. We all have a certain way we like learn things. Consider these three kinds of learners: visual, auditory, and kinesthetic.

Learning style quiz

Ask participants to fill out handout 6, the learning styles quiz. They can fill it out for themselves as well as for their child or learner.

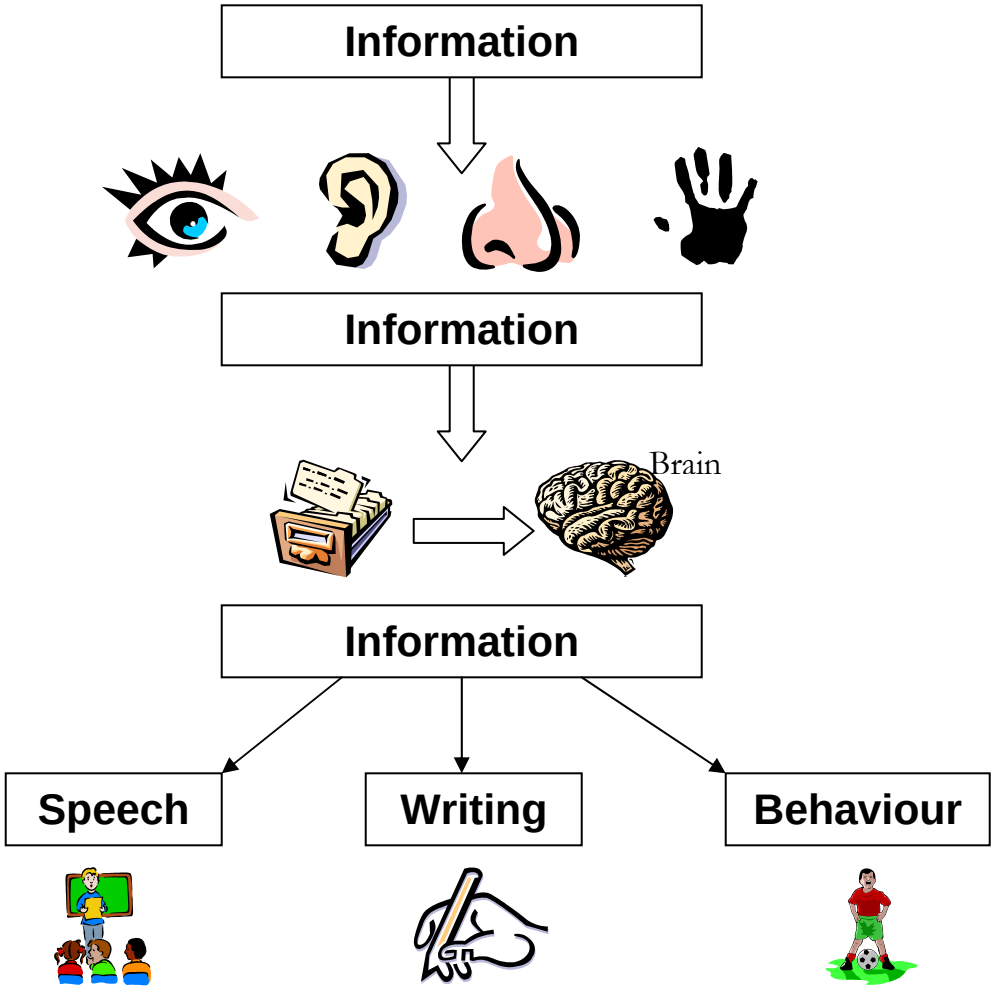
Brainstorm

Divide participants into three small groups and brainstorm ways to make learning easier. Each group takes one learning style. Ask each group to report back to the larger group. Give participants handouts 7, 8 and 9 so they can fill them in when groups report back.

3 How We Learn Things

We learn new things with five basic steps:

1. We take in information with our eyes, ears, nose and touch.
2. We try to figure out what the information means.
3. We file the information into our memory.
4. When we need the information, we take it out of memory and remember it.
5. We speak and writing about the information. And we change our behavior.



4 How can we help our children learn?

- Listen to them and pay attention to their problems.
- Read with them.
- Tell family stories.
- Limit their television watching.
- Have books and other reading materials in the house.
- Look up words in the dictionary with them.
- Encourage them to use reference materials.
- Share favourite legends, stories, songs, and poems with them.
- Take them to the library and get them their own library cards.
- Discuss the daily news with them.
- Go exploring with them and learn about plants, animals, and local geography.
- Find a quiet place for them to read and look at picture books.
- Write them notes to go in their lunch or leave them on their pillow.
- Make a list and go grocery shopping.
- Read the labels on the food you buy.
- Review their homework.
- Meet with their teachers.[2]

[2] Adapted from *Families First: A Northern Parenting and Learning Program*, NWT Literacy Council

5 Three Main Ways of Learning

We all have certain ways we like to learn. What kind of a learner are you? What kind of a learner is your child?

Visual Learner

The **Reader**

- Learns from reading words and stories
- Figures out symbols and signs

The **Observer**

- Looks around for detail
- Reads body language
- Looks for color, shape, and design

Auditory Learner

The **Listener**

- Knows and understands sounds and messages

The **Talker**

- Talks and discusses things with others
- Communicates orally

Tactile or Kinesthetic Learner

The **Toucher**

- Handles, touches and, feels things

The **Doer**

- Always moving and doing things

6 What Kind of Learner is Your Child?

Read each sentence and put a check next to the ones that best describes what your learner usually does and how your learner usually acts. Add up the number of check marks in each section.

- If you have the most checks in section A, your child has visual strengths and learns best by seeing things.
- If you have the most checks in section B, your child has auditory strengths and learns best by hearing or saying things.
- If you have the most checks in section C, your child has kinesthetic strengths and learns best by doing things..
- If two sections are almost equal, your child may have a blend of learning styles.

A. Visual Strengths	
☐	Puts things together easily when using printed or pictured directions.
☐	Closes eyes when memorizing or remembering.
☐	Notices things around them.
☐	Solves jigsaw puzzles easily.
☐	Prefers to watch television or a movie or play a video game, in spare time
☐	Likes to see what he or she is learning.
☐	Has a great imagination.
☐	Looks neat and wears color-coordinated clothing.
☐	Understands things by reading about them more than by listening.
☐	Is quiet; rarely volunteers answers.
☐	Thinks the best way to remember something is to picture it in his or her mind.
☐	Takes many notes in school.
	Total for section A

B. Auditory Strengths

- ☐ Loves to communicate; talks a lot.
- ☐ Enjoys listening to CDs, tapes, or the radio in spare time.
- ☐ Remembers television commercials, jingles, and songs after hearing them only once or twice.
- ☐ Uses rhyming words to remember names or facts.
- ☐ Talks aloud when working on a math problem.
- ☐ Hears spoken directions and follows them easily.
- ☐ Does better in academic subjects by listening to lectures and tapes and discussing material than just reading about it.
- ☐ Reads aloud or mumbles when reading.
- ☐ Has difficulty reading diagrams or maps unless someone explains them to him or her.
- ☐ Talks a lot and expresses feelings verbally.
- ☐ Picks out sounds easily.
- ☐ Likes to use free time to talk to others in person or on the phone.

	Total for section B

C. Kinesthetic Strengths (Active Doer)	
☐	Likes stories full of action.
☐	Attention can wander especially when reading.
☐	Likes sports, active games, building things, playing outside.
☐	Has lots of energy; rarely sits still.
☐	Likes to feel textures of things. As a young child, tried to touch everything he or she saw.
☐	Moves with music.
☐	Shows feelings more with body language when angry or upset, reacts physically, like stomping out of room.
☐	Learns best what they can do something.
☐	Has a hard time sitting and listening for long periods.
☐	Uses fingers to count off items or write in the air.
☐	Tends to rumple clothing from activities.
☐	Has difficulty following and remembering spoken directions.
	Total for Section C

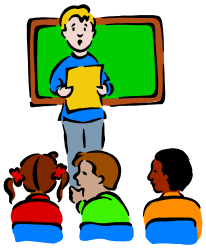
Adapted from *Families First: A Northern Parenting and Learning Program*, NWT Literacy Council

7 Ways to help Visual Learners

- Give demonstrations
- Use visual aides like flashcards, charts, posters, number lines
- Remove clutter

Others

8 Ways to Help Auditory Learners



- Work in a quiet spot
- Read out loud. Point to the words as you read them.
- Say the instructions.

Others

9 Ways to Help Kinesthetic Learners

- Use concrete materials.
- Role play activities.
- Use educational games.

Others

Reading Strategy – Ways to Practice Reading

Time 40 minutes

Handouts 10, 11, 12

Read the background information before you plan this session. Give a copy of the background information to participants or read it to them.

The session has information on seven reading strategies:

1. DEAR – Drop Everything and Read.
2. Model reading
3. Paired reading
4. Shared reading
5. Repeat reading
6. Directed reading thinking activity (DRTA)
7. Guided reading

Role playing

Review the reading strategies with participants on handouts 10, 11 and 12. Model the different strategies. Ask participants to practice the reading strategies with each other. Make sure that everyone has a chance to be the learner and the tutor. Role playing is a great way to learn new things. When people have actually done it once, they will more likely use the strategy with their learner. Have a variety of books to choose from.

Bring the group together after everyone practices the strategies. Ask these questions:

- What strategies did you like best?
- What strategies do your think you will use at home?
- What problems did you have?

Tip

Remind participants to choose appropriate reading material for their learner. Learner works with best with material that is at the instructional level. If learners work with material that is too hard they become frustrated. If learners work with material that is too easy they become bored.

10 How to Improve Reading Fluency

Drop Everything and Read (DEAR) (for all ages)

Make a special time in your house or at school to Drop Everything and Read for at least 15 minutes. This shows your child or learner that you value reading. Talk about what you read.

Modelling (ages 6 – 9)

Read the book with expression and pause in the right places. Ask the learner to read along silently. Ask them to read it with you to practice their reading. Choose a book that is at their reading level.

Shared Reading (ages 5 – 7)

Choose a repetitive book that your learner likes. Read the book with expression. When the repetitive parts come, fade your voice away and let your child or learner chant the words. This is good practice for reading. Point to the words as you read them.

Repeat Reading (ages 5 -7)

After you read, encourage your learner to repeat each line after you. Point to the words as you read. If the learner stumbles on a word, give them a few seconds to sound it out. If they can not figure it out after 5 seconds tell them the word. You can also record the story on tape so they can practice on their own.

Guided Reading (ages 6 and up)

Facilitate reading by helping the reader get into a story. Discuss the cover of the book and chapter headings, and ask prediction questions. After the learner reads the book or passage, ask questions about the book to find out if the learner understands the story.

Independent Reading

When your learner can read independently, help find interesting stories that she can read easily. When she starts a new book, listen to her read a few passages aloud to see if the book is too hard. If she makes more than four mistakes in 50 words, the story is probably too hard.

Tips for reading

- Point to the words as you read them to help the learner recognize words. Point to the words when the learner reads to help them keep track of the words. If she makes a mistake tap the word to make her aware of the mistake.
- Sometimes new readers do not respond to punctuation marks and do not stop at the end of a sentence. To help fluency, tell new readers that punctuation marks are like 'traffic signs' and must be obeyed. When they read aloud, tell them to drop their voice and say STOP when they come to a period until they learn to do it automatically.

  - Quotation marks
  - Periods
  - Commas
  - Exclamation marks

- If your learner makes more than four mistakes per 75 words, the reading material is too hard for them. Find material that is at their instructional level, not too hard and not too easy.

11 Paired Reading

Parents and tutors can use paired reading to improve their learner's reading fluency. This method helps learners hear the relationship between oral and written language.

How does it work?

You and your learner read at the same time. Practice paired reading for 10 to 15 minutes a day, 5 days a week, for at least 2 -3 months to be most effective. Use the same technique each time.

To begin

1. Your learner chooses what he wants to read.
2. Sit together in a quiet, comfortable spot.
3. Hold the reading material so you can both see it.
4. Talk a little about the book - the front cover, what the books is about, the back of the book, the author. Become familiar with the book.

Reading together

1. Decide how to start. Create a signal to begin reading out loud together, such as a tap on the arm or 1, 2, 3 go.
2. Read at your learner's pace. If you are not reading together, stop and begin again.
3. Point to the words as you read them. Take turns doing this.
4. Create a signal the learner uses to show he wants to read alone.
5. Say things like good reading, or that was a difficult word to encourage him.

6. Point to the word and say the word, if your learner takes longer than 4 seconds to figure out a word.
7. Ask your learner to repeat the word with you.
8. Start reading together until your learner wants to read on their own.[3]

[3] Adapted from *Paired reading: positive reading practice: a training videotape with accompanying manual.* Brailsfor, Anne, Edmonton: Northern Alberta Reading Specialists' Council

12 Directed Reading Thinking Activity - DRTA

Parents and tutors can use this strategy to help children predict and understand what they read. It helps learners to develop connections for understanding print.

To begin

1. Choose an interesting book.
2. Find a quiet, comfortable place to work.
3. Explain to your learner that this activity helps them read and better understand what they read.

Together

1. Look at the cover of the book and talk about what you see and predict what might happen in the book.
2. Read the first section of the book out loud. Discuss what you thought would happen.
3. Predict what will happen next based on what you have read so far.
4. Read the next section. Again discuss what you thought would happen.
5. Continue doing this for each part of the book or story.
6. When you finish the book, talk about what you liked or disliked about it and why.

Craft Activity

Time 30 minutes

Handouts 13, 14

Simple Cloth Book

Show participants how they can easily make a simple cloth book with envelopes as pages. You can put special things in the envelopes like flashcards, labels, report cards etc.

You need

- Handout 13
- Cardboard
- Envelopes
- Glue
- Scissors
- Material

Cloth Binder

Cloth binders are fun and easy to make. Participants can make them for their learner.

You need

- Handout 14
- Binders
- Material
- Glue guns
- Scissors
- Cardboard
- Batting

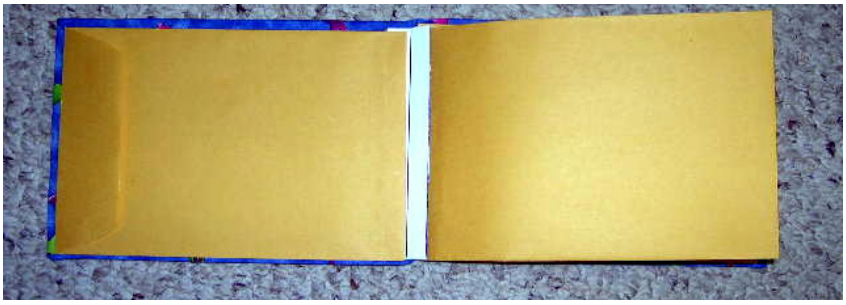
Tutors can use these cloth books for

- Picture story books
- Flashcards
- Photos
- Family books
- Scrap books

13 Easy Cloth Books

What you need:

- Lightweight cardboard such as a large cereal box
- 8 or 9 envelopes size 14.9 x24.4 cm or 5 7/8 x 9 5/8 inches
- Paper the same size as the envelopes
- Cloth
- Cardstock
- Glue, scissors, ruler

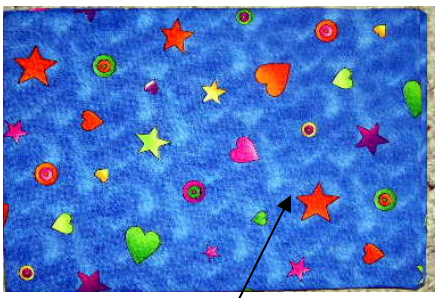


Directions:

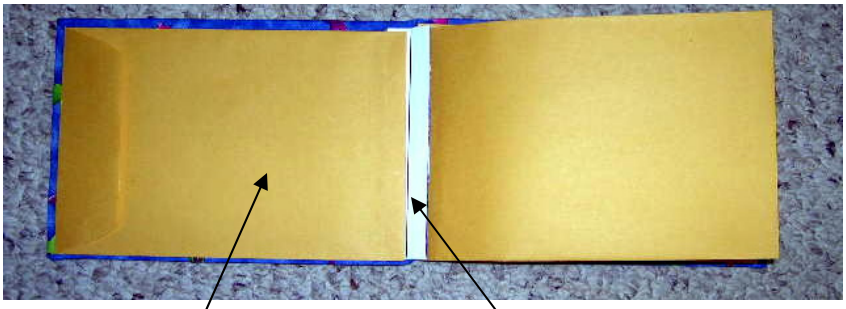
1. Cut 2 rectangular pieces of cardboard. Make them a little longer and wider than the envelopes.
2. Place the 2 pieces of cardboard horizontally on the cloth with about 1 cm of space between them. Cut the cloth around the outside of the 2 pieces of cardboard. Make the cut 2 to 3 cm bigger than the cardboard.
3. Put glue on 1 side of the cardboard and glue the 2 pieces down to the cloth. Remember to leave 1 cm between them. Put glue around the outside edges of the cardboard pieces and turn the cloth in to cover

the edges. Make corners as neat as possible. This is the cover for the book. You might need a little extra glue.

4. Make the cardstock 11 inches or by the shortest dimension of the cloth-covered cardboard. Make accordion folds of about 2cm. This is the spine of the book.
5. Glue the folded cardstock to the inside edges of the cardboard to make the spine of the booklet. Make sure the cardstock lays flat where it meets the cardboard.
6. Glue an envelope to each piece of cardboard to cover the raw edges.
7. Glue the remaining envelopes to the folds of the cardstock spine so that they look like pages in a book. Put glue on the end of the envelope. Face the envelopes the same way.
8. The end project should look like a booklet with envelopes as pages.

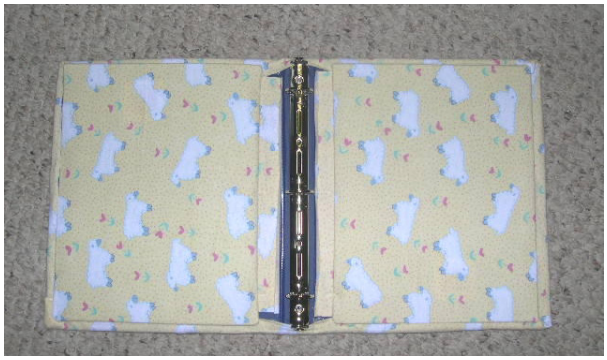


cover



envelope spine

14 Cloth Binders



What you need:

- Binders
- Material
- Glue guns
- Scissors
- Cardboard
- Batting

Directions:

1. Cut out material about 2 inches larger on each side than the binder when it is opened up.
2. Cut two pieces of cardboard the size of the closed binder.
3. Cut out 2 pieces of material about 1 inch larger that the size of the cardboard.
4. Cut out batting the same size as the binder when it is open.
5. Place the larger material on a table. Centre the batting on the material and put the binder on the batting.
6. Glue the material to the inside of the binder with a glue gun. You have to glue the material one side at a time.
7. Put the other pieces of material on a table. Put the cardboard pieces on top of the material and glue the material around the cardboard edges.
8. Glue the material covered cardboard to the inside of the binder. Be sure to cover up the edges of the material. You are done!

Closing

Time 10 minutes

Handouts 15, 16,

Session Review

Review the session with participants. Ask participants to try out the reading strategies from this week with their learners.

Closing activity

Ask participants to fill out the weekly action plan on handout 15.

Review plans for next week

- Language experience
- Flashcards
- Word bank
- Language games

Evaluation

Ask participants to fill out the evaluation. Tell them it helps you plan the next session

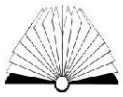
Door prize and free books

Draw for the door prize after everyone completes the evaluation form. Give out free books.

15 Weekly Action Plan

Mark what you plan to do with your learner this week. Put a check mark beside the activities you complete.

Monday	Tuesday	Wednesday	Thursday	Friday
__ read together	__ read together	__ read together	__ read together	__ read together
__learner reads	__learner reads	__learner reads	__learner reads	__learner reads
__repeat reading	__repeat reading	__repeat reading	__repeat reading	__repeat reading
__paired reading	__paired reading	__paired reading	__paired reading	__paired reading
__shared reading	__shared reading	__shared reading	__shared reading	__shared reading
__bookmaking	__bookmaking	__bookmaking	__bookmaking	__bookmaking
__discussion/ interaction time	__discussion/ interaction time	__discussion/ interaction time	__discussion/ interaction time	__discussion/ interaction time
__writing time	__writing time	__writing time	__writing time	__writing time
__library visit	__library visit	__library visit	__library visit	__library visit
__model reading	__model reading	__model reading	__model reading	__model reading
__literacy game	__literacy game	__literacy game	__literacy game	__literacy game



16: Family Tutoring - Session Evaluation

Session # ___ Topic: _____

1. **What did you think of the topic we talked about in this session?**

Excellent	Pretty good	Needs a little work	Not so hot	Should be canned

2. **What did you like most about the session?**

3. **What did you like least about the session?**

4. **What could we do to improve this session for next time?**

5. **Other comments**

Session Three: Language Experience

Welcome	Welcome participants and review the agenda
Review	Review last week Review group agreements
Warm-up Activity	Family literacy bingo
Group Discussion	Self-esteem and learning
Reading Strategies	Language experience ▪ Guidelines ▪ Word cards ▪ Sequence ▪ Games
Craft Activity	Flashcards, labels, games
Closing	Session review Evaluation

Session Overview

All children love to tell stories and see their stories written down. We can use children's language and experience as a starting place for learning to read. In this section, you will learn how to use the learner's voice to teach reading. This is called the language experience approach. The discussion topic for this session is self-esteem and learning. It is important that we build children up to feel good about themselves and their learning abilities.

Goals

- To show participants how to use language experience.
- To provide a chance for participants to share their ideas and experiences.
- To discuss why self esteem is important to learning.

🕒 Time

You will have to choose from the activities in this session. The interests of the participants and the amount of time you have for your program will determine the number of activities you can do. You can make this session into two sessions if you would like to do all the activities.

You need

- Participant and door prize forms
- Agenda
- Handouts
- Flipchart paper
- Book kit
- Free books
- Prizes
- Workshop supplies✏ – markers, paper, pencils, name tags, post it notes, craft supplies

The day before the session

Call each participant to remind him or her about the session. Ask them if they need transportation to the meeting. Talk with the participants about the program or other issues.

Before the session

The facilitator should arrive at least 45 minutes before the session to set up the room, organize equipment and supplies, and make coffee and snacks.

Workshop preparation

- Review the facilitation section.
- Review the background information.
- Review the session and decide what activities you want to do.
- Research information for discussion topics not included in the manual.
- Change the agenda if needed.
- Photocopy handouts.
- Prepare craft materials.
- Ask community businesses to donate prizes for the program. Some suggestions for prizes are:
    - Adult and children books
    - Gift certificates for the local grocery store, gift shop etc,.
    - Gift baskets
    - Bath stuff
    - Candles

There are detailed facilitator notes for each activity

- Welcome and Introductions
- Review
- Warm-up Activity
- Group Discussion
- Reading Strategy
- Craft Activity
- Closing

The following pages give background information, facilitator notes and handouts for each activity in the session.

We use this symbol for background information.

We use this symbol for facilitator notes. Facilitator notes give detailed information on how to do the activities.

We use this symbol for handouts. Handouts are pages you need to copy for participants to use during the session. Some activities have no handouts. Some have several.

Background Information

What is language experience?

Language experience is an easy-to-use teaching tool. When we write down a child's stories and ideas, we create reading material that they know and love. They can use familiar language to learn to read.[1]

When we accept children's language and experience as a starting point for literacy, learning to read and write can be easier.

Jamal's Story

Learning to read and write had been difficult for Jamal, a third grader, who went to a special reading program. He was only able to read three words on a pre-primer list. He stumbled through reading and often said "I can't read this." When he was asked to talk about himself he talked about a basketball game he had recently attended. He had a wonderful way with words and described his experience in detail. The tutor wrote his words down in a story and read it to him. When asked to read the story, Jamal was able to read the whole story. He was able to read words like basketball, game, score and referee. Why was this so easy for Jamal? Words describing personal experiences provide a context of maximum support. Jamal knew these words and they were important to him. These words were in a context that he could understand.[2]

---

[1] Adapted from A Guide for Tutoring Adult Literacy Students, Ministry of Education, Skills and Training, British Columbia, Joyce Cameron with Myrna Robinowitz, 1988

[2] Adapted from Ronald L. Cramer on the Language Experience Approach – http://www.literacyconnections.com/Cramer.html

What is the value of language experience?

Language experience is a good place to start for non-readers and it works with children at any reading level. Children feel successful and they like hearing their own words in a story.

How does language experience work?

The tutor and child work together on a story. The child tells the story and the tutor writes the words. They practice the story together and do related activities.

What are some activities you can do with language experience?

Once you write the story you can do a variety of activities. Ask the child to pick out the words she or he knows and make flashcards for the words she or he does not know. Make a list of sight words and play sight word bingo. Make a memory game of all the words the child is learning. The list is endless!

The handouts give detailed instructions on how to do language experience and all the activities you can do with it. All you need to begin is paper and a pen.

Welcome

Time 5 minutes

Handouts 1, 2

Agenda

Post the agenda on the wall and give the agenda handout to participants. Go over the agenda with participants. Ask for any changes.

Meet and greet

As participants arrive, introduce yourself to new people and welcome participants from last week. Ask them to write their name on a name tag and ask new people to fill out the participant form, handout 2. Invite participants to enter their name for the door prize.

Note: Offer to help them fill out the participant form. This gives you a chance to informally assess the group's literacy skills.

Introduction of facilitators and participants

Sit in a circle where everyone can easily see each other. You may have new participants for this session. Ask people to use these questions to introduce themselves.

- What is their name?
- Are you a parent or a volunteer tutor?
- What is the age of the child you are working with?
- Why did they decide to come to the program?
- What do you look forward to in this session?

1 Session Three Agenda – Language Experience

Welcome	Welcome and review the agenda
Review	Review last week's topics Review agreements
Warm-up Activity	Family literacy bingo
Group Discussion	Self-esteem and learning
Reading Strategy	Language experience • Guidelines • Word cards • Sequence • Games
Craft Activity	Flashcards, labels and games
Closing	Session overview Evaluation

2 Participant Form

Name: _____

Address: _____

_____

Phone #: _____

Learners' names and ages:

_____

_____

_____

_____

Review

Time 15 minutes

Handouts none

Review

- Review group agreements. Ask participants if they would like to add or delete any.
- Review last week's session. Ask participants if they used the reading strategies from last week with their learners. Go around the circle and encourage everyone to share. Use these questions:
    - How did it go?
    - Does anyone have any suggestions for the group?
    - Did you follow your action plan?
    - Which strategies did you find most useful?

Warm Up Activity – Family Literacy Bingo

Time 15 minutes

Handouts 3

Bingo

People always enjoy bingo. You can use this activity over and over again and no one will ever complain.

Instructions

Brainstorm 'What is family literacy?' To get people started suggest a few examples like sharing, reading together, cooking, shopping etc. Ask them to come up with 16 responses. Write down their responses on flipchart paper.

Give participants handout 3, a blank bingo card. Ask participants to write the 16 words randomly on the bingo card. Call bingo once everyone has their bingo card done. Decide if they need a straight line or 4 corners etc. Give a prize to the winner. The session overview has a list of suggested prizes.

3 Bingo Card

Group Discussion

Time 30 minutes

Handouts 4, 5, 6

Activity 1: Brainstorm

- What is self-esteem?
- Where do we get our self-esteem?
- What things affect our self-esteem?
- Why is self-esteem important for learning?

Brainstorm these questions in a variety of ways:

- As a large group.
- In smaller groups.
- Each group takes a different question and reports back to the larger group.

Activity 2: Self-esteem and Learning

Give out handout 4, Self-Esteem and Learning. Ask participants to work in pairs and talk about when they learn best and when they think their learners learn best. Ask them to report back to the larger group. Write down their ideas on flipchart paper. Give participants handout 5 and compare the two lists. Draw attention to ideas that are not on their list.

Activity 3: Self Esteem Bags

Self-esteem is like a bag. We can fill up our bag with good things about others and ourselves. This helps us feel good and adds to our self-esteem.

Hand out a brown paper lunch bag or envelope to each participant. Ask participants to decorate the bag with their name and pictures or words to show what makes them feel good. Ask them to share their bags with each other. Ask each participant to write a compliment about each other and put it into their self-esteem bags. At the end of the session share the compliments with one another.

Talk about how you could use this activity with a learner, family, or class. Ask them to try it and report back next week.

Extra self-esteem activities (handout 6)

1. Who am I?
2. Name poems
3. Achievement flags
4. "I know something you're good at.."
5. Letter to your child (postcards)
6. Pal of the day
7. See how many positive words you can come up with
8. Spin the bottle
9. Collages

4 Self-esteem and Learning

Get into small groups and talk about why self-esteem is important for learning.

Why is self-esteem important for learning?

I learn best when I am…

Children learn when they are…

5 Why is Self-esteem Important for Learning?

Studies show that bright children who think poorly of themselves may do poorly in school, but average children who believe in themselves can do really well.

Good self-esteem has a positive effect on just about every part of a child's life:

- How they get along with others?
- How they handle school and studying?
- How they deal with pressure and stress?
- How they do as children, adolescents, and adults?

So why is self-esteem important to learning?

Children who have high self-esteem are:

- Willing to try tough learning assignments.
- Willing to try something new.
- Willing to keep on trying until they get it right even if they don't get the answer right the first time.

High self-esteem helps children in other ways too. Kids with high self-esteem:

- Are happier.
- Have more friends.
- Are more accepted by others.

6 Self-esteem Activities

Who Am I?

What you need:

- Paper
- Crayons

Directions:

Ask your child to write, "Who am I?" at the top of a piece of paper. Below this heading, ask her to describe herself. For example:

- I am a girl.
- I am a daughter.
- I am blue-eyed.
- I am a helper in the kitchen.
- I am a Canadian.
- I am smart.
- I am a good soccer player.
- I am a babysitter.
- I am sometimes funny.
- I am freckled.
- I am a sister.

Name Poems

What you need:

- Poster board
- Colorful crayons or markers

Directions:

Spell your learner's name down the left side of a poster. Ask her to come up with a positive word or phrase beginning with each letter of her name. Write the word or phrase, or ask your learner to write it across the poster next to each letter. For a bigger challenge, see if you can make the words rhyme.

Achievement Flags

Ingredients

- Large strip of butcher or computer paper
- Colorful pens or crayons

Directions

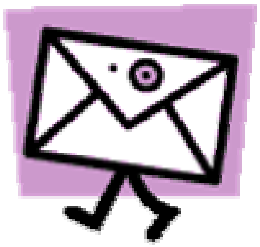
Ask your learner to list the things she is good at or proud of, both in and out of school. Get ideas from teachers, friends, and family members. Cut a pennant out of the paper. Ask your learner to decorate the pennant with these achievements.

These activities are from *50 Fun Ways to Improve Reading*, which was created as part of the *Bridges to Reading* kit, developed by Schwab Learning.

"I know something you're good at.."

Play this fun game with your learner. Think about something your learner is really good at and say to him, "I know something you're good at." When he responds and it is not the thing you were thinking about you say, "No you are really good at skating but I was thinking of something else." Continue until he guesses the right thing.

Letter to Your Learner



Write a special letter to your learner about how well they are doing. Put it somewhere they will find it - in their lunch or backpack, or on their pillow.

Pal of the Day

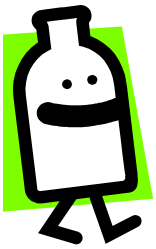
Use a big piece of flipchart paper and ask your learner to lie down. Trace the outline of their body onto the paper. Brainstorm positive things about them and write them down on the paper. Do this with your family, in your classroom, or with a group of learners.

Positive Word Game

Divide the group into two teams of 1 – 5 players. Each team has 10 minutes to brainstorm as many positive words as they can. The team with the most words wins.

- Happy
- Smart
- Funny
- Hilarious
- Sweet

Spin the bottle



Sit in a circle with up to 12 players. Choose someone to start the game. That person spins the bottle and says something positive about the person the bottle points to. The person the bottle landed on goes next. Do this until everyone has had a turn.

Collages

Make a collage with your learner about:

- Their goals for the future.
- The things they like.
- The things they are good at.

You need old magazines, glue, scissors, and paper or cardboard.

Reading Strategy – Language Experience

Time 60 minutes

Handouts: 7, 8, 9

Read the background information before you plan this session. Give a copy of the background information to participants or read it to them. The following handouts are a step-by-step guide to the language experience approach.

Model the language experience approach

Read the handouts over with the participants. Do an example language experience with the whole group. Give the group a topic like hunting or camping. Ask them to come up with a story and write it down. Read the story back to them and ask them to read it with you.

Now it's the participants turn

Ask participants to pair up and role model a language experience story. Make sure they follow the guidelines on handout 7. Ask participants to do the learning activities on handout 9. They may not be able to complete all the activities because it could take too long. Make sure each person gets a chance to be both child and adult.

After everyone practices the language experience approach, discuss how it went. Use these questions to encourage discussion:

- Do you think your learner will enjoy this activity?
- Did anyone do any variations to the activities?
- What are some other ideas or learning activities you can do with language experience?

7 Language Experience Approach

Language experience is an easy-to-use method to teach reading and writing.

Guidelines

1. Talk with your learner about what they want to write about. Ask them questions like "What did you do last weekend?" or "What did you do for summer vacation?" to stimulate ideas for the story.
2. Jot down in point form what your learner wants to include in the story.
3. Help your learner organize their thoughts into a story.
4. Ask your learner to tell you the whole story.
5. Use a short story if your learner doesn't read well.
6. Ask your learner to tell you the story again slowly so you can write it down.

- Print the story.
- Say each word as you print it.
- Skip a line.
- Write exactly what they say. Do not correct their grammar.

7. Read the story to your learner and ask if they want to change anything.
8. Read the story again with the changes. Read the story several times and point to the words as you say them.
9. Ask your learner to read the story with you.

8 Language Experience Examples

Sally's Story

I like to play outside. Sometimes I play ball or play with my dog Jack. I don't like being outside when it is raining. When it is raining I play inside or watch TV. Sometimes I play with my baby brother Peter. He is three years old.

Billy's Story

I went with my grandpa to the cabin. It was cold out there. We caught fish and snared rabbits. I like being on the land with my grandpa. He teaches me how to do things.

Your task

Role play a language experience approach with a partner. One person is the learner and the other is the tutor. Follow the instructions on handout 7. Do the activities on handout 9. Take turns being the tutor and the learner.

9 Language Experience Learning Activities

Once you complete the story do these activities. It takes lots of time to do all of them. Usually you work on a story for several weeks.

What you need:

- Index cards
- Scissors, glue, paper, cardboard
- Tape and tape recorder
- Recipe holder for cue cards

Learning activities directions:

1. Ask the learner to circle the words that they can read. This provides review of those words.
2. Create word cards with these familiar words. Use index cards or make up your own cards with cardboard. Read the words together and ask the learner to match the words with the story.
3. Choose some new words to learn from the story and create word cards them. Match them to the story.
4. Spread all the words on the table face up and say the word. Ask your learner to try and pick out the correct word card.
5. Use both the familiar and unfamiliar words to make a memory game. Write each word out twice. Place the cards face down and try to find the matching pair.
6. Make rhyming words and create new word cards for them. For example cold – hold, fold, sold, told…. Or like – hike, bike, mike

7. Make sentence strips and ask your learner to put them in the correct order.

my grandpa to the cabin	I went with

8. Make sentence strips and ask your learner to put the whole story back together. This teaches sequence and helps with comprehension.

I like being on the land with my grandpa.
It was cold out there.
I went with my grandpa to the cabin.
He teaches me how to do things.
We caught fish and snared rabbits.

9. Record the language experience on tape and ask your learner to read along with the tape.

10. Create a word bank such as a recipe box and store the word cards in alphabetical order

Craft

Activity – Flashcards, labels, games

Time 30 minutes

Handouts 10, 11, 12, 13

Flashcards and Labels

Ask participants make to flashcards or labels to use with their learner. Cut pictures from magazines or use clip art. Write the word on one side and put the picture on the other side. Create a word bank with a recipe card holder for all the words. Or use the cloth book that participants made last week to hold the flashcards. Participants can make their own flashcards and labels or use the handouts 10 and 11.

You need

- Handouts 10 and 11
- Cardboard
- Envelopes
- Clipart
- Glue
- Scissors
- Material
- Magazines

Games

Make some fun educational games for learners.

- Memory Game – handout 12.
- Spelling Game – handout 13.
- Charades – handout 13.

You need

- Handouts 12 and 13
- glue
- scissors
- cardboard
- markers

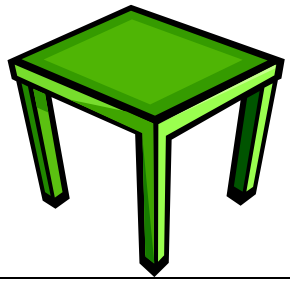
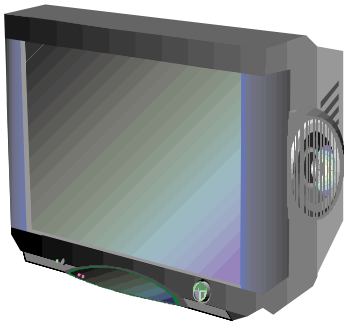
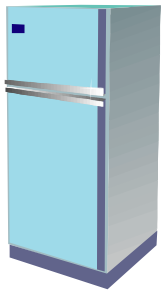
More Fun games you can play at home

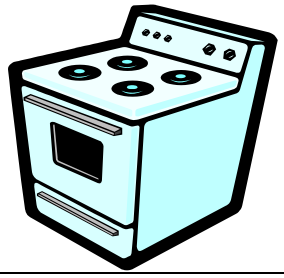
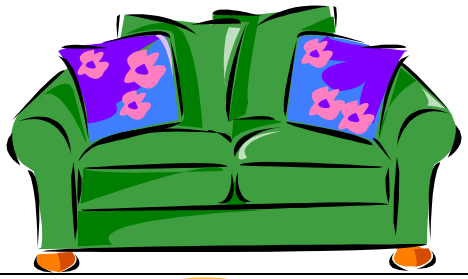
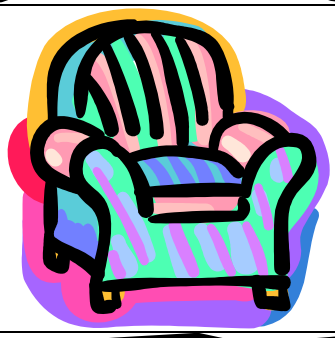
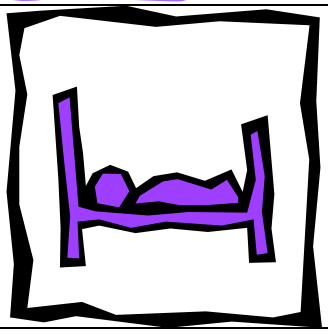
Handout 13 has different words games participants can play at home. Play the games with participants if there is time.

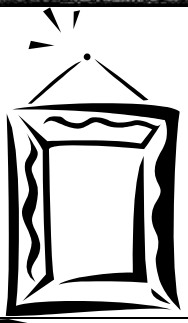
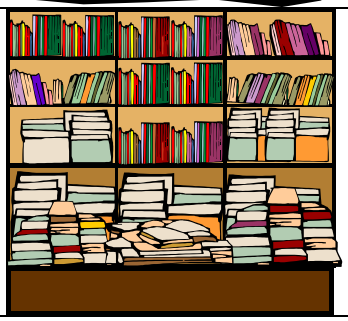
- Word Hunt
- Singing Alphabet
- Toss a Sound
- Locomotion Letters
- Alphabet Strip

10 Household Flashcards

- Fill in the blank set of flashcards next to the pictures of household items on the next three pages.
- Ask your children to help you write out the labels.
- Glue the labels onto pieces of cardboard, such as cereal boxes.
- Put the labels up around the house.
- Ask your children to say all the labels in their room or around the house every night before they go to bed,
- Use these pictures and words as a matching or memory game.

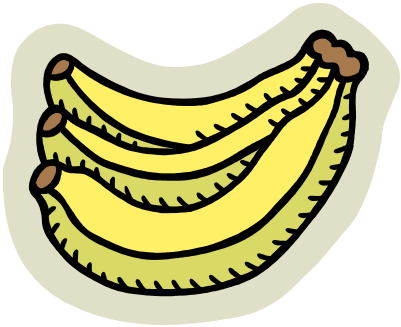
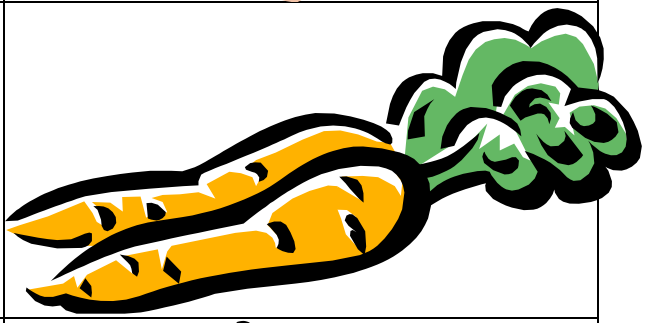
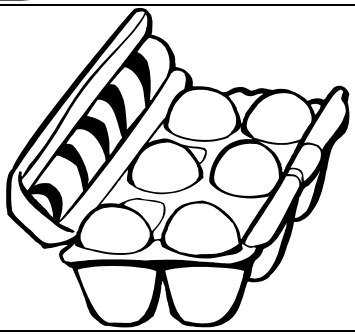
	
	
	
	

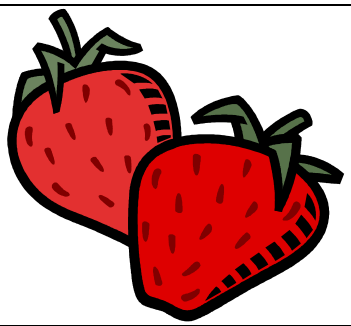
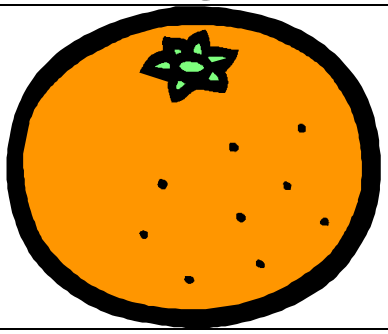
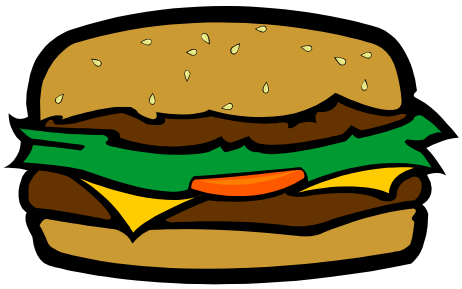
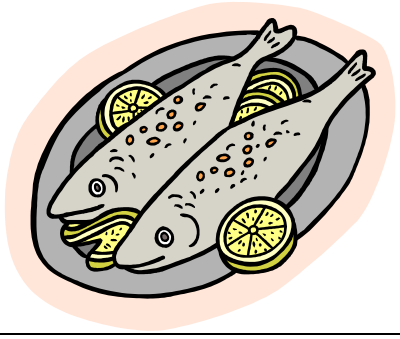
	
	

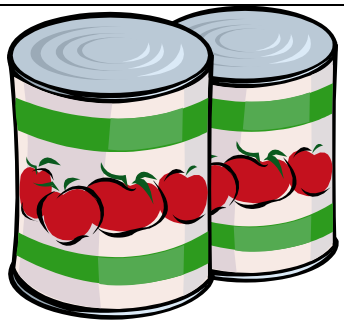
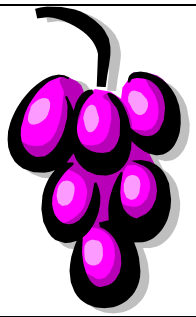
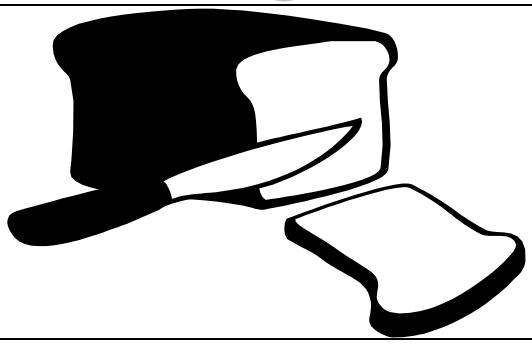
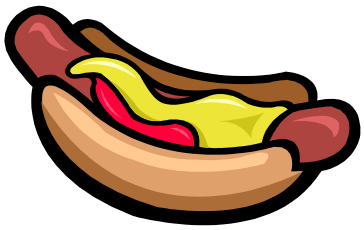
11 Grocery Story Labels

This is similar to the household labels activity, but this time use it for shopping.

- Fill in the blank set of labels next to the pictures of food items on the next three pages.
- Ask your children to help you write out the labels.
- Glue the labels onto pieces of cardboard, such as cereal boxes.
- Give your children the labels when you go grocery shopping and ask them to find the matching items in the store.
- Use these labels as a matching or memory game.

	
	MILK
	
	

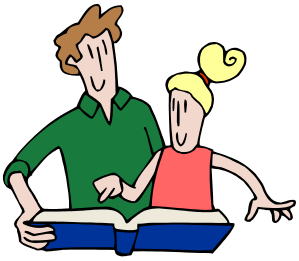
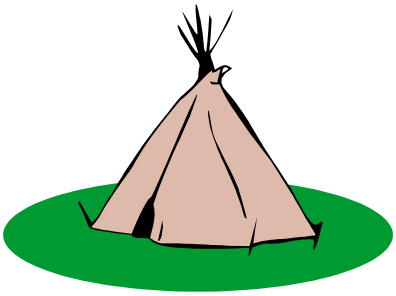
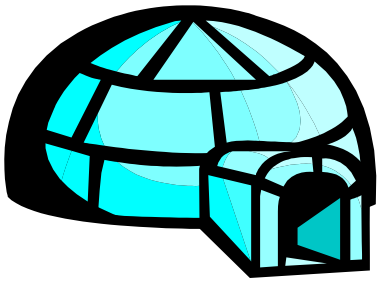
	
	
	
	

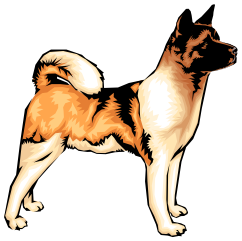
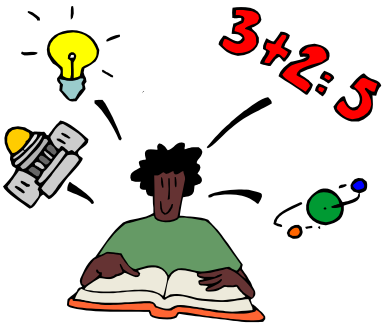
	
	
	
	

12 Memory Game

1. Glue the memory card sheet to cardboard or some other type of backing.
2. Cut out each card.
3. Mix up all the cards and turn them face down.
4. Take turns and flip over two cards at a time and try to find matching pairs.
5. Play on your own. Flip the cards over two at a time and try to find matching pairs.

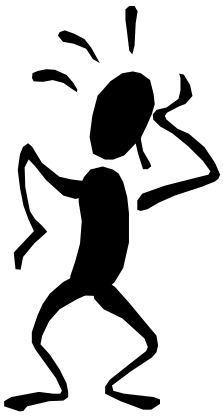
Make up your own memory game by using pictures from magazines, clip art, or draw your own pictures.

	family		book
	reading		writing
	tent		igloo
	canoe		singing

	caribou		dog
	camp fire		camping
	math		do not disturb
	toys		games

13 Games

- Spelling Game
- Charades
- Word Hunt
- Singing Alphabet
- Toss a Sound
- Locomotion Letters
- Alphabet Strip



Spelling Game

1. Make one deck of alphabet cards to prepare for the game. Use index cards or squares of paper and write out the letters of the alphabet, one letter on each card. Make a few extra vowels.

2. Give the deck of alphabet cards to your learner. Ask them to spread the letters facing up, on a table or the floor.

3. Call out a word from your story, flashcards, or labels.

4. Ask them to spell the word.

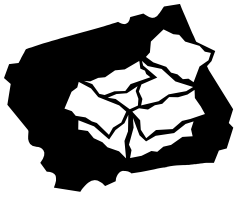
Variation

Make two alphabet decks and play with your whole family. Split into two groups. Say a word. Ask them to spell it out with the alphabet cards. The first team to spell out the word properly wins a point.

Charades

1. Write a number of short sentences or phrases on strips of paper. For example:
    - He goes bowling every week.
    - She often orders pizza for supper.
    - My father hunted ducks last weekend.

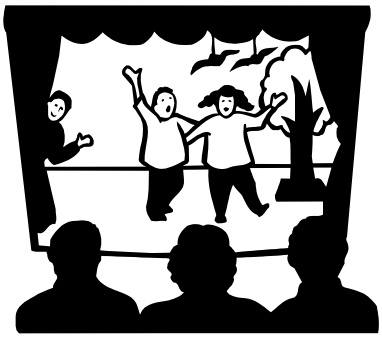
    Or use the pictures on the next page.



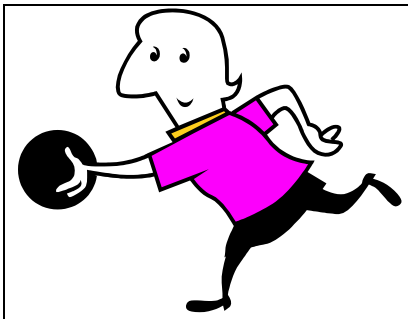
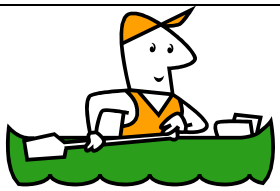
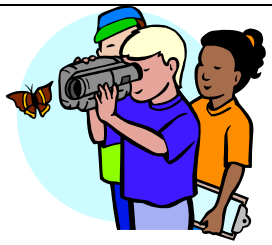
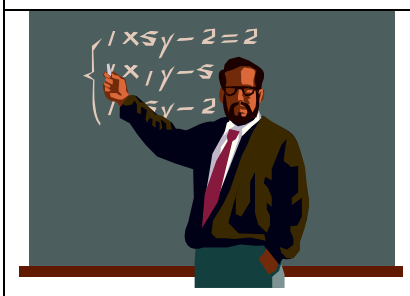
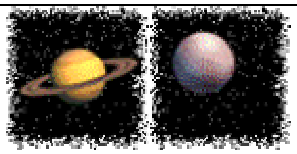
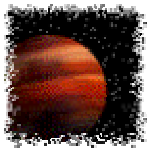
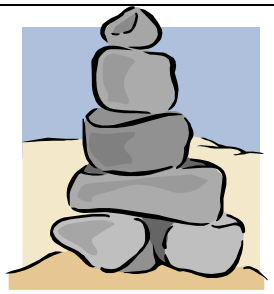
2. Put the strips of paper or pictures in a bag.

3. Ask your learner to pick one out of the bag and act it out. Try and guess what it is. Take turns doing this. Get your whole family or class involved.

.



Picture Charades

 bowling	reading	laughing	playing
homework	talking	 canoeing	 project
 teacher	math	  solar system	 Inukshuk

Word Hunt

This game is similar to the alphabet game. Give children some books, magazines, or newspapers and ask them to hunt for various words. The first team or person to find the word gets a point. Play up to 10 points.

Adaptation

Take a trip around town and identify words and letters. Sing the song 'Going on a bear hunt' and substitute the word 'letter' or 'word' for bear.

Singing Alphabet

Sing the alphabet song with different versions:

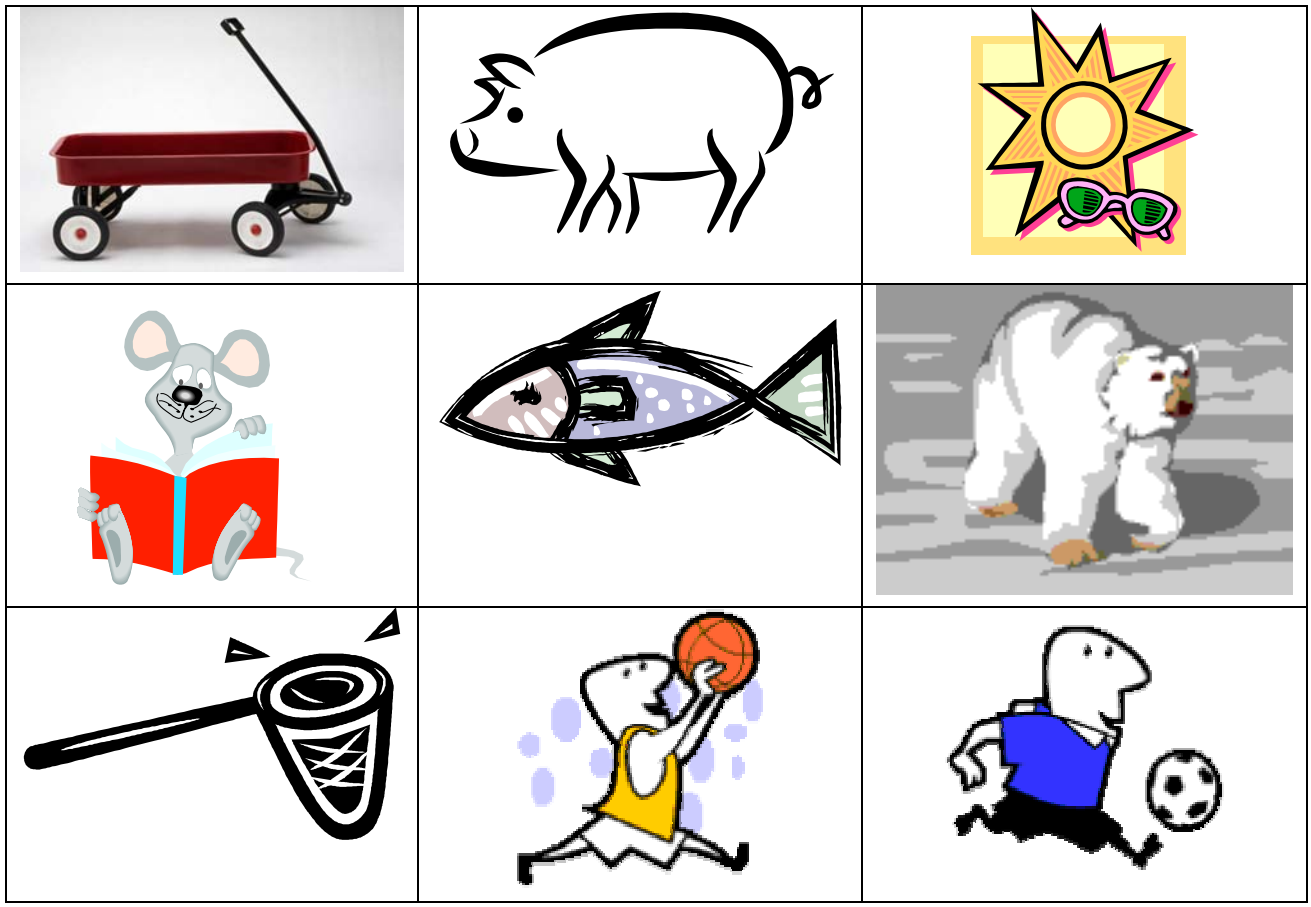
- Monster version – loud, deep voice
- Mouse version – high, squeaky voice
- Opera version – sing dramatically with your arms stretched out
- Upside down version – put head on the floor and sing
- With a cold version – Hold nose and sing
- Underwater version – put finger between lips and wiggle
- Backwards version – sing backwards from Z to A
- Silent version – mouth the letters with no sound

Adapted from *Transition Tips and Tricks for Teachers*, 2000 Gryphon House Inc.

Toss a Sound

Make a poster board with different pictures with different sounds.

Example:



Make a poster board with magazine pictures or draw the pictures. Make sure each pictures starts with a different letter. Ask your learner to toss a bean bag onto the board and identify the first letter of the picture. Ask them to say another word that begins with the same sound. Make similar games to reinforce colours, shapes, letters, and numbers.

Locomotion Letters

This fun activity helps children learn the alphabet. Make letter cards with an action for each letter. Hold up each card and do the action. Ask learners to say the letter and the word and do the action too. Children learn through moving. Associating sounds with verbs and movements helps them learn.

Examples:

A – act (extend arms in dramatic fashion)
B – bounce (pretend to bounce a ball)
C – cut (pretend to cut with your finger)
D – drive (pretend you are driving)
E – eat (pretend to feed yourself)
F – fly (flap arms as if flying)
G – gallop (gallop like a horse)
H – hop (hop on one foot)
I – itch (scratch yourself)
J – Jump (jump up and down)
K – kiss (make a kissing sound)
L – leap (leap in the air)
M – march (march in place)
N – nod (nod head)
O – open (open eyes wide)
P – push (extend arms and push)
Q – quiet (put finger on lip)
R – roll (roll on the ground)

S – sit (sit down)

T – tickle (tickle yourself or someone else)

U – understand (scratch head)

V – vibrate (jiggle all over)

W – walk (walk in place)

X – x-ray (pretend to x-ray hand)

Y – yawn (pretend to yawn)

Z – zoom (brush hands swiftly together)

Adaptation

Ask your learner to think of their own words and actions for each letter.

Alphabet Strip

What you need:

- Long strip of paper
- Scissors
- Markers

Directions:

This activity is for young children. Cut out a long strip of paper and properly print each letter of the alphabet in upper and lower cases. Pick a word and point to the letters on the strip as you spell the word out loud.

This activity is from *50 Fun Ways to Improve Reading*, which was created as part of the *Bridges to Reading* kit, developed by Schwab Learning.

Closing

Time 10 minutes

Handouts 14

Session Review

Review the session with participants. Ask participants to show their games and activities they made. Ask them to explain how they plan to use language experience with their learner.

Review plans for next week

- Cloze exercises
- Sight words
- Word families
- Word walls

Evaluation

Ask participants to fill out the evaluation. Tell them it helps you plan the next session

Door prize and free books

Draw for the door prize after everyone completes the evaluation form. Give out free books.

14 Family Tutoring - Session Evaluation

Session # ___ Topic: _____

1. **What did you think of the topic we talked about in this session?**

Excellent	Pretty good	Needs a little work	Not so hot	Should be canned

2. **What did you like most about the session?**

3. **What did you like least about the session?**

4. **What could we do to improve this session for next time?**

5. **Other comments**

Session Four: More Language Experience

Welcome	Welcome and review the agenda
Review	Review last week Review group agreement
Warm-up Activity	Cloze exercise
Group Discussion	Talking to the teacher Working with the school
Reading Strategies	Language experience • Sight words • Word families • Cloze exercises
Craft Activity	Pictionary/dictionary
Closing	Session review Evaluation

Session Overview

This week we continue to work with the language experience approach. We discuss how to use the language experience approach to teach sight words, word families, and cloze exercises. The group discussion for this session is about working with the school. Parents or tutors need to have a good working relationship with their child or learner's teacher and school.

Goals

- To prepare for parent/teacher interviews.
- To learn more ideas and strategies to use with language experience.
- To learn how to make a pictionary/dictionary for your learner.

Time

You will have to choose from the activities in this session. The interests of the participants and the amount of time you have for your program will determine the number of activities you can do. You can make this session into two sessions if you would like to do all the activities.

You need

- Participant and door prize forms
- Agenda
- Handouts
- Flipchart paper
- Book kit
- Free books
- Prizes
- Workshop supplies – markers, paper, pencils, name tags, post it notes, craft supplies

The day before the session

Call each participant to remind him or her about the session. Ask them if they need transportation to the meeting. Talk with the participants about the program or other issues.

Before the session

The facilitator should arrive at least 45 minutes before the session to set up the room, organize equipment and supplies, and make coffee and snacks.

Workshop preparation

- Review the facilitation section.
- Review the background information.
- Review the session and decide what activities you want to do.
- Research information for discussion topics not included in the manual.
- Change the agenda if needed.
- Photocopy handouts.
- Prepare craft materials.
- Ask community businesses to donate prizes for the program. Some suggestions for prizes are:
    - Adult and children books
    - Gift certificates for the local grocery store, gift shop etc,.
    - Gift baskets
    - Bath stuff
    - Candles

There are detailed facilitator notes for each activity

- Welcome and Introductions
- Review
- Warm-up Activity
- Group Discussion
- Reading Strategy
- Craft Activity
- Closing

The following pages give background information, facilitator notes and handouts for each activity in the session.

We use this symbol for background information.

We use this symbol for facilitator notes. Facilitator notes give detailed information on how to do the activities.

We use this symbol for handouts. Handouts are pages you need to copy for participants to use during the session. Some activities have no handouts. Some have several.

Background Information

We continue to use the language experience approach this session to learn more about sight words, word families and cloze exercises.

Sight words

Sight words are words that we use a lot. Fluent readers recognize these words at 'sight.' Here are two reasons why learners must use sight words to read fluently:

1. Many sight words do not sound like they are spelled, so the learner can't sound them out.
2. A fluent reader can't take too much time with unknown words. It slows down the reading process and may change the meaning of the author's message.

About 100 words make up 50 percent of the material we read; the 25 most common words make up about one-third. Learners can greatly increase their reading efficiency when they can read half or more of the words quickly without stopping to think.

The most common words include: *the, a, is, of, to, in, and, I, you,* and *that.* The handout in this session has a detailed list of sight words.[1]

[1] Adapted from Literacy Connections – www.literacyconnections.com Fry, E., Kress, J., and Fountoukidis, D. (2000). *The Reading Teacher's Book of Lists.* Paramus, New Jersey: Prentice Hall.

Word Families

Word families are groups of words that have a common feature or pattern such as the same combinations of letters in them and a similar sound. We sometimes refer to word families as 'chunks.' Often words that rhyme have common spelling patterns. Use these patterns to learn new words quickly. For example if you know the word 'bad' you can make many new words by changing the first letter – dad, fad, glad, had, lad, mad, pad, sad.

The 37 most common word families in English are: ack, ain, ake, ale, all, ame, an, ank, ap, ash, at, ate, aw ay, eat, ell, est, ice, ick, ide, ight, ill, in, ine, ing, ink, ip, it, ock, oke, op, ore, ot, uck ,ug, ump, unk. [2] Once learners are familiar with these 37 word families, they can use them to decode 500 words. (Wylie & Durrell, 1970)

Word families provide some predictable patterns within words that help learners "crack the code" of the English language. People pick up these patterns as they learn to read.[3]

[2] Adapted from Richard E. Wylie and Donald D. Durrell, 1970. "Teaching Vowels Through Phonograms." Elementary English 47, 787-791. Available on Col, . Enchanted Learning. http://www.EnchantedLearning.com.2000

[3] Adapted from www.LiteracyConnections.com/wordfamilies

Cloze procedure

Cloze procedure is a technique where words are deleted from a passage or story. Learners must put the correct word into the blank as they read the passage.

We use cloze exercises to:

- Show us how learners decode information.
- Assess learners' vocabularies and knowledge of a subject.
- Encourage learners to read for meaning.
- Encourage learners to think about text and content.
- Learn about nouns, verbs, pronouns and other parts of speech.

Use the following techniques to prepare materials for cloze exercises:

1. Select a passage that is at the instructional level of your learner. You can use the language experience that you created with your learner.
2. Leave the first and last sentences of the passage in tact.
3. Take out every 5th word. Or take out nouns, verbs, pronouns in the passage.
4. Make each blanks the same, so the learn has no visual cues about the size of the word.
5. Put the words that you took out randomly at the top of the page.
6. Ask your learner to read the whole passage before they fill in the blanks.
7. Encourage your learner to use the words at the top of the page to fill each blank.
8. Ask your learner to reread the complete passage to see if it makes sense.[4]

[4] Adapted from http://olc.spsd.sk.ca/DE/PD/instr/strats/cloze/ - Saskatoon Public Schools, 2004

Adaptations

Here are some ways to adapt cloze exercises:

1. Supply choices for the blanks.

    - **Just as _____have fur, birds have _____.**

      (coats, animals) (feathers, wings)

2. Give the first letter of the word.

    - **With the price of f_____ going up all the t_____, more people are trying t___ raise some of their f_____ in their own back y_____.**

3. Take out every 5th letter and give no words at the top of the page.

    - **Instead of grass, you _____ rows of lettuce, tomatoes, _____ beans lining the fences _____ in the biggest city.**

4. Take out nouns, verbs, adverbs, adjectives. You can reinforce parts of speech this way.

    - **The _____ set his snares yesterday. He will go back tomorrow to check his _____. He usually gets at least one _____ each time.**

Welcome

Time 5 minutes

Handouts 1, 2

Agenda

Post the agenda on the wall and give the agenda handout to participants. Go over the agenda with participants. Ask for any changes.

Meet and greet

As participants arrive, introduce yourself to new people and welcome participants from last week. Ask them to write their name on a name tag and ask new people to fill out the participant form, handout 2. Invite participants to enter their name for the door prize.

Note: Offer to help them fill out the participant form. This gives you a chance to informally assess the group's literacy skills.

Introduction of facilitators and participants

Sit in a circle where everyone can easily see each other. You may have new participants for this session. Ask people to use these questions to introduce themselves.

- What is their name?
- Are you a parent or a volunteer tutor?
- What is the age of the child you are working with?
- Why did they decide to come to the program?
- What do you look forward to in this session?

1 Session Four Agenda – More Language Experience

Welcome	Welcome and review the agenda
Review	Review last week Review group agreement
Warm-up Activity	Cloze exercise
Group Discussion	Talking to the teacher Working with the school
Reading Strategies	Language experience ▪ Sight words ▪ Word families ▪ Cloze exercises
Craft Activity	Pictionary/dictionary
Closing	Session review Evaluation

2 Participant Form

Name: _____

Address: _____

_____

Phone #: _____

Learners' names and ages:

_____

_____

_____

_____

Review

Time 15 minutes

Handouts none

Review

- Review group agreements. Ask participants if they would like to add or delete any.
- Review last week's session. Ask participants if they used the language experience approach with their learner. Go around the circle and encourage everyone to share. Use these questions:
    - How did it go?
    - Does anyone have suggestions for the group?
    - Did you follow the guidelines?
    - Did you try something different?
    - What did you find most useful?

Warm Up Activity –Cloze Exercise

Time 10 minutes

Handouts 3

Example cloze exercise

Put the following on a flip chart and ask participants to fill in the blanks.

> Today we will discuss how we can _____ our learner at _____. Sometimes it is hard to go to the school to discuss _____ our child or learner may have. It is important that we work _____ with the school to support our child or learner.
>
> We will also review language _____ from last week and learn _____ activities that we can do. These help _____ learner with learning ____ words and with reading.

Adjective fun with clozes

Adjectives are descriptive words. They usually describe a noun or pronoun. For example:

1. The happy dog went outside.
2. She told a sad story.
3. The strict teacher took my candy away.

Do these examples with participants before they start handout 3. Ask participants to get into teams of 2 – 3. Give each team handout 3. Ask them to fill in the blanks with adjectives.

When each group completes the handout ask them to read the story to the group.

3 Cloze

Dear Manager:

I am writing to complain about the vegetables in the store. The lettuce was _____ and the tomatoes were _____. The potatoes were _____ and the carrots were _____. I like to eat _____ and it seems impossible to do when the vegetables are _____. I would also like to have more _____ of vegetables in the store. I appreciate you looking into this matter.

Sincerely,

A Concerned Community Member

.

Group Discussion – Working with the school

Time 30 minutes

Handouts 4

Sometimes it is hard for parents to talk to teachers or approach the school. Often parents avoid talking with the teachers if they had a negative experience in school.

Brainstorming activity

- Ask parents to share their experiences with the school about their children. Record their responses on flipchart paper.
- What feelings/emotions do these experiences give you? Examples may include: pride, anger, embarrassment, etc.

Most parents have had some negative and positive experiences with the school. Talk about both the negative and positive experiences they've had. Brainstorm ways to deal with negative experiences.

Other activities

- **Parent-teacher interviews:** Parent –teacher interviews can be stressful for parents and children. Ask participants how they feel about parent-teacher interviews and to describe some of their experiences. Give participants handout 4 on ways to prepare for parent-teacher interviews. Ask participants to work together and practice a parent-teacher interview. Take turns being the teacher and the parent.

- **Guest speakers:** Invite someone from the school to talk about the role of the school and parents' involvement in the school. Talk about the rights and responsibilities of the school and the parents.
- **Brainstorm:** Ask participants how they can get involved in the school. Make a list for people to consider:
    - Volunteer reader
    - Family literacy nights
    - Lunch program
    - Hall monitor
    - Volunteer tutor

4 Parent-Teacher Interview

Things to ask your child before your parent-teacher interview:

1. What do you like best about school this year?
2. What's the worst thing?
3. Is there anything important I should talk with your teacher about?
4. Have you studied or read about anything that was really exciting to you? Ask this regularly.
5. Who are your best friends?
6. Is there anything going on here at home that your teacher should know?
7. Are there school activities you'd like to spend more time on?

Some questions to ask the teacher:

1. How is my child doing?
2. Are you happy with my child's work?
3. What are some of the areas that my child does really well in?
4. Where does my child need to improve?
5. Does my child behave in class?
6. I am worried about my child's _____
7. How can I help my child?

8. Should my child do more work at home?

What are the things you should tell the teacher?

- Any allergies your child has.
- Concerns or worries you have.
- If you are going to be away for a period of time.

Reading Strategy – More Language Experience

Time 60 minutes

Handouts 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15

Explanation

We continue to use the language experience approach this session to learn about sight words, common spelling patterns, and cloze exercises. Use a language experience story for several weeks. There are lots of great extended learning activities to do.

Explain sight words, word families, and cloze exercises to participants.

- Play sight bingo to introduce sight words. Give participants handout 5. Ask participants to brainstorm 16 sight words. Write down their responses on flipchart paper. Ask participants to write down these words randomly on the sight word bingo card. Play bingo.
- Do some examples of word families on the board. Ask participants to do the worksheet on word families on handout 7. Make it into a contest. Ask participants to work in pairs. The first pair to finish wins.
- Ask participants to work in pairs to complete some of the example cloze exercises on handouts 11, 12, 13. Ask participants to share their answers with others in the group. Compare people's answers and talk about how different words can be used sometimes.

Activities for participants

Ask participants to use the example language experience stories to do the activities on handout 14.

1. Pick out all the sight words in the language experience stories.
2. Make cue cards and add them to their word bank from last week.
3. Find words in the language experience stories to make common spelling patterns. Try and find as many words as possible for each one.
4. Make your own cloze exercise with one of the language experience stories and try it out.

5 Sight Bingo

6 Sight Words

about	each	I'm	Ms.	saw	under
above	end	if	much	say	up
after	enough	in	must	school	us
again	even	is	my	see	use
age	every	it		she	
all	eye	it's	name	should	very
already		its	never	show	
also	face		new	sit	want
although	family	job	next	small	was
am	far	just	night	so	water
an	feet		no	some	we
and	find	keep	not	something	week
are	first	kind	nothing	sometimes	well
around	five	knew	now	soon	went
any	for	know	number	start	were
as	found			such	what
ask	four	land	of	sure	when
away	free	large	off		where
	friend	last	often	table	which
back	from	later	old	take	who
be		let	on	tell	why
because	gave	life	once	than	will
been	get	light	one	that	with
before	girl	like	open	the	woman
began	give	little	or	their	work
best	go	long	other	them	world
big	gone	look	our	then	would
book	good	love	out	there	
boy	got		over	these	year
but		make		they	yet
by	had	made	people	thing	you

	hand	man	place	think	young
call	has	many	please	this	your
came	have	may	play	thought	
can	he	me	put	three	
car	head	men		through	
children	help	might	question	time	
city	her	minute	quite	to	
could	here	Miss		today	
	his	money	really	together	
day	home	more	red	told	
did	house	morning	right	too	
didn't	how	most	room	town	
do does		mother		true	
don't		Mr.	said	two	
door		Mrs.	same		
down					

7 Word Families

Word families are words with common spelling patterns such as "ab." - cab, crab, dab, grab, nab, flab, jab, lab.

Write down word families for each word. Compare with others. See who got the most.

bad

_____

_____

_____

main

_____

_____

_____

bake

_____

_____

_____

swam

_____

_____

_____

came

camp

hand

cat

batch

paw

8 Word Families Chart

ack	ad	ail	ain	ake	ale	all	am	ame	an	ank	ap	ash	at
attack	ad	ail	brain	bake	bale	ball	dam	came	an	bank	cap	ash	at
back	bad	fail	gain	brake	dale	call	ham	game	ban	blank	clap	bash	bat
black	dad	hail	main	cake	gale	fall	jam	fame	bran	crank	flap	cash	brat
crack	had	jail	pain	flake	male	hall	ram	flame	can	Hank	gap	dash	cat
Jack	lad	mail	plain	lake	pale	mall	Sam	name	clan	plank	lap	gash	chat
knack	mad	nail	rain	make	sale	stall	slam	same	Dan	prank	map	hash	fat
lack	pad	pail	Spain	rake	stale	tall	wham	shame	fan	rank	nap	lash	flat
pack	sad	rail	train	stake	tale	wall		tame	flan	sank	rap	mash	hat
quack		sail		take					Fran	tank	sap	rash	mat
rack		snail		wake					ran		tap	sash	pat
sack		tail							span				rat
snack		wail							Stan				sat
stack									tan				Sprat
tack													tat
track													that
whack													vat

ate	aw	ay	eat	eel	eep	eet	ell	en	ent	est	ice	ick	ide
ate	claw	away	beat	eel	beep	feet	bell	Ben	bent	best	ice	kick	bride
crate	flaw	bray	eat	feel	deep	fleet	cell	den	cent	jest	dice	lick	hide
date	gnaw	bay	feat	heel	jeep	greet	dell	fen	dent	nest	nice	nick	pride
fate	jaw	clay	heat	peel	keep	meet	dwell	gentlemen	lent	pest	mice	pick	ride
grate	law	day	meat	wheel	peep	sleet	fell	hen	rent	quest	rice	quick	side
mate	paw	gray	neat		sheep	sweet	sell	men	sent	rest	slice	Rick	slide
plate	raw	hay	seat		sleep		smell	pen	tent	test		sick	tide
state	saw	lay	wheat		steep		spell	ten	vent	vest		slick	wide
	slaw	may			weep		swell	wren	went	west		stick	
	straw	pay					tell					thick	
		play					well					tick	
		ray										trick	
		say										wick	
		spray											
		stay											
		sway											
		tray											
		way											

ife	ight	ile	ill	in	ine	ing	ink	ip	it	oat	ock	og
fife	bright	file	bill	bin	dine	bring	blink	grip	bit	boat	block	bog
knife	delight	mile	hill	din	fine	cling	brink	hip	fit	coat	clock	cog
life	fight	Nile	ill	grin	line	fling	ink	lip	grit	float	cock	clog
wife	flight	pile	Jill	in	mine	king	link	nip	hit	gloat	dock	dog
	fright	rile	pill	kin	nine	ping	mink	ship	it	goat	flock	fog
	light	smile	sill	pin	pine	ring	pink	sip	kit	oat	frock	frog
	might	stile	still	shin	swine	sing	rink	slip	lit	throat	lock	hog
	night	tile	till	spin	tine	sling	sink	tip	pit		mock	jog
	right	vile	will	thin	vine	spring	think	trip	quit		o'clock	log
	sight	while		tin		sting	wink	whip	sit		rock	slog
	slight			win		string			spit		sock	
	tight					swing			twit		stock	
	tonight					thing			wit			
						wing						
						zing						

oil	oke	oo	ood	oof	ook	oom	ood	ool	oon	oop	oot	oot	op
boil	awoke	boo	good	goof	book	bloom	brood	cool	goon	droop	boot	foot	bop
broil	bloke	goo	hood	proof	brook	boom	food	pool	moon	hoop	hoot	soot	cop
coil	broke	moo	stood	roof	cook	broom	mood	spool	noon	loop	scoot		crop
foil	joke	shoo	wood	spoof	crook	doom		stool	soon	scoop	shoot		drop
oil	poke	too			hook	gloom		tool	spoon	snoop			flop
soil	spoke	zoo			look	loom				troop			mop
spoil	stroke				nook	room							pop
toil	woke				shook	zoom							stop
					took								top

ore	orn	ot	ought	ould	ouse	out	ow (rhymes with cow)	ow (rhymes with low)	own
bore	corn	apricot	ought	could	douse	about			brown
core	morn	blot	bought	should	house	out	bow	bow	crown
chore	scorn	cot	fought	would	louse	pout	cow	blow	down
lore	thorn	dot	sought		mouse	shout	how	crow	drown
more		not	brought		spouse	spout	now	flow	frown
ore		plot	thought			stout	sow	glow	gown
pore		pot					vow	grow	nightgown
sore		shot					wow	low	town
store		spot					plow	mow	
tore		tot					chow	row	
wore								show	
								slow	

9 Example Cloze Exercise # 1

Mark has a party today. He _____ many guests. He

_____ a lot of good food and _____ two delicious cakes.

His guests are at his home right now. Mark _____ many

presents. He _____ all his presents and is very happy.

Everyone is singing "Happy Birthday" to him right now.

10 Example Cloze Exercise # 2

Use the word bank and complete the paragraph.

Harold ran up the stairs and looked for his book. He couldn't find the book anywhere. Harold _____ everywhere. Under his bed, in the closet, _____ his dresser, and even in the trash _____. He was _____ _____ to give up when his father _____ into his room to help. _____ father found the book in Harold's desk drawer. Harold ran to _____ bus as fast as he could. When he got on the bus, he noticed _____ was the wrong text book.[5]

about	**came**	**it**
the	**searched**	**His**
can	**in**	**just**

[5] From: http://www.teach-nology.com/worksheets/language_arts/vocab/bank/1

Cloze Exercise #3

Use the word bank and complete the paragraph.

Ocean	**lifeboats**	**1912**
sank	**cold**	**voyage**
hours	**iceberg**	**submarine**
unsinkable	**USA**	**long**
survived	**halves**	**oceanographers**

The Titanic was a luxury ocean liner that sank on its first _____. This huge ship was almost 900 feet (269 meters) _____ and had been advertised as "_____."

On the night of April 14, _____, the Titanic hit an _____ as it was sailing in the North Atlantic _____. The ship had been traveling from Britain to the _____. Within a few _____ the ship _____, killing about 1,500 people. Most of them drowned in the _____ water because there weren't nearly enough _____ for everyone. Only 705 people _____ the accident.

In 1985, _____ found the remains of the Titanic on the ocean floor using sonar and a remote-control _____. The giant ship had broken in half as it sank, and the two _____ now rest hundreds of feet apart with debris scattered between the front and the back. [6]

[6] From: Col, Jeananda. Enchanted Learning. http://www.EnchantedLearning.com 1996 (http://www.enchantedlearning.com/devices/ships/titanic/cloze.shtml)

12 Cloze Exercise #4

Fill in the blanks with words that make sense.

Gwendolyn and Sharrie were about to take the _____ test of their lives. It was a long _____ test and they had to be able to divide a 4 digit number by 1 digit number. _____ of them had been working hard on this skill. Gwendolyn was _____ in math and Sharrie was _____ at reading and writing skills.

Their _____, Mrs. Lawton had worked very _____ to teach them this math skill. Gwendolyn was _____ she knew how to do the problems _____.

Sharrie was a little _____ and hoped she could remember each step. Mrs. Lawton _____out the test_____ and everyone was very _____. Gwendolyn smiled at Sharrie and whispered " _____," Sharrie _____ back at her and went to _____ on her test. The children had thirty _____ to complete the fifteen _____. Everyone was quiet and were _____ on doing their best _____.

Soon Mrs. _____took up the test papers and told everyone to take a fifteen minute _____. She would _____ the papers while they were gone. Mrs. Lawson came outside and called the students _____ the classroom. She had a big _____ on her face and started to call each student's _____ to pick up their papers. Sharrie's name was _____ third. She went to _____ her paper and looked down at the _____ on the top of the _____. It was an _____ and a comment was _____ by Mrs. Lawson with a big smiling face on it. Sharrie could not believe she had _____ an A. Gwendolyn's name _____ called fifth. She walked slowly up to _____ her paper from Mrs. Lawson.

There at the _____ of the page was a big red _____. Gwendolyn almost _____ all the way back to her _____.

She knew she was _____ at division, she just couldn't believe she didn't miss a single problem. School was _____ for the _____ of the day.[7]

[7] From: Linda Owens, http://www.teach-nology.com/worksheets/language_arts/cloze/1, 2001

13 Example Language Experience Stories

Sally's Story

Last year our family went out on the land. We went to our camp that is 20 km away from town. We stayed there for 4 weeks. I really like it at the camp. We have lots of fun playing games and telling stories. We also learn traditional skills like sewing, tanning hides, and picking berries. My dad hunts and fishes with my brothers. Sometimes I go too.

Billy's Story

Once when I was out on the land with my grandpa we came across a bear. It was a grizzly bear. Usually bears stay away but this bear was mad. It chased us back to the cabin. We just got inside the cabin as it was coming up the stairs. My grandpa grabbed his rifle and shot out the window. When the bear heard the noise he ran away. That was one of the scariest days I have ever had.

14 Your Turn

Work with a partner and use one of the example language experience stories to:

1. Pick out all the sight words in the language experience story.
2. Make cue cards and add them to your word bank from last week.
3. Find words in the language experience stories that you can use to make word families. Try and find as many words as possible for each one. Make cue cards for these new words and add them to your word bank. Use alphabet cards to make new words. For example make a cue card with just 'ad' and then use your alphabet cards to try and make new words such as mad.
4. Make your own cloze exercise with one of the language experience stories and try it out. Ask someone to fill in different words than the ones the story uses.

Example of word family using alphabet cards

d	
m	ad
b	
f	

15 How to make a close exercise?

1. Select a passage that is at the instructional level of your learner. You can use the language experience that you created with your learner.
2. Leave the first and last sentences of the passage, and the punctuation.
3. Take out every 5th word. Or take out nouns, verbs, pronouns in the passage.
4. Make each blanks the same, so the learner has no visual cues about the size of the word.
5. Put the words that you took out randomly at the top of the page.
6. Ask your learner to read the whole passage before they fill in the blanks.
7. Encourage your learner to use the words at the top of the page to fill each blank.
8. Ask your learner to reread the complete passage to see if it makes sense.[8]

[8] Adapted from http://olc.spsd.sk.ca/DE/PD/instr/strats/cloze/ - Saskatoon Public Schools, 2004

Draft Activity – Pictionary/Dictionary

Time 30 minutes

Handouts 16, 17, 18

We have created word cards, cue cards and word banks. Another way to keep track words is to make a pictionary or word dictionary. Make these with your learner.

How to make a pictionary?

A pictionary is a picture dictionary. Use an exercise book or your binder book. Count the number of pages and divide them into 26 equal parts for the letters of the alphabet. Write one letter on each section. Go through the word bank or cue cards that you developed with your learner.
Use these words in your pictionary. Draw a picture, cut out a picture from a magazine, or use clip art on the computer to show what the word is. You may not be able to find a picture for each word

How to make a dictionary?

Use the same ideas as the pictionary but don't use pictures. Make sure that you write neatly. Make tabs for each section so you can find the word quickly.

Alphabet Scrapbook

This is a variation of a pictionary. It is a good activity for younger children. Children look for pictures in magazines that start with each letter of the alphabet and glue them onto the correct page in their alphabet scrapbook.

You need

- Handouts 16 and 17
- Exercise book, homemade book, scrapbook
- Glue
- Scissors
- Magazines, store flyers, old books etc.
- Clipart

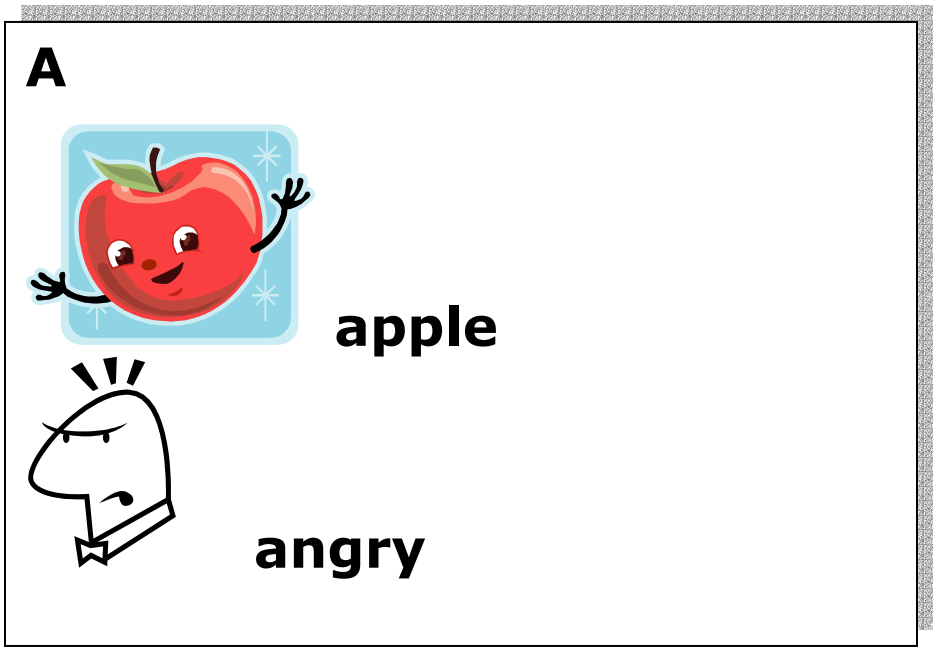
16 How to make a pictionary?

You can easily make a pictionary or a picture dictionary.

For ages 5 - 8

Directions:

- Use an exercise book or your binder book.
- Count the number of pages and divide them into 26 equal parts for the letters of the alphabet.
- Write one letter on each section.
- Go through the word bank or cue cards that you developed with your learner. Use these words in your pictionary.
- Draw a picture, cut out a picture from a magazine, or use clip art on the computer to show the word is.



17 How to make a dictionary?

You can easily make a dictionary.

For children ages 6 – 9

Directions:

- Use an exercise book or your binder book.
- Count the number of pages and divide them into 26 equal parts for the letters of the alphabet.
- Write one letter on each section.
- Go through the word bank or cue cards that you developed with your learner. Use these words in your pictionary.
- Add to the dictionary as your learner comes across new words.

A

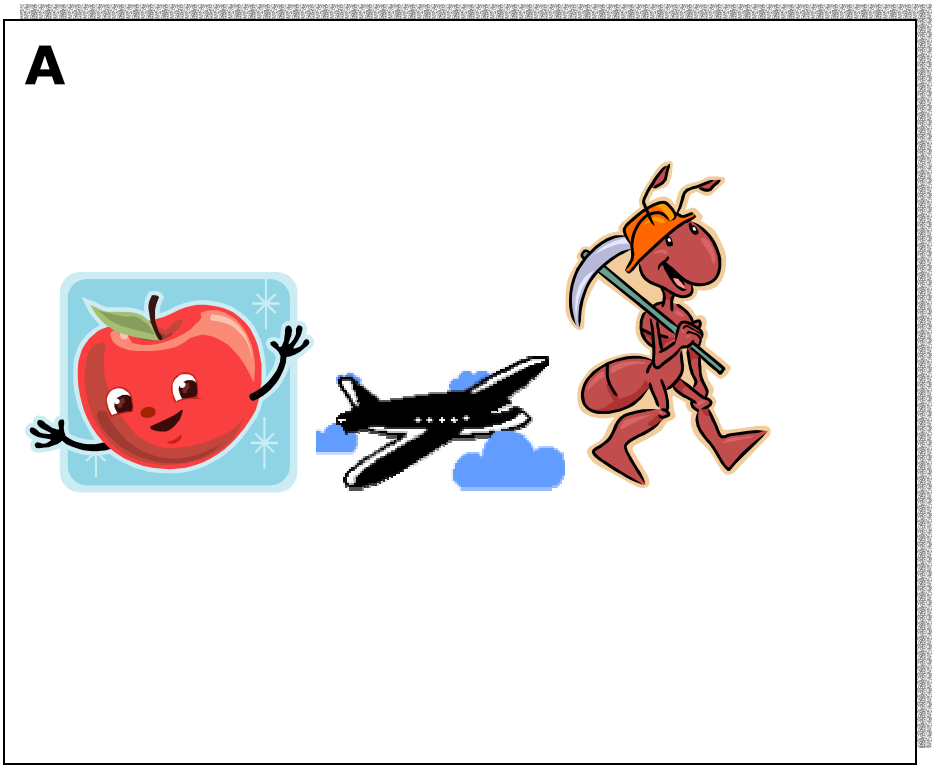
apple
angr y
airplane
alley
able
at
attic
atlas

18 Alphabet Scrapbook

For children ages 4-7

Directions:

- Use a notebook and label each page with a letter of the alphabet.
- Children look in magazines, store flyers etc, for pictures that begin with each letter. .
- Children cut out the pictures and paste them on the correct letter page.
- For older children you can label each picture.



Closing

Time 10 minutes

Handouts 19

Session Review

Review the session with participants. Put this cloze on a flipchart or make one up yourself.

> Thank you for coming here _____. I hope that you _____ some new things to help you with your _____. Next week we will be learning a new _____ to help your learner with reading. It is called the picture model. It uses pictures to teach _____. See you next _____.

Review plans for next week

- Using pictures to teach reading
- Playing with words
- Photo stories

Evaluation

Ask participants to fill out the evaluation. Tell them it helps you plan the next session

Door prize and free books

Draw for the door prize after everyone completes the evaluation form. Give out free books.

19 Family Tutoring - Session Evaluation

Session # ___ Topic: _____

1. **What did you think of the topic we talked about in this session?**

Excellent	Pretty good	Needs a little work	Not so hot	Should be canned

2. **What did you like most about the session?**

3. **What did you like least about the session?**

4. **What could we do to improve this session for next time?**

5. **Other comments**

Session Five: Using Pictures to Teach

Welcome	Welcome and review the agenda
Review	Review last week Review group agreements
Warm-up Activity	Charades
Group Discussion	Homework
Reading Strategies	Using pictures to learn • See, say, spell • Grouping words • Sentences and paragraphs
Craft Activity	Photo story
Closing	Session review Evaluation

Overview of Session

Pictures are a great way to teach reading and writing. This session provides participants with a unique way to use pictures to teach their child. Schools and adult education programs use this method very successfully. Parents often struggle to get their child to do their homework each night. This session focuses on homework strategies.

Goals

- To learn and share ideas to help your learner do well in school.
- To learn ways to help your learner with homework.
- To learn how to use pictures to teach reading and writing.
- To learn how to use photos to make books.

🕒 Time

You will have to choose from the activities in this session. The interests of the participants and the amount of time you have for your program will determine the number of activities you can do. You can make this session into two sessions if you would like to do all the activities.

You need

- Participant and door prize forms
- Agenda
- Handouts
- Flipchart paper
- Book kit
- Free books
- Prizes
- Workshop supplies✐ – markers, paper, pencils, name tags, post it notes, craft supplies

The day before the session

Call each participant to remind him or her about the session. Ask them if they need transportation to the meeting. Talk with the participants about the program or other issues.

Before the session

The facilitator should arrive at least 45 minutes before the session to set up the room, organize equipment and supplies, and make coffee and snacks.

Workshop preparation

- Review the facilitation section.
- Review the background information.
- Review the session and decide what activities you want to do.
- Research information for discussion topics not included in the manual.
- Change the agenda if needed.
- Photocopy handouts.
- Prepare craft materials.
- Ask community businesses to donate prizes for the program. Some suggestions for prizes are:
    - Adult and children books
    - Gift certificates for the local grocery store, gift shop etc,.
    - Gift baskets
    - Bath stuff
    - Candles

There are detailed facilitator notes for each activity

- Welcome and Introductions
- Review
- Warm-up Activity
- Group Discussion
- Reading Strategy
- Craft Activity
- Closing

The following pages give background information, facilitator notes and handouts for each activity in the session.

We use this symbol for background information.

We use this symbol for facilitator notes. Facilitator notes give detailed information on how to do the activities.

We use this symbol for handouts. Handouts are pages you need to copy for participants to use during the session. Some activities have no handouts. Some have several.

Background Information

How can you use pictures to teach reading?

Using pictures is a fun way to teach children to read and write. Pictures help learners build sight vocabulary and learn phonetic rules. Phonetic rules help us spell words and understand the relationship between sound and spelling. Use this idea with classes, small groups, and individuals.

What is its purpose?

Learners develop their:

- Vocabulary
- Concepts about words
- Skills to write words, sentences, and paragraphs
- Skills to read words, sentences, and paragraphs

How do I do it?

Find a picture or poster that is relevant to your learner. Ask your learner to look for objects, adjectives, or actions in the picture or poster. This is often referred to as "shaking words out of the picture." Label the words they 'shake' out of the picture. Read the words together and make flashcards. Categorize the words into groups. Learners use the words to write and read sentences. Then, depending on the grade level, the learners categorize sentences and write paragraphs.

Use this strategy from K to grade 6 to help build learners' vocabulary and writing abilities.

Advantages

- Pictures provide visual cues to learn new words, phrases, and sentences.
- The picture word chart helps students add these words to their sight vocabulary.
- Learners see and learn the patterns and relationships of the English language.
- Learners hear and see words spelled correctly. [1]

Steps to Using Pictures

1. Find a poster or a large picture that means something to your learner. Use a picture of their family, or activities they enjoy. The picture needs to have lots of activity so you can 'shake' out at least 25 words.
2. Glue the picture on a large white piece of paper.
3. Ask your learner to find or name the words of things, actions and adjectives in the picture.
4. Draw a line from the picture to the white paper and write the word. Ask your learner to silently read the word (SEE), then say it (SAY) and finally spell it (SPELL). This is called SEE, SAY, SPELL. Write the words horizontally and clearly on the white sheet.
5. Do SEE, SAY, SPELL with your learner each day.
6. After several days find out how many words your learner can read on their own.

[1] Adapted from 2004 Saskatoon Public School Division, Inc. All rights reserved
http://olc.spsd.sk.ca/DE/PD/instr/strats/pwim/

7. Make a 'wall of words' of all the words from the poster or picture.
8. Write out word cards for each word. Learners practice the words each day on their own. Add these words to learner's personal dictionary.
9. Classify the words. Group similar words together such as words with similar prefixes, suffixes, syllables, word family, number of letters, etc. Grouping words helps learners understand the mechanics of the English language.
10. Make up titles for the picture. Add new words to your 'wall of words' and ask your learner to add the new words to their word bank or word cards.
11. Extended learning activities:
    - Write sentences about the picture.
    - Write a paragraph about the picture.
    - Write a story about the picture. Use the language experience approach to start your learner off.
    - Play fun games like memory, go fish, and hangman with the new words.

Teacher Resources

- http://teacherweb.com/BC/DeltaResourceCentre/JayeSawatsky/faq1.stm#q1 Great website on using pictures to teach reading.
- http://www.ascd.org/publications/books/1999calhoun/chapter1.html Emily F. Calhoun's book describing the Picture Word Inductive Model, can be viewed, free, online.
- http://www.ascd.org/publications/books/1999calhoun/chapter2.html The steps to using pictures to teach reading are outlined in this website.
- http://www.google.ca/imghp?tab=wi&q=&ie=UTF-8&oe=UTF-8&hl=en&meta= Use this search image to find pictures.

Welcome

Time 5 minutes

Handouts 1

Agenda

Post the agenda on the wall and give the agenda handout to participants. Go over the agenda with participants. Ask for any changes.

Meet and greet

Welcome everyone back to the program. By this time you should not have any more new participants. Ask everyone to write their name on a name tag and to enter their name to win the door prize.

1 Session Five Agenda – Using Pictures to Teach

Welcome	Welcome and review the agenda
Review	Review last week Review group agreement
Warm Up Activity	Charades
Group Discussion	Homework
Reading Strategies	Using pictures to teach • See, say, spell • Grouping words • Sentences and paragraphs
Craft Activity	Photo-story
Closing	Session review Evaluation

Review

Time 15 minutes

Handouts none

Review

- Review group agreements. Ask participants if they would like to add or delete any.
- Review last week's session. Ask participants if they used the language experience with their learners. Go around the circle and encourage everyone to share. Use these questions:
    - How did it go?
    - Does anyone have any suggestions for the group?
    - Which strategies did you find most useful?

Warm Up Activity – Charades

Time 15 minutes

Handouts 2

What is Charades?

Charades is an acting game with no speaking. Participants act out pictures. The other members of the team try and guess what the picture is as quickly as possible.

You need

- A notepad and pencil to keep score
- Clip art pictures of activities
- Two baskets or other containers for pictures

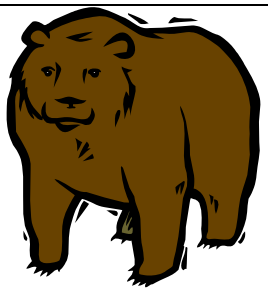
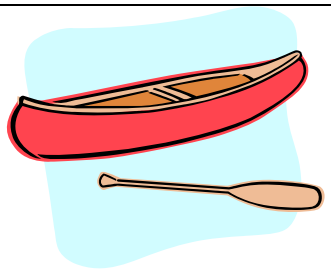
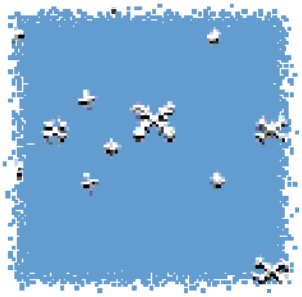
To play

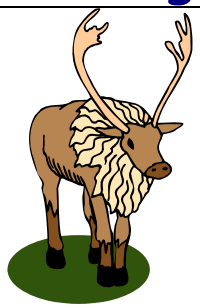
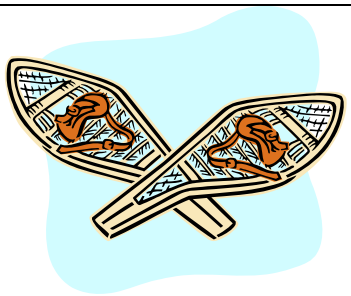
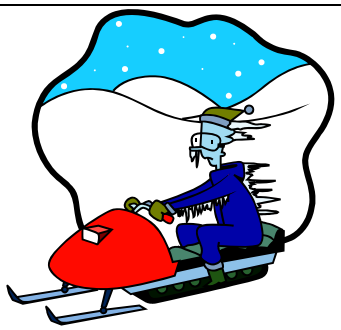
Photocopy a set of clip art pictures for each team or make your own set. Divide the players into two teams, of equal size. Separate the teams so they can't hear each other. When the teams are ready say 'start.' A person on each team pulls out a picture and acts it out. Their team must try and guess the picture. The person that guesses right pulls out the next pictures and acts it out. The team that finishes the pictures first wins.

Other ways to play

- Use words or phrases instead of pictures.
- Use only verbs like run, walk, etc.
- Ask each team to write out words or phrases for the other team to guess.

2 Clip Art Pictures for Charades

House	 Bear
 Canoe	Winter Coat
Reading	Sewing
Dog Sledding	 Snowing

Laughing	Skating
Fishing	 Caribou
 Snowshoes	 Snowmobile
Skiing	Sledding

Group Discussion – Homework

Time 30 minutes

Handouts 3, 4, 5, 6, 7, 8

What will we discuss today?

1. The reasons why children have homework
2. How to set the stage for homework.
3. What else we can do to help our children with homework.

Brainstorming Questions

- Why do children have homework? Write down their responses on flipchart paper. Give participants handout 3 and discuss it. The handout gives general guidelines for homework. Discuss the time frames and see what the participants think.
- Why have a routine for homework? Write down responses on flipchart paper. Give participants handout 4 and discuss it.
- How can I set the stage for learning with my learner? Write down responses on flipchart paper. Give participants handout 5 and discuss it.

Trouble shooting problems

Talk about the troubles people have when they try to get their child or learner to do homework. Ask participants to role play the scenarios on handout 7. Discuss possible solutions on handout out 8.

Learning Contracts

Learning contracts help learners who struggle to do their homework. Learning contracts help learners set goals and to be responsible. The tutor or parent should help the learner identify learning goals for each month. Ask participants to make a learning contract for themselves. They can identify things they want to learn in the Family Tutoring program. Encourage them to use this idea with their learner.

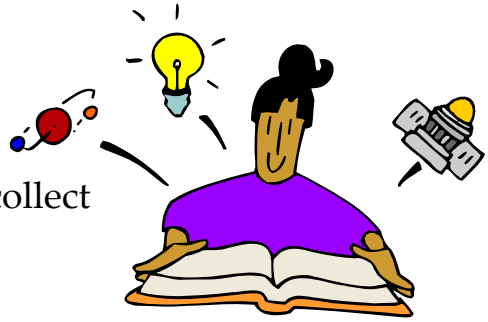
List of questions for contract:

- What is your overall learning goal?
- What is your immediate learning goal?
- What is your short-term learning goal?
- How are you going to meet these goals?
- How can I help you to meet these goals?
- How much homework will you do each night?
- How much reading will you do each night?

Homework behaviour chart

A homework behaviour chart and homework completion chart also helps learners set goals and be responsible. Review handout 6 with participants.

3 Why do children have homework?



- To finish work they started in class.
- To give them time for review and practice.
- To get ready for the next class - for example to collect information, read or prepare for tests.
- To give children more time to think about topics.
- To develop good work habits.
- To teach children to work independently.
- To encourage children to be responsible.
- To develop time-management skills.
- To let parents see what their children are learning.[2]

General Guide for Homework Time

Grade	Homework time each day
1	10 minutes + Reading time
2	20 minutes……+ Reading time
3	30 minutes……+ Reading time
4	40 minutes……+ Reading time
5	50 minutes……+ Reading time
6	60 minutes……+ Reading time
7	70 minutes……+ Reading time
8	80 minutes……+ Reading time

[2] Adapted from *Parents as Partners in Education – Helping Parents to Help Their Children With School – K – 6* Workshop Guide, Ottawa- Carleton Catholic School Boards, 2005

4 Homework Routines

- Have a special homework place.
- Know what the teacher expects.
- Finish homework before watching TV.
- Set up a routine in grade 1.
- Let your child know that homework is important and they must do it.
- Agree on a consequence if they do not do their homework. For example no TV.
- Offer to help only if your child needs it.
- Teach your child to plan for their homework.

How does your children spend their homework time? Does this sound familiar?

5 mins	Looking for the assignment
11 mins	Calling a friend for the assignment
23 mins	Explaining that the teacher is mean and doesn't like kids
8 mins	In the bathroom
10 mins	Getting a snack
7 mins	Checking the TV Guide
6 mins	Telling you that the teacher never even explained the assignment
10 mins	Sitting a the kitchen table waiting for you to do the assignment[3]

[3] Adapted from *Parents as Partners in Education – Helping Parents to Help Their Children With School – K – 6* Workshop Guide, Ottawa- Carleton Catholic School Boards, 2005

5 Helping with Homework - Checklist

- ☐ Do you ask your child about her day at school?
- ☐ Did your child have time to relax after school?
- ☐ Did your child get enough sleep last night?
- ☐ Did your child have a healthy snack and fresh air after school?
- ☐ Does your child have a regular time for homework every day?
- ☐ Do you and your child check and discuss homework together after school each day?
- ☐ Do you have a quiet, comfortable place in your home for homework?
- ☐ Is there lots of light?
- ☐ Does your child have all the supplies he needs to work such as pencil, paper, eraser and books?
- ☐ Is the house quiet and the TV and radio off?
- ☐ Do you model reading and writing?
- ☐ Are you available to help when your child gets stuck?[4]

[4] Adapted from *Parents as Partners in Education – Helping Parents to Help Their Children With School – K – 6* Workshop Guide, Ottawa- Carleton Catholic School Boards, 2005

6 Home Behaviour Chart

I want to change my homework behaviour because:

_____

_____

_____

The strategy that I will use:

_____

_____

_____

_____

I will check off a square each time I use the strategy successfully. I will earn a reward when I have check off _____ squares.

My reward will be:

_____

_____

Student's signature **Parent's signature**

_____ _____

HOMEWORK COMPLETION CHART

SUBJECTS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

7 Role-playing [5]

Scenario 1

Your son comes home with a story to read and questions to answer. He thinks the story is boring and dumb. He doesn't want to do the assignment, or even talk about it. What can you do?

Scenario 2

Your daughter is always late for school in the morning. She stays up late at night watching TV and always rushes to get her homework done in the morning. How can you help her solve this problem?

Scenario 3

On Friday your son tells you that he has a big project due on Monday. How can you help? How can you avoid this happening again? Should you help by doing the project for him?

[5] Adapted from *Parents as Partners in Education – Helping Parents to Help Their Children With School – K – 6* Workshop Guide, Ottawa- Carleton Catholic School Boards, 2005

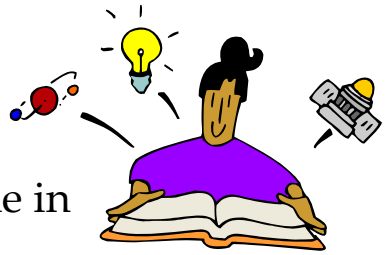
8 Possible Solutions

Scenario 1

Your son comes home with a story to read and questions to answer. He thinks the story is boring and dumb. He doesn't want to do the assignment, or even talk about it. What can you do?

- Acknowledge your son's feelings.
- Discuss how people have different tastes in stories. Let him know it is alright to not like the story, but it is important to read it for school.
- Ask him what he doesn't like about the book. Ask him to write about this for his assignment.
- Talk to his teacher if he continues to show no interest. Ask her for ideas or suggestions to help.

Scenario 2



Your daughter is always late for school in the morning. She stays up late at night watching TV and always rushes to get her homework done in the morning. How can you help her solve this problem?

- Discuss the problem with your daughter. Ask her to brainstorm possible solutions.
- Set up guidelines around homework. Set up a schedule with her.
- Enforce the rule NO TV until homework is done.

Scenario 3

On Friday your son tells you that he has a big project due on Monday. How can you help? How can you avoid this happening again? Should you help him by doing the project for him?

- It is difficult to decide if you should help your son or let them deal with the consequences of leaving it so late.
- If you decide to help you can:
    - Read over the assignment with him.
    - Discuss what he can do over the weekend.
    - Help him decide on an action plan.
    - Help him to do what he can, but let him do the work and be responsible for the project.
- To avoid this happening again, use a calendar to work with him to establish goals and deadlines for future projects.

Reading Strategy – Using Pictures to Teach

Time 60 minutes

Handouts 9, 10

Read the background information for the session. Tell participants about the strategy and how it works and show them the example on handout 8.

Model the activity with participants

Prepare a poster or photo for the session and paste it onto a white background sheet. Use it as an example:

- Ask participants to 'shake out' the words in the picture.
- Do SEE, SAY, SPELL with them.
- Ask them to group the similar words together such as adjectives, nouns, words with 'ing' ending or words with a prefix.
- Do the following activities with the participants.

    1. Word cards
    2. Word wall
    3. Word games like memory, bingo
    4. Make up a title for the picture
    5. Pick out all the sight words
    6. Paragraph writing
    7. Story writing

- Participants work in pairs to make up titles, sentences and paragraphs.
- Give participants handout 10 to take home.

1. Word Cards

Make up word cards and add them to your word bank (recipe holder).

2. Word Wall

Write all the words from the picture on the wall. Do SEE, SAY, SPELL when you write them on the wall.

3. Word Games

Make up a memory or bingo game with the words from the picture.

4. Title

Brainstorm some titles for the picture. Add new words from the titles to your word cards and word wall. Do SEE, SAY, SPELL with these new words.

5. Sight Words

Pick out all the sight words from the titles. Add these to a special list on the wall called 'sight words.'

6. Paragraph Writing

Write a paragraph about the picture. Use proper sentence structure and punctuation.

7. Story Writing

Write a story about the picture.

9 Sample : Using Pictures to Teach

Here is a list of words that learners 'shook out' of this picture. Read the words and classifying them in different groups. For example: car, van, box, red all have 3 letters and one syllable.

apple	wheel	umbrella	van
apples	back door	flags	red
baby	box	kangaroo	scale
yellow	building	orange	shirt
bananas	car	person	sidewalk
blue	chair	purple shoe	table

Titles, Sentences, and Activities for Sample Picture

Titles

- Going to the Market
- Selling Fruit at the Market
- Summer Market
- Outdoor Eating

Sentences

- The apples are in a box.
- The bananas are on the table.
- The oranges are in a box.
- The car has a window.
- The umbrella is colourful.
- A person is wearing a shirt.
- A person is walking.
- The baby is wearing purple sandals.
- The car has a wheel.
- The scale is on the table.
- The flags are on the building.
- A person is sitting on the chair.
- The car is outside.[6]

Sight Words

- going, at, the, are, in, a, on, with, is, has, over

Word Families

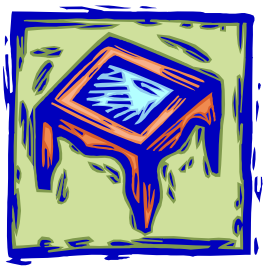
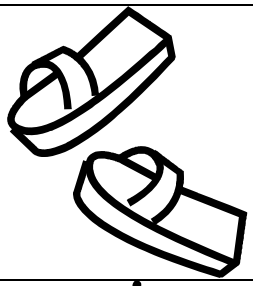
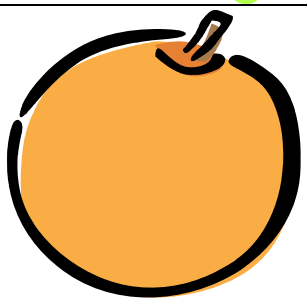
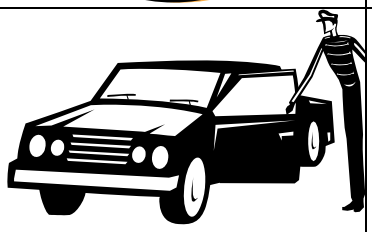
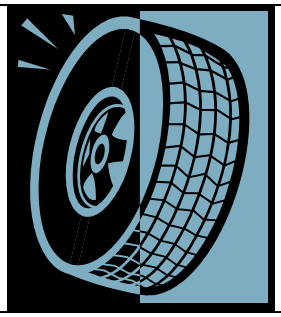
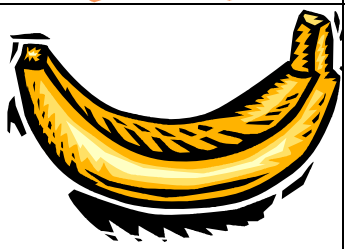
- box – fox, lox, ox
- car – far, jar
- table – cable, sable, fable, gable
- chair – fair, hair, lair,

[6] Adapted from http://schools.spsd.sk.ca/suthe/classes/RegierV/Pwim/picture%20work%20teddy%20bear.htm – Grade 3 class work

Word Bingo for Sample Picture

market	shoe	backdoor	box	chair
scale	umbrella	fruit	sidewalk	yellow
red	blue	apple	eating	banana
sandals	window	table	wheel	purple
orange	person	outdoor	summer	street

Memory Game for Sample Picture

table		**sandals**	
shoe		**umbrella**	
orange		**box**	
car		**chair**	
wheel		**banana**	

10 Using Pictures to Teach

1. Find a poster or a large picture that means something to your learner. Use a picture of their family, or activities they enjoy. The picture needs to have lots of activity so you can 'shake' out at least 25 words.
2. Glue the picture on a large white piece of paper.
3. Ask your learner to find or name the words of things, actions and adjectives in the picture.
4. Draw a line from the picture to the white paper and write the word. Ask your learner to silently read the word (SEE), then say it (SAY) and finally spell it (SPELL). This is called SEE, SAY, SPELL. Write the words horizontally and clearly on the white sheet.
5. Do SEE, SAY, SPELL with your learner each day.
6. After several days find out how many words your learner can read on their own.
7. Make a 'wall of words' of all the words from the poster or picture.
8. Write out word cards for each word. Learners practice the words each day on their own. Add these words to learner's personal dictionary.
9. Classify the words. Group similar words together such as words with similar prefixes, suffixes, syllables, word family, number of letters, etc.

Grouping words helps learners understand the mechanics of the English language.

10. Make up titles for the picture. Add new words to your 'wall of words' and ask your learner to add the new words to their word bank or word cards.

11. Extended learning activities:

    - Write sentences about the picture.
    - Write a paragraph about the picture.
    - Write a story about the picture. Use the language experience approach to start your learner off.
    - Play fun games like memory, go fish, and hangman with the new words.

Spend several weeks doing these activities. Each time you work with your learner take 10 – 15 minutes to work on the picture model.

Craft Activity – Photo Story

Time 30 minutes

Handouts 11, 12

Use photos to tell a story. Use a digital camera or Polaroid camera to take pictures around town. Contact the NWT Literacy Council to borrow a **Photo Literacy Kit**. It includes ideas, Polaroid cameras, film, and examples.

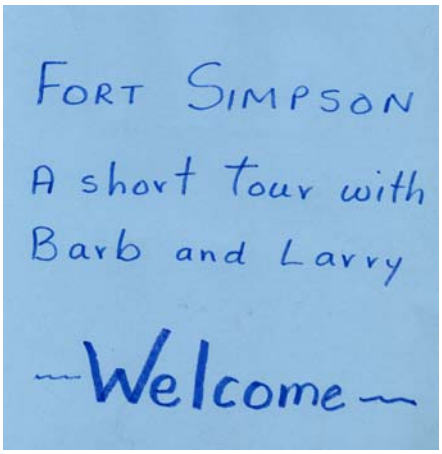
Story Ideas

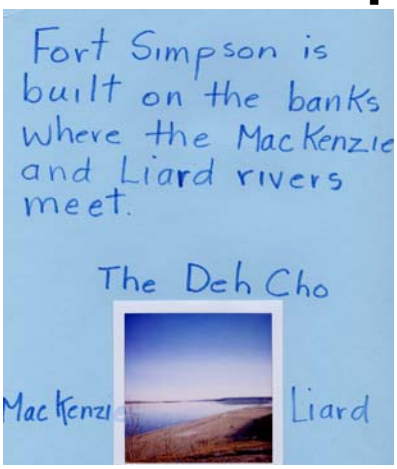
- Take photos of Elders and write about their lives.
- Take photos of people doing traditional skills and write about what they are doing and why it is important.
- Take photos of your family members and make a *My Family Book*.
- Take photos of different places around your community and make a book about your community.
- Take photos of different sports and other activities people do in your community.
- Go to the store to buy something and take photos of your shopping experience. Write a story using the pictures.
- Use pictures in magazines to tell a story.

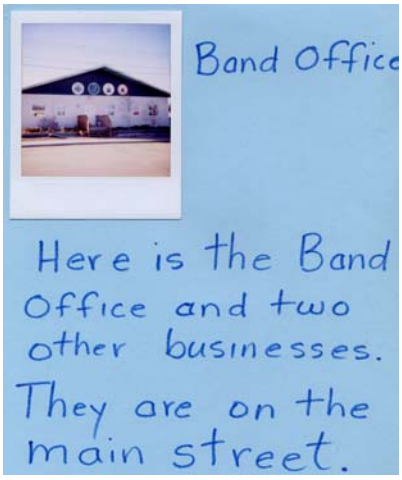
You need

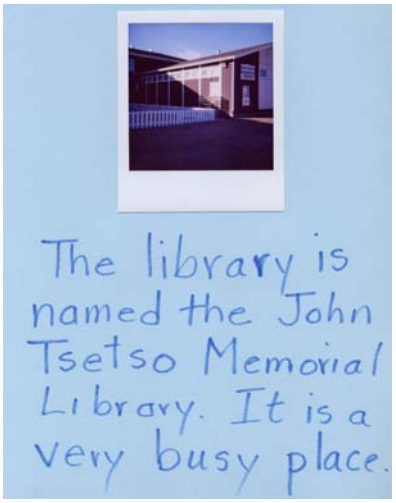
- Handouts 11 and 12
- Exercise book or homemade book
- Glue
- Magazines
- Clipart
- Camera and film
- Scissors

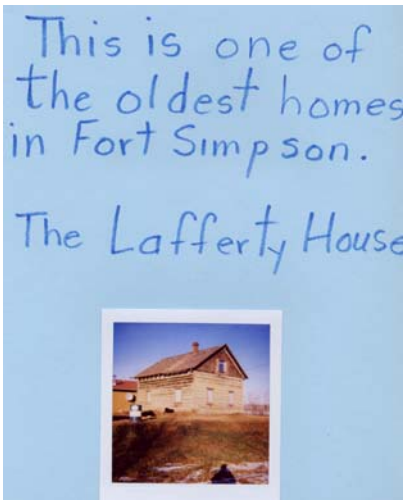
11 Example: Welcome to Fort Simpson

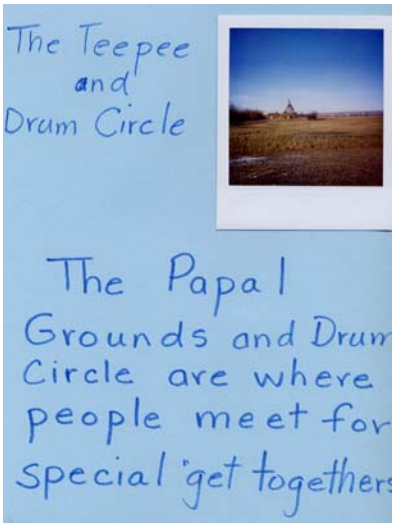












12 How to make a Photo Story

What you need:

- Cardstock, exercise book, or home-made book
- Glue
- Scissors
- Magazines
- Camera and film

Directions:

- Take photos of your family, things around town, activities at the school, a trip to the Northern, etc.
- If you use a digital camera, download the photos from the camera to the computer and print the pictures.
- Paste the pictures in order onto cardstock, or into your exercise book or home-made book.
- Write a story about the photos. Use the langauge experience approach with your learner. Write the story on separate paper.
- Ask others to check the spelling and grammer.
- Edit the story.
- Rewrite the story underneath each picture.
- Read the story together with your learner.

Closing

Time 10 minutes

Handouts 13

Session Review

Review the session with participants. Ask participants to say what they like most about using pictures to teach. Tell participants that next week for session 6 they should bring their learner with them.

Review plans for next week

- Readers Theatre
- Script writing
- Performance
- Having fun with learning

Evaluation

Ask participants to fill out the evaluation. Tell them it helps you plan the next session

Door prize and free books

Draw for the door prize after everyone completes the evaluation form. Give out free books.

13 Family Tutoring - Session Evaluation

Session # ___ Topic: _____

1. **What did you think of the topic we talked about in this session?**

Excellent	Pretty good	Needs a little work	Not so hot	Should be canned

2. **What did you like most about the session?**

3. **What did you like least about the session?**

4. **What could we do to improve this session for next time?**

5. **Other comments**

Session Six: Readers Theatre

Welcome	Welcome and review the agenda
Review	Review last week Review group agreements
Warm-up Activity	Twenty questions with a twist
Group Discussion	Having fun with learning
Reading Strategies	Readers Theatre • Read scripts • Practice your part • Performance
Craft Activity	Puppet making
Closing	Session review Evaluation

Overview of Session

Readers Theatre or RT is a fun way to engage learners in reading. Learners practice reading a script and then perform a reading skit. Invite both tutors and learners to this session and work on Readers Theatre together. Perform the RT for the school or band office. Children often groan when they hear the words school, reading and writing. This session discusses how tutors can make learning fun and why that is important.

Goals

- To learn how to use Readers Theatre to engage reluctant readers.
- To work with tutors and learners to develop a Readers Theatre skit.
- To make puppets to go with Readers Theatre.
- To have fun with learning.

Time

You will have to choose from the activities in this session. The interests of the participants and the amount of time you have for your program will determine the number of activities you can do. You can make this session into two sessions if you would like to do all the activities.

You need

- Participant and door prize forms
- Agenda
- Handouts
- Flipchart paper
- Book kit
- Free books
- Prizes
- Workshop supplies – markers, paper, pencils, name tags, post it notes, craft supplies

The day before the session

Call each participant to remind him or her about the session. Remind them to bring their child or learner to the session. Ask them if they need transportation to the meeting. Talk with the participants about the program or other issues.

Before the session

The facilitator should arrive at least 45 minutes before the session to set up the room, organize equipment and supplies, and make coffee and snacks.

Workshop preparation

- Review the facilitation section.
- Review the background information.
- Review the session and decide what activities you want to do.
- Research information for discussion topics not included in the manual.
- Change the agenda if needed.
- Photocopy handouts.
- Prepare craft materials.
- Ask community businesses to donate prizes for the program. Some suggestions for prizes are:
    - Adult and children books
    - Gift certificates for the local grocery store, gift shop etc,.
    - Gift baskets
    - Bath stuff
    - Candles

There are detailed facilitator notes for each activity

- Welcome and Introductions
- Review
- Warm-up Activity
- Group Discussion
- Reading Strategy
- Craft Activity
- Closing

The following pages give background information, facilitator notes and handouts for each activity in the session.

We use this symbol for background information.

We use this symbol for facilitator notes. Facilitator notes give detailed information on how to do the activities.

We use this symbol for handouts. Handouts are pages you need to copy for participants to use during the session. Some activities have no handouts. Some have several.

Background Information

Readers Theatre or RT is a form of theatre or drama that focuses on reading. RT adds fun and excitement to oral reading activities, and helps stimulate interest in reading and learning. RT helps learners improve their reading skills by providing a purpose for practising reading, and helps them understand what they read. Generally two or more people read a story aloud and use their voices, facial expressions, and gestures to interpret the story. It's non-threatening, since readers have a script and get to practise lots before performing.

It's different from regular theatre in a number of ways and it is much simpler:

- Readers interpret the story orally.
- Readers use their voices and gestures to bring life to the characters to life.
- Readers don't have to memorize lines. They take their reading texts or scripts on stage with them—even if they don't use them.
- Readers don't need elaborate costumes: they often dress in black.
- Readers don't need special sets or props. They often just sit on stools.

The images are formed, not on stage, but inside the readers' and the listeners' minds.

Benefits

RT is simple for parents, teachers, or instructors to organize, and offers lots of benefits:

- Readers and listeners have fun.
- It promotes cooperation and team work.
- Reluctant readers can turn into enthusiastic readers.
- It's non-threatening.
- Readers improve their oral language skills through practice.
- Readers increase their confidence and self-esteem and develop reading fluency.
- If the script is based on an actual book, readers and listeners often want to read the book.
- Readers and listeners are informed and entertained.
- Readers may become interested in other school subjects such as language arts, social studies or math.
- The scripts can be in any language.
- It improves listening skills.
- Readers can write their own scripts and improve their writing and thinking skills.
- Readers interpret stories and communicate meaning.
- Readers and listeners develop an appreciation of literature.

Getting Started

Readers Theatre is easy. To get started, here's a summary of what you need to do.

1. **Choose a script.** Choose a prepared script or choose a book from which you can develop a RT script. Make sure the script is at the instructional level of your learner.

2. **Adapt the script.** Identify speaking parts, including narrators, and break down the story into dialogue.

3. **Assign parts.** Read the script to your learner. Ask them what part they want to read. The tutor may take several parts if the story has more than 2 roles. Ask your learner to try out different parts to get a feel for them, before they choose their role.

4. **Highlight parts and rehearse.** Highlight your part, then practice your lines together with your learner.

5. **Perform.** Read the play aloud for an audience, of parents, family, classmates, or younger students. [1]

[1] Adapted from http:www.teacher.scholastic.com/products/instructor/popups/rt_5steps.htm

Finding and Choosing Scripts

You can buy scripts for Readers Theatre from publishers. You can also find a variety of scripts on the Internet. Most of them are free for educational or non-commercial purposes. You can download them, print them, and copy them. For more scripts refer to the Reading Theatres Scripts section. Use a prepared script at first. After some practice with RT, you and your learner can create your own script from a favourite story, or book.

Choose scripts that:

- Are fun.
- Are high quality.
- Are interesting to the readers and listeners.
- Are appropriate for the age, grade, and reading levels of the readers and listeners.
- Can be easily read.
- Contain lively dialogue.
- Spread the dialogue among several readers, rather than having one reader have a large part.

When doing Readers Theatre with young children choose an easy story or rhyme script that is predictable and/or has lots of repetition. If necessary, an adult or older reader can be the main narrator, and the young children can read simple words or phrases, or repeated lines.

Writing a Script

Adapt your own scripts from existing stories after you have some experience with prepared scripts. Look at many different types of stories for a Readers Theatre. Writing a script can be fun and you don't have to write it alone – write with a partner or team.

Adapting a Story for Readers Theatre

1. Choose an interesting, appropriate book or story. Make sure the book or story:
    - Has two or more characters, but not too many?
    - Has lots of dialogue or indirect speech you can turn into direct speech?
    - Has lots of events that take place in a short space of time?
    - Develops the personality of the characters in the story?
    - Makes sense and lends itself naturally to creating a script?

2. Read the book several times to make sure that you understand the essential story elements.

3. Start by turning the first few pages into a script:
    - Use short dialogue to keep the story moving.
    - Use a narrator to tie the story together or explain reasons for events. Try not to overuse the narrator. Use the characters to tell the story rather than a narrator.
    - Use two narrators if there's lots of description or details, if you need to involve more readers, or if you work with younger readers.
    - Turn indirect speech into direct speech.

- Use sound effects, simple props or music to enhance a Readers Theatre performance.
- Use rhyme, repetitive structure, internal rhyme, dramatic excitement and lots of action to enhance a script.
- Make cuts or changes to keep the story lively. For example, you don't need to say "he said", unless it's not clear who is speaking, or unless the speaker has changed and people may not know who is speaking. Sometimes it may be part of the poem, as in "'Fire, fire' said Mrs McGuire".
- If a character has nothing to say for a while, you may want to insert some lines for them.

4. Write the script so learners can easily read it:
    - Put the character's in bold.
    - Use a large font size, such as 14-point, or larger if you're working\ with young or new readers.
    - Use line spacing of 1.25 or 1.5.
    - Leave a blank line between each reader's part.
    - Bold words that readers need to stress.
5. Keep a reader's part on one page.
6. Edit and rewrite as necessary.
7. Ask someone else to read the script over and edit if needed.

Implementing Readers Theatre

A Readers Theatre project can be short-term or long-term depending on the readers, the script you choose and how much time you want to give to the project.

Remember the purpose of the activity:

- To give repeated practice in reading aloud to help improve oral reading skills.
- To motivate people to read.
- To promote learning through reading and listening.

There are different styles of Readers Theatre projects. The style helps determine the length of time that you need.

Circle Reading

Circle reading gives everyone a chance to read and helps build confidence.

1. Copy and hand out the scripts - one for each person in the group.
2. Ask everyone to sit in a circle.
3. Read the story to the children.
4. Ask the first person in the circle to read the first part, and so on round the circle until the story is finished.
5. Repeat this several times. Swap parts by starting at a different place in the circle.

Welcome

Time 5 minutes

Handouts 1

Agenda

Post the agenda on the wall and give the agenda handout to participants. Go over the agenda with participants. Ask for any changes.

Meet and greet

Welcome everyone back to the program and welcome learners. Ask everyone to write their name on a name tag and to enter their name to win the door prize.

Introduction of facilitators and participants

Ask children to introduce themselves. They can say their name, what grade they are in and what subject they like best in school. Ask tutors and parents to introduce themselves too.

1 Session Six – Readers Theatre

Welcome	Welcome and review the agenda
Review	Review last week Review group agreements
Warm-up Activity	Twenty questions with a twist
Group Discussion	Having fun with learning
Reading Strategies	Readers Theatre • Read scripts • Practice your part • Performance
Craft Activity	Puppet making
Closing	Session review Evaluation

Review

Time 15 minutes

Handouts none

Review

- Review group agreements. Ask participants if they would like to add or delete any.
- Review last week's session. Ask participants if they used pictures to teach reading last week with their learners. Go around the circle and encourage everyone to share including children. Use these questions:
    - How did it go?
    - Does anyone have any suggestions for the group?
    - Which strategies did you find most useful?

Warm Up Activity – Twenty Questions with a Twist

Time 15 minutes

Handouts none

What is twenty questions?

Twenty questions is a fun word game. It is a thinking game. One person thinks of a noun (person, place or thing) and the rest of the group must ask 'yes' or 'no' questions to try and figure out what it is. They have twenty guesses.

What is twenty questions with a twist?

Twenty questions with a twist is similar to twenty questions. Each person writes a noun on a slip of paper. Then they attach the paper to another person's forehead with tape. Ask tutors and their learners to do each other.

Everyone gets up and asks 'yes' or 'no' question to the other participants. They use the answers to figure out what is written on the note on their forehead. The first person to identify the word on their forehead wins. Give them a prize.

This is a very fun activity. Demonstrate the game with the sample.

Sample word for twenty questions with a twist

mittens

Questions

1. Is it an animal? No
2. Is it something in the North? Yes
3. Is it something you wear? Yes
4. Is it something you wear in the summer? No
5. Is it something you wear in the winter? Yes
6. Is it winter boots? No
7. Is it mittens? Yes!

Group Discussion – Having Fun with Learning

Time 30 minutes

Handouts 2, 3, 4

The group discussion focuses on having fun with learning. Brainstorm with the group why learning should be fun. Ask both tutors, parents and learners to brainstorm. You might get answers like:

- Laughing helps me relax and learn.
- Having fun takes the pressure off.
- Why learn something if it isn't fun.
- Laughing make me feel good.

Activities

1. Divide the group into pairs – tutors or parents with their learners. Give participants handouts 2 and 3. Ask each pair to try the brainteasers, fun tricks and riddles. Ask the tutor to try the fun tricks with their learners. Come back together as a group and share your answers. Give participants the answer sheet after they have tried them.
2. Give participants handout 4 and ask people to choose a tongue twister and say it 5 times. Have fun and laugh!

2 Brainteasers and Fun Tricks

Brainteasers

1. The Crowded Bus

You're driving a bus, and 32 people get on. Then 14 people get off. Then 130 people get on. Next 9 people get off. Then 2 people get on and 120 people get off. At the next stop 19 people get on. Finally, 36 people get off. The question is this: What colour are the bus driver's eyes?

2. The Reversible Word

What four letter word reads the same forward, backward, and upside down? You must use capital letters

3. Topsy-turvy Year

What year in this century looks the same right side up and upside down?

4. Riddles

What word starts with an E and usually contains one letter?

What occurs once in a minute, twice in a moment, and never in a thousand years?

5. From A to Z

Can you make a sentence that uses all the letters in the alphabet?

Answers to brainteasers

1. The bus driver's eye colour is the same as the person you are asking the question. At the beginning of the statement it says "You are driving a bus…"

2. NOON

3. 1969

4. Envelope

   Letter 'm'

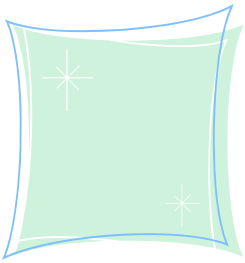
5. There are lots of sentences out there. Here is an easy one to remember - The quick brown fox jumps over the lazy dog.

Fun Tricks (Tutor try with Learner)

Number One

Tell your learners to pick a number from 1 to 5 - any number. Don't say what it is. Double the number. Now add 2. Now divide by 2. Remember the original number? Subtract that original number from what is left. Keep it a secret – don't tell anybody. Now, when I count to three everybody shout the number. Everyone will should 'one.' As long as they did the math right!

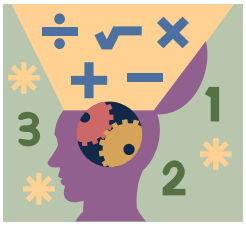
Square Deal



Hand a square piece of paper to your learner and say - "If you can tear it into four equal pieces, I'll give you a quarter."

Now tearing a square into four equal pieces is not hard. After your learner does it and demands to be paid, you reply, "Yes, you did it. Here is your quarter." And as you say that, you hand your learner one of the four pieces of paper. It's a quarter, after all – a quarter of the square paper!

Magic 37



Pick a number from 1 – 9 and multiply it by 3. Then divide the number you have now into the original number placed next to itself three times. For example, you pick the number 4. Four times 3 is 12. Now divide 12 into 444 and you get 37. Or say you pick 2. Two times 3 is 6. Divide 6 into 222 and surprise, surprise – you'll get 37.

Activities from 101 Things for Kids to Do by Shari Lewis, Ramdom House, New York, 1987.

3 More Riddles

Question 1: You are walking through a field and you find something to eat. It doesn't have bones, and it doesn't have meat. You pick it up and put it into your pocket. You take it home and put it on a shelf, but 3 days later it walks away. What is it?

Question 2: There are 20 people in an empty, square room. Each person can see the whole room and everyone in it without turning his head or body, or moving in any way except the eyes. Where can you place an apple so that all but one person can see it?

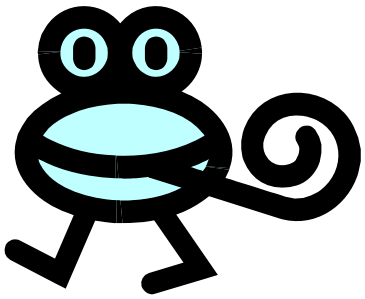
Question 3: I can be created by humans, but they cannot control me. I suck on wood, paper, and flesh. I can be more of a hindrance than help at times. To my creators, I seem to be everywhere at once. What am I?

Question 4: I have many feathers to help me fly. I have a body and head, but I'm not alive. Your strength determines how far I go. You can hold me in your hand, but you never throw me. What am I?

Answers

1. Egg
2. Put the apple on top of his head
3. Baby
4. Arrow

4 Tongue Twisters



Try these with your child or learner!

1. Double bubble gum bubbles double.
2. A noise annoys an oyster.
3. Greek grapes leaves.
4. Good blood, bad blood
5. I see icy icicles.
6. Frank threw Fred three free throws.
7. Rubber baby buggy bumpers.
8. Slick super-sleuth.
9. The sun shines on the shop signs.
10. A cup of proper coffee in the proper coffee cup.

Reading Strategy – Readers Theatre

Time 60 minutes

Handouts 5, 6, 7, 8, 9, 10

Read the background information before you plan this session. Give a copy of the background information to participants or read it to them.
As a group prepare and put on a Readers Theatre performance. Choose a script from the handouts. There are more scripts in the Readers Theatre Scripts section. You can also look online for scripts:

- Readers Theatre Editions http://www.aaronshep.com/rt/RTE.html
- Readers Theatre Scipts and Plays http://www.teachingheart.net/readerstheater.htm
- Ganders Academy Readers Theatre http://www.cdli.ca/CITE/langrt.htm

Getting Started

- Role model a RT to the group. Practice the script before the session.
- Give participants scripts and ask them to choose a story they would like to perform. Make sure you have copies of the scripts for each person in the session.
- Ask participants to read the script and choose what role they want to read. Ask each person to highlight their role with a marker or highlighter.
- Give participants a chance to practice their role.
- Once everyone feels comfortable perform the Readers Theatre.

- Ask participants to plan for a community performance. Ask them to choose several scripts to perform. This may take several weeks of practice. You can expand the Readers Theatre by using costumes, puppets or props.

5 Script 1 - Hickory, Dickory, Dee

From *Mother Raven Nursery Rhymes* by Peter Redvers & Don Harney

Age group: K-3

Roles: Reader #1, #2, #3

All	Hickory, dickory, dee
Reader #1	A bear climbed up a tree
Reader #2	When he heard a sound
Reader #3	The bear jumped down
All	Hickory, dickory, dee

6 Script 2 – Goodnight Moon

Based on the book, *Goodnight Moon* by Margaret Wise Brown

Age group: K-3

Roles: Reader #1, #2, #3, #4, #5

Reader #1

In the great green room
There was a telephone
And a red balloon
And a picture of . . .

All

The cow jumping over the moon.

Reader #2:

And there were three little bears sitting on chairs
And two little kittens
And a pair of mittens
And a little toy house
And a young mouse
And a comb and a brush and a bowl full of mush
And a quiet old lady who was whispering "hush."

Reader #3 Goodnight room
Goodnight moon
Goodnight cow jumping over the moon
Goodnight light and the red balloon
Goodnight bears
Goodnight chairs

Reader #4 Goodnight kittens
And goodnight mittens
Goodnight clocks
And goodnight socks
Goodnight little house
And goodnight mouse
Goodnight comb
And goodnight brush

Reader #5 Goodnight nobody
Goodnight mush
And goodnight to the old lady whispering "hush"
Goodnight stars
Goodnight air

All: Goodnight noises everywhere

7 Script 3 – Fire! Fire!

By Bill Martin Jr.

Age group: K-3

Roles: Reader #1, Reader#2, Reader #3, Reader #4

All: Fire! Fire!

Reader 1: said Mrs. McGuire.

All: Where? Where?

Reader 2: said Mrs. Bear.

All: Down! Down!

Reader 3: said Mrs. Brown.

All: Help! Help!

Reader 4: said Mrs. Kelp.

All: Here I come,

Reader 1: said Mrs. Plumb.

All: Water! Water!

Reader 2: said Mrs. Votter.

All: Well, I declare!

Reader 3: said Mrs. Wear.

All: Oh, help, come and save us!

Reader 4: cried Mrs. Davis.

All: As she fell down the stairs

With a sack of potatoes

8 Script 4 – Moira's Birthday

Based upon the book by Robert Munsch
Readers Theatre script by Stephen Kohner

Moira's birthday is approaching and her parents allow her to invite only six children to her birthday party. Moira has her own ideas and before you know it, Grade One, Grade Two, Grade Three, Grade Four, Grade Five, Grade Six, and Kindergarten are all invited. "No problem!" thinks Moira. (Moira is Moira Green from Hay River.)

Age group: Grades 3-6

Roles: Narrator, Moira, Mom, Dad, Friend #1, Friends, Pizza Lady, Baker

Narrator: Ever had a fabulous birthday party? T his story is about Moira who threw the biggest party of the year!

Moira: Mom, Dad...my birthday is next week. I want to invite a few people to my party.

Mom: A few people? How many is a few?

Moira: Just grade 1, grade 2, grade 3, grade 4, grade 5, grade 6 AAAAANNDD Kindergarten.

Mom: You've got to be joking! You're crazy! No way José!

Narrator: So Moira did what most kids would do in her situation. She asked her Dad

Moira: My birthday is next week. I want to invite some people to my party. Mom said I should ask you.

Dad: A few people? How many is a few?

Moira: Just grade 1, grade 2, grade 3, grade 4, grade 5, grade 6, AAAAANNDD Kindergarten.

Dad: That's impossible! What are you thinking of? You can invite SIX kids. 1 - 2-3 – 4 – 5 - 6 and NNNNNOO pip-squeaks.

Moira: Six kids. I understand. 1 – 2 – 3 – 4 – 5 - 6 and NNNNNOO pip-squeaks.

Dad: Go and write out your invitations.

Narrator: Moira spent the rest of the evening writing her invitations out. The next morning she went to BCHS and handed them out. One of her best friends had not been invited.

Friend #1: Moira, can I please, pretty please, come to your birthday party? One more person won't make a difference. PLLEEEASE!

Moira: I guess one more can't hurt but don't tell anyone else.

Friend #1: Okay. I promise not to tell anyone else and a promise is a promise.

Moira: I know I can trust you. That's what friends are for.

Narrator: By the end of the school day, Moira had invited ALL of grade 1, grade 2, grade 3, grade 4, grade 5, grade 6 AAAAANNDD Mrs. Thibault's entire Kindergarten class. She didn't dare tell her parents. Maybe they would be just a tiny bit upset. Her party was the next day. (knock at the door)

Friends: SURPRISE! HAPPY BIRTHDAY!

Moira: Welcome! Welcome to my party. Come in, come in! It's going to be so much fun! (friends all walk in)

Father: Six friends. That's good. One, two, three, four, five, six. Six... six is the best number. LET'S PARTY!

Moira: Maybe we should wait another minute.

Narrator: Just then, something banged on the door like this:

All: Bam! Bam! Bam! Bam!

Narrator: The door burst open.

Friends: SURPRISE! We're here! Let's party!

Moira: What a surprise! What are you all doing here?

Narrator: Before they could answer, they all ran in. They ran right over the father and the mother. There were kids everywhere. Kids in the bedroom, kids in the bathroom, kids in the kitchen, kids in the basement, and kids hanging off the roof!

Father: What's going on here? There are more than six kids here!

Mother: Who invited them all? There's more kids here than at Walt Disney World!

Mother & Father: What are all these kids going to eat?!

Moira: Don't Worry... Be Happy! I have a plan.

Narrator: And with that Moira went to the phone and dialed 296-8080.

Moira: Yes, this is an emergency situation. I need 200 all-dressed pizzas delivered to my home. I need them delivered NOW!

Pizza Lady: 200 pizzas??? Are you nuts? That's too many!

Moira: Send us as many as you can. Or maybe you'd like us to come to your restaurant?

Pizza Lady: No! No! Stay right where you are. Don't move. It will be our pleasure to deliver them right to your house - no charge! We'll send ten pizzas right away!

Narrator: Moira then phoned up the local baker. What's a birthday party without birthday cake?

Moira: Yes, this is Moira. I need 200 of your best birthday cakes right away!

Baker: 200 birthday cakes? Are you nuts? I can't make 200 cakes!

Moira: I have hundreds of hungry kids over at my place all screaming for cake. Do you want us to come over and help you bake them? I'm sure we could help you out!

Baker: No! No! Stay right where you are. Don't move. It will be our pleasure to deliver them right to your house - no charge! We'll send ten cakes right away!

Narrator: Well, the next thing you know, a monstrous pizza delivery truck rolled into Moira's driveway. It dumped a pile of pizzas on her front lawn. Then an equally gargantuan truck drove in and dumped a pile birthday cakes.

Moira & Friends: FOOD! Time to eat!!

Narrator: The most amazing thing happened next. They gulped down all ten pizzas and ate up all ten birthday cakes in just ten seconds.

Moira & Friends: MORE FOOD!

Mother: More food? How can you eat so much? Where are we supposed to get more food from?

Friends: We'll find you the food. We'll be right back.

Narrator: And with that, they all ran back to their homes. Moira and her parents waited one hour, two hours and three hours.

Mother: I guess they're not planning to come back after all.

Father: I guess they're not planning to come back after all.

Moira: Just wait and see. My friends won't let me down.

Narrator: Just then, something banged on the door like this

All: Bam! Bam! Bam! Bam!

Narrator: The door burst open.

Friends: SURPRISE! We're here! Let's party again!

Moira, Mother & Father: Look at all this food! There's frog legs, goat cheese, dinosaur eggs, chocolate covered ants, pork liver, black beans, boiled bats, muddy mangoes and sloppy subs. This is great!

Narrator: The kids ate and ate and ate. They ate all the food in just fifteen short minutes. Then everyone gave their presents to Moira. There were presents everywhere. Presents in the bedroom, presents in the bathroom, presents in the kitchen, presents in the basement, and presents hanging off the roof!

Moira: Look at all these presents. There's no way I can open and use them all. It's just too much.

Mother: Forget about the presents. Look at all this mess. There's mess all over the house. Mess in the bedroom, mess in the bathroom, mess in the kitchen, mess in the basement, and mess hanging off the roof!

Father: And who is going to clean it up?

Moira: Don't worry... Be happy! I've already thought of a plan. Listen up everybody. Whoever helps to clean up can take home a present.

Friends: Yippee! Let's clean up!

Narrator: In no time at all, the house was clean and the kids went home.

Mother: Thank goodness. I'm glad that party is finished for this year!

Father: Thank goodness. I'm glad that party is finished for this year!

Moira: Wait... I think I hear another truck.

Narrator: Just then, a huge dump truck came and piled 190 all-dressed pizzas in Moira's backyard. Another truck rolled in and dumped 190 birthday cakes beside the pizzas.

Father: What are you going to do now? We can't possible eat all this food?

Mother: There's enough food here to feed grade 1, grade 2, grade 3, grade 4, grade 5, grade 6 AAAAANNDD Mrs. Thibault's entire Kindergarten class.

9 Script 5 – Polar Bears

A Super Science Script
By Lisa Blau

Age group: Grade 4-7

Roles: All, Reader#1, Reader#2, Reader #3, Reader#4

Reader #1 Good morning! We are here to tell you all about some amazing animals that live in the cold and snow.

All We're here to tell you about polar bears!

Reader #2 Polar bears hunt seals and other animals for food.

Reader #3 Polar bears have thick, white fur. Their fur and layers of fat protect them from the cold. A polar bear's white fur serves as camouflage when they hunt.

Reader #4 A male polar bear weighs about 1,000 pounds and measures between 8 to 11 feet.

Reader #1 Polar bears have a keen sense of smell. They can smell food from up to 10 miles away!

Reader #2 Polar bears are excellent swimmers. They use their strong front legs like paddles.

Reader #3 Polar bears are also good climbers.

Reader #4 Mother polar bears take very good care of their cubs. A mother polar bear teaches her cubs how to hunt. She also teaches them how to protect themselves from danger.

Reader #1 Most polar bear cubs stay with their mothers until they are two years old.

Reader #4 Polar bears dig a den for themselves in the snow. They live in the den during the winter.

Reader#3 We hope that you have enjoyed learning about polar bears.

All The End!

10 Script 6 – How the Bear Lost its Tail

There are many versions of this legend. One version is available in South Slavey from the Deh Cho District Education Authority Teaching and Learning Centre. Check if there is a version in your region.

Age group: Grade 3 – 6

Roles: Storyteller, Bear, Rabbit, Birds, Fox, Bees, Owl,

Scene 1

Storyteller: A long time ago, Bear had a beautiful, long, furry tail. He thought it was really cool. He asked all the animals in the bush what they thought of his tail. First he saw Rabbit.

Bear: Rabbit, don't you think my tail is the most beautiful tail you've ever seen?

Rabbit: Oh yes, Bear, you look so cool with your big, black, shiny tail.

Storyteller: Then he saw the Birds.

Bear: Birds, don't you think my tail is the most beautiful tail you've ever seen**?**

Birds: Oh yes Bear, you look so cool with your big, black, shiny tail.

Storyteller: Then he saw Fox.

Bear: Fox, don't you think my tail is the most beautiful tail you've ever seen?

Fox: Oh yes, Bear, you look so cool with your big, black, shiny tail.

Storyteller: Then he saw the Bees.

Bear: Bees, don't you think my tail is the most beautiful tail you've ever seen?

Bees: Oh yes Bear, you look so cool with your big, black, shiny tail.

Storyteller: Then he saw Owl.

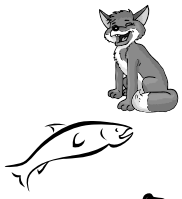
Bear: Owl, don't you think my tail is the most beautiful tail you've ever seen?

Owl: Oh yes, Bear, you look so cool with your big, black, shiny tail.

Storyteller: Really though, all the animals thought he was very vain, but they were scared to tell the truth. They were too frightened of his big claws and didn't want to make him angry.

Scene 2

Storyteller: One cold winter's day, Bear went down to the frozen lake. He saw Fox running by, with a big fish in his mouth. He knew that Bear was hungry, so he decided to play a trick on him.



Fox (with fish): Mmm, what a good fish!

Bear: Hello, Fox. Where did you get that fish? It looks so good.

Fox: I caught it in the lake.

Bear: But you don't have anything to fish with.

Fox: I used my tail.

Bear: You used your tail?

Fox: Sure, it's the best thing for catching fish. Do you want me to show you how?

Bear: Yes please.

Storyteller: Fox pointed to a hole in the ice in the shallow part of the lake.

Fox: Now, sit with your back to the hole, and put your tail into the water. You'll feel a fish biting. Then you can pull your tail out of the water.

Storyteller: Bear really wanted the fish, so he put his tail into the icy water.

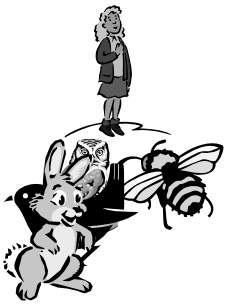
Fox: Now, you must sit very still and only think about fish.

Bear: My tail is so big and beautiful, I will catch more fish than anyone else.

Scene 3

Storyteller: Fox and all the other animals hid behind the trees and watched. Fox was laughing really hard.

Fox: Ha, Ha, Ha, Ha, Ha!



Storyteller: The other animals just shook their heads.

Owl, Birds, Bees, Rabbit: What a trickster that Fox is!

Storyteller: Bear sat very still and soon he fell asleep. A few hours later, Fox came back. Bear's fur was white with snow. Fox laughed so much he fell over.

Fox: Ha, Ha, Ha, Ha, Ha!

Storyteller: The other animals just shook their heads**.**

Owl, Birds, Bees, Rabbit: Fox better be careful. He'll make Bear REALLY angry!

Scene 4

Storyteller: Suddenly Fox shouted.

Fox: Bear! Bear! I can see a fish on your tail! Can you feel it?

Storyteller: Bear woke up with a fright and felt a terrible pain in his tail.

Bear: I can feel it!

Storyteller: He jumped up, and his frozen tail snapped off! All that was left was a small stump where his beautiful, long, black tail had been.

Bear: My tail! My tail! My beautiful tail!

Storyteller: And that's why bears have short tails today.

Owl, Birds, Bees, Rabbit: And that's why you won't see Fox and Bear having lunch together! Fox knows he would *be* lunch!

Craft Activity – Puppet Making

Time 30 minutes

Handouts 11, 12, 13, 14, 15, 16, 17

Puppets are great fun, they don't cost very much, and they're easy to make and use. It's easy to make your own puppet theatre and write your own play.

Children love puppets—they can say and do things with puppets that they might not say or do otherwise. Older children can write their own play and make all the puppets to go with the play. Puppets are fun for everyone!

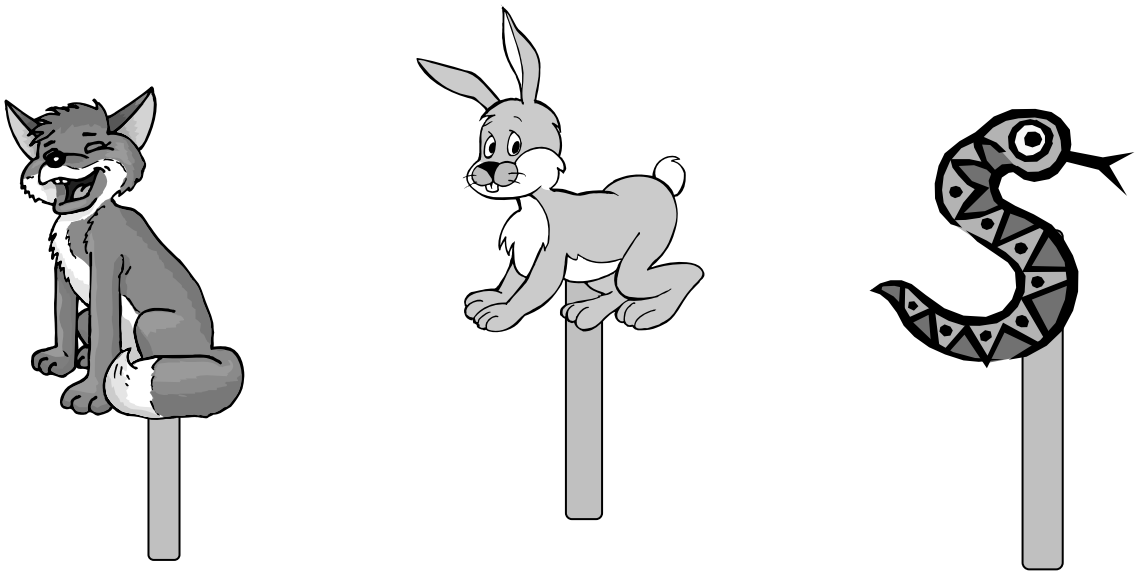
In this section you will find:

- Instructions on how to make different types of puppets:
  - Stick puppets
  - Basic hand puppets
  - Paper bag puppets
  - Sock puppets
- Tips on how to stage a puppet show
- Puppet patterns

You need

- Handouts
- Glue
- Scissors
- Magazines
- Clipart
- Cardboard
- Popsicle sticks

11 Stick Puppets



What you need:

Scissors, glue, pieces of heavy card (like cereal boxes), construction paper, crayons or markers, popsicle or other wooden sticks, wide packing tape (optional), puppet patterns you like

Directions:

1. Cut out the puppet patterns. Use construction paper to cut out the different features (head, body, arms, legs, etc.).
2. Colour the puppets.
3. Glue the puppets on to the heavy card. This will help them last longer.
4. Laminate the puppets with the packing tape.
5. Glue or tape the wooden stick to the puppet.
6. Make the puppets move around while they speak.

12 Basic Hand Puppets

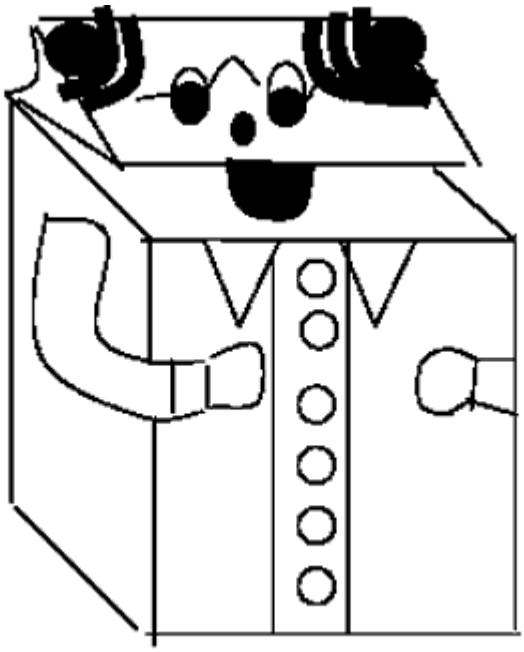
What you need:

Fabric (cotton or other), felt for features, thread, fabric glue, basic hand puppet pattern. See handout 17 for basic pattern.

Directions:

1. Use the hand puppet pattern and cut out two pieces of cloth the same size.
2. Put the two pieces together with the right sides inside.
3. Sew them together around the sides and the top. Leave the bottom open.
4. Turn the puppet right side out.
5. Hem the bottom edge, and press the puppet.
6. Cut eyes, nose, mouth and other features out of felt and glue them in place.

13 Paper Bag Puppets



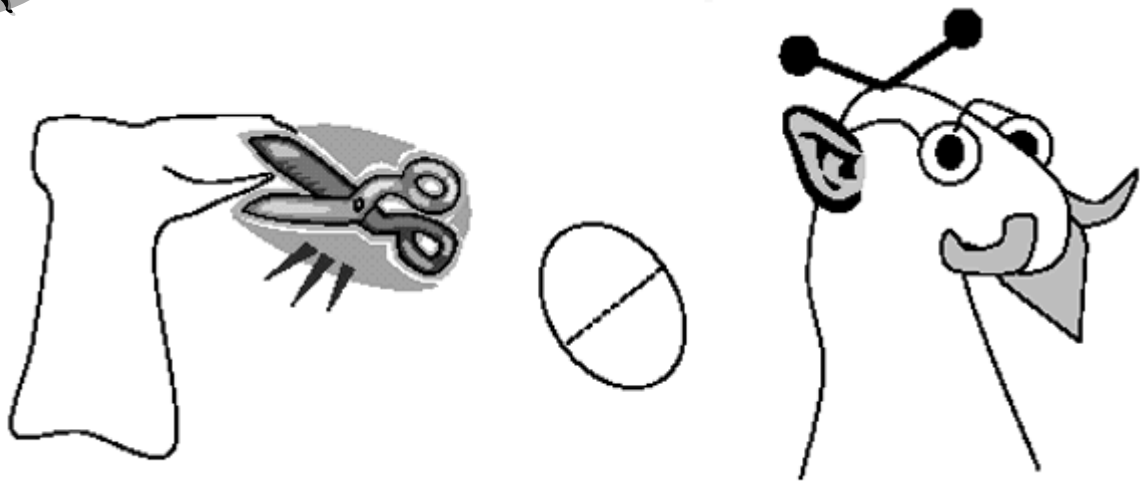
What you need:

Brown paper lunch bags, construction paper, scissors, glue, crayons and markers, scraps of material, string, etc.

Directions:

1. Cover the bag with construction paper that follows the folds of the bag. This helps to make it stronger.
2. Draw or glue features onto the puppet.

14 Sock Puppets



What you need:

An old sock, pieces of felt or other fabric for the mouth, fabric glue, scissors, yarn for hair

Directions:

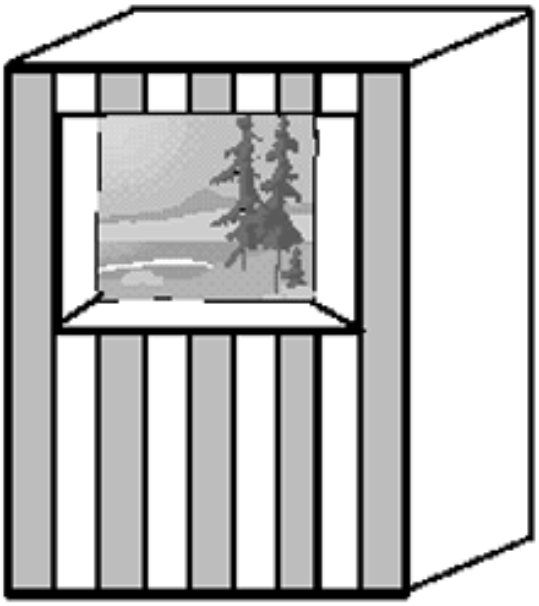
1. Put the sock on your hand, with your fingers and thumb in the toes and the back of your wrist in the heel.
2. To make the mouth, cut a slit in the sock between your fingers and thumb. Be careful!
3. Cut two ovals—one from the cardboard and one from the felt.
4. Glue the felt onto the cardboard oval, fold it in half, and sew it into your sock for the puppet's mouth.
5. Add eyes, hair, ears, etc., to your puppet.

15 Tips on how to stage a puppet show

1. The easiest way to use your puppets is to sit facing each other and talk to each other.

2. To do a proper puppet show, tip a table onto its side so the top faces the audience. Make a background with cardboard and tape it to your tabletop. For example you can draw trees and a lake if the story is about animals.

3. Or make a puppet theatre. Get a large cardboard box and materials to decorate it. Cut an opening in the box big enough for the audience to see your puppets. Decorate the front of the box, and draw a background inside the box on the back wall.

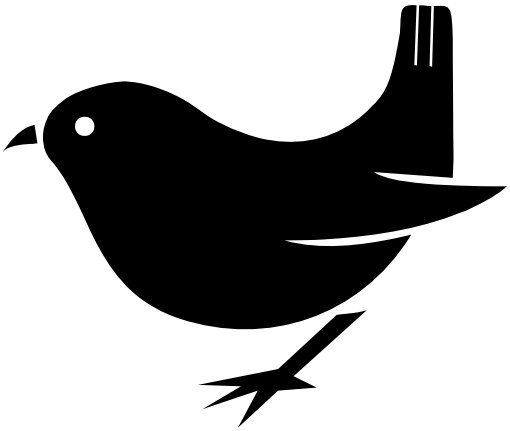


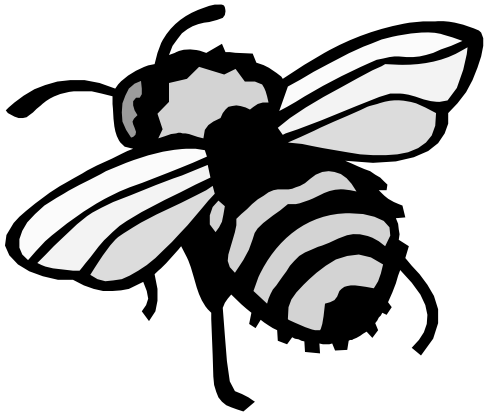
Example Puppet Theatre

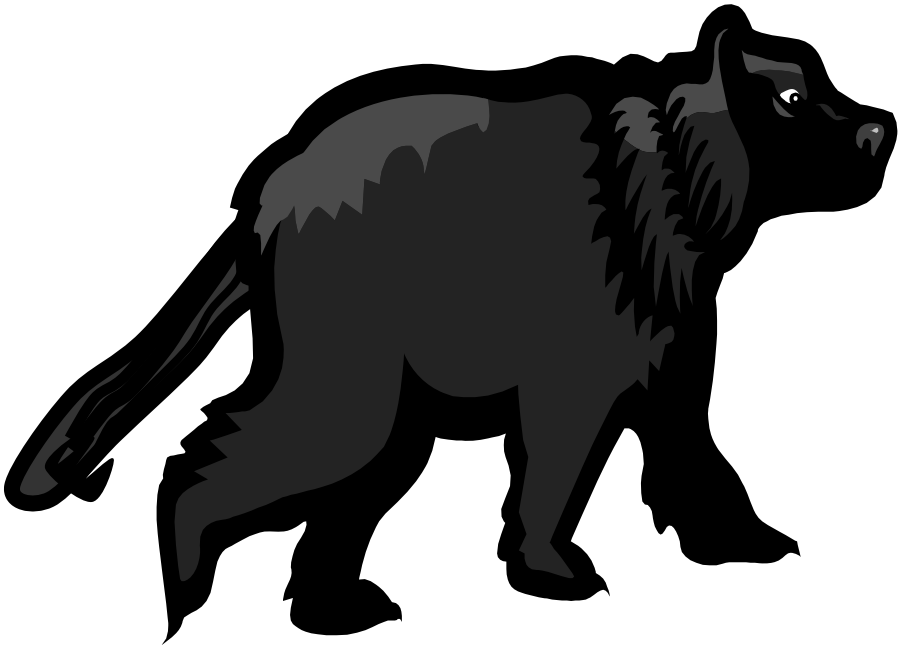
16 How Bear Lost His Tail Characters

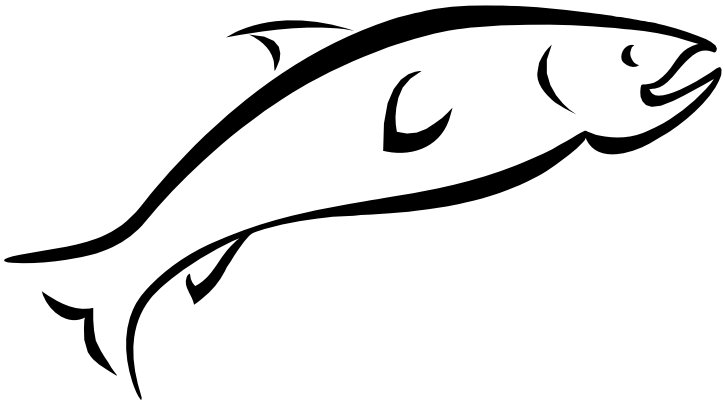
Make the characters into puppets and put on a puppet show of the Readers Theatre script – **How Bear Lost His Tail**

Characters



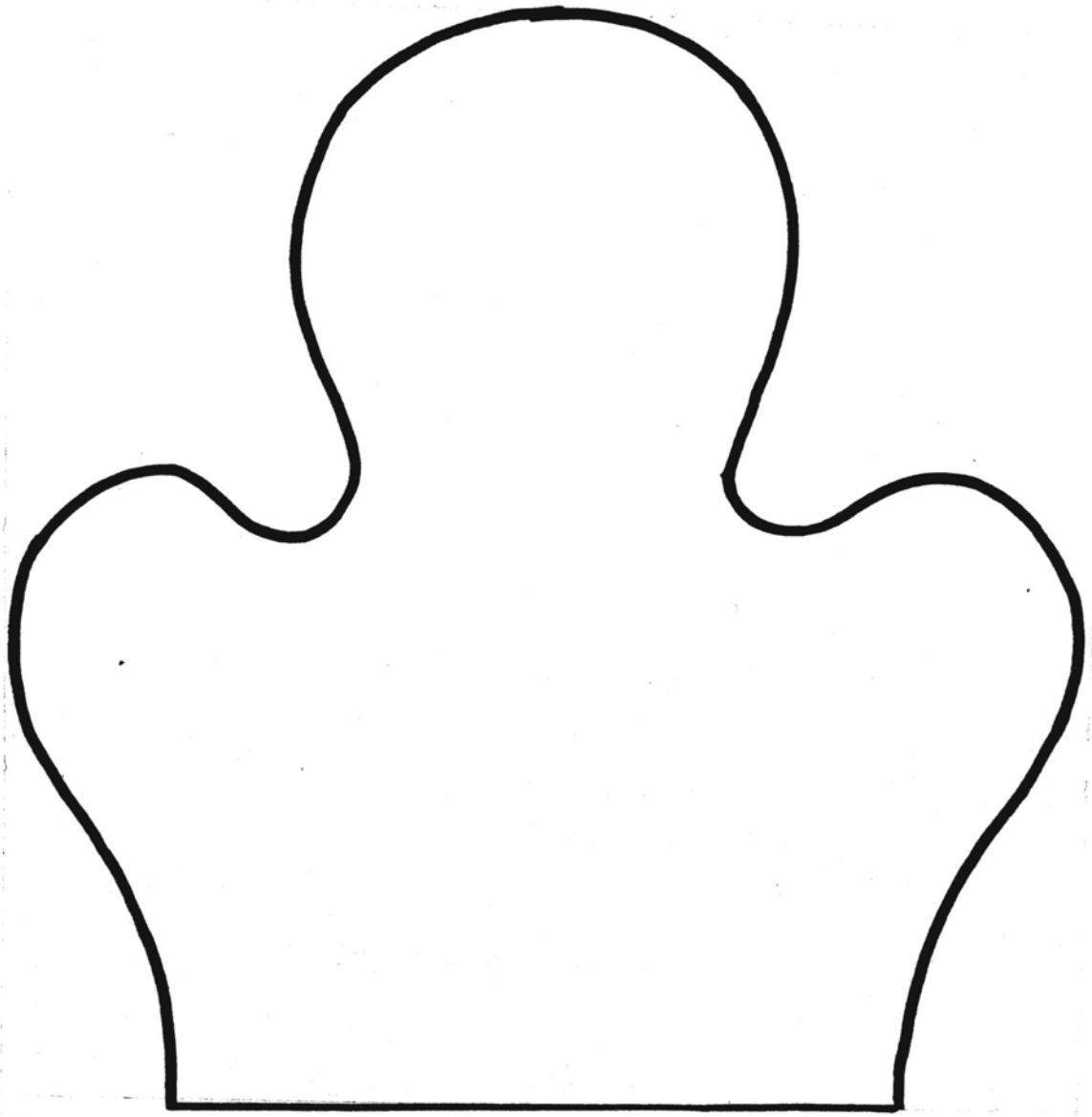




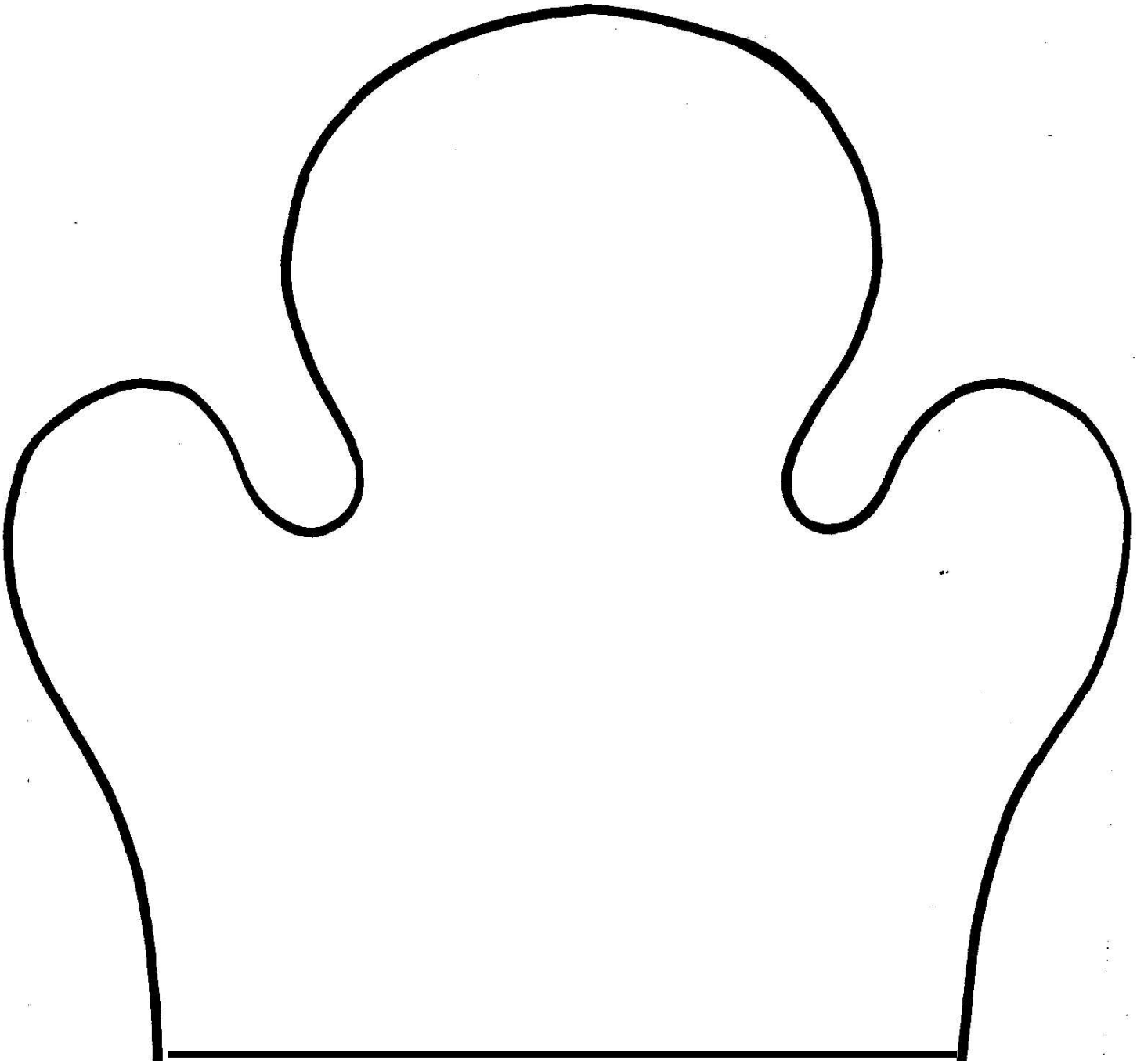


17 Puppet Patterns

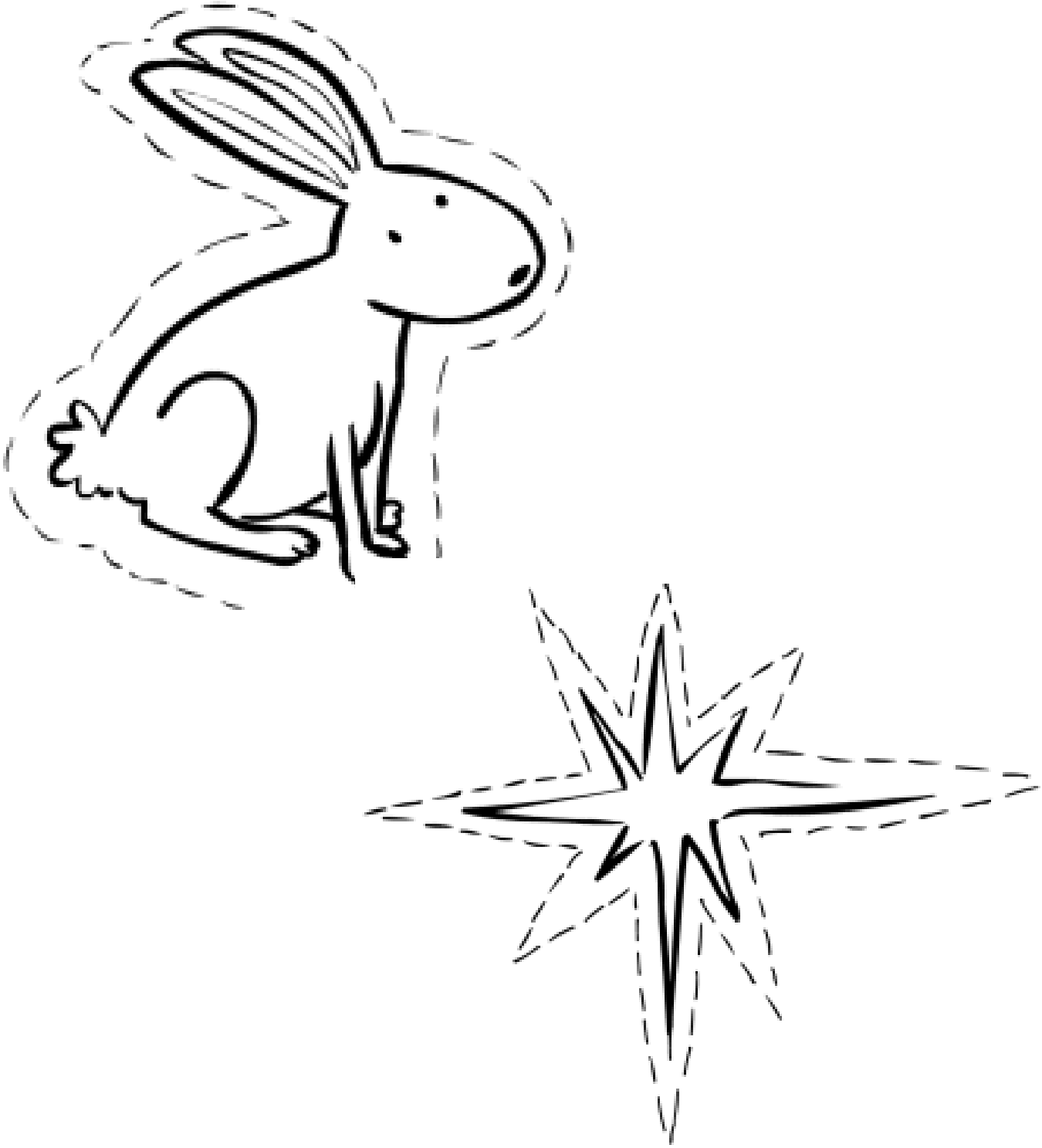
Child hand puppet



Adult hand puppet



Stick Puppets from http://www.fablevision.com/northstar/puppets



Closing

Time 10 minutes

Handouts 18

Session Review

Review the session with participants. Ask participants to show their puppets. They might like to put on a short puppet show.

Review plans for next week

- Reading comprehension skills
  - Building vocabulary
  - KWL (Know/What you what to learn/ Learned)
  - Sequencing
  - Questioning

Evaluation

Ask participants to fill out the evaluation. Tell them it helps you plan the next session

Door prize and free books

Draw for the door prize after everyone completes the evaluation form. Give prizes to both tutors and learners. Give out free books.

18 Family Tutoring - Session Evaluation

Session # ___ Topic: _____

1. What did you think of the topic we talked about in this session?

Excellent	Pretty good	Needs a little work	Not so hot	Should be canned

2. What did you like most about the session?

3. What did you like least about the session?

4. What could we do to improve this session for next time?

5. Other comments

Session Seven: Comprehension Strategies

Welcome	Welcome and review the agenda
Review	Review last week Review group agreements
Warm-up Activity	Vocabulary fun
Group Discussion	What makes a good reader?
Reading Strategies	Comprehension Strategies • Building vocabulary • KWL • Questioning • Sequencing
Craft Activity	Bookmarks
Closing	Session review Evaluation

Session Overview

Children often learn to read but do not understand what they read. Participants learn strategies to help their learners comprehend what they read. Often we hear teachers say "She is such a good reader." What does this mean and how can you teach your learner to be a good reader? Participants learn how to show their learner simple strategies to use when reading a story or book.

Goals

- To understand what a good reader is.
- To learn about reading comprehension.
- To learn strategies to help learners understand what they read.

🕒 Time

You will have to choose from the activities in this session. The interests of the participants and the amount of time you have for your program will determine the number of activities you can do. You can make this session into two sessions if you would like to do all the activities.

You need

- Participant and door prize forms
- Agenda
- Handouts
- Flipchart paper
- Book kit
- Free books
- Prizes
- Workshop supplies✏ – markers, paper, pencils, name tags, post it notes, craft supplies

The day before the session

Call each participant to remind him or her about the session. Ask them if they need transportation to the meeting. Talk with the participants about the program or other issues.

Before the session

The facilitator should arrive at least 45 minutes before the session to set up the room, organize equipment and supplies, and make coffee and snacks.

Workshop preparation

- Review the facilitation section.
- Review the background information.
- Review the session and decide what activities you want to do.
- Research information for discussion topics not included in the manual.
- Change the agenda if needed.
- Photocopy handouts.
- Prepare craft materials.
- Ask community businesses to donate prizes for the program. Some suggestions for prizes are:
    - Adult and children books
    - Gift certificates for the local grocery store, gift shop etc,.
    - Gift baskets
    - Bath stuff
    - Candles

There are detailed facilitator notes for each activity

- Welcome and Introductions
- Review
- Warm-up Activity
- Group Discussion
- Reading Strategy
- Craft Activity
- Closing

The following pages give background information, facilitator notes and handouts for each activity in the session.

We use this symbol for background information.

We use this symbol for facilitator notes. Facilitator notes give detailed information on how to do the activities.

We use this symbol for handouts. Handouts are pages you need to copy for participants to use during the session. Some activities have no handouts. Some have several.

Background Information

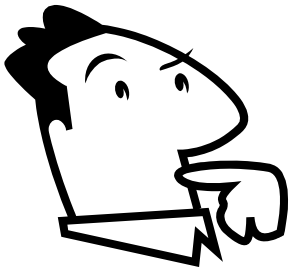
What are Reading Comprehension Strategies?

A strategy is an intentional plan. Reading comprehension strategies are tools that learners use to help them understand what they read. Good readers use lots of strategies to help themselves make sense of the text.

Some learners recognize words easily and read fluently, but we can't assume they understand what they read. Many strong readers struggle to comprehend what they read. A limited vocabulary or an unfamiliar topic can hinder comprehension. You can teach your learner skills to help with comprehension. Here are some examples of strategies learners can use:

- Look at the pictures for meaning.
- Chunk it – look for the part of the word you know.
- Skip the word and then go back to see if you can figure the word by the words around it.
- Go back and read it again.
- Think about the meaning of the story.

Some Comprehension Strategies for Tutor to Use



Tutors and parents can use many activities to help learners understand what they read.

1. **Making Connections**
   - KWL
   - Questions
2. **Visualizing**
   - Using pictures
   - Using imagination
3. **Inferring**
   - Reading between the lines
4. **Putting it All together**
   - Reading beyond the lines

1. Making Connections - KWL & Questioning

Readers comprehend better when they connect their background knowledge and experiences to what they read. These activities help readers understand how to make these connections. This pushes them to think about bigger issues beyond home, school and the community.

Strategy: K-W-L

K-W-L is a 3-column chart that captures the before, during, and after components of reading a story or book.

K stands for Know	**W stands for Will or Want**	**L stands for Learned**
What do I already **know** about this topic?	What do I think I **will** learn about this topic? What do I **want** to know about this topic?	What have I **learned** about this topic?

How does it work?

1. Draw 3 columns.
2. Label Column 1 K, Column 2 W, Column 3 L.
3. Learners fill in the **K** column before they read the story or book. They write down everything they already know about the topic.
4. Learners fill in the **W** column before they read the story or book. They write down things they want to learn about the topic. This helps them have a purpose for reading and focuses their attention on key ideas.
5. Learners read the book.
6. Learners fill in the **L** column after they have read the story or book. They write down the new knowledge they gained. They can also check the information in the **K** column to see if it is correct.

Strategy: Questioning

To help your learner make connections while they read, ask questions. Here are questions you can ask:

- What does the book remind you of?
- What do you know about the book's topic?
- Does this book remind you of another book?

Use questions to help learners understand the text on a deeper level. Questions can clarify confusion and stimulate further interest in a topic.

2. Visualizing – Using pictures and imagination

The reader uses the text and their own prior knowledge to create pictures in their mind about what happens in the story or book. Visualizing makes reading personal and keeps us engaged, and often prevents us from abandoning a book.[1]

Strategy: Using Pictures

- Share wordless picture books with your learner and ask them to tell or write the story.
- Stop often when you read aloud so the learner can describe the pictures in his or her mind.

Strategy: Using Imagination

- Ask you learner to draw what they see in their mind, after reading a story or book.

[1] From: Strategies that Work, 2000, p.97).

- Ask your learner to draw pictures while you read them a story. Talk about the pictures after you finish reading. Ask your learner to describe the story.

3. Inferring – Reading between the lines

Readers comprehend better when they make connections between their background knowledge and what they story is trying to say. The author and the reader have a mental dialogue.

Strategy: Reading between the lines

Ask questions about the story that your learner has to think about. These are not factual questions but questions that can be answered by understanding the message of the book. Some questions are:

- How did you know that?
- Why did you think that would happen?
- Look at the cover and pictures, what do you think will happen?
- What is the plot and theme?
- What do you think this story was about?
- How do you think the character feels?
- Does it remind you of anything?

4. Putting it All Together – Reading beyond the lines

Readers comprehend more when they sift through information, make some sense of things and come up with a conclusion about the story or book. A story or book can provide new ideas and insights, and change your mind about a topic. This is the highest and most complex form of comprehension.

Strategy: Reading beyond the lines

- Use questions such as, "How has your thinking changed from reading that piece?"
- Discuss current events with an emphasis on judgments and opinions.
- Ask questions with no clear answers.

Welcome

Time 5 minutes

Handouts 1

Agenda

Post the agenda on the wall and give the agenda handout to participants. Go over the agenda with participants. Ask for any changes.

Meet and greet

Welcome everyone back to the program. Ask everyone to write their name on a name tag and to enter their name to win the door prize.

1 Session Seven - Reading Comprehension

Welcome	Welcome and review the agenda
Review	Review last week Review group agreements
Warm-up Activity	Vocabulary Fun
Group Discussion	What makes a good reader?
Reading Strategies	Comprehension strategies • Building vocabulary • KWL • Questioning • Sequencing
Craft Activity	Bookmarks
Closing	Session review Evaluation

Review

Time 15 minutes

Handouts none

Review

- Review group agreements. Ask participants if they would like to add or delete any.
- Review last week's session. Ask participants if they used the Readers Theatre with their learners. Go around the circle and encourage everyone to share. Use these questions:
    - How did it go?
    - Does anyone have any suggestions for the group?
    - Which strategies did you find most useful?
    - Did your child or learner enjoy the session last week.

Warm Up Activity – Vocabulary Fun

Time 15 minutes

Handouts 2, 3

Last week we had lots of fun with brainteasers, riddles, and tongue twisters. This week we are going to play with words in a different way.

Activity 1

Ask participants to get into two groups with about 4 to 5 people. Each person writes down the first and last letters of their first and last name. For example:

- Lisa Campbell l,a,c,l
- Cate Sills c,e,s,s
- Helen Balanoff h,n,b,f
- Brenda Green b,a,g,n

If a group has 4 players they have 16 letters to work with. Ask each group to make up words with the letters.

Example of words from list
l,a,c,l,c,e,s,s,h,n,b,f,b,a,g,n
lace, lag, bag, fan, clan, etc

Give the groups 10 minutes to make up words. The group with the most words wins!

Activity 2

Give participants handout 2 and ask them to work in pairs. The first group to complete the handout wins. Give them handout 3 for the answers.

2 Word Play

Find a four letter prefix for each group of words. A prefix goes in from of a word to form another word or phrase. What word can be a prefix for each group of words? The first one is done for you.

1. Nail, man, out, ten

hangnail
hangman
hangout
hang ten

2. Sick, work, room, plate

3. Do, up, shift, believe

4. Range, shot, horn, bow

5. Back, baked, way, hour

6. Dress, band, ache, rest

7. Chair, jump, light, ris

8. Note, print, ball, step

9. Arm, fly, works, sale

3 Answers

1. Hang

2. Home

3. Make

4. Long

5. Half

6. Head

7. High

8. Foot

9. Fire

Group Discussion –Good Readers

Time 30 minutes

Handouts 4, 5,

Brainstorm the question

- What do we mean by the term *good reader*?

Write participants' responses on flipchart paper. Good readers:

- Reread words they do not understand.
- Try to read the word in context to understand the meaning.
- Look up the word if they can't figure it out.
- Ask for help.
- Sound it out.

Give participants handouts 4 and 5. Read them together as a group.

Model good reading skills to participants by:

- Pre-reading
- Monitoring your reading
- Post reading

Read a story to participants, pretend you do not know some words. Use the strategies that participants came up with and the ones on the handouts to show good reading skills. Model how a tutor would support a learner with their reading. People need to learn how to become good readers.

4 Good Readers/ Poor Readers

Good readers:

- Ask questions and make predictions about what will happen next.
- Anticipate where the plot may lead and then watch it unfold.
- Analysis and questions what they read.
- Enjoy surprise endings.

The reader never has surprises if he makes no predictions. Readers need to trust their predictions and recover when they are wrong.[2]

[2] Adapted from http://www.engines4ed.org/hyperbook/nodes/NODE-185-pg.html

Good Readers	Poor Readers
Before Reading: 1. Activate their background knowledge on the subject. 2. Question and wonder. 3. Know the purpose for reading. 4. Look for the structure of the text.	**Before Reading:** 1. Start reading without thinking about the subject. 2. Do not know why they are reading - except that it is an assignment.
During Reading: 1. Give their complete attention to reading. 2. Keep a constant check on their comprehension. 3. Stop to use a 'figure-it-out' strategy when they do not understand what they read. 4. Know that they can use strategies to make sense of the text. 5. Look for important ideas and see how details relate to the whole. 6. Visualize - go to the movies in their head. 7. Make inferences and connections. 8. Accept the challenge of being frustrated or confused, and deal with it.	**During Reading:** 1. Do not know whether they understand or do not understand. 2. Do not monitor their comprehension. 3. Seldom use any "figure-it-out" strategies. 4. View reading as looking at words and turning pages -- the quicker the better. 5. Are sometimes adept at phonic analysis but do not go for meaning. They can say the words but don't know what they mean.
After Reading:	**After Reading:**

1. Decide if they understood what they read. 2. Evaluate their comprehension. 3. Summarize what they read. 4. Seek additional information if they want to know more. 5. Think through the information and decide if it is useful or not.[3]	1. Do not know what they read. 2. Do not follow reading with comprehension self-check. 3. See no connections between what they read and anything else.

[3] Adapted from http://www.pgjr.alpine.k12.ut.us/science/whitaker/goodreader.html

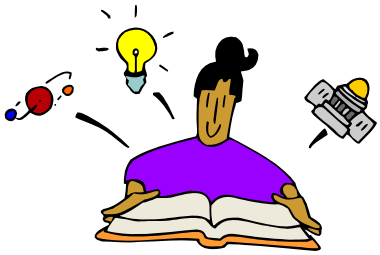
5 Teach Your Learner to be a Good Reader

Strategies to teach your learner:

Pre-reading:

- Look at the pictures, back cover, or table of contents and make predictions about the story or book.
- Think about what you already know about the subject.
- Ask questions in your mind like, "I wonder if this story is a mystery?" "I wonder if I will learn more about bears?"

During Reading:



- Pay attention to the text.
- Ask questions in your mind about the content.
- Visualize the story in your mind.
- Read between the lines and beyond the lines. Think about how the information relates to your own life.
- Use strategies if you don't understand at first: skip ahead, reread, use the context, sound out the word.
- Realize that it's okay to ask for help.

After Reading:

- Summarize the material.
- Find out more about the topic or look for more books by the same author
- Ask the question "Did I understand? Can I use the information?"

Reading Strategy – Comprehension Strategies

Time 60 minutes

Handouts 6, 7, 8,9, 10, 11, 12, 13, 14, 15

Read the background information before you plan this session. Give a copy of the background information to participants or read it to them.

Reading comprehension is a complex issue. The group discussion covered strategies that participants can teach their learners to do to become good readers. This section covers strategies that tutors can use to help their learner understand what they read.

Why is English so hard to learn?

Give participants handout 6 and read each sentence. Discuss the meanings of the words.

Strategies

- Building Vocabulary – handout 7, 8 and 9
    - Read over handout 7, 8 and 9. Discuss what kinds of activities they could do with their learner to build their vocabulary.
- KWL – handout 10
    - Do KWL with the group. Do the topic bears. Ask them what they know and what they want to learn. Read the Bear Fact sheet and then fill in the **L** column. Compare what people knew with what was in the story.
- Asking Questions – handout 11, 12 and 13

- Read the example story on handout 13 to the group. Ask them different kinds of questions.

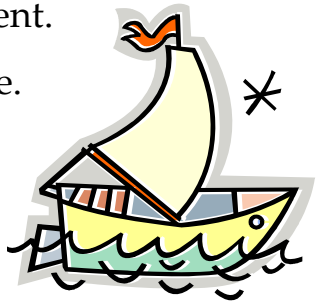
- Sequencing – handout 14
  - Ask the group to try the sequencing activity on handout 14. This may be hard but it is fun to try and figure out. It gives participants an understanding of why sequencing activities help with comprehension.

Activities for participants

Give participants handout 15 and ask them to do the activities with a partner. They need to try these activities before they use them with their learner to feel more confident and to practice.

6 Reasons why the English language is so hard to learn

- The bandage was wound around the wound.
- The farm was used to produce produce.
- The dump was so full that it had to refuse more refuse.
- We must polish the Polish furniture.
- He could lead if he would get the lead out.
- The soldier decided to desert his dessert in the desert.
- Since there is no time like the present, he thought it was time to present the present.
- When shot at, the dove dove into the bushes.
- I did not object to the object.
- The insurance was invalid for the invalid.
- There was a row among the oarsmen about how to row.
- They were too close to the door to close it.
- The buck does funny things when the does are present.
- A seamstress and a sewer fell down into a sewer line.
- To help with planting, the farmer taught his sow to sow.
- The wind was too strong to wind the sail.
- After a number of injections my jaw got number.
- Upon seeing the tear in the painting I shed a tear.



From http://www.nald.ca/literacybasics/instruct/spelling/01.htm

7 Building Vocabulary

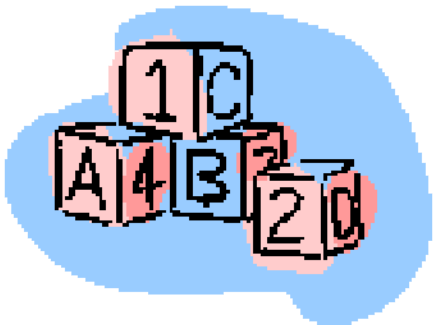
Building vocabulary helps learners understand what they read. The more words they know, the more they understand the text. Here are some hints to build vocabulary.

1. When learners read a story or book, ask them to write down words they do not understand. At the end of a story or paragraph go over the words together. Look them up in the dictionary and add them to their word bank.

2. Play with words and continue to add to your learner's word bank. For example, if your learner learns the word 'play' ask them to put endings on the word to create new words like:

   - Playing
   - Played
   - Playful

3. Remember word families. Ask your learner to make new words by changing the first letter. For example hot – pot, tot, dot, jot, lot, and so on.



Strategies to remembering new words

- **Say the word aloud several times**: Learners remember words better if they say them out loud. Ask them to use it in a short sentence or phrase.
- **Tie new words to old:** When learners see a new word ask them to think of a way to remember what it means. This often involves using a word they already know.
- **Use visualization:** Imagine what the word means.
- **Write vocabulary cards:** This is perhaps the most tried and true method to increase vocabulary. And yes, it DOES work. Keep a stack of cards handy. Whenever a learner sees a new word, write it on a card. If you have time, write a sentence or phrase to help them remember the meaning of the word.
- **Use the new words:** Encourage learners to use new words in their everyday life.
- **Review, review, review:** Learners won't remember words right away. Go back over the new words they learned and quiz them.

8 Dictionary Skills

Your learner needs to know:	Ideas for Teaching
Alphabetical order to the 3rd, 4th etc place	Construct exercises with increasing difficulty. Ask them to look up words that have the same first, second, and third letter.
How to locate letters in the dictionary	Practice finding sections of the dictionary and phone book quickly. Divide the dictionary into four parts: a-f, g-m, n-s, and t-z – to make it easier. .
How to use guide words	Explain that guide words are the first and last words on the page. Make exercises for practice. For example: The guide words on a page of the dictionary are cod and cater. Which of these words would be on this page? coffee, counter, cobweb, code, challenge
How to figure out what words are listed, with other words. For example: uninhibited is listed under inhibited.	Explain that the entry word is the root word. Ask learners to remove the prefixes and suffixes when they look up a word. For example: Beside each word write the entry word you would use to look it up in the dictionary. • Happily • Unfortunate • Regional

How to use the pronunciation key	Explain the "key" in each dictionary gives. Practice using it each time you look up a word.
How to choose the appropriate meaning from various definitions the dictionary gives.	Explain that each word has more than one meaning. Use the sentence context to pick the correct meaning.
How dictionaries use abbreviations	Explain abbreviations such as n – noun, v – verb, adj – adjective, adv – adverb.

9 Example Vocabulary Activity - Word of the Day

Ages: 8 and up

What you need:

- Writing materials
- Index cards
- Dictionary

Directions:

Each day, your learner learns a new word. Follow these steps:

- Find an unusual word in the dictionary.
- On a index card, write down the word, what kind of word it is, noun, verb, etc and antonyms and synonyms for the word.
- On the front of the index card put a picture of the word. Some words are hard to draw. For example, to illustrate 'humongous,' your learner might draw a skyscraper and an ant.
- Show the picture to family members and other learners. Give them 3 chances to guess the word.
- After they guess the word, take turns spelling the word, using it in a sentence and suggesting synonyms and antonyms.

10 KWL

Strategy: KWL

KWL is a 3-column chart that captures the before, during, and after components of reading a story or book.

K stands for Know What do I already **know** about this topic?	**W stands for Will or Want** What do I think I **will** learn about this topic? What do I **want** to know about this topic?	**L stands for Learned** What have I **learned** about this topic?

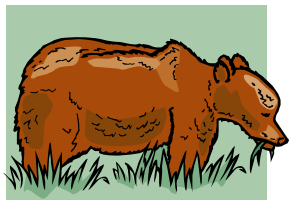
How does it work?

1. Draw 3 columns.
2. Label Column 1 K, Column 2 W, Column 3 L.
3. Learners fill in the **K** column before they read the story or book. They write down everything they already know about the topic.
4. Learners fill in the **W** column before they read the story or book. They write down things they want to learn about the topic. This helps them have a purpose for reading and focuses their attention on key ideas.
5. Learners read the book.
6. Learners fill in the **L** column after they have read the story or book. They write down the new knowledge they gained. They can also check the information in the **K** column to see if it is correct.

7. Learners fill in their new knowledge gained from reading the content in the last column. They can also check over their own information in column one to see if the information they knew is correct. [4]

[4] Adapted from http://curry.edschool.virginia.edu/go/readquest/strat/kwl.html

For example: Topic Bears



K What do I already know?	W What would I like to learn? What do I think I will learn?	L What have I learned?
• They hibernate • There are different kinds of bears – black, grizzly, polar, panda • They eat both plants and meat • They are dangerous	• When do they have their cubs? • How many cubs can they have? • How long do the cubs stay with their mother? • What do I do if I come across a bear? • Where do bears live?	?

After your read the story about bears, fill in the **L** column. Compare what you learned with what you wanted to learn. Look for more information on the internet or other books.

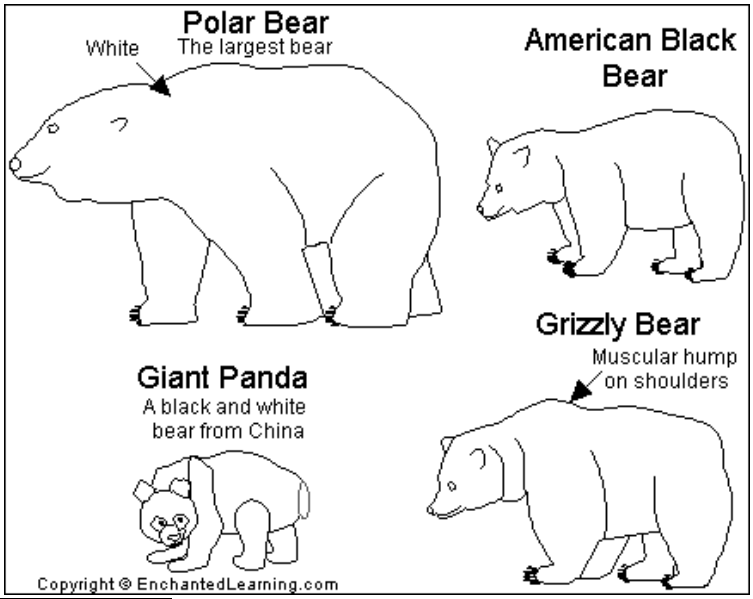
Bear Fact Sheet

Bears are furry, omnivorous mammals that live in forests, swamps, mountains, and grasslands. Bears are found in North America, Asia, Europe, and a few in South America. Some bears include the grizzly (a type of brown bear), black bear, panda, sun bear, etc.

Anatomy: Bears vary in size from 3.5 to 10 feet (1.1 to 3 m) long and weigh from 55 to 1,700 pounds (25 to 770 kg). The largest bear is the polar bear. Bear fur ranges in color from black to brown to blond to white. All bears are plantigrade or flat-footed.

Behavior: Bears are solitary animals; only a mother and cub live together for an extended time. Many bears are fast runners, excellent swimmers, and good climbers. In general, bears have a good sense of smell but poor eyesight. Many bears from cold climates hibernate, or go into a dormant state, in caves or dens during the winter months.

Diet: Although bears belong to the order Carnivora, they are omnivores. This means they eat leaves, fruits, berries, nuts, roots, honey, insects, as well as fish and small mammals.[5]



[5] Adapted from Enchanted Learning website
http://www.enchantedlearning.com/subjects/mammals/bear/Bearcoloring.shtml

11 Using Questions to Understand

To help your learner make connections while they read, ask her questions. Use questions to help learners understand the text on a deeper level. Questions clarify confusion and stimulate further interest in a topic.

What kinds of question should I ask?

- **Fact Questions** – Questions like "What happens to Susie in the story?" or "How old is Jacob?" or "How many types of bears are there?" or "Where and when did the story take place?"
- **Why Questions** – Questions like "Why did Jeremy go back to school?" or "Why do you think that Jeremy wanted to go back to school?" or "Why did the children like Jeremy?"
- **Imagine Questions** – Question like "I wonder what will happen next?" or "How can you relate this to your life?" or "Can you tell me a different ending to the story?"

Other ways to use questions to help your learner

- Model questioning in your own reading.
- Ask "I wonder" questions or open-ended questions.
- Ask your learner to come up with questions before reading to see if the text answers the questions.
- Keep track of questions verbally or write them down.
- Stop and ask questions about what happens next.
- Discuss what questions you still have after reading.

12 More Questions that Help Comprehension

You are helping your learner to:	If you ask:
Identify the main idea	• What is a good title for this story? • What is the author's main point? • What is the main idea in this paragraph?
Sequence events	• What did they do when…? • What steps did they take when..? • What happened after…? • Can you arrange these events in the order which they happened?
Notice and locate details	• Can you find the place where the author tells us…? • When did this happen? • How much …? • How far …?
Predict outcome and draw conclusions	• What do you think will happen when…? • What will they do next? • How do you think this will affect…? • If you were writing the next chapter, what would you say happened to …?
Evaluate content	• Does the author give much evidence to support her view? • Do you think they were right to..? • What are the author's information sources? • Do you think this could really happen?
Understand text organization	• What things does the author compare? • What does the author say causes…? • Why does the author tell us the time before each event?

13 Questioning Technique-The Fishing Trip

"Let's go," Grandmother Smith said to Josh. She put the poles in the back of the truck." If we're late, the fish will stop biting." She started the truck and pulled out of the driveway.

"Is it easy to catch fish?" Josh asked.

"Yes, if the fish are hungry," Grandmother said. "That is why it's best to go fishing in the morning, before they have had breakfast!"

Josh looked at the old white box at his feet. It had rust on its lid. "What's in the box?" he asked.

"That is a tackle box. It holds my fishing lures," Grandmother said. "The fish think they are food. When a fish takes a bite, he gets hooked. Then I pull him out of the water."

Josh opened the box. It was full of lures. Every one of them looked like a little toy with hooks on it. He saw purple worms, green and brown frogs, and yellow fish, and hooks with feathers. Josh even saw a lure that looked like a red ladybug. He wanted to touch them, but Grandmother shook her head.

At the lake Grandmother carried the poles and a picnic basket. Josh carried the tackle box. They walked out to the end of the dock.

"I'll be happy when you catch your first fish!" Grandmother said. She spread out a rug and sat on it. She opened the basket and pulled out a box of donuts and a bag of grapes.

Josh took a donut and ate it while his grandmother worked on his pole. "Why don't you use real worms?" he asked.

Story from http://www.edhelper.com/ReadingComprehension_Grade2_2_1.html

14 Sequencing Activity –Archie and Dale

The verses in this poem are all muddled up. Can you put them into the correct order? The first and last sections are correct. Read from left to right.

Archie was an alien **Who lived near the planet Mars** **His house was on an asteroid** **Flying high up in the stars.**	"Dale!" cried Archie "Mum, it's Dale, "Dad, come here and see. I can't believe it's really him, My dog is on TV!"
But after a while, Archie got bored And left poor Dale alone Dale got so upset that she Ran away from home.	One day Archie's mum and dad, Mr. and Mrs. Zoodle Gave in to little Archie's cries And bought him a pet poodle.
Archie soon gave up his hunt And turned on the News at Ten. He stared blankly at the screen And was about to turn off when....	Everything went really well For the next month and a day The pair were oh so happy And they really loved to play.
Archie explained that Dale was his And that Dale was bought by his mum. But Dale liked staying with the Queen 'Cos she fed her Pedigree Chum.	Archie longed for a small pet dog To play with after school. But Archie's mum and dad said "No! We hate things that drool!"
Archie went to look for Dale	Archie lived with his mum and

But the dog was nowhere to be seen. Dale had gone to Earth to live With a lady called the Queen.	dad And his little brother Pete. But Archie didn't like his brother Because he had ten smelly feet.
"Oh Thank You Mum, Oh Thank You Dad This is really great." Archie gave them a nice big cuddle And played with his new mate.	Archie begged and pleaded with them To buy his ideal pet But they just said "No No No! You're not old enough yet!"
Archie's dad phoned news at ten And spoke to Trev' McD. He asked if he could see the Queen "Of course" said Trev' happily.	Archie cried "Oh Dale, Oh Dale I really am so sorry I shouldn't have neglected you My heart's been full of worry."
The aliens all got in the car And whizzed on down to Earth They landed in the palace garden On the freshly-laid turf.	The Queen jumped up, when she saw A UFO on her grass "Oh goodness, look at this" she said. Get the gardeners fast!"
Archie loved his pet so much, And called his little dog "Dale" This really confused the poor little pup Who was in fact female!	"Bill" she said "is my new dog" "One loves him a great deal" "Bill is trained in every way And comes when I say 'heel'"
Archie turned the volume up	**Dale loved the Queen too**

And sat very still The Queen had found a dog, it said And she had called it Bill!	**much** **And she would not go with Archie,** **So Archie left without his friend,** **And bought a Tamagotchi**

Archie and Dale (Correct version - Read from left to right)

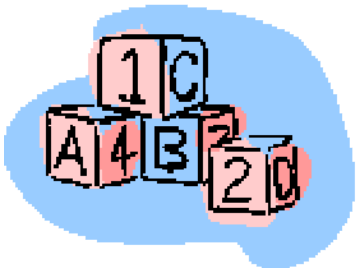
Archie was an alien Who lived near the planet Mars His house was on an asteroid Flying high up in the stars.	Archie lived with his mum and dad And his little brother Pete. But Archie didn't like his brother Because he had ten smelly feet.
Archie longed for a small pet dog To play with after school. But Archie's mum and dad said "No! We hate things that drool!"	Archie begged and pleaded with them To buy his ideal pet But they just said "No No No! You're not old enough yet!"
One day Archie's mum and dad, Mr. and Mrs. Zoodle Gave in to little Archie's cries And bought him a pet poodle.	"Oh Thank You Mum, Oh Thank You Dad This is really great." Archie gave them a nice big cuddle And played with his new mate.
Archie loved his pet so much, And called his little dog "Dale" This really confused the poor little pup Who was in fact female!	Everything went really well For the next month and a day The pair were oh so happy And they really loved to play.
But after a while, Archie got bored And left poor Dale alone Dale got so upset that she Ran away from home.	Archie went to look for Dale But the dog was nowhere to be seen. Dale had gone to Earth to live With a lady called the Queen.
Archie soon gave up his hunt And turned on the News at Ten. He stared blankly at the screen And was about to turn off when....	"Dale!" cried Archie "Mum, it's Dale, "Dad, come here and see. I can't believe it's really him, My dog is on TV!"

Archie turned the volume up And sat very still The Queen had found a dog, it said And she had called it Bill!	"Bill" she said "is my new dog" "One loves him a great deal" "Bill is trained in every way And comes when I say 'heel'"
Archie's dad phoned news at ten And spoke to Trev' McD. He asked if he could see the Queen "Of course" said Trev' happily.	The aliens all got in the car And whizzed on down to Earth They landed in the palace garden On the freshly-laid turf.
The Queen jumped up, when she saw A UFO on her grass "Oh goodness, look at this" she said. Get the gardeners fast!"	Archie explained that Dale was his And that Dale was bought by his mum. But Dale liked staying with the Queen 'Cos she fed her Pedigree Chum.
Archie cried "Oh Dale, Oh Dale I really am so sorry I shouldn't have neglected you My heart's been full of worry."	Dale loved the Queen too much And she would not go with Archie, So Archie left without his friend, And bought a Tamagotchi.

15 Participant Activities

Work in pairs. One person can be the tutor and the other the learner. Switch roles after each activity.

Building Vocabulary



1. Choose a book from the book kit.
2. Read the book together.
3. Use repeat reading, shared reading or paired reading. Refer back to Session 2.
4. Write down words that are not familiar.
5. Make up cue cards for these words.
6. Look them up in a dictionary and write down their meaning on the cue card.
7. Add suffixes and prefixes to make new words.
8. Change the first letter if possible to make new words.

KWL

K	W	L
Know	Want to Learn	Learned

1. Choose a non-fiction book from the book kit.
2. Draw a KWL chart.
3. Write down things that you know about the subject in the **K** column.
4. Write down things that you would like to learn in the **W** column.
5. Read the book together.
6. Write down new things that you learned in the **L** column.
7. Compare the lists.
8. Circle the things on your list that you wanted to learn and you did learn.
9. Underline the things that you didn't learn.
10. Find out more information about the topic to extend the activity.

Questioning

1. Choose a book from the book kit.
2. Look at the pictures and read the back cover.
3. Predict what the book will be about.
4. Read the book together.
5. Stop frequently throughout the book to ask questions.
6. Refer to your handouts on questions. Try to use fact, why, and imagine questions.
7. After you read the book ask more questions to find out if your learner understands the story.

Sequence

1. Use the same book that you read for the questioning activity.
2. Rewrite the story in point form from beginning to end.
3. Try an alternative activity – the tutor writes the story in point form and mixes up the points and ask the learner to put it back together.

Craft Activity – Bookmarks

Time 15 minutes

Handouts 16,

This is a very long session, so the craft activity is short.

Bookmarks

Participants create some unique bookmarks for their learner. Book marks are easy to make. Use slogans such as:

- Read today and everyday.
- Reading is fun!
- Share a book with your family today.
- READ, READ, READ.
- Read in the morning, read in the afternoon, read in the evening, read anytime!

Comprehension Bookmark

Handout 16 has an outline for a comprehension bookmark. It reminds readers to use good strategies when they read.

You need

- Handouts
- Glue
- Scissors
- Clipart
- Cardboard
- Markers
- Stickers

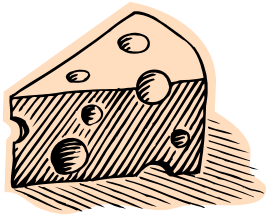
16 Reading Comprehension Bookmarks

Photocopy, colour and cut on the outside edges. Paste both sides to a piece of cardboard for a double sided bookmark.

Good Readers

Look at the pictures.

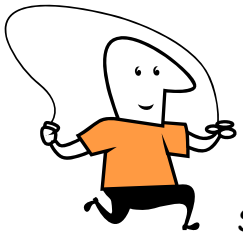
Get your mouth ready to make the first sound.



Chunk it by looking for a part you know.

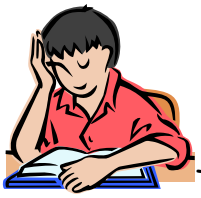
Good Readers

READ SKIP READ



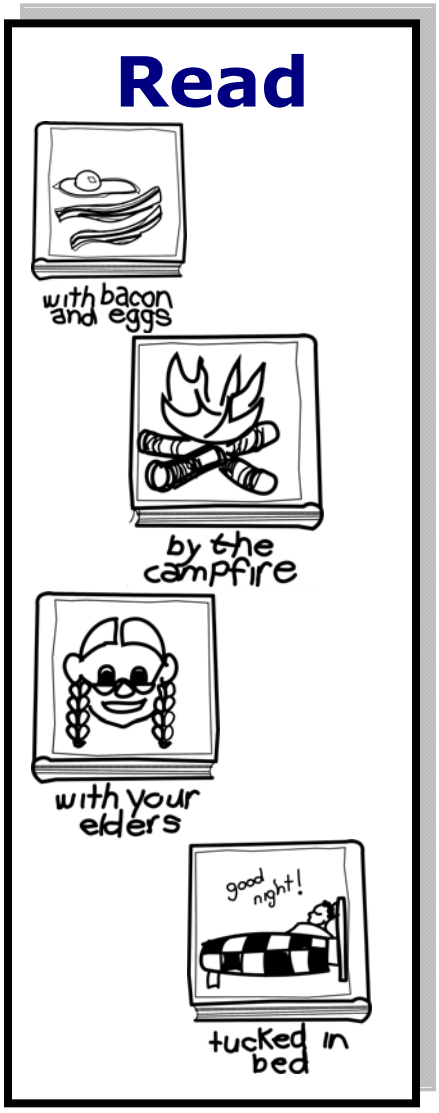
Skip then go back.

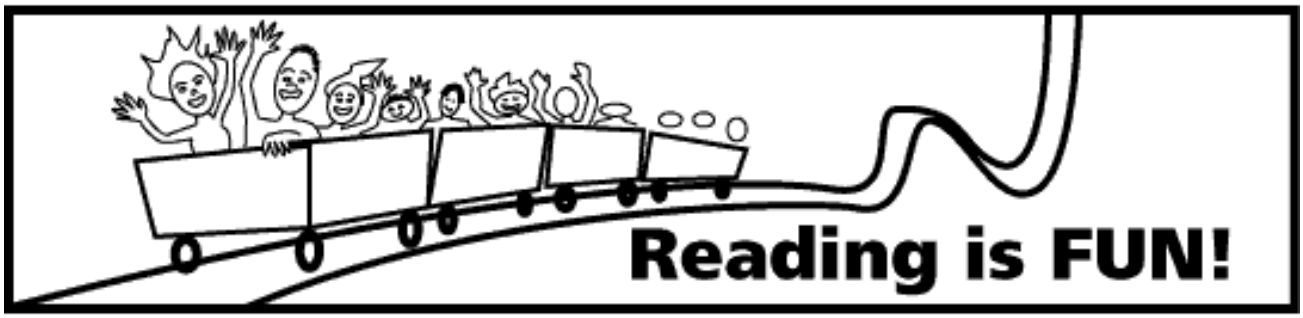
Go back and read again.

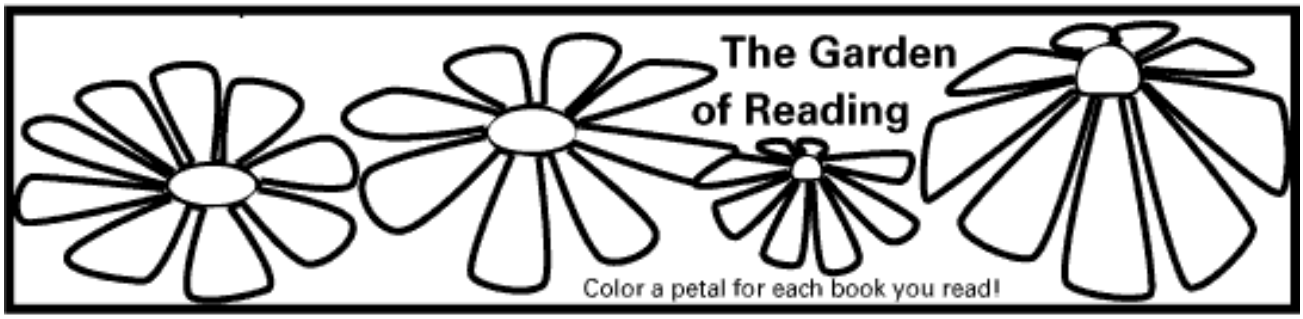


Think about the meaning of the story.

17 Other Examples of Bookmarks




Reading is FUN!


The Garden
of Reading
Color a petal for each book you read!

Don't get stuck
without a book.

Closing

Time 10 minutes

Handouts 18

Session Review

Review the session with participants. Ask participants to say what strategy they liked best.

Review plans for next week

- Writing strategies
  - Spelling
  - Pre-writing
  - Journaling
  - Silly writing

Evaluation

Ask participants to fill out the evaluation. Ask participants to say one thing they learned.

Door prize and free books

Draw for the door prize after everyone completes the evaluation form. Give out free books.

18 Family Tutoring - Session Evaluation

Session # ___ Topic: _____

1. **What did you think of the topic we talked about in this session?**

Excellent	Pretty good	Needs a little work	Not so hot	Should be canned

2. **What did you like most about the session?**

3. **What did you like least about the session?**

4. **What could we do to improve this session for next time?**

5. **Other comments**

Session Eight: Writing Skills

Welcome	Welcome and review the agenda
Review	Review last week Review group agreements
Warm Up Activity	Group story writing
Group Discussion	What children need to know?
Reading Strategies	Writing Strategies • Spelling • Pre-writing • Journaling • Silly writing
Craft Activity	Writing activities • Books • Journals
Closing	Session overview Evaluation

Session Overview

Writing is a complex activity. You have to know many things before you start writing. This week we focus on strategies for writing. The group discussion focuses on what should children know at each age or grade level? Parents and tutors need to understand what their learner should be doing at each age and grade level.

Goals

- To learn what children should know at each grade level.
- To learn techniques to support writing development.
- To have fun with writing.

Time

You will have to choose from the activities in this session. The interests of the participants and the amount of time you have for your program will determine the number of activities you can do. You can make this session into two sessions if you would like to do all the activities.

You need

- Participant and door prize forms
- Agenda
- Handouts
- Flipchart paper
- Book kit
- Free books
- Prizes
- Workshop supplies – markers, paper, pencils, name tags, post it notes, craft supplies

The day before the session

Call each participant to remind him or her about the session. Ask them if they need transportation to the meeting. Talk with the participants about the program or other issues.

Before the session

The facilitator should arrive at least 45 minutes before the session to set up the room, organize equipment and supplies, and make coffee and snacks.

Workshop preparation

- Review the facilitation section.
- Review the background information.
- Review the session and decide what activities you want to do.
- Research information for discussion topics not included in the manual.
- Change the agenda if needed.
- Photocopy handouts.
- Prepare craft materials.
- Ask community businesses to donate prizes for the program. Some suggestions for prizes are:
    - Adult and children books
    - Gift certificates for the local grocery store, gift shop etc,.
    - Gift baskets
    - Bath stuff
    - Candles

There are detailed facilitator notes for each activity

- Welcome and Introductions
- Review
- Warm-up Activity
- Group Discussion
- Reading Strategy
- Craft Activity
- Closing

The following pages give background information, facilitator notes and handouts for each activity in the session.

We use this symbol for background information.

We use this symbol for facilitator notes. Facilitator notes give detailed information on how to do the activities.

We use this symbol for handouts. Handouts are pages you need to copy for participants to use during the session. Some activities have no handouts. Some have several.

Background Information

Helping Children Learn to Write

Writing is a complex activity. People need many skills to write just one paragraph. You must:

- Know how to print or write.
- Know how to spell (some) words.
- Understand how to make a sentence.
- Know how to use basic punctuation.
- Be able to organize ideas and write them down.

It is not surprising that many children struggle with writing.[1]

Printing and Writing

Children learn to print in K, grade 1, and grade 2. In grade 3 they start writing. Ask them to write a journal each day, a story or simple sentences to reinforce their printing and writing skills.

Spelling

When children first learn to print, teachers don't focus on spelling. If children had to spell correctly in the early years, they would do very little writing. Teachers encourage children to move from scribbles and pictures to actual letters. "The bebe is hape" - the baby is happy – is seen as a wonderful piece of writing.

[1] Adapted from *A Guide for Tutoring Adult Literacy Students*, Ministry of Education, Skills and Training, BC, 1988

The shift from inventive spelling to correct spelling takes two to three years. By the end of the grade 2 or 3, most children are well along in their spelling. But if we push them too soon they may be less enthusiastic about writing.

We need to reinforce correct spelling subtly. For example, a child's entry in her journal might be: "I hve a cat. He ets gras. I lik him." The tutor's response might be: "It is funny to see a cat eat grass. I wish my cat would eat grass. I like my cat. He drinks milk and eats cat food. What color is your cat? What other funny things does your cat do?" The tutor's response spells *have, grass, eat, and like* correctly, while accepting the child's spelling at it is. The tutor uses questions to invite the child to write more about her cat.[2]

Sentence Structure

In order to write, your learner needs to understand simple sentence structure. They need to know that each sentence begins with a capital and ends with a period, exclamation mark or question mark. There are several kinds of sentences.

Simple Sentence

The most basic type of sentence is the **simple sentence**, which contains only one clause. A clause is a group of related words containing a **subject** and a **verb**. Every complete **sentence** contains two parts: a **subject** and a **predicate**. The subject is what or whom the sentence is about, while the predicate tells something about the subject. Here are some examples of simple sentences, with one clause:

---

[2] Adapted from *101 Educational Conversations* by Vito Perrone, published by Chelsea House Publishers. 1994 by Chelsea House Publishers

- The ice **melts** quickly.
- The ice on the river **melts** quickly under the warm March sun.
- Lying exposed without its blanket of snow, the ice on the river **melts** quickly under the warm March sun.

As you can see, a simple sentence can be quite long. You can not tell a simple sentence from a compound sentence or a complex sentence simply by its length.

The Compound Sentence

A **compound sentence** consists of two or more independent clauses or simple sentences joined by co-ordinating conjunctions such as "and," "but," and "or":

Simple

- Canada is a rich country.

Simple

- Still, it has many poor people.

Compound

- Canada is a rich country, **but** still it has many poor people.

Compound sentences are very natural for English speakers. Small children learn to use them early on to connect their ideas and to avoid pausing and allowing an adult to interrupt. A child might talk like this:

- Today at school Mr. Moore brought in his pet rabbit, and he showed it to the class, and I got to pet it, and Kate held it, and we coloured pictures of it, and it ate part of my carrot at lunch, and ...

The Complex Sentence

A **complex sentence** contains one independent clause and at least one dependent clause. Unlike a compound sentence, a complex sentence contains clauses which are not equal. Consider the following examples:

Simple

- My friend invited me to a party. I do not want to go.

Compound

- My friend invited me to a party, but I do not want to go.

Complex

- Although my friend invited me to a party, I do not want to go.

Punctuation

Punctuation marks tell your readers to pause, stop, or change their tone of voice. We use punctuation marks to emphasize and clarify what we mean. The main punctuation marks include the period, question mark, exclamation mark, comma, semi-colon, colon, apostrophe, quotation mark, and hyphen.

Organize Ideas

Writers need to organize their ideas to write well. One way to do this is to break down the writing process:

- Choose a topic
- Brainstorm ideas
- Organize your ideas
- Write an outline
- Write a first copy
- Proof read
- Write the final copy

Welcome

Time 5 minutes

Handouts 1

Agenda

Post the agenda on the wall and give the agenda handout to participants. Go over the agenda with participants. Ask for any changes.

Meet and greet

Welcome everyone back to the program. Ask everyone to write their name on a name tag and to enter their name to win the door prize.

1 Session Eight – Writing Skills

Welcome	Welcome and review the agenda
Review	Review last week Review group agreements
Warm-up Activity	Group story writing
Group Discussion	What children need to know?
Reading Strategies	Writing skills • Spelling • Pre-writing • Journaling • Silly writing
Craft Activity	Writing activities • Books • Journals
Closing	Session review Evaluation

Review

Time 15 minutes

Handouts none

Review

- Review group agreements. Ask participants if they would like to add or delete any.
- Review last week's session. Ask participants if they used the reading comprehension strategies from last week. Go around the circle and encourage everyone to share.. Use these questions:
    - How did it go?
    - Does anyone have any suggestions for the group?
    - Which strategies did you find most useful?

Warm Up Activity – Group Story Writing

Time 15 minutes

Handouts 2

During this activity participants write a story together.

Directions

1. Cut out the story starters on handout 2 and put them in a hat or jar.
2. Ask participants to pick out a story starter.
3. Give participants 5 minutes to write the first couple of sentences.
4. After 5 minutes, ask them to pass their paper to the person on their right.
5. Give participants 3 minutes to continue the story.
6. Repeat this until everyone has a chance to write several sentences on each person's paper.

Variations to game:

- When they pass the paper they fold down the paper and show only what they wrote on the last sentence.
- Make up story starters and ask your learner to pick one out of a hat. Ask them to write the first sentence and then you write one sentence. Go back and forth until the story is written.
- Use the story starter idea to start a language experience writing activity.

2 Story Starters

✂ Cut these out and put them into a hat or jar. Ask each particiant to pick one.

---

1. The most frightening thing ….

2. When I was young….

3. If I had a million dollars I would….

4. Life would be way more fun if….

5. My camping trip was….

6. Going out on the land….

7. When I looked up into the sky….

8. One night long ago….

9. There was once this guy named ….

10. My favourite thing to do is ….

Group Discussion – What children should know

Time 30 minutes

Handouts 3, 4

Parents or tutors need to understand what their learner needs to know at each age or grade level.

Brainstorming activity

- Brainstorm with participants what they think their learner needs to know in:
    - Kindergarten
    - Grade 1
    - Grade 2
    - Grade 3
    - Grade 4
    - Grade 5
    - Grade 6
- Or break up the group and ask each to discuss one grade.
- Ask the groups to report back to the larger group.
- Compare the lists that participants came up with handout 1.

Discussion

Discuss what participants can do if their learner lacks certain skills.

- Talk to the teacher and principal.

- Get extra help from a tutor.
- Work everyday to improve reading and writing skills.
- Use positive reinforcement or incentives to encourage them in school.
- Get a reading buddy for him.
- Set aside homework time each day.
- Make learning fun.

Additional Handout

Parents may have children that are younger that 5. Give them handout 4 if they want more information about how to support younger children. The handout is broken up so you can photocopy the ages you need.

3 What Kids Need to Know and When They Need to Know it

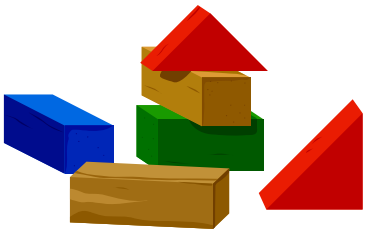
As parents, we have lots of questions about what our children should be able to do in each grade. Remember that each child is different and learns at their own pace. Here is a list of things that children should know at the end of each school year.

Preschool

- Follow simple directions.
- Work and play co-operatively with other kids, listen to a story in a group, take turns, share.
- Good at walking, running, climbing.
- Use a pencil, crayons, scissors, etc.
- Follow oral directions such as "Go wash your hands."

Kindergarten

- Recognize numbers and count by ones.
- Add objects – 5 blocks plus 3 blocks equals 8 blocks.
- Sort and classify objects by shape, size, colour.
- Recognize and make patterns – circle – circle - square or red – yellow - red.
- Recognize and write letters of the alphabet.
- Write their name.
- Identify rhyming words.
- Understand that letters represent sounds.



Grade 1

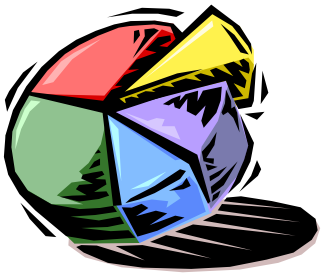
- Read a simple book.
- Write simple stories, retell stories they've heard or read, and recall events.
- Count to 100, count by twos (2,4,6…) fives (5, 10, 15…) and tens (10, 20, 30…).
- Do simple addition and subtraction.
- Tell time on the hour and the half hour.
- Count coins.

Grade 2

- Learn and use math to solve everyday problems.
- Compare and contrast stories, characters, and settings.
- Recognize the difference between poetry, biography, fiction and non-fiction.
- Add and subtract two-digit numbers (35) and begin working with three-digit numbers (356).
- Understand calendars, measure length in cm, read a thermometer, and tell time.

Grade 3

There is an old saying "In the first three grades children learn to read, in grade 4 children read to learn." By the end of grade 3 children should be able to:



- Write stories, poems, and person letters.
- Use a dictionary.
- Use paragraphs and punctuation.
- Describe the main idea of a story and the plot.

- Add and subtract three-digit numbers; multiply and divide single-digit numbers.
- Round numbers up to the nearest tens and hundreds.
- Gather and organize data into graphs and charts, and interpret it.

Grade 4

- Write with a clear focus, argue a point of view, and understand how to use an outline to shape a report.
- Use numbers up to one million, add and subtract decimals and fractions, and multiply and divide two-digit numbers.
- Know the multiplication table.

Grade 5

- Write essays, journals, and reports
- Support their ideas with evidence and examples from a number of different sources such as nonfiction books, textbooks, web sites, newspapers, and magazines.
- Work comfortably with fractions and decimals
- Multiply and divide three-digit numbers
- Use geometry.

Grade 6

- Be confident about writing and use different styles of writing.
- Use character, voice, and points of view for creative writing.
- Use proper grammar, spelling, and punctuation.
- Take notes in class and summarize ideas.
- Do organized reports and speeches
- Set up tables and charts, and plot points on an graph

4 Support Your Child's Learning Birth to Four Years

The first four years of life are very important for children's development. During that time, children's brains develop at an amazing rate. Parents and other family members play a key role in early development. They are their children's first and most important teachers.

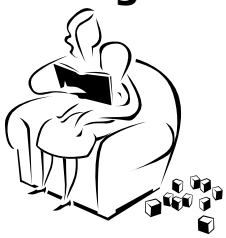
The foundation for literacy development begins very early – some people say it starts in the womb. Literacy develops when children interact with adults and older children, when they play and through their experiences with literacy resources, such as stories, songs, rhymes, crayons, and paper.

2 Months

Babies

- Hear well when they are born
- Absorb the sounds and rhythms of the language around them
- Recognize and respond to their parents' voices
- Enjoy listening to their parents' voices
- Make a variety of sounds, like 'coos' and gurgles
- Like to be held close and cuddled
- Enjoy things like mobiles that dangle and move

Parents/ Caregivers



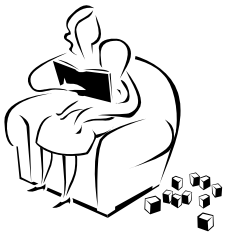
- 'Coo', talk, and sing as you do things with your baby
- Talk, sing lullabies, say rhymes, make up songs and sayings so that your baby can hear the sound of your voice
- Tell or read stories
- Change the sound of your voice (high, low, etc.)
- Play lullaby music to calm your baby
- Hold your baby close as you sing, talk to help your baby relax

4 Months

Babies

- Respond to people and things by making sounds
- Respond to sounds, especially people's voices
- Like their parents' voices the most
- Are curious about themselves and other things
- Like to look, reach, and touch things
- Respond well to strong contrasts, such as black and white or bright colours
- Are ready to begin looking at books
- Like to feel safe and secure
- Need quiet time

Parents/ Caregivers



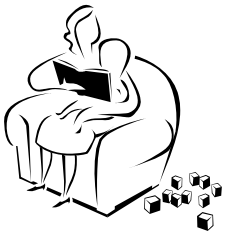
- Hold your baby close and talk to your baby face to face
- Use your baby's name
- Imitate sounds that your baby makes
- Respond to your baby's sounds and actions by smiling and talking so that your baby knows you're listening
- Talk, sing lullabies and other songs, say rhymes, tell or read stories
- Clap your baby's hands together and play simple rhyming games
- Change the pitch of your voice (high, low, soft, etc.)
- Use stories/songs to create quiet time for your baby and make her feel safe and secure

6 Months

Babies

- Begin to use repetitive sounds, like 'ma', 'ba' etc.
- Like to listen to repetitive verse that sounds like their own speech
- Like to listen to the same songs and rhymes over and over again
- Like more active rhymes, like bouncing rhymes
- Become aware that words are symbols for familiar objects
- Like to look at pictures, point to things, and touch and chew things
- Like to hold things of different sizes, colours and textures
- Still need quiet time

Parents/ Caregivers



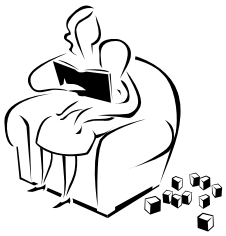
- Imitate your baby's sounds, like a conversation
- Try to get your baby to say the sounds again
- Name objects in pictures or around your baby
- Tell the same stories, say the same rhymes and sing the same songs over and over again
- Use stories/songs to create quiet time for your baby
- Let your baby hold and touch books (don't worry if she chews them!)
- Encourage your baby to use both hands

12 months

Toddlers

- Make up words for things
- Understand several words in context
- Like stories about themselves and their immediate world
- Start to recognize body parts
- Develop a sense of humour
- Like rhythmic stories that hold their attention
- Like books with simple pictures and short sentences
- Begin to learn about feelings
- Need to feel safe and secure

Parents/ Caregivers



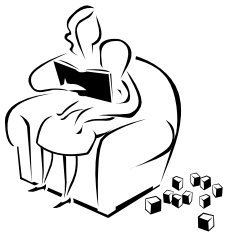
- Name things your child sees around him and wait for him to respond, like a conversation
- Teach your child body parts
- Name pictures and make the sounds too
- Use simple language, including short sentences like 'big dog'
- Take your child for a neighbourhood walk. Look and talk about all the things you see and hear, including signs and notices
- Let your child hold the book
- Let your child turn the pages by themselves
- Make your child more books of his own
- Read the same books over and over again
- Name your child's feelings

18 Months

Toddlers

- Imitate everyday sounds
- Point to pictures of familiar objects; match similar objects
- Begin to ask 'What's that?'
- Learn new words every day
- Say five or more words
- Combine words into a sentence
- Become active
- Want to be independent
- Curious and like to explore and do things
- Like to help
- Like simple puzzles and shape sorters
- Have shifting moods
- Fear separation from parents/ look for caregivers

Parents/ Caregivers



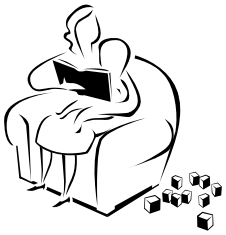
- Talk to your child about his world e.g. the things you see, hear, do
- Help your child develop basic self-help skills
- Play games to help your baby learn new words
- Encourage your child to move and do actions
- Help your child with puzzle pieces
- Leave books out so your child can play with them
- Let your child 'explore' books, turning the pages and choosing the pages they want to read
- Let your child scribble with large crayons or chalk and talk about what he draws or writes

2 years

Toddlers

- Learn new words every day
- Starts to combine words into simple sentences
- Continue to ask 'What's that?'
- Like to sing songs
- Like to play sorting games
- Are active
- Want to become independent
- Like to help doing everyday things, like setting the table
- Learn about their own feelings
- Like sharing storybooks with people

Parents/ Caregivers



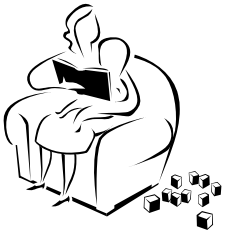
- Help your child learn new words by talking to him as he's doing things
- Help your child learn songs by singing often and by leaving out words of songs so that your child can finish them by themselves
- Talk to your child about colours
- Help your child count things
- Help your child to sort things by shape, size, colour, touch etc.
- Encourage your child to move in different ways
- Encourage your child to do things by herself (getting dressed/ undressed)
- Name your child's feelings
- Hold your child close when you read together
- Let your child scribble with large crayons or chalk and talk about what you he draws or writes

3 years

Toddlers

- Like to talk about what they did during the day
- Understand and use describing words
- Combine words in short sentences
- Have a sense of humour; like silly stories, rhymes and games; like guessing games; like surprises
- Begins to learn the letters of the alphabet
- Want to be independent
- Are beginning to learn about responsibility
- Like to play with others but need help to take turns, share and cooperate
- Like to pretend and make believe
- Sometimes feel afraid; show affection
- Like books and stories and can turn the pages by themselves

Parents/ Caregivers



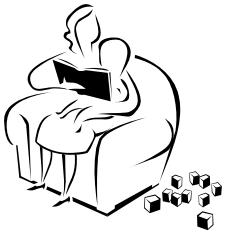
- Talk about what you and your child did during the day
- Go for community walks
- Play guessing games 'Where's the …?'
- Make silly card games with magazine pictures (e.g. legs on a fish); can talk about the silly things in the game
- Help your child make believe with words
- Read to your child often everyday; can set aside a special time for reading as part of your child's daily routine
- Let your child turn the pages of the books by herself
- Begin to read longer stories
- Help your child to hold a pencil or crayon properly
- Encourage your child to read, sing, talk, write and draw everyday
- Encourage your child to do things by himself

4 years

Young children

- Learn more letters and about words and sounds
- Learn rhyming words, 'big', 'pig' etc.
- Like making up words
- Like to ask lots of questions; enjoy repetition
- Like having people read to them or tell them stories
- Like to listen to and tell longer stories (often to their toys)
- Like having people change their voices when telling stories (high, low, loud, soft)
- Like listening to stories on tapes
- Like doing things that help them to write
- Learn to make decisions and be responsible for them
- Need to know they are special and are loved
- Begin to understand and empathize with others

Parents/ aregivers



- Play rhyming games and make up silly rhyming words
- Read longer stories; encourage your child to retell the story
- Encourage your child to make up, tell stories using pictures, a book or his own experience
- Play stories on tapes. Show your child how to follow the story in the book and turn page when they hear the bell.
- Encourage your child to choose the book they want to read, or story they want to listen to.
- Show your child his written name
- Show your child how you use literacy everyday, talking, writing shopping lists, reading labels, reading signs
- Encourage your child to read, sing, talk, write and draw everyday

Reading Strategy – Writing Skills

Time 60 minutes

Handouts 5, 6, 7,8, 9, 10

Read the background information before you plan this session. Give a copy of the background information to participants or read it to them.

Activities

1. Ask participants how they feel about their own writing skills.
    - Do you like to write?
    - Do you dislike writing?
    - Do you write for pleasure?
    - Do you only write when you have to?
    - What do you use writing for?
2. Brainstorm different kinds of writing activities with participants. Give participants handout 5 and compare with the ideas from the brainstorm.
3. Give participants handout 6 and read together. Play the Spelling game on handout 7 with participants.
4. Give participants handouts 8 and 9 and discuss the writing process. Often people do not know how to start writing a paper or essay. The handouts give a good guideline for writing. Ask participants to choose a topic and do a pre-writing activity – brainstorm ideas, organize their ideas, and do an outline.
5. Creative Writing – handout 10. Ask participants to go through the book kit to identify books that they want to re-create.

5 Writing Activities

- Daily journals
- Summarize a story.
- Daily news--write about the events that happened during the day
- Observations around them.
- Use pictures to create a story.
- Messages – write to other students, to teacher, or parents.
- Sentences - edit sentences for concepts learned in class
- Book reports
- Daily word problems for Math
- Word wall or spelling activities
- Story starters
- Comic strips--fill in what the characters are saying.
- Pen pals - write letters to another class.
- Story responses - respond to reading story or a trade book.
- Make lists
- Emails
- Wonder books - children keep a notebook of things they wonder about.
- Scripts - TV, movie, play
- Speeches
- Advertisements
- Recipes
- Directions
- Greeting cards
- Biographies
- Invitations
- Newspaper articles
- Weather reports
- Lab reports
- Poetry
- Coded messages
- Round robin writing--students create and add to stories as they are passed around.
- Want ads
- TV commercials

6 Spelling Tips

Use the LOOK - THINK - COVER - WRITE - CHECK to memorize a new word.

LOOK carefully at the new word. How can you break it into smaller bits? Do any of the smaller bits remind you of the patterns of letters from other words?

THINK about the parts of the words which might cause problems such as double consonant, or a vowel you don't pronounce the way you expect.

COVER the word and close your eyes. Try to see it in your mind's eye.

WRITE the word down without looking back.

CHECK to see if you're right. If not, look carefully at where you went wrong and try again.

More Tips

- When you copy a new word from the blackboard, a book, or the dictionary, always try to write the whole word in one go. Don't keep looking back after every few letters.
- Try finger-writing while you **THINK** about the word. Pretend to write it with your finger on your desk or on your hand.

7 Spelling Game

Good spellers recognize common spelling patterns. This helps them predict how to spell because they know they have a limited number of options.

For example, if they hear an "o" sound as in hope, they will know the spelling options are ‘oa’; ‘oe’; or ‘o.’

This game develops this kind of awareness. It is like to Hangman except that people have to guess the letters.

- Writing the first letter of a word.
- Put down dashes to represent the other letters.
- Allow ten guesses for the next letter. If there is no correct guess, put the letter in and go on to the next one.
- Continue until you complete the whole word.

Sometimes it helps to write out the alphabet and have it in front of the players.

As players become more competent, they need fewer guesses. Use this game to discuss possible choices at any particular stage.

T__ __ __

8 Pre-Writing

Pre-writing is a way to organize your thoughts and begin to put things on paper. Do a pre-writing activity before you begin to write your paper or essay.

Use prewriting to:

- Think more clearly.
- Decide how to start your story or paper.
- Keep track of your ideas.
- Practice expressing yourself in writing.

Basic Prewriting Strategies

1. Develop Questions

- What do I know?
- What do I need to find out?
- What is the point of the paper?

Brainstorm

- Food
- Delicious
- Healthy
- Junk
- Diet
- Calories
- Cooking
- Vegetarian
- Traditional foods

Free Write

- Food can be very healthy – but some food is bad for you.
- Junk food like pop, candy and chips are not good.
- Is pizza good for you or not?
- How do vegetarians compare health wise to meat eaters?
- How do people who live off of traditional foods compare to those who eat store bought food?

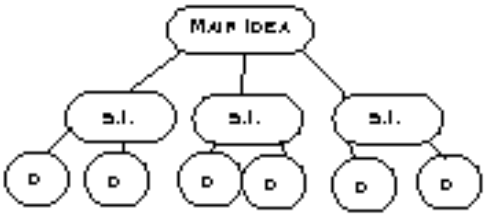
Visualize / Organize Major Categories

Outline

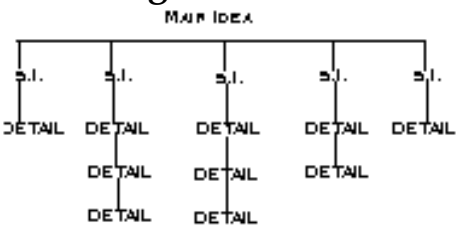
FOOD

I. Introduction: Food
   A. Background
   B. Thesis
II. Body
   A. Uses for Food
   B. Dangers of Food
   C. Organic Food
III. Conclusion

Mapping



Tree Diagram



9 Writing Process Guide

The writing process guide describes eight basic steps:

1. Plan
2. Organize
3. Draft
4. Share
5. Revise
6. Edit
7. Prepare final copy
8. Print

1) Plan	Think about what you want to write. Read, talk to others, brainstorm, and collect your ideas. Make a topic list. Choose a topic.
2) Organize	Make an outline, a mind map, or a web. What ideas go together? What order makes sense?
3) Draft	Write your thoughts down. Don't worry too much about spelling or punctuation. Take your time.
4) Share	Read your writing out loud to someone. Ask for feedback: "How does this part sound?" or "Which sounds better, this or this?"
5) Revise	Does the story make sense? Do the parts fit together? Are the transition words clear?
6) Edit	Check grammar, spelling, and punctuation/
7) Prepare a final copy	Proofread and make changes
8) Print	Use a word processor to make a final hard copy. Where possible, use a word processor to compose, revise, and publish.

Simple Writing Process Guide

1. **Begin** with a topic your learner likes.

2. **Talk** about what she wants to write. Help the learner write the ideas and words they need.

3. **Write** a rough draft. Explain that all writers use a rough draft.

4. **Encourage** learners to proof read their work. Underline words they are not sure of. This is a good time to practice dictionary skills.

5. **Read** over the piece of writing together. Tell your learner she can always add to and change a piece of writing.

10 Creative Writing

1. My Turn, Your Turn

Writing stories is fun, but it really comes alive when your child creates and writes a story with you.

Ages 6 and up

What you need:

- Paper, pencil, and a story title.

Directions:

1. Create or choose an exciting title for a story such as "The Golden Eye" or "The Strangest Sight I Have Ever Seen."
2. Write the title on a sheet of paper and invite your learner to write the first sentence.
3. You write the second line.
4. Take turns writing sentences until the story is complete.
5. Read the story together when it is complete. Edit your story. Read your story to someone else

Adapted from *READ*WRITE*NOW Activities for Reading and Writing Fun* - May 1997

2. How would you end the fairy tale?

Ages 7 and up

What you need:

- Books of fairy tales (optional), paper, pen or pencil

Directions:

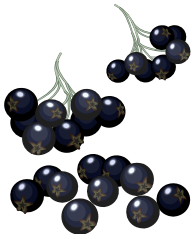
1. With your learner, think of your favorite fairy tale or folktale. This could be a current favorite or something your learner loved when she was younger.
2. Ask your learner to write a new ending for the fairy tale. This could be a different ending altogether or a description of what happens later. For example, Cinderella decides she prefers to return to her stepmother's house to help out, or the Three Little Pigs later go into the home security business.
3. Invite your learner to write and illustrate her new version of the story.
4. Use this script for RT or act it out.

3. Recreating a Children's Book

Rewrite a children's book. Use a repetitive children's book and change the words. For example the **Yummy Yucky** book describes yummy and yucky things. Rewrite the yummy and yucky things to fit your learner's tastes. Ask your learner to illustrate the book. Make it look like a real book. Staple the pages together and make a cover and back page.

Make your own book about yummy and yucky things.

Here is how the story goes:



Spaghetti is yummy.
Worms are yucky.
Blueberries are yummy.
Blue crayons are yucky.
Soup is yummy.
Soap is yucky.
Sandwiches are yummy.
Sand is yucky.
Mommy's cookies are yummy.
Mommy's coffee is yucky.
Chocolate sauce is yummy.
Hot sauce is yucky.
Apple pie is yummy.
Mud pie is yucky.
Burgers are yummy.
Boogers are yucky.
Eggs are yummy.
Earwax is yucky.

Other good books you can re-create:

- Brown Bear, Brown Bear, Ten Little Bunnies, Chicka Chick BoomBoom

11 Words to Use Instead of Said

The word **said** is overused in writing. Use the following words instead of the word **said** when you quote what a person says.

accused	admitted	asked	Finished
corrected	croaked	denied	Pondered
marveled	mumbled	noted	squeaked
screamed	shrieked	sneered	bet
added	advised	assured	fretted
coughed	crowed	described	praised
mimicked	murmured	sneezed	stammered
shot	shrilled	doubted	bleated
addressed	agreed	objected	prayed
cried	mused	snickered	started
moaned	sighed	babbled	blurted
shouted	announced	drawled	gasped
guessed	dared	observed	promised
queried	muttered	sniffed	stated
teased	smiled	barked	boasted
called	answered	echoed	gibed
gulped	decided	offered	proposed
questioned	smirked	sniffled	stormed
tempted	approved	bawled	boomed
cautioned	declared	ended	giggled
gurgled	nagged	ordered	protested
quipped	snapped	snorted	stuttered
tested	argued	beamed	bragged
chatted	demanded	exclaimed	greeted
quoted	nodded	sobbed	put in
theorized	snarled	began	suggested
chattered	reasoned	explained	broke in
hinted	chimed in	piped	groaned
thought	reassured	spoke	puzzled
cheered	urged	begged	surmised
hissed	choked	pleaded	bubbled

ranted	imitated	sputtered	growled
told	recalled	bellowed	bugged
chided	chortled	Informed	grumbled
hypothesized	implied	remarked	quavered
interrupted	reckoned	chuckled	taunted
replied	vowed	inquired	coaxed
wept	chorused	remembered	interjected
commented	reminded	wailed	repeated
requested	warned	clucked	went on
whimpered	laughed	insisted	commanded
wondered	sang	Complained	jested
confided	continued	Jeered	retorted
worried	lied	Responded	whispered
congratulated	sassed	whined	confessed
scolded	yawned	concluded	joked
	convinced	lisped	roared

Craft Activity – Writing

Time 30 minutes

Handouts 12, 13, 14, 15, 16

Make writing fun and exciting and get your learner interested in writing. Start with books about your learner and their family. Children love to tell you about themselves and their family. Ask them to make special books about themselves and their family. Give them their own very special journal to write in.

Activities in this section

1. Invisible writing
2. My journal
3. Scrap book
4. All about me – for beginner writers
5. A book about me – for intermediate writers

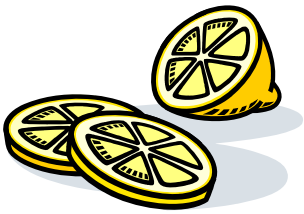
Ask participants to try out the invisible writing activity. Share their secret messages at the end of the session.

You need

- Handouts
- Glue
- Scissors
- Magazines
- Clipart
- Cardboard
- Scrap book
- Lemon juice or vinegar
- Small dishes or paper cups
- Toothpicks
- Thin white paper
- A lamp with a 100-watt light bulb

12 Invisible Writing

Learners write a secret message with invisible ink, exchange them, and reveal the secrets.



Ages 7 and up

What you need:

- Lemon juice or vinegar
- Small dishes or paper cups
- Toothpicks
- Thin white paper
- Scrap paper
- Pencils
- A lamp with a 100-watt light bulb

Directions:

- Give your learner some scrap paper, a pencil, a thin sheet of white paper, and a toothpick. Ask him to write his name on the thin paper.
- Ask him to compose a secret message for a family member or friend on the scrap paper.
- Fill a small cup with lemon juice or vinegar for your learner. Tell him to dip the toothpick into the liquid and use the toothpick to write their message on the thin paper. Let the message dry.
- Ask your learner to give his invisible message to a friend. To make the message appear hold the paper near a glowing light bulb. They'll be amazed as the mystery message appears.

How it works?

Lemon juice and vinegar are mildly acidic, and acid weakens paper. The acid remains in the paper even after the juice or vinegar dries. When the paper is held near a hot light bulb the treated portions of the paper burn, and turn brown, more readily than the untreated portions.

13 My Journal

Ages 6 and up

What you need:

- Blank paper
- Journal or a pad of paper
- Pen

Directions:

- Talk to your learner about all the things she does each day. Ask:
  - How was your day?
  - Who did you speak with and what did you see?
  - How do you feel about the day?
- Ask your learner to write the answers to these questions in a daily journal. Help her bind the journal - staple or hole-punch the paper and thread yarn through the holes. Your learner can make a pretty cover.
- Respond each day to your learner's writing. Write to them in their journal. Remember do not correct spelling. Use the same words your learner used when you respond but spell them correctly.

Writing every day is really important. Writing is a skill we need to practice daily!

This activity is adapted from *50 Fun Ways to Improve Reading,* which was created as part of the *Bridges to Reading* kit, developed by Schwab Learning. Reprinted with permission from Schwab Learning.

14 Scrapbook

Ages 5 and up

What you need:

- Scrapbook or notebook
- Scissors
- Glue
- Magazines
- Pen or pencil

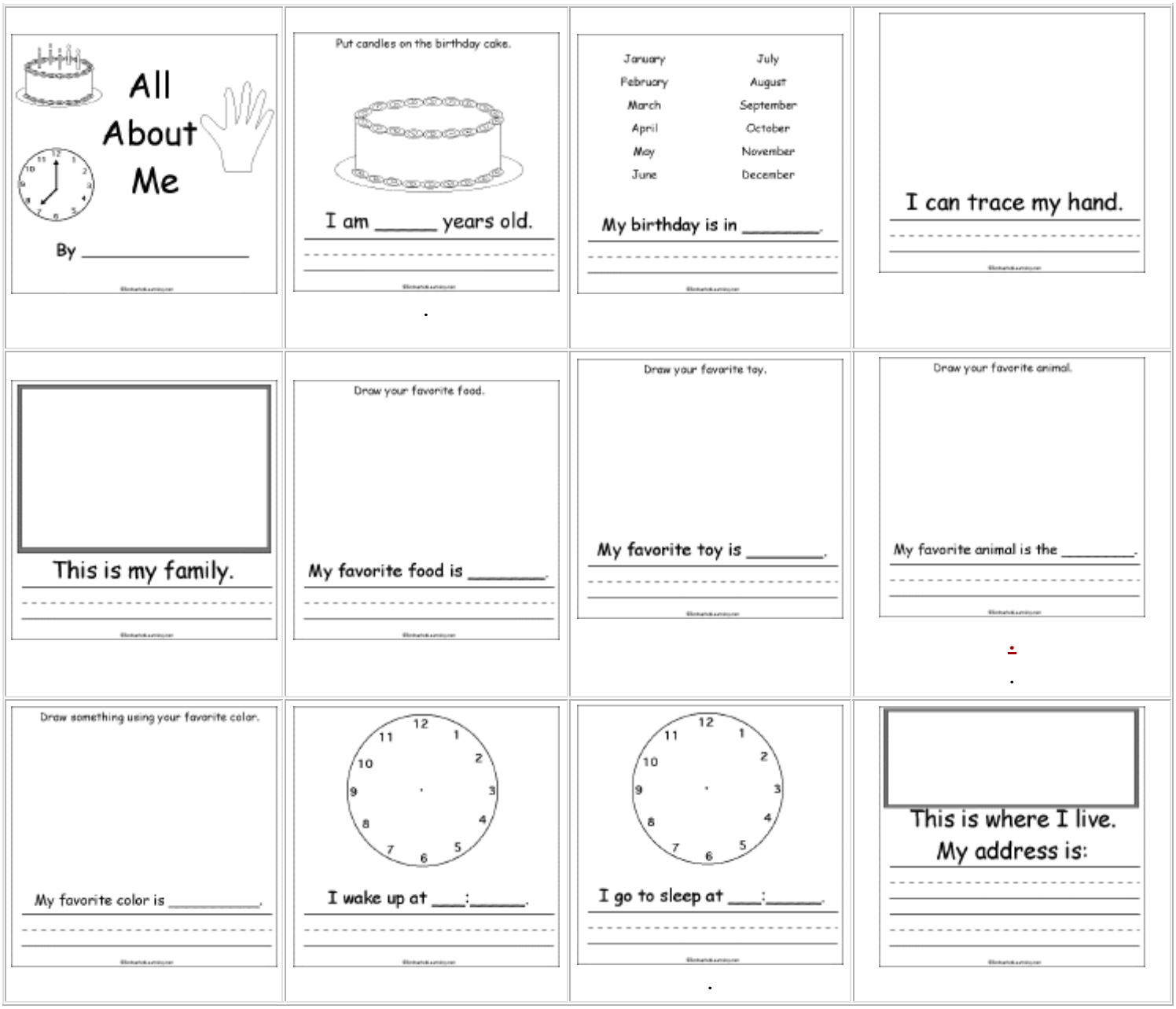
Directions:

- Go through old magazines with your learner and cut out pictures that she likes of animals, sports, nature, food, etc.
- Paste the pictures into the scrapbook.
- For each picture, help your learner write something about the picture and explain why she chose it.
- Ask your learner to make a title page and name the scrapbook.

This activity is from *50 Fun Ways to Improve Reading*, which was created as part of the *Bridges to Reading* kit, developed by Schwab Learning.

15 All About Me – A Book for Beginning Writers

Use these ideas and make a book with your learner. This is a good activity for new readers and writers.

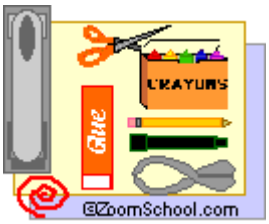


16 A Book About Me – Intermediate Writers

A book for and by your learner. You and your learner can make a wonderful book about their family, friends, and favourite things.

What you need:

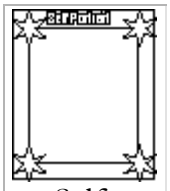
- Paper
- Printer
- Crayons, pen, or markers
- Hole punch and some string [or a stapler] (to bind the book)
- Glue stick and photo of child (optional)



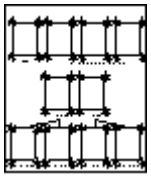
Directions:

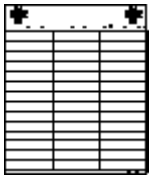
- Photocopy each page of the book.

Cover page

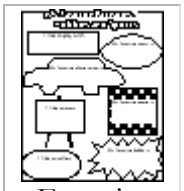

Self-Portrait

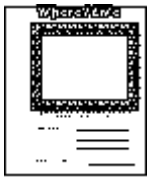
Personal information

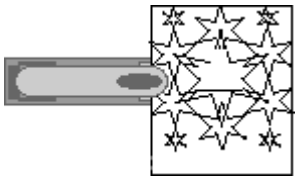

Family Tree


Friends

Favorite things

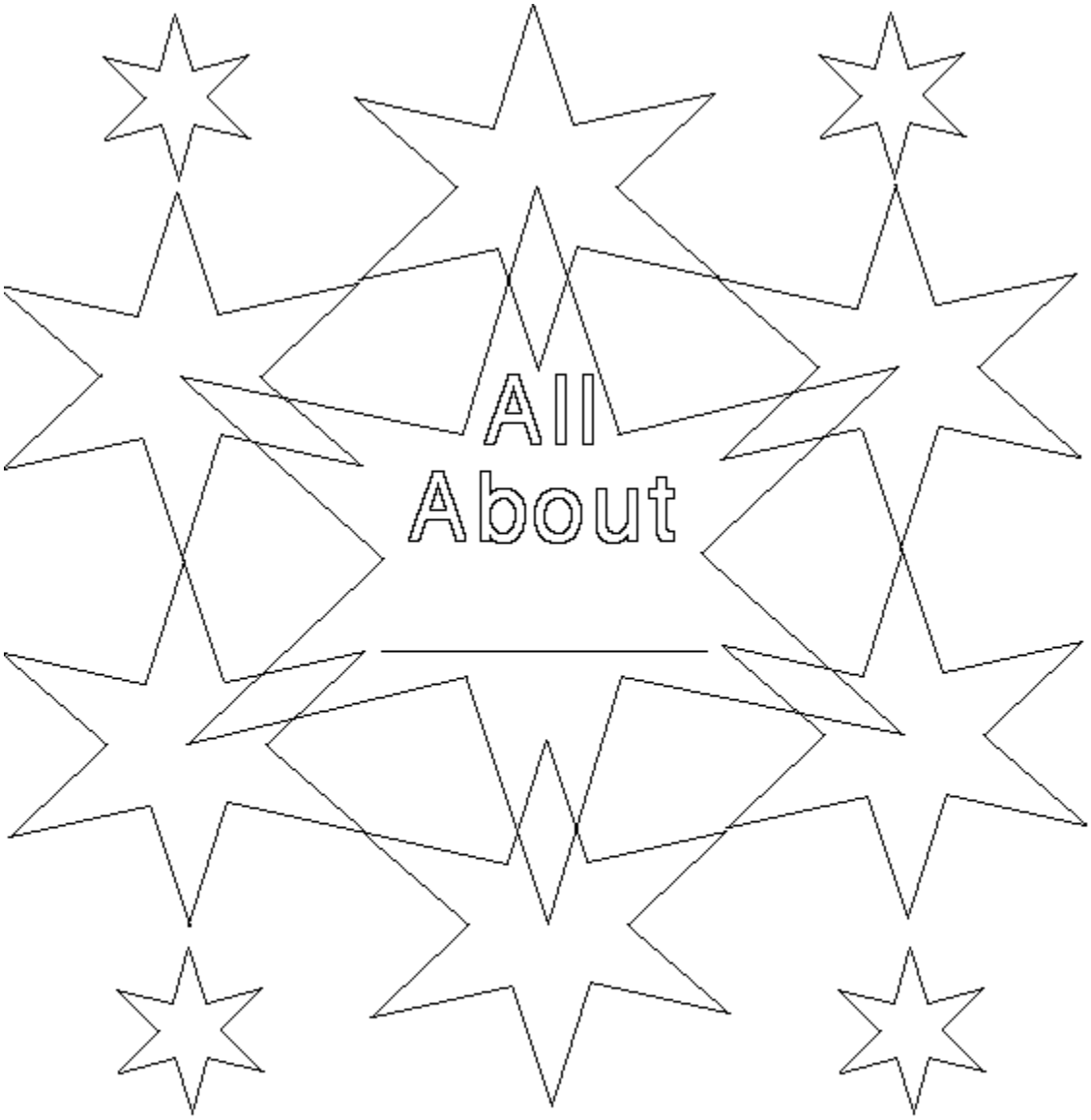

Favorite activities


Where I live



- Bind the pages of the book together - staple them together or punch holes in the left margin and tie the pages together with a ribbon. Or put the pages in a folder or notebook.

- Ask your learner to fill in the pages.



This book belongs to: _____.

I am _____ years old. Today's date is _____.

©EnchantedLearning.com

Self-Portrait

This is a picture of me !

©ZoomSchool.com

All About _____

My birthday is _____.

My height is _____.

I weigh _____.

My hair is _____.

My eyes are _____.

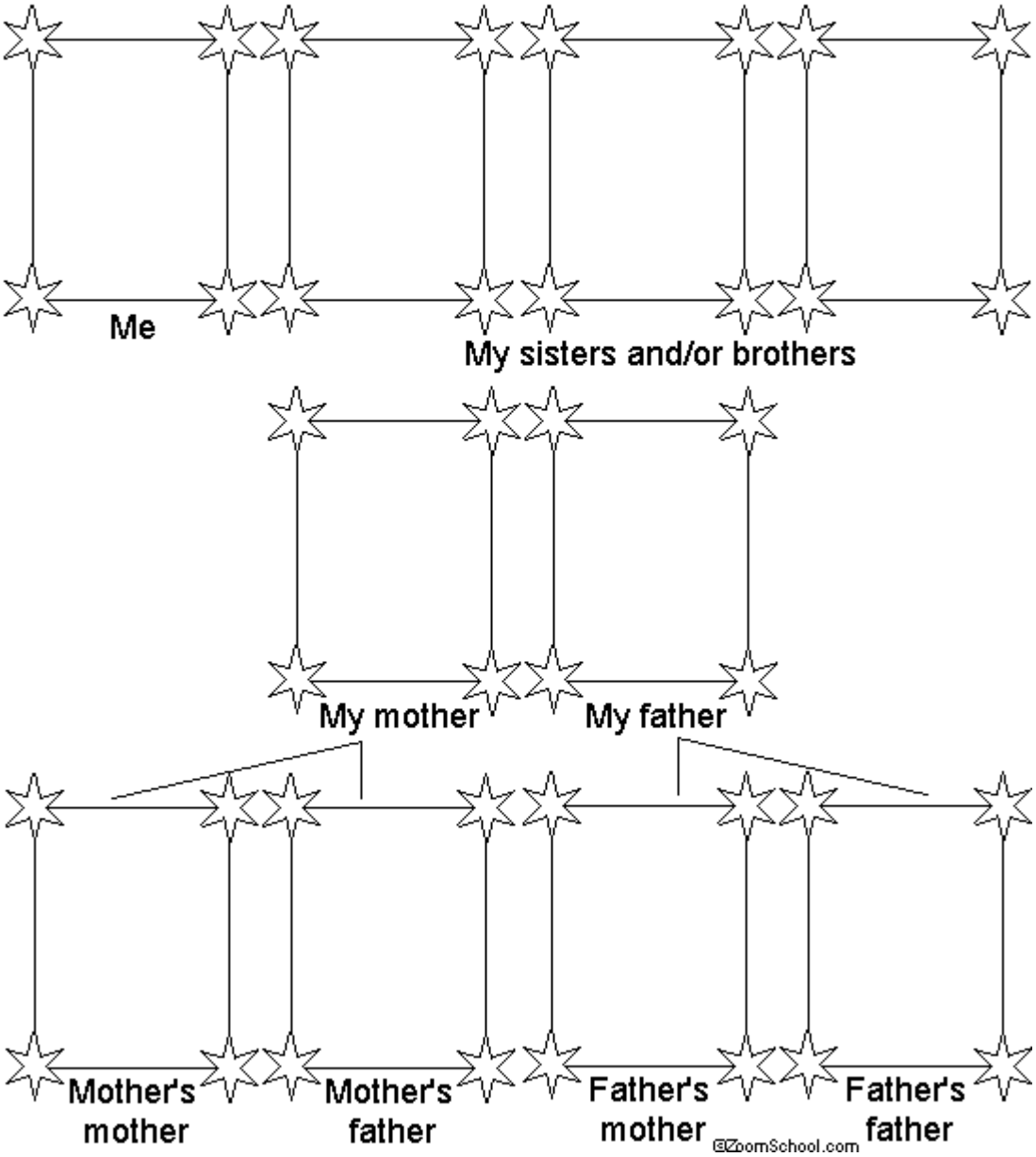
This is my fingerprint.

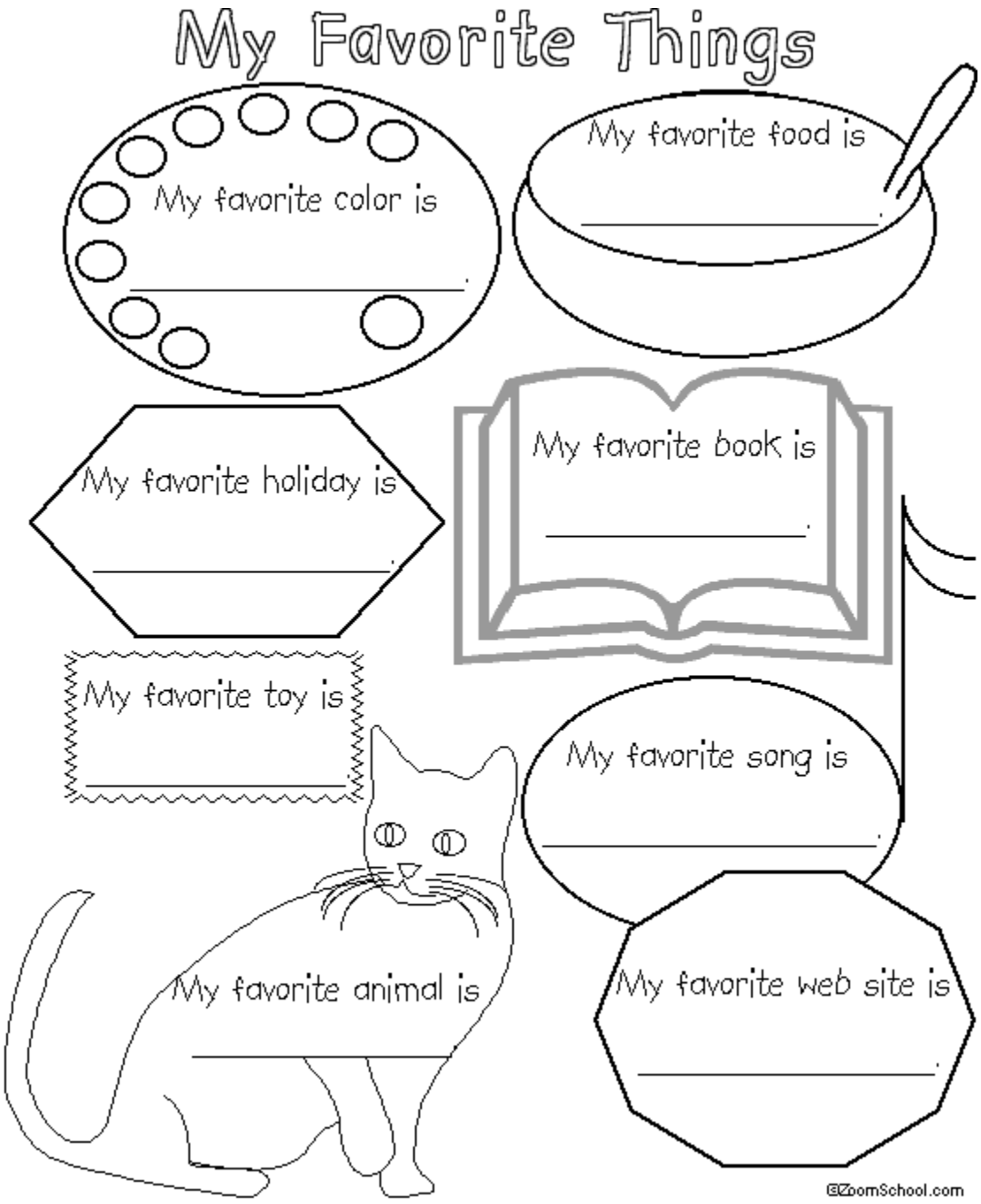
Trace your hand here!

My birthday cake had this many candles.

©ZoomSchool.com

My Family Tree




My Favorite Things
My favorite color is
_____.
My favorite food is
_____.
My favorite holiday is
_____.
My favorite book is
_____.
My favorite toy is
_____.
My favorite song is
_____.
My favorite animal is
_____
My favorite web site is
_____.
©ZoomSchool.com

My Favorite Activities, Hobbies and Sports

I like to play with

_____.

My favorite sport is

_____.

My favorite place to go is

_____.

I like to draw

_____.

My favorite game is

_____.

My favorite hobby is

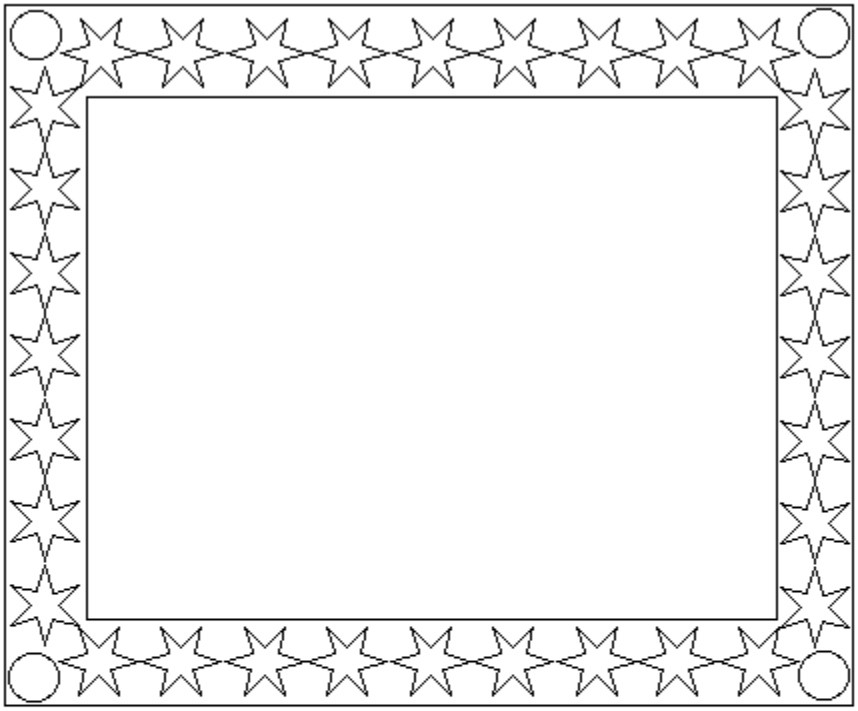
_____.

I like to collect

_____.

©ZoomSchool.com

Where I Live



This is a drawing of where I live.

My address is: _____

_____

_____

The country I live in is: _____

My phone number is: _____

©ZoomSchool.com

Closing

Time 10 minutes

Handouts 17

Session Review

Review the session with participants. Ask participants to say one thing they learned. Ask participants to share their invisible secret messages with one another. Remind participants about the celebration next week.

Review plans for next week

- Closing session
- Certificates
- Saying good –bye
- Celebration
- Bring food next week

Evaluation

Ask participants to fill out the evaluation.

Door prize and free books

Draw for the door prize after everyone completes the evaluation form. Give out free books.

17 Family Tutoring - Session Evaluation

Session # ___ Topic: _____

1. **What did you think of the topic we talked about in this session?**

Excellent

Pretty good

Needs a little work

Not so hot

Should be canned

2. **What did you like most about the session?**

3. **What did you like least about the session?**

4. **What could we do to improve this session for next time?**

5. **Other comments**

Closing Session

Welcome	Welcome and review the agenda
Review	Review last week
Warm-up Activity	Bat Man (compliments)
Group Discussion	How can we stay motivated?
Evaluation of Program	Group and individual evaluation of program
Celebration	Share food and refreshments together
Closing	Give out certificates Say good-bye

Overview of Session

This session has a different format. We want to end the program on a positive note and bring people together to share friendship. Here are some suggestions for the closing session:

- **Group discussion** - How can we keep motivated? How will participants use what they learned?
- **Closing activities** – Write compliments to each other or write a letter to themselves about what they have learned.
- **Evaluation** – Group and individual evaluation of the program.
- **Celebration** – Have a potluck or feast and invite community members. Give out certificates and special gifts to each person.

Goals

- To close the program on a positive note
- To celebrate the accomplishments of participants

🕒 Time

You will have to choose from the activities in this session. The interests of the participants and the amount of time you have for your program will determine the number of activities you can do.

You need

- Door prize form
- Agenda
- Handouts
- Flipchart paper
- Book kit
- Gifts for participants
- Free books
- Prizes
- Workshop supplies – markers, paper, pencils, name tags, post it notes, craft supplies
- Certificates

The day before the session

Call each participant to remind him or her about the session. Ask them if they need transportation to the meeting. Ask participants to bring some food or refreshments to the session for the celebration.

Before the session

The facilitator should arrive at least 60 minutes before the last session to make sure everything is ready for the celebration.

Workshop preparation

- Review the facilitation section.
- Review the background information.
- Review the session and decide what activities you want to do.
- Change the agenda if needed.
- Photocopy handouts.
- Ask community businesses to donate special gifts for each participant.

The following pages give background information, facilitator notes and handouts for each activity in the session.

We use this symbol for background information.

We use this symbol for facilitator notes. Facilitator notes give detailed information on how to do the activities.

We use this symbol for handouts. Handouts are pages you need to copy for participants to use during the session. Some activities have no handouts. Some have several.

Background Information

It is very important to end your program on a positive note. We suggest that you take an hour to wrap up the program with some discussion and fun warm-up activities. Use the last hour for a *celebration of learning*. Ask participants to bring food and refreshments and encourage them to invite their learners, friends or family members.

Welcome

Time 5 minutes

Handouts 1

Agenda

Post the agenda on the wall and give the agenda handout to participants. Go over the agenda with participants. Ask for any changes.

Meet and greet

Welcome everyone back to the program. Ask everyone to write their name on a name tag and to enter their name to win the door prize. Organize the food and refreshments.

1 Closing Session

Welcome	Welcome and review the agenda
Review	Review last week
Warm-up Activity	Bat Man (compliments)
Group Discussion	How can we stay motivated?
Evaluation of Program	Group and individual evaluation
Celebration	Share food and refreshments together
Closing	Give out certificates Say good-bye

Review

Time 15 minutes

Handouts none

Review

- Review group agreements. Ask participants if they would like to add or delete any.
- Review last week's session. Ask participants if they used the writing activities with their learner. Go around the circle and encourage everyone to share. Use these questions:
    - How did it go?
    - Does anyone have any suggestions for the group?
    - Which strategies did you find most useful?

Warm Up Activity – Batman

Time 15 minutes

Handouts none

Batman

Ask each participant to write their name on the top of a piece of flipchart paper and tape it onto their back. Ask everyone to write a few farewell words to each other on the paper. When they are done, ask them to take off the page and read the messages.

Variation

Participants write notes to each other and put them in a special bag for each person. When everyone is done, participants read their notes. Ask them to share with the larger group.

Another Activity

Letter to Yourself

Give each person a piece of paper and an envelope, and ask them to write a letter to themselves. Here are some things they can write about:

- What I've learned in the program.
- Things I really enjoyed.
- How I am using the strategies.
- My hopes and dreams for my learner.
- My goals for myself as a tutor.

Ask if anyone wants to share their letters. Ask them to address the envelope to themselves and seal it. Collect the envelopes and tell them that you will mail them in six months.

Group Discussion – How to keep motivated?

Time 15 minutes

Handouts none

Brainstorm

How can you keep motivated? Ask participants to brainstorm things they can do to stay motivated to continue to help their learner.

Some possible answers might be:

- Set up a schedule and stick to it.
- Do different things each day.
- Talk to other tutors to see what they are doing.
- Work with the school to keep on track.
- Have fun and laugh lots!
- Get together with other participants each month to share ideas.

Evaluation

Time 60 minutes

Handouts 2

You need to evaluate the whole program. Evaluation is a key to your final report. It is important that you get an overall evaluation from participants.

Evaluation

1. Do a group evaluation.
2. Ask participants to fill out the program evaluation form.

1. For the group evaluation ask participants the following questions.
   - How have you used the strategies in the program with your learners?
   - Has your learner improved their reading and writing over the last 10 weeks? If yes how?
   - How do you feel about helping your learner now?
   - Has this program changed your attitude towards learning? If yes, why?

2. Ask participants to fill out handout 2, the overall evaluation form. It is important that everyone fill out the form. Everyone needs to fill out the form. If people do not come to the last session call them and ask them to fill out the form.

2 **Participant** - Program Evaluation

The Family Tutoring program is over and we want to know how it went for you.

What did you think of the Family Tutoring program as a whole?
(Please circle one)

Excellent

Pretty good

Needs a little work

Not so hot

Should be canned

The topics we talked about were:

Excellent

Pretty good

Needs a little work

Not so hot

Should be canned

How have you used this program?

Do you have any other comments about the program? Please use the back of the sheet.

Celebration

Time 60 minutes

Handouts none

Have lots of food and refreshments. Play some fun games to keep everyone entertained like:

- Pin the tail on the caribou
- Musical chairs
- Charades
- Scattegories

Closing

Time 15 minutes

Handouts none

- Give each participant a certificate. Invite family members, learners, and community members to join in the celebration of learning.
- Have a group handshake. Ask participants to form a circle. One person starts – they shake the hand of the person to the right of them and say a good-bye. They continue around the circle. The person behind them follows until everyone has a chance to shake hands and say good-bye.
- Draw for the door prize.
- Give out free books.
- Gift out special gifts to participants.

More Fun Ideas

For Ages 4, 5, and up

Reading is it!

Ages: 5 and up

What you need:

- Magazines
- Books

Directions:

- The best way for your learner to practice reading skills is to read about the subjects she finds most interesting.
- Make a list of topics that learner really likes. Children go through cycles of what they love - change the topics as their interests change.
- Ask your learner to help pick magazines, books, and other reading materials that focus on the topics of interest. For example, if your learner loves cars, borrow a car magazine, books about cars, and an autobiography of a racecar driver from the library.

Adapted from *50 Fun Ways to Improve Reading,* which was created as part of the *Bridges to Reading* kit, developed by Schwab Learning.

Shopping Trip

Learners listen for the first sounds to connect language and reading.

Ages: 4 and up

What you need:

- Magazines or catalogs with pictures of objects that the learner knows.

Directions:

- Ask your learner to choose a magazine or catalog and invite her to go on a make-believe shopping trip.
- Ask your learner to close her eyes. Point to an object on the page and ask her to open her eyes. Ask "What are you going to buy?" If she says, "A hat," ask, "What sound does **hat** start with?"
- Say, "Good. **Hat** starts with the sound **h**."
- Repeat the steps and take turns shopping for something and naming the first sound of the word that describes it.

1-2-3

Each sound in a word is important. Help your learner begin to read. Practice this game of listening and naming each sound in a word.

Ages: 4 and up

What you need:

- Pictures of objects that your learner knows. The words for the objects should have three sounds such, as **s-u-n**, **m-a-n**, **d-o-g**, **c-a-t**, **p-i-g**, and **c-o-w**.

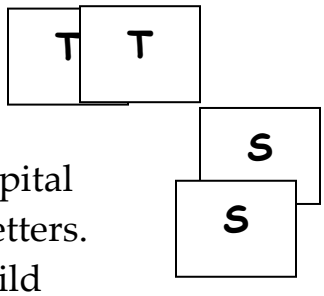
Directions:

- Sit across from your learner at a small table or on the floor. Put the pictures face down in the middle of the table.
- Say, "Let's play a game called 1-2-3. You pick a picture. When I hold up one finger, you say the first sound of the word that describes the picture. When I hold up two fingers, tell me the next sound. When I hold up three fingers, tell me the last sound."
- Say, "Let me show you how." Pick a picture and say the word, for example, **sun**. Hold up one finger and say **s**. Hold up two fingers and say **u**. Hold up three fingers and say **n**. "The sounds in **sun** are **s-u-n**."
- Say, "Now, you try." Your learner picks a picture and names the picture. "Good, that is a **dog**. Tell me the sounds in **dog**." Hold up one finger for the **d**. Hold up two fingers for the **o**. Hold up three fingers for the **g**. "Good, the sounds in **dog** are **d-o-g**."

Same Sounds Game

Before they read words, children need to know the sounds of letters. This game gives children practice in matching sounds and letters.

Ages: 4 and up



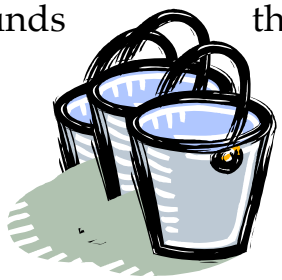
What you need:

- Make a set of index cards or pieces of paper with a capital letter on each card. Make another set with the same letters. Start with 8 to 10 letters. Add more letters as your child learns more.

Directions:

- Mix up the alphabet cards and place them face down on the table.
- Say, "We're going to play a game where you try to find two of the same sounds. When you find two that are the same and you say the sound, you get to pick up the cards. Let me show you how."
- Turn over one card, for example **T,** and say the sound **t**. Turn over another card, for example **S**, and say the sound **s**. Ask, "Are the sounds the same?" Your learner says no. "That's right, they are not the same, so I don't get to pick the cards up."
- Say, "It's your turn to find the cards that are the same." Your learner turns over one card and says the sound, then picks a second card and says the sound. If they are the same, he keeps the cards. Then he picks two more cards. If the cards are not the same, turn the cards face down.
- Take turns playing.
- If your learner does not know the sound. Say "This sound is **s**."
- Keep going until all the cards are picked up.

Words I've Heard and Silly Words



When children learn to read, they use the letter sounds they already know to make new words. In this game, children make words, some familiar and some not.

Ages: 5 and up

What you need:

- Three containers (small boxes or margarine tubs). Small pieces of paper with letters that have sounds your learner knows. Make several copies of the letters that are used often in words, such as **a**, **s**, **t**, **r**, **e**, **n**, **i**, **g**.

Directions:

- Sit beside your learner and put the three containers in front of you. Put the vowels in the middle container and put consonants in the first and last containers.
- Say, "We're going to use letters in these containers to make words. We will make some words you know and some silly words. I'll show you how to make a word."
- Pick a letter from the first container and say its sound, for example **t**. Pick a letter from the next container, for example, **i**. Pick a letter from the last container, for example, **g**. Put the sounds together, **t-i-g**. The word is **tig**.
- Ask your learner, "Do you know this word or is it a silly word? That's right, it's a silly word."
- Say, "Okay, it's your turn to make a word." Ask your learner to pick a letter from each container and make a new word.

Name Collage

This activity helps learners develop pre-reading skills, small-motor skills, and creativity.

Ages: 5 and up

What you need:

- Construction paper
- Scissors
- Glue
- Magazines
- Newspapers

Directions:

- Ask your learner to draw and cut out each letter in her name from large pieces of construction paper.
- Ask her to look in the magazines and newspapers for pictures and words that describe her hobbies, likes, family, talents, favorite school subjects, and foods.
- Glue the pictures on the letters to create her own personal collage.
- Hang the finished project on the refrigerator or on the door to her room.

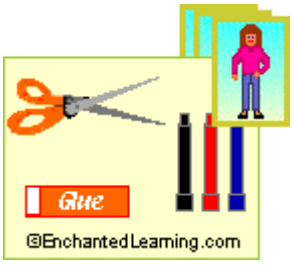
Family Collage Writing Activity

Make a great family collage - cut out pictures of family members and glue them to poster board. Older kids can write things on their collage.

Ages: 4 and up

What you need:

- Family photos
- Scissors
- Glue
- Thick paper or posterboard
- Markers to decorate the collage

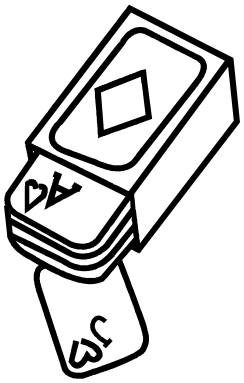


Directions:

	• Cut out some pictures of family members from photos. Ask your parents before you cut any photos!
	• Glue the pictures onto the paper or poster board.
	• Decorate the collage - use markers. • For older kids: Label the pictures and write the dates. Describe what people are doing.

Adapted from enchanted learning http://www.enchantedlearning.com/crafts/familytree/semicircle/

Meet Your Match Card Game



Ages: 4 and up

What you need:

- Deck of cards

Directions:

- Here's a game that you are almost sure to lose, but it's great fun to play anyway. Play alone or with a friend.
- Take the jokers out of the deck of cards.
- Shuffle and put the pack face down on the table.
- Call out the names of the cards in their regular sequence – "Ace, two, three, four," right up through "king." As you say each card's name, turn over the top card of the deck. The point of the game is to be wrong every time. You score a point for every 'wrong' call.
- The funny thing is, it's almost impossible to get through the whole deck without coming up with a match.

Adapted from 101 Things for Kids to Do by Shari Lewis, Ramdom House, New York, 1987

Letter Bingo & Letter Sounds Bingo

Ages: 4 – 6

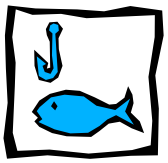
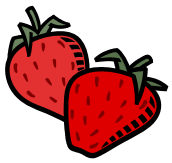
What you need:

- Bingo cards
- Bingo marker
- Crayons/ markers

Directions:

- Make your own bingo cards with letters of the alphabet. See the sample.
- Use the letters you want to reinforce. For letter sounds, begin with common consonants such as b, t, m, s, and r. Don't overwhelm learners with too many letters.
- Call out the letters or letter sounds such as, "buh" for bat. Ask learners to cover that letter or sound with a cheerio, coin, or whatever else fits.
- Or make letter tiles with cardboard and ask children to place the tiles on their bingo boards.

Sample Bingo Card

A	C	F	G	F 
T	S 	B	D	H
K	N	P	R	V
J	Q	M	L	W

Alphabet and Reading Poems

Ages: 5 and up

What do you need:

- Exercise book or poetry book
- Photocopies
- Markers, crayons etc.

Directions:

- Photocopy the poems.
- Ask your learner to paste them into an exercise book.
- Decorate the cover of the poem book.
- Draw pictures to go with each poem.
- Say the poems together. Point to each word as you go. Do the actions to the poems. Make up tunes to go with the poems.
- Make up new poems to go in your poem book.

The Alphabet Monster

I'm the Alphabet Monster
And Nothing tastes better
To the Alphabet Monster
Than eating a letter.
A "j" and an "a"
And a "c" and a"k"
And the million more letters
I munch every day.
I'm hungry now.
What shall I do?
I think I'll eat
a "y"
an "o"
and a "u" . . . . . that means YOU

The Alphabet Song

A-B C-D E-F G
Say the alphabet with me,
H-I J-K L-M N
O-P Q-R S and T
Read it back out loud to me,
U-V W X-Y-Z
Now it's always in your head.
Write it down with ink and pen,

Books

I like books
I really do --
Books with stories
And pictures, too.
Books of birds
And things that grow
Books of people
We should know.
Books of animals
And places, too,
I like books.

Now That I Can Read

I used to need somebody
To sit and read to me.
I'd look at every page they read
And listen carefully
But now that I am in first grade.
I'm filling up a shelf
With stories, poems, and other books
That I can read by myself

Vowel Cheer

Give me an "A"
Give me an "E"
Give me an "I"
Give me an "O"
Give me a "U"
What do you have?
VOWELS!!!!

Funny Words

They give my mind the jitters
The sound the same to you and me,
But are spelled with different letters.
There's see and sea
And be and bee

It's terribly confusing!
There's new and knew
And through and threw
it's really not amusing!
There's deer and dear
And here and hear
it's horribly disturbing!
There's there and their
And bare and bear
It's really most perturbing!
English has some funny words

Learning to Read

I'm trying hard to learn to read
But what's a kid to do
When there's a NO and a GO and a
SO and a HO
And then there's a word like TO!

Reading BONE and CONE and LONE
and TONE
Can almost be kind of fun,
But I get upset when I have to believe
That D-O-N-E spells DONE!

It's plain to see a kid like me
Sure needs a helping hand.
No matter how much I really try
I just don't understand.

I'm trying hard to learn to read.
Somehow that's what I'll do.
But for now if you'll just read to me
Someday I'll read to you.

Poems from http://web.archive.org/web/20011005211835/members.home.net/henriksent/alphabet.htm

What's Wrong?

This is a thinking activity. It is good for young children to try and figure out what is wrong or missing. It helps them learn about same and different.

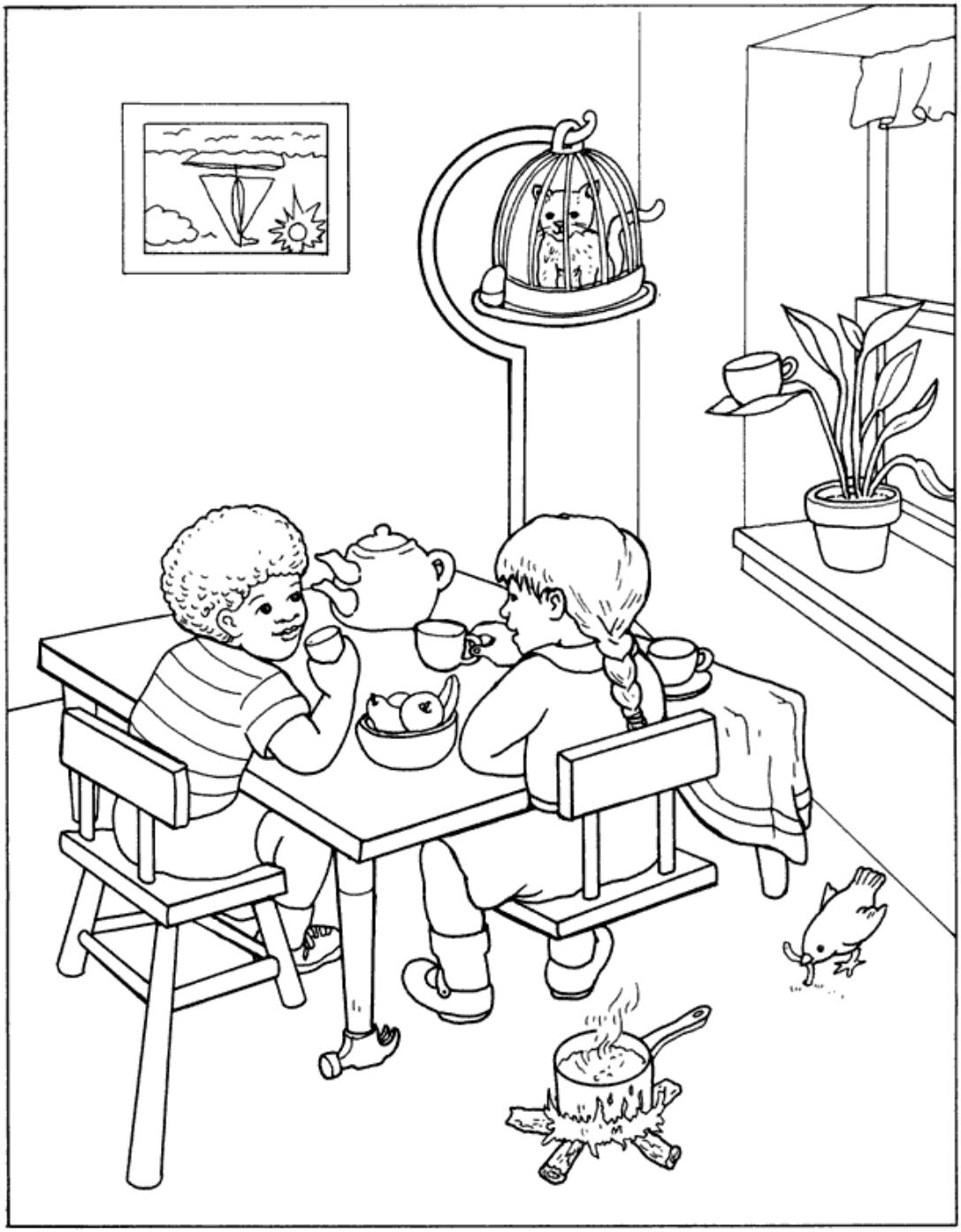
Ages: 4 and up

What you need:

- Handout
- Your imagination

Directions:

- Use the following picture and ask your learner what is wrong in it. There are 10 things wrong.
- Make up your own picture with things that are wrong.
- Put items together like a banana, apple, grapes, and a carrot. Ask which one doesn't belong and why.
- You can have lots of fun with this kind of activity.



Musical Instruments

Make some musical instruments to use when you sing with your child or learner. Singing is a great way to improve oral language in young children and lots of fun.

Ages: 4 and up

What you need:

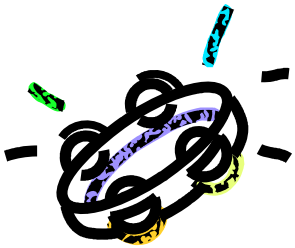
- Ice cream containers
- Dowels or sticks
- Old glove
- Bells
- Toilet paper rolls
- Paper cups
- Tin foil pie pans or paper plates
- Beans, seeds, pebbles, sand, popcorn
- Paper towel roles
- Construction paper

Directions:

1. Drums
    - Decorate an empty ice cream container from ice cream store. Use dowels or sticks for the drum sticks.
2. Finger Bell
    - Use a glove and bells. Sew a bell on each finger and the thumb of the glove. Now wiggle your fingers.

3. Shakers
    - Make great shakers with toilet paper roles or paper towel roles. Put sand, pebbles, popcorn, or beans in them. Cover the ends with construction paper. Decorate them.
4. Paper Cup Maracas

    - Put a few beans inside a paper but, cover the top with construction paper. Use popsicle sticks to make a handle.
5. Tambourine



    - Fill tin-foil pie pans with seeds, or beans and staple or glue gun the pans together. Use heave duty paper plates for a softer sound.
6. Rhythm Sticks
    - Tap wooden dowels or hollow bamboo sticks together to make a rhythm sound.

More Fun Ideas

For Ages 6, 7, and up

Card Catalogue

Ages: 6 and up

What you need:

- 3" x 5" cards
- Pencil
- Small box

Directions:

- Your learner can use 3"x 5" cards and a box to make his own card catalogue. For each book he reads, ask him to write the title, author, and a brief description about the book on a card.
- Collect the cards in a box. Decorate the box and encourage your learner to share the catalogue with friends. Suggest that he keep track of the number of books in the catalogue.

Adapted from *50 Fun Ways to Improve Reading,* which was created as part of the *Bridges to Reading* kit, developed by Schwab Learning.

Code Words

Ages: 7 and up

What you need:

- Paper or other writing surface
- Pen or pencil

Directions:

- Write down words with missing letters. Leave a space for the missing letters to be filled in later.
- For younger children, leave out vowels; for older children, leave out vowels, consonants, or a combination of both.
- Help your child figure out what letters are missing.
- Increase the level of difficulty as she gains confidence.

Example

Th_ c_t in the h_t

(Answer: The cat in the hat)

v_ll_yb_ll, p_nc_l, tea_he_, b_occ_li

(Answers: volleyball, pencil, teacher, broccoli.)

Adapted from *50 Fun Ways to Improve Reading*, which was created as part of the *Bridges to Reading* kit, developed by Schwab Learning.

Paper Family Tree

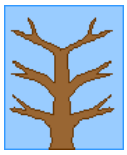
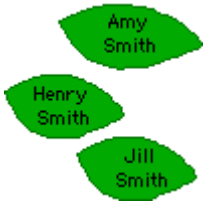
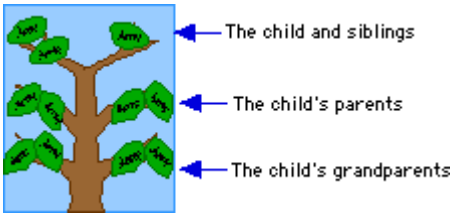
Make a child's family tree from construction paper. Your learner can make a simple family tree and learn about their family's heritage.

Ages: 7 and up

What you will need:

- Sky blue and green construction paper
- Crayons, paint, or markers
- Scissors
- Glue stick

Directions:

	• Draw a large tree with many branches.
	• Cut out leaves from the green construction paper. • Each leaf represents a person in the family It should be big enough to write a person's name. Cut enough leaves for the whole family. Include grandparents, aunts, cousins etc., if you want. • Write the name of each person on a leaf. Include the relative's relationship to the child, such as "Grandma Joan Smith."
	• Glue the leaves to the tree. Put the child's generation at the top of the tree, the parents at the second level, and the grandparents at the bottom.

Adapted from enchanted learning http://www.enchantedlearning.com/crafts/familytree/semicircle/

Love Letters

Ages: 6 and up

What you need:

- Pen or pencil
- Any kind of paper

Directions:

- Write notes to your child or learner. Include words of encouragement, questions, and statements. Sample notes are on the following pages.
- Surprise him often with the letters.
- Mail them to him, hide them under his pillow, put them in his lunch bag, put them in his desk, stick them in his sock drawer, or tape them to the mirror in the bathroom.
- Ask him to write back to you. Save the letters to show how he improves. Save the letters for when he gets older.

Adapted from *50 Fun Ways to Improve Reading,* which was created as part of the *Bridges to Reading Kit*

Apples are sweet
and cherries are tart,
when we're not together,
you're still in my heart.

xxoox

Roses are red.
Violets are blue.
Don't trade this
sandwich, I made
it for you!
xxoo

I
have a
surprise
for you!
See you at_____.
xxoo

Roses are red.Violets
are blue. Know as you're
eating, I'm thinking
of you.

xxoo

Dear _____,

_____

_____

_____

Love, _____

Dear _____,

Have a great

day at school!

Love, _____

Alphabet Counts

This activity gives your learner lots of practice in counting and adding.

Ages: 7 to 10

What you need:

- Your time only

Directions:

- Assign a value, 1 through 26, to each letter of the alphabet. Look at different words and add up the values of the letters. For example, if *A* is1, *C* is 3, and *E* is worth 5, the value for the word ace is 9. Ask your learner to find an object with a really high value.
- Ask your learner to predict which family member's name is the highest value and which is the lowest. Then ask your learner to find the actual values of all their family members' names.
- In addition, they can guess the highest and lowest values for provinces, countries, animals, friends, planets, and so on.

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

Adapted
from 101 Things for Kids to Do by Shari Lewis, Ramdom House, New York, 1987

Go Fish

This is just like the card game but you use words! Two to four players can play.

Ages: 6 and up

What you need:

- Index cards
- Markers
- Words from a story

Directions:

- Pick 10 to 20 words from a book your learner is reading. Print each word clearly and boldly on two separate 3x5 inch index cards. Children may help – ask them to copy the words on the second card.

- Shuffle and deal 3 - 5 cards to each player. Place the rest of the deck face down.

- Players take turns asking each other for a card to match one held in his or her hand. If the opponent has a matching card, they give it to the person who asks, and the player takes another turn. If the opponent does not have a match, he or she says "Go Fish" and the player draws from the remaining deck of cards, and the next player takes a turn.

- Each time a player has a match, he or she reads the words, and puts down the pair, face up. Continue the game until the cards are all used up.

- Use rhyming words instead of matching words. In this case, players ask for "a word that sounds like 'night'..." At the end, the child can earn extra points by dictating or writing additional words that rhyme with the base words, or creating "silly" sentences using the rhymes.

Note

Adapt the game for older children, or more advanced readers: Variations can include vocabulary practice such as using homonyms (words that sound alike but are spelled differently and have different meanings: cent/scent; dear/deer, etc.), or contractions (can't; cannot, etc.).

Read Around Canada

Ages: 7 and up

What you need:

- Map of Canada
- Pins

Directions:

- Every time your learner completes a book they earn 1 kilometre for every two pages they read. They accumulate kilometres so they can 'travel' around the country.
- For example, if a child reads 100 pages she earns 50 kilometres to travel somewhere. This gives you a chance to talk about places and look the town up on the internet.
- Give incentives for a certain about of kilometers. The incentives can be small things: stickers, a cookie, free time, computer time.

Collage (Find the best words to describe a picture)

Ages: 7 and up

What you need:

- Magazines
- Newspapers
- Glue
- Scissors
- Paper

Directions:

- With your learner, look through old magazines and newspapers for photos that seem particularly interesting.
- Cut out the photos and glue each one to a piece of paper.
- Encourage your learner to look for words to use as captions for the pictures. They can be descriptive, humorous, or even just silly.
- Help your learner cut out words and glue them underneath the photos. For an added challenge, try to find different captions for each photo.
- For an online twist, log on to the Scholastic News Games & Quizzes http://www.scholastic.com/kids/games.htm area to play "Write the Caption." There's a new photo featured every week. Submit your best caption – it might be published on this site!

Letter Poems

Ages: 6 to 8

What you will need:

- Poems
- Card board
- Glue and scissors

Directions:

- Photocopy the alphabet poems.
- Paste them onto cardboard and then cut out each one.
- Ask your learner to read each poem.
- Ask them to try and make up a new poem.
- Try and put music to the poems and make up a song.

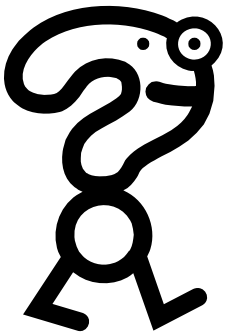
Aa A is for apples. A is for ants. A is for alligators on my pants.	Bb B is for box. B is for bell. B is for bucket in my well.	Cc C is for cap. C is for cat. C is for cookies on my mat.
Dd D is for donut. D is for dog. D is for dinosaurs in the fog.	Ee E is for elephant. E is for eggs. E is for exercise for my legs.	Ff F is for Fred. F is for fish. F is for french fries in my dish.

Gg G is for gate. G is for goat. G is for girl in my boat.	Hh H is for hippo. H is for hen. H is for Harry in my den.	Ii I is inside . I is for ink. I is for ice cream in my drink.
Jj J is for jelly. J is for jam. J is for jello on my tam.	Kk K is for ketchup. K is for key. K is for kitten just for me.	Ll L is for lemon. L is for leave. L is for lollipop up my sleeve.
Mm M is for monkey. M is for mitten. M is for milk on my kitten.	Nn N is for Nan. N is for nest. N is for nothing on my vest.	Oo O is for October. O is for ox. O is for oranges in my box.
Pp P is for pencils. P is for pan. P is for pickles in my can.	Qq Q is for Quincy. Q is for quail. Q is for quarters in my pail.	Rr R is for rain. R is for rose. R is for rabbit on my nose.
Ss S is for salamander. S is for snail. S is for spider in my pail.	Tt T is for teddy bear. T is for tie. T is for taffy in my pie.	Uu U is for umbrella. U is for up. U is for unicorn in my cup.

Vv V is for vanilla. V is for van. V is for violins in my pan.	Ww W is for wheels. W is for wings. W is for Wendy on my swings.	Xx X is for x-ray. Xylophone too. X is for kisses I have for you!
Yy Y is for yellow. Y is for yarn. Y is for yo-yo in my barn.	Use these poems for making an alphabet book or just reading fun!	Zz Z is for Zelda. Z is for Zipper. Z is for zebra in my slipper.

Mystery Person

Use this language experience activity with your family or several learners at one time. This activity reinforces the connection between written and spoken language and it is good for self-esteem.



Ages: 6 and up

What you need:

- Large chart paper.
- Markers

Directions:

- Write 'Mystery Person' at the top of the chart.
- Write and draw clues about a special person in the community, school, your family, or classroom.
- The children have to play detective to discover who the 'Mystery Person' is.
- Write the following clue: *My eyes are (color).*
- Use pictures and the appropriate color markers to illustrate the clues.
- Ask the learners to "read" the clue. Point to each word.
- Next, write the second clue.*My hair is (color).*
- Again, read the clue together.
- Continue writing and reading clues about the Mystery Person's favorite food, songs, stories, games, pets, family, etc.
- Tell the learners to smile when they know who it is.
- At the bottom of the chart write, "Who am I?"

From http://www.literacyconnections.com/DrJeanMysteryPerson.html

Writing in a Box

Writing in a Box promotes creativity and encourages story structure and impromptu writing.

Ages: 6 and up

What you need:

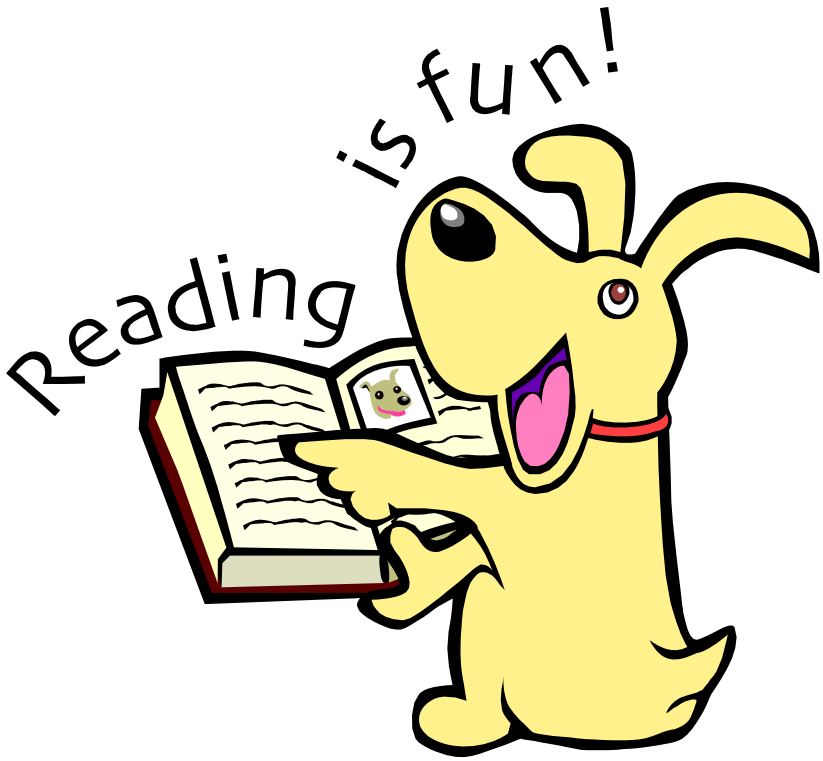
- Large shoe box or carton
- Miscellaneous items you have around the house like
    - An empty spool of thread
    - An old toothbrush
    - A curler
    - A baby shoe
    - A feather duster
    - A candle
    - A straw

Directions:

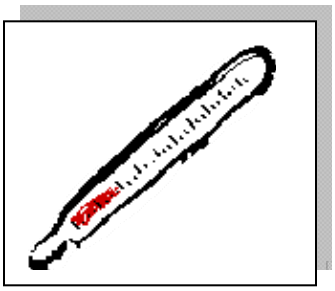
1. Put all the items in the box.
2. Ask your learner to pick three to five objects from the box.
3. Ask her to write a story in her journal or on paper that includes these items in the story.
4. Remind her to include an introduction, a well-developed body, and a conclusion in her story.
5. Ask her to read the story to you.

More Fun Ideas

For Ages 8 and up



Setting Goals



Ages: 8 and up

What you need:

- Paper or poster board
- Colorful markers

Directions:

- Help your learner choose a goal such as reading five "fat" books over the summer or winter, and help her reach that goal. For example take her to the library to select and borrow books.
- Draw a goal chart in the form of a thermometer. Fill in the "mercury" of the thermometer to track your learner's progress.
- Agree on a proper reward, and give it to your learner when the mercury reaches the "hot" part of the thermometer.

Adapted from *50 Fun Ways to Improve Reading,* which was created as part of the *Bridges to Reading* kit, developed by Schwab Learning.

Detective Time

Ages 8 and up

What you need?

- Paper
- Pencil or pen

Directions

- Assign each alphabet letter a different code letter to create an alphabet code.
- Write a message to your child in code and have him decipher it.
- Ask your child to write a code message to you.

Example

Each letter is represented by the letter under it:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
N	O	P	Q	R	S	T	U	V	W	X	Y	Z	A	B	C	D	E	F	G	H	I	J	K	L	M

Message: GUVF VF SHA!
Message un-coded: THIS IS FUN!

Adapted from *50 Fun Ways to Improve Reading*, which was created as part of the *Bridges to Reading* kit, developed by Schwab Learning.

Family news

Ages: 8 and up

What you need:

- Paper
- Pencil

Directions:

- The whole family can participate in this one.
- Ask each family member to write an article about some family news.
- Ask your children to illustrate the article and make-up cartoons.
- Send the newsletter to out-of-town family and friends.
- You can also do this with your class or a group of learners.

Adapted from *50 Fun Ways to Improve Reading*, which was created as part of the *Bridges to Reading* kit, developed by Schwab Learning.

Semi-circular Ancestry Chart

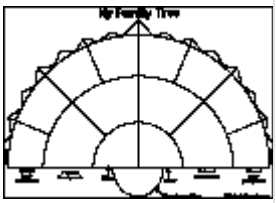
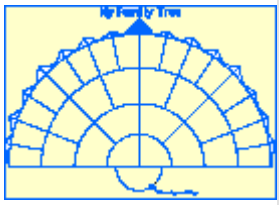
This is a genealogy craft that records the names of your direct ancestors in an easy-to-read, unusual way.

Ages: 8 and up

What you need:

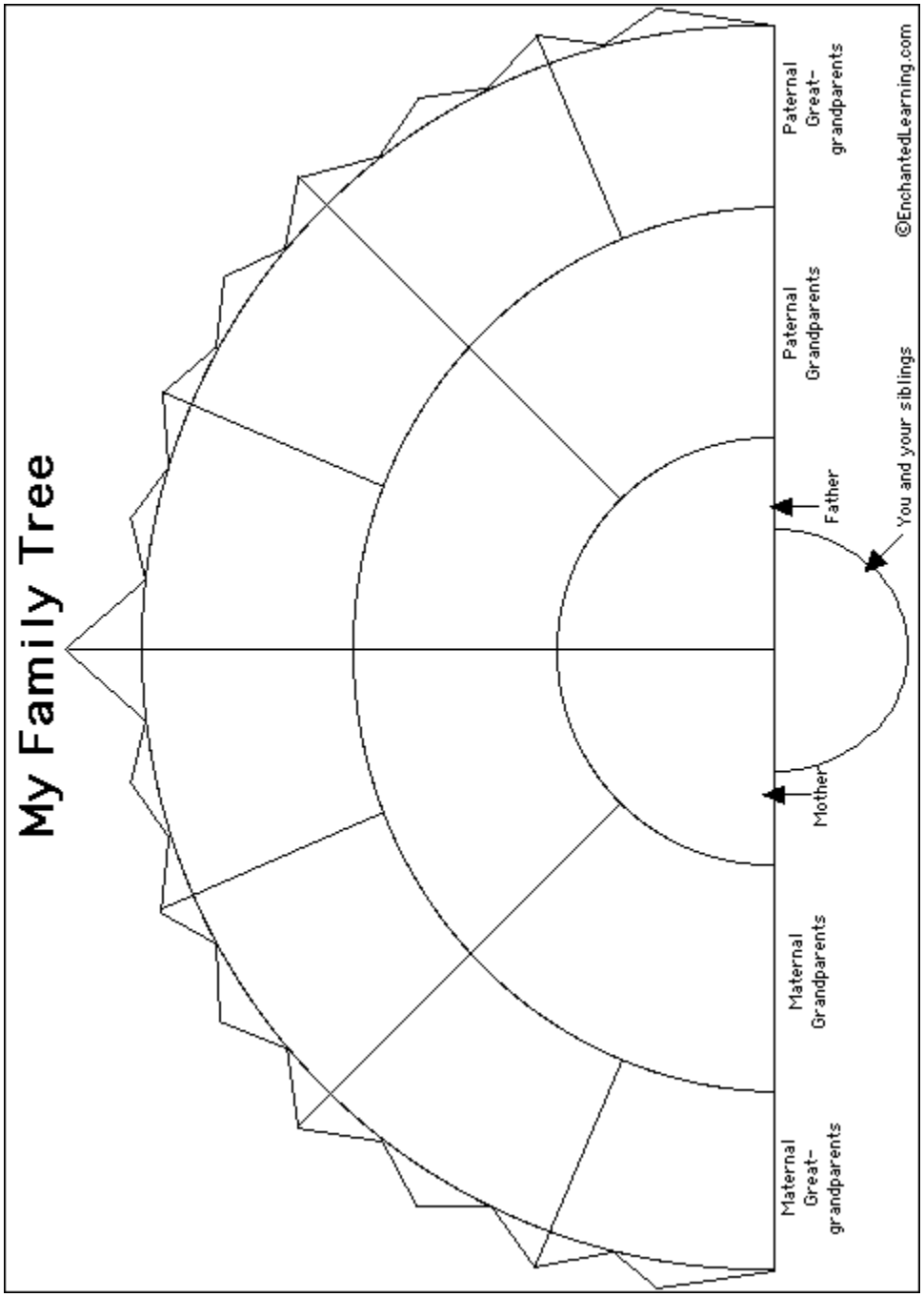
- Handouts
- A pencil or pen
- Crayons, or markers

Directions:

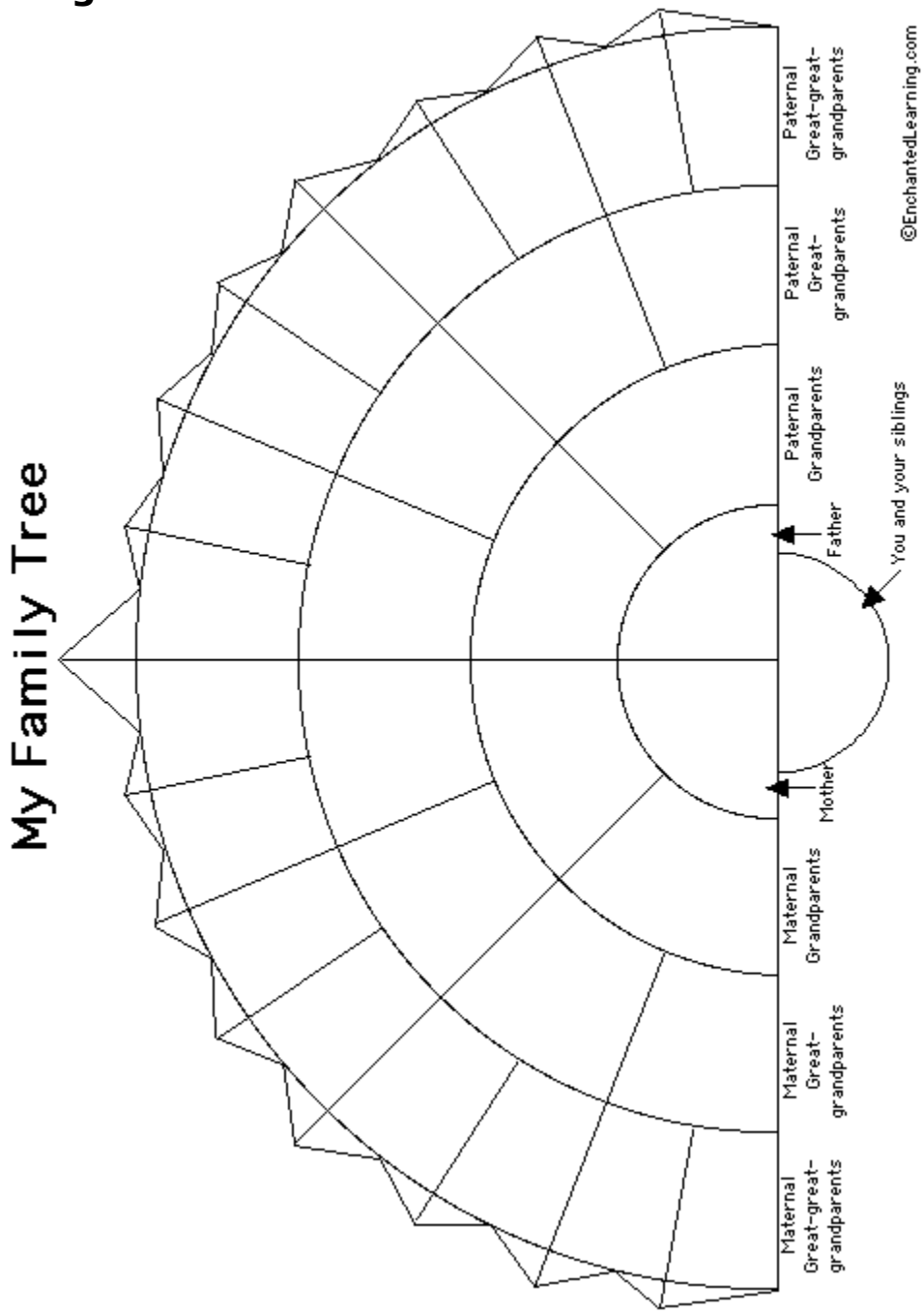
 Short Version	• Photocopy the semi-circular family tree diagram that lists up to great-grandparents or the long version that lists up to great-great-grandparents.	 Long Version
	• Fill in the sections of the family tree diagram. Add yourself, siblings, parents, grandparents, great-grandparents, and great-great-grandparents.	
	• Decorate your family tree and frame it.	

Adapted from enchanted learning http://www.enchantedlearning.com/crafts/familytree/semicircle/

Short Version



Long Version



The Dictionary Game

Dictionaries have some funny words in them. Play this game to expose your learner to new words and to give him a chance to be creative.

Ages: 8 through adult

What you need:

- At least 4 players are needed to play this game.
- A dictionary
- 10 small pieces of paper per player
- Pens or pencils
- An envelope

Directions:

- Divide the players into equal teams.
- Ask a player from one teach to pick an unusual word from the dictionary.
- All players, including the one with the dictionary, write a definition for the word on a slip of paper. Players try to make up crazy, silly, or semi-believable definitions, depending on their mood. The player with the dictionary writes the real definition. He can summarized or rephrase it.
- A player from the opposite team gathers all the slips of paper into an envelope. This player reads the definitions, numbering each one.
- All players, except the one with the dictionary, vote on which definition they think is correct.
- The second team keeps track of the definition each player voted for. Each player who voted for the right definition gets ten points. Players who voted for the wrong definition don't get any points.

- Keep playing until you have gone through ten words. At the end, the player and team with the most points wins.

Add a Word (variation of Alphabet counts)

Playing Add a Word is like eating popcorn – once you start, you get hooked and don't want to stop. Play it alone or with friends.

Ages: 8 and up

What you need:

- Pencil
- Paper
- Alphabet chart (look below)

Directions:

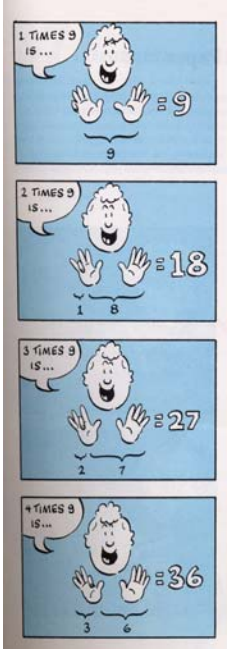
- For each player, write out the alphabet and under each letter write a number: 1 through 26, in order.
- Give each player a piece of paper. The challenge is to write down 12 three-letter words. Each letter is worth a certain number of points, so each word has a total value. For example, 'wow' (23 plus 15 plus 23) is worth 61 points; 'zoo' (26 plus 15 plus 15) is worth 56 points.
- The player with the highest 12 word total wins the game.

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

Adapted from 101 Things for Kids to Do by Shari Lewis, Ramdom House, New York, 1987

Finger Math



Ages: 8 and up

What you need:

- Your hands

Directions:

- Show your child or learner how you can multiply by nine on your fingers. Hold your two hands in front of you with thumbs facing each other. To figure out 1 times 9 equals, bend down the pinky of your left hand. What's left is the answer: 1 times 9 equals nine and there are 9 fingers sticking up.
- For 2 times 9, bend down your left ringer finger. Again, what's left is the answer. On the left sight of your ring finger is a 1 and on the other side 8 fingers are sticking up. So 2 times 9 equals 1 and 8 – 18.
- Let's try it for 5 times 9. Bend down your thumb or fifth finger on your left hand. How many fingers are left of your thumb? 4 And how many right of your thumb? 5. The answer is 45.

Adapted from 101 Things for Kids to Do by Shari Lewis, Ramdom House, New York, 1987

Super Stumpers

Ages: 8 and up

Here are some extra-tricky riddles to try.

1. Lying there in the yard so neat,
   Something very good to eat.
   It has neither flesh nor bone,
   But 21 days it walked alone.
   What is it?

2. What word is always pronounced wrong?

3. How much dirt is in a hole a metre long, a metre wide, and a metre deep?

Answers:

1. Egg
2. Wrong
3. No matter how long, wide or deep it is, there's no dirt in a hole!

Adapted from 101 Things for Kids to Do by Shari Lewis, Ramdom House, New York, 1987

Secret Story Words

Ages: 8 and up

What you need:

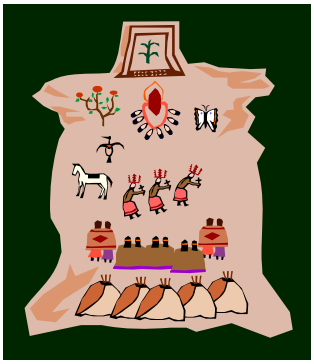
- Pieces of paper
- Tape
- Several learners

Directions:

- Put names of people, places, things, and vocabulary words from the book you are reading on small pieces of paper.
- Tape them to your learners' back. They wander around the room and ask questions that can only be answered by yes or no.
- When they figure out what their word is, they write down why it is important to the story.
- When everyone finishes, review the words. Start with the first person who guessed their secret story word correctly."

Idea from Janice Roehr JaniceR919@aol.com, a fifth grade teacher at J.H. Gaudet Middle School in Middletown, Rhode Island.

Cultural Show and Tell



Learners research their own cultural heritage and share it with their family or class for Show and Tell.

Ages: 9 and up

What you need:

- Information about learners' family ancestry.
- Elders to talk to about the old days.
- Reference sources such as encyclopedias, magazine articles, audiovisual materials, websites on the heritage of a different cultures

Directions:

- Explain to learners that many people have more than one cultural heritage because people from different cultures marry each other and have children. Tell them that you want them to learn as much as they can about their own cultural heritage and do a Show and Tell presentation about it.
- Tell learners to begin by asking family members about their cultural heritage and the traditions, symbols, and objects found in that heritage.
- Help them locate references to help them learn about their heritage. Ask them to take notes to use as aids during Show and Tell.
- Tell learners to include examples of things found in their cultural traditions. They might, for example, collect and organize personal or magazine photos that show aspects of their heritage, or make

things or drawings of objects that play an important role in their heritage.

- When learners are ready, ask them to take turns giving their Show and Tell presentations to the class or community.

Make a Cultural Time Capsule

Make and bury a time capsule filled with materials that reflect the cultures and traditions found in your community.

Ages: 8 and up

What you need:

- A container you can seal against the elements such as a large plastic or metal box with a lid.
- Sealing materials - heavy-duty plastic bags or plastic sheets, waterproof tape.
- Learner's collections of print materials, photos, and small objects representative of cultural or traditional activities taking place in their community
- Art supplies - crayons, colored pencils or markers, long scrolls of drawing paper, etc.
- A shovel

Directions:

- Tell your learner that a time capsule is a container filled with things from the life, cultures, and traditions of a community at a certain time. Explain that we bury the capsule and hope that people in the future discover it. The things in the capsule are a historical record of a certain time period.

- Ask your learner to think about the way of life, cultures, and traditions of their community today.

- Ask them to gather small objects that reflect the community's current life. Offer some suggestions for items to collect: a local newspaper; advertisements or announcements about current events in the community; recent photos of public buildings, local celebrations, and

local people; small toys, games, or clothing; a sampling of small products made in the area; and photos or drawings of local animals and plants.

- Put the things for the time capsule into a container and seal it. Bury it somewhere in the community.

- Ask your learner to write a story about the things he put in the time capsule. Ask him to answer the following questions:
    - What things did you choose to put in the time capsule?
    - Why did you choose those things?
    - What would you like to know about the past?

- Ask your learner to write a story about someone in the future who finds the capsule and takes the things out. What are they? What do they think about the capsule and the things inside?

Newspaper Activities

Ages: 8 and up

You will need:

- Newspaper articles, magazine articles
- Scissors

Directions:

- Separate the articles from the headlines. Put the headlines in one pile and the articles in another. Ask your learner to match the headlines to the articles.
- Repeat the above activity, but make things a little harder. Include some headlines without the articles and some articles without headlines.
- Give your learner a headline and ask her to write an article to go with it. Or give the learner the articles an ask her to make a headline.
- Give the learner a number of articles about the same story, but from different newspapers. Ask her to compare the stories from each newspaper. Ask her some of the following questions:
    - Are there any differences between the stories?
    - Are some stories biased towards one particular point of view?
    - Does one newspaper have more text than another?
    - Does one newspaper have more pictures than another?
    - How important is the story? Is it on the front page or in the middle of the newspaper?

Memory Shopping List

Any number of people can play this game.

Ages: 8 and up

What you need:

- Nothing

Directions:

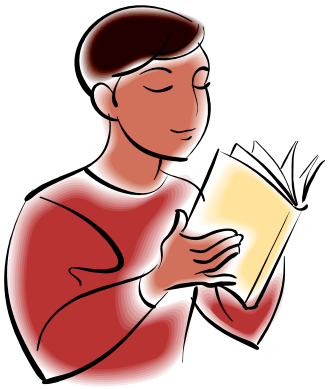
- One person begins – they come up with a shopping item beginning with the letter "A."
- The next person repeats the first word and adds a word beginning with the letter "B."
- The third person has to repeat the first two words and add a shopping item beginning with the letter "C."
- The game continues until you reach "Z."

Example:

- A is for apple
- B is for banana
- C is for carrots
- D is for donuts
- E is for eggs
- F is for fish
- G is for grapes
- And so on….

Adapted from *50 Fun Ways to Improve Reading,* which was created as part of the *Bridges to Reading* kit, developed by Schwab Learning.

Home-made Books



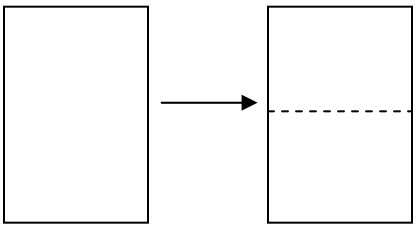
Bound Book

To make a simple bound book, similar to a hardcover book, all you need is a few supplies.

What you need:

- 8 pieces of 8 ½ X 11″ paper
- Ruler
- Pen
- Sharp craft knife
- Adhesive shelf paper
- Cardboard
- Packaging tape
- Button thread or other thick thread
- Large needle
- Rubber Cement or glue

Directions:



- Take 8 pieces of 8 ½″ x 11″ paper and fold the paper in half to form a 16-page booklet measuring 8 ½″ x 5 ½″

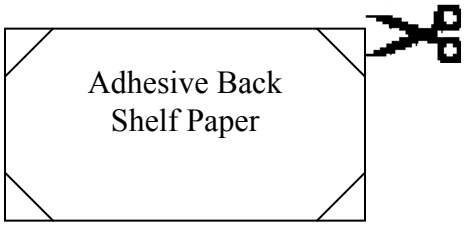
- Thread your needle with about 24 inches of heavy thread

- Begin at one end of the booklet's centre crease - sew large stitches about 1 inch apart. Leave a 2-inch 'tail' hanging from the first needle hole. When you reach the end of the crease, turn the booklet over. Now sew back, bringing the needle through the same holes on the other side of the book. Tie the two ends of your thread together on the outside of your booklet when you finish stitching the pages together. Trim the ends.

- Cut two 6″ x 9″ rectangles from cardboard. A craft knife makes a neater cut than scissors.

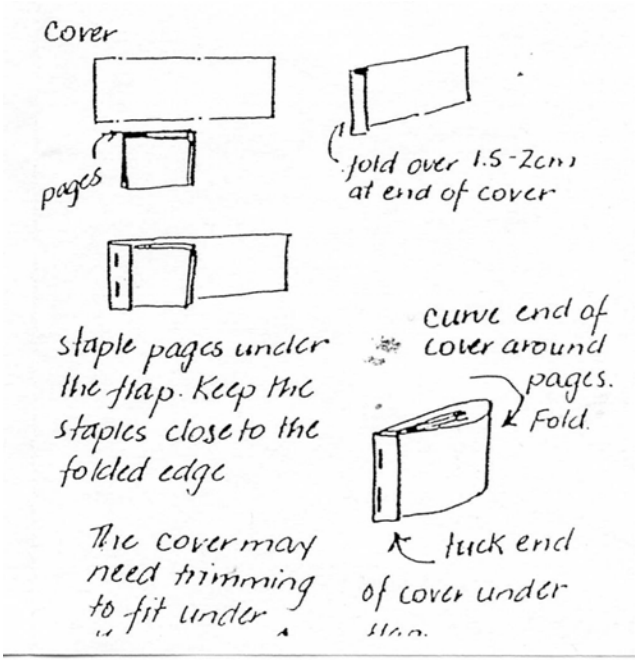
- Lay the cut pieces side by side, leaving a half-inch space between them. Cover the center gap with packaging tape – this will attach the cardboard pieces together. This is the spine of your book. Your book will not shut if you do not leave a space.

- Cut a piece of adhesive backed shelf paper 15 x 20 inches. Do not peel off the backing yet! Place your book cover in the center of the shelf paper. Trim off a triangle at each corner. Mark a diagonal line about one half inch from the corner of the paper and trim. Peel off the backing from the shelf paper and place your book cover in the centre on the sticky side of the paper. Fold over the edges and your cover is done.



- The first and last pages of your booklet are the endpapers. Glue the first page flat against the cover. Rubber cement makes fewer wrinkles on your endpapers than regular glue, although regular glue will work fine.

Match Book



What you need:

- Bristol board or construction paper
- 8 ½ X 11 inches paper
- Stapler
- Scissors

Directions:

- Cut a piece of Bristol board or construction paper to make a cover for your book.
- Fold the end 1.5 to 2 cm at the end of the cover.
- Take several 8 ½ X 11 inch pieces of paper and fold them in half.
- Staple the pages under the flap on the cover. Keep the staples close to the folded edge.
- Curve the end of the cover around the pages and then fold.
- Trim the cover to fit right.
- Tuck the end of the cover under the flap.

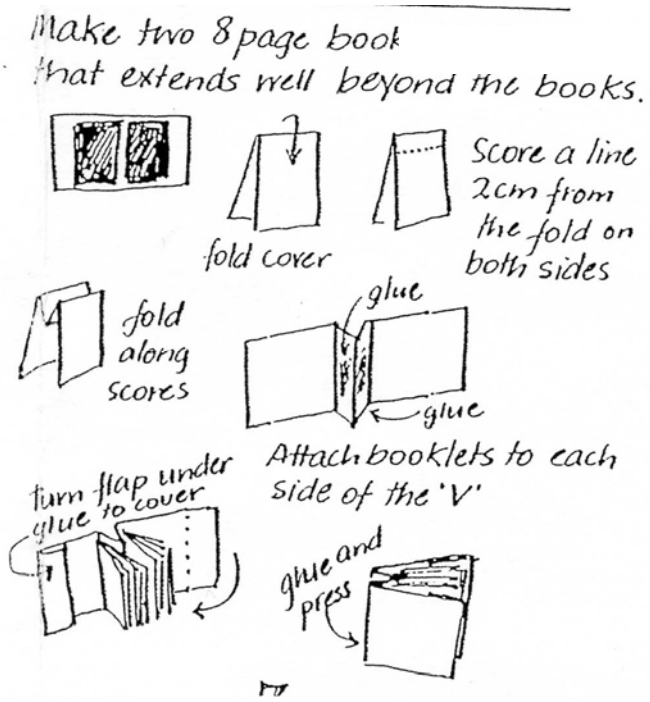
Sixteen Page Book

What you need:

- 4 sheet of 8 ½ X 11 inch paper
- Bristol board or construction paper
- Scissors

Directions:

- Make two 8-page books by folding 4 sheets of 8 ½ X 11-inch pages in half.
- Cut a cover that extends well beyond the books. Fold it in half and then fold and crease a line 2 cm from the top fold.
- Attach the booklets to each side of the 'V' with glue.
- Turn the cover flap under and glue it to the inside of the cover.
- Put glue between the spines and glue together.



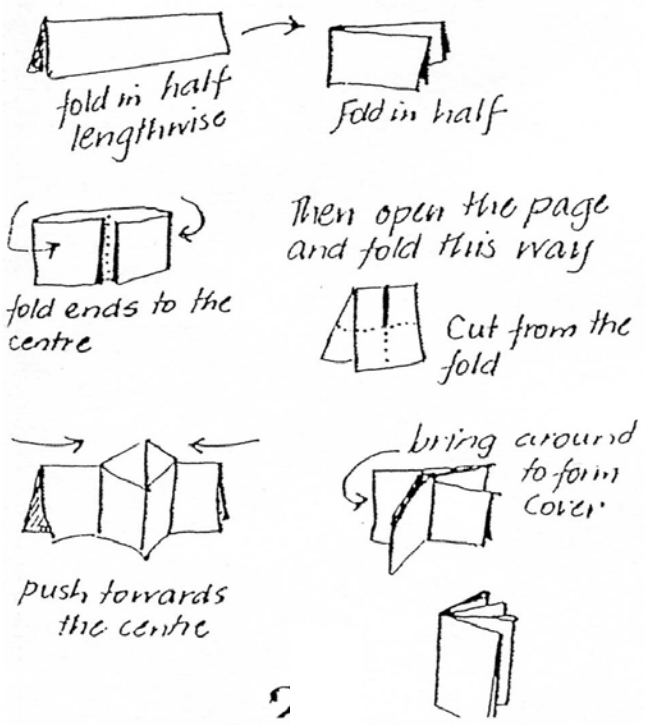
Eight Page Book

What you need:

- 8 ½ X 14 inch paper
- Scissors

Directions:

1. Fold a 8 ½ X 14-inch piece of paper in half lengthwise. Fold it in half again.
2. Open it up so that it is folded in half lengthwise again. Now fold the two ends into the centre.
3. Open the page and then fold it in half width-wise.
4. Cut along the fold as shown in the diagram.
5. Open it up lengthwise again and then push the two ends towards the centre.
6. Bring the front around to form the cover.



Circle Card

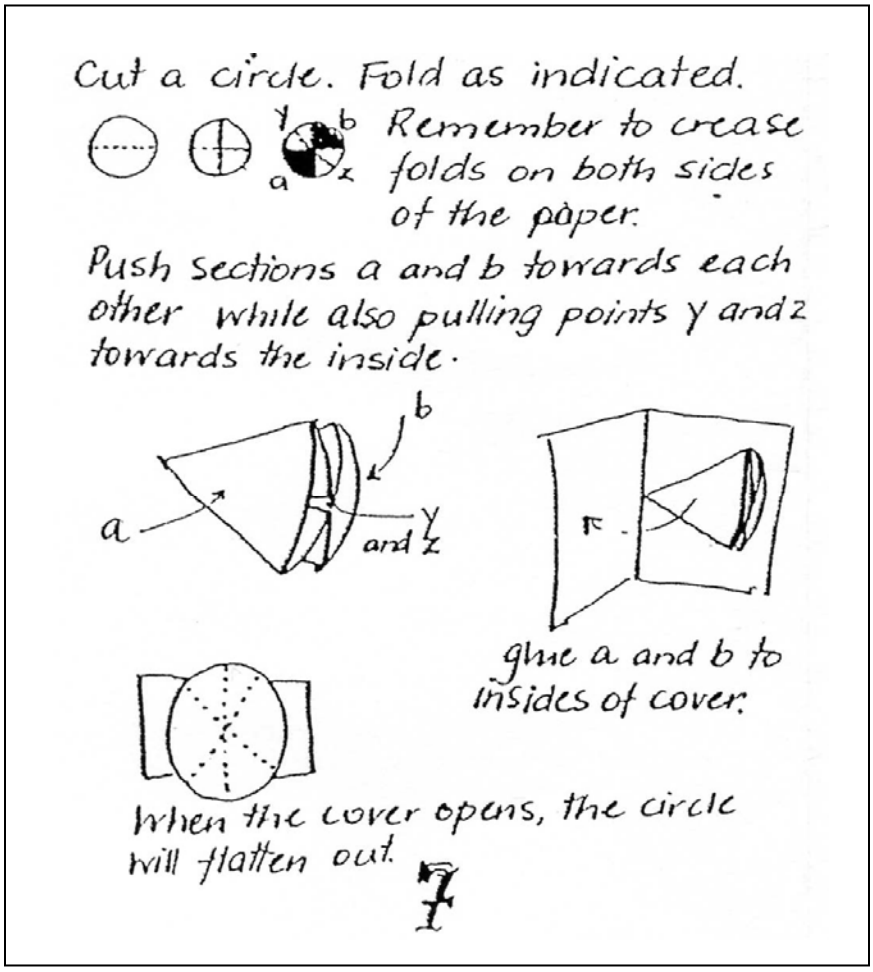
What you need:

- Paper
- Bristol board, card stock or construction paper
- Scissors

Directions:

1. Cut a circle the size you want to fit in your card.
2. Fold it into quarters as shown in the diagram on the next page. Crease the folds on both sides of the paper.
3. Push sections 'a' and 'b' towards each other while also pulling points 'y' and 'z' towards the inside so that it looks just like the diagram.
4. Leave the circle folded and glue it to the inside of the card, gluing sides 'a' to the front and 'b' to the back inside cover.
5. When the cover opens the circle will flatten out.

Circle Card


Cut a circle. Fold as indicated.
y
b
a
z
Remember to crease folds on both sides of the paper.
Push sections a and b towards each other while also pulling points y and z towards the inside.
b
a
y and z
glue a and b to insides of cover.
When the cover opens, the circle will flatten out.

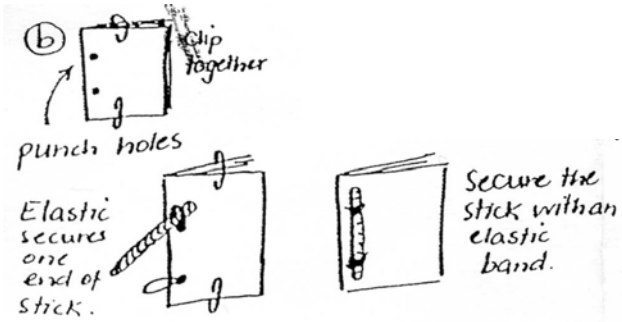
Quick Book

What you need:

- 8 ½ X 11 paper
- Straw, piece of wood, a twig, coffee stirrer, or popsicle stick
- Ribbon, elastics, or string
- Bristol board, cardstock or construction paper
- Scissors

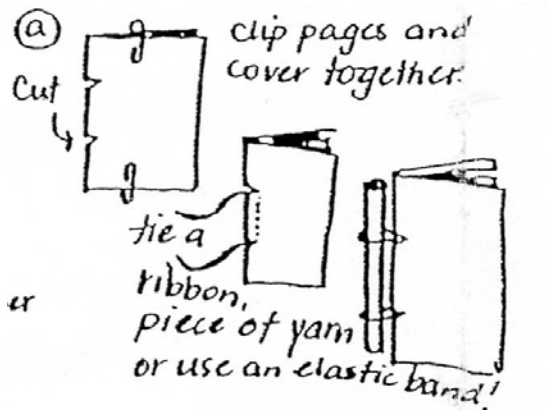
Directions:

- Fold blank 8 ½ X 11-inch paper to make the inside of the book.
- Make a cover out of construction paper, bristol board or cardstock. Fold the cover the same way as the inside of the book.
- You can attach the cover this way:
    a. Put the cover and pages together and then use a paper clip to keep them together.
    b. Cut two notches out of the folded side of the book.



    c. Thread a piece of ribbon, piece of yarn, or an elastic band through the pages and tie it around the stick or whatever you decide to use.

- You can also attach the cover this way:
  a. Clip the pages together and punch two holes along the folded edge.
  b. Push an elastic through the holes and then thread the straw through the elastic. The straw will be secured by the elastic band.



Scenic Book

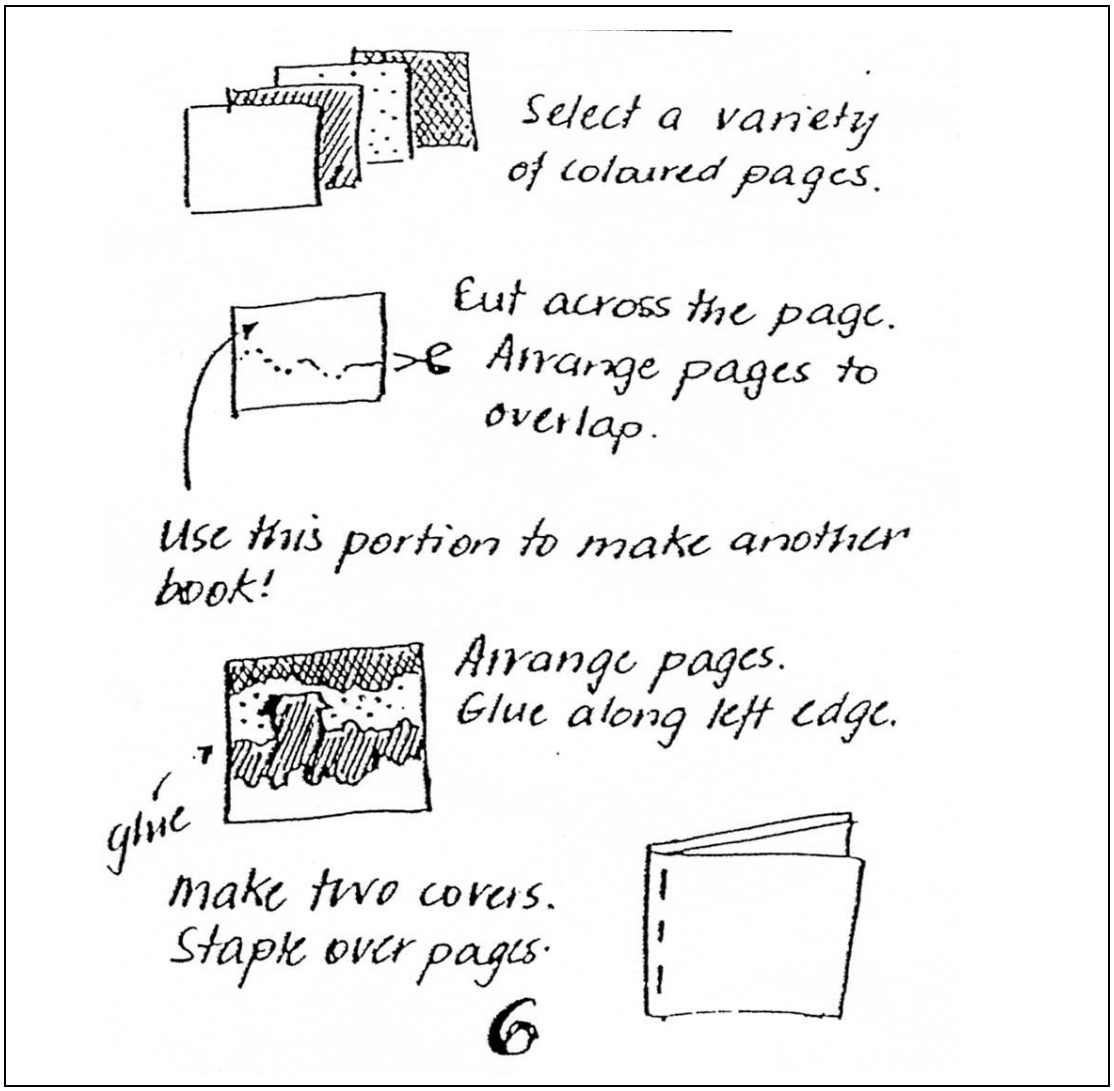
What you need:

- Colour paper
- Scissors
- Glue
- Bristol board, cardstock or construction paper
- Stapler

Directions:

1. Select a variety of coloured pages.
2. Cut across the page to make different layers.
3. Arrange the pages on top of each other so that the shortest page is at the front and the tallest is at the back.
4. Glue the pages together along the left side.
5. Make a cover and staple over pages.

Scenic Book


Select a variety of coloured pages.
Cut across the page.
Arrange pages to overlap.
Use this portion to make another book!
Arrange pages.
Glue along left edge.
glue
make two covers.
Staple over pages.
6

Readers Theatre Scripts

Reader's theater is often defined by what it is not -- no memorizing, no props, no costumes, no sets. All this makes reader's theater easy! Readers Theatre is much like storytelling – you leave the imagination to the audience.

Reader's Theater involves children in oral reading through reading parts in scripts. Unlike traditional theatre, the emphasis is on oral expression of the part. Readers Theater is "theatre of the imagination". It involves children in understanding their world, creating their own scripts, reading aloud, performing with a purpose, and bringing enjoyment to both themselves and their audiences.[1]

Almost any story can be scripted for reader's theater, but some are easier and work better than others. In general, look for stories that are simple and lively, with lots of dialog or action, and with not too many scenes or characters.

This section has a variety of Readers Theatre scripts. They range from grade 1 – 6. All of these scripts were downloaded from the following websites:

http://www.aaronshep.com/rt
This website has extensive information on Readers Theatre: what it is; tips for scripting and performing; free scripts and a list of resources.

http://scriptsforschools.com
On this site you can purchase scripts. However, there are also free scripts and tips for Readers Theatre.

[1] Adapted from "Readers Theatre in Elementary Classroom" and "Strategies for Reading: Readers Theatre in the Middle School" by Lois Walker.

http://www.readerstheatre.ecsd.net/collection.htm
This is a large collection of short scripts—many of them rhymes—for Kindergarten to Grade 3 students.

http://bms.westport.k12.ct.us/mccormick/rt/RTHOME.htm
This site describes Readers Theatre, gives tips on how to adapt scripts, and provides scripts and a list of reference books.

http://www.lisablau.com/scriptomonth.html
This website provides a free script every month. It also has an archive of past scripts of the month.

http://www.surfcitydelux.com/readerstheater/index.html
This website has lots of great scripts for all ages!

Other on-line resources

http://www.readingonline.org/electronic/carrick/
This website provides general information about Readers Theatre, procedures for implementing it, additional classroom applications, and assessment. It also provides links to other Readers Theatre websites.

http://www.quesn.meq.gouv.qc.ca/schools/bchs/rtheatre/sample.htm
This website has some simple tips for creating scripts with students.

http://www.literacyconnections.com/ReadersTheater.html
This website gives an extensive list of resources for Readers Theatre.

Resources

Here is a short list of resources to help you implement Readers Theatre:

Dixon, N., Davies, A. & Politano, C. (1996). *Learning with Readers Theatre: Building Connections*. Winnipeg, Canada: Peguis.
(Neill Dixon is the head of Readers Theatre International. Anne Davies used to work for Yellowknife Education District #1.)

Sloyer, S. (1982). *Readers Theatre: Story Dramatization in the Classroom*. Urbana, Illinois: National Council of Teachers of English.

Sloyer, S. (2003). *From the Page to the Stage: The Educators complete guide to Readers Theatre.* Libraries Unlimited.

Coger, L. I. & White, M. R. (1982). *Readers Theatre Handbook: A Dramatic Approach to Literature*. Glenview, Illinois: Scott, Foresman.

Shepard, A. (1993). *Stories on Stage: Scripts for Reader's Theater*. New York: H. W. Wilson.1993.

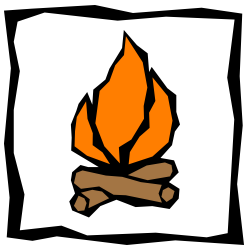
Bauer, C. F. (1987). *Presenting Reader's Theater: Plays and Poems to Read Aloud*. New York: H.W. Wilson.

Sierra, J. (1996). *Multicultural Folktales for the Feltboard and Readers' Theater*. Greenwood Publishing Group Inc.

Fredericks, A.D. & Stoner, A. A. (1993). *Frantic Frogs and Other Frankly Fractured Folktales for Readers Theatre*. Libraries Unlimited.

Fredericks, A.D. & Stoner, A. A. (2000). *Silly Salamanders and Other Slightly Stupid Stuff for Readers Theatre*. Libraries Unlimited.

FIRE! FIRE!



Roles: All, Reader 1, Reader 2, Reader 3, Reader 4

All: Fire! Fire!

Reader 1: said Mrs. McGuire.

All: Where? Where?

Reader 2: said Mrs. Bear.

All: Down! Down!

Reader 3: said Mrs. Brown.

All: Help! Help!

Reader 4: said Mrs. Kelp.

All: Here I come,

Reader 1: said Mrs. Plumb.

All: Water! Water!

Reader 2: said Mrs. Votter.

All: Well, I declare!

Reader 3: said Mrs. Wear.

All: Oh, help, come and save us!

Reader 4: cried Mrs. Davis.

All: As she fell down the stairs
With a sack of potatoes.

Come Hippopotamus

Roles: Reader 1, All, Reader 2, Reader 3

Reader 1 Come hippopotamus

All HIP HIP HIP! HIP HIP HIP!

Reader 2 What an enormous face you have!

Reader 3 What an enormous lip!

Reader 1 Can't you come and play a bit?

All Dance! Dance!

Reader 2 And hop!

Reader 3 And skip?

Reader 1 Come hippopotamus

All HIP HIP HIP! HIP HIP HIP!

Count Again

Roles: Reader 1, Reader 2

Reader 1: One, one.

Reader 2: One, one.

Both: This will be fun!

Reader 1: Two, two,

Reader 2: Two, two.

Both: Touch your shoe.

Reader 1: Three, three,

Reader 2: Three, three,

Both: Bend your knee.

Reader 1: Four, four,

Reader 2: Four, four,

Both: Lie on the floor.

Reader 1: Five, five,

Reader 2: Five, five,

Both: Take a dive!

Reader 1: Six, six,

Reader 2: Six, six,

Both: I'm in a fix!

Reader 1: Seven, seven,

Reader 2: Seven, seven,

Both: Stretch up to heaven.

Reader 1: Eight, eight,

Reader 2: Eight, eight,

Both: Stand up straight.

Reader 1: Nine, nine,

Reader 2: Nine, nine,

Both: March in a line.

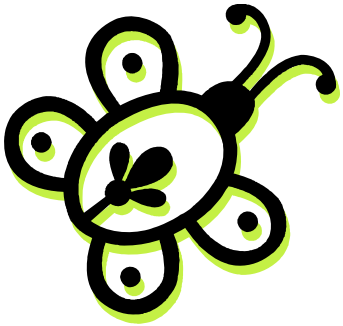
Reader 1: Ten, ten,

Reader 2: Ten, ten,

Both: Try again!

Little Black Bug by Margaret Wise Brown

Roles: Reader 1, Reader 2, Reader 3, Black Bug, Reader 4, Green Fly, Old Mouse



Reader 1 Little black bug,

Reader 2 Little black bug,

Reader 3 Where have you been?

Black Bug I've been under the rug,

Reader 4 Said little black bug.

All Bug-ug-ug-ug.

Reader 1 Little green fly,

Reader 2 Little green fly,

Reader 3 Where have you been?

Green Fly I've been way up high,

Reader 4 Said little green fly.

All Bzzzzzzzzzzzzzzzzzzzz.

Reader 1 Little old mouse,

Reader 2 Little old mouse,

Reader 3 Where have you been?

Old Mouse I've been all through the house,

Reader 4 Said little old mouse.

All Squeak-eak-eak-eak-eak.

Five Little Bear Cubs

Roles: Reader 1, Reader 2

Reader 1 Five little bear cubs eating an apple core.

Reader 2 One had a sore tummy and then there were four.

Reader 1 Four little bear cubs climbing in a tree.

Reader 2 One fell out and then there were three.

Reader 1 Three little bear cubs playing peek-a-boo.

Reader 2 One was afraid, and then there were two.

Reader 1 Two little bear cubs sitting in the sun.

Reader 2 One ran away and then there was one.

Reader 1 One little bear cub sitting all alone.

Reader 2 He saw his Mommy, and then he ran home.

Grizzly

Roles: Reader 1, Reader 2, Reader 3

Reader 1 Grizzly bear, where have you been?

Reader 2 Over the mountains,

Reader 3 Such things I've seen!

Reader 1 Grizzly bear, what have you done?

Reader 2 Eaten blueberries

Reader 3 Made ripe by the sun.

Reader 1 Grizzly bear, what have you found?

Reader 2 Ice-cold spring water

Reader 3 Deep from the ground.

Reader 1 Grizzly bear, what do you dream?

Reader 2 Sweet tasting salmon

Reader 3 Swimming upstream.

Reader 1 Grizzly bear, where do you creep?

Reader 2 Into my dark cave

Reader 3 Alone, let me sleep

Honey Bears

Roles: reader 1, reader 2

Reader 1 This little honey bear was playing peek-a-boo

Reader 2 Here is another. Now there are two.

Reader 1 Two little honey bears said let's climb a tree.

Reader 2 Up came another. Now there are three.

Reader 1 Three little honey bears said I wish there were some more.

Reader 2 Along came another. Now there are four.

Reader 1 Four little honey bears said let's find a beehive.

Reader 2 Here comes another. Now there are five.

Reader 1 Five little honey bears climbed up that tree.

Reader 2 Two fell down, now there are three.

Reader 1 Three little honey bears said let's climb some more

Reader 2 Back came another one. Now there are four.

Reader 1 Four little honey bears said let's go to the zoo.

Reader 2 Two of them went, that left just two.

Reader 1 Two little honey bears said we've had our fun.

Reader 2 They both went home and now there are none.

Polar Bear

Roles: Reader 1, Reader 2

Reader 1 Brrr! Brrr! Polar bear,
Living on the ice.

Reader 2 Your bright, white furry coat
Keeps you warm and nice.

Reader 1 Brrr! Brrr! Polar bear,
Swimming in the sea.

Reader 2 In the freezing waters
You're as happy as can be!

Wiggling Puppies

Roles: reader 1, reader 2

Reader 1 One little puppy, one

Reader 2 Wiggled his tail and had wiggling fun.

Reader 1 Two little puppies, two

Reader 2 Wiggled their bodies as puppies do.

Reader 1 Three little puppies three

Reader 2 Wiggled their noses happily.

Reader 1 Four little puppies, four

Reader 2 Wiggled their shoulders and wiggled some more.

Reader 1 Five little puppies fat and round,

Reader 2 Wiggled their ears when they heard a sound.

Mabel Murple by Sheree Fitch

Roles: Reader 1, Reader 2

Reader 1 Mabel Murple's house was purple

Reader 2 So was Mabel's hair

Reader 1 Mabel Murple's cat was purple

Reader 2 Purple everywhere.

Reader 1 Mabel Murple's bike was purple

Reader 2 So were Mabel's ears

Reader 1 And when Mabel Murple cried

Reader 2 She cried terrible purple tears.

Gooseberry Jam by Eve Merriam

Roles: Reader 1, Reader 2, Reader 3

Reader 1: Gooseberry,

Reader 2: Juice berry

Reader 3: Loose berry jam.

Reader 1: Spread it on crackers

Reader 2: Spread it on bread,

Reader 3: Try not to spread it onto your head.

Reader 1: Gooseberry,

Reader 2: Juice berry,

Reader 3: Loose berry jam.

Reader 1: No matter how neatly

Reader 2: You try to bite in,

Reader 3: It runs like a river down to your chin.

Reader 1: Gooseberry,

Reader 2: Juice berry,

Reader 3: Loose berry jam.

Peanut Butter

Roles: Reader 1, Reader 2

Reader 1 Peanut butter, peanut butter,

Reader 2 Jelly, jelly

Reader 1 Peanut butter, peanut butter,

Reader 2 Jelly, jelly

Reader 1 First you take the peanuts and you

Reader 2 Crush them, crush them.

Reader 1 First you take the peanuts and you

Reader 2 Crush them, crush them.

Reader 1 Then you take the grapes and you

Reader 2 Smash them, smash them.

Reader 1 Then you take the grapes and you

Reader 2 Smash them, smash them.

Reader 1 Then you take the bread and you

Reader 2 Spread it, spread it.

Reader 1 Then you take the bread and you

Reader 2 Spread it, spread it.

Reader 1 Then you take the sandwich and you

Reader 2 Eat it, eat it.

Reader 1 Then you take the sandwich and you

Reader 2 Eat it, eat it.

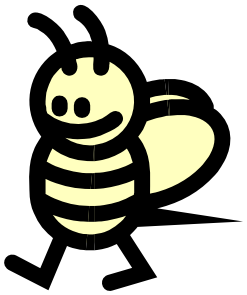
Reader 1 Peanut butter, peanut butter,

Reader 2 Jelly, jelly.

Reader 1 Peanut butter, peanut butter,

Reader 2 Jelly, jelly.

Bumble Bee, Bumble Bee



Roles: reader 1, reader 2

Reader 1 Bumble Bee, Bumble Bee,

Reader 2 Buzzing all around.

Reader 1 Bumble Bee, Bumble Bee,

Reader 2 Buzzing on the ground.

Reader 1 Bumble Bee, Bumble Bee,

Reader 2 Buzzing up so high.

Reader 1 Bumble Bee, Bumble Bee,

Reader 2 Buzzing in the sky.

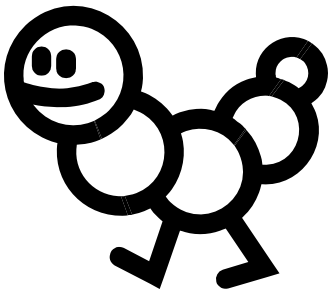
Reader 1 Bumble Bee, Bumble Bee,

Reader 2 Buzzing past your toes.

Reader 1 Bumble Bee, Bumble Bee,

Reader 2 Buzzing on your nose.

Wiggle Worm



Roles: reader 1, reader 2

Reader 1 Do you always have to wiggle?

Reader 2 Do you always have to squirm?

Reader 1 You wiggle and jiggle, like a regular wiggle worm.

Reader 2 You wiggle in your chair, and wiggle in your bed.

Reader 1 And wiggle with your legs, and you wiggle with your head.

Reader 2 You wiggle with your hands, and you wiggle with your feet.

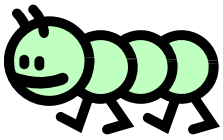
Reader 1 You wiggle when you're playing and you wiggle when you eat.

Reader 2 I guess you're made to wiggle,

Reader 1 And I guess you're made to squirm.

Reader 2 You wiggle and you jiggle just like a wiggle worm.

The Very Hungry Caterpillar by Eric Carle



Roles: Reader 1, Reader 2, Reader 3, Reader 4 Reader 5

Reader 1 In the light of the moon a little egg lay on a leaf.

Reader 2 One Sunday morning the warm sun cam up...

Reader 3 and POP, out of the egg came a tiny, very hungry caterpillar.

Reader 1 He started looking for some food.

Reader 2 On Monday he ate through one apple. But he was still hungry.

Reader 4 On Tuesday he ate through two pears, but he was still hungry.

Reader 5 On Wednesday he ate through three plums, but he was still hungry.

Reader 3 On Thursday he ate through four strawberries, but he was still hungry.

Reader 5 On Friday he ate through five oranges, but he was still hungry.

Reader 1 On Saturday he ate through one piece of chocolate cake,

Reader 3 One ice-cream cone,

Reader 4 One pickle,

Reader 2 One slice of Swiss cheese,

Reader 5 One slice of salami,

Reader 3 One lollipop,

Reader 4 One piece of cherry pie,

Reader 5 One sausage,

Reader 1 One cupcake,

Reader 4 And one slice of watermelon.

Reader 5 That night he had a stomach ache!

Reader 6 The next day was Sunday again.

Reader 2 The caterpillar ate through one nice leaf, and after that he felt better.

Reader 5 Now he wasn't hungry anymore--and he wasn't a little caterpillar anymore.

Reader 3 He was a big fat caterpillar.

Reader 1 He built a small house,

Reader 2 Called a cocoon,

Reader 1 Around himself.

Reader 3 He stayed inside for more than two weeks.

Reader 5 Then he nibbled a hole in the cocoon, pushed his way out and...

Reader 4 He became a beautiful butterfly!

Polar Bears

Roles: Reader 1, Reader 2, Reader 3, Reader 4

Reader 1 Good morning! We are here to tell you all about some amazing animals that live in the cold and snow.

All We're here to tell you about polar bears!

Reader 2 Polar bears hunt seals and other animals for food.

Reader 3 Polar bears have thick, white fur. Their fur and layers of fat protect them from the cold. A polar bear's white fur serves as camouflage when hunting.

Reader 4 A male polar bear weighs about 1,000 pounds and measures between 8 to 11 feet.

Reader 1 Polar bears have a keen sense of smell. They can smell food as much as 10 miles away!

Reader 2 Polar bears are excellent swimmers. They use their strong front legs like paddles.

Reader 3 Polar bears are also good climbers.

Reader 4 Mother polar bears take very good care of their cubs. A mother polar bear will teach her cubs how to hunt. She will also teach them how to protect themselves from danger.

Reader 1 Most polar bear cubs stay with their mothers until they are two years old.

Reader 4 Polar bears dig a den for themselves in the snow. They will live in the den during the winter months.

Reader 3 We hope that you have enjoyed learning about polar bears.

All The end!

The Lion and the Mouse A Fable by Aesop

A Reader's Theatre script by Lisa Blau

Roles: Narrator 1, Narrator 2, Narrator 3, Lion, Mouse

Narrator 2 Long, long ago a lion was sound asleep. A little mouse was scampering through the tall grass on his way home.

Narrator 3 The little mouse ran past the lion but alas, as he ran he fell and he let out a very loud...

Mouse SQUEAK!.

Narrator 2 The lion woke up from his nap and roared...

Lion Who is this who spoils my slumber? I do not like to be awakened in this way.

Narrator 3 The lion looked down and saw the little mouse.

Lion Well, well, well! I have found myself an afternoon snack!

Mouse Oh please, mighty lion. Do not eat me. Perhaps someday I can pay you back. Please let me go.

Lion Ha! How could someone so tiny help a brave and mighty lion like me? Be off with you then.

Mouse Thank you, mighty lion. And remember my words to be true...Someday I may be able to help you.

Narrator 1 Not long after the mouse was set free by the lion, he heard a terrible noise that echoed through the forest.

Mouse That sounds like the lion. He may need my help.

Narrator 2 The mouse ran off and found the lion, caught in the hunters' ropes.

Mouse Oh, mighty lion. Do not roar and make such noise. The hunters will come for you. Let me help you.

Lion How can you help me, you are so very small nd I am so very big and strong?

Narrator 1 The little mouse did not answer. He was too busy chewing through the ropes with his tiny, sharp teeth.

Narrator 3 Soon the lion was free. Before he ran away to hide from the hunters he stopped and said...

Lion Little mouse you have kept your word. You helped me when I needed you the most. You have proven to be a good and loyal friend.

Narrator 1 And from that day forth the lion and mouse were always the very best of friends.

Frog or Toad? by Patricia A. Lynch

Roles: Narrator, Frog(s), Toad(s)

Narrator 1 Frog or Toad? By Patricia A. Lynch

Frogs & Toads A frog and a toad look alike. Some things about them are the same. Some things are different.

Frogs Frogs lay their eggs in water. They lay a lot of eggs. Hundreds and hundreds at one time. The eggs float near the top of the water.

Toads Toads lay their eggs in water, too. They also lay a lot of eggs. But the toad eggs look like long strings.

Frogs Frog tadpoles hatch from the frog eggs. The tadpoles have tails, but they do not have legs.

Toads Toad tadpoles hatch from the toad eggs. These tadpoles also have tails and do not have legs.

Frogs Soon the frog tadpoles have legs. The tadpoles' tails soon shrink up and fall off. These tadpoles will be frogs.

Toads Soon the toad tadpoles have legs, too. The tadpoles' tails also fall off. But these tadpoles will be toads.

Frogs The frogs stay near water as adults. Frogs need to be near water.

Toads The toads live on land. They do not need to be near water anymore.

Frogs You can tell a frog from a toad. Look at the frog. A frog has smooth, wet skin.

Toads Look at the toad. A toad has dry skin. There are lots of bumps on its skin.

Frogs Look at the frog. It can make a sound in its throat. Croak! Croak!

Toads Look at the toad. It can also make a sound in its throat, too. Nee-deep! Nee-deep!

Frogs & Toads Now you know how frogs and toads are the same.

Narrator And you also know how frogs and toads are different.

The Fourth Little Pig by Teresa Celsi

Roles: Narrator, Pig 1, Narrator 2, Pig 2, Sister Pig, Narrator 2, Pig 3

Narrator 1 A long time ago, there were three little pigs with homes made of bricks and of straw and of twigs. A big bad wolf tried to catch them one day, by huffing and puffing two houses away. Pig one and Pig two then needed to flee, so they ran off to stay at the house of Pig three. They bolted the windows and locked the front door.

Pig 1 We won¹t go outside-not anymore!

Narrator 2 They stayed in that house at the top of the hill and those three silly pigs would be hiding there still. If their sister, the bold and daring Pig four, hadn't stopped by to visit and knocked on the door.

Pig 2 Go away wolf! Get away from our door!

Sister Pig I'm no wolf, I'm your sister Pig four.

Narrator 3 The door opened a crack, then it opened up wide.

Pig 3 Get in; there are bad wolves outside!

Sister Pig Oh Pooh, there are no wolves in sight.

Pig 1 Yes there are!

Narrator 3 They said as they slammed the door tight.

Pig 2 Keep still, Now everyone hide!

Sister Pig Why hide? You should all go outside. You can't spend your whole life just sitting and shaking. There are places to see and things to be making. You could build a canoe or go out and buy fudge.

Narrator 1 But despite her suggestions, the boys would not budge.

Pig 3 Keep that door shut!

Narrator 2 The three brothers cried.

Pig 1 We're safe in here, Sisters. We won't go outside.

Sister Pig You're hopeless!

Narrator 3 Cried the sisters with a frown. Then she huffed and puffed and she blew...

Narrator 1 Their...

Narrator 2 House...

Narrator 3 DOWN!

Narrator 1 As soon as the dust had started to clear, Sister Pig said...

Sister Pig You see, there are no wolves out here.

Narrator 2 The boys peeked over what was left of their wall. There were no wolves in sight-no wolves at all!

Pigs Hooray! Yippee! How happy are we! For the wolves are all gone, and now we are free! We won't spend our lives just sitting and shaking. There are places to see and things to be making!

Narrator 3 The boys got some fudge, then they built a canoe. Then they climbed up a mountain, enjoying their view.

Narrator 1 And as for their sister, the daring Pig four...

Narrator 2 She traveled. She knows there are worlds to explore...

Narrator 3 If only you're willing to open the door.

Santa Knows About Rudolph's Nose

Roles: Santa Clause; 6 Elves; Rudolph

Scene: Santa sitting in an easy chair by fireplace reading newspaper. It is Christmas Eve.

Elf 1 *(Comes running to where Santa is sitting and breathlessly says:)* Oh Santa, come here. Bad news I must tell. Rudolph's nose is all frozen. Not a thing can he smell!

Elf 2 *(Running in as other elf exits.)* Hey Santa, listen here, while sad news I tell you. Poor Rudolph's nose is cold and it's turning all blue.

Elf 3 *(Hurrying in as 2nd elf leaves.)* Oh Santa, I've come to tell of Rudolph's plight. He has a cold in his nose that has put out his light!

Elf 4 *(Follows 3rd, etc.)* Santa, Oh Santa! I'm sorry to tell. Rudolph's nose is all warm and he doesn't feel well!

Elf 5 *(Same as above)* There's something I must say, but I'd really rather not. You see, poor Rudolph has a nose that's very hot!

Elf 6 *(Same)* Santa, please come! See Rudolph's burned nose! It's all black like charcoal, not red like a rose!

After all elves have entered, spoken their parts and left, then Rudolph comes in and Santa holds up his hand to keep him from speaking.

Santa *(While Rudolph hangs his head)* No! Don't say anything, but please let me guess. Your friends were all lying, so you've come to confess. I knew all the time that it was only a plot. For how could your nose be both cold and hot?

Rudolph Well you see, Santa Claus, I was feeling quite low, and decided on our trip I didn't want to go. But now I've learned a lesson. The truth is always best. It could have saved me from this embarrassing mess!

Santa pats Rudolph on the head. Rudolph smiles and scampers off stage.

Smelly Socks based on the book by Robert Munsch

This book is about Tina Fabian from the Katlodeeche First Nation in Hay River.

Roles: Narrator, Tina, Mom, Grandfather, Tina's friend, a Passer-by

Tina Mom, look at my socks. They're really old. I want some new ones.

Narrator So her mother took her to the only store in town.

Tina This store only has black socks. They're ugly. Mom, can we go across the river and get some really good socks?

Mom Tina, we can't drive across the river because there is no bridge here. It's a long, long, long way to the bridge and besides we don't have a car!

Narrator So Tina went to her grandfather.

Tina Grandpa, can you please take me across the river in your boat? I want to buy some really good socks.

Grandfather Tina, the motor is not working on the boat.

Tina Row! We can row! I will row and you can sit in the back of the boat.

Grandfather You will row?

Tina YES! Rowing is easy.

Narrator So Tina got in the boat and rowed slowly.

All SPLASH, SPLASH, SPLASH

Narrator The boat went in slow circles.

All SWISH! SWISH! SWISH!

Narrator Tina rowed fast.

All SPLASH, SPLASH, SPLASH, SPLASH, SPLASH.

Narrator The boat went in fast circles.

All SWISH, SWISH, SWISH, SWISH, SWISH!

Tina This boat has forgotten how to row.

Grandfather OK, Tina. You sit in the back and tell me what to do.

Tina Left, left, right. That's great, grandpa, you rowed all the way across the river. Now we just have to walk all the way through town to the big sock store.

Narrator Tina tried on millions and millions of socks.

Tina Too big! Too little! Too blue! Too pink! I'm never going to find a pair I like.

Grandfather Here, Tina. Look at these red, yellow, and green socks. Try these on.

Tina Wow! These are perfect! We'll take these ones, grandpa.

Narrator On the way back, the boat sort of remembered how to row. And even though Tina rowed round and round and round, they still got to the other side.

Tina Look, mom! Grandpa rowed me all the way across the river to get these socks. Look at them! Socks! Socks! Wonderful socks! These are the best socks I have ever seen. I am NEVER going to take them off.

Mom Never?

Tina NNNNNNNNNEVER!

Mom Uh-oh!

Narrator So Tina wore her socks for a long time.

All She wore them for . . . one, two, three, four, five, six, seven, eight, nine, ten whole days.

Mom Tina, I know you love these socks. Just let me wash them really quick. They will start to SMELL if you don't get them washed.

Tina No way, mom. Socks! Socks! Wonderful socks! I am NEVER, NEVER going to take them off.

Narrator Tina wore her socks for ten more days. Her friends at school were disgusted!

All Phew, Tina! What a smell! Change your socks!

Tina No way. Socks! Wonderful socks! I am NEVER, NEVER, NEVER, NEVER, NEVER going to take them off.

Narrator Tina wore her socks for ten more days. It was awful! A whole flock of Canada geese dropped right out of the sky. Two moose fell over. Ducks, raccoons, and squirrels fell over. Finally, even a skunk fell over from the smell. Tina's friends decided it was time to do something about it.

All BLAM, BLAM, BLAM, BLAM, BLAM!

Tina's friend Tina, open the door.

Tina Hi, guys. What's up?

Tina's friend Phew! What a smell! Your socks are disgusting, Tina. We're going to take you to the river and we're going to wash them.

Narrator They held their noses, and they held Tina. They took off her socks and started to wash them.

All SCRUB, SCRUB, SCRUB, SCRUB, SCRUB!

Fish Phew! We better get out of here! Let's float up to the top of the river where the air is fresh and act like we're dead.

Narrator Said all the fish in the river.

All SCRUB, SCRUB, SCRUB, SCRUB, SCRUB!

Beavers Phew! We better get out of here! Let's go and live with Tina's grandfather.

Narrator Said all the beavers in the river.

All SCRUB, SCRUB, SCRUB, SCRUB, SCRUB!

Passer-by Phew! How come the river smells like dirty socks?

Narrator Said a passer-by.

Tina's friend OK, Tina. Here are your socks. Finally, they're clean.

Tina Wow! They LOOK nicer when they are clean. Wow! They SMELL nicer when they are clean. They FEEL nicer when they are clean. I'm going to wear clean socks from now on.

Narrator The beavers ran back to the river. The Canada geese got up off the ground and flew away. The fish decided that they were not dead after all, and jumped and splashed in the river.

Tina Mom, look at my nice, clean socks. I think it would be very nice if you took me to town to get me a nice new red, yellow, and green shirt.

Mom Promise to wash it, Tina?

Tina No. If I wait long enough, the kids at school will wash it for me!

The BFG by Roald Dahl

Adapted for reader's theatre from The BFG, Farrar, Straus & Giroux, 1982 (Puffin, 1984).

Roles: Narrator 1, Narrator 2, BFG, Sophie

Narrator 1 Imagine late one night you couldn't sleep, so you got out of bed and looked out the window, and there you saw a giant!

Narrator 2 That's what happened to a little girl named Sophie. There across the street was a giant, with a long, thin trumpet and a large suitcase.

Narrator 1 Then the giant saw Sophie. Sophie jumped back into bed and under the covers. But the giant reached through the window and grabbed her!

Narrator 2 Then he ran all night, until they reached his enormous cave…in *Giant* Country.

BFG *(to himself, speaking of Sophie)* Now, what has us got here?

Narrator 1 The Giant put the trembling Sophie on the table.

Sophie *(to herself)* Now he really is going to eat me.

Narrator 2 Sophie thought.

Narrator 1 The Giant stared hard at Sophie. He had truly enormous ears. Each one was as big as the wheel of a truck.

BFG *(grins widely)* I is *hungry!*

Narrator 1 He grinned, showing massive square teeth.

Sophie *P-please* don't eat me!

BFG *(stares at her in surprise, then bellows with laughter)* Just because I is a giant, you think I is a man-gobbling cannybull! *Me* gobbling up human beans! This I never! All the *other* giants is gobbling them up every *night,* but not me! I is the Big Friendly Giant! I is the BFG! What is *your* name?

Sophie My name is Sophie.

Narrator 2 Sophie said, hardly daring to believe the good news she had just heard.

Sophie But if you are so nice and friendly, then why did you snatch me from my bed and run *away* with me?

BFG Because you *saw* me. I cannot possibly allow *anyone* to be *seeing* me and staying at home! The first thing you would be doing, you would be scuddling around yodeling the news that you were actually *seeing* a giant, and then people would be coming rushing and bushing after me and they would be catching me and putting me into the zoo with all those squiggling hippodumplings and crocadowndillies!

Narrator 2 Sophie knew that what the Giant said was true. If any person reported actually having seen a giant, there would most certainly be a terrific hullabaloo. For a few moments, the cave was silent.

Sophie May I ask you a question?

BFG Shoot away.

Sophie Would you please tell me what you were doing in our village last night? Why were you poking that long

trumpet thing into those kids' bedroom and then blowing through it? And that *suitcase* you were carrying. What on earth was *that* all about?

BFG If you is really wanting to know what I am doing in your village, I is blowing a dream into the bedroom of those children.

Sophie *Blowing* a *dream*? What do you mean?

BFG I is a dream-blowing giant. When all the other giants is galloping off to swollop human beans, I is scuddling away to blow dreams into the bedrooms of sleeping children. *Nice* dreams. *Lovely golden* dreams. Dreams that is giving the dreamers a happy time!

Sophie *(skeptically)* Now, hang on a minute. Where do you *get* these dreams?

BFG I collect them.

Narrator 1 The BFG waved an arm at all the rows and rows of bottles on the shelves.

BFG I has *billions* of them.

Sophie You can't *collect* a dream. A dream isn't something you can catch *hold* of.

BFG *(offended) You* is never going to understand about it. That is why is not wishing to *tell* you.

Sophie Oh, *please* tell me! I *will* understand! Tell me how you collect dreams!

Narrator 1 The BFG settled himself comfortably in his chair.

BFG Dreams is very mysterious things. They is floating around in the air like little wispy-misty bubbles. And all the time they is searching for sleeping people.

Sophie Can you *see* them?

BFG Never to begin with.

Sophie Then how do you *catch* them?

BFG A dream, as it goes whiffling through the night air, is making a tiny little buzzing-humming noise. But this little buzzy-hum is so silvery soft, it is impossible for a human bean to be hearing it.

Sophie Can *you* hear it?

Narrator 1 The BFG pointed up at his enormous truck-wheel ears.

BFG Is you seeing these?

Sophie *(giggles)* How could I *miss* them?

BFG These ears maybe is looking a bit propsposterous to you, but they is very extra-usual ears indeed. They is allowing me to hear absolutely every single twiddly little thing.

Sophie You mean you can hear things *I* can't hear?

BFG You is *deaf as a dumpling* compared with me! I is hearing the footsteps of a ladybug as she goes walking across a leaf.

Sophie Honestly?

Narrator 2 Sophie was beginning to be impressed.

Sophie What *else* can you hear?

BFG I can hear plants and trees.

Sophie Do *they* talk?

BFG They is not exactly talking. But they is making noises. For instance, if I come along and I is picking a lovely flower, if I is twisting the stem of the flower till it breaks, then the plant is screaming. I can hear it screaming, very clear.

Sophie How *awful!*

BFG It is the same with trees as with flowers. If I is chopping an axe into the trunk of a big tree, I is hearing a terrible sound coming from inside the heart of the tree.

Sophie What sort of sound?

BFG A soft moaning sound. It is like the sound an old man is making when he is dying slowly.

Sophie *(skeptically again)* Is that really true?

BFG *(offended again)* You think I is *swizzfiggling* you?

Sophie It *is* rather hard to believe!

BFG Then I is stopping right here! I is not wishing to be called a fibster!

Sophie Oh, no! I'm not calling you anything! I *believe* you. I do, really! Please go on!

Narrator 1 The BFG regarded her gravely with his huge eyes.

BFG I hope you will forgive me if I tell you that human beans is thinking they is very clever, but they is *not.* They is nearly all of them notmuchers and squeakpips!

Sophie *(very offended)* I *beg* your pardon.

BFG The matter with human beans is that they is absolutely refusing to believe in anything unless they is actually seeing it right in front of their own schnozzles.

Narrator 2 She had offended him, she could see that.

Sophie Please forgive me and go on. Tell me how you catch the dreams.

Narrator 1 The BFG gave her a long hard stare. Then he said,

BFG The same way you is catching butteryflies. With a net.

Narrator 1 He reached out and picked up a pole. It was about thirty feet long, and there was a net on the end.

BFG Here is the dream-catcher. Every morning, I is going out and snitching new dreams to put in my bottles.

Narrator 1 The BFG put down the pole. Then he picked Sophie off the table and stood her on the palm of one of his huge hands. He carried her towards the shelves.

BFG These are some of the *good* dreams. The "phizzwizards." Every dream is having its special label on the bottle, so I can find it in a hurry.

Sophie Would you hold me closer so I can read them?

Narrator 2 Sophie started to read the labels.

Sophie "I is inventing a car that runs on toothpaste." "I is able to make the elektrik lites go on and off just by wishing it." "I is only an eight-year-old little boy but I is growing a splendid bushy beard and all the other boys is jalous." "I has a pet bee that makes rock & roll musik when it flies. "I is abel to jump out of any high window and flote down safely." I *like* that dream.

BFG Of *course* you like it. It is a phizzwizard! It's a ringbeller! It's whoppsy! This will be giving some little tottler a very happy night when I is blowing it in. Look in the jar carefully, and I think you will be *seeing* this dream.

Narrator 2 Sophie peered into the jar, and there, sure enough, she saw the faint translucent outline of something about the size of a hen's egg. There was just a touch of color in it, a pale sea-green, soft and shimmering and very beautiful. There it lay, quite peaceful, but pulsing gently, as though it were breathing.

Sophie It's moving! It's alive!

BFG Of *course* it's alive.

Sophie What will you feed it?

BFG It is not needing any food.

Sophie Everything *alive* needs food. Even trees and plants!

BFG *(firmly)* A *dream* is not needing *anything.* If it is a good one, it is waiting peaceably forever, until it is released and allowed to do its job.

Narrator 2 Sophie was silent. This extraordinary giant was disturbing her ideas. He seemed to be leading her towards mysteries that were beyond her understanding.

BFG You is a lovely little girl, but please remember that you is not exactly Miss Knoweverything. Dreams is very mystical things. Human beans is not understanding them. *(gazes into a bottle)* At all

Pippi Goes to School by Astrid Lindgren

Roles: Narrator 1, Narrator 2, Pippi, Tommy, Annika, Teacher, (Students)

Note: *Villekulla* is pronounced "VIL-luh-KOO-luh." *Annika* is pronounced "AH-nik-kuh."

Narrator 1 In a little town in Sweden, there was a tumbledown house called Villa Villekulla. And in this house lived a girl with carrot-colored pigtails and shoes twice as long as her feet.

Narrator 2 This was no *ordinary* girl. She was the strongest girl in the world, and her name was Pippi Longstocking.

Narrator 1 Pippi lived there all by herself—except for a monkey named Mr. Nilsson and a horse on the porch. There was no one to tell her what to do, so Pippi did just what she liked.

Narrator 2 One of the things Pippi liked best was to play with her friends Tommy and Annika. And more than anything in the world, Tommy and Annika liked to play with Pippi. Of course, Tommy and Annika had to go to school.

Annika *(to Tommy)* If only Pippi would go too, how much fun we could have!

Narrator 1 They decided to try to persuade her. One afternoon in Pippi's kitchen, Tommy said,

Tommy You can't imagine what a nice teacher we have.

Annika If you only knew what fun it is in school! I'd *die* if I couldn't go to school.

Narrator 2 Pippi sat soaking her feet in a tub. She said nothing, but just wiggled her toes so the water splashed around everywhere.

Tommy You don't have to stay so long. Just until two o'clock.

Annika Yes, and besides, we get Christmas vacation and Easter vacation and summer vacation.

Narrator 1 Suddenly, Pippi poured all the water out on the kitchen floor.

Pippi It is absolutely unfair! I won't stand for it!

Tommy What's the matter?

Pippi In four months, it will be Christmas, and then *you'll* have Christmas vacation! But what'll *I* get? No Christmas vacation—not even the tiniest bit of one. Something will have to be done about that. Tomorrow morning, I'll begin school!

Annika Hurray!

Tommy We'll wait for you outside our gate at eight o'clock.

Pippi Oh, no, I can't begin as early as that! And besides, I'm going to *ride* to school.

Narrator 2 And ride she did!

Narrator 1 The next day, at exactly ten o'clock, Pippi lifted her horse off the porch. Then she galloped wildly through the town.

Narrator 2 When she reached the schoolyard, she jumped off the horse, tied him to a tree, and burst into the schoolroom.

Pippi Hi there! Did I get here in time for pluttification?

Narrator 1 Tommy and Annika had told their teacher that Pippi was coming. She had decided to do all she could to make Pippi happy in school.

Teacher Welcome to school, Pippi. I hope you will enjoy yourself here and learn a great deal.

Pippi Yes, and I hope I'll get some Christmas vacation. That is the reason I've come. It's only fair, you know.

Teacher If you would first tell me your whole name, I'll register you in school.

Pippi My name is Pippilotta Delicatessa Windowshade Mackrelmint Efraim's Daughter Longstocking, daughter of Captain Efraim Longstocking, formerly the Terror of the Sea, now a cannibal king. Pippi is really only a nickname, because Papa thought Pippilotta was too long to say.

Teacher Well, then, we shall call you Pippi, too. But now suppose we test you a little and see what you know. Pippi, can you tell me what seven and five are?

Pippi *(shocked)* Well, if you don't know that yourself, *I'm* certainly not going to tell you!

Other children *(gasp)*

Narrator 2 All the children stared at Pippi in horror.

Teacher *(gently)* Pippi, we don't answer that way in school.

Pippi *(sincerely)* I beg your pardon. I didn't know that. I won't do it again.

Teacher No, let us hope not. And now I will tell you that seven and five are twelve.

Pippi See that! You knew it yourself! So why are you asking?

Narrator 1 The teacher decided to act as if nothing had happened.

Teacher Well, now, Pippi, how much do you think eight and four are?

Pippi Oh, about sixty-seven.

Teacher Of course not! Eight and four are twelve!

Pippi Well now, really, that is carrying things too far! You just said that *seven and five* are twelve. There should be some rhyme and reason to things, even in school!

Narrator 2 The teacher decided there was no point trying to teach Pippi any more arithmetic.

Teacher Tommy, if Lisa has seven apples and Axel has nine apples, how many apples do they have together?

Pippi Yes, you tell her, Tommy, and tell me too, if Lisa gets a stomach-ache and Axel gets *more* of a stomach-ache, whose fault *is* it, and where did they get those apples in the first place?

Narrator 1 The teacher decided to give up on arithmetic altogether.

Teacher *(getting frustrated)* Pippi, maybe you would prefer to learn reading. Here is a picture of a wild goat called an ibex. And the letter you see in front of the ibex is called "i".

Pippi *That* I'll *never* believe. I think it looks exactly like a straight line with a little fly speck over it. But what I'd really like to know is, what does the *ibex* have to do with the *fly* speck?

Narrator 2 The teacher took out another card.

Teacher *(trying to stay calm)* And here is a picture of a snake, with the letter "s".

Pippi Speaking of snakes, I'll never ever forget the time I had a fight with a huge snake in India. *(acting out her story)* You can't imagine what a dreadful snake it was—fourteen yards long and mad as a hornet—and every day he ate up five Indians and then two little children for dessert, and one time he came and wanted *me* for dessert, and he wound himself around me—*uhhh!*—but I've been around a bit, I said, and hit him in the head, *bang!,* and then he hissed *uiuiuiuiuiuiuiuiuitch,* and then I hit him again, and *bingo!* he was dead, and indeed, so *that* is the letter "s"—most remarkable!

Narrator 1 The teacher's patience had come to an end.

Teacher Children, go outside so I can talk to Pippi alone.

Other children *(go out)*

Narrator 2 When Pippi and the teacher were by themselves, Pippi came over to her.

Pippi You know what? It was lots of fun to come to school to find out what it's like. But I don't think I want to come anymore—Christmas vacation or *no* Christmas vacation. There are altogether too many apples and ibexes and snakes and things like that. It makes me dizzy in the head. I hope you won't be upset, Teacher.

Teacher I certainly *am* upset, Pippi, but I'm upset that you won't behave properly! Any child who acts as badly as you do wouldn't be allowed to come to school no matter *how* much she wanted to!

Pippi *(astonished, almost starting to cry)* Have I behaved badly? Goodness, I didn't know that. You understand, Teacher, don't

you, that when you have a mother who's an angel in Heaven and a father who's a cannibal king, you don't know just *how* to behave in school, with all the apples and ibexes.

Teacher *(calming down)* I understand, Pippi. I'm not annoyed anymore. Maybe you can come back to school when you're a little older.

Pippi *(happily)* I think you are awfully nice, Teacher. And here is something for you.

Narrator 1 Pippi took from her pocket a lovely gold watch.

Teacher Pippi, I can't possibly accept such a valuable gift!

Pippi But you *have* to take it! Otherwise, I'll come back tomorrow, and you wouldn't like *that*, would you?

Narrator 2 Then Pippi rushed out to the schoolyard and jumped on her horse. All the children waved goodby.

Pippi *(waving and riding off)* So long, kids. I won't be back for awhile. But always remember how many apples Axel had—or you'll be sorry!

The True Story of the Three Little Pigs by Jon Scieszka

Roles: Narrator 1, Narrator 2, Narrator 3, Narrator 4, Narrator 5, Narrator 6, Pig 2, Pig 3, Wolf

Wolf Everybody knows the story of the Three Little Pigs. Or at least they think they do. But I'll let you in on a little secret. Nobody knows the real story, because nobody has ever heard my side of the story. I'm the Wolf. Alexander T. Wolf. You can call me A1.

Narrator 1 No one knows just how this whole big bad wolf thing got started, but it's all wrong.

Narrator 2 Maybe it's because wolves eat cute little animals like bunnies and sheep and pigs. That's just the way they are. If cheeseburgers were cute, folks would probably think people were big and bad, too.

Narrator 1 But the whole big bad thing is all wrong.

Narrator 2 The real story is about a sneeze and a cup of sugar.

Narrator 3 Way back in Once Upon a Time, our friend, the wolf, was making a birthday cake for his dear granny.

Narrator 4 He had a terrible sneezlng cold.

Narrator 5 He had ran out of sugar.

Narrator 6 So he walked down the street to ask his neighbor for a cup of sugar.

Narrator 1 Now this neighbor was a pig.

Narrator 2 And he wasn't too bright, either.

Narrator 3 He had built his whole house out of straw.

Narrator 4 Can you believe it? Who in his right mind would build a house of straw?

Narrator 5 So of course the minute the wolf knocked on the door, it fell right in and he didn't want to just walk into someone else's house.

Narrator 6 So he called.

Wolf Little Pig, ... Little Pig, are you in?

Narrator 1 No answer.

Narrator 2 He was just about to go home without the cup of sugar for his dear old granny's birthday cake.

Narrator 3 That's when his nose started to itch.

Narrator 4 He felt a sneeze coming on.

Narrators 1-2-3-4-5-6 (TOGETHER) Well, he huffed. And he snuffed.

Narrator 1 And he sneezed a great sneeze.

Narrator 2 And you know what? That whole darn straw house fell down. And right in the middle of the pile of straw was the First Little Pig-dead as a doornail.

Narrator 3 He had been home the whole time.

Narrator 4 It seemed like a shame to leave a perfectly good ham dinner lying there in the straw. So the wolf ate it up.

Narrator 5 Think of it as a big cheeseburger just lying there.

Narrator 6 He was feeling a little better. But he still didn't have his cup of sugar.

Narrator 1 So he went to the next neighbor's house.

Narrator 2 This neighbor was the First Little Pig's brother. He was a little smarter, but not much. He had built his house of sticks.

Narrator 3 He rang the bell on the stick house.

Narrator 4 Nobody answered.

Narrator 5 He called:

Wolf Mr. Pig, ... Mr. Pig, are you in?

Narrator 6 He yelled back:

2nd Pig Go away wolf. You can't come in. I'm shaving the hairs on my chinny chin chin.

Narrator 1 He had grabbed the doorknob when he felt another sneeze coming on.

Narrators 1-2-3-4-5-6 He huffed. And he snuffed.

Narrator 2 And he tried to cover his mouth, but he sneezed a great sneeze.

Narrator 3 And you're not going to believe it, but this guy's house fell down just like his brother's.

Narrator 4 When the dust cleared, there was the second Little Pig -- dead as a doornail.

Wolf Wolf's honor!

Narrator 5 Now you know food will spoil if you leave it out in the open.

Narrator 6 So the wolf did the only thing there was to do. He had dinner again.

Narrator 1 Think of it as a second helping.

Narrator 2 He was getting awfully full. But his cold was feeling a little better.

Narrator 3 And he still didn't have that cup of sugar for his dear old granny's birthday cake.

Narrator 4 So the wolf went to the next house. This guy was the First and Second Little Pigs' brother.

Narrator 5 He must have been the brains of the family. He had built his house of bricks.

Narrator 6 The wolf knocked on the brick house. No answer.

Wolf Mr. Pig,. . . Mr. Pig, are you in?

Narrator 1 And do you know what that rude little porker answered?

3rd Pig Get out of here, Wolf. Don't bother me again.

Narrator 2 Talk about impolite!

Narrator 3 He probably had a whole sackful of sugar.

Narrator 4 And he wouldn't give the wolf even one little cup for his dear, sweet old granny's birthday cake.

Narrator 5 What a pig!

Narrator 6 The wolf was just about to go home and maybe make a nice birthday card instead of a cake, when he felt his cold coming on.

Narrators 1-2-3-4-5-6 He huffed. And he snuffed. And he sneezed once again.

Narrator 1 Then the Third Little Pig yelled:

3rd Pig And your old granny can sit on a pin!

Narrator 2 The wolf was usually a pretty calm fellow. But when he heard somebody talk about his dear, sweet old granny like that, he went a little crazy.

Narrator 3 When the cops drove up, of course he was trying to break down this Pig's door. And the whole time the wolf was huffing and puffing and sneezing and making a real scene.

Narrator 4 The rest, as they say, is history.

Narrator 5 The news reporters found out about the two pigs he had for dinner.

Narrator 6 They figured a sick guy going to borrow a cup of sugar didn't sound very exciting.

Narrator 3 So they jazzed up the story with all that "huff and puff" and "blow your house down" stuff.

Narrator 4 And they made him the Big Bad Wolf.

Narrator 5 That's it.

Narrator 6 The real story.

Wolf I WAS FRAMED!

Narrators 1-2-3-4-5-6 But maybe you could loan him a cup of sugar.

Little Scarface by Aaron Shepard

Roles: Narrators 1–4, Little Scarface, Sister, Father, Patient One, Hidden One, Boy, Young Man, Old Woman, Young Woman

Note

This tale comes from the Mi'kmaq (or Micmac) tribe of Nova Scotia, New Brunswick, and Prince Edward Island, Canada. Two picture books of other versions are *Sootface: An Ojibwa Cinderella Story,* retold by Robert D. San Souci, illustrated by Daniel San Souci, Delacorte, New York, 1994; and *The Rough-Face Girl,* retold by Rafe Martin, illustrated by David Shannon, Putnam, New York, 1992.

Narrator 1 A long time ago, in a village by a lake, there lived a great hunter who was invisible. He was called the Hidden One. It was known that any young woman who could see him would become his bride.

Narrator 4 Many were the hopeful young women who visited his wigwam at the far end of the village. Each was tested by the hunter's sister, who was called the Patient One. But years passed, and none succeeded.

Narrator 2 In the same village lived two sisters who had lost their mother. The younger sister had a good heart, but the older one was jealous and cruel.

Narrator 3 While their father was out hunting, the older sister would torment the younger one, holding her down and burning her arms and face with sticks from the fire. Then she would tell her,

Sister Don't you dare tell our father, or next time will be worse!

Narrator 1 When the father came home, he would ask in dismay,

Father Why is she burnt again?

Narrator 4 The older sister would answer,

Sister The stupid, clumsy thing! She was playing with the fire, just like you told her not to!

Narrator 2 The father would turn to the younger.

Father *(incredulously)* Is this true?

Narrator 3 But she only bit her lip and said nothing.

Narrator 1 After a while she had so many scars, she was called Little Scarface. She lost her long braids too, when her sister singed them off.

Narrator 4 And she had to go barefoot and wear rags, for her sister would not allow her any animal skins to make moccasins or new clothes.

Narrator 2 Of course, the sister made up all different reasons to tell their father.

Narrator 3 And he would shake his head in sorrow and disappointment.

Narrator 1 One day, the older sister put on her finest clothes and many shiny strings of shell beads. She asked Little Scarface,

Sister Do you know what *I'm* doing? *I'm* going to marry the *Hidden* One. Of course, that's something *you* could never *dream* of.

Narrator 4 Little Scarface bowed her head.

Narrator 2 When the older sister reached the wigwam at the edge of the village, she was greeted by the sister of the hunter. The Patient One told her,

Patient One You are welcome. My brother will return soon from the hunt. Come help me prepare the evening meal.

Narrator 3 The two of them worked awhile, till the sun was nearly down. Then the Patient One led the young woman to the lake.

Narrator 1 She pointed along the shore.

Patient One *(pointing past the sister)* My brother comes. Do you see him?

Narrator 4 The young woman saw no one, but she had decided to pretend.

Sister Of course. *(pointing)* There he is now!

Narrator 2 The eyes of the Patient One narrowed.

Patient One *(suspiciously)* And what is his shoulder strap?

Sister A strip of rawhide.

Narrator 3 said the young woman, thinking it a safe guess.

Narrator 1 The Patient One frowned.

Patient One Let us return to the wigwam.

Narrator 4 They had just finished making the meal when a deep voice said,

Hidden One Greetings, my sister.

Narrator 2 The young woman jumped in surprise.

Narrator 3 She stared at the entrance but saw no one.

Patient One Greetings, my brother.

Narrator 1 As the young woman watched with wide eyes, a moccasin appeared in mid-air and dropped to the floor, followed by another.

Narrator 4 A moment later, bits of food were rising from a birch-bark tray near the fire and vanishing into an invisible mouth.

Narrator 2 The young woman turned to the Patient One.

Sister *(cheerily)* When will our wedding take place?

Patient One *(turning on her angrily)* What wedding? Do you think my brother would marry a liar and a fool?

Narrator 3 The young woman ran crying from the wigwam.

Narrator 1 All the next morning she stayed in bed, weeping and sobbing.

Narrator 4 Then Little Scarface came to her.

Little Scarface *(softly)* Sister, let me have skins to make moccasins and new clothes. It is my turn to visit the Hidden One.

Sister *(screaming)* How dare you!

Narrator 2 The sister jumped up and slapped Little Scarface, knocking her to the floor.

Sister Are you so *stupid* to think you can do what I *couldn't?* Even if you *saw* him, do you think he'd marry a pathetic thing like *you?*

Narrator 3 She sank back to the bed in tears.

Narrator 1 Little Scarface sat huddled for a long time, listening to her sister howl and sob. Then she rose and said again,

Little Scarface *(still softly)* It is my turn to visit the Hidden One.

Narrator 4 Her sister stopped crying and stared in amazement.

Narrator 2 Little Scarface went to her father's chest and took out an old pair of moccasins. She put them on her own small feet.

Narrator 3 Then she went out into the woods. She chose a birch tree and carefully stripped off the bark in a single sheet. From this she made a suit of clothes, which she put on in place of her rags. Then she started back through the village.

Boy *(pointing)* Look at Little Scarface!

Narrator 1 yelled a boy.

Boy She's dressed like a tree!

Young Man Hey, Little Scarface!

Narrator 4 a young man called.

Young Man Are those moccasins big enough for you?

Old Woman I don't believe it!

Narrator 2 an old woman said.

Old Woman She's on her way to the Hidden One!

Young Woman Oh, Little Scarface,

Narrator 3 called a young woman,

Young Woman did you burn yourself and cut off your hair to look pretty for him?

Narrator 1 Ignoring their taunts and laughter, Little Scarface walked on till she reached the wigwam at the village edge.

Narrator 4 The Patient One regarded the young woman with surprise but told her,

Patient One You are welcome.

Narrator 2 Little Scarface helped prepare the evening meal. When the sun was nearly down, the Patient One led her to the lake. She told her,

Patient One *(pointing)* My brother comes. Do you see him?

Narrator 3 Little Scarface gazed along the shore.

Little Scarface *(looking hard)* I'm not sure. . . .

Narrator 1 Then her eyes lit in wonder.

Little Scarface Yes, I see him! But how can there *be* such a one?

Narrator 4 The Patient One looked at her curiously.

Patient One What is his shoulder strap?

Little Scarface His shoulder strap is . . . is the Rainbow!

Narrator 2 The Patient One's eyes grew wide.

Patient One And his bowstring?

Little Scarface His bowstring is . . . the Milky Way!

Narrator 3 The Patient One smiled.

Patient One Let us return.

Narrator 1 When they reached the wigwam, the Patient One took the strange clothes off Little Scarface and washed her with water from a special jar.

Narrator 4 The young woman's scars disappeared, leaving her skin shining and smooth.

Narrator 2 A magic comb made the young woman's hair grow quickly to her waist, ready for braiding.

Narrator 3 Then the Patient One opened a chest and took out a beautiful wedding outfit. Little Scarface had just put it on when a deep voice said,

Hidden One Greetings, my sister.

Narrator 1 Little Scarface turned to the entrance and stared at the magnificent young hunter.

Narrator 4 As their eyes met, she saw the surprise in his.

Patient One *(smiling)* Greetings, my brother. You are discovered!

Narrator 2 The Hidden One walked over to Little Scarface and took her hands in his.

Hidden One *(with deep feeling)* For years I have waited to find a woman of pure heart and brave spirit. Only such a one could see me. And now you shall be my bride.

Narrator 3 So they were married.

Narrator 1 And from then on, Little Scarface had a *new* name—

Narrator 4 The Lovely One.

Narrator 2 For she too had been hidden,

Narrator 3 and now was hidden no more.

The Frog Prince Continue by Jon Scieszka

Scripted by Jill Jauquet

Roles: Narrator 1, Narrator 2, Narrator 3, Narrator 4, Narrator 5, Prince, Princess, Witch 1, Witch 2, Witch 3, Fairy Godmother

Narrator 1 THE FROG PRINCE CONTINUED

Narrator 2 The Princess kissed the frog. He turned into a prince. And they lived happily ever after...

Narrator 3 Well, let's just say they lived sort of happily for a long time. Okay, so they weren't so happy. In fact, they were miserable.

Princess "Stop sticking your tongue out like that,"

Narrator 4 nagged the Princess.

Prince "How come you never want to go down to the pond anymore?"

Narrator 5 whined the Prince.

Narrator 1 The Prince and Princess were so unhappy. They didn't know what to do.

Princess "I would prefer that you not hop around on the furniture,"

Narrator 2 said the Princess.

Princess "And it might be nice if you got out of the castle once in a while to slay a dragon or giant or whatever."

Narrator 3 The Prince didn't feel like going out and slaying anything. He just felt like running away. But then he reread his book. And it said right there at the end of the story: "They lived happily ever after. The End." So he stayed in the castle and drove the Princess crazy.

Narrator 4 Then one day, the Princess threw a perfectly awful fit.

Princess "First you keep me awake all night with your horrible, croaking snore. Now I find a lily pad in your pocket. I can't believe I actually kissed your slimy frog lips. Sometimes I think we would both be better off if you were still a frog."

Narrator 5 That's when the idea hit him. The Prince thought.

Prince "Still a frog...Yes! That's it!"

Narrator 1 And he ran off into the forest, looking for a witch who could turn him back into a frog. The Prince hadn't gone far when he ran into just the person he was looking for.

Prince "Miss Witch, Miss Witch. Excuse me, Miss Witch. I wonder if you could help me?"

Witch 1 "Say, you're not looking for a princess to kiss are you?"

Narrator 2 asked the witch.

Prince "Oh, no. I've already been kissed. I'm the Frog Prince. Actually, I was hoping you could turn me back into a frog."

Witch 1 "Are you sure you're not looking for a beautiful sleeping princess to kiss and wake up?"

Prince "No, no- I'm the Frog Prince."

Witch 1 "That's funny. You don't look like a frog. Well no matter. If you're a prince, you're a prince. And I'll have to cast a nasty spell on you. I can't have any princes waking up Sleeping Beauty before the hundred years are up.[2]

Narrator 3 The Prince didn't stick around to see which nasty spell the witch had in mind. He ran deeper into the forest until he came to a tiny cottage where he saw another lady who might help him.

Prince "Miss Witch, Miss Witch. Excuse me, Miss Witch. I wonder if you could help me. I'm a prince and‹"

Witch 2 "Eh? What did you say? Prince?"

Narrator 4 croaked the witch.

Prince "No. I mean, yes. I mean, no, I'm not the prince looking for Sleeping Beauty. But, yes, I'm the Frog Prince. And I'm looking for a member of your profession who can turn me back into a frog so I can live happily ever after."

Witch 2 "Frog Prince, you say? That's funny. I thought frogs were little green guys with webbed feet. Well, no matter. If you're a prince, you're a prince. And I can't have any princes rescuing Snow White. Here- eat the rest of this apple."

Narrator 5 The Prince, who knew his fairy tales (and knew a poisoned apple when he saw one), didn't even stay to say, "No, thank you." He turned and ran deeper into the forest. Soon he came to a strange-looking house with a witch outside.

Prince "Ahem. Miss Witch, Miss Witch. Excuse me, Miss Witch. I wonder if you could help me? I'm the Frog- "

Witch 3 "If you're a frog, I'm the King of France,"

Narrator 1 said the witch.

Prince "No, I'm not a frog. I'm the Frog Prince. But I need a witch to turn me back into a frog so I can live happily ever after can you do it?"

Narrator 2 said the Prince in one long breath. The witch eyed the Prince and licked her rather plump lips.

Witch 3 "Why, of course, dearie. Come right in. Maybe I can fit you in for lunch."

Narrator 3 The Prince stopped on the slightly gummy steps. Something about this house seemed very familiar. He broke off a corner of the windowsill and tasted it. Gingerbread.

Prince "I hope you don't mind my asking, Miss Witch. But do you happen to know any children by the name of Hansel and Gretel?"

Witch 3 "Why yes, Prince darling, I do. I'm expecting them for dinner."

Narrator 4 The Prince, who, as we said before, knew his fairy tales, ran as fast as he could deeper into the forest. Soon he was completely lost.

Narrator 5 He saw someone standing next to a tree. The Prince walked up to her, hoping she wasn't a witch, for he'd quite had his fill of witches.

Prince "Madam. I am the Frog Prince. Could you help me?"

Fairy Godmother "Gosh, do you need it!"

Narrator 1 said the Fairy Godmother.

Fairy Godmother "You are the worst-looking frog I've ever seen."

Prince "I am not a frog. I am the Frog Prince,"

Narrator 2 said the Prince, getting a little annoyed.

Prince "And I need someone to turn me back into a frog so I can live happily ever after."

Fairy Godmother "Well, I'm on my way to see a girl in the village about going to a ball, but I suppose I could give it a try. I've never done frogs before, you know."

Narrator 3 And with that the Fairy Godmother waved her magic wand, and turned the Prince into a beautiful...carriage. The Prince couldn't believe his rotten luck. The sun went down. The forest got spookier. And the Prince became more and more frightened.

Prince "Oh what an idiot I've been. I could be sitting at home with the Princess, living happily ever after. But instead, I'm stuck here in the middle of this stupid forest, turned into a stupid carriage. Now I'll probably just rot and fall apart and live unhappily ever after."

Narrator 4 The Prince thought these terrible, frightening kinds of thoughts (and a few worse- too awful to tell), until far away in the village, the clock struck midnight. The carriage instantly turned back into his former Prince self, and ran by the light of the moon until he was safe inside his own castle.

Princess "Where have you been? I've been worried sick. You're seven hours late. Your dinner is cold. Your clothes are a mess."

Narrator 5 The Prince looked at the Princess who had believed him when no one else in the world had, the Princess who had actually kissed his slimy frog lips. The Princess who loved him.

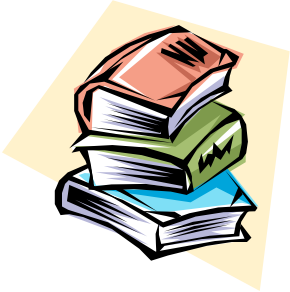
Narrator 1 The Prince kissed the Princess.

Narrator 2 They both turned into frogs.

Narrator 3 And they hopped off happily ever after.

Princess Then End.

Resources and Websites



We recommend that you have a book kit for the Family Tutoring program. The book kit is needed for the learning activities in the program and participants can borrow books to use with their learners. The book kit should have a variety of reading material.

This section provides an annotated list of recommended books and websites:

1. Recommended books for ages 2 – 4
2. Recommended books for 5-6
3. Recommended books for ages 7-8
4. Recommended books for ages 9-10
5. Recommended books for pre-teens and young teens
6. Recommended books for girls
7. Spectacular series for grades K - 2, 3 - 5, 6 - 8
8. Recommended websites

Recommended books for ages 2 – 4

Bark, George, by J Feiffer
Bark, George," says George's mother, and George goes: "Meow," which definitely isn't right, because George is a dog. And so is his mother.

Brown Bear, Brown Bear, What Do You See?, by Bill Martin
Children see a variety of animals, each one a different color, and a mother looking at them.

Carlo Likes Reading, by J Spanyol
Carlo the giraffe likes reading - and wherever he goes, there's always a lot of reading to do!

Chicka Chicka Boom Boom, by Bill Jr. Martin and John Archambault illustrated by Lois Ehlert
Countless children and their parents can joyfully recite the familiar words of this beloved alphabet chant.

Clifford the Big Red Dog, by Norman Bridwell
Clifford the Big Red Dog Board Book celebrates Clifford's 35th anniversary. The giant dog -- whose house is bigger than his owners', who bathes in the swimming pool, and occasionally catches the cars he chases -- is now as remarkable for his longevity as he is for his size.

Curious George, by H Rey
How much trouble can one little monkey get into? A lot! When George is brought from Africa to the big city by the man in the big yellow hat, his curiosity gets the best of him.

Every Autumn Comes the Bear, by Jim Arnosky
Every autumn a bear shows up behind the farm, and goes through a series of routines before finding a den among the hilltop boulders where he sleeps all winter long.

Father Bear Comes Home, by Minarik/Sendak
Little Bear's Father is finally returning from his long fishing trip. And although he doesn't bring the mermaid Little Bear has been hoping for, Little Bear gets another surprise.

Goodnight Moon, by Margaret Wise Brown
In a great green room, tucked away in bed, a little bunny says goodnight to all the familiar things.

Little Bear, by Minarik/Sendak
Meet Little Bear, a friend to millions of children. And meet Mother Bear, who is there whenever Little Bear needs her.

Little Bear's Friend, by Minarik/Sendak
One summer Little Bear makes friends in the woods with Emily and her doll Lucy. All of Little Bear's old friends - Owl, Cat, Duck and Hen - like Emily.

Look Snow, by Kathryn Galbraith
An exuberant story about the first snowfall of the season!

Pat the Bunny, by Edith Kunhardt Davies
In this beloved classic, Paul and Judy play peek-a-boo, smell flowers, look in the mirror, feel Daddy's scratchy face, and, of course, pat the bunny!

The Rainbow Fish, by M Pfister
The Rainbow Fish, with his shimmering scales, is the most beautiful fish in the ocean. But he is proud and vain and none of the other fish want to be his friend.

The Runaway Bunny, by Margaret Wise Brown
A little rabbit who wants to run away tells his mother how he will escape, but she is always right behind him.

Snow Baby, by Mary Brigid Barrett
A snowy read-aloud for the youngest about a sparkling snowy day with baby- bundling up, walking with Gram, making snow angels, and more!

The Snowman, by Raymond Briggs
This wordless picture book demands that you create the words to the story but the illustrations are a story all of their own.

Swimmy, by Leo Lionni
A little fish, the lone survivor of a school of fish swallowed by a tuna, devises a plan to camouflage himself and his new companions.

Snow balls, by Lois Ehlhert
Pull on your mittens and head outside for a snowball day. Grab some snow and start rolling. With a few found objects—like buttons and fabric and seeds—and a little imagination, you can create a whole family out of snow.

The Snowy Day, by Ezra Jack Keats
Experience the joy and wonder of freshly fallen snow with a little boy named Peter as he runs outside to play in it.

The Tale of Peter Rabbit, by Beatrix Potter
Mr. McGregor has two things on his mind when he sees Peter in his garden. One is the safety of his lettuces; the other is rabbit pie. Peter was warned not to go into Mr. McGregor's garden, but some little bunnies have to learn things the hard way.

Thomas Gets a Snowplow, by RW Awdry
Winter is coming and Thomas, being a small engine, needs to put on his snowplow. Thomas hates his snowplow; he thinks it makes him look funny, and when he has it on, the other, bigger engines tease him. But Thomas saves the day when a big storm comes up and Toby is stuck on his branch line.

Thomas' Snowsuit, by Robert Munsch
Thomas refuses to wear his new snowsuit despite the pleas of his mother, his teacher, and even the principal.

The Very Hungry Caterpillar by Eric Carle
This is the delightful story of one very small and very hungry caterpillar who grows into a beautiful butterfly as he nibbles his way through the pages of the book.

Where The Wild Things Are, by Maurice Sendak
Max is sent to bed without supper for making too much mischief, but amazingly his room begins to transform into a forest. Max takes a journey.

You're The Boss, Baby Duck!, by Hest/Barton
Here's another endearing story about plucky Baby Duck. In this book, Baby Duck's beak is thrown out of joint when a new baby, Hot Stuff, joins the group.

Recommended books for ages 5 – 6

A Kiss for Little Bear, by Minarik/Sendak
Little Bear draws a picture and gives it to Hen so she can to take it to his Grandmother. So pleased with the picture, Grandmother asks Hen to give Little Bear a kiss.

Agapanthus Hum and Major Bark, by Jennifer Plecas
When she loses a tooth, Agapanthus discovers that she can make an angel hoot by blowing through the hole in her smile.

Alexander and the Terrible, Horrible, No Good, Very Bad Day, by Judith Viorst
On a day when everything goes wrong for him, Alexander is consoled by the thought that other people have bad days too.

Aloha, Dolores, by Barbara Samuels
When Dolores enters her cat, Duncan, in a Meow Munchies Cat Food contest, she's certain Duncan is so good-looking, smart, and talented that he'll win first prize. When a cat named Fifi wins instead, Dolores must rise to the occasion... and with a little help from Faye, she discovers that winning isn't everything.

Amos and Boris, William Steig
A drowning mouse is befriended by a whale in the ocean. Years later in an equally unlikely situation, the mouse has a chance to return the favor.

Bonaparte, by Marsha Wilson Chall
When a young French boy goes away to school, he and his dog are sad to be separated until they find a way to change the school's rules about dogs.

The Bossy Gallito, by Lucia M. Gonzalez
Set in the Little Havana section of Miami, this is the colorful tale of a bossy little rooster on his way to his uncle's wedding.

Chrysanthemum, by Kevin Henkes
Chrysanthemum loved her name . . . until she went to school. "I'm named after my grandmother, " said Victoria. "You're named after a flower." Chrysanthemum wilted. Nothing got any better--until the students met their music teacher, Mrs. Delphinium Twinkle.

Cold Feet, by Cynthia C. DeFelice
Willie McPhee has fallen on hard times and discovers spooky happenings when he takes much-needed boots off a dead man. Soon Willie's feet are warm...but who is that tapping on the door?

Corduroy at the Zoo, by Don Freeman
Corduroy and his friends are taking a trip to the zoo. Find the mischievous monkeys playing hide-and-seek in the Jungle Walk, or spot the wombats in the Australia exhibit.

The Doorbell Rang, by Pat Hutchins
Ma has made a dozen delicious cookies. It should be plenty for her two children. But then the doorbell rings -- and rings and rings and rings.

Everything to Spend the Night From A to Z, by Ann Whitford Paul
Rollicking rhymes and illustrations packed with funny details reflect this exuberant narrator's delight as she pulls one thing after another out of her overnight bag and invites her grandpa to join in the fun.

Farmer Brown Shears His Sheep: A Yarn About Wool, by Teri Sloat
Farmer Brown was shearing sheep, piling up a snowy heaps of wool that filled his shed, knee-deep. But when the temperature drops, his shivering sheep see all their wool in sacks—and BAAA!" they cry. "WE WANT IT BACK!"

Hamster Chase, by Anastasia Suen
The class hamster gets loose and it's up to Peter, Amy, and Archie to find him and lure him back into his cage.

Henry and Mudge: The First Book of Their Adventures, by C Rylant
In the first book of the series Henry and Mudge a little boy named Henry is lonely and begs for a brother, sister, or new neighborhood so he might have someone to play with.

The Hockey Sweater, by Roch Carrier
In the days of Roch's childhood, winters in the village of Ste. Justine were long. Life centered around school, church, and the hockey rink, and every boy's hero was Montreal Canadians hockey legend Maurice Richard. Everyone wore Richard's number 9. They laced their skates like Richard. They even wore their hair like Richard. When Roch outgrows his cherished Canadians sweater, his mother writes away for a new one. Much to Roch's horror, he is sent the blue and white sweater of the rival Toronto Maple Leafs, dreaded and hated foes to his beloved team. How can Roch face the other kids at the rink?

How To Catch An Elephant, by Amy Schwartz
Enjoy this zany tale about a journey into the wilds where elephants live and about the fun of catching one -- a process that is utterly logical and utterly nuts.

I Like Me!, by N Carlson
An irrepressible little pig shares her very positive feelings about herself. Whether riding a bike or baking a cake this pig likes herself and is really happy.

If You Give a Mouse a Cookie, by Laura Numeroff
Relating the cycle of requests a mouse is likely to make after you give him a cookie takes the reader through a young child's day.

Is Your Mama a Llama?, by Deborah Guarino
A young llama asks his friends if their mamas are llamas and finds out, in rhyme, that their mothers are other types of animals.

It's Justin Time, Amber Brown, by Paula Danziger
Amber wants a watch for her seventh birthday more than anything so she can feel more grown-up and she will always know exactly how late Justin Daniels, her best friend, is.

Letters and Sounds (Get Set for Kindergarten series), by Rosemary Wells
Timothy and his kindergarten classmates learn about the alphabet, sounds, and rhyming. Includes activities on letter recognition, single and multiple syllable words, and words that start with consonants and vowels.

The Lion and the Mouse and Other Aesop Fables, by Doris Orgel
Getting there is half the fun with this pair, and along the way Minnie and Moo pick up a busload of equally adventurous animal friends from nearby Africa World, careen through a car wash they believe is China, and find themselves trading stories under a night sky in what they hope is America.

The Little Engine that Could, by Watty Piper
Although he's not very big, the Little Blue Engine agrees to try to pull a stranded train full of toys over the mountain.

Madeline, by L Bemelmans
This is a story of Madeline, one of twelve little girls who live in an old house in Paris under the loving care of Miss Clavell.

The Magic Hockey Skates, by Allen Morgan
Joey had been growing again and his skates didn't fit. But when he and his dad got to the skate store, they headed straight for the second-hand rack. Joey's heart sank. The skates his dad chose weren't exactly what he had in mind.

Magic Hockey Stick, by Peter Maloney
Do you believe in magic? Tracy does. When she starts using Wayne Gretzky's hockey stick, won by her parents at a charity auction, she suddenly becomes the best player on her hockey team. She hasn't become a better player overnight-it's the magic of The Great One's stick! But while Tracy's star is on the rise, Wayne's is steadily dropping. He's in the greatest slump of his career. Tracy knows that Wayne needs his magic stick back, but she needs it, too. The question is: who needs it more? This heartfelt story, with its clever rhyme and vibrant artwork, will delight young readers.

Make Way for Ducklings, by Robert McCloskey
When Mrs. Mallard and her eight ducklings are stuck at a busy street in downtown Boston, their policeman friend Michael rushes in to stop traffic and make it safe for them to cross.

Minnie and Moo Go to Paris, by Denys Cazet
Getting there is half the fun with this pair, and along the way (past an electrical tower they think is the Eiffel), Minnie and Moo pick up a busload of equally adventurous animal friends from nearby Africa World, careen through a car wash they believe is China, and find themselves trading stories under a night sky in what they hope is America

Mrs. Piggle-Wiggle, by Betty Macdonald Pictures by Hilary Knight
Mrs. Piggle-Wiggle lives in an upside-down house and smells like cookies. She was even married to a pirate once. Most of all, she knows everything.

Nate the Great and the Snowy Trail, by M Sharmat
Nate the Great, super sleuth, has his work cut out for him when Rosamond loses his birthday present. He and his faithful dog Sludge must face snow, ice and stormy weather to find the truth.

Owl Moon, by Jane Yolen
On a winter's night under a full moon, a father and daughter trek into the woods to see the Great Horned Owl.

Old Thunder and Miss Raney, by Sharon Darrow
Miss Raney is determined to win a ribbon for her biscuits at the county fair until a tornado changes her plans.

The Paper Bag Princess, by Robert Munsch
Princess Elizabeth's future is perfectly planned. She has expensive clothes, a beautiful castle, and intends to marry a prince named Ronald. However she learns that having everything might not be the best thing.

Quick as a Cricket, by Audrey Wood
A joyful celebration of a child's growing self-awareness. This classic children's book is a favorite of parents and teachers.

Q is for Duck: An Alphabet Guessing Game, by Mary Elting
Why does A stand for zoo, B for dog, and C for hen? The young reader finds out in this amusing game based on the alphabet.

Ring! Yo?, by Chris Raschka
RING! YO? gives young readers only one side of the conversation -- and asks them to use their imaginations to fill in the other half.

Something BIG Has Been Here, by Jack Prelutsky
Here are four vain and ancient tortoises, a rat of culture, a meatloaf that defies an ax, five flying hotdogs, and more people, animals, and things that will amuse and delight.

Snow Bear, by Jean George Craighead
Come and play in the Artic with Bessie, a little Inuit girl, and a small polar bear while a concerned older brother and a mother polar bear look on.

"Stand Back," said the Elephant, "I'm Going to Sneeze", by Patricia Thomas
Knowing the havoc it will cause, all the animals try to prevent the elephant from sneezing.

Stone Soup, by Marcia Brown and illustrated by Marcia Brown
First published in 1947, this Caldecott Honor picture book classic has remained one of Marcia Brown's most popular and enduring books.

The Tale of Peter Rabbit, by Beatrix Potter
Mr. McGregor has two things on his mind when he sees Peter in his garden. One is the safety of his lettuces; the other is rabbit pie. Peter was warned not to go into Mr. McGregor's garden, but some little bunnies have to learn things the hard way.

Three Cheers for Catherine the Great!, by Cari Best
A little English, a little Russian, and a lot of heart make a birthday celebration you won't want to miss. This lively borscht-and-blintzes birthday celebration shows that sometimes no presents can be the best presents of all.

Tomorrow's Alphabet, by George Shannon
A is for seed, B is for eggs, C is for milk -- what's going on here? The seed is tomorrow's Apple, the eggs are tomorrow's Birds, the milk is tomorrow's Cheese!

Town Mouse, Country Mouse, by Jan Brett
After trading houses, the country mice and the town mice discover there's no place like home.

The Velveteen Rabbit, by Margery Williams and illustrated by William Nicholson
The beloved tale of a well-worn bunny whose greatest dream is to become real, and the magical power of love that makes his wish come true.

Willie's Birthday, by Anastasia Suen
A "Bring Your Pet" birthday party gets out of hand when the pets show more interest in chasing each other than in celebrating.

The War Between the Vowels and the Consonants by Turner
This artful fable, great for reading aloud, tells of a time when letters coexisted as two mutually distrustful social groups...until a common enemy united them.

Where the Wild Things Are, by Maurice Sendak
A miniature version of Maurice Sendak's story about Max, a little boy who sails to the land of the Wild Things.

Winnie the Pooh, by A. A. Milne
The adventures of Christopher Robin and his friends, in which Pooh Bear uses a balloon to get honey, Piglet meets a Heffalump, and Eeyore has a birthday.

Yoshi's Feast, by Kimiko Kajikawa
Long ago there lived a fan maker named Yoshi who loved to eat broiled eels but the cook wants to charge him for the ones he smells as well as eats! How Yoshi repays the cook makes for a witty, satisfying tale about the pleasures of give and take.

Young Classics: Alice in Wonderland, by Julie Fior
In this Young Classic edition, children discover the extraordinarily imaginative world of Wonderland. Photography and background information helps to establish the setting, and bring Alice in Wonderland to new life for a new generation of children.

Recommended books for ages 7-8

A Chair for My Mother, by Vera B. Williams
A child, her waitress mother, and her grandmother save dimes to buy a comfortable armchair after all their furniture is lost in a fire.

A New Coat for Anna, by Harriet Ziefert
Anna needs a new coat badly, and even though the war is over the stores are bare and money is very scarce. But Anna's resourceful mother figures out a way to get a new coat for Anna.

Abigail Takes the Wheel, by Avi
Collision in the Harbor! Abigail and her brother, Tom, travel to school every day aboard their father's freight boat, the Neptune.

Adventure Stories That Will Thrill You, by Reading Rainbow
Explore the Artic tundra with a pack of dogs, or go sailbaoting into the middle of a wild storm! 5 thrilling stories are included in this book.

Amelia Bedelia, by Fritz Siebel
Meet Amelia Bedelia, the hardworking, charming housekeeper who actually does EXACTLY what the Rogers family asks her to do.

Amelia's Road, by Linda Jacobs Altman
This touching tale of the importance of home will strike a chord with children who find themselves having to cope with moving. Amelia, a child of migrant farm workers, is weary of wandering with the seasons and longs for a home with a fine yard and shade tree.

The Art Lesson, by Tomie de Paola
Tommy can't wait to start his art class at school. But once there, he is surprised to find rules! His art teacher wants him to copy her drawing, and he wants to create his own.

Bonaparte, by Marsha Wilson Chall
When a young French boy goes away to school, he and his dog are sad to be separated until they find a way to change the school's rules about dogs.

Brave Kids: Cora Frear, by Goodman
Cora loves riding through the wild prairie with her doctor father on his house calls. One day, they have a bigger adventure than they bargained for.

Breakout at the Bug Lab, by Horowitz/Holub
Max, a Madagascar cockroach, is as big as a bite-sized candy bar and hisses like a snake when he is mad. Leo and his brother are fascinated.

Buster, by Bechtold L
In these stories Buster discovers his self-worth and self-confidence and makes friends along the way. Beginning readers will relate to Buster's fears.

Cam Jansen and the Birthday Mystery, by David A. Adler
When Cam's grandparents are robbed on their way to her parents' surprise birthday party, Cam uses her photographic memory to solve the mystery.

Cold Feet, by Cynthia C. DeFelice
Willie McPhee has fallen on hard times and discovers spooky happenings when he takes much-needed boots off a dead man. Soon Willie's feet are warm...but who is that tapping on the door?

The Day Jimmy's Boa Ate the Wash, by Trinka Hakes Noble
When Jimmy's unusual pet accompanies him on his class trip, an ordinary jaunt to a farm turns into a hilarious, slapstick romp.

Emma's Magic Winter, by Jean Little
A new friend? When Sally moves into the house next door, Emma's mom thinks it will be easy for the two girls to become friends. But Emma is so shy.

Everything to Spend the Night From A to Z, by Ann Whitford Paul
Rollicking rhymes and illustrations packed with funny details reflect this exuberant narrator's delight as she pulls one thing after another out of her overnight bag and invites her grandpa to join in the fun.

Farmer Brown Shears His Sheep: A Yarn About Wool, by Teri Sloat
Farmer Brown was shearing sheep, piling up a snowy heaps of wool that filled his shed, knee-deep. But when the temperature drops, his shivering sheep see all their wool in sacks--and "BAAA!" they cry. "WE WANT IT BACK!"

Hamster Chase, by Anastasia Suen
The class hamster gets loose and it's up to Peter, Amy, and Archie to find him and lure him back into his cage.

Harry in Trouble, by B Porte
Harry's dog ate his first library card. Then his dad washed Harry's second card with the laundry. Finally...Harry promised he would put his third card in a safe place.

Helen Keller and the Big Storm, by Lakin/Magnuson
Helen Keller cannot see or hear. But that does not stop her from playing tricks on people, including her new teacher, Annie Sullivan.

Horrible Harry and the Dragon War, by Kline/Remkiewicz
There's a war in Room 3B! Horrible Harry and Song Lee are in a fight, and nobody in Room 3B is happy. Harry and Song Lee have been best friends since they were very young.

Horrible Harry Goes to Sea, by Kline/Remkiewicz
Miss Mackle's class is learning about their ancestors, and everyone just found out that Ida's great-great grandmother sailed on the Titanic.

How To Catch An Elephant, by Amy Schwartz
Enjoy this zany tale about a journey into the wilds where elephants live and about the fun of catching one -- a process that is utterly logical and utterly nuts.

If You Were a Writer, by Joan Lowery Nixon
Melia wants to be a writer just like her mother. With a few helpful suggestions and lots of encouragement, she is soon on her way.

Letters and Sounds (Get Set for Kindergarten series), by Rosemary Wells
Timothy and his kindergarten classmates learn about the alphabet, sounds, and rhyming. Includes activities on letter recognition, single and multiple syllable words, and words that start with consonants and vowels.

The Lion and the Mouse and Other Aesop Fables, by Doris Orgel
Getting there is half the fun with this pair, and along the way Minnie and Moo pick up a busload of equally adventurous animal friends from nearby Africa World, careen through a car wash they believe is China, and find themselves trading stories under a night sky in what they hope is America.

Marvin One Too Many, by K Paterson
It’s the first day of school, and Marvin is scared. Everyone seems to know where to go— except Marvin. Everyone seems to have a place in class— except Marvin.

Minnie and Moo Go to Paris, by Denys Cazet
Getting there is half the fun with this pair, and along the way (past an electrical tower they think is the Eiffel), Minnie and Moo pick up a busload of equally adventurous animal friends from nearby Africa World, careen through a car wash they believe is China, and find themselves trading stories under a night sky in what they hope is America

Minnie And Moo and the Musk of Zorro, by Denys Cazet
Moo longs for the days of heroes, the days of the derring-do of good-deed doers. As Juanita del Zorro del Moo and Dolores del Zorro del Minnie, our heroes roam the farm armed with an aerosol can of Zorro musk and a barbecue skewer, attempting to rescue the downtrodden.

Miss Rumphius, by Barbara Cooney
As a child Great-aunt Alice Rumphius resolved that when she grew up she would go to faraway places, live by the sea in her old age, and do something to make the world more beautiful--and she does all those things, the last being the most difficult of all.

The New Kid on the Block, by Jack Prelutsky
Open this book to any page to begin your exploration. Here are poems about things that you may never have thought about before. You'll be introduced to jellyfish stew, a bouncing mouse, a ridiculous dog, and a boneless chicken. You'll meet the world's worst singer and the greatest video game player in history. You'll even find an invitation to a dragon's birthday party...Your friends are invited too.

Old Thunder and Miss Raney, by Sharon Darrow
Miss Raney is determined to win a ribbon for her biscuits at the county fair until a tornado changes her plans.

The Other Side, by Jacqueline Woodson
Woodson's pre-civil rights picture book tells a story of a friendship across race.

Ring! Yo?, by Chris Raschka
RING! YO? gives young readers only one side of the conversation -- and asks them to use their imaginations to fill in the other half.

Rotten Ralph Helps Out, by Gantos/Rubel
This antic adventure is the first Rotten Ralph Rotten Reader, a rambunctious new series for beginning readers.

Swimmy, by Leo Lionni
A little fish, the lone survivor of a school of fish swallowed by a tuna, devises a plan to camouflage himself and his new companions.

Three Cheers for Catherine the Great!, by Cari Best
A little English, a little Russian, and a lot of heart make a birthday celebration you won't want to miss. This lively borscht-and-blintzes birthday celebration shows that sometimes no presents can be the best presents of all.

Willie's Birthday, by Anastasia Suen
A "Bring Your Pet" birthday party gets out of hand when the pets show more interest in chasing each other than in celebrating.

Yoshi's Feast, by Kimiko Kajikawa
Long ago there lived a fan maker named Yoshi who loved to eat broiled eels but the cook wants to charge him for the ones he smells as well as eats! How Yoshi repays the cook makes for a witty, satisfying tale about the pleasures of give and take.

Young Classics: Alice in Wonderland, by Julie Fior
In this Young Classic edition, children discover the extraordinarily imaginative world of Wonderland. Photography and background information helps to establish the setting, and bring Alice in Wonderland to new life for a new generation of children.

Recommended books for ages 9 – 10

The BFG, by Roald Dahl
Kidsnatched from her orphange by a BFG (Big Friendly Giant), who spends his life blowing happy dreams to children, Sophie concocts with him a plan to save the world from nine other man-gobbling cannybull giants.

Bridge to Terabithia, by Katherine Paterson
The life of a ten-year-old boy in rural Virginia expands when he becomes friends with a newcomer who subsequently meets an untimely death trying to reach their hideaway, Terabithia, during a storm.

Charlie and the Chocolate Factory, by Roald Dahl
Each of five children lucky enough to discover an entry ticket into Mr. Willy Wonka's mysterious chocolate factory takes advantage of the situation in his own way.

Charlotte's Web, by E. B. White
Wilbur, the pig, is desolate when he discovers that he is destined to be the farmer's Christmas dinner until his spider friend, Charlotte decides to help him.

Chocolate Fever, by R Smith
Henry Green is boy who loves chocolate more than anything. He eats it daily and in everyway imaginable for breakfast, lunch, and dinner.

Danny the Champion of the World by R Dahl
Danny has had a life any boy would love. His home is a gypsy caravan, he's the youngest master car mechanic around, and his friend is his dad, who always is their for him.

Dear Mr. Henshaw, by Beverly Cleary
In his letters to his favorite author, ten-year-old Leigh reveals his problems in coping with his parents' divorce, being the new boy in school, and generally finding his own place in the world.

Fantastic Mr. Fox, by R Dahl
Nobody's outfoxes Fantastic Mr. Fox! Someone's been stealing from the three meanest farmers around, and they know the identity of the thief-it's fantastic Mr. Fox.

Freckle Juice, by Judy Blume
Nicky has freckles -- they cover his face, his ears, and the whole back of his neck. Sitting behind him in class, Andrew once counted eighty-six of them on his neck.

Fudge-A-Mania, by Judy Blume
Peter Hatcher's summer is not looking good. First of all, Peter's brother Fudge, the five-year-old human hurricane has a plan, to marry Peter's sworn, true friend.

Harriet the Spy, by Louise Fitzhugh
Harriet M. Welsch is determined to grow up and be a famous author. In the meantime, she practices by following a regular spy route each day and writing down everything she sees in her secret notebook. Then one morning, her classmates find her spy notebook and read it out loud! Harriet's in big trouble. The other sixth-graders are stealing her tomato sandwiches, forming a spy-catcher club, and writing notes of their own -- all about Harriet!

How to Eat Fried Worms, by T Rockwell
Billy has always been ready to make a bet, but this time he thinks he might have gone too far. He has to eat fifteen worms in fifteen days to win $50.

James and the Giant Peach, by Roald Dahl
For young James Henry Trotter, life with the exceedingly nasty Aunt Sponge and Aunt Spiker is pure misery. James dreams of a better life, but he's totally unprepared for the wild adventures ahead of him when he drops the magic crystals he receives from a strange old man. Before long James is off on a weird, wonderful journey inside a giant peach with a bizarre group of companions!

Matilda, by Roald Dahl
Matilda applies her untapped mental powers to rid the school of the evil, child-hating headmistress, Miss Trunchbull, and restore her nice teacher, Miss Honey, to financial security.

Mr. Popper's Penguins, by Richard Atwater and Florence Atwater
The unexpected delivery of a large crate containing an Antarctic penguin changes the life and fortunes of Mr. Popper, a house painter obsessed by dreams of the Polar regions.

Out of the Dust, by Karen Hesse
In a series of poems, fifteen-year-old Billie Jo relates the hardships of living on her family's wheat farm in Oklahoma during the dust bowl years of the Depression.

Sarah, Plain and Tall, by Patricia MacLachlan
When their father invites a mail-order bride to come live with them in their prairie home, Caleb and Anna are captivated by their new mother and hope that she will stay.

Shiloh, by Phyllis Reynolds Naylor
Eleven-year-old Marty Preston "finds a stray dog that seems to be abused and is determined to keep it at all costs. Because his family is very poor, without money to feed another mouth, his parents don't want any pets. Subsequently, there is a lot of conflict over the animal within the family and between Marty and Judd Travers, the dog's owner

Stuart Little, by E. B. White
The adventures of the debonair mouse Stuart Little as he sets out in the world to seek out his dearest friend, a little bird who stayed a few days in his family's garden.

Tales of a Fourth Grade Nothing, by Judy Blume
A nine-year-old is "given" a little brother and soon decides that she is expendable. But some things about little brother are lovable too.

Tuck Everlasting, by Natalie Babbitt
The Tuck family is confronted with an agonizing situation when they discover that a ten-year-old girl and a malicious stranger now share their secret about a spring whose water prevents one from ever growing older.

Walk Two Moons, by Sharon Creech
After her mother leaves home suddenly, thirteen-year-old Sal and her grandparents take a car trip retracing her mother's route. Along the way, Sal recounts the story of her friend Phoebe, whose mother also left.

Where the Sidewalk Ends, by Shel Silverstein
Irreverent, hilarious and wildly popular, this collection of Silverstein's verse is hard to put down.

Recommended books for pre-teens and young teens

Are You There, God? It's Me, Margaret, by Judy Blume
Faced with the difficulties of growing up and choosing a religion, a twelve-year-old girl talks over her problems with her own private God.

Bridge to Terabithia, by Katherine Paterson
The life of a ten-year-old boy in rural Virginia expands when he becomes friends with a newcomer who subsequently meets an untimely death trying to reach their hideaway, Terabithia, during a storm.

Brian's Winter and Brian's Return, by Gary Paulsen
This is a sequel to Hatchet. What if Brian was not rescued at the end of the summer? What if he had to survive the winter? This is what happens in **Brian's Winter**. **Brian's Return** is about Brian going back to school and realizing that his life has changed forever.

Challenge at Second Base, by Matt Christopher.
Stan wants to quit the team when his rival for second base looks too good to beat, but an anonymous note changes his mind.

The Giver, by Lois Lowry.
Given his lifetime assignment at the Ceremony of Twelve, Jonas becomes the receiver of memories shared by only one other in the community and discovers the horrible truth about the society in which he lives.

The Great Gilly Hopkins, by Katherine Paterson
An eleven-year-old foster child tries to cope with her longings and fears as she schemes against everyone who tries to be friendly.

Hatchet, by Gary Paulsen
After a plane crash, thirteen-year-old Brian spends fifty-four days in the wilderness, learning to survive with only the aid of a hatchet given him by his mother, and learning also to survive his parents' divorce.

Holes, by L Sachar
Poor Stanley Yelnats, his family has had a string of bad luck ever since his great-great grandfather stole a pig from a one-legged gypsy but that's about to change.

I Am the Cheese, by Robert Cormier.
A young man searches for his identity but is afraid that if he finds out who he is, he will be killed.

Island of the Blue Dolphins, by Scott O'Dell
This story records the courage and self-reliance of an Indian girl who lived alone for eighteen years on an isolated island off the California coast.

Jacob Have I Loved, by Katherine Paterson
Feeling deprived all her life of schooling, friends, mother, and even her name by her twin sister, Louise finally begins to find her identity.

Johnny Tremain, by Ester Forbes. (winner of the 1944 Newbery Medal) A young apprentice silversmith plays a major role in the American Revolution in this novel of historical fiction.

Last Summer with Maizon, by Jacqueline Woodson.
Maizon and Margaret are best friends -- together forever. It feels like their world is falling apart when Margaret's father dies and Maizon gets a scholarship to a boarding school. Maizon is afraid she will be the only African American at the school.

The Lion, the Witch and the Wardrobe, by C. S. Lewis
What begins as a simple game of hide-and-seek quickly turns into the adventure of a lifetime when Peter, Susan, Edmund, and Lucy walk through the wardrobe and into the land of Narnia.

Lord of the Flies, by William Golding.
The war has just ended. A group of boys is marooned on an island -- no adults have survived. There are some horrific scenes of violence. Parents may want to read this book before sharing it with their children.

Maniac Magee, by Jerry Spinelli
After his parents die, Jeffrey Lionel Magee's life becomes legendary, as he accomplishes athletic and other feats which awe his contemporaries.

Mariel of Redwall, by Brian Jacques.
Mariel the mousemaid leads a band of animals against the evil sea-rat King Gabool. An adventure fantasy for young adults.

Me, Mop & the Moondance Kid, by Walter Dean Myers.
Three orphans work together to have a winning baseball team -- and to be adopted.

Mr. Popper's Penguins, by Richard Atwater and Florence Atwater
The unexpected delivery of a large crate containing an Antarctic penguin changes the life and fortunes of Mr. Popper, a house painter obsessed by dreams of the Polar regions.

Mrs. Frisby and the Rats of Nimh, by Robert C. O'Brien
Having no one to help her with her problems, a widowed mouse visits the rats whose former imprisonment in a laboratory made them wise and long lived.

My Side of the Mountain, by Jean Craighead George
A young boy relates his adventures during the year he spends living alone in the Catskill Mountains including his struggle for survival, his dependence on nature, his animal friends, and his ultimate realization that he needs human companionship.

Number the Stars, by Lois Lowry
In 1943, during the German occupation of Denmark, ten-year-old Annemarie learns how to be brave and courageous when she helps shelter her Jewish friend from the Nazis.

Out of the Dust, by Karen Hesse
In a series of poems, fifteen-year-old Billie Jo relates the hardships of living on her family's wheat farm in Oklahoma during the dust bowl years of the Depression.

The Outsiders, by S.E. Hinton.
This book takes a realistic look at the lives of two brothers caught up in gangs and violence.

Roll of Thunder, Hear My Cry, by Mildred D. Taylor
A black family living in the South during the 1930s is faced with prejudice and discrimination which its children do not understand.

Stone Fox, by John Reynolds Gardiner
Little Willie hopes to pay the back taxes on his grandfather's farm with the purse from a dog sled race he enters.

Stuart Little, by E. B. White
The adventures of the debonair mouse Stuart Little as he sets out in the world to seek out his dearest friend, a little bird who stayed a few days in his family's garden.

The Secret Garden, by Frances Hodgson Burnett
Ten-year-old Mary comes to live in a lonely house on the Yorkshire moors and discovers an invalid cousin and the mysteries of a locked garden.

Tangerine, by Edward Bloor.
Twelve-year-old Paul is a star soccer player, despite needing very thick glasses to see. No one really notices him behind his football hero brother until they move to Tangerine. Paul begins to remember how he lost his vision and everything changes. Issues of bullying, stealing, ethnicity, and class are subtly explored.

The Thief Lord, by C Funke
Welcome to the magical underworld of Venice, Italy, where hidden canals and crumbling rooftops shelter runaways and children with incredible secrets.

Tuck Everlasting, by Natalie Babbitt
The Tuck family is confronted with an agonizing situation when they discover that a ten-year-old girl and a malicious stranger now share their secret about a spring whose water prevents one from ever growing older.

Walk Two Moons, by Sharon Creech
After her mother leaves home suddenly, thirteen-year-old Sal and her grandparents take a car trip retracing her mother's route. Along the way, Sal recounts the story of her friend Phoebe, whose mother also left.

Westing Game, by Ellen Raskin.
The mysterious death of eccentric millionaire Samuel W. Westing brings together an unlikely assortment of heirs who must uncover the circumstances of his death before they can claim their inheritance. Raskin weaves a twister-like plot and cleverly unravels for a satisfying and surprising ending.

The Whipping Boy, by S Fleischman
A shout comes echoing up the stairway - *Fetch the whipping boy!* A young orphan named Jemmy rouses from his sleep. *Ain't I already been whipped?*

Witch of Blackbird Pond, by Elizabeth George Speare.
Kit Tyler feels out of place in her new home in Connecticut. She befriends an outcast woman and finds herself on trial for witchcraft.

A Wrinkle in Time, by Madeleine L'Engle
Meg Murray and her friends become involved with unearthly strangers and a search for Meg's father, who disappeared while engaged in secret work for the government.

Spectacular series for grades K - 2

Arthur, by Marc Brown
Check out the best aardvark antics around!

Captain Underpants by Dav Pilkey
Prepare for potty humor with these favorite tales of a wedgie-powered superhero.

Dr. Seuss Books, by Dr. Seuss
This classic rhymed story builds early reading skills and dazzles your child's imagination.

Frances, by Russell Hoban
Experience everyday routines and new challenges with a young badger.

Franklin, by Paulette Bourgeois
Explore emotional issues with a turtle coming out of his shell.

Frog and Toad, by Arnold Lobel
Meet two favorite friends as they face the world together.

Froggy, by Jonathan London
Laugh out loud at the antics of this enthusiastic amphibian.

George and Martha, by James Marshall
Enjoy the timeless tales of best hippo friends.

Geronimo Stilton, by Geronimo Stilton
Starring an adventurous mouse who edits a newspaper, these chapter books have visually exciting text styles and illustrations that boost reading enthusiasm.

Hipkidhop, by various rap artists
Award-winning rap artists bring modern challenges to life in these book and CD sets.

Junie B. Jones, by Barbara Park
Prepare for classroom conundrums with a zany grade-schooler.

Little Bill, by various authors
Bill Cosby's series explores complex feelings and empowers young readers.

The Magic School Bus, by Joanna Cole
Hop aboard for science explorations that redefine "hands-on learning."

Magic Tree House, by Mary Pope Osborne
Explore history's mysteries when you travel through time with this perennially popular series.

Mrs. Piggle Wiggle, by Betty MacDonald
When parents have problems with their kids, they flock to Mrs. Piggle Wiggle for her ingenious and magical solutions.

Nate the Great, by Marjorie Weinman Sharmat
Crack the case with a boy detective in the style of Sam Spade.

Ready, Freddy! by Abby Klein
Freddy Thresher is a 1st grader who loves sharks. Drawings contain a hidden word ('fin') to find and activity pages abound in each book.

The Secrets of Droon, by Tony Abbott
Journey with three kids to the magical world of Droon, where anything can happen. Features simple plots and vocabulary just right for early readers not yet ready for Harry Potter.

Scooby-Doo! by various authors
Beginning readers follow Scooby, Shaggy, and the Mystery, Inc. gang as they solve mysteries together. Look for drawing books and sticker books, too.

Spectacular series for grades 3 -5

Abby Hayes, by Anne Mazer
Abby copes with middle school, a genius little brother, and perfect older twin siblings. The series begins when Abby is a 5th grader, and continues through middle school.

My America, by various authors
Travel to eras past in these simple diaries designed for chapter-book readers.

Animorphs, by K.A. Applegate
Find nail-biting action in these futuristic novels about kids who have amazing powers.

Bone, by Jeff Smith
Begun as a comic book in 1991, this saga of an unlikely hero in graphic-novel format relates the awesome exploits of the Bone cousins, who are separated, then reunited.

Bunnicula, by Deborah & James Howe
Keep a close watch on your vegetables when reading these tales of a vampire bunny.

Captain Underpants, by Dav Pilkey
Prepare for potty humor with these favorite tales of a wedgie-powered superhero.

Charlie Bone (The Children of the Red King Series), by Jenny Nimmo
When Charlie Bone discovers he can hear people in photographs talking, his life takes an amazing turn.

Children of the Lamp, by P.B. Kerr
Twelve-year-old twins find they have magical powers.
Special After Words edition of *The Akhenaten Adventure* includes: Author Q&A, Pharaoh and Djinn histories, Pendulum activity.

Encyclopedia Brown, by Donald J. Sobol
Dive into these funny whodunits starring a 5th-grade detective.

Goosebumps, by R. L. Stine
Thrilling tales and safe scares in a creepy, spooky series that's highly addictive.

Guardians of Ga'Hoole, by Kathryn Lasky
Soren, a heroic barn owl, and his friend Gylfie confront dark and light, good and evil, in these fast-paced science fantasies, which happen to be packed with lots of real-life facts about owls.

Harry Potter, by J. K. Rowling
This orphan wizard has transformed many a child into a devoted reader.
Chamber of Secrets

- Prisoner of Azkaban
- Philosopher's Stone
- Sorcerer's Stone
- Goblet of Fire
- The Order of Phoenix
- Half Blood Prince

The Land of Elyon, by Patrick Carman
This trilogy follows a young girl as she explores the magic world outside the walls of the lodge she visits each summer.

Little House on the Prairie, by Laura Ingalls Wilder
The adventures of Laura Ingalls and her family as they leave their little house in the Big Woods of Wisconsin and set out for Kansas. They travel for many days in their covered wagon until they find the best spot to build their little house on the prairie. Sometimes pioneer life is hard, but Laura and her folks are always busy and happy in their new little house.

The Logan Family, by Mildred Taylor
This saga of a 1930s African-American family is drawn from the real-life tales told to the author by her father about a black family in a segregated land. Includes Newbery Award-winner, *Roll of Thunder, Hear My Cry*.

Maya & Miguel Books, by various authors
Ten-year-old twins and their family and neighborhood friends have lots of ideas for having fun.

My Father's Dragon, by Ruth Stiles Gannett
Whimsical fantasy tales of two special friends involve a rescue, escaped canaries, and some scurrilous hunters.

Ramona, by Beverly Cleary
Remember Ramona and Beezus Quimby and Henry Huggins? Ramona's tales of 8-year-old angst stand the test of time.

A Series of Unfortunate Events, by Lemony Snicket
Don't miss these wonderfully narrated adventures of the Baudelaire orphans, whose lives are filled with misery, woe, and harrowing encounters.

Sideways Stories from Wayside School, by L Sachar
There was a terrible mistake-Wayside School was built with one classroom on top of another, thirty stories high! (The builder said he was sorry.)

Time Warp Trio, by Jon Scieszka
Travel through history — from ancient Egypt to the far future — with three wise-cracking kids.

The Underland Chronicles, by Suzanne Collins
Your child will be swept up in the adventurous quests confronting 11-year-old Gregor and his 2-year-old sister Boots in a strange world under New York City, where humans live with smart bats and loyal cockroaches. Special After Words edition of *Gregor the Overlander* includes: Author Q&A, Bug facts, Underland and decoder activities.

The Wonderful Wizard of Oz, by L. Frank Baum
Baum called his 1900 best seller a "wonder tale," and followed it with more than a dozen fascinating Oz novels.

Spectacular series for grades 6-8

The Alex Rider Adventures, by Anthony Horowitz
Spies! Secret agents! Vicious threats! This series, and its 14-year-old hero, will hook even the most reluctant readers.

Anne of Green Gables, by L.M. Montgomery
Meet the orphaned redhead who changes the lives of everyone she meets in her new hometown.

Artemis Fowl, by Eoin Colfer
As the last in a line of criminal masterminds, a 12-year-old boy-genius plans to build his family fortune by holding a fairy for ransom.

Arthur, by Kevin Crossley-Holland
Live the legend with these captivating medieval tales.

The Brian Books, by Gary Paulsen
Teen Brian Robeson uses know-how and determination in these survival stories of the Canadian wilderness.

Chronicles of Prydain, by Lloyd Alexander
Adventure, enchantment, and an epic quest make these good-versus-evil tales tough to put down.

The Dark Is Rising Sequence,by Susan Cooper
Satisfy your fantasy fan's quest for enchantment with this Newbery Award-winning series that has it all: imaginative writing, a fantasy setting, and a sweeping conflict between good and evil.

Dear America, by various authors
Step into the lives of kids throughout history in this award-winning journal series.

Dear Dumb Diary, by Jim Benton
One girl's reflections on her continuing travails at Mackerel Middle School told in an edgy tone that appeals to teens.

Dragons of Deltora, by Emily Rodda
The continuing saga of young Lief and his companions in a fantasyland called Deltora, where monsters, famine, and evil lords lurk.

Everworld, by K. A. Applegate
In a parallel universe called Everworld, magic rules and ancient myths come alive.

Harry Potter, by J.K. Rowling
This orphan wizard has transformed many a kid into a devoted reader.

- Chamber of Secrets
- Prisoner of Azkaban
- Philosopher's Stone
- Sorcerer's Stone
- Goblet of Fire
- The Order of Phoenix
- Half Blood Prince

His Dark Materials, by Philip Pullman
An unforgettable trilogy about children who cross worlds to fulfill their destinies.

The Keys to the Kingdom, by Garth Nix
A spellbinding series featuring 7th-grader Arthur Penhaligon as an unlikely hero in a sinister realm.

The Lord of the Rings, by J.R.R. Tolkien
Filled with mythology and magic, these long-heralded classics inspired the blockbuster movies.

The Princess Diaries, by Meg Cabot
Devour these funny diaries about a New York teen who tries to control her hair, her crushes, and an entire country.

Redwall, by Brian Jacques
Battles between good and evil abound in these energetic fantasies starring the animal friends of Redwall Abbey.

Sammy Keys, by Wendelin Van Draanen
Move over Nancy Drew — this no-nonsense girl detective stumbles onto mysteries she never fails to solve.

Sisterhood of the Traveling Pants, by Ann Brashares
Four friends share one pair of magic jeans that pass from friend to friend each summer throughout high school until they're off to college.

The Tillerman Books, by Cynthia Voigt
Abandoned by their mother, the Tillerman children find different homes, and struggle to survive the world — and each other.

The Time Quartet, by Madeleine L'Engle
If someone invited you to a newly discovered galaxy, would you go? An extraordinary family travels into time past and time future. This is sci-fi at its best.

Recommended books for girls

Chester's Way, by Kevin Henkes.
Ages 3-7.

The mouse Lilly is one of the bravest, most flamboyant young females around. She rescues her friends from bullies, teaches them how to do wheelies, and always carries a loaded squirt gun. Everyone should meet her!

JoJo's Flying Side Kick, by Brian Pinkney
Ages 3-7.

In order to earn her yellow belt in Tae Kwon Do, young JoJo must break a board with a flying side-kick. With the help of her family, she masters her fears and succeeds. A real winner.

The Adventures of Isabel, by Ogden Nash and illustrated by James Marshall.
Ages 3-8.

In this funny poem, Isabel conquers a bear, a witch, a giant, a doctor, and a nightmare. The pictures will make children laugh while they learn to banish their own nightmares. Not to be missed.

Lon Po Po: A Red-Riding Hood Story from China, by Ed Young
Ages 4-8.

Exquisite illustrations accompany this Chinese folktale about a girl who outwits a nasty wolf and saves her sisters. Winner of the Caldecott Medal.

Eloise, by Kay Thompson and illustrated by Hilary Knight.
Ages 4-8.

Eloise is one of a kind. She tears around the Plaza Hotel in New York, driving adults crazy and having a terrific time. It is no surprise that this incorrigible girl has been popular for more than forty years.

Swamp Angel, by Anne Isaacs and illustrated by Paul O. Zelinsky.
Ages 4-9.

Tennessee-born Angelica Longrider, known as Swamp Angel, is a wonderfully outlandish addition to American tall tales. Building her first log cabin at age two is just the beginning of her incredible career. Witty folk art captures the larger-than-life heroine. A Caldecott Honor book.

Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman, by Kathleen Krull and illustrated by David Diaz.
Ages 6-8

Striking illustrations portray the life of Wilma Rudolph, who overcame childhood polio to become a great runner and win three Olympic gold medals. A powerful, inspiring story.

The Outside Dog, by Charlotte Pomerantz and illustrated by Jennifer Plecas.
Ages 5-8.

A charming beginning reader about a Puerto Rican girl who is determined to have a dog, despite her grandfather's objections.

A Ride on the Red Mare's Back, by Urula LeGuin and illustrated by Julie Downing.
Ages 5-9.

With the help of a magical horse, a brave girl sets off to rescue her brother who has been stolen by trolls. A beautifully illustrated tale of courage and love.

Sable, by Kareen Hesse and illustrated by Marcia Sewall..
Ages 6-10.

More than anything, Tate wants to keep the stray dog that shows up at her mountain home. With persistence and hard work, the girl succeeds. A heartwarming novel for younger readers.

Sarah, Plain and Tall, by Patricia McLachlan.
Ages 6-10.

This small gem tells the story of two children and the quiet, strong woman who they hope will marry their father. Perfect for reading aloud. Winner of the Newbery Medal.

Yolonda's Genius, by Carol Fenner 1995.
Ages 10-13.

A large and confident girl, Yolonda draws on all of her many talents to help her younger brother pursue his musical dream in this outstanding novel. A Newbery Honor book.

Island of the Blue Dolphins, by Scott O'Dell 1960.
Ages 9-12.

In this modern classic, twelve-year-old Karana must survive alone for years on a California island. Winner of the Newbery Medal.

Lost Star: The Story of Amelia Earhart, by Patricia Lauber
Ages 9-13.

Amelia Earhart broke barriers for women while she broke men's flying records. This biography describes her fascinating life from childhood to her mysterious disappearance.

Dealing with Dragons, by Patricia Wrede
Ages 10-13.

Cimorene finds being a princess so boring that she takes a job working for a dragon! The first in a popular, funny series.

The True Confessions of Charlotte Doyle, by Avi
Ages 10-14.

"Not every thirteen-year-old girl is accused of murder, brought to trial, and found guilty," opens this thrilling tale of a proper young lady who changes when she gets caught up in a mutiny. A top-notch adventure.

Eleanor Roosevelt: A Life of Discovery, by Russell Freedman
Ages 11-14.

Award-winning biographer Russell Freedman conveys the greatness of Eleanor Roosevelt through his lively writing and an extensive array of photographs. Highly recommended. A Newbery Honor book.

Shabanu: Daughter of the Wind, by Suzanne Fisher Staples
Ages 12-14.

Set in contemporary Pakistan, this gripping novel follows the fate of Shabanu, an adolescent girl from a nomadic tribe who rebels against her arranged marriage. A Newbery Honor book.

Recommended websites

www.familyeducation.com This website provides tips to parents on how to help their children learn. There are many activities for children and good advice for parents. This website is very easy to use. When you get into the website you will have a great selection to choose from: activities, ages and stages, parenting, school help, special needs, entertainment and family finance. Click on any of these!

www.rifnet.org This website is about a program called "Reading is Fundamental." It includes information on storytelling and reading with your children. This is an excellent site for helping your children learn how to read. There are great activities for the whole family and great reading tips.

www.sfo.com/~parvin/part1 This website provides information on tutoring and tips on teaching reading. It has detailed information about reading strategies and reading difficulties.

www.literacyconnections.com Literacy Connections: Promoting Literacy and the Love of Reading is a great website for reading strategies. They have information on sight words, language experience, readers theatre, and much more.

www.kidsdomain.com This site has educational games for children, printables, holiday activities and much more.

www.enchantedlearning.com This site is great! It has information on just about any topic. It has printables for most age groups and provides detailed instructions for crafts for any holiday.

http://www.ed.gov/pubs/CompactforReading/tablek.html This website has a home learning program that you can download for families that have children in kindergarten. The resource has activities that you can do each day with your child.

http://www.ed.gov/Family/RWN/Activ97/begin.html This website has great activities for pre-schoolers to grade 6. Many of the activities in the Family Tutoring manual came from this website.

http://www.eduplace.com/kids/hmr This website has on-line learning activities for children in grades 1 – 6.

http://www.familyeducation.com/article/0,1120,23-16986,00.html 50 Fun Ways to Improve Reading. This website has 50 great learning activities for children from K – 12.

http://www.scholastic.com/familymatters/read/all/summer/activities.htm Scholastic has a great website for activities and games. It also has booklists for grades K – 8.