

Family Literacy

Introduction

This story offers an opportunity for learners to learn more about family literacy and is a fun way to improve their reading and writing skills. Learners also have the opportunity to learn how to support their children's or other family members' literacy development.

This section presents a list of seven learning activities and the written text for the Family Literacy section from the *Northern Edge*. The pages following the written text give instructor notes and handouts for each activity, in the order on the list.

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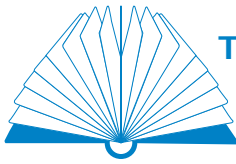




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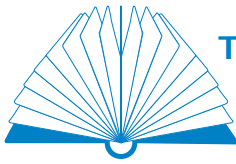


This symbol marks handouts to copy for learners.





Family Literacy List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
1) Vocabulary	3 handouts	145 to 149
2) Language Skills	2 handouts	150 to 154
3) Questions	2 handouts	155 to 158
4) Comprehension	3 handouts	159 to 168
5) Writing Skills	3 handouts	169 to 173
6) Research	2 handouts	174 to 176
7) Representing	3 handouts	177 to 188



Text – Family Literacy

The Northern Edge #6 has a family literacy section. The section provides viewers with some resources they can use with their families and also shows a short play about attending a family literacy program. Below is more information about family literacy.

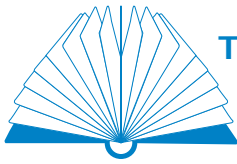
What is family literacy?

Family literacy refers to the many ways families learn together. Parents and caregivers are their children's first and most important teachers. Some examples of family literacy are: writing a thank you note, going out on the land, learning about culture and traditions, making bannock together or sharing stories before bedtime. Does it surprise you that all these things are family literacy activities?

Current research shows that early experiences help to shape how we think and react to things later in life. It is important to start early. Reading, singing, talking and being close to your baby are really important activities. They help babies' brains grow and help them learn language.

What things can you do at home to support your children's learning?

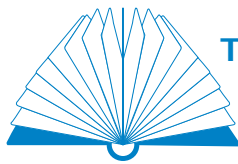
- ✓ Tell your children stories about when you were growing up. Or tell them stories about when they were young. Everyone loves to hear about their birth story.
- ✓ Make a family book for your child. Get pictures of all your family members and make a book that you and your child can read together.
- ✓ Give your children lots of opportunities to write, colour and draw.



- ✓ Put on a children's CD and sing the songs together. Children love to sing and dance.
- ✓ Go for a walk together and talk about all the different signs in your community. Soon your children will be 'reading' the signs on their own.
- ✓ Read together everyday. Children love to have the same story read to them over and over again!
- ✓ Bake together. You can read the recipe together and measure all the ingredients for the recipe. What a great way to spend time together and learn.
- ✓ Play board games together. Monopoly, Scattergories and Scrabble all have lots of reading involved and they are fun too!
- ✓ Let your child see you read. Modeling reading is really important.

Steps for Reading Together

- ✓ Let your child choose the book.
- ✓ Find a comfortable place to read.
- ✓ Talk about the book first. Ask questions like: "What do you think this book is about?" and "Do you like the picture on the front cover?"
- ✓ Read with lots of expression and enthusiasm.
- ✓ Ask your child to help you read. Fade your voice when you come to a repetitive phrase.
- ✓ Talk to your child while you read to them. Ask them questions about the story.
- ✓ Have fun!

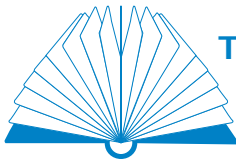


What are family literacy programs?

Family literacy programs provide activities for you and your children to do. Some examples of programs are:

- ✓ **Books and Bannock** – Families come together once a week to read and eat bannock.
- ✓ **Story Time on the Radio** – Each week someone reads a story on the radio in English and their Aboriginal language. Families listen to the story together then answer questions to win a prize.
- ✓ **Elders and Children** – Elders tell stories to the children at the daycare or school. They talk about the past and what it was like when they were young.
- ✓ **Traditional Skills** – Each week, Elders teach boys and girls traditional skills. Boys and girls learn to sew, trap, tan hides, make tools and go dogsledding.

There may be a family literacy program in your community that you can attend. Ask your local school, daycare, family support program or library if they have a family literacy program you can attend. It is a great way to support your child's learning and a lot of fun too.



Text – Family Literacy Script

Characters: Mother 1, Mother 2, Cathy

Scene 1

Woman sees a poster advertising a family literacy program on a bulletin board at a grocery store or community centre.

Later having coffee with a friend who also has a baby / child

Mother 1 – I saw a poster for a family literacy program called *1-2-3 Rhyme With Me* and I'm thinking of going on Tuesday. It runs for eight weeks.

Mother 2– What's family literacy?

Mother 1 – The poster says you'll learn rhymes and songs that you can use with your children. It says that we'll be learning songs in both English and Tłıchʔ Yatıì (Dogrib).

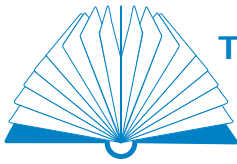
Mother 2 – Why do we need to learn that stuff?

Mother 1 – I'm not sure but it could be fun.

Mother 2 – I don't think it's for me. The word 'literacy' kind of scares me.

Mother 1 – I'll go check it out and let you know if it's any good.

Mother 2 – O.K.



Scene 2

Day before the first session

Cathy – the family literacy person – is on the phone to the mother.

Cathy – Hi Mary. I'm calling to remind you that the family literacy program starts tomorrow.

Mother 1 – Oh yeah I'd forgotten. I'm not sure tomorrow is a good day.

Cathy – The kids are welcome to come to the program. There will be juices and snacks. We can give you a ride to the program.

Mother 1 – Yes that would be a big help.

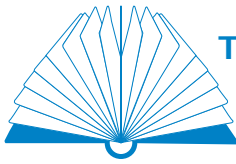
Cathy – We'll pick you up at 9:00. See you tomorrow.

Scene 3

Cathy – Welcome everyone. Would you all come over here and sit on the floor in a circle? Don't worry if children wander; they will join in later.

Let's go around the circle introducing yourself and your child and tell us the age of your child.

We're going to start today with some songs and some rhymes. Let's start with an easy one. *Twinkle, Twinkle Little Star*.



Scene 4

A day after the first session – the mother is talking to her friend.

Mother 2 – How did it go at the family thing?

Mother 1 – It was a lot of fun. Charlie really liked it – and he liked being with the other kids. They taught us some really neat songs and gave us activity cards that have different ideas that I can do at home with Charlie.

Mother 2 – How many people were there?

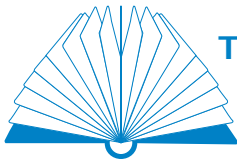
Mother 1 – There were six moms and their kids. Family literacy is about a lot more than just reading. It could be about singing, baking together, or sewing, or even doing traditional on-the-land activities.

Mother 2 – Are you going to go again?

Mother 1 – Charlie really liked it. Will you come with me? They said they have room for a couple of more parents.

Mother 1 – They give you a ride to the program.

Mother 2 – Ah sure – I'll try it.



Vocabulary Learning Activity 1

Three handouts

1-1: Literacy Definitions

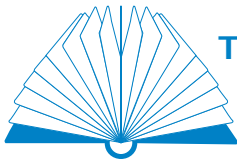
Ask learners what the term 'literacy' means to them. Brainstorm their ideas on flipchart paper. Ask them to come up with a meaning for literacy. Share the literacy definitions on the handout with them and ask them to choose their favourite definition.

1-2: Word Study

Learners study the new words by categorizing them into nouns and adjectives, breaking the words into syllables and finding root words.

1-3: Crossword Puzzle

Learners fill out the crossword puzzle on the handout. Ask learners to make a crossword puzzle. The website <http://puzzlemaker.discoveryeducation.com/> has a crossword puzzle maker. Or learners can search the Internet for another puzzle maker. Ask them to think of 20 words that are related to family literacy and use these words for a crossword puzzle. They will have to think of a clue for each word.

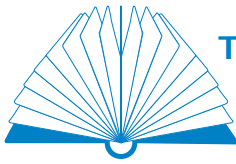


Vocabulary Learning Activity 1

1-1: Literacy Definitions

Read the definitions below for the word 'literacy.' Which one do you like the most. Are you surprised by the different meanings of literacy? How do these definitions compare to the definitions you came up with?

1. Literacy is the ability to understand and use print material at work, at home and in the community.
2. Literacy is the ability to read, write, calculate, speak, understand and communicate in forms of language according to need. It is a continuum of these skills necessary for everyday life in the home, at work, in education and in the community.
3. Literacy is about more than reading and writing. It is about being able to function in our world: to understand, imagine and create. As our world changes, so do the skills and knowledge we need to function effectively.
4. All Nunavummiut have the right to participate fully and be included in their community. Literacy is much more than reading and writing, it also means being connected to your language and culture. Literacy involves everyone and is fundamental to the development of health and well-being. Literacy is fostering and nurturing understanding, knowledge and wisdom. (Developed at a literacy summit in Arviat.)
5. Literacy is the lifelong development of a broad range of skills with one of more of the NWT official languages for the purpose of expanding an individual's potential for optimal health, personal success and positive participation in community wellness and development. (Literacy Strategy, GNWT)



Vocabulary Learning Activity 1

1-2: Word Study

- | | |
|---------------|----------------|
| 1. family | 8. research |
| 2. literacy | 9. ingredients |
| 3. resources | 10. modelling |
| 4. culture | 11. expression |
| 5. traditions | 12. enthusiasm |
| 6. bannock | 13. repetitive |
| 7. current | 14. community |

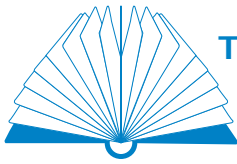
1. Break each word into syllables.
2. Which words are non-countable nouns? Write them in a sentence.

Nouns can be **countable** or **non-countable**. Countable nouns are things we can count—more than one. For example: job – jobs
person – people.

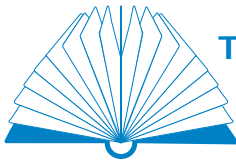
Non-countable nouns cannot be counted. Often there is no plural form for these words. For example: milk, advice, work, news.

We often use a countable phrase in front of non-countable nouns, such as cups of ____ ; packets of ____ ; kinds of ____.

3. Which words are verbs? Write them in a sentence.
4. Change 'enthusiasm' into an adjective and adverb.



5. The word **express** is the root word for expression. What other words can be made with express? (4)
6. How many little words can you find in **RESEARCH**?
7. Give synonyms for the following words:
 - ✓ culture
 - ✓ traditions
 - ✓ enthusiasm
 - ✓ expression
 - ✓ current
 - ✓ bannock
8. Some words have several different meanings. Write two sentences for the word **current** showing its two different meanings.



Vocabulary Learning Activity 1

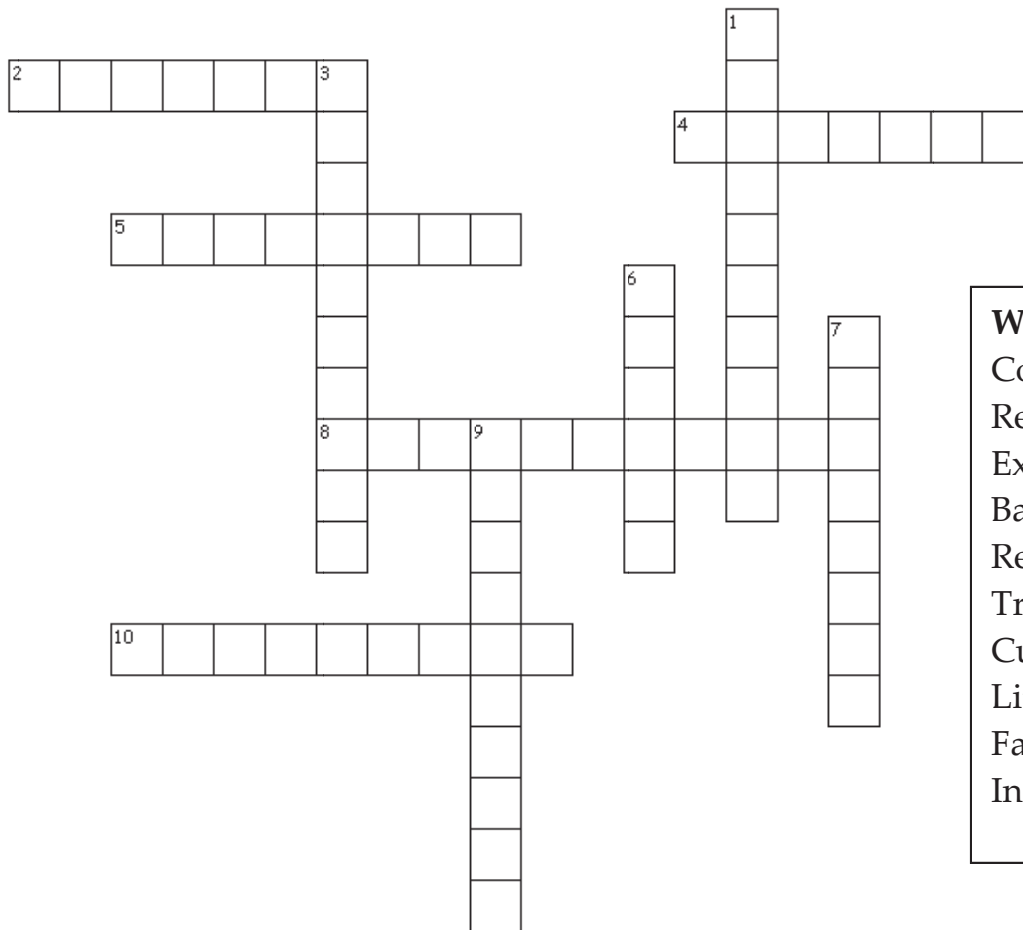
1-3: Crossword Puzzle

Across

- 2. a way of life
- 4. a type of bread
- 5. more than reading and writing
- 8. things you use to make bannock
- 10. people live together in a town

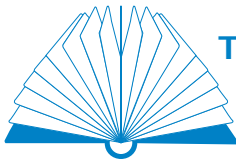
Down

- 1. beliefs or customs that are passed from one generation to another
- 3. smile, frown, grimace
- 6. people who live together
- 7. study something
- 9. over and over again



Words

Community
Repetitive
Expression
Bannock
Research
Traditions
Culture
Literacy
Family
Ingredients



Language Skills Learning Activity 2

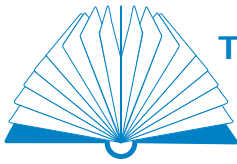
Two handouts

2-1: End Punctuation

Learners punctuate one of the scenes from the family literacy script.

2-2: Quotation Marks

Learners put quotation marks in the correct place and punctuate the text. The handout goes over the rules for using quotation marks.



Language Skills Learning Activity 2

2-1: End Punctuation

Put in the proper end punctuation. Remember that questions end with a question mark.

Mother 2 – How did it go at the family thing _____

Mother 1 – It was a lot of fun____ Charlie really liked it – and he liked being with the other kids ____ They taught us some really neat songs and gave us activity cards that have different ideas that I can do at home with Charlie ____

Mother 2 – How many people were there____

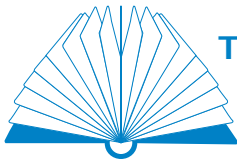
Mother 1 – There were six moms and their kids. Family literacy is about a lot more than just reading____ It could be about singing, baking together, or sewing, or even doing traditional on-the-land activities____

Mother 2 – Are you going to go again____

Mother 1 – Charlie really liked it____ Will you come with me____ They said they have room for a couple of more parents____

Mother 1 – They give you a ride to the program____

Mother 2 – Ah sure – I'll try it ____



Language Skills Learning Activity 2

2-2: Quotation Marks

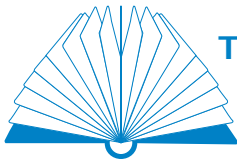
The family literacy script has a lot of conversation in it. We use quotation marks for conversation.

Study the examples below. Notice how quotation marks are used.

- ✓ “You have just started that book,” I said, “and you’re already on the last page!”
- ✓ “That’s how I always read mystery stories,” she replied.
- ✓ “Why?” I asked with interest.

Things to remember

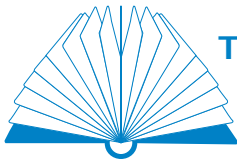
1. Explainers tell the reader who is speaking. They show that direct speech is being quoted. Explainers are usually set off with commas.
 - ✓ The little girl said, “Dad isn’t home right now.”
 - ✓ “Dad,” said the little girl, “isn’t home right now.”
2. Commas are unnecessary if the sentence in the quotation marks ends with a ? or !.
 - ✓ “I had an awesome time at the community dance!” exclaimed Billie.
 - ✓ “What hockey teams are playing tonight?” asked his father.
3. Use only one set of quotation marks if a speaker says several sentences in a row and they are not divided.



- ✓ The reporter declared, "The voters do not seem interested in this election. The major parties have not focused on any important issues. Nobody has talked about literacy or employment problems in our country."
- 4. Begin a new paragraph each time the speaker changes, even if the speaker says only a few words.
 - ✓ "I can't come to the meeting with you," she said.
 - ✓ "Why not?" I asked.
 - ✓ "Because I promised my children I would take them to see a movie," she explained. "I don't want to let them down."

Punctuate the following conversation with quotation marks, commas, and end punctuation where needed.

What's new with you Carol asked
Not much Sam replied
Did you finish your project inquired Carol
Yes, I finished it last night said Sam
How many pages was it asked Carol
It was five pages long bragged Sam
Wow five pages said Carol Did you like writing it asked Carole
smiling
Sometimes I find it hard to get started answered Sam
Me too but I found lots of information at the new community library.
Isn't it a terrific place asked Carol
Yes, it is. I need to go there this evening to return some books and
take some new ones out for my children declared Sam. Do you want to
come? I could pick you up on my way

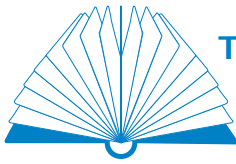


Sure replied Carol enthusiastically I need to look up some information on exercise and health for our science project. What time are you going to come by?

Sam thought for a minute and then asked Is seven o'clock all right

That's perfect Carol replied. Do you mind if I bring my children with me to look for books

No, that's a great idea. I will bring my kids too and they can play together while we do some research answered Sam



Questions Learning Activity 3

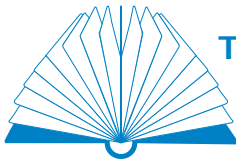
Two handouts

3-1: Story Questions

Learners answer questions about the text on family literacy. The handout asks learners to use a full sentence with correct punctuation.

3-2: Journal Writing

Learners use questions in the handout to guide their journal writing.



Questions Learning Activity 3

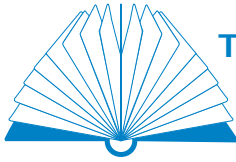
3-1: Story Questions

Answer the following questions in one or more sentences. Begin with a capital letter and end with the correct punctuation.

1) What is family literacy?

2) What are some family literacy activities?

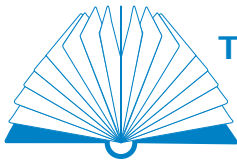
3) Where did Mother 1 find out about the family literacy program?



4) Why was Mother 2 reluctant to go to a family literacy program?

5) What things did they do at the family literacy program? Did Mother 1 like it?

6) Why do you think Mother 2 decided to try the family literacy program?

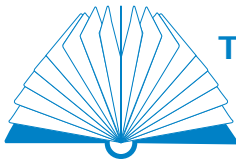


Questions Learning Activity 3

3-2: Journal Writing

Use these questions to guide your journal writing.

- ✓ Have you ever attended a family literacy event? What was it like?
- ✓ What family literacy activities do you do at home with your children?
- ✓ Why do you think family literacy is important?
- ✓ Would you attend a family literacy event in your community? Why or why not?



Comprehension Learning Activity 4

Three handouts

4-1: Brain Basics

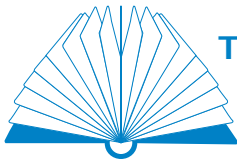
Learners read the information on brain basics and answer the questions on the handout. The text on brain basics is quite dense. You may want to read the material together.

4-2: Fill in the Blanks

Learners fill in the blanks for Scene 1 with the words given.

4-3: Order of the Play

Learners put the sentences in order of what happened in the play.



Comprehension Learning Activity 4

4-1: Brain Basics

Read the information below about brain basics and how children learn and then answer the questions below.

Brain Basics

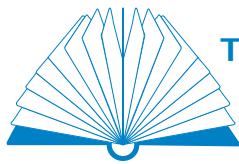
Recent brain research tells us that children begin learning even before they are born. Their early interactions and experiences have a great influence on brain development. It's important for parents and those who care for children to know some of the basic facts about brain development, and what they can do to help a baby's brain develop.

The brain has many different parts that work together. Each part has certain responsibilities, and does its own work, different from that of the other parts.

- ✓ Left side: analytical, details
 - math
 - logic
 - speech

- ✓ Right side: abstract, context, big picture
 - colours
 - shapes
 - music
 - art

Are you a "left-brain person" or a "right-brain person"?



How does the brain work?

Brain cells – called *neurons* – are the building blocks of the brain. Neurons are specially designed for communicating with other cells, and for making connections. Each neuron has:

- ✓ Many branches that reach out to receive messages from other neurons.
- ✓ A long tail that sends these messages on to more cells.

The gaps between neurons – *synapses* – are very important places:

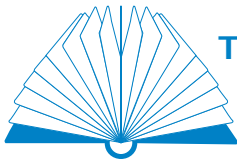
- ✓ Messages are sent and received across synapses.
- ✓ Connections are made between neurons.
- ✓ The "messages" are actually electrical-chemical signals.

Birth – 3 years

We are born with over 100 billion (100,000,000,000) neurons! Neurons that control basic survival are "connected" before birth. Most neurons are not connected, and are ready and waiting to be hooked up to others. A single neuron can make as many as 15,000 connections with other cells. The result: an incredibly complex network of connections or pathways that shapes our thoughts, feelings and behaviours and gives us the capacity to think and learn.

A baby's brain is a work in progress. In the first months and years, babies' brains are VERY busy making A LOT of connections. Experience is the key to making connections.

Day to day experiences – what the baby sees, hears, touches, tastes, smells, feels – actually shape the brain. From birth, EVERY experience taken in by the five senses forms a connection in the brain. This is how the brain grows larger and more active.



The more the baby is held, cuddled, rocked, or talked to the faster the baby's brain develops. A child who hears a lot of stories makes many brain connections related to oral language. A child who doesn't hear much spoken language doesn't have the experience needed to make these same connections.



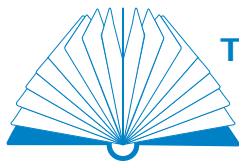
By age 3, the brain has formed 1000 trillion connections!! So, beginning about age 10, the brain starts "pruning" – getting rid of connections.

How does it decide which connections to keep? By this rule: *"Use it or lose it."* The brain:

- ✓ Gets rid of connections that are seldom used.
- ✓ Keeps connections that are often used.

The "wiring" that is kept becomes stronger and more efficient. The brain has "prime times" for specific types of learning. Young children are able to learn some things much easier than any other time in their life. Some prime times for learning:

- ✓ Birth - 18 months: emotional attachment
- ✓ Birth - 4 years: visual development: colours, shapes, movement, distance
- ✓ 1 year - 5 years: music and math
- ✓ Birth - 10 years: language development



Language development

Babies are born with the ability to learn any language. They understand and babble in the language they hear most. The brain develops and strengthens connections for the language(s) the child hears. Connections for other languages eventually grow weak from lack of use. Before age 10, it is easiest to learn second and third languages. The brain is geared up for learning language.

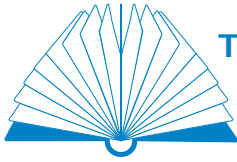
Love grows brains

Relationships are the foundation of a child's healthy development. The very best way to develop children's brain connections is to give them what they need at an early age. They need:

- ✓ Interactions with loving, nurturing adults in a safe, secure environment.
- ✓ A variety of new experiences.

On a rich diet of love and new, positive experiences the brain grows and flourishes and the child's unique gifts can blossom. Feeling safe, secure and loved awakens all the baby's senses. She is ready to learn, and "drinks in" experiences.

An environment lacking love and/or nourishing experiences literally starves the brain. Neurons aren't connected, the "pathways" aren't used. Stress and neglect early in a child's life have serious consequences that affect lifelong learning and well-being. The networks connected in the brain create negative patterns of thinking and feeling that can last a whole life.

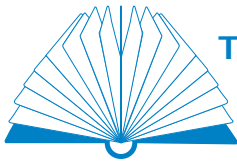


Questions

1. Are you a "left-brain person" or a "right-brain person"? Explain.

2. What are neurons? What do they do?

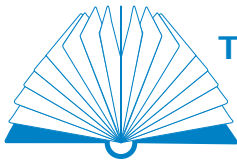
3. Why is birth – 3 years such an important age?



4. Love grows brains. What does this expression mean?

5. What happens to children who do not get the love and attention they need?

6. What are some things that help children's brains develop?



Comprehension Learning Activity 4

4-2: Fill in the Blanks

Fill in the blanks with the words below.

fun	Tuesday	okay	poster	scares
family literacy	literacy	rhymes	English	songs

Scene 1

Mother 1 – I saw a _____ for a family literacy program called *1-2-3 Rhyme With Me* and I'm thinking of going on _____. It runs for eight weeks.

Mother 2– What's _____?'

Mother 1 – The poster says you'll learn _____ and _____ that you can use with your children. It says that we'll be learning songs in both _____ and Tłıchq Yatì (Dogrib).

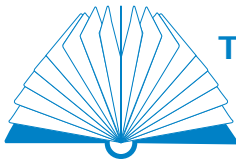
Mother 2 – Why do we need to learn that stuff?

Mother 1 – I'm not sure but it could be _____.

Mother 2 – I don't think it's for me. The word literacy kind of _____ me.

Mother 1 – I'll go check it out and let you know if it's any good.

Mother 2 – _____

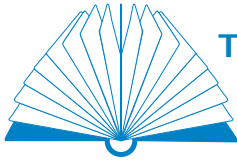


Comprehension Learning Activity 4

4-3: Order of the Play

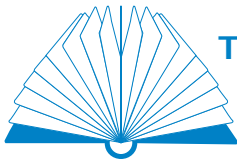
Number the sentences below in order of what happened in the family literacy play.

- _____ Are you going to go again?
- _____ What's family literacy?
- _____ Would you all come over here and sit on the floor in a circle?
- _____ It was a lot of fun. Charlie really liked it – and he liked being with the other kids.
- _____ I'll go check it out and let you know if it's any good.
- _____ Why do we need to learn that stuff?
- __1__ I saw a poster for a family literacy program called *1-2-3 Rhyme With Me* and I'm thinking of going on Tuesday.
- _____ The word 'literacy' kind of scares me.
- _____ Ah sure - I'll try it.
- _____ We're going to start today with some songs and some rhymes. Let's start with an easy one. *Twinkle, Twinkle Little Star*.
- _____ I'm calling to remind you that the family literacy program starts tomorrow.
- _____ How did it go at the family thing?



_____ The kids are welcome to come to the program. There will be juices and snacks. We can give you a ride to the program.

_____ Will you come with me?



Writing Skills Learning Activity 5

Three handouts

5-1: Conversation Writing

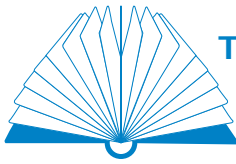
Learners write a conversation between two or three people. They are given some ideas to write about on the handout. They should use proper punctuation for their conversation. They may need to review quotation marks from the language skills section.

5-2: Narrative Writing

Learners write a narrative paragraph. They can use one of the topics given or choose their own. The handout provides information on narrative writing.

5-3: Expository Writing

Learners write an expository paragraph about family literacy. They read the example on the handout and follow the framework.



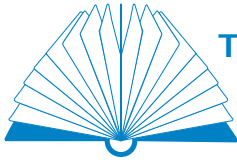
Writing Skills Learning Activity 5

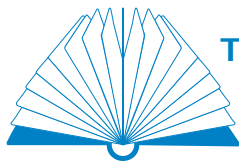
5-1: Conversation Writing

The family literacy script is about two mothers having a conversation about family literacy. Write a conversation with two or three people.

You can write about:

- A telephone conversation that you had recently
- A conversation with your children
- A conversation that you heard between two other people
- An imaginary conversation between any two people, animals or objects





Writing Skills Learning Activity 5

5-2: Narrative Writing

Narrative writing:

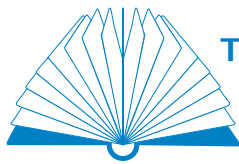
- ✓ Tells a story. This is something we do every day when we tell someone about what we did or what happened. It can be a story, event or experience from the past or something that happened recently.
- ✓ Has order. It has a beginning, middle and end. Narrative writing tells what happened first, then next and finally.
- ✓ Answers the questions: Who? What? When? Where? Why? How?

Remember to include:

- ✓ Who is in the story.
- ✓ Where it is happening.
- ✓ When is it happening
- ✓ Why it is happening.

Choose one of the following and write a narrative paragraph or choose your own topic.

1. The story of your child's birth
2. A childhood memory
3. Your first day of school
4. Your child's first day of school
5. A story about being out on the land



Writing Skills Learning Activity 5

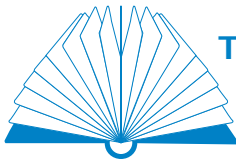
5-3: Expository Writing

Expository writing can inform or give information on how to do something. Write an expository paragraph about family literacy. Pretend that your audience doesn't know anything about family literacy. Include information about what family literacy is and what parents can do to help their children's literacy development.

Read the example below. It will help you frame your paragraph. Make sure you have an introduction sentence and a closing sentence.

Example of an informative expository paragraph:

Waiting on tables involves many different skills. First of all, a person needs to be physically fit because when you are a waitress you are on your feet for many hours a day carrying heavy dishes or trays. Serving food and beverages means that you often need to be a “juggler.” So to be a good waitress, you also have to be physically coordinated. In addition, a waitress needs to have a good memory so she remembers what orders go to what people. A waitress also needs to be polite and friendly to customers even when they are stressed out. **As you can see, being a waitress is not an easy job.**



Research Learning Activity 6

Two handouts

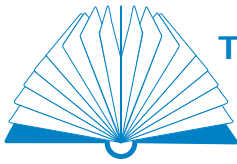
6-1: Tips for Reading

Learners research different tips for reading with children. They make up a list of six reading tips. They share their ideas with others in the class.

6-2: A Night Without Television – Action Research

Learners do some action research with their family. First ask learners to research some family literacy activities they can do at home. They should make a list of these activities. Then ask learners to spend an evening without the television. Ask them to do family literacy activities at home with their children or siblings.

Ask them to write a one page report on what they did at home and how their children or siblings felt about it.



Research Learning Activity 6

6-1: Tips for Reading

Research on the Internet some tips for reading. Choose six tips and write them down. Share your tips with others in the class. Practice these tips with your children or other family members.

1.

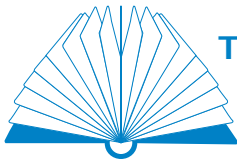
2.

3.

4.

5.

6.



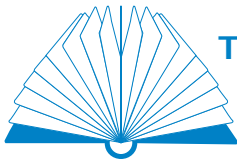
Research Learning Activity 6

6-2: A Night Without Television – Action Research

Often people say that they have so much fun when the power goes out. They play games, tell stories and spend time with their families. This project is about spending time with your children and family.

This research project has three elements.

1. Research different family literacy activities you can do at home with your children or other family members. Make a list of these activities.
2. Choose one evening and turn the television off. Use the ideas that you researched and make a fun plan for your evening.
3. Write a one page report on your evening. Answer the following questions in your report.
 - a. What activities did you do?
 - b. How did your children or family members feel about the evening?
 - c. How did you feel about the evening?
 - d. Would you do it again? Why or why not?



Representing Learning Activity 7

Three handouts

7-1: Family Book/Baby Book (no handout)

Learners make a family or baby book. You can download a variety of family/baby book templates from the NWT Literacy Council's website at www.nwt.literacy.ca.

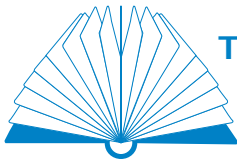
- ✓ Making Family Books Together How-to-Kit
- ✓ Baby Book How-to-Kit
- ✓ Family Book

7-2: Family Literacy Night

Have learners organize a family literacy night for their community. They can plan the activities, advertise, host the event and organize snacks and prizes. There are some great resources on different ideas for family literacy events on the NWT Literacy Council website at www.nwt.literacy.ca under family literacy. The handout will help learners organize their event.

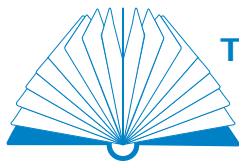
7-3: Family Tree

Learners develop a family tree. A family tree is a great way to get parents and children talking and sharing stories. The handout provides instructions and three templates that can be used for the learner's family tree.



7-4: Literacy Games

Literacy games are a great way to engage learners in learning. You can encourage parents to use these games with their children at home. The handout has a list of fun interactive literacy games. Play the games with your learners and then give them the handout to take home to use with their children and families.



Representing Learning Activity 7

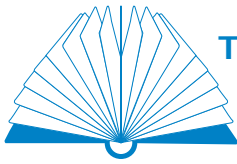
7-2: Family Literacy Night

Family literacy nights are a great way to get parents involved in their children's learning. Many communities in the NWT have family literacy events and programs.

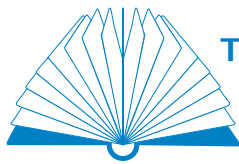
Your Task

Organize a family literacy night in your community. Here is a list of things you will need to do.

1. Find out if your community has a family literacy program. Talk to the coordinator about organizing an event.
2. Decide on a date that will work for your community. Make sure there are no other things happening that night.
3. Find a location for your event. Find a free space in the community that people will come to.
4. Decide on a theme for your event. You might decide to host a Christmas Family Literacy Night or a Family Literacy Games Night.
5. Develop activities for your event. Check out the NWT Literacy Council's website at www.nwt.literacy.ca under family literacy. There are a variety of How-to-Kits that will provide you with ideas for activities.
6. Find a sponsor for your event. It is nice to be able to give away free books and prizes. Ask the local store for free prizes. If you are in the NWT, contact the NWT Literacy Council for free book prizes.



7. Advertise your event with posters, on the radio and give invitations to the children at school. Tell them that they must come with a parent.
8. Prepare healthy snacks ahead of time.
9. Get activities ready and photocopy any pages you need.
10. Host your event!
11. Think about and talk about your event afterwards. What would you keep the same? What would you do differently?



Representing Learning Activity 7

7-3: Family Tree

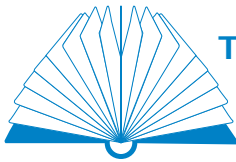
A great way to document your family history is by creating a family tree. You can also use a family tree to share your language, culture and history with family members or other people in the community. This is all part of family literacy!

Talk to other family members and Elders to find out your ancestors' names and relationships. Ask for the names in your Aboriginal language to identify the relationships for different people.

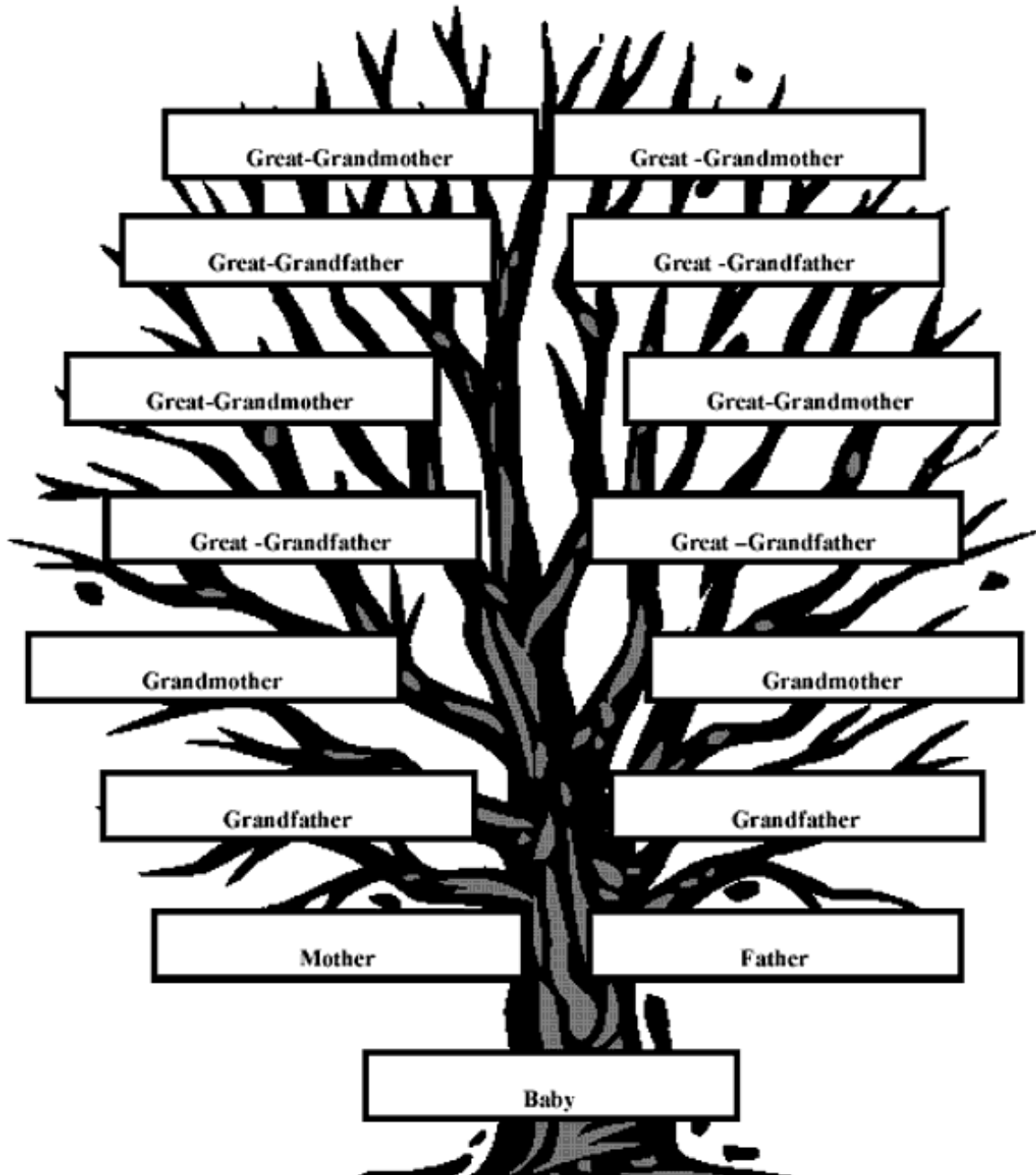
You can follow one of the three formats from the handouts or create your own family tree. You can also use a picture of each family member to make up your family tree.

Here are some ideas for your family tree project:

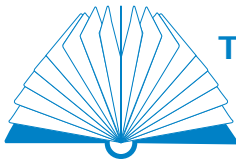
- ✓ Find out information about your family history through archives, church records and talking to Elders.
- ✓ Add digital or scanned photographs to the family tree. The Prince of Wales Northern Heritage Centre in Yellowknife has a databank of pictures. Go to <http://pwnhc.ca/databases/index.htm> to see if pictures of your family members are available online.
- ✓ Produce a large wall display of your family tree for other community members to see.
- ✓ Do a presentation about your family tree or about one particular person in your family. Give the presentation to your class, your family or the community.



Family Tree¹



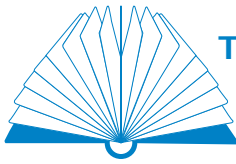
¹ From *Culture and Traditions How to Kit* by the NWT Literacy Council



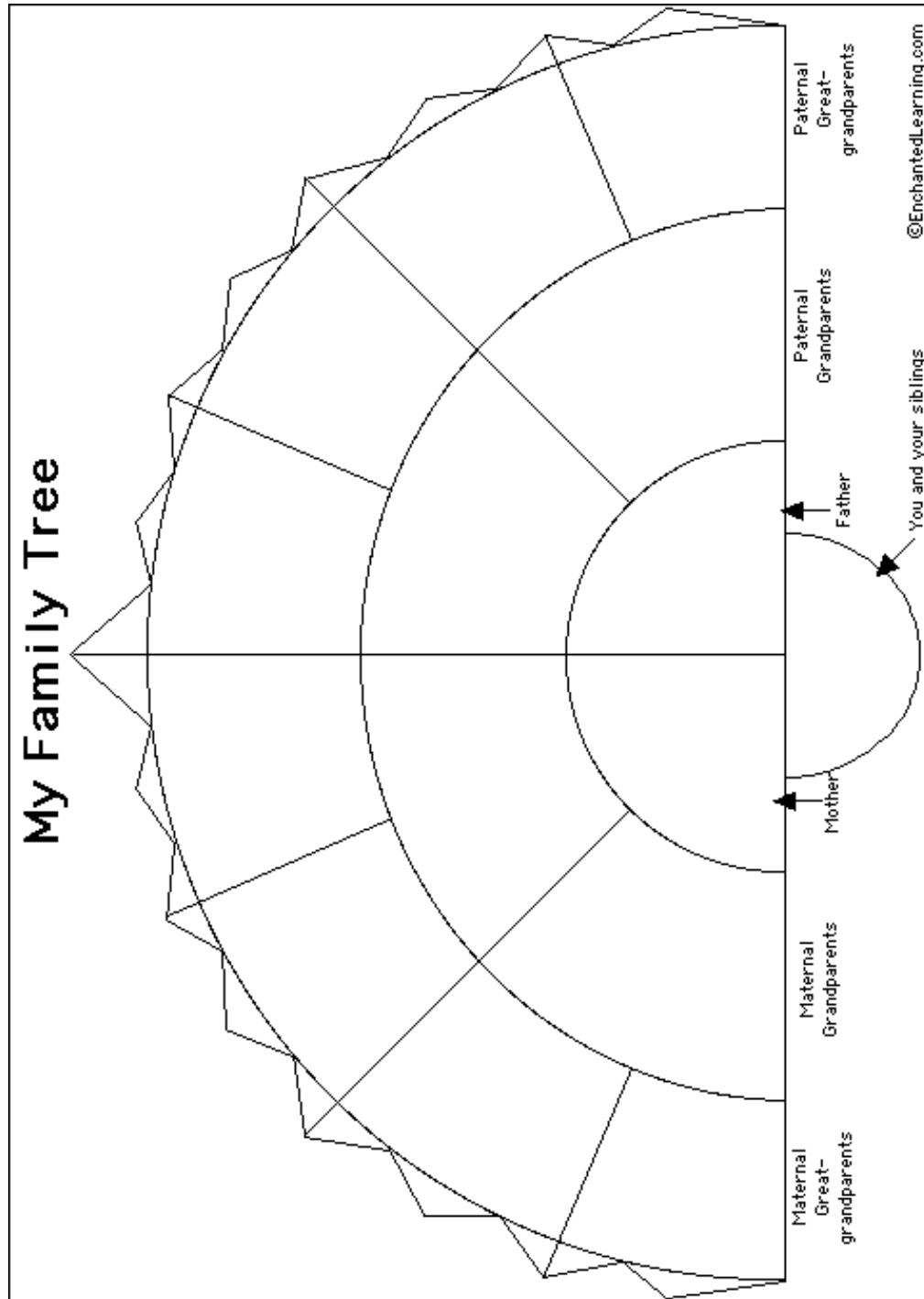
Ancestral Chart²

Place	Name of spouse	Father • Born • Place • Died • Place	Grandfather • Born • Place • Died • Place	Great Grandfather • Born • Place • Died • Place
			Grandmother • Born • Place • Died • Place	Great Grandmother • Born • Place • Died • Place
		Mother • Born • Place • Died • Place	Grandfather • Born • Place • Died • Place	Great Grandfather • Born • Place • Died • Place
			Grandmother • Born • Place • Died • Place	Great Grandmother • Born • Place • Died • Place

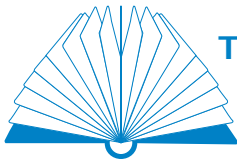
² Adapted from
www.ancestry.com/save/charts/ancchart.htm



Family Fan³



³ From Enchanted Learning <http://www.enchantedlearning.com/crafts/familytree/semicircle/>



Representing Learning Activity 7

7-4: Literacy Games

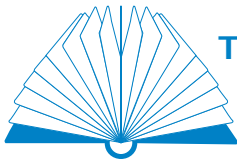
Literacy games are a great way to learn and have fun. Below are a variety of literacy games that you can play with your children and family.

Alphabet Scavenger Hunt

- ✓ Find words in your house that begin with each letter of the alphabet. For example A is for apple, B is for bed, etc.
- ✓ You could make it into a contest among family members.

Scattergories

- ✓ Pair up in your family.
- ✓ Decide on 10 different categories of objects—for example, river, food, car, girl's name, animal, country, etc. The more categories you have, the longer each game will be.
- ✓ Write the categories on a piece of paper.
- ✓ Choose a letter of the alphabet—for example, 'm'.
- ✓ Write down an example for each category beginning with that letter.
- ✓ You can do this in an Aboriginal language. Instead of using a particular letter, you may want to use only the category to make it easier. You decide!



For example:

River	Mackenzie
Food	mushrooms
Cars	Mercedes Benz
Girl's name	Mary
Animal	marten
Country	Mexico

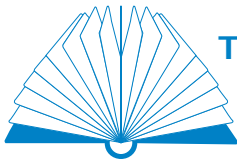


Crazy Word Chains

- ✓ The first person says any word.
- ✓ The next person must then say a word that begins with the last letter of the previous word.
- ✓ For example:
- ✓ APPLE . . . ELEPHANT . . . TOY . . . YELL . . . LOON . . . NIGHT
- ✓ The game starts over when someone misses a turn or says a wrong word.
- ✓ You can also play this game in any language!

Charades

- ✓ Divide your family into two teams. Or invite another family to participate.
- ✓ Each team writes out 10 words for the other team. Words should be people, places or things.
- ✓ Put the words into a bag. Each team will have their own bag.
- ✓ One person from one team draws a word out of the bag. They then act out the charade while the rest of the team tries to guess what it is.
- ✓ The team gets one point if they guess the word in the time limit.



- ✓ Other teams must watch quietly until it is their team's turn.

What's the Question?

- ✓ Write one fact on a piece of paper. For example:
 - Yellow, or
 - 5 years, or
 - School
- ✓ Family members try to guess the question that matches each answer. For example:

Yellow:	What's your favourite colour? What colour is your car? What colour is your parka?
5 years:	How old is your child? How long have you been married? How long have you lived in Yellowknife?
McDonald's:	Where do you go each day? What is your favourite place to go? What is your least favourite place to go?

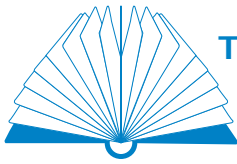
- ✓ The person who guesses correctly gets to write the next answer down.



How, Why, When and Where

- ✓ One player thinks of the name of an object or thing.
- ✓ The other players must guess what that object is by asking one of these four questions:
 - How do you like it?
 - Why do you like it?
 - When do you like it?
 - Where do you like it?





- ✓ Each player can ask only one question per turn.
- ✓ When a player correctly guesses the word, it becomes her turn to think of an object or thing and answer the questions.

The Human Alphabet

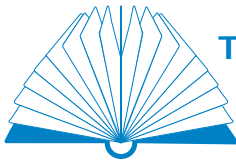
- ✓ Prepare for the game by making two decks of alphabet cards. Use index cards or squares of paper and write out the letters of the alphabet, one letter on each card. Make a few extra vowels.
- ✓ Each team receives a deck of alphabet cards which they spread out, letters facing up, on a table or on the floor.
- ✓ Call out a word.
- ✓ Each team must spell out the word using the cards. Each team lines up so that the word is spelled correctly and can be read from left to right.
- ✓ The first team to correctly spell the word and display it in the correct order wins a point.



I Packed My Grandmother's Suitcase

- ✓ In a circle, the game begins with the first person saying, "I packed my grandmother's suitcase and in it I packed a _____. In the blank they say a word that starts with the letter **A**."
- ✓ The next person continues and says, "I packed my grandmother's suitcase and in it I packed a _____ and they repeat the word used for the letter **A**, and a _____. This player says a word that starts with the letter **B**."
- ✓ Continue playing until you reach the letter **Z**.
- ✓ The game becomes more difficult as you go along because you have to remember all of the words used for each letter of the alphabet!





Resources

- ✓ **English 120 Resource Manual**, prepared for the GNWT
Department of Education, Culture and Employment by the NWT
Literacy Council, 2006.
- ✓ **English 130 Resource Manual**, prepared for the GNWT
Department of Education, Culture and Employment by the NWT
Literacy Council, 2006.

Websites

- ✓ **NWT Literacy Council** www.nwt.literacy.ca
The NWT Literacy Council has a wide-range of family literacy
information and activities that can be downloaded. Some examples
are:
 - Literacy Games for Adults How-to-Kit
 - Family Literacy Nights How-to-Kit
 - Literacy Survivor How-to-Kit
 - Literacy Fair How-to-Kit
- ✓ **Literacy and Technology – Family Literacy Section**
http://ssrsbstaff.ednet.ns.ca/litandtech/family_literacy_activities.htm
This website has lots of ideas for family literacy. They have a
calendar on the site that has an activity idea for every day of the
month.