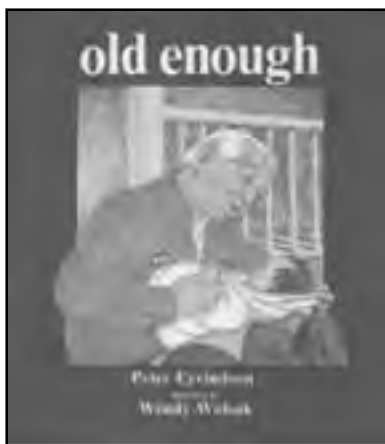




Old Enough

By Peter Eyvindson



What You Will Need for This Session

- A copy of *Old Enough* for each family in the program
- A collection of items related to children and parenting (warm-up)
- Journals for parents
- Copies of *Tips for Helping Children Learn to Read* handout
- Copies of *Language Experience Stories: More Ideas* handout
- Copies of the *Literacy Action Plan* handout
- Activities in this kit:
 - Word and Picture Match
 - Make a Calendar
 - Introduce Your Child to Telling Time
 - Timing Practice Sheet
 - Telling Time Worksheets
 - Telling Time Dominos
 - Ten Time Words
 - Alphabetical Ordering
 - Share and Write Stories
 - Make a Quick Book
 - Make a Paper Mouse
 - Colouring Page
 - Make a Memory Hand Print
 - Hickory Dickory Dock Clock
 - Make Up Your Own Rhyme



Overview of this Session

1. Introductions

- Review the group agreements.
- Warm-up activity – Strings

2. Group Discussion

- Review what happened during the week:
 - What literacy activities did parents do at home with their children?
 - What worked well? Did anything not go well?
 - Did they follow the Literacy Action Plan?
- Talk about the adult discussion topic – Language Experience Stories.

3. *Old Enough* by Peter Eyvindson

- Introduce the book.
- Read the book together. Ask for volunteers to read parts of the story.
- Discuss the story. Think of activities related to the book that families can do at home.
- Hand out the activity sheets. Go over them and make sure that parents understand the activities.
- Make an activity related to the story that families can use at home.

4. Adult Writing

- Ask parents to fill in the Literacy Action Plan for the next week.
- Ask parents to write down one thing they learned this week in their journals. If they feel comfortable, they can share with the group.



- *Northern Writes* and *More Northern Writes* are good sources for other adult writing activities. They are available for download from the NWT Literacy Council website (www.nwt.literacy.ca). Print copies are available from the NWT Literacy Council.

5. Story Time

- Have the children come back from their reading circle to read with their parents.
- Read a different book together.
- Sing some songs or play a circle game like *The Hokey Pokey* or *If You're Happy and You Know It*.

6. Snack Time

- Serve a healthy snack.
- Leave a bit of time for parents and children to socialize.

Snack of the Week - Cheese Nachos

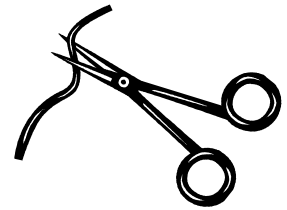
Everyone loves cheese nachos. All you need are some tortilla chips, cheese, cut up veggies, salsa and sour cream. Spread cheese and cut up veggies over tortilla chips and bake at 350°F until cheese is melted. Serve with salsa and sour cream.





Warm-up Activity – Strings

- Select a group of small items that are related to children and parenting.
- Tie a string to each object and place it in a large paper bag with the strings hanging out.
- Go around the group and have each person pick a string.
- After each one has their "prize," start at the first person (they've had longest time to think) and ask each person to briefly state a significant thought that the item brings to mind.
- You might be surprised at the interesting answers you get from people who usually do not talk.
- You can leave one or two strings empty. The people who draw the blanks get to share anything they want or what the empty string signifies.





Tips for Helping Children Learn to Read – Language Experience Stories



Brainstorm ways that parents can help their school aged children with reading. Acknowledge their ideas. Share with them one more idea that they can do at home. Tell them about language experience stories. Explain the process, and then practice as a group. If you have time, get parents into pairs to practice the steps.

What are language experience stories?

Language experience stories are stories written with language from the child's own experience. Your child dictates stories to you and you write them down just as she says them.

How do I do a language experience story with my child?

1. Get a pen and paper and find a quiet place to be with your child.
2. Have your child tell you a story in her own words.
3. Write down everything that she says.
4. When you are done writing, have your child read the story back to you. It is amazing how much of it she already knows, because the language and ideas belong to her.
5. Have your child draw pictures to go along with the story.



6. When it is finished, you can make the story into a book, put it in a scrapbook, display the story, or show it off to other family members.

More Ideas

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

You will need

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



Learning Activities

1. Ask your child to circle the words that they can read. This lets them review the words they know.
2. Make word cards with these familiar words. Use index cards or squares of paper. Read the words together and ask your child to match the words to the words in the story.
3. Choose some new words to learn from the story and make a word card for them. Match them to the story.
4. Spread all the words on the table face up. Read one word and ask your child to try and pick out the card with that word.
5. Use 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.
7. Make sentence strips, cut them in half and ask your child to put them back in proper order.

my grandpa to the cabin.

I went with

8. Make sentence strips and ask your child to put the whole story back together. This teaches sequencing 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 there in alphabetical order



Literacy Action Plan

Monday

Read for 15 minutes with your child.

Tuesday

Read for 15 minutes with your child.

Wednesday

Read for 15 minutes with your child.

Thursday

Read for 15 minutes with your child.

Friday

Read for 15 minutes with your child.

Saturday

Read for 15 minutes with your child.

Sunday

Read for 15 minutes with your child.





About the Author¹²



Peter Eyvindson is a Canadian author and storyteller. He lives in Clavet, Saskatchewan. Mr. Eyvindson has a passion for books and for teaching children about them. In 1983 he left his job as a teacher-librarian and began to write children's books full time. He has written many very popular children's books including *A Crow Named Joe*, *Kyle's Bath*, and *Red Parka Mary*. All of them have become bestsellers.

In 1998, he and his wife took a trip to Haiti and stayed at a guest house run by the boys of St. Joseph's Home, a home for abandoned and homeless boys. When the boys living there learned that an orphanage for physically and mentally challenged children was going to close, they made a decision to take over the care of the disabled children. Mr. Eyvindson was very moved by what he saw, and decided to write a story about it. The result was *Soni's Mended Wings*, a book whose proceeds went to support the boys of St. Joseph's Home.

Although his passion has become Broken Wings Missions and the children of Haiti, Peter continues to write children's books.

¹² From http://www.saskschools.ca/curr_content/rbtboxes/lit/sask_a/eyvindson/eyvindson.html



Word and Picture Match

(Ages 3 and up)

Prepare the cards

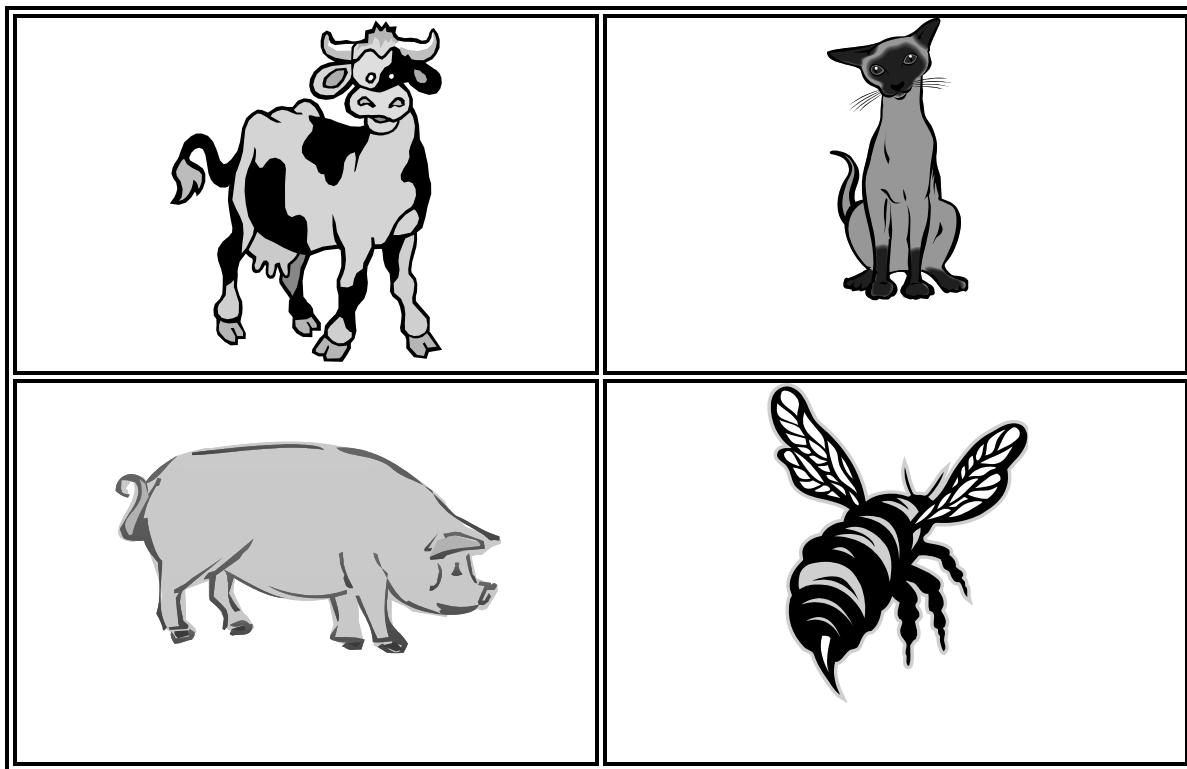
For longer lasting cards, glue each page onto cardboard and laminate with packing tape before cutting into cards. Cut out all the pictures and words.

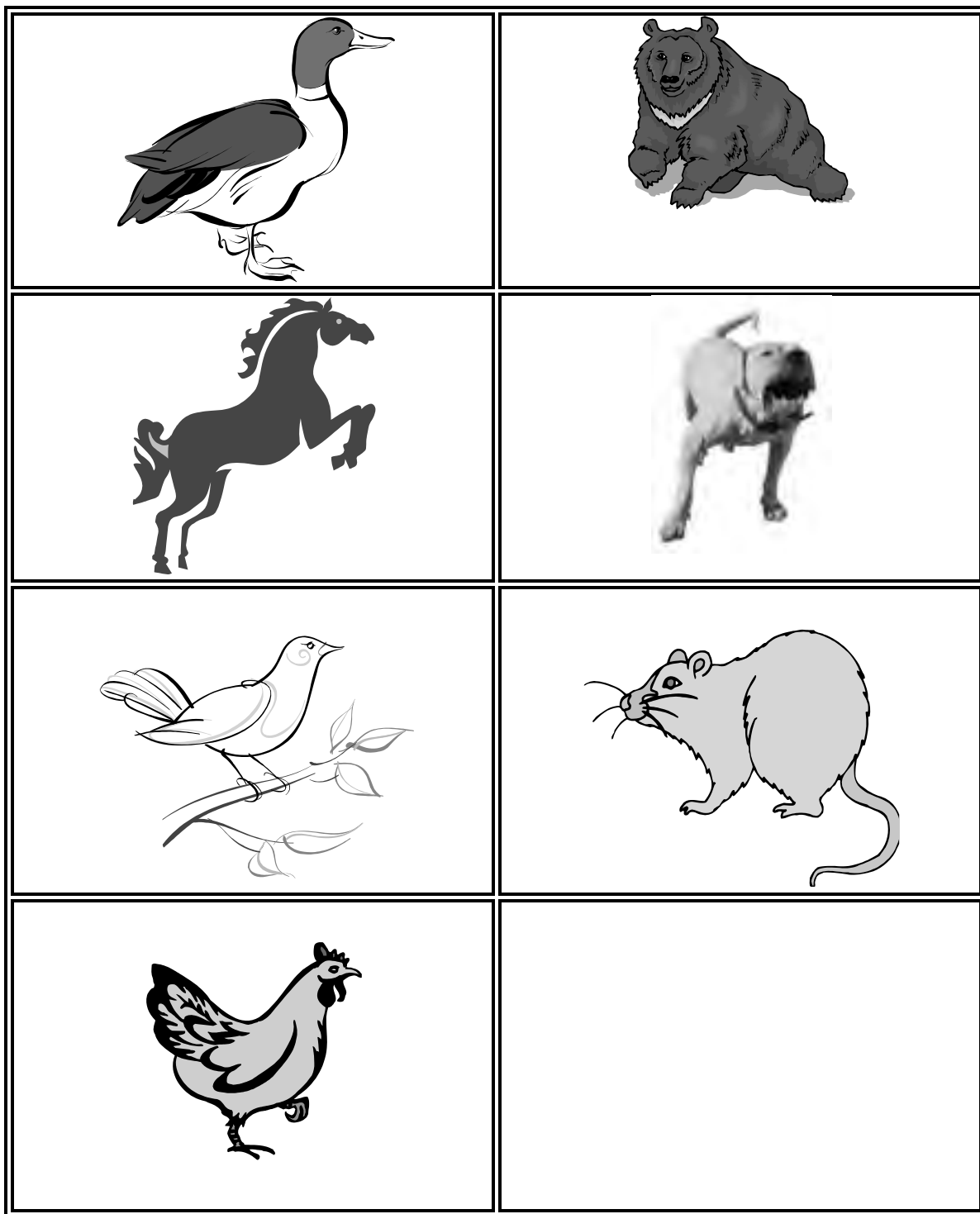
Play some games

Match the words and pictures.

Play charades.

Play concentration





**Word and Picture Match**

(Ages 5 and up)

Match these words to the pictures on the previous pages.

cow	cat
pig	bee
duck	bear
horse	dog
bird	mouse
hen	



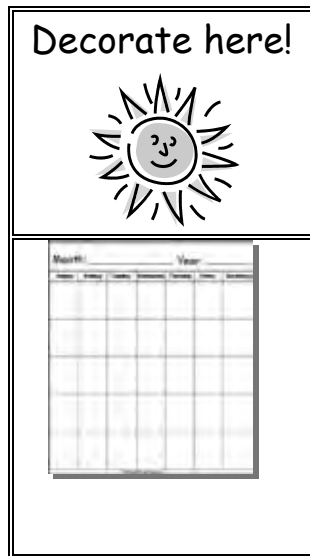
Match these action words (*verbs*) to the proper animal word and picture.

ran up	ran around
looked at	jumped over
barked at	danced on
slept by	oinked at
buzzed at	quacked at
pecked at	



Make a Calendar

(All ages)



You will need:

- Copies of the blank calendar page
- A larger piece of cardboard or cardstock
- Tape or a stapler
- Things to decorate your calendar

1. Make copies of the blank calendar on the next page. Write in the year, the months, the days and the dates.

2. Tape or staple the calendar pages onto a piece of bristol board, card stock, or cardboard that is about twice the size of your calendar page.



3. Decorate it.

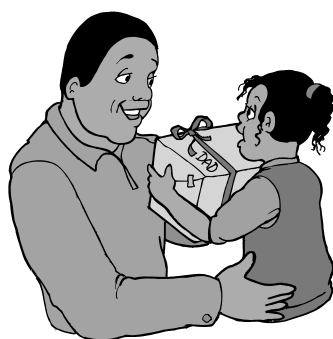
- Make a collage using pictures cut from magazines. Use pictures of items related to special days of the month or a special theme.
- Draw a picture on the blank part of the calendar. Try to make it related to special events that month, birthdays, or a specific theme.
- Use stickers to decorate the calendar pages.

4. Make a list of special days in your family. Mark them on your calendar. For example, you might decide to add:





- Mother's day
- Father's day
- Family birthdays
- Family Literacy Day
(January 27th)
- Easter
- Christmas
- Literacy Week



Month _____		Year _____				
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday



Introduce Your Child to Telling Time

(Ages 4 and up)

The second hand

Explain that each time the second hand goes around the clock, one minute has passed.

Get your child to time different things that take a minute or less, for example, making the bed, running up and down the stairs three times, doing ten jumping jacks, feeding the dog, etc.

Have them begin timing when the second hand is on the twelve. When the person they are timing says stop, have your child notice where the second hand is pointing. Together, count how many seconds it took. Practice doing this a few times a week.

The minute hand

Show them how the minute hand moves one little space every time the second hand goes around the clock. Try timing some activities that take a little longer. Again, have fun with this a few times a week.

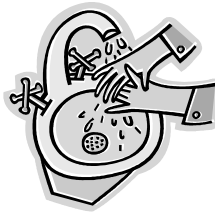
Have them count the minutes on the clock and show them that every time the minute hand goes all the way around, the hour hand moves one number.

Explain how every time the hour hand moves to another number, and the minute hand is on the twelve that it is called “o'clock” and we read the number that the hour hand is pointing to.



- Practice telling time using the home made clock in this package.
- Work together to fill in the “Telling Time” worksheets.
- Play “Telling Time Dominos.”

Timing Practice



What did you time?	How long did it take?
Running up and down the stairs three times.	
Doing ten jumping jacks.	



Make a Hickory Dickory Dock Clock¹³

(Ages 3 and up)

You will need:

- 3 cardboard paper towel tubes OR one rectangular Kleenex box
- A small paper plate
- A brass fastener
- Paint or old paper bags or gift wrap
- Glue
- Scissors
- Tape
- Cardboard

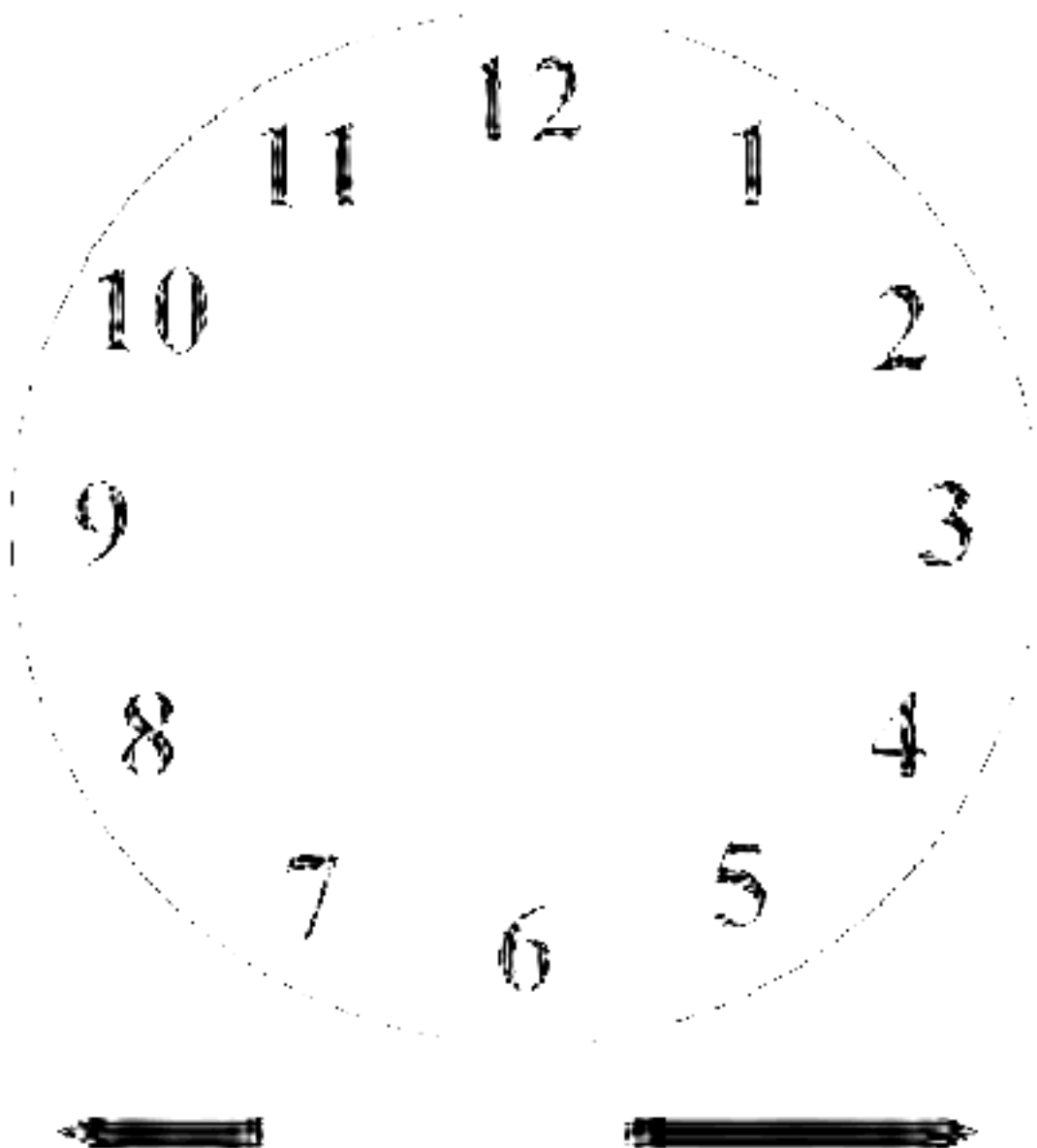


1. Paint the cardboard tubes and the plate.
2. Let them dry completely.
3. Make a clock face. Cut out the clock face on the next page or if you are working with older children let them trace their own circle. Make a circle about the size of a CD.

¹³From <http://www.dltk-teach.com/rhymes/hickory/clock.htm>



4. Add the numbers. Help your child practice writing his or her numbers. Trace a blank circle. For young children, write the numbers onto the clock face lightly, or with a dashed line. Let your child trace over them. Let older children write the numbers on themselves. (* It's easier to write the 3, 6, 9, and 12 on first.)
5. Glue the face onto the plate.
6. Before cutting the arms, glue them to a piece of cardboard. Use an empty cereal box. Cut them out a little bigger than is shown. "Laminate" them with packing tape.
7. Poke a hole in the centre of the clock. Put the hands on with the brass fastener.
8. Tape the three tubes together in a triangle shape. Glue or tape the plate to the top of the tubes.
9. To make the clock even sturdier, make a base. Cut out a cardboard rectangle. Tape the clock to it.





Telling Time Worksheets¹⁴

(Ages 6 and up)

For each clock, draw the clock hands
to match the time.

Name _____



The time is 6:00



The time is 3:00



The time is 12:00



The time is 1:00



The time is 2:30



The time is 7:30



The time is 9:15



The time is 4:15



The time is 5:45



The time is 10:45

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¹⁴ From <http://members.enchantedlearning.com/time/drawhands/2/>



For each clock, draw the clock hands
to match the time.

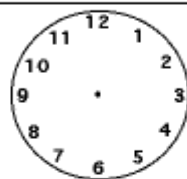
Name _____



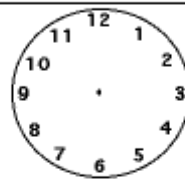
The time is 2:00



The time is 11:00



The time is 12:15



The time is 12:30



The time is 12:45



The time is 11:30



The time is 8:15



The time is 8:20



The time is 5:50



The time is 5:55

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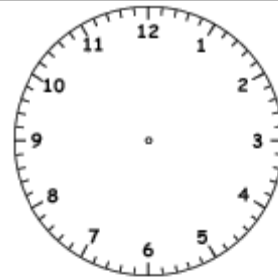
For each of the following, write the time and draw the hands on the clock to show the time in the future.

Name _____

If it were 12:00 now, what time would it be in 10 minutes?

•

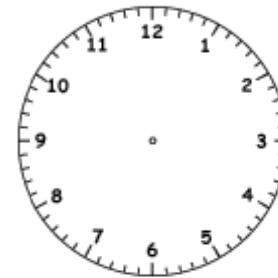
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If it were 3:00 now, what time would it be in 15 minutes?

•

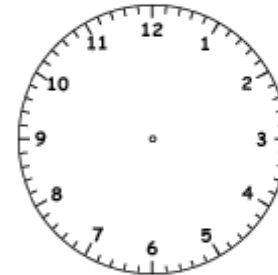
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If it were 5:00 now, what time would it be in 20 minutes?

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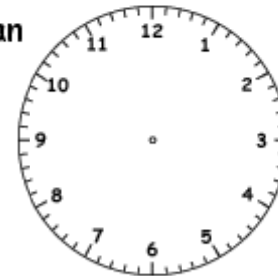
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If it were 8:00 now, what time would it be in half an hour?

•

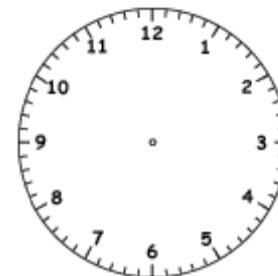
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If it were 12:00 now, what time would it be in 1 hour?

•

•



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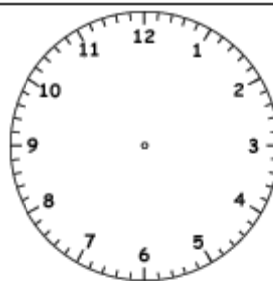
For each of the following, write the time and draw the hands on the clock to show the time in the future.

Name _____

If it were 1:00 now, what time would it be in 5 minutes?

•

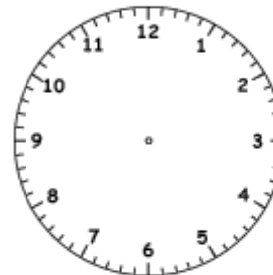
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If it were 4:00 now, what time would it be in 25 minutes?

•

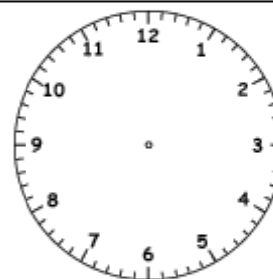
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If it were 6:00 now, what time would it be in 40 minutes?

•

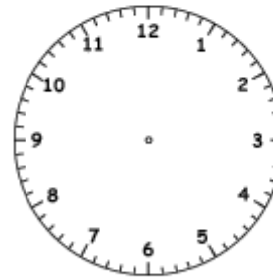
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If it were 9:00 now, what time would it be in a quarter of an hour?

•

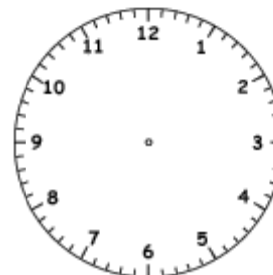
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If it were 10:00 now, what time would it be in 2 hours?

•

•



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Telling Time Dominos¹⁵

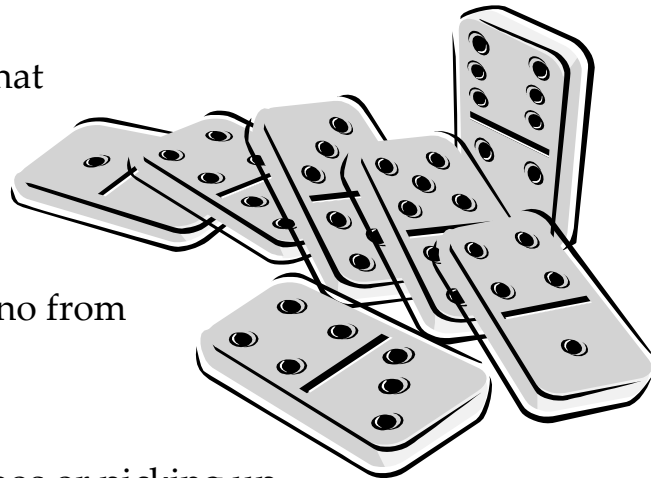
(Ages 4 and up)

Help your dominos last longer! Glue the page to light cardboard before cutting them out or laminate them with packing tape.



Directions

1. Mix up the dominos and lay them face down on the table.
2. If you are playing with two players, pick four dominos each. If you are playing with more than two people, pick three dominos each.
3. The youngest player starts the game by laying down any one of her dominos.
4. The second player must lay a domino that matches one of the images that is already there. Lay the domino so that the matching times touch. If none of your dominos matches, pick up a domino from the pile and miss your turn.
5. Take turns laying your matching dominos or picking up from the pile until someone wins.



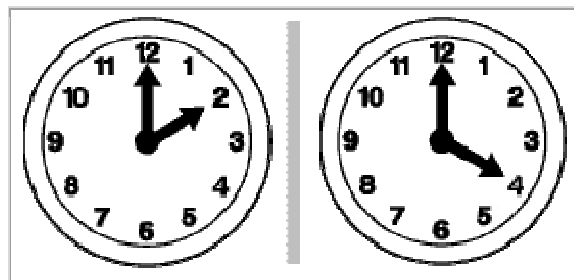
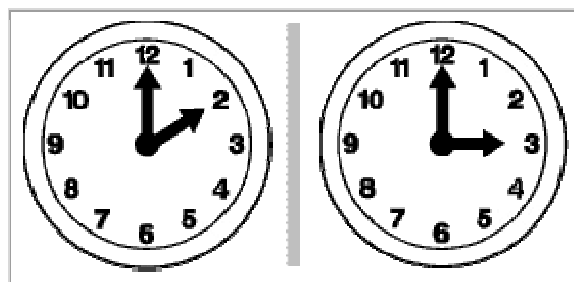
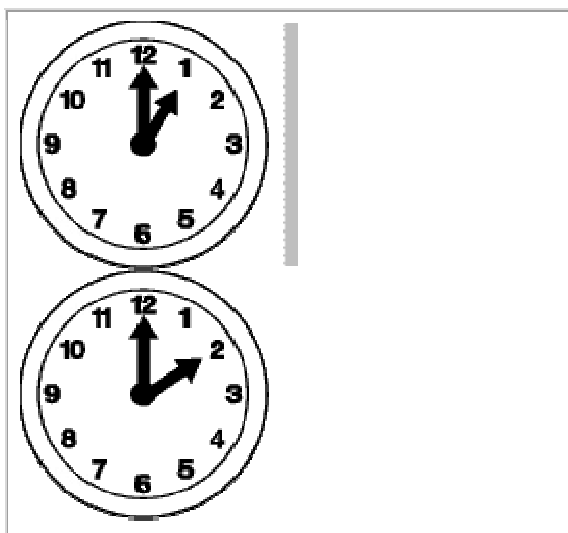
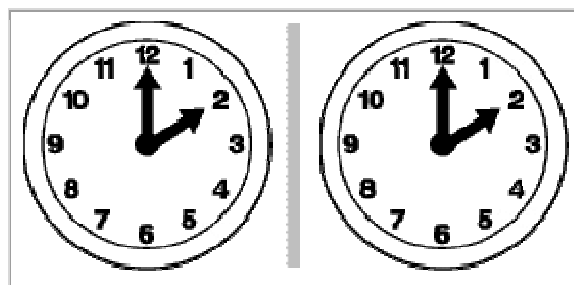
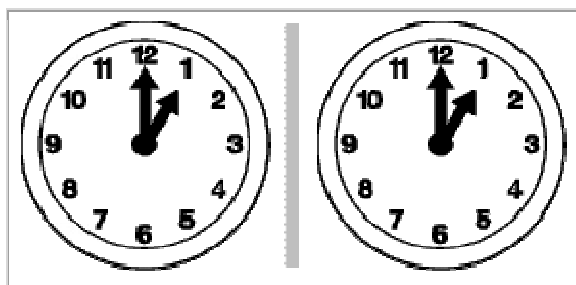
¹⁵ From: <http://www.dltk-cards.com>

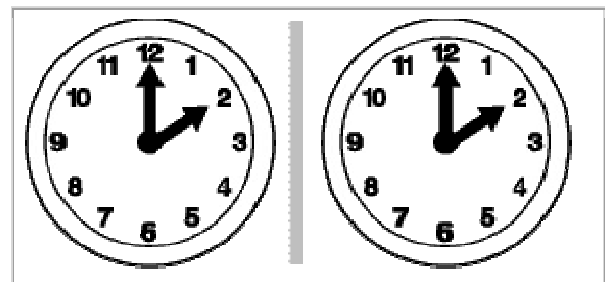
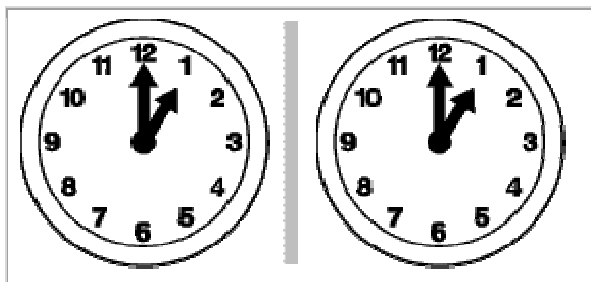
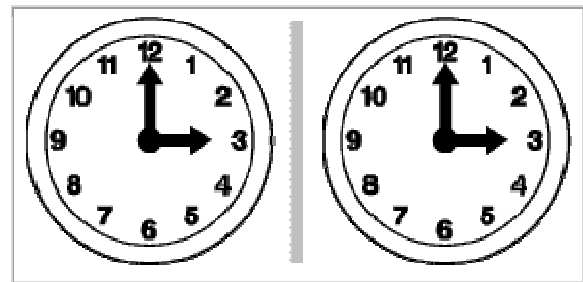
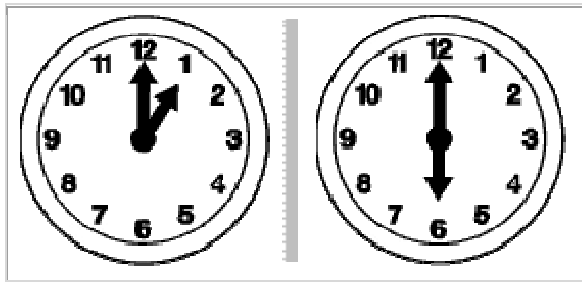
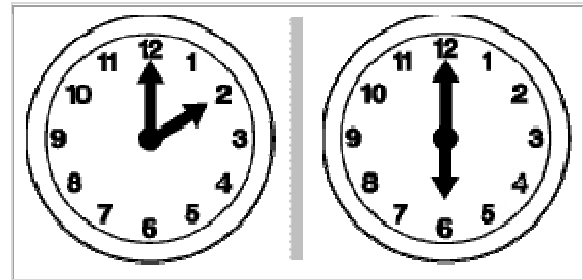
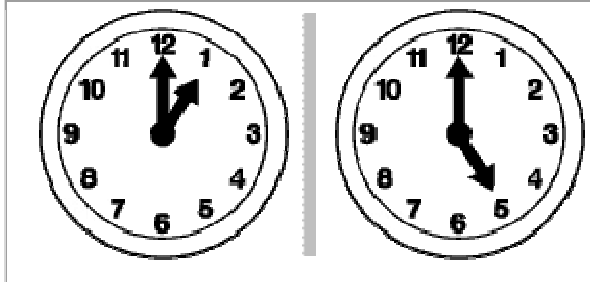
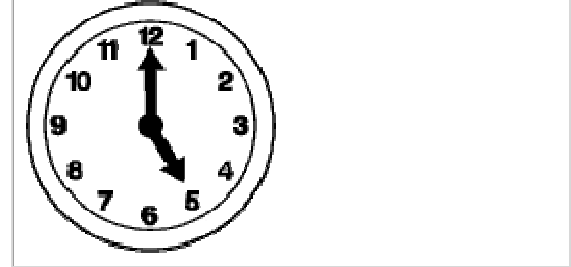
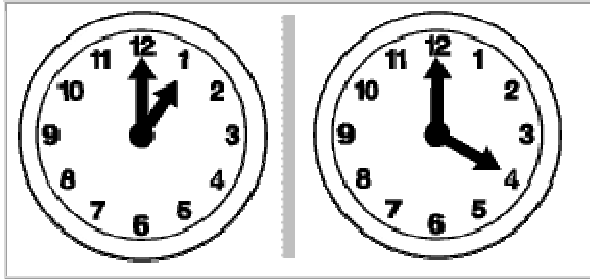
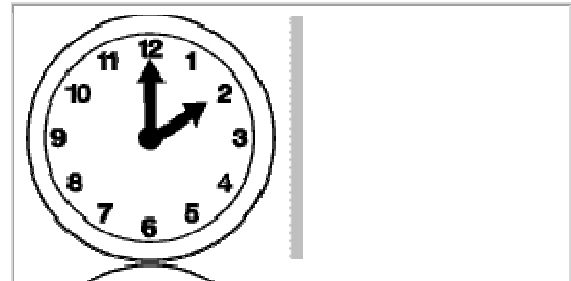
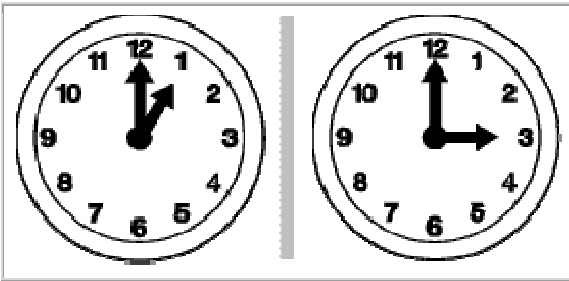


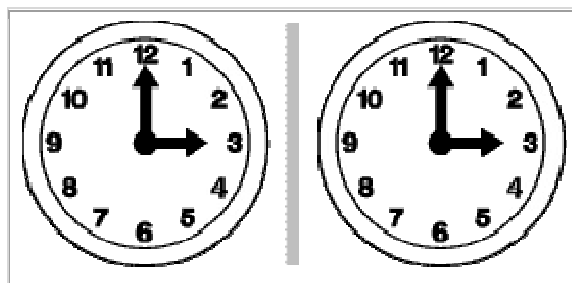
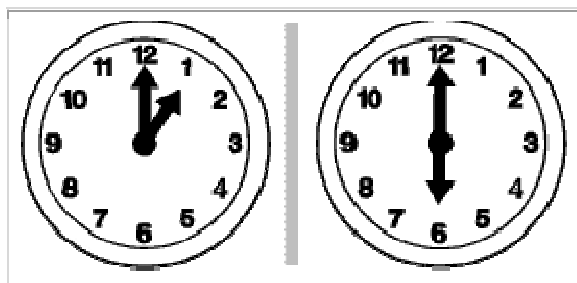
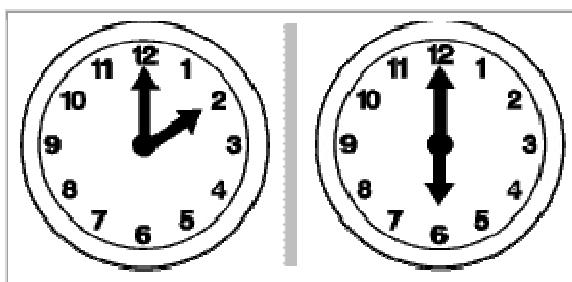
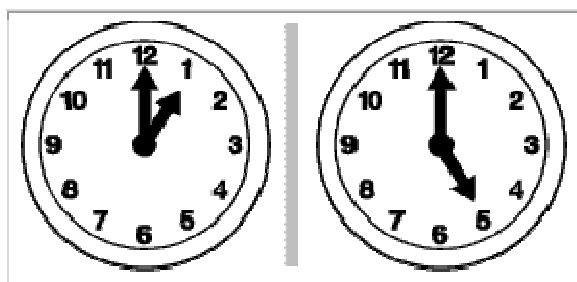
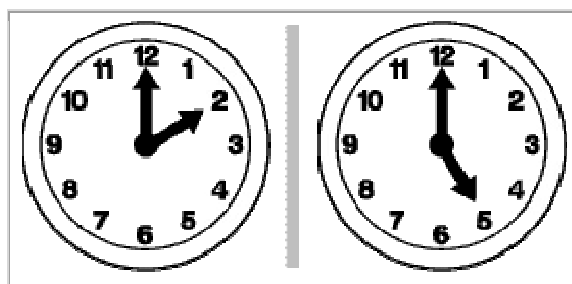
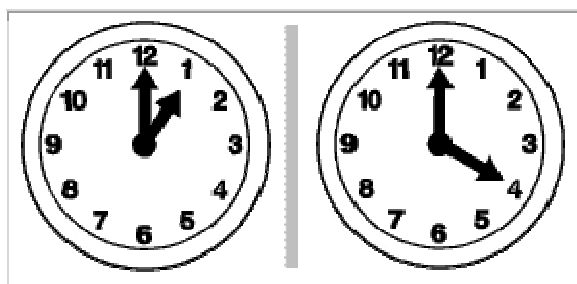
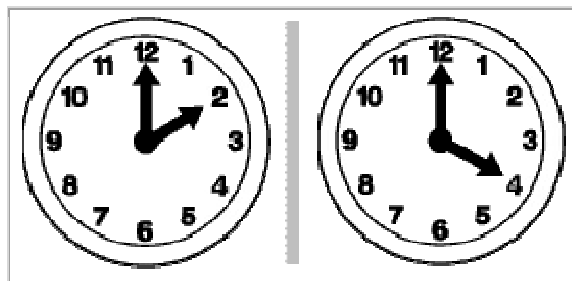
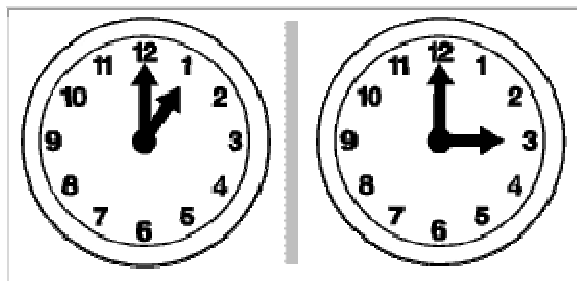
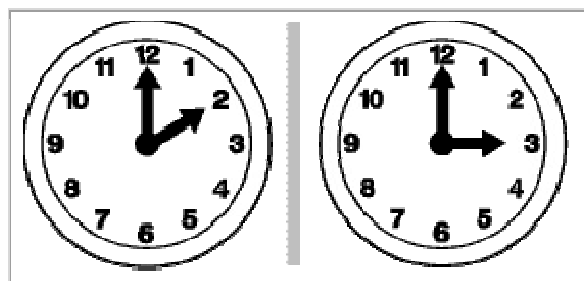
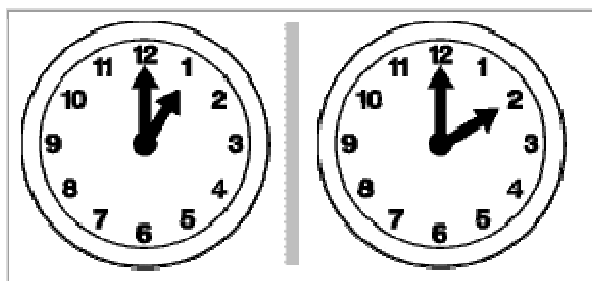
How you win

The first person to get rid of all the dominos in his or her hand wins.

If no one can go, then the person with the fewest dominos in his or her hand is the winner.







**Ten Time Words**

(Ages 7 and up)

Put the words in alphabetical order.

year
clock
time
minute
hour
second
day
week
month
calendar

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

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Share and Write Stories

(Ages 5 and up)

Sit with your child. Share stories and memories of when he or she was younger. Talk about when he or she took his or her first steps, spoke his or her first word, or lost his or her first tooth. Share memories about your own childhood too.

Talk about things your child would like to do when he or she is old enough. Make the *Quick Book* on the next page. Record your stories.



When I was __ , I was old enough to _____.

When I am __, I will be old enough to _____.

When I grow up, I will be old enough to _____.

When I was 1, I was old enough to _____.

When I was 3, I was old enough to _____.

When I was 5, I was old enough to _____.

When I am 7, I will be old enough to _____.

When I am 10, I will be old enough to _____.

When I am 15, I will be old enough to _____.

When I am 18, I will be old enough to _____.



Make a Quick Book

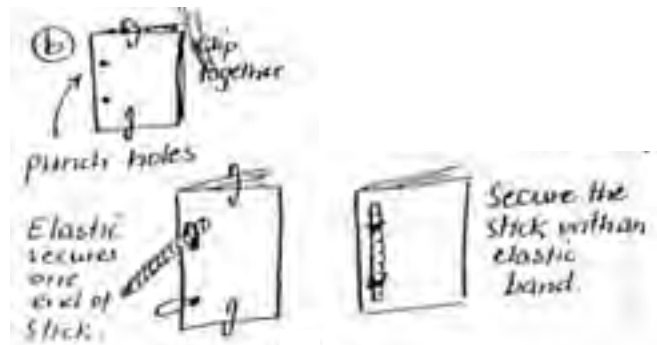
(Ages 3 and up)

You will need:

- 8 ½ X 11 paper
- A straw, a twig, coffee stirrer, or popsicle stick
- Ribbon, elastics, or string
- Bristol board, cardstock or construction paper
- Scissors

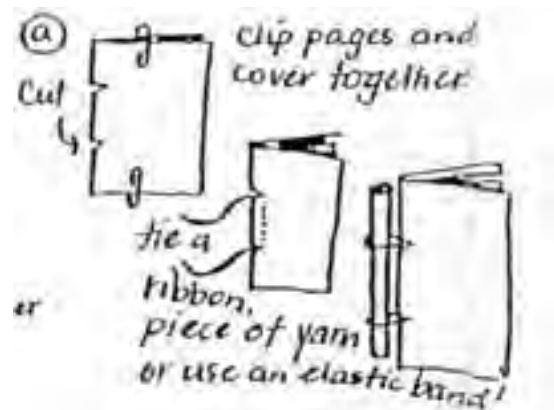
1. Fold about 5 sheets of blank 8 ½ x 11-inch paper to make the pages.

2. Make a cover out of construction paper, bristol board or cardstock. Fold the cover the same way as the inside of the book.



3. Put the cover and pages together and then use a paper clip to keep them together.

4. Cut two triangular notches out of the folded side of the book.



5. 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. This will hold the straw in place.

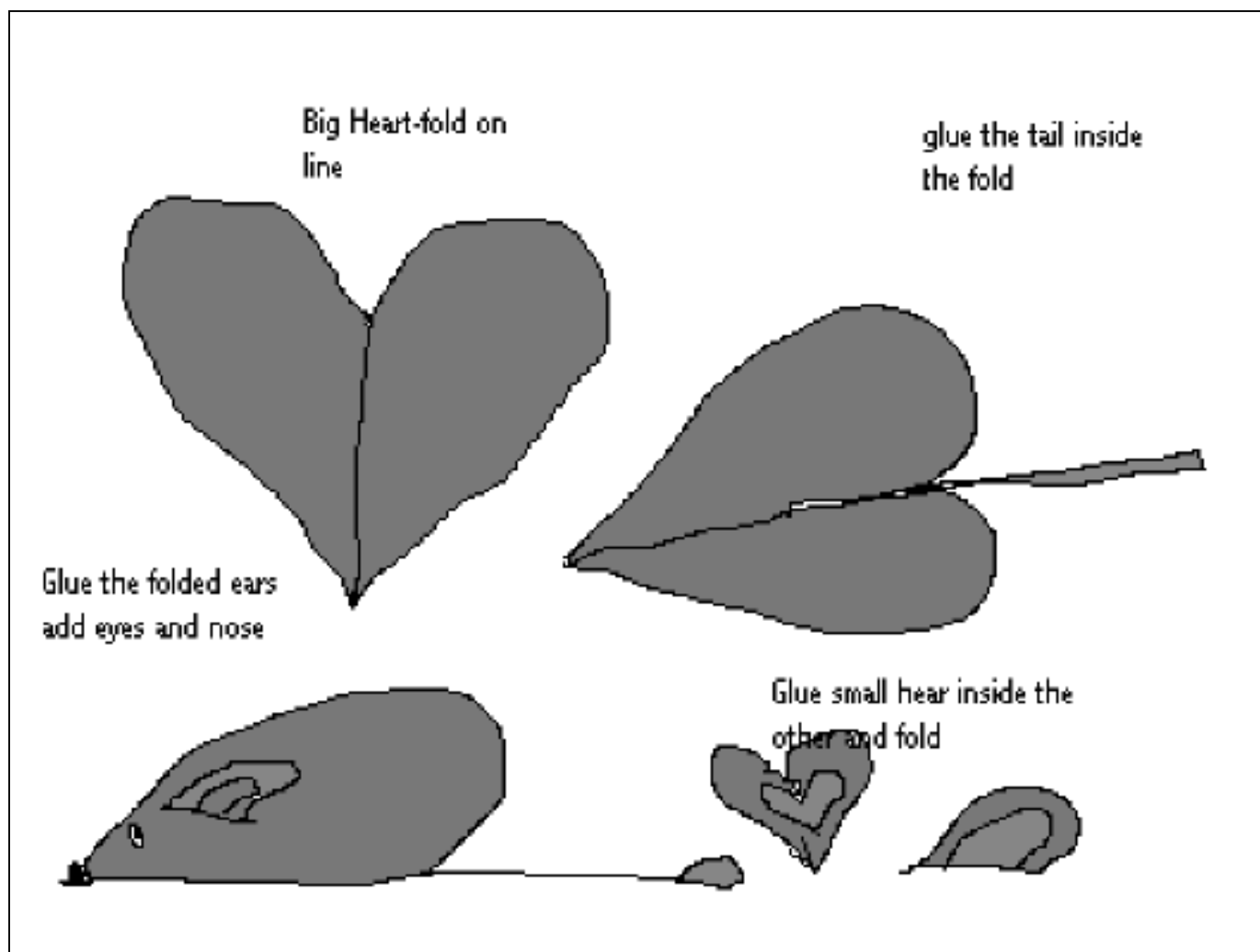


Make a Paper Mouse¹⁶

(Ages 2 and up)

You will need:

- Construction paper – two different colours
- Googley eyes if you have them
- String or yarn for a tail
- Scissors
- Glue



¹⁶ From <http://www.dltk-kids.com/crafts/valentines/mvmouse.html>



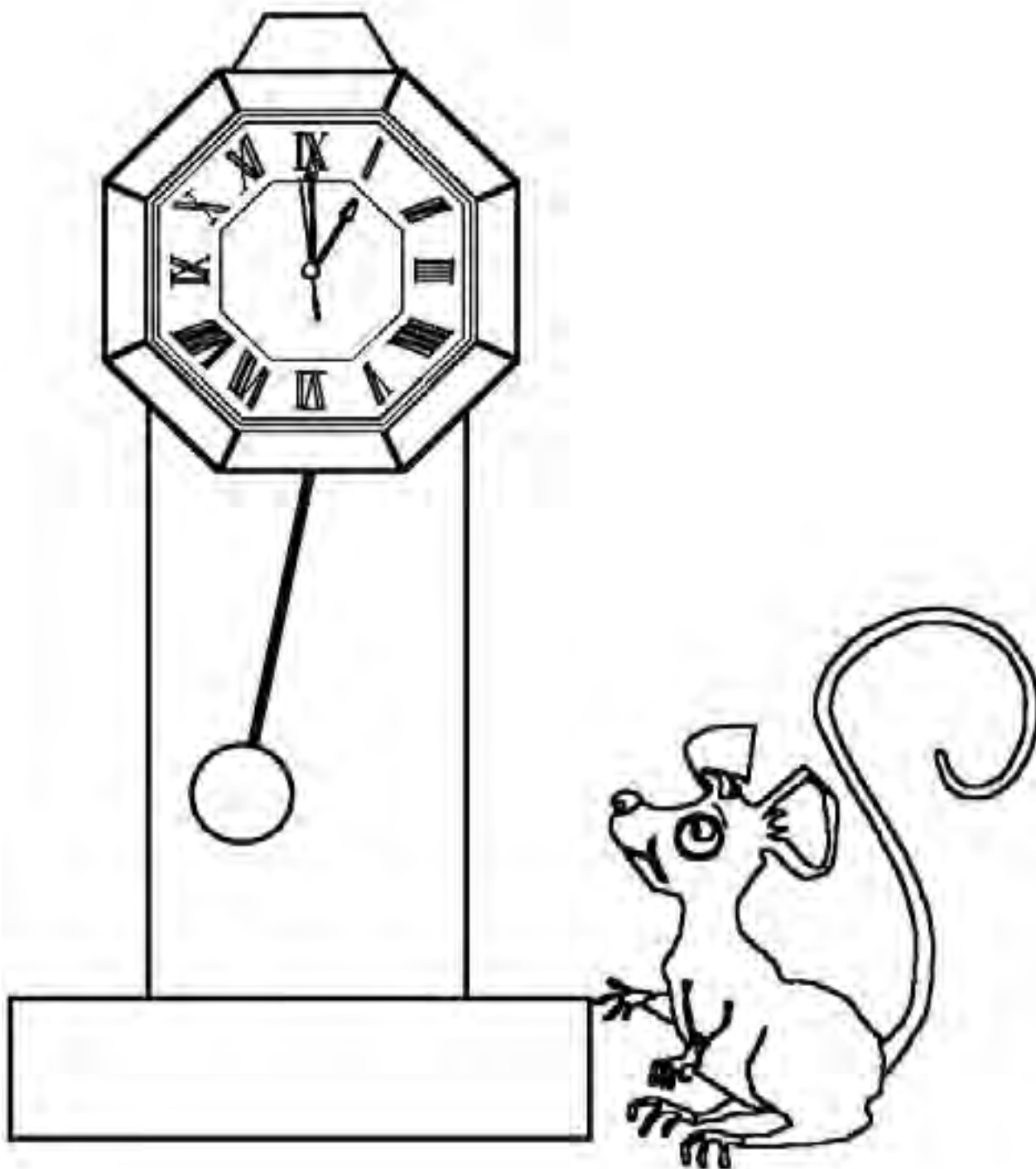
1. First make a large heart. This will be the body of the mouse. To make the heart fold a piece of construction paper in half and cut out the shape of half a heart. Unfold it and you have a heart.
2. Next cut out two small hearts for ears.
3. Cut out two more small hearts from different coloured paper. Make these hearts just a little smaller than the last ones. Glue them on top of the other small hearts.
4. If you have googly eyes, glue them onto either side of the nose, or simply draw on eyes and a nose with a marker.
5. Glue on whiskers made of narrow strips of paper or yarn.
6. Use tape to glue on a piece of yarn for the tail.





Colouring Page

(All ages)





Make a Memory Hand Print

(All ages)

Kids grow up very quickly. Here is one way to capture a memory of your child today.

Children get to paint their hands and parents get a very nice memento to hang at home.

On the next page there is a short poem called *When I Was Very Small*. Paint the palm of one hand of your child. Then have them make a hand print in the space next to the poem.



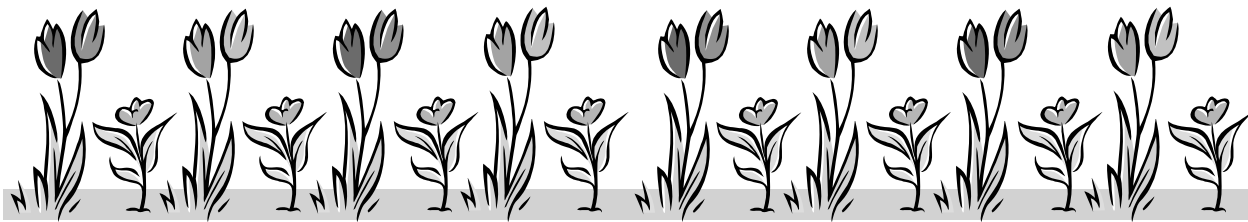


~ When I Was Very Small ~

Sometimes I might upset you
Just because I'm small
By leaving fingerprints of mine
On a table, chair or wall.

But everyday I grow a bit
And I'll be big one day
When all my tiny fingerprints
Have long been cleaned away.

So keep this print of my hand
To help you to recall
Just how big my fingers were
That time when I was small.





Hickory Dickory Dock

(All ages)

Practice the rhyme. Have fun with it – make up actions or make up your own rhyme using other animals or insects. What did the mouse, the raven or the caribou do?



Hickory Dickory Dock,
The mouse ran up the clock.
The clock struck one.
The mouse ran down.
Hickory Dickory Dock.

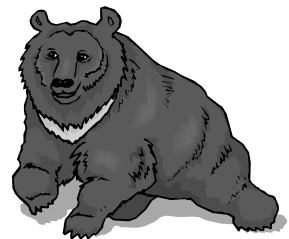
Hickory Dickory Dock,
The bird looked at the clock.
The clock struck two.
Away she flew.
Hickory Dickory Dock.



Hickory Dickory Dock,
The dog barked at the clock.
The clock struck three.

Fiddle-de-dee,
Hickory Dickory Dock

Hickory Dickory Dock,
The bear slept by the clock.
The clock struck four.



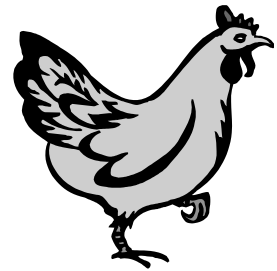


He ran out the door.
Hickory Dickory Dock.



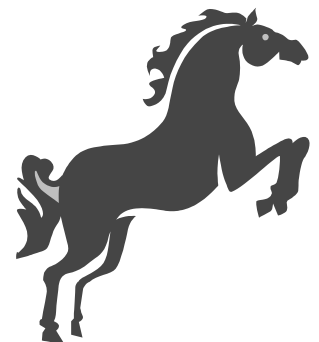
Hickory Dickory Dock,
The bee buzzed round the clock.
The clock struck five.
She went to her hive.
Hickory Dickory Dock.

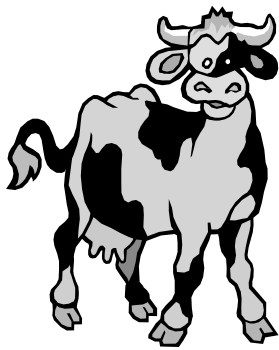
Hickory Dickory Dock,
The hen pecked at the clock.
The clock struck six.
Oh, fiddle-sticks!
Hickory Dickory Dock.



Hickory Dickory Dock,
The cat ran round the clock.
The clock struck seven.
She wanted to get 'em.
Hickory Dickory Dock.

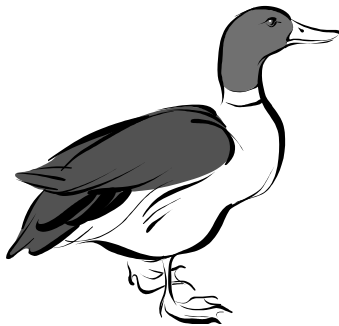
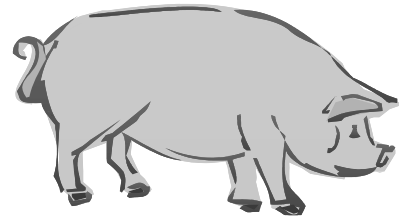
Hickory Dickory Dock,
The horse jumped over the clock.
The clock struck eight.
He ate some cake.
Hickory Dickory Dock.





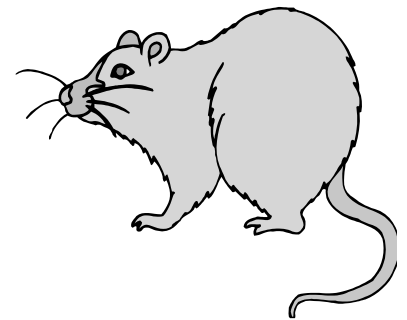
Hickory Dickory Dock,
The cow danced on the clock.
The clock struck nine.
She felt so fine.
Hickory Dickory Dock.

Hickory Dickory Dock,
The pig oinked at the clock.
The clock struck ten.
She did it again.
Hickory Dickory Dock.



Hickory Dickory Dock,
The duck quacked at the clock.
The clock struck eleven.
The duck said "Oh heavens!"
Hickory Dickory Dock.

Hickory Dickory Dock,
The mouse ran up the clock.
The clock struck noon.
He's here too soon.
Hickory Dickory Dock.





Make Up Your Own Rhyme

(All ages)

Make your own rhyme! What do the moose, the raven and the caribou do?

