

## Session One: Getting Started

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### Session One: Getting Started

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



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### **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



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**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.



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- 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.<sup>1</sup>

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<sup>1</sup>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

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## Participant Form

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Phone #: \_\_\_\_\_

Learners' names and ages:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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### Review

**Time** 20 minutes

**Handouts** none

#### Review

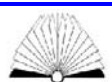
- Review group agreements. Ask participants if they would like to add or delete any.
- Review last week's session. Give new participants handouts from last week.

#### 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.



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### 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.

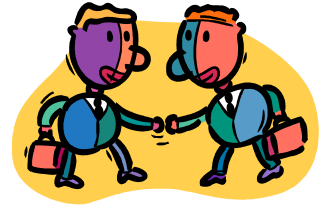
The first person to fill in their whole sheet wins. Have prizes for the winner. Read the Facilitator notes in this section for a suggested list of prizes.





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### 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.<sup>2</sup>



<sup>2</sup> 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.



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### 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.<sup>3</sup>



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<sup>3</sup> Adapted from Centre for Family Literacy, BOOKS manual August 2001.

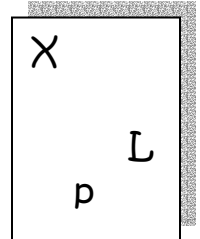






### 6 How Children Develop as Writers

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.<sup>4</sup>



<sup>4</sup> 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.



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### **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.

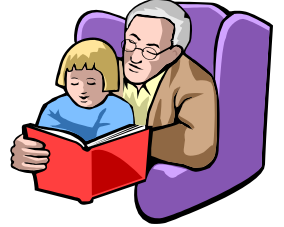




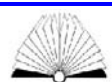
**7**

### 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

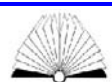
## Tips on Reading Aloud

- 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.





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### 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.

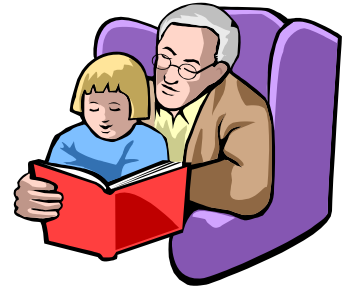
- Read aloud to your children for 15 - 30 minutes each day. Begin when they're infants.
- Test your child's eyesight and hearing when they are young and every year after that.
- Find a childcare provider who spends time talking with and reading to your child, who make trips to the library, and who have 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.



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- 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.<sup>5</sup>



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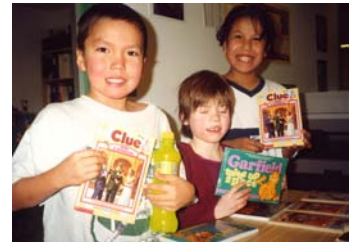
<sup>5</sup> Adapted from Family Education – What your child needs to know  
<http://www.familyeducation.com/article/0,1120,63-23810,00.html>





### 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!





### 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. <sup>6</sup>

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<sup>6</sup> Adapted from [http://www.bownet.org/spangler/five\\_finger\\_rule.htm](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

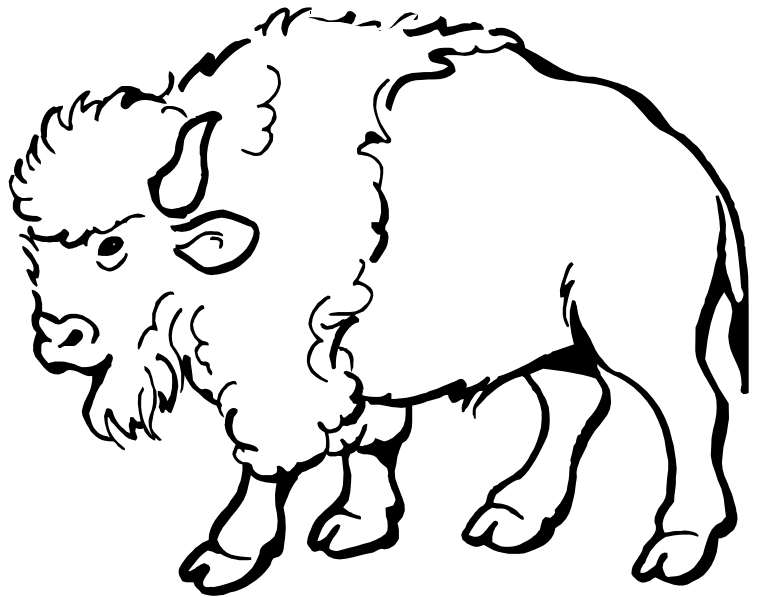
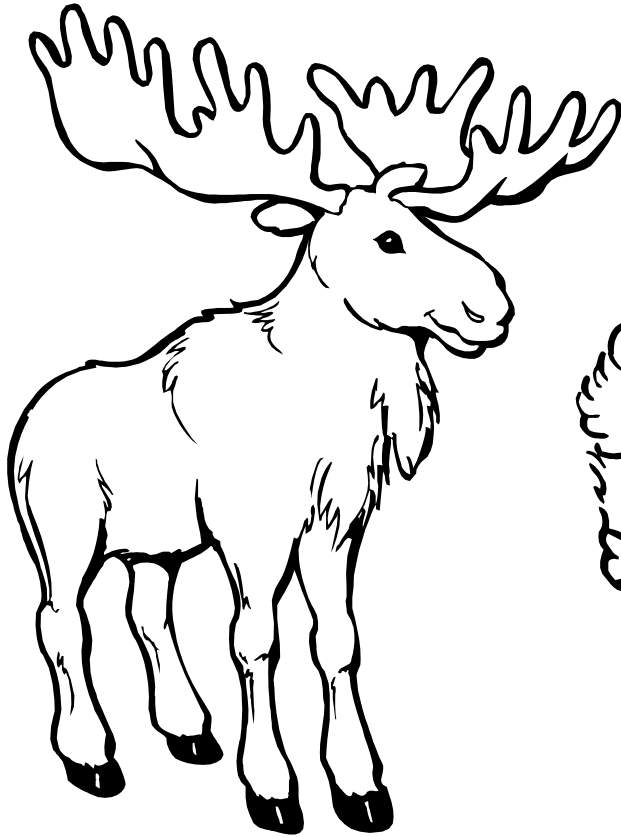
#### You can make a book on any topic:

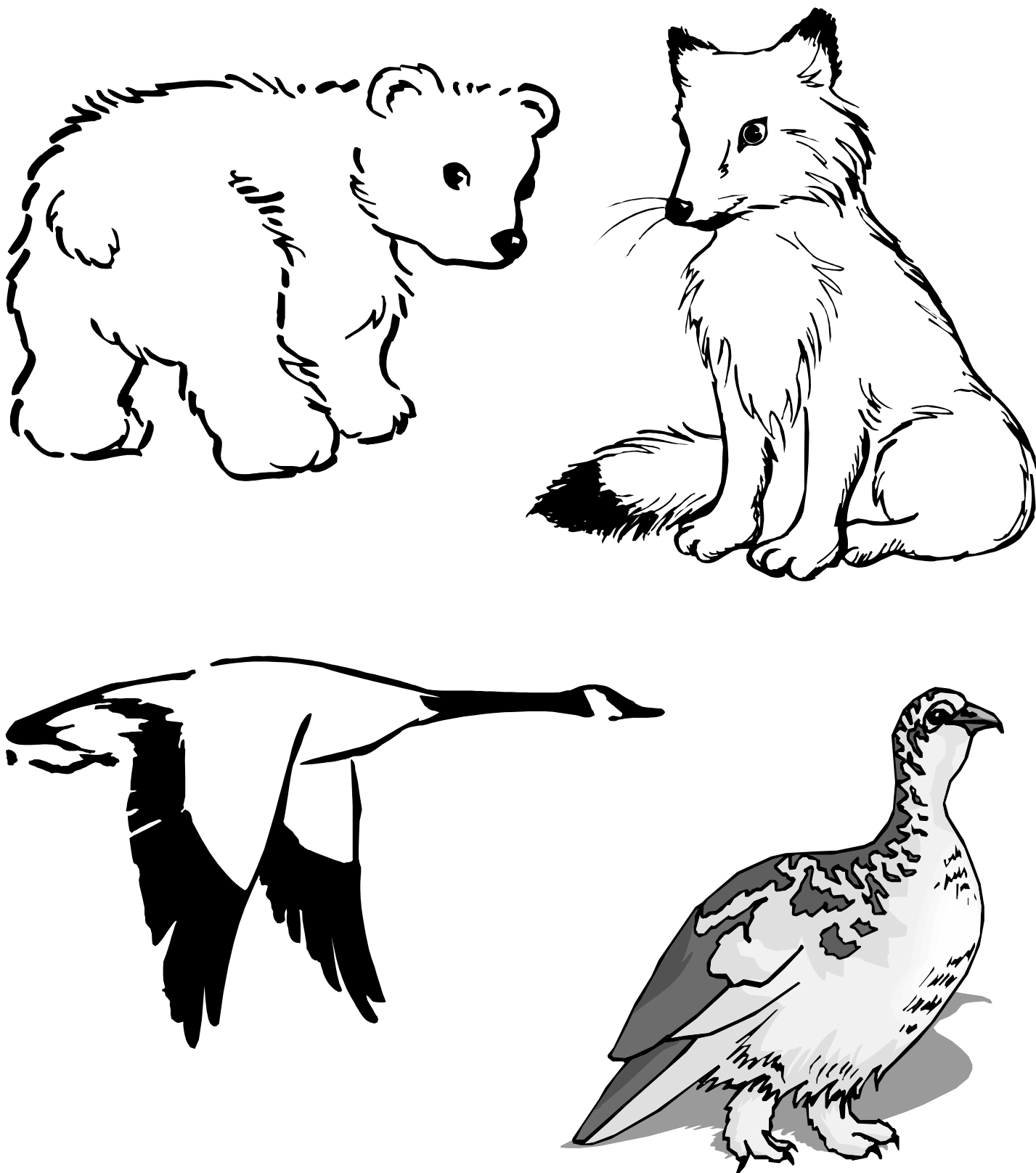
- Favourite foods
- Colours
- Numbers
- Letters of the alphabet
- Outdoor activities
- Favourite activities
- Funny things
- What makes you laugh
- Northern animals

#### 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.

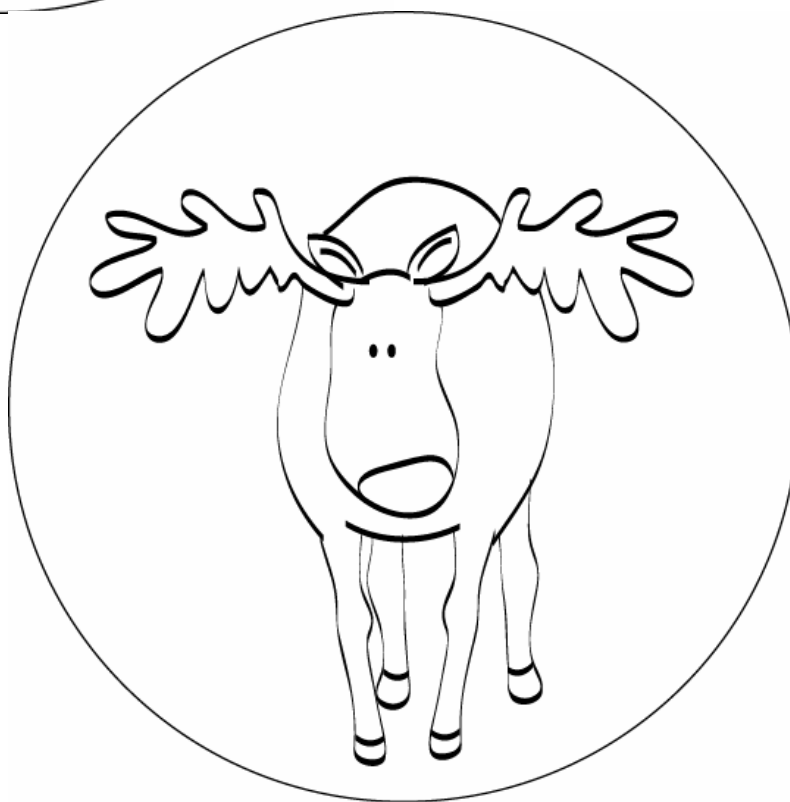








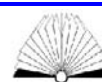
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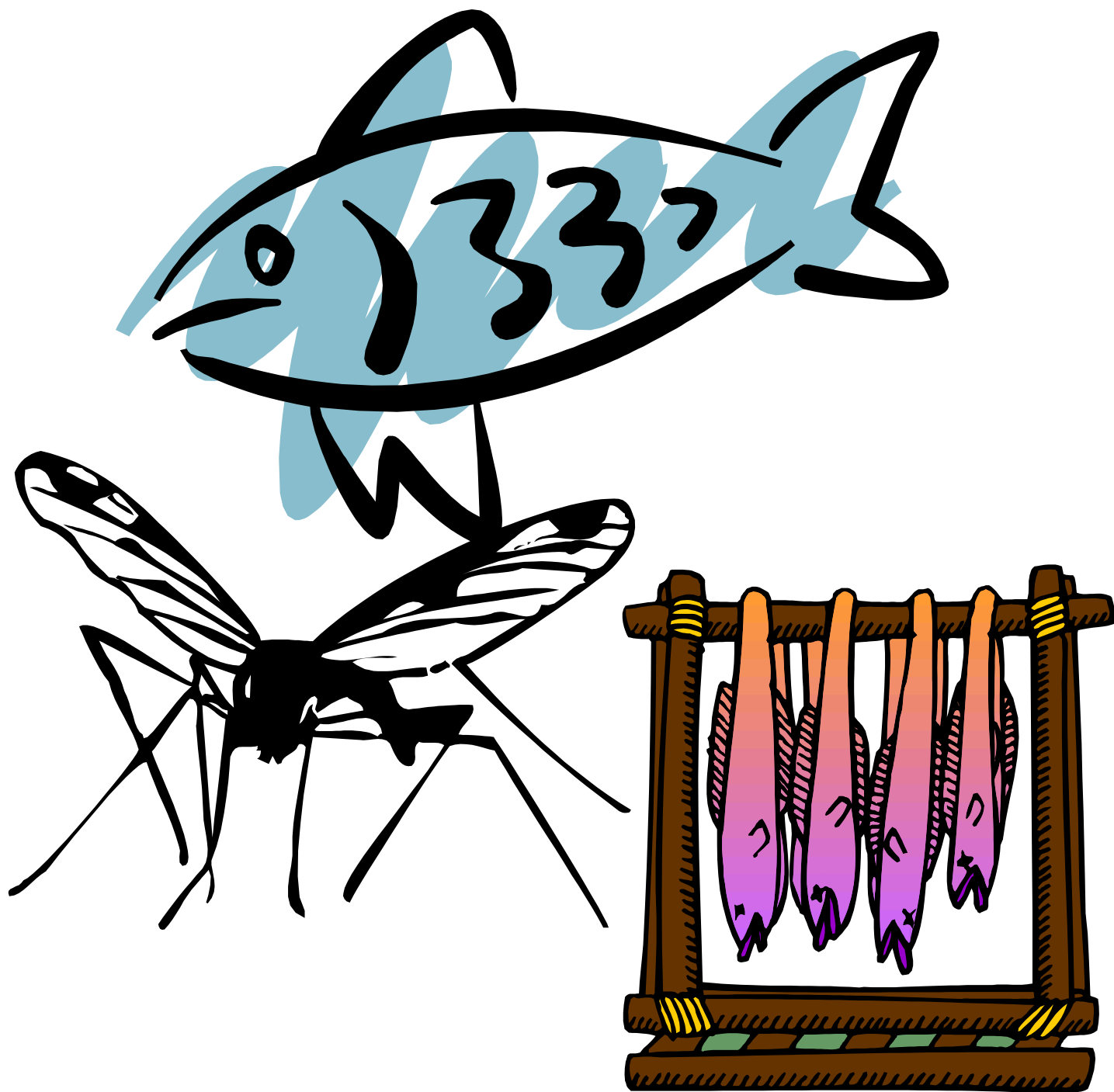


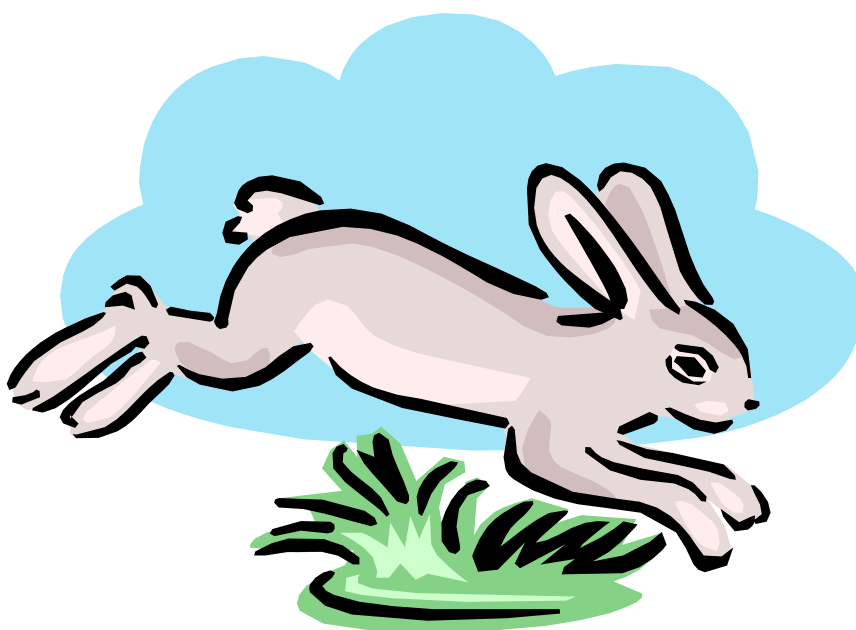
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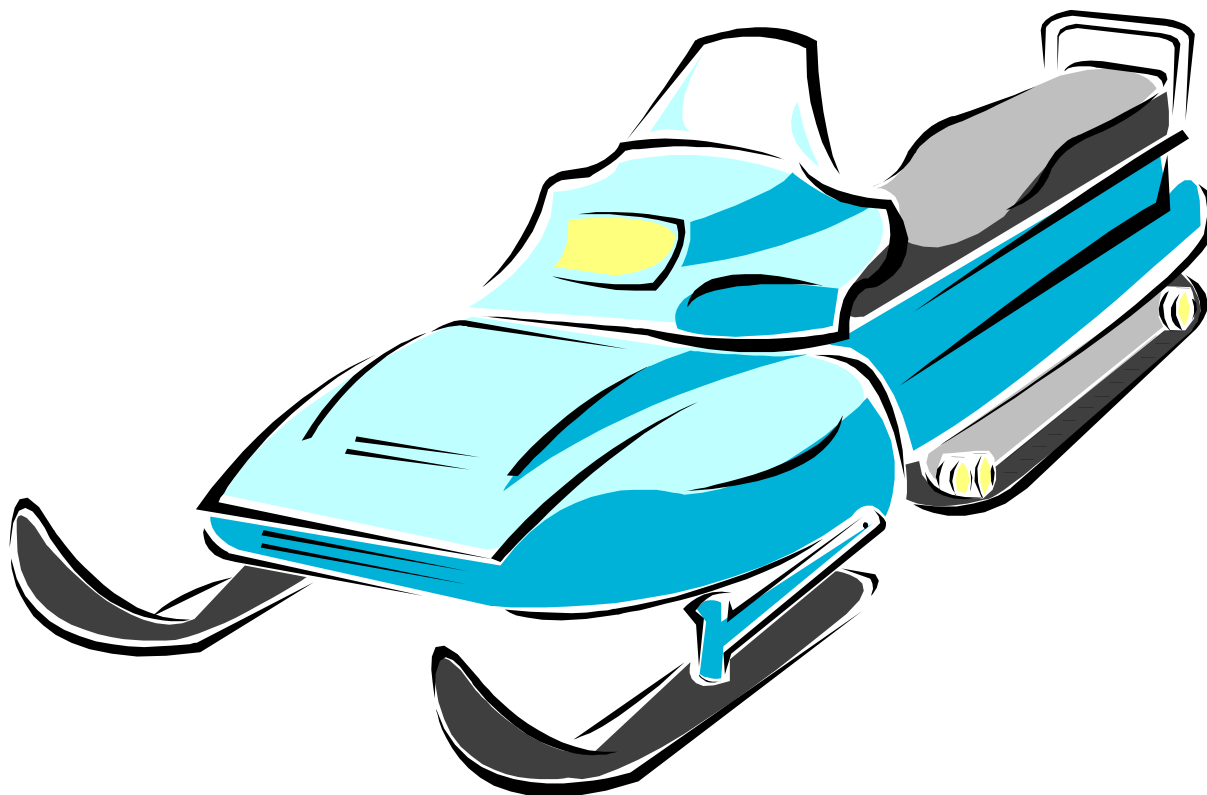
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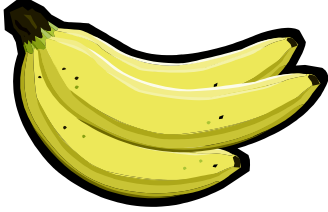
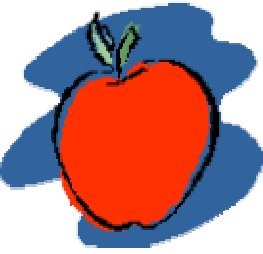


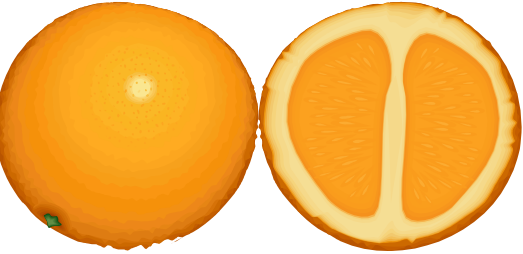
## Sample books



- I Know my Colours
- My Favourites




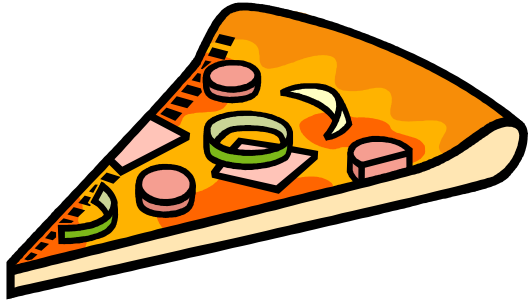

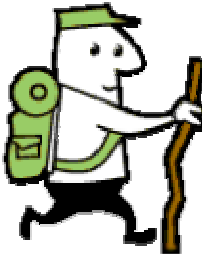


## Sample book – I Know my Colours

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





Sample book - My Favourites

<p><b>My Favourites</b></p> 	<p><b>My favourite food is</b></p>  <p><b>pizza.</b></p>
<p><b>My favourite indoor activity is</b></p>  <p><b>reading.</b></p>	<p><b>My favourite outdoor activity is</b></p>  <p><b>hiking.</b></p>
<p><b>My favourite sport is</b></p>  <p><b>squash.</b></p>	<p><b>My favourite animals are</b></p>  <p><b>puppies.</b></p>





### 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



## Session One: Getting Started

### Door prize and free books

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







## Session One: Getting Started



18

### Reading Tickets

<p>15      <b>Reading Ticket</b>      15</p>  <p>This reading ticket is awarded to _____ for 15 minutes of reading and earns you 1 point.</p>	<p>15      <b>Reading Ticket</b>      15</p>  <p>This reading ticket is awarded to _____ for 15 minutes of reading and earns you 1 point.</p>
<p>15      <b>Reading Ticket</b>      15</p>  <p>This reading ticket is awarded to _____ for 15 minutes of reading and earns you 1 point.</p>	<p>15      <b>Reading Ticket</b>      15</p>  <p>This reading ticket is awarded to _____ for 15 minutes of reading and earns you 1 point.</p>

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 One: Getting Started

