

### Welcoming Session Agenda

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



### Overview of session

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


#### Goals

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

#### Time

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

#### You need

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



**The day before the session**

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

**Before the session**

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

**The first session**

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

**Workshop preparation**

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



## Welcoming Session

### There are detailed facilitator notes for each activity

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

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

We use this symbol for background information.



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



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





## Background Information

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

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

- Adults are *self-directed*. They need to be free to direct themselves. Their teachers must actively involve adult participants in the learning process and serve as facilitators for them. Specifically, they must get participants' perspectives about what topics to cover and let them work on projects that reflect their interests. And, they must show participants how the class will help them reach their goals.
- Adults have lots of *life experiences* and *knowledge* from work, family responsibilities, and previous education. They need to connect learning to their prior knowledge. The facilitator should encourage participants to reflect on their own experiences as much as possible.
- Adults have *goals*. When they sign up for a program, they usually know what goal they want to attain. They appreciate a program that is organized and has clearly defined elements.
- Adults like to learn things that are *relevant*. They like to see a reason to learn something and be able to apply it to their work and family.



## Welcoming Session

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- Adults are *practical*. They focus on the part of the lesson that is most useful to them. They may not be interested in knowledge for its own sake. Participants need to understand why and how reading strategies work.
- Adults need to be shown *respect*. Facilitators need to acknowledge the wealth of experiences that adult participants bring to the program. Treat them as equals in experience and knowledge, and allow them to voice their opinions freely in the program. <sup>1</sup>

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<sup>1</sup> Adapted from <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-2.htm>





## Welcome and Introductions

**Time** 20 minutes

**Handouts** 1, 2

### Agenda

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

### Meet and greet

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

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

### Introduce facilitators and participants

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

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

The facilitators should introduce themselves first.



## Welcoming Session

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### **For example**

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

### **Other Opening Activities**

#### **Three things in common**

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

#### **Deck of cards**

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

#### **I've done something you haven't done**

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

#### **The toilet paper activity**

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





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

**What’s in a name?**

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

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





1

### Agenda - Welcoming Session

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





2

## Participant Form

Name:

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Address:

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Phone #:

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Learners' names and ages:

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# Program Overview

**Time** 10 minutes

**Handouts** 3, 4, 5

### Program goals

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

### How does this program work?

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

### Group agreements

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

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



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

## **Expectations**

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

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

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





### 3 Family Tutoring Goals

The goals of the Family Tutoring program are:

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



**4****Family Tutoring****Families learning to read and write together**

Every parent wants to be a good parent.

**As a parent, you:**

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

**This program will help you:**

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

**By using these ideas, you can help your child:**

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





5

## Family Tutoring

### Teach your learner to read and write

#### This program will:

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



#### By using these ideas, you can help your learner:

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







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

**Time** 10 minutes

**Handouts** none

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

### What's in a name?

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

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

### For example:

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





### **Group Discussion**—What makes a successful tutor?

**Time** 20 minutes

**Handouts** 6, 7, 8, 9

#### **Brainstorming**

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

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

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

Write down their responses on flipchart paper.

#### **What makes an effective tutor?**

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

- Enthusiastic
- Creative
- Flexible
- Use relevant material



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

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

### Setting goals

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

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

### Lesson plans

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

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

Handout 7 is an example lesson plan and handout 9 is a simple lesson plan. Ask participants to review both lesson plans and make a pro and con list.

Participants can use handout 8 to plan for their lesson with their learner.





## 6 Personal Learning Situations



<b>Successful learning situation</b>	<b>Difficult learning situation</b>





## 7

## Sample Lesson Plan

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

### Goals

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

**Warm-up** 5 min

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

**Review** 10 min

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

**Activity 1** 10 min

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



## Welcoming Session

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### Activity 2 10 min

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

### Activity 3 10 min

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

### Activity 4 10 min

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

### Close 5 min

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





**8**

**Blank Lesson Plan**

**Materials:**

**Goals:**

**Warm-up** 5 min

**Review** 10 min

**Activity 1** 10 min

**Activity 2** 10 min

**Activity 3** 10 min

**Activity 4** 10 min

**Close** 5 min





9

Sample Easy Lesson Plan



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

For example

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

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







## Reading Strategies

**Time** 40 minutes

**Handouts** 10

### Review reading strategies

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

### Book kit

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



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





# 10 Overview of Reading Strategies

## Session One - Tips on Reading

- Reading to your learner
- Reading with your learner

## Session Two – Reading Fluency

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

- Paired reading
- Repeat reading
- Echo reading

## Session Three – Language Experience

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

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

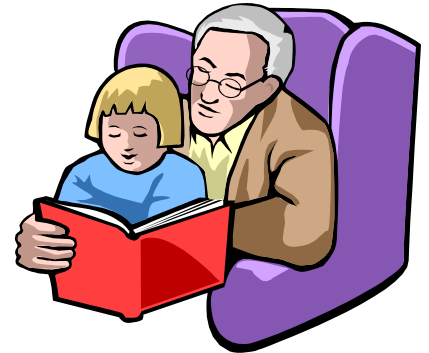
## Session Four – More Language Experience

- Cloze exercises
- Sight words
- Word families

## Session Five – Using Picture to Learn

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

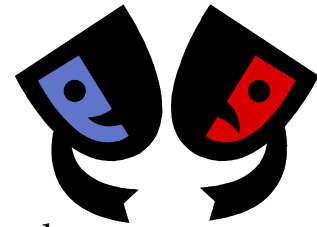
- Building vocabulary
- Word patterns



**Session Six – Readers Theatre**

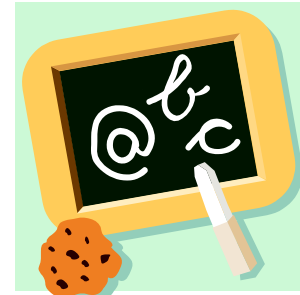
Read and practice scripts, and then perform for an audience.

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

**Session Seven - Comprehension Strategies**

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

- KWL – prediction
- Vocabulary building
- Questioning

**Session Eight - Writing Strategies**

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

**Closing Session – Celebration**

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





### Craft Activity

**Time** 30 minutes

**Handouts** 11, 12, 13

#### Activity 1

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

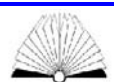
Making a booklet is easy. Use several pieces of paper, and use cardstock for the front and back covers. Use handout 12 for each person's name in the family. The handout is a guide to get people started. Encourage participants to use this activity with their learner.

#### Activity 2

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

#### You need

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





## 11 Names and naming traditions

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

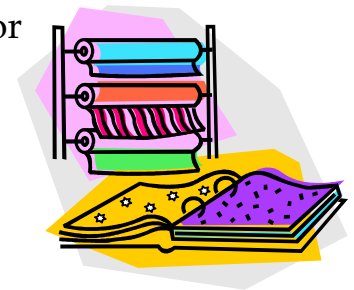
### At Home

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



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

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

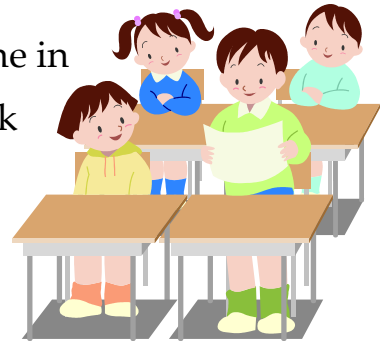


## Welcoming Session

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### At School

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



### Answer these questions:

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

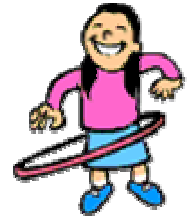
Make a page for each name that the group discusses. Make a class book about everyone's name or gather stories about each name. You can also research information about naming traditions in your community and around the world.



**Example # 1**

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

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



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



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



## Welcoming Session

### Example # 2



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

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



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

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



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







12

**Blank Form**

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

6. My name means

**Photo of Person**





# 12

## Homemade Foam Book<sup>2</sup>

### What you need:

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



### Directions:

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



<sup>2</sup> From Lori Garcia: [http://www.mormonchic.com/crafty/books\\_homemade.asp](http://www.mormonchic.com/crafty/books_homemade.asp)





## Closing

**Time** 10 minutes

**Handouts** 14

### Session review

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

### Review plans for next week

- Reading tips
- Shared reading
- Bookmaking
- Reading stages

### Evaluation

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

### Door prize and free books

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





## 14 Family Tutoring – What do you think?

Session # \_\_\_\_ Topic: \_\_\_\_\_

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



Excellent



Pretty good



Needs a little work



Not so hot



Should be canned

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

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

4. What things can we do better next time?

5. Other comments

