

Family Literacy

And Childcare

READ Saskatoon
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Literacy and the literacy of families is a concern to all of us. Family literacy; and intergenerational literacy programs are part of the solution to the challenge of literacy. The connections that can be made between home, childcare and residential care are considerable. This project has opened many doors.

Ruth Vandekamp, Administrative Director, READ Saskatoon

On behalf of the Saskatchewan Childcare Association we would like to acknowledge the work done by READ Saskatoon regarding the success of this project/manual. While literacy issues continue to be a challenge for many parents and children in the “early years”, we at the S.C.C.A. are pleased to be a part of this “made in Saskatchewan solution”. Endeavors such as this are positive steps forward for all families.

Congratulations!

Sue Delanoy, Executive Director, Saskatchewan Childcare Association

I would like to acknowledge the support of the Board and Staff of READ Saskatoon in the development of this project. Their advice and guidance was appreciated as was their friendliness. Thank you also to my family, my husband Paul and daughters Meghan, Kendra and Tany. Your patience and helpfulness at home while I was busy working on this project; it was appreciated!

Donna Heselwood, Project Coordinator, READ Saskatoon

Introduction

Welcome! As care providers for children you have a unique opportunity to practice the principles of Family Literacy. While children are in your care you are a child's "substitute parent"; as such you support one of the cornerstones of Family Literacy which says that the parent is the first and most important teacher a child will have. You have the chance to promote and support family literacy activities in the homes of your charges. Using the outline provided in this manual you can experience books with children which will help them develop strong literacy links to their everyday world. Using the handouts that accompany this manual you will be able to encourage parents to become strong partners with you in this process.

Provided with this manual is material to help your child care facility offer an interesting and enjoyable Family Literacy experience. It is based on practical information obtained from the results of a survey completed by members of your profession. We are confident you will find it easy to use. A copy of the survey as well as results can be found in the appendix of this manual.

Also included in the appendix are some statistics gathered from the International Adult Literacy Survey done in 1994. They are provided for your professional information but may also be shared with the parents of the children you work with as well as Board members and others.

An evaluation form has also been included for your assessment purposes. Family Literacy is difficult to measure but there are some standards, which may help in your evaluation process.

In some ways you will find that Family Literacy activities resemble Storytime activities. What you will quickly see is different about them is that Family Literacy is adult education. The parent handouts are intended to assist parents at home in fostering the same appreciation for literacy which you are promoting in your facility. A more literate society benefits all of us; to be involved in promoting Family Literacy helps publicize this and encourages people to do whatever they can to raise the profile of literacy.

“Parenting” and “Family Literacy” often seem to go together; we have chosen, as a result of survey feedback, to include some parenting information. You will find these topics to be of general interest as they apply to the specific family literacy sections they are assigned to. Remember, this is as much a guide as a manual; feel free to insert additional parent information as you wish. The results of the survey, as well as interviews with childcare staff, highlight the fact that people doing this work already have a wealth of knowledge about children, behaviors and parenting techniques. While not everyone in childcare is also a parenting educator you are all in the position to work closely with parents and provide information which may be of use to them. Again, this is an important aspect of adult education and advocacy!

We encourage you to contact any of the resource agencies listed in the appendix for further information. This manual is an introduction to Family Literacy; you may have other questions/concerns you would like help with and you need to know that there are many supports available to you.

Good luck in your Family Literacy programming! It is a wonderful experience to share books and learning with parents and children. Remember, this is not “rocket science” but is extremely worthwhile in fostering happy, healthy whole children and families.



Many definitions of Family Literacy exist.

Here in Saskatchewan, the definition adopted by the Saskatchewan Literacy Network is:

Family Literacy is families learning together to encourage reading and writing.

Family Literacy and Intergenerational Literacy

These two terms Family Literacy and Intergenerational Literacy are not wholly interchangeable.

Intergenerational programs recognize that a variety of adults acting as reading models can have a positive impact on children's reading activities.

Programs are intergenerational in nature when participants span different generations.

Family Literacy programs are both "family" and "intergenerational". This is because of the inclusion of many family members (aunts/uncles, cousins, primary caregivers, friends, etc.) who are both immediate and extended members, as well as who span different age groups.

"To approach literacy through the family is the surest way to increase educational levels of adults and children because this approach expands the skills of both and draws on the power of the family to affect its own future."

The Power of the Family, National Center for Family Literacy

"Family Literacy is a community based initiative designed to break the cycle of illiteracy. Family in this context is interpreted in the broadest sense of the term. Implicit in this process is a shared responsibility in the community to provide intergenerational support, education and advocacy. The intention is to empower the individual and establish reading as a valued activity within the family."

Family Literacy Interest Group of Ontario, 1992

“Family Literacy may be described as:

The intergenerational sharing of literate experiences that provide a family environment which supports and expands the range of literacy activities in the home and which encourages parents to incorporate those activities into their own cultural context.

And . . .

A family literacy program can be described as an educative community in which both parents and children become teachers and learners. Such programs take an intergenerational approach and encourage adults to acquire skills by helping children learn”

The National Center for Family Literacy, Louisville, Kentucky.

What is a Family?

A group of people that share a home together and food.

People who love each other.

People who care about each other and listen to what others say.

People who share a room with each other and things.

People who get married and might have kids and raise them.

A group of people who are related.

People who share toys.

A family is something that keeps going on and on.

The family keeps getting shorter and getting bigger because people die and children are born.

It's like telling a story over and over again.

7/8's Manhattan Country Day School



Getting Started

Benefits of Family Literacy

Increased pre-reading skills in children.

Increased educational levels of parents through basic literacy instruction.

Parents able to integrate literacy activities into daily living.

Improved relationships between parent and child through structured, meaningful interaction.

Parents gain the motivation, skills and knowledge to pursue their education and/or employment goals.

To Begin With ...

Following is the information you will need to begin a Family Literacy program with the children in your care. First, we will provide some helpful hints on working with the parents of these children in order to develop your program.

1. Each session has accompanying parental handouts. These cover information supporting the theme of the sessions as well as more general information about Family Literacy. Handouts are easy ways to “break the ice” providing the parent has no problems reading and understanding them. If a parent does have a problem with their own reading and writing there are ways they can get help. Please see the Appendix for agencies close to you which you can feel confident recommending. This can be a very sensitive area for people and one that must be handled discreetly.
2. A copy of a Reading Log is also provided for you to give to parents. This is intended to help them keep track of books they read with their children. It is not to be used as a report card! Simply explain that it is provided for their convenience and not to make them feel guilty if it is used infrequently or not at all.
3. Your community will have other resources (such as libraries, museums, counseling services, regional college offices) which can offer you additional help and information. Use them and make them available to parents by talking about them.

4. Workshops can be a good way to reach parents. Results of the survey undertaken by the Saskatchewan Childcare Association (S.C.C.A.) indicate that daycare personnel see value in offering parents a chance to get together and learn. This can be done informally over a potluck gathering or can be offered as part of a professional development series for both staff and parents. It may take a while for parents to attend regularly but this too is a matter of perseverance and encouragement. The book by *Getting Involved – Workshops for Parents* by Ellen Frede is a very good resource available from the S.C.C.A. It may help if you decide to offer or co-sponsor a workshop. Also, don't forget to contact the S.C.C.A. and other agencies to see what they might already be offering. Simply advertising what is already available is a valuable service and takes little time and/or effort.

These are ideas that will make it easier for you to reach parents and have them understand your motivation in doing Family Literacy. Your enthusiasm and interest in this field will be contagious! It is necessary to remember that all families practice some form of Family Literacy albeit different from that of other families. The book *Many Families, Many Literacies* by Deny Taylor explains to us that even the most “needy” families usually targeted for Family Literacy programming exhibit many examples of good family literacy practices. So, while your enthusiasm and energy to do family literacy may take you in one direction, please remember that there are other directions that are just as worthwhile to travel!

It is important to adults that any learning they do be relevant to their everyday life. It becomes very important that your Family Literacy work take into account that what you do with the children is something that

parents can easily duplicate at home. It must be easily integrated into the everyday life of the families you serve. People are busy and have many tasks to do daily. The informational handouts you provide to parents will help them to understand ways of doing family literacy at home.

Research done by the Vanier Institute on the Family has proven that many double income families have time and energy issues, which minimize the kind of family literacy activity they can do at home. In fact, many double income families do fewer family literacy activities than do families with limited financial resources. It is important not to make assumptions about families but to work with them at whatever point they are at and encourage them to do what they can. Parents will see you as a valuable asset by being a source of information as well as hope that there is much they can do that will make raising their child easier and more enjoyable.

It is also worth remembering that you may come across parents with literacy difficulties of their own. Statistics from the International Adult Literacy Survey confirm that many adult Canadians do not read and write well enough to participate fully in Canadian society. In Saskatchewan approximately 40% of the age group 16 – 35 read at only a Level 2 on the survey, Level 3 being considered minimal in Canada. This is significant, as this is the age group primarily responsible for childbirth and early childhood attachment.

In working with adults, as with children, it is important to remember that everyone learns things differently. Some people are Kinesthetic learners

(learn by doing), some are Auditory learners (learn by hearing), some are Visual learners (learn by seeing), and some are a combination of all of these. Be aware that some parents might want to discuss the handouts you give them (auditory learners) while others may want to “pop in” if possible to watch (visual learners) what happens during a Family Literacy session. There may be parents who just decide to “trial and error” some Family Literacy activities at home and see what happens (kinesthetic learners). If you remain tolerant, flexible and professional in your approach to working with parents you will find ways to communicate with them and get them the information they need in the most useful format possible.

Finally, remember that Family Literacy is about learning and encouraging the learning process. It is also about having fun while doing so! It is primarily an Adult Education issue; as Childcare professionals you are in a unique position to affect the lives of the children you work with as well as influence the lives of their parents. There is a growing awareness that the lives of children will not change unless the lives of their parents/guardians change. The work you do in promoting Family Literacy does not have to take much time to yield good results. If even a small number of families’ lives change for the better (more reading at home, more attention to children’s verbal skill development, adults deciding to return to learning...) you will have succeeded.

Data collected from the survey conducted by S.C.C.A. and READ Saskatoon reinforced the fact that many people working in childcare feel they should have some knowledge about family literacy issues and what to do about it.

There is no expectation that childcare people should take on the additional role of being an adult educator; however, there seems to be general consensus that you are already looked upon as experts in many areas of child development by the parents you serve. The ability to be knowledgeable in matters of Family Literacy will further enhance the important role you play in helping develop whole, healthy and competent children.



Responding to the “Whole Person”

- promote an accepting, supportive and respectful atmosphere.
- model active listening by carefully listening to what participants have to say, checking for understanding and responding appropriately.
- help participants to recognize and appreciate their own abilities.
- show parents and children new ways of interacting.
- present material in an interesting manner.
- show adult participants how to integrate literacy activities into their family lives.
- facilitate the setting of personal, educational and employment goals.
- assist participants in accessing community services.
- demonstrate methods of advocating for and supporting their children in school.

Background to Sessions

The sessions are thematic with coordinated books, activities, songs, etc. There are six sessions; you can do them once a week for six weeks. Make sure you hand out the Parent Packs each week. These will give parents a chance to participate at home with their children in a timely way.

Most of the sessions might be easily incorporated into other activities you may already be doing. Feel free to do so; change some of the books or activities if you have others you prefer. The important thing to remember is that you will include parents in this process by using the Parent Packs.

In preparing for your Family Literacy time with the children keep the following points in mind:

1. Choose the books/stories you will use well ahead of time. Make sure you read and review them before using them with the group. Three books per session are usually enough. Make sure the material you choose is relevant and age appropriate.
2. Arrange your physical space so that it is warm and inviting. Set the space up with pillows, blankets, good lighting, a bookcase, softly played music and perhaps a scented candle (which you never leave unattended or within reach of the children). Attending to people's varied senses will create as unforgettable an impression as possible. The children will more easily remember the stories and discussion around them if you do so.

3. Spend no more than 30 minutes from start to finish. This includes your ritual opening, reading aloud time, and story stretching questioning, closing and supplementary activities. For ideas on openings and closings please refer to the *Storytime Handbook for DayCare Workers* by Helen Lerach.
4. Choose your supplemental activities ahead of time as well as any fingerplays or rhymes you may want to use. Rehearse everything you will be doing especially if you are new to this; it is better to have more planned than you can use.
5. Have fun! Enjoy yourself because you are prepared and know what a special difference these learning opportunities make in the lives of children and their families. Be confident about passing on to parents the handouts provided as well as any others you may have for them. Keep in contact with parents.
6. Use the book lists provided for each session but do not be afraid to substitute others in their place. Use culturally appropriate materials whenever possible. Visit bookstores and libraries to help keep informed of new titles, which you might be able to use.
7. Contact the S.C.C.A. for additional parent / facilitator resources which might be of interest to you. Recommend what you like to others and ask what they would recommend. Get on mailing lists of organizations that sound compatible with your work to see if they have anything to offer. If you have access to the Internet check out different sites for even more information. See the Appendix for some ideas.
8. Keep telling yourself, “this is not rocket science”! Family Literacy is a common sense approach to encouraging a love of lifelong learning for parents and their children. As childcare professionals you have the means to foster Family Literacy activities as a complement to storytime activities.

9. There are many people doing Family Literacy work in our province; you are not alone in this effort! It is helpful to network with others in order to feel connected. In the Appendix you will find the names of some people and organizations which might be helpful to you – feel free to contact them.

10. Finally, Good Luck! Whether you are a home based or childcare center provider you are about to embark on something of a new role. As Family Literacy advocates, you sometimes walk a fine line between sounding encouraging and sounding critical! Don't worry; if you remember to treat parents in the most positive way possible you will be doing a lot to support the kind of Family Literacy they do at home as well as to perhaps encourage some new things.

Many studies have been done which justify the value of Family Literacy programming in different settings. The childcare setting is but one of these. Your involvement as a promoter of Family Literacy is a natural “fit” – you may have been doing it already! For some information regarding academic studies and research on Family Literacy please refer to the Appendix.

“Example is not the main thing in influencing others. It is the only thing.”

Albert Schweitzer.

Session 1

Families



Session # 1 – All About Families!

Book Titles: Just Suggestions! Substitute Others as You Like.

1. My Extraordinary Family, illustrations by Naomi Adhemer
2. Just Me and My Cousin, by Gina & Mercer Mayer
3. Are You My Mother, by P. Eastman
4. Friends and Family, by Helen Oxenbury
5. Foster Baby, by Rhian Brynjolsen
6. My Mom is so Unusual, by Iris Loewen
7. The Napping House, by Audrey Wood
8. Guess What I'll Be, by Anni Axworthy
9. The Olden Day Coat, by Margaret Laurence
10. Daddy – Care, by Allen Morgan
11. Mom and Dad Don't Live Together Anymore, by Kathy Stinson
12. Mama's Bed, by Jo Ellen Bogart
13. Boss for a Week, by Libby Handy
14. Just For You, by Mercer Mayer
15. Grandpa Dan's Toboggan Ride, by Suzan Reid & Eugenie Fernandes
16. My Kokum, by Iris Loewen
17. Leo the Late Bloomer, by Robert Kraus
18. Something From Nothing, by Phoebe Gimán

Storystretchers: Questions to Ask, Ponder, Wonder About...

1. Who is in this story?
2. What is your favorite part?
3. Has anything like this ever happened to you?
4. What is this story telling us?
5. What will you remember about this story?

Activities: Things to do With the Children

1. Draw a picture of your family. Include your pets if you have any. Have someone help label each figure.
2. Make a collage of your home and family. Use old magazines, flyers or newspapers and help the children to cut or tear the pictures until they are able to do so alone.
3. Do the finger play, "This Old Man".
4. Sing the lullaby "Rock a Bye Baby".
5. Do a "Hand in the Bag" activity where you or the child fills a bag with articles about home. Have them explain these as they pull them out of the bag. This is an activity that can also be

done while traveling in a vehicle (once the bag is assembled).

Themes: For Your Information

1. New baby in the house.
2. Foster kids / adopted kids.
3. Grandparents.
4. Extended family.
5. Birth order.
6. Intergenerational information.
7. Holism (refers to the whole, indivisible person including the physical, mental, emotional, spiritual and social aspects that make up a person).

From the S.C.C.A.

Here are some resources that will help with this session.

Video Resources – For Adults:

1. Dad's House, Mom's House.
2. Anytime is Storytime.
3. Between You and Me.

Book Resources – For Adult:

1. The Weekend Parent, by Carolyn Pogue.
2. Ties that Stress, by David Elkind.

Kits to be Used with Children:

1. The Berenstein Bears, Kit #12.
2. Multiculturalism, Kit #6.

Session 1

Parent Pack



Parent Information

Family Literacy – “All About Families”

Welcome! Your child has been busy learning “All About Families” in their Family Literacy work-theme. Here is some additional information for you to use at home. It will help your child’s literacy development by reinforcing what they learn while in childcare. It may help to make an easier transition for your child between the world at home and the world at childcare if you repeat some of the same things. Enjoy!

Some Books To Use At Home:

1. Friends, by Helen Oxenbury
2. Family, by Helen Oxenbury
3. Monster Mama, by P. Eastman
4. The Napping House, by Audrey Wood
5. Mom and Dad Don’t Live Together Anymore, by Kathy Stinson
6. Just Me and My Cousin, by Mercer Mayer
7. My Khokum Called Today, by Iris Loewen
8. Love You Forever, by Robert Munsch
9. The New Baby Calf, by Edith N. Chase/Barbara Reid
10. Something From Nothing, by Phoebe Gilman

Some Questions (Storystretchers) to Ask:

1. What did you like best in this story?
2. How does this story remind you of our family?
3. How are animal families like people families?

Some Fun Things To Do!

1. Make cookies and deliver them to family and friends. Let your child help decorate each cookie with people's names. This helps your child practice their writing skills in a fun way.
2. Make houses for different kinds of families, both human and other! Use your imagination; Legos or other types of building blocks work well for this but so do clean, empty milk cartons. Also, don't forget to ask for boxes at furniture and grocery stores – boxes make wonderful big houses.
3. Look at pictures from your photo album with your child. Explain who everyone is and how you are connected.
4. Help your child make a family tree. Draw a tree shape and help your child write the names of family and friends on leaf shapes. Attach these with glue to your tree.
5. Let your child go through old magazines and cut out pictures of different kinds of families. Glue these to a large piece of cardboard.

Some Things To Remember:

1. Enjoy this special time with your child. You are their first teacher so make learning a time for both of you to make new discoveries about the world and each other. Talk to your Child Care provider about anything you would like them to know about what you are showing your child at home.
2. Read and do activities only when you have time to do so without being rushed. Reading doesn't have to happen at bedtime; maybe

3. a quick story at suppertime works better for your family. You could start a new family tradition and schedule Activity Night for one specific evening when you read together, play games or do craft activities (turn off the T.V. and don't answer the phone!).
4. Try to spend the same amount of time on reading and related activities with your child as your child spends on television or video games and the computer. This is not impossible! Most children very quickly learn to shift gears and enjoy these other activities as much or sometimes more than the others.
5. Let your child count the number of ways you use literacy everyday, things like: reading flyers and newspapers, making grocery lists, writing family activities on a calendar.
6. Give your child plenty of opportunity to talk with you about the books and activities you share. Let them ramble and form their thoughts as they express them. Enjoy their insights and share some of your with them. You will create a strong bond between you as a result.

Research

(Taken from Ruth S. Nickse, *Family and Intergenerational Programs: An update of "The Noises of Literacy"*, ERIC Clearinghouse on Adult, Career, and Vocational Education Center on Education and Training for Employment, Ohio State University, 1990.)

The concept of family literacy comes from a substantial base of research from related, but diverse fields. Research in these fields supports continued development of family literacy programs. Some findings with implications for family literacy are summarized below.

Adult Literacy Education:

- Researchers have found that parents' education affects how well their children will achieve. In fact, an extra grade level for the mother is associated with an extra half-grade equivalent of achievement for her children.
- Social interactions with others who have broad vocabularies are important for developing literacy in children and in adults.
- Young people with below average basic skills were nine times more likely to become mothers out of wedlock, and four times more likely to become welfare dependents. Therefore, literacy and basic skills bear a distinct relation to the future well-being of workers, families, firms, and the country.
- Intergenerational and family programs retain adult students longer. It may take adult new readers 6 to 8 years to increase skill levels to an effective literacy level. If the motivation to improve literacy is increased with dual programming, length of retention for both adults and children in educational programs may be increased.

Emergent Literacy:

- Conceptual and developmental literacy occurs in the first years of life.
- For some families "school" literacies (questioning,

labeling, reading bedtime stories or signs, watching adults read and write) are either unknown or undervalued and, therefore, not practiced. The social context (interactions between children and adults in the home and community) of literacy has a profound and early impact on children's "school" literacy development.

- What parents do to help their children learn is more important to academic success than how well off the family is. Conversations in the home, reading materials, and cultural activities all contribute to early reading achievement.

Cognitive Science:

- Individual achievement can be inhibited or enhanced by external factors in the culture the child is born and raised in. It is also influenced by the values placed on the learning of skills and on formal schooling.
- Changing people's values or belief systems is a slow process.
- Supports the need for diverse family literacy programs using non-school, social networks in homes, communities and work-sites.

Preschool and Elementary Education:

- Programs for parents of young children result in positive short-term effects as measured by standardized achievement tests, for the children.
- Early intervention with children is more effective when parents are involved.
- Long-term support or intervention may be necessary to help parents maintain new behaviours and attitudes.
- Strategies that initiate a wide range of activities for adults and children seem to have the most significant effects on children's progress.

Family Systems Theory:

- It is advisable to include or involve as many members of the family as possible (potluck dinners, holiday parties). Hostility and aggression from non-participating family members are not uncommon.

- Focusing on a subset of the family unit reduces the likelihood of success.

Parents' Roles in Children's Literacy Development:

- Research suggests at least four ways parents affect children's Reading achievement:
 1. By creating a literacy-rich environment supplied with books and everyday materials.
 2. By sharing reading and writing activities.
 3. By exhibiting the naturalness of literacy in their own lives as reading models.
 4. By demonstrating positive attitudes toward education.
- Studies show that every early reader had been read aloud to, has had literacy-related questions answered, had parents who read for pleasure, and had been provided with writing materials.

Rules That Make Life Easier For Everyone

1. If you open it, close it.
2. If you turn it on, turn it off.
3. If you unlock it, lock it up.
4. If you break it, admit it.
5. If you can't fix it, call someone who can.
6. If you borrow it, return it.
7. If you value it, take care of it.
8. If you make a mess, clean it up.
9. If you move it, put it back.
10. If it belongs to someone else and you want to use it, get permission.
11. If you don't know how to operate it, leave it alone.
12. If it's none of your business, don't ask questions.
13. If it isn't broken, don't fix it.
14. If it will brighten someone's day, say it.

Source: *"Come Read With Me"*, Sask. Literacy Network

Session 2

Play



Session # 2 – All About Play !

Book Titles: Just Suggestions! Substitute Others as You Like.

1. Waves in the Bathtub, by Eugenie Fernandes
2. Samantha, by Ellen Stoll Walsh
3. Amos' Sweater, by Janet Lund
4. You me Little Bear, by Martin Waddell
5. The Real Mothergoose, by Scholastic
6. More Spaghetti , I Say, by Rita Golden Gelman
7. Red is Best, by Kathy Stinson
8. Sitting on the Farm, Bob King & Bill Slavin
9. The Napping House, by Don Wood

Storystretchers: Questions to Ask, Ponder, Wonder About...

1. Do you play like this?
2. Who do you like to play with?
3. What is your favorite thing to play?
4. Where do you like to play – indoors or outdoors?
5. What kind of playing are these stories showing us?

Activities: Things to do With the Children

1. Put together some children's puzzles. You can also make your own by cutting up old magazines, calendars, greeting cards, etc. and then pasting them to pieces of cardboard.
2. Make puppets! You can use styrofoam, old socks, brown paper bags, etc.
3. Play 'Artist' with your child. Do some sponge painting or cotton swab painting.
4. Sing "Pop Goes the Weasel".
5. Sing "Old MacDonald Had Farm".
6. Play children's games such as Tag, Hide & Seek, British Bulldog, skip rope and dodge ball. Have fun.

Themes: For Your Information

1. Lessons learned from play.
2. Playing with friends, neighbors and family.
3. Different kinds of play.

From the S.C.C.A.

Here are some resources that will help with this session.

Video Resources – For Adults:

1. Boys + Girls Toys.
2. Making Friends.
3. Snow Angels

Book Resources – For Adults:

1. All About Play, by the Canada Council on Children and Youth.
2. Play Therapy, by Virginia Axline.

Kits to be Used with Children:

1. Puppet Kit #1.

Session 2

Parent Pack



Parent Information

Family Literacy – “All About Play!”

Welcome to the “**Wonderful World of Play**”! Your child has learned about play in a special way through books and activities in the Family Literacy Session. Here are some ways you can reinforce this at home! Have fun and enjoy!

Some Books To Use At Home:

1. Playing, by Helen Oxenbury
2. Animal Capers, by Roger Pare
3. Franklin Plays the Game, by Paulette Bourgeois & Brenda Clarke
5. I Love to Play Hockey, by Dale Klassen
6. More Spaghetti I Say, by Rita Golden Gelman
7. Mud Puddle, by Robert Munsch
8. Red is Best, by Kathy Stinson
9. Sitting on the Farm, by Bob King/Bill Slavin
10. The Napping House, by Audrey Wood
11. The Most Beautiful Kite in the World, by Andrea Spalding

Some Questions (Storystretchers) to Ask:

1. What do you like to play?
2. Who do you like to play with?
3. What did you like best about this story? Why?

Some Fun Things to Do:

1. Plan a play date with your child. Let them pick the activities. Have them explain the rules. Have lots of fun! Celebrate when you are done with a special food treat.
2. Plan a party with your child for no special reason! Invite some of their friends and some of yours. Make simple food treats or have everyone bring something. Organize games of Charades, Snakes and Ladders, Checkers etc.
3. Go fly a kite! Try making your own from directions found in a library book. Make sure your child helps.
4. Watch your children closely when they are playing. Pay attention to what they like to do the most. Ask them about this later.
5. Provide lots of chances for children to play with arts and crafts materials. These can be simple things found around the house: tissue boxes, toilet paper rolls, old buttons, string, milk cartons, berry baskets, scraps of fabric, used wrapping paper, crayons, glitter glue etc. Here is a recipe for home-made fingerpaint to use during arts and crafts time:

Quick and Easy Fingerpaint

3 tablespoons sugar
½ cup cornstarch
2 cups cold water
 food coloring
 laundry detergent

Mix sugar and cornstarch together. Add water. Cook over low heat stirring well. Divide mixture into 3 or 4 parts and add different food coloring to each part. Add a bit of laundry detergent to each colour.

6. Help your child make a homemade comic book using the comics from newspapers. They can also draw their own comic.
7. Here is a recipe for play dough; enjoy making it with your child and then making special things with it!

Play Dough

1	cup flour
½	cup salt
1	cup water
1	tablespoon oil

Put all ingredients in a pot. Cook over low heat until mixture forms a ball. Cool. Store in a plastic bag in the fridge. To make different colors of play dough, add food coloring to the water.

8. Collect materials and make up “play-kits”. For example, make up a grocery store kit by including grocery bags, grocery receipts, empty food boxes, play money, pens and paper, etc. Other kits might include a school kit using old books, chalk, notebooks, dictionary, crayons, glue, scissors, etc. Check second hand stores and garage sales for some of these supplies.
9. Relearn games such as Peek-A-Boo. Small infants delight in this type of interaction! They also enjoy hearing the rhythm of words in short rhymes like Mother Goose.
10. Remember that play is a child’s work. It is as important to them as your special interests are to you. For proper emotional and intellectual development, children must be given opportunities to engage in both structured and non-structured play based learning activities.

Some Things To Remember:

1. Children learn at developmentally appropriate times. Not all children develop at the same rate or in the same way. This will influence what a child is interested in playing, reading and doing. Speak with your childcare professional about your own child to make sure you are both noticing and doing similar things with them.
2. Ask your local librarian for suggestions on age appropriate books. Take your child to the library and get library cards. If there is a Storytime program offered at the library try to attend. These are all ways to model positive literacy and learning behaviors for your child. As Albert Schweitzer once said, "Example is not the main thing in influencing others. It is the only thing."
3. Learning tips from the "*Come Read With Me*" Family Literacy Program include:
 - Talk with your child all the time no matter how young or old they are.
 - Tell your child stories. Make them up if you need to.
 - Play counting games with your child.
 - Don't just watch a T.V. program. Talk about it.
 - Show your child written words for the things he or she says.
 - Take your child on trips to the zoo, the park, the bookstore and other places.
 - Talk about all of the new things you see on your trip.
 - Listen to your child; it is as important as talking to them.
4. What about some alternatives to television?
 - A good rule of thumb is to allow your child no more time to watch t.v. than is spent on other activities such as music, sports, hobbies etc.
 - Play some board games such as Checkers and Snakes and Ladders.

- Take a walk.
- Build a snowman.
- Play Charades.
- Bake cookies.

Good Reasons to Stop Watching TV

TV is not reading. It moves fast and does not give a child time to think, so it does not teach thinking.

- TV watching can be done alone. There is no reason for sharing.
- TV does not allow a child to learn by asking questions.
- TV keeps families from talking. We need to talk to learn.
- TV watching keeps kids from learning by doing.
- TV stops our imagination from working.
- TV helps kids get used to seeing other people in pain and sorrow and teaches them to not care about others.

TV watching is easy and kids will get use to being “couch potatoes”.

Source: *“Come Read With Me”*, Sask. Literacy Network

Adapting Books for Children of Different Ages in the Same Family

Adapting a “school-age” book for a younger child:

- Have your school-age child read the book first, then tell the book to a younger child.
- Just talk about the pictures without reading the words.
- Choose parts of the story to read aloud to younger children.

Adapting a “pre-school” book for an older child:

- Have the older child find related books on the topic or by the same author.
- Have the older child research the topic.
- Have the older child find a book activity for a younger child to do.
- Have the older child make his/her book with different words for the story or change the ending.
- Have the older child read to the younger child.
- Have the older child read the book and tell what age level the book is for.
- Have the older child tell what he/she liked or did not like in the book.

Source: “*Come Read with Me*”, Sask. Literacy Network

Session 3

Learning



Session 3 – All About Learning !

Book Titles: Just Suggestions! Substitute Others as You Like.

1. Look What I Can Do, by Jose Aruego
2. Dressing, by Helen Oxenbury
3. Mike Mulligan and His Steam Shovel, by Virginia Lee Burton
3. I Read Symbols. I Read Signs, by Tana Hoben
4. Jungle Sounds, City Sounds, by Rebecca Emberley
5. Over, Under, Through, by Tana Hoben
6. One Grey Mouse, by Katherine Burton
7. Who Needs Me?, by Mark Thurman

Storystretchers: Questions to Ask, Ponder, Wonder About...

1. What does “learning” mean to you?
2. Did these stories tell you something new?
3. Which story did you like the most? Why? What happened in it?
4. What have you learned to do from your family?
5. Can we learn anything from our pets ?

Activities: Things to do With Children

1. Make “ants on a log” with celery, peanut butter or cheese spread and raisins.
2. Construct a “balance beam” on the floor with yarn. Practice walking on it or alongside it.
3. Use blocks, cardboard boxes, empty, clean milk cartons etc. to make towers, houses, shapes and so on.
4. Blow soap bubbles.
5. Use cornmeal like sand to make tunnels and hills.
6. Make up dances of your own. Enjoy moving your body to the music.
7. Plant some inexpensive seeds in dirt using a styrofoam cup as the planter. Water and watch daily; children love to see things growing! (Beans work well and are big and fast growing.)

Themes: For Your Information

1. The alphabet.
2. Counting.
3. Color / shape / sounds.
4. Encouragement in learning and trying.
5. Different ways of learning.

From the S.C.C.A.

Here are some resources that will help with this session.

Video Resources – For Adults:

1. Loving Books, Lifelong Literacy for Canadian Children.
2. Working Mothers.
3. Helping Children Learn.

Book Resources – For Adults:

1. Open the Door, Let's Explore, by Rhoda Redleaf.
2. Schools Out, by Joan Bergstrom.
3. Teaching the Pleasure of Reading, by Elizabeth H. Rowell and Thomas B. Goodkind.
4. How Children Learn, by John Holt.
5. How Children Fail, by John Holt.

Kits to be Used with Children:

1. Insects and Spiders, Kit #17.
2. Seasons, Kit #19.
3. Farm, Kit #21.

Session 3

Parent Pack



Parent Information

Family Literacy – “All About Learning!”

Welcome to “**Learning How to Learn**”! Your child has been discovering things about learning through their Family Literacy Sessions. Here is some information to help you continue this at home.

Some Books To Use At Home:

1. Look What I Can Do, by Jose Aruego
2. Dressing, by Helen Oxenbury
3. Mike Mulligan and His Steam Shovel, by Virginia Lee Burton
4. I Read Symbols / I Read Signs, by Tana Hoben
5. Jungle Sounds / City Sounds, by Rebecca Emberley
6. Over, Under, Through, by Tana Hoben
7. One Grey Mouse, by Katherine Burton
8. Who Needs Me?, by Mark Thurman
9. Seven Blind Mice, by Ed Young
10. The Very Hungry Caterpillar, by Eric Carle

Some Questions (Storystretchers) to Ask:

1. What have you learned today?
2. What was learned in the story?
3. How does learning help us?

Some Fun Things To Do!

1. Help your child learn a new word. Maybe it will be a secret word the two of you share! Some families teach their children a “family word” to be used only in emergency situations.
2. Find things which are all the same color, shape, size, type etc. when you are on a walk or car/bus ride. Have your child keep track of them and talk about them.
3. Give your child a calendar of their own. Help them mark important dates in different colors.
4. Let your child “teach” you something! Go along with their directions and see what happens.
5. Sign up for a class and let your child see you actively engaged in learning.

Some Things To Remember:

1. From the “Come Read With Me” Family Literacy Program comes the following information:
 - We remember 20% of what we hear
 - We remember 30% of what we see
 - We remember 50% of what we hear and see
 - We remember 70% of what we hear, see and talk
 - We remember 90% of what we hear, see, talk and do.
2. Celebrate your child’s successes. Talk about what they do well. Teach them new skills. Listen to them.

3. Birth order in families affects personality characteristics and learned traits. Children ask the question “How do I behave in order to have a place in my family”? Their “place” is determined somewhat by their birth order (first born, second born, third born - older, middle younger) and by their individual interpretations of family situations. Factors which impact the meaning of birth order are:

- family size
- age difference between children
- family reaction to the child’s efforts to belong
- socioeconomic position of the family
- family view of gender roles

For more information on birth order and behavior please contact the Saskatoon Adlerian Society or your local library.

How Can I Use the Storystretcher?

Purpose:

We want to record our ideas so that we can:

- Talk to our kids.
- Listen to our kids.
- Have fun with our kids.
- Help our kids to enjoy learning.
- Help our kids to feel special.

Main Idea:

What are some of the main things this book is talking about?

What ideas did we talk about in group that you would like to talk about at home?

We all have different ideas from this book. What would you like your child to think about?

Our ideas come from our past lives. We learn by sharing from our past.

Discuss:

You are the best person to decide what will be best for your child to talk about. You may know what your child will like to talk about.

This is not about asking questions to see if your child can answer. This is about:

- Listening to your child's ideas.
- Sharing your ideas with your child.
- Helping kids to know what books mean and that books can be important.

Source: "Come Read With Me", Sask. Literacy Network

Session 4

Stories



Session 4 – All About Stories !

Book Titles: Just Suggestions! Substitute Others as You Like

1. Brown Bear, Brown Bear, Bill Martin, Jr.
2. Just For You, by Mercer Mayer
3. The Snowman, by Raymond Briggs
4. Something From Nothing, Phoebe Gilman
5. A Boy, A Dog and a Frog, by Mercer Mayer
6. Up and Up, by Shirley Hughes
7. The Silver Pony, by Lynd Ward
8. Deep in the Forest, by Brinton Turkle

Storystretchers: Questions to Ask, Ponder, Wonder About...

1. Which of these stories did you like the best? Why?
2. What is in a good story?
3. Do you tell stories to your friends and family?
4. Do you like to be told stories?
5. Who tells the best stories?

Activities: Things to do With the Children

1. Make a homemade book with pictures cut from magazines or flyers. Glue them onto pieces of cardboard and put these into plastic baggies. Poke holes in the sides of the baggies and push twist ties through them. Now you can flip the “pages” without harming them!
2. Do potato prints of letters and numbers. Cut the letters into halves of potatoes, dip into paint or ink and then press onto paper.
3. Make a noodle collage of shapes. Glue noodles onto paper creating interesting shapes.
4. Play “What is it?” Arrange differently scented objects, blindfold your child and have them guess what they smell Use a dab of toothpaste on a saucer, cinnamon, coffee, potpourri, marshmallows, etc. Do not use anything strong or harsh! You can also do this by tasting different things and having the child guess what they are tasting. Use toothpaste, salt, sugar, chocolate, peanut butter, etc. Be sure to check for food allergies before allowing children to taste anything.

5. Practice “Good Grooming”:

- sing to – *Round and Round the Mulberry Bush*.

This is the way we brush our teeth (x3)

(pretend to brush teeth)

This is the way we wash our face (x3)

(pretend to wash face)

This is the way we brush our hair (x3)

(pretend to brush hair)

This is the way we wash our hands (x3)

(pretend to wash hands)

So early in the morning.

Themes: For Your Information

1. Tell me a story
2. Picture books / concept books
3. Life-style
4. How to tell a story
5. Why / when to tell stories

From the S. C.C.A.

Here are some resources that will help with this session.

Video Resources – For Adults:

1. Anytime is Storytime.
2. Take Time Programs 1-4.

Book Resources – For Adults:

1. Young Children and Picture Books, by Mary Jalongo.
2. Storytelling with the Hannel Board, by Paul Anderson.
3. Booksharing, by Margaret MacDonald.
4. Storystretching, by Shirley Raines and Robert Candy.

Kits to be Used with Children:

1. The Berenstein Bears, Kit #12

Session 4

Parent Pack



Parent Information

Family Literacy – “All About Stories!”

Welcome to “Stories”! Your child has been hearing different kinds of stories in their Family Literacy Sessions. Stories can be a way for children to make sense of their growing world. It is a good idea to use different stories and activities to help enlarge your child’s world and their understanding of it. Here are some ideas to get you started!

Some Books To Use At Home

1. The Silver Pony, by Lynd Ward
2. Deep in the Forest, by Brinton Turkle
3. The Snowman, by Raymond Briggs
4. A Boy, A Dog and a Frog, by Mercer Mayer
5. School / Picnic, by Emily Arnold McCully
6. Just For You, by Mercer Mayer
7. I Can’t Have Bannock but the Beaver has a Dam, by Bernelda Wheeler
8. Mama’s Bed, by Jo Ellen Bogart/Sylvie Daignealut
9. Something From Nothing, by Phoebe Gilman
10. Brown Bear, Brown Bear, by Bill Martin Jr./ Eric Carle

Some Questions (Storystretchers) to Ask:

1. What makes a “good” story?
2. Tell me about your favorite story.
3. What is the best part of the story we just shared? Why?

Some Fun Things To Do!

1. Help your child make a book. Use old magazines or flyers for pictures. Place your cutouts inside a clear sandwich bag and close the top. Push holes in the sides and put twist ties through to secure. Now you can turn the pages and not worry about sticky or dirty fingers!
2. Ask your child “What if” questions. Have them explain their answers.
3. Give your child some old clothes for dress up and let them act out stories they have heard. Help them make up new stories and offer to write them down.
4. Purchase series of books as gifts. These need not be brand new as there are many gently used second hand children’s books available. Use them with your child(ren) and as gifts.
5. Create a special story time and corner in your home. Find a small area of your home to claim as a reading corner and furnish it with a comfy chair or rocker, a lamp, a basket or shelf to hold books and maybe a scented candle and music. Pick a time that is convenient for you on a regular basis. Enjoy the special time you are able to spend there together with your child. Try reading different kinds of material including poetry, fables, nursery rhymes and stories from other cultures.
6. Sing “Gently Falling Leaves” (to the tune of *Ring a Ring o’ Roses*)
Little leaves fall gently down
(raise hands and lower them)
Red and yellow, orange and brown
(fluttering fingers like falling leaves)

Whirling, whirling, round and round
(whirl hands as they flutter)
Quietly without a sound.

Some Things To Remember:

1. When telling stories make sure you vary your voice somewhat. This gives the story greater appeal. You don't need to be a professional – your child will enjoy your enthusiasm.
2. Start your story sessions with a ritual opening. This could be a silly saying, a gesture, etc. This allows children to make the transition to storytime more easily and to begin focusing on the story you and your child have chosen.
3. Be positive and enthusiastic while telling a story; remember that attitudes are caught, not taught!
4. Children's attention spans vary. While you will want to capture their interest and imagination you will not want to bore them! Watch your child for signs of needing more or less time with you and books.
5. Look a book over before you share it with your child. Make sure it shares values you are comfortable with. Some books are more appropriate at certain times than at others so don't feel bad about deciding to wait and read it at a later date.
6. Allow your child to help turn the pages while you read the story. Even babies can touch the pages of soft cover books.

7. Purchase inexpensive plastic bath books for your young child. Book time at bath time may become the best part of your day!
8. Encourage your child to interrupt and ask questions while you are reading. This is a good way for them to help remember stories and to make learning connections.

Tips for Reading Aloud

1. Read every day.
2. Choose a book you both like.
3. Choose a time when you don't feel rushed.
4. Sit close to your child or hold your child on your lap.
5. Let your child touch the book and turn the pages.
6. Read slowly.
7. Read with expression in your voice and on your face.
8. Use actions where you can.
9. Talk about the book.
10. Follow the pace of your child.
11. Stop reading if your child is not interested. Try again later.
12. Have fun! This is the most important point!

Activities:

Kids learn best when they are having fun with someone who is important to them.

Kids learn best when they can DO, SEE, HEAR, and TALK.

All of these things happen when you do activities with your child.

Related Books:

Do you know of other books with the same main ideas?

Community Walks to Build Vocabulary Muscles

As you walk to the store to buy milk,
Read the signs along the way,
Name the sights,
Ask the questions,
Wonder out loud.

**Every opportunity is a learning opportunity
- discuss it with your child.**

Source: *"Come Read With Me"*, Sask. Literacy Network

Reading to Young Children

You decide what to say and how much to say.

Try:

“Reading” the pictures.

Pointing to familiar pictures and asking “What’s that?”

Naming Colours.

Counting objects on the page.

Choosing books with actions, noises, or repetitions.



Keep it short. Five minutes are okay...Ten minutes are okay...It's supposed to be fun. If it isn't, stop! Try again at another time.

Session 5

Being Good (to you and me)



Session 5 – All About Being Good (to Ourselves And Others)

Book Titles: Just Suggestions! Substitute Others as You Like.

1. It's Mine, by Leo Lionni
2. My Special Feelings, by Joan Prestine
3. Alexander and the Terrible, Horrible No Good Very Bad Day, by Judith Visors
4. There's a Monster Under My Bed, by James Howe
5. Bedtime for Francis, by Russel Hoban
6. Important Book, by Margaret Wise Brown
7. I Din Do Nuthin and Other Poems, by John Agard
8. When I Grow Up Bigger Than Five, by Frank Etherington
9. Love You Forever, by Robert Munsch
10. The Runaway Bunny, by Margaret Wise Brown

Storystretchers: Questions to Ask, Ponder and Wonder About...

1. What does it mean to "be good"?
2. Is it hard to do good things? Why or why not?
3. Which of these stories do you like the most? Why?
4. What are some good things you can do?
5. What are some good things people can do for you?

Activities: Things to do With the Children

1. Make a gift box from an old tissue box. Decorate it, fill it with something home-made (cookies, dried flowers, clay sculpture etc.) and give it to someone.
2. Make homemade candy or other treats. Use your favorite recipes or try popcorn balls:

1 cup popcorn kernels
Syrup: ½ cup margarine
1 cup brown sugar
½ cup corn syrup

Pop the popcorn, remove unpopped kernels.

Place popcorn in container large enough to allow mixing.

Mix the margarine, brown sugar and corn syrup in pot. Heat over medium heat until syrup reaches soft ball stage. Pour syrup over the popped popcorn and mix well. Press the warm mixture into balls. To prevent the mixture from sticking to your hands, dampen your hands with water occasionally.

3. Play the “Polite Game” where you practice good manners with the children. Have them pass through doorways saying “excuse me”; have them practice telephone etiquette with a play phone; line up stuffed toys along a bench and have the children practice going past without bumping etc.

4. Do a “Secret Pal” activity. Ask children to be someone else’s secret pal and help them to do something kind/helpful for that person.
5. Make a Thanksgiving Tree. Use a dead branch secured in a pail of sand. Have small cards available for children, parents and staff to write down what they are most grateful for. Hang these cards up with pieces of ribbon or twine. You can spray paint the tree or leave it natural.

Themes: For Your Information

1. Self esteem
2. Kindness / helpfulness / generosity
3. Equality / mutual respect
4. Democratic living

From the S.C.C.A.

Here are some resources that will help with this session.

Video Resources – For Adults:

1. Take Time Program 29-32.

Book Resources - For Adults:

1. Beyond Self Esteem, by Nancy Curry and Carl Johnson.
2. You and Your Child's Self Esteem, by James Harris.
3. The Magic of Encouragement, by Stephanie Marston.

Kits to be use with Children:

1. Feelings, Kit #18.
2. All About Me, Kit #16.

Session 5

Parent Pack



Parent Information

Family Literacy – “All About Being Good!”

Welcome to “**Goodness**”! It is important for children to feel good about themselves and what they can do. Your child has been learning about these and other self esteem issues in their Family Literacy sessions. Here are some more ways you can foster this at home!

Some Books To Use At Home

1. It’s Mine, by Leo Lionni
2. My Special feelings, by Joan Prestine
3. Alexander and the Horrible, No Good, Very Bad Day, by Judith Viorst
4. There’s a Monster Under My Bed, by James Howe
5. Bedtime for Francis, by Russel Hoban
6. Important Book, by Margaret Wise Brown
7. I Din Do Nuthin’ and Other Poems, by John Agard
8. Chester’s Barn, by Lyndee Climo
9. When I Grow Up Bigger Than Five, by Frank Etherington
10. Sadie and the Snowman, by Allen Morgan

Some Questions (Storystretchers) to Ask:

1. Tell me about being “good”.
2. How was someone in this story “good”?
3. Is it always easy to be good to ourselves? To other people? To our friends and pets?

Some Fun Things To Do!

1. Help your child find something nice to say to someone everyday. Make sure that includes you and them as well!
2. Make Friendship place mats by tracing handprints on construction paper. Decorate and use to set things on. Make sure to record the names and ages of the child(ren)'s handprints.
3. Help your child make a chart of the different things they are good at. Use pictures from old magazines, flyers or newspapers, to illustrate. Talk to them about these accomplishments.
4. Make sure you hug and kiss your child each day! Tell them you love them.
5. Learn the fingerplay, "My Garden":

This is my garden

(extend one hand forward, palm up)

I'll rake it with care

(make raking motion on palm, with 3 fingers
of the other hand)

And then plant some flower seeds

(make planting motion with thumbs and index
finger of same hand)

I'll plant in there

The sun will shine

(make circle above head with hands)

And the rain will fall

(let fingers flutter down to lap)
And my garden will blossom
And grow straight and tall
(cup hands together; extend upward slowly)

Some Things to Remember:

1. Small children do not always know how to treat others with respect and courtesy; they need to be shown and given opportunities to practice these things in order to feel capable.
2. By introducing your child to a book or story where a character is not treated well, (Cinderella, for example), you can talk about how that character might feel. This is a safe way for your child to explore their feelings and learn ways of handling these kinds of situations.
3. A bruised knee will mend; bruised courage may last a lifetime.
4. You should never feel sorry for a child. To do so allows them to feel sorry for themselves and no one is as unhappy as someone who feels sorry for themselves.
5. Help children learn to be ‘good’ by mutual respect. That means treating others with dignity regardless of their gender, race, skills and knowledge, or age. When you treat children in non-punitive ways they begin to believe that they are worth while, have some abilities, and that others believe and trust in them. This helps develop a child’s internal motivation to do their best, i.e. “be good”!

Reading Improves Through . . .



Practice
(improving and expanding present skills)

Effective Coaching
(responding to advice and encouragement)



Challenge
(coping with new and different materials)

Confidence
(the faith that makes one keep on trying)



Ideas for Reading to Your Child

(adapted from suggestions from ABE students, SIAST Woodland Campus, 1993)

Before you read:

- Find a regular time for reading: bedtime, naptime, after meals.
- If possible, read when your child brings you a book.
- Let your child choose the book.
- Turn off the radio and television.
- Choose books with appealing pictures, colours and characters.

While reading:

- Start with short sessions. If your child gets fussy or bored, shorten the story, change books, or take a break.
- Sit close together while reading; make it a time to cuddle.
- Let your child turn the pages.
- Read with expression in your voice. Do actions or repeat words or lines.
- Use pictures to tell the story.
- Try different things: paired reading, taking turns reading, naming objects, or finding things in pictures.
- Ask your child what might happen next in the story, to think of different endings, or to rename the characters.

After Reading:

- Discuss your child's experience and compare them to the story.
- Talk about the story so your child gets the idea that a story has a beginning.
- Ask your child what he/she likes about the story.

Source: "*Come Read With Me*", Sask. Literacy Network

Session 6

Being Healthy



Session 6 – All About Being Healthy !

Book Titles: Just Suggestions! Substitute Others as You Like.

1. Andrew's Loose Tooth, by Robert Munsch
2. Once Upon a Breath, by Aaron Zevy
3. Lots of Lice, by Bobbi Katz
4. When Vera was Sick, by Vera Rosenberg
5. The Berenstain Bears go to the Doctor, by Stan & Jan Berenstain
6. Freddy Visits the Doctor, by Nicholas Smee
7. Good Enough to Eat, by Lizzy Rockwell
8. The Tooth Book, by Theo Leseig
9. Just Going to the Dentist, by Mercer Mayer
10. Dinosaurs Alive and Well, by Laura Krasny & Marc Brown

Storystretchers: Questions to Ask, Ponder and Wonder About...

1. What does being healthy mean?
2. What did these stories tell us about being healthy?
3. Do you like to go to the dentist? The doctor?
4. Which of these stories was your favorite? Why?
5. How can we keep ourselves healthy?

Activities: Things to do With the Children

1. Make a nutritious snack with the children. Try crackers and cheese spread/peanut butter or sliced fresh fruit and a yoghurt dip. Talk with the children about what makes a good healthy snack.
2. Make up collages of healthy foods and healthy habits. Use old magazines, flyers or newspapers which the children can rip or cut pictures from.
3. Draw a picture about going to the doctor or dentist.
4. Get some exercise by playing Leap Frog and Follow the Leader.
5. Take a Fitness Walk. Stop every so often and have the children touch their toes, reach for the sky, twist side to side etc.
6. Play hospital with stuffed animals. Bandage them “bathe” them, read to them and feed them!

Themes: For Your Information

1. Going to the doctor /dentist
2. Being sick at home
3. Good health habits
4. Getting ready for school

From the S.C.C.A.

Here are some resources that will help with this session.

Video Resources – For Adults:

1. How to Keep Nutrition in Food.
2. Feeling Yes, Feeling No (sexual assault prevention for children.
3. Nutrition and Your Baby.

Book Resources – For Adults:

1. Well Beings, by the Canadian Pediatric Society.
2. Health of the Preschool Child, by Edith Reinish and Ralph Minar Jr.
3. Healthy Young Children, by Kendrick, Kaufmann, Messenger.

Kits to be Used with Children:

1. Health, Kit #2.
2. Safety, Kit #4.
3. Nutrition, Kit #9.

Session 6

Parent Pack



Parent Information

Family Literacy – “All About Being Healthy!”

Welcome to “**Being Healthy**”! Your children probably already know a great deal about this subject but they have been learning even more about it in their Family Literacy Sessions. Here are some suggestions to continue this work/fun at home!

Some Books to use at Home:

1. Andrew’s Loose Tooth, by Robert Munsch
2. Once Upon a Breath, by Aaron Zevy
3. Lots of Lice, by Bobbi Katz
4. When Vera Was Sick, by Vera Rosenberg
5. Dinosaurs Alive and Well, by Laura Krasny Brown/Marc Brown
6. Freddy Visits the Doctor, by Nicholas Smee
7. Good Enough to Eat, by Lizzy Rockwell
8. The Tooth Book, by Theo Leseig

Some Questions (Storystretchers) to Ask:

1. What are some ways to stay healthy?
2. Why is it important to try and stay healthy?
3. What happens if you’re not healthy?

Some Fun Things To Do!

1. Play Follow the Leader. Pretend to do healthy things like brushing teeth, going for a walk, napping etc.
2. Have your child help you choose healthy foods at the store. Talk about what makes them healthy. You could request a copy of the new Canada Food Guide from your local Public Health office to help with this activity.
3. Help your child make a collage of healthy foods, healthy habits and healthy people.
4. Talk about what it means to be sick and needing care. Visiting care homes often helps small children understand that getting old doesn't always mean getting sick but might mean that you need care/help to live comfortably.
5. Go on a fitness hike! Pack a lunch and start wandering. Collect small items along the way to talk about. Display these at home when you return.
6. Show your child the proper way to wash hands, use a tissue, use the toilet, etc. Health and safety issues are very closely linked so you could also discuss ways to keep safe (stay away from strange animals, be careful in traffic, tell an adult if there are matches lying around etc.)
7. Have your child help plan at least one healthy meal a week. Let them help prepare it.

8. Encourage your child to lead you/your family in some form of daily exercise. There are many good books available from your local bookstore/libraries on this topic.
9. Make a First Aid Kit. Fill a small box with cotton balls, bandages, pill bottles (empty), popsicle sticks and rubber gloves.

Some Things to Remember:

1. Good health habits are important for children to learn; books and stories can help reinforce what you teach them at home.
2. For many adults, health related problems are impacted by their poor literacy levels. If you can not read well enough to understand your prescription medicine, for example, your health may be at risk.
3. Public Health offices often have child friendly materials available to help educate even very young people. Visit your local office and see what they might have for you.
4. Mental and emotional health are as important as physical health. Some advice in keeping your sanity when dealing with difficult children include :
 - Take time to cool down so you can think clearly. Do some deep breathing. Practice some relaxation technique. Take your own time out. Go for a walk, punch a pillow, rip old newspapers.

- Consider your alternatives. Ask yourself if you have control over this situation. Ask yourself if you can influence this situation. If “yes”, ask yourself if you want to change the situation. If it is worth it for you to change the situation, will it get you what you want and can you come up with a plan of action? If “no”, ask yourself: how can you change your thinking and beliefs; do you want to change your goal and how can you do that
- Be assertive! Learn all you can about children by reading books and talking with others. Learn to ask for what you need in order to make life easier.
- Prevent problems by watching your stress level, nurturing yourself daily, putting some humour in your life and dealing with things as they come up.
- If you feel you can't cope, get help from someone you can trust such as a friend or the family doctor.

How can I encourage my child to read?

Know your child.

What does your child do for fun? Find interesting? What are your child's likes and dislikes? Find books to match your child's interests.

Let your child know you think reading is important.

Read to yourself and to your child. Offer praise for reading. Use reading to find answers to questions. Show how reading is important to you. What do you read? Why do you read it?

Encourage your child to read a wide range of reading materials.

Try children's magazines, newspapers, comics, folktales, adventure books, sports stories, books with facts, game instructions, labels, street signs.

Go to the Library.

There are all kinds of books there! Some libraries also have toys for very young children.

Be a good listener.

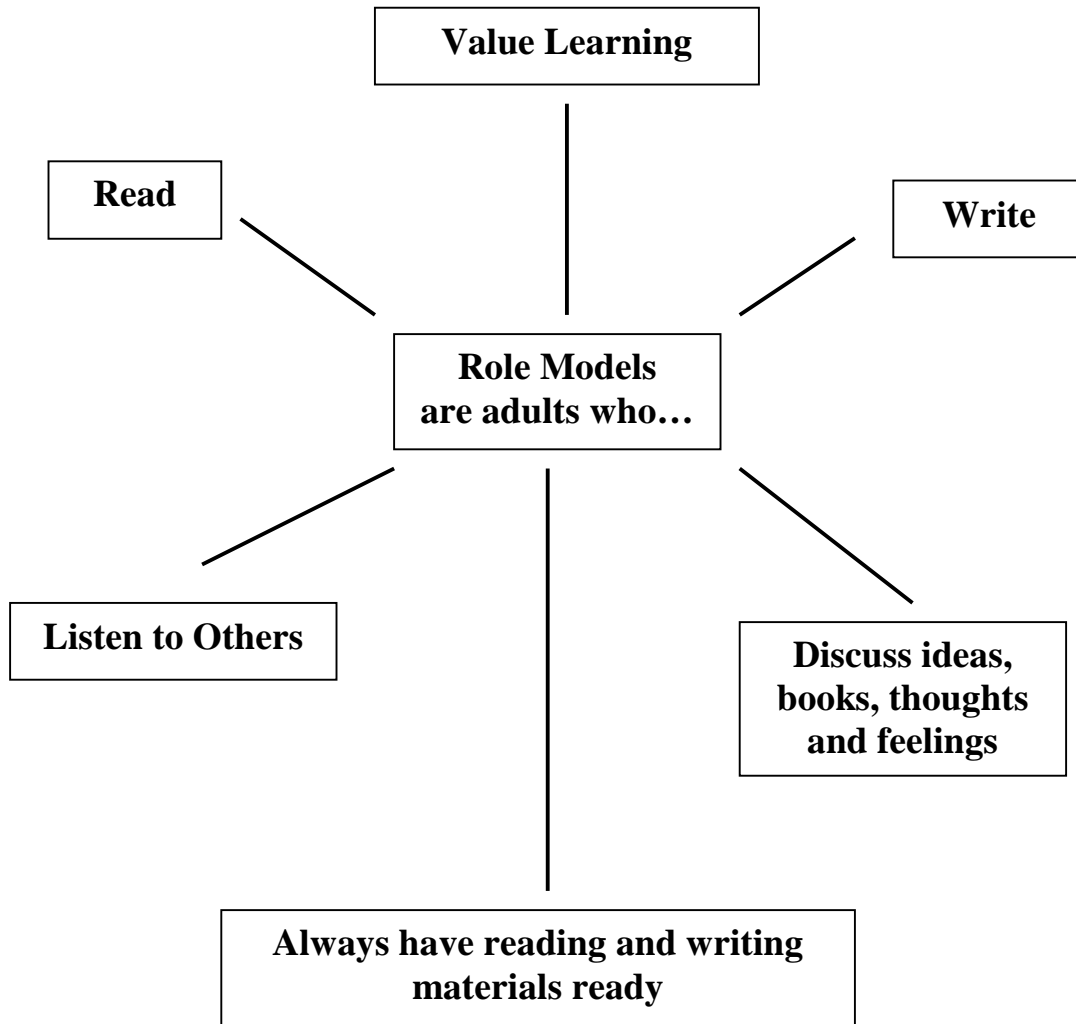
Listen to your child read or tell stories. Ask questions, talk about the story.

Try activities related to reading.

Write your own books. Have your child write his own stories or you write down the story he tells. Role play characters in stories or make up new characters. Make puppets, draw pictures.

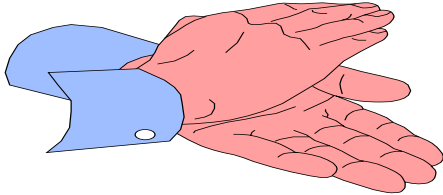
Source: "Come Read With Me", Sask. Literacy Network

Family Literacy Role Models



Source: "Come Read With Me", Sask. Literacy Network

**Help your children feel capable,
important, and valued.**



Celebrate their successes

Keep and display their pictures, books, collections . . .

Talk about the things they do well.



**Tell them why they're
special to you**

Teach them new skills



Listen

A Checklist for Parents

How many of these things do you do to help your child love to listen, speak, write, and read?

- I take time to talk with my child every day.
- I take time to listen to my child and answer his or her many questions.
- I sing and tell nursery songs to my child.
- I read something everyday, showing my child that reading is important.
- My child and I have library cards.
- I take my child to the library often. We choose books to read by ourselves and aloud together.
- We look at books and magazines together and we each talk about them.
- I ask my child to tell be a story or to tell me about something she Or he has seen.
- I often write down what my child tells me and read the story back just as it was told.
- My child has his or her own bookshelf or box to hold books.
- I take time to read aloud to my child each day as often as he or she likes.
- I choose TV shows carefully, and make sure that reading gets equal time.

Source: "Come Read With Me", Sask. Literacy Network

Appendix



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Family Literacy – For Your Information

The International Reading Association's Family Literacy Commission suggests these components in defining family literacy.

1. Family literacy encompasses the ways parents, children and extended family members use literacy at home and in their community.
2. Family literacy occurs naturally during the routines of daily living and helps adults and children get things done.
3. Examples of family literacy might include using drawings or writings to share ideas; composing notes or letters to communicate messages; keeping records; making lists; reading and following directions or sharing stories and ideas through conversation, reading and writing.
4. Family literacy may be initiated purposefully by a parent, or may occur spontaneously as parents and children go about the business of their daily lives.
5. Family literacy activities may also reflect the ethnic, racial or cultural heritage of the families involved.
6. Family literacy activities may be initiated by outside institutions or agencies. These are often intended to support

the acquisition and development of school-like literacy behaviors of parents, children and families.

7. Family literacy activities initiated by outside agencies may include family storybook reading, completing homework assignments or writing essays or reports.

Why Are Family Literacy Programs Needed?

1. Often parents are not aware of the strong influence they have on their children's attitudes toward literacy and learning. This influence is particularly important from birth to age six. In fact, there is considerable research to support the assertion that substantial literacy learning takes place as a result of family interaction and activities before the child enters formal school years.

Taylor 1983 / Purcell-Gates 1993

2. In homes where parents have low literacy skills and do not model learning as an important value, the literacy and learning of their children can be negatively influenced. In fact, illiteracy is often intergenerational.
3. When their children reach school age parents with low literacy skills are often unable to participate thoroughly in, and support, the academic activities of their children. With an awareness of their own academic difficulties, parents can be intimidated by the school environment and be less effective as advocates for their children.

4. Family literacy is proactive rather than reactive with the objective of positively influencing the literacy of young children.
5. Parents who need to increase their literacy skills can be motivated to participate in family literacy programs for the sake of their children more easily than in adult-only programs.

Source: Family Literacy, Alberta, 1995.

What are Some of the Impacts/Results of Family Literacy Programs?

1. By teaching families how to make reading a pleasurable, valued activity in their home, family literacy programs strengthen the bonds between parent and child. Reading together provides opportunities for positive interaction and opens the door to discussion and communication.
2. Family literacy programs give parents strategies for positive literacy modeling. They then tend to do more learning development activities with their pre-schoolers, such as coloring, writing their names, learning the alphabet etc.
3. Increased literacy skills and resulting self confidence enables parents to participate more fully in their children's education.
4. Parents with developed literacy skills have more choices regarding their quality of life and economic opportunities.
5. By providing positive experiences to pre-school children, family literacy creates a positive attitude toward life-long learning. Family literacy programs also encourage and create a positive attitude toward life-long learning within the entire family.

International Adult Literacy Survey (I.A.L.S.) Highlights

- The last IALS survey was undertaken in the mid 1990's. Another one is currently being prepared. Results are not expected to vary considerably.

- The survey is conducted based on the assumption that :

“ Literacy is the ability to understand and employ printed information in daily activities to achieve one's goals and develop one's knowledge and potential.”

IALS Report , 1995

- Seven countries were involved in the survey: Canada, Germany, Netherlands, Poland, Sweden, Switzerland and the U.S.A. The literacy levels of their citizens were compared.

- Three literacy skills were assessed:

Prose – the ability to understand and use print found in books, newspapers, instructions etc.

Document – the ability to process information found in tables, schedules, charts, graphs, forms etc.

Quantitative – the ability to perform everyday arithmetic operations.

- The study findings were classified into the following categories:

Level 1 – people cannot deal with most printed materials.

Level 2 – people can read familiar materials; they often don't think they have a reading problem.

Level 3 – people can integrate material from a variety of sources.

Levels 4 and 5 – people with highly developed literacy skills and strategies

Note: Level 3 is considered the minim level for functioning in Canadian society.

- In Canada, it was found that :

18 % of people are at Level 1

25 % of people are at Level 2

35 % of people are at Level 3

22 % of people are at Level 4/5

- Key findings included:

- differences in literacy skills matters
- literacy skills deficits affect all adults
- low literacy skills negatively affect employment stability
- literacy skills do not necessarily correlate with educational achievement
- literacy skills deteriorate if not exercised

- adults with low literacy skills do not always recognize the problem.
- Low literacy levels affect individuals, families and society.
- Individuals are affected by:
 - lowered self esteem
 - lowered levels of education
 - unstable employment
 - difficulties promoting literacy in the home.
- Families are affected by:
 - continuous cycle (intergenerational) of low literacy levels
 - increased levels of transience
 - lower levels of income
 - increased levels of frustration and conflict.
- Society is affected by:
 - cost of E.I. payments
 - inflated consumer costs to cover mistakes
 - extra medical and worker's compensation charges
 - subsidies for industry re-training
 - wages lowered by workers with low literacy skills
 - lower taxes due to a smaller tax base
 - reduced international competitiveness.

This information is provided as a general background about literacy. It may help to put into perspective some of the factors considered when literacy is discussed.

More information about I.A.L.S. can be obtained for board reports, public awareness, advocacy and staff training by contacting READ Saskatoon or the Saskatchewan Literacy Network.

Family Literacy in Canada

There are many examples of family literacy programs aimed at primarily single parent families and families where parents are low income earners. Programs have been run through libraries, adult education sites, Immigrant people's centers, as well as through small community groups. Family literacy work in Canada depends primarily on project funding supplied by Federal and Provincial sources. There are very few examples of family literacy programs that receive continuous and stable long term funding.

The Vanier Institute of Research on the Family has provided conclusive proof that early childhood education, which involves family literacy programming, yields great results for families, communities and society. It is hoped that this type of information will help to shape a more secure future funding policy for family literacy.

In 1994 the first National Family Literacy conference was held in Canada during the International Year of the Family. The purpose of this conference was to promote the development of a learning culture within families and communities through consolidating information about Family Literacy initiatives in Canada and to set policy and partnerships for future directions.

The Family Literacy movement in Canada is growing rapidly due to better awareness of the issues. This awareness is the result of good networking and partnership developments between agencies and individuals who are all involved in services around families.

An example of this is the collaboration undertaken by the Saskatchewan Childcare Association, Sherbrooke Community Centre, Oaktrees and Acorns Childcare and READ Saskatoon. The resulting project dealing with Intergenerational Family Literacy at Sherbrooke Community Centre in Saskatoon is unique. It is truly the first of its' kind in the history of family literacy in Canada. This project included the children attending the in-house daycare at Sherbrooke, the parents of these children, the daycare staff, the residents of Sherbrooke, Sherbrooke staff and volunteers and volunteers from READ Saskatoon.

The Eden philosophy adopted by the Sherbrooke Community Centre helped to create a climate of success for this project. People involved are already very excited about what they can do to help themselves and each other. Discussions have already taken place as to how this project can continue once the initial funding has been depleted. This project is a good example of a number of people and agencies coming together to support family literacy. The literacy of children will be impacted in a positive way but so will the literacy of the parents, residents, staff and volunteers.

Other projects in Canada have involved a residential care home in a minor role but this is the first project to try and bring them in as a major player alongside their childcare counterpart. It is a very exciting concept as it truly expands our definition of "family".

Childcare providers are uniquely placed to take on a family literacy role. They are not presently valued in our society as much as they need to be if we

are to evolve and develop into as strong a society as possible. We know that many issues need to be dealt with from the perspective of the daycare staff and we will attempt to do that throughout this project. We need to have some answers to questions like:

- Why should I take on this job – I'm already paid less than a teacher ?
- Would parents really be interested in hearing about Family Literacy from me?
- I wouldn't know where to begin or what to say.
- How /where do we go for training and funding if we want/need to offer Family Literacy?
- What would we as a childcare provider get out of doing this work?

The results of the survey conducted by the S.C.C.A and READ Saskatoon will help shape much of the direction and content of this project. At the end of the project we will developed process and a user friendly manual that daycare staff will be comfortable using as part of their programming. It will also include materials for parent distribution dealing with aspects of parenting as they relate to family literacy.

Initial goals of the project include a means for childcare providers to do something around family literacy. We know that more will need to be done as more childcare providers get involved in this work. This needs to be remembered and addressed. This project was unable to include specific needs of childcare providers in rural, Native and home based childcare situations.

Examples of other Canadian projects/programs include the following :

The ABCS of Family Literacy

Confederation College Family Literacy Program:

This program includes a Parent For Reading component. It involves residents of a public housing cooperative. Childcare is arranged for those who need it while involved in the program. Parents are encouraged to enroll in Adult Education classes if necessary.

Family Treasures...Family Stories

Pincher Creek, AB and Canadian Museum of Civilization, Hull, PQ:

This project is intergenerational as it requires (school age) students, tutors and seniors to develop stories, drawings and collections of treasures from the past. It is an exiting project that resulted in the Canadian Museum Association joining with the National Literacy Secretariat in the READING THE MUSEUMS program which encourages literacy in and through museums. This is a very “do-able” format in which child care providers and residential care centers can work on together after receiving some seed money . Sherbrooke has already indicated they would be in favor of participating in such a project.

Family Reading in Reading Circles

Frontier College , Toronto, ON:

This program is based on the belief that that children who have books and stories in their lives have a better chance of growing up to be literate adults. It involves a child component and an adult component. Literature from Frontier College is written in plain language and is very good to use.

Significant Others as Reading Teachers (SORT)

Memorial University, St. John’s, Newfoundland:

This is an early reading intervention program for preschoolers. It establishes everyday family literacy activities within the context of rural living. It is based on 25 principles, many of which will be well known to childcare providers and parents.

Families in Motion

University College, Chilliwack, B.C.

This program supports parents as children's first teachers by bringing families together to participate in school and community activities. It receives support from a variety of sources including a First Nation Band, school district, regional library, Health Unit, Community Services and Social Services. This program has an adult component as well as a peer support component. It was developed with an Advisory Committee to deal with decision making.

Integration of Family Literacy Into Community Based Literacy Programs – The Manitoba Model:

This program works with existing community based programs in order to more easily integrate family literacy services within their context. One of the significant strategies is to deliver family literacy by involving parents in a classroom based "literacy learning" time.

This very brief examination of Family Literacy programming in Canada in no way does justice to all the variety of programming that goes on. It does give a sense of what has happened; more importantly it gives us a sense of the many directions that family literacy programming can take.

Reversing the Brain Drain

“The Early Years Study” was established in the spring of 1998 by the Ontario government and completed in 1999. Its purpose was as follows:

“The study will provide options and recommendations with respect to the best ways of preparing all of Ontario’s young children – including those at risk or with special needs – for scholastic, career and social success. The development of the whole child, giving consideration to a comprehensive model of seamless supports and early intervention, is of paramount importance. Further, the Study will clarify roles and responsibilities and recommend options for collaborative service models for early learning children, including local and provincial-level initiatives based on best practices.”

Of particular interest to childcare professionals is the information found in this report regarding Neuroscience and Early Child Development. From the Summary of the Report comes the following:

“New knowledge has changed our understanding of brain development and complements what has been learned about the early years from epidemiology, anthropology, sociology, developmental psychology and pediatrics. We know now that early experiences and stimulating, positive interaction with adults and other children are far more important for brain development than was previously realized.

It is clear that the early years from conception to age six have the most important influence of any time in the life cycle on brain development and subsequent learning, behaviour and health. The effects of early experience, particularly during the first three years, on the wiring and sculpting of the brain’s billions of neurons, last a lifetime.

A young child’s brain develops through stimulation of the sensing pathways (e.g. seeing, hearing, touching, smelling and tasting) from early experiences. A mother breastfeeding her baby or a father reading to a toddler on his lap are both providing essential experience for brain development. This early nurturing during critical periods of brain development not only affects the parts of

the brain that control vision and other senses, it influences the neural cross-connections to other parts of the brain that influence arousal, emotional regulation, and behaviour. A child who misses positive stimulation or is subject to chronic stress in the first years of life may have difficulty overcoming a bad early start.

Given that the brain's development is a seamless continuum, initiatives for early child development should also be a continuum. Learning in the early years must be based on quality, developmentally-attuned interactions with primary care givers and opportunities for play-based problem solving with other children that stimulates brain development.

The evidence is clear that good early child development programs that involve parents or other primary care givers of young children can influence how they related to and care for children in the home, and can vastly improve outcomes for children's behaviour, learning and health later in life. The earlier in a child's life these programs begin, the better. These programs can benefit children and families from all socioeconomic groups in society.

This period of life is as important for an educated, competent population as any other period. Given its importance, society must give at least the same amount of attention to this period of development as it does to the school and post-secondary education periods of human development.

A complete copy of the report can be obtained by:

Mail Order Publications Ontario
 50 Grosvenor Street
 Toronto, Ontario.
 M7A 1N0

Phone Order Toll Free 1-800-668-9938

Internet www.childsec.gov.on.ca



Book List

The following are some additional book titles which might help in your Family Literacy work.

1. Facilitator and Parent Resources:

- Emerging Literacy: Young Children Learn To Read and Write, by Dorothy Strickland and Lesely Moorow, editors. International Reading Association, 1989. Available from the S.C.C.A.
- “Schooling at Home – Parents, Kids and Learning”. Mother Magazine. John Muir Publications, Santa Fe, New Mexico.1990. Available from the S.C.C.A.
- Parents are Teachers Too, by Claudia Jones. Williamson Publishing Co. 1988. Available from the S.C.C.A.
- The Reading Solution, by Paul Kropp
- Born To Read, by Ben Wicks
- Raising Readers, by Steven Bialstock
- The Best in Kids, by Barb Boryki & Jo-Ann Sotski-Engle
- Read To Me – Raising Reading Kids, by Bernice Cullinan
- Kids and Play, by Joann F. Oppenheim

2. Books for Birth – 18 Months:

- Goodnight Moon, by Margaret Wise Brown
- Farm Animals, by Lucy Cousins
- Sam's Cookie, by Barbara Lindgren
- Dressing, by Helen Oxenbury
- Two New Sneakers, by Nancy Tafuri

3. Books for 18 Months – 3 Years:

- Happy Birthday Moon, by Janet & Allen Ahlberg
- The New Baby Calf, by Edith Newlin Chase
- The Wheels on the Bus, by Ann Jonas
- Red is Best, by Kathy Stinson
- Have You Seen My Duckling, by Nancy Tafuri

4. Books for 3 – 5 Years:

- The Very Hungry Caterpillar, by Eric Carle
- Tomie de Paola's Favorite Nursery Tales, by Tomie de Paola
- Amos' Sweater, by Janet Lunn
- Brown Bear Brown Bear What Do You See?, By Bill Martin
- Tiki Tiki Tembo, by Arlene Mosel

Resource List

The following resources can be borrowed through SIAST Kelsey Campus library using interlibrary loans. Check with your local library or Regional College office for details.

Video Resources:

1. Breaking the Cycle: Parents and Early Childhood
2. Education: the Keenan Model
3. Come Read With Me
4. From the Crib to the Classroom
5. Reading: a Family Affair
6. Parents Reading to their Children

The following are Internet Websites you might find useful :

1. National Adult Literacy Database : www.nald.ca
2. National Institute for Literacy : www.nifl.gov
3. Family Literacy Action Group : www.nald.ca/flag.htm
4. Statistics Canada: www.statcan.ca/
5. National Literacy Secretariat: www.nald.ca/nls.htm
6. ABC Canada: www.abc-canada.org/
7. Movement for Canadian Literacy (MCL): www.literacy.ca/
8. Adult Learning Documentation and Information Network (ALADN): www.unesco.org/educaton/aladin/

The following List server may be useful :

Family Literacy Canada: flc@nald.ca

Reading Logs

The idea is to keep simple, reading logs to help encourage and mark progress.

Pre-reading children will need help to do this as may their matched partner.

The following is a sample reading tag:

Reading Log #: _____		Name: _____
Title	Date	Comment
1.		
2.		
3.		
4.		
5.		
6.		

Leader/Parent Evaluation - Family Literacy

1. Did you enjoy the books and activities?

Yes

No

Comment:

2. Were the handouts easy to understand?

Yes

No

Comment:

3. Were the handouts useful?

Yes

No

Comment:

4. Did you use the reading log?

Yes

No

Comment:

5. Did parents request additional information?

Yes

No

Comment:

6. If yes to #5, did you have what you need?

7. If you no to #5, did you know who to contact to get information?



Volunteer Evaluation – Family Literacy

1. What books/stories did you use?

2. Did participants enjoy them?

Yes

No

Comment:

3. What activity(ies) did you use?

4. Did participants enjoy them?

Yes

No

Comment:

5. What did you enjoy about today's session?

1.

2.

3.

6. What would you do differently with today's session?

1.

2.

3.

7. General comments/feedback



Other Information



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Stages of Reading

1. Listen to stories
2. Reads by talking about the pictures
3. Turns pages and follows the words
4. Pretends to read, makes up stories
5. Remembers the story and retells it
6. Says some of the words
7. Says parts of the story that are repeated
8. Uses what is known and tries to read a new book
9. Begins to read words

"Come Read With Me", Section 10-Parents' Handouts, page 22

Reading Aloud

Why read aloud?

- √ Kids copy what they hear and see.
- √ You can help your child be a stronger speaker, reader, and writer.

When to begin?

- √ Begin when your child is a new-born. Some people begin before their child is born!

Stages of reading aloud?

- √ 0 – 6 months: read anything you enjoy reading – your baby will enjoy the sound of your voice.
- √ 6 – 10 months: read books with colourful pictures and exciting sounds.
- √ toddler: read books about the things that are around him, things that move, things that shine, or things that make noise.
- √ 2 – 5 years: read wordless books, easy joke and riddle books, and fairy tales.
- √ 5 - ? years: read books that you and your child enjoy.

“Come Read With Me”, Section 10-Parents’ Handouts, page 23

Ask *IF* questions to help your children think and to help them speak their thoughts



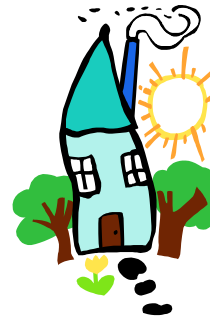
If a big storm made all the power go off in your house, what would still work?

If you were a raindrop that fell from a cloud onto the street, where would you go.



If you could take a picture of your ten favourite places, what would they be?

If you woke up one summer morning and your house had no windows, what would your day be like?



If you could be a circus performer, what would you be and what would you wear?

“Come Read With Me”, Section 10-Parents’ Handouts, page 24

Reading Tips

- √ Read to your child everyday.
- √ Point to the words as you read them, and let your child point too.
- √ Let your child turn the pages for you.
- √ Have your child try and say the words you read.
- √ Ask your child questions about the story you are reading.
- √ Have your child tell the story back to you.
- √ Let your child try and read to you.
- √ If your child brings a book to you, read it right then and there if you can.
- √ Sit close together and share the book with your child when you read together.
- √ If your child gets fussy, stop reading or pick up a new book.
- √ Let your child play with books. Don't ever keep them out of reach.

Don't get hung up on words. If you come across some words you can't read, that's okay. Make up the words as you go along. Just keep reading.

Learning Tips

Reading to your child is only one way to help him or her become a good reader someday. Here are some other ways you can help:

- √ Talk to your child all the time, no matter how young he or she is.
- √ Tell your child stories. Make them up if you need to.
- √ Play counting games with your child.
- √ Don't just watch a T.V. program. Talk about it.
- √ Show your child written words for the things he or she says.
- √ Take your child on trips to the zoo, the park, the bookstore, and other places.
- √ Talk about all of the things you see on your trip.

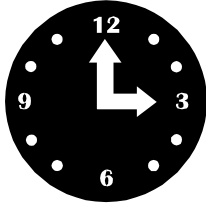
"Come Read With Me" Manual, Section 10-Parents' Handouts, page 25

Ideas for Making Books Come Alive

1. Ask questions to encourage a discussion about the book. “How do you think Leo feels when he can’t do the things other animals can?” Ask questions to relate to your child’s life. “Do you sometimes feel the way Leo does?”
2. Act out parts of the book.
3. Use puppets for different characters.
4. Draw characters on your fingers. Then read the story, using your fingers to play the characters.
5. Draw pictures while telling a story.
6. Use a flannel board.
7. Re-read a short poem in many different ways (slowly, quickly, whispering, loudly, using accents).
8. Do food activities that relate to the book:
 - Make characters out of food
 - Make alphabet soup for alphabet books
 - Make the food eaten by characters in the book.
9. Use expression in your face, body movements, and voice.
10. Use playdough to make characters in the book.
11. Let your child re-tell the story in his or her own words.

“Come Read With Me” Manual, Section 10-Parents’ Handouts, page 30

Reading Don'ts



1. Don't start a story if you don't have time to make it enjoyable.

2. Don't make your child listen to a story he or she doesn't like.

3. Don't tell your child you are reading for his or her own good – like medicine.



4. Don't read a story to **teach**. Let your child enjoy the story and she or he will **learn**, as he or she learned to talk.

5. Don't take away story reading as punishment.

6. Don't give a child the choice between TV and a story. Story time is special time, quiet time, together time.

“Come Read With Me” Manual, Section 10-Parents’ Handouts, page 32

When should I begin reading to children?

Today! It's never too early: Mother Goose is great for new babies.

It's never too late: You can make a big difference in children's reading and listening skills by reading to them through grades 4 and 5.

What time of day should I read?

Bedtime is a favourite time, but any time is the right time! Read at breakfast, after supper, before naps, Sunday morning, after TV time, after baths. Fit reading into your own family schedule.

How long should I read?

Try for 15 minutes a day, but keep reading as long as everyone is still having fun. If children are restless, change books, change chairs, or save reading until a quieter time. Some days you might read for 5 minutes, some days for up to an hour.

What should I read?

A little bit of everything! Read nursery rhymes, fairy tales, ABC books, family stories, counting rhymes, animal stories, funny books, and lots of old favourites. Curious George, Madeline, and Where the Wild Things Are are as popular as ever.

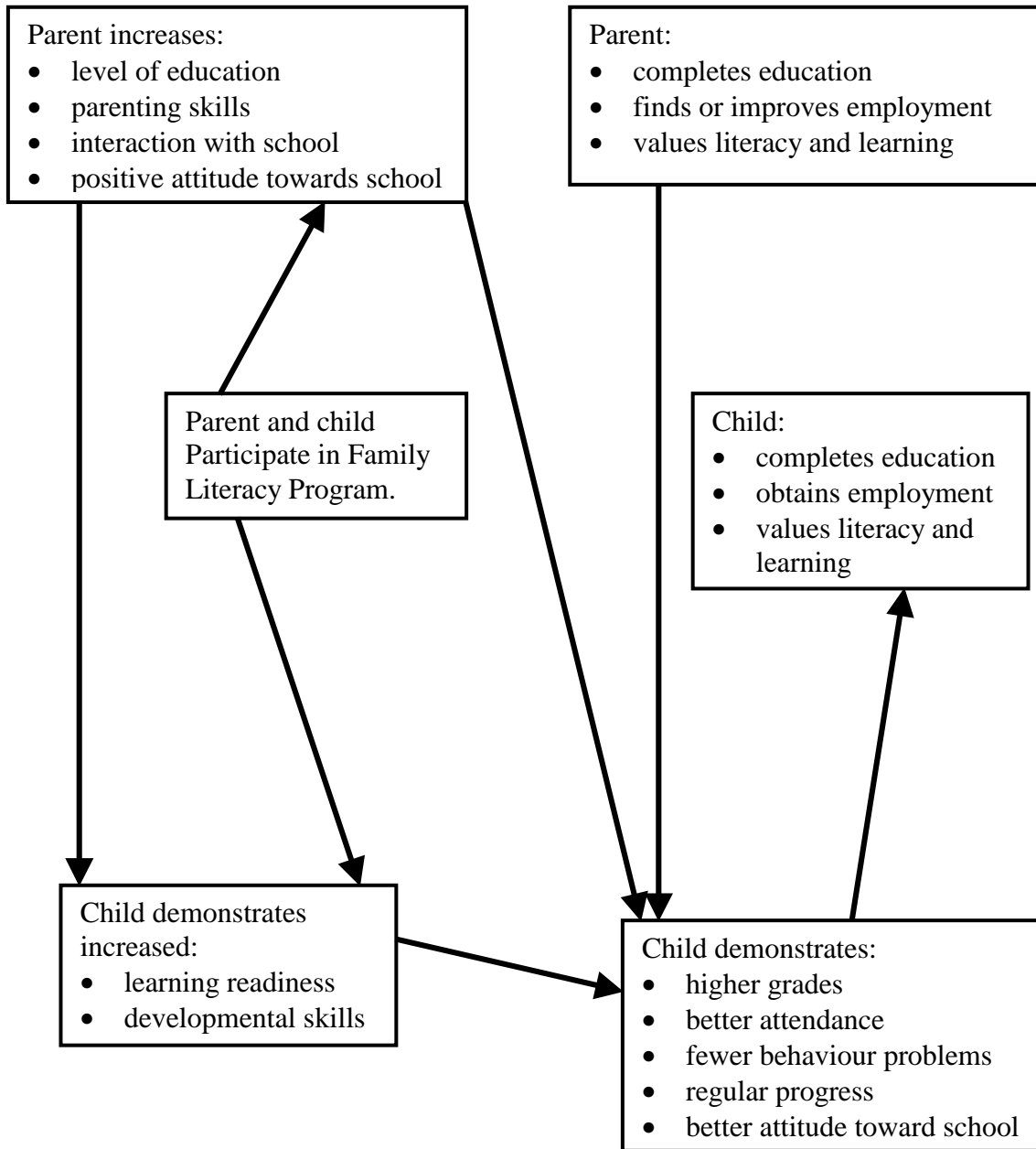
Always take home more books than you think you might need. It's nice to have a choice, or to have extra books handy when your children want to hear their favourite story for the 200th time!

Where can I find books to read?

Your local public library is your "free bookstore"! Library memberships are free. Librarians love helping to choose books for your children – ask them!

"Come Read With Me" Manual, Section 10-Parents' Handouts, page 34

Family Literacy Program Outcomes



“Come Read With Me” Manual, Section 10-Parents’ Handouts, page 34

Evaluating Parent/Child Interactions

(Adapted from *Evaluating Parent/Child Interactions in Toyota Families for Learning Programs* by Larry Mikulecky, Paul Lloyd and Diana Brannon, Indiana University, 1994)

The Toyota Families for Learning Programs have literacy instruction for parents, activities for their children, time for parents and children to share learning experience (PACT Time), and time for parents to talk about experiences with each other (Parent Time).

Toyota wanted to know if there were any changes in the families who came to the program. They hired people to evaluate their programs. Sixty-seven families at Toyota were interviewed before they came to the program. The families were interviewed again when they finished 100-120 hours of PACT and Parent Time. The interviews were to see if there were changes in:

- parent/child reading, writing, talking and play activities
- Child reading and writing behaviours
- Literacy materials present in the home
- How parents show literacy behaviour to their children
- Parents' knowledge of what to expect from their children at different stages of development

What was learned during the interviews? Several changes in families were found.

- Parents reading books to their children increased by 70% to more than once every day.
- Parents took their children to the library twice as often, every 2 to 3 weeks.
- Parents joined in more reading and writing activities with their children. They drew, wrote, and worked with other educational materials.
- Children's reading of books and magazines increased by 60% to more than once every day.
- How often children scribbled, printed or made letters increased by 30% to more than once a day.
- Parents displayed their children's drawings or writings at home every four or five days – an increase of 30%.
- Parents provided a wider range of reading and writing materials at home for their children.
- Parents became aware that young children learn better through activities and play than just sitting still and listening to adults.

The evaluation interviews showed that the Toyota Families for Learning Programs did make a positive change in how parents and children spend time together with literacy. These changes are very important to children's future success in literacy activities.

“Come Read With Me” Manual, Section 11-Evaluation, page 3

Reading With Infants



- ∇ TALK TO YOUR BABY. YOUR BABY WILL LOVE THE SOUND OF YOUR VOICE.

- ∇ READ BOARD BOOKS WITH BRIGHT, COLOURFUL PICTURES AND STURDY PAGES.

- ∇ FINGER PLAYS, RHYMES AND SONGS ARE FUN TO SHARE WITH YOUR BABY.

- ∇ START A COLLECTION OF BOOKS FOR YOUR BABY.

“Learn Together, Grow Together”, Section 4

Reading With Toddlers



- ◆ TODDLERS LIKE BOOKS WITH EXCITING SOUNDS AND COLOURFUL PICTURES. THEY LOVE TO BE INVOLVED IN THE STORY.

- ◆ ASK YOUR TODDLER QUESTIONS ABOUT THE STORY AND THE PICTURES.

- ◆ ENCOURAGE YOUR TODDLER TO HELP YOU READ BY TURNING THE PAGES.

- ◆ READ WITH YOUR TODDLER EVERYDAY.

“Learn Together, Grow Together”, Section 4

Oral Literacy

Fun Ideas:

Sing Songs

Tell Nursery Rhymes

Do Finger Plays

Play Listening Games

Teaching your child to speak and to enjoy the sounds that letters make will help them when they begin to read. Young children begin to learn language skills long before they learn to read. These early language skills are called oral literacy skills. When your child listens to you speak, he or she is learning about the different sounds that letters can make.

It is important to sing songs, tell nursery rhymes and do finger plays with your child. By getting your child involved in fun listening games, your child will learn that listening and language can be fun and exciting. Researchers say that young children who are taught nursery rhymes and who are sung rhymes and songs will have better language and reading skills than children who are not. By doing these things when your child is small, you will be giving your child a head start on learning to read and write.

NURSERY RHYMES, FINGER PLAYS AND OTHER ACTIVITIES HELP BY:

- ◆ **helping your child recognize sounds**
- ◆ **helping your child develop an interest in sounds**
- ◆ **helping to develop creativity**
- ◆ **passing on culture and traditions**
- ◆ **helping in brain development**

“Learn Together, Grow Together”, Section 4

Activities That Can Help Children With Reading

It is important to encourage your child to read. By making reading and writing fun, children can learn that reading can be a source of enjoyment and pleasure.

- √ Read with your child everyday.
- √ Be sure to choose books that interest both of you.
- √ Play games such as “Snap”, “Go Fish”, “Crib” and “Memory.”
- √ Play talking games like “I Spy” and “I’m Going on a Trip.”
- √ Talk with your child about what they are doing and be interested in their answers.
- √ Go to the library. When they are old enough, let your child get their own library card and choose some of the books that you will read together.
- √ Read cartoons in the newspaper. This is a good way to show your child that reading can be fun.
- √ Bake together. Read recipes. This will show your child that reading is important for many things.
- √ Get your child to write notes, letters and lists.
- √ Draw and colour with your child.
- √ Do cut and paste activities – try cutting out pictures from a newspaper, flyer or magazine, have your child draw around the picture or have them write or tell a story about the picture.

“Learn Together, Grow Together”, Section 4

How Children Learn To Read

Children learn to read by moving through various stages. The list below is an outline of the stages that children go through when learning to read.

- √ Child listens to stories as they are read to him or her.
- √ Child talks about the pictures as you read the story.
- √ Child will want to turn the pages and will begin to follow the words as you read.
- √ Child will look at the book and make up stories to go with the pictures. Child will pretend to read.
- √ Child will remember parts of the story and will retell the story in their own words while pretending to read.
- √ Child will retell parts of the story that have been repeated.
- √ Child will know that stories have a beginning, middle and an end.
- √ Child will begin to recognize a few of the words that are repeated in the story. They may see the word in the book and will tell you what the word is.
- √ Child will learn a few words from the book and will recognize them when seen in other places.
- √ Child will begin to read words.

“Learn Together, Grow Together”, Section 4

Choosing Good Picture Books

When you are choosing a book to read with your child, there are certain things to look for.

THE BOOKS THAT YOU CHOOSE SHOULD:

- √ be ones that you both like
- √ look good
- √ have detailed, rich pictures that encourage talking
- √ respect the child's intelligence
- √ not have too many words on a page (1 or 2 sentences per page for pre-schoolers)
- √ have a predictable text (rhyme, rhythm and logic to allow the child to guess what will happen in the story)
- √ be free of stereotypes
- √ be culturally relevant
- √ be appropriate for the child's age and interests

“Learn Together, Grow Together”, Section 4

Reading Aloud – What And When?

It is important to read out loud with your child everyday. Reading with your child can help your child to learn that reading can be interesting and fun. Read books that are right for your child's interests, age and abilities. Below is a list of the types of books that work well for children of certain ages. Use the list as a guide but don't forget to let your child choose books too.

- 0 – 6 months** Babies enjoy hearing your voice, so anything will do.
- 7 – 10 months** Read books with bright, colourful pictures and exciting sounds. Board books are great for children of this age and the board pages mean that your child won't be able to rip or tear them.
- Toddler** Read books that are interesting to your child. Books about objects that move, make noise or shine are good choices.
- 2 – 5 years** Read books that are easy to read or those without words so that you can make up stories together. Books that have a predictable text or books that repeat certain lines are great for children of this age. At this age, children enjoy books with a lot of rhyme and rhythm.
- 5 and up** Pick out books together. Find ones that you both like. Read books that your child is unable to read him/herself and when they begin reading, encourage them to read to themselves as well.

“Learn Together, Grow Together, Section 4