Everything You Need to Run a Family Literacy Program

Enriching families through life-long learning.

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Get Set Learn
Everything you need to run a family literacy program

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Please feel free to photocopy any or all of this manual for educational purposes.
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- AECEO at Sault College, Marilyn Perkovitch-Farand, (Sault Ste Marie, ON)

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Sincerely,

Lorri Sauvé

Lorri Sauvé
Get Set Learn Program Coordinator
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How to Use This Manual

This manual has nine sections. This “How To” section describes what is included in each section and how to use it. This manual has been designed so that you do not have to be a trained family literacy facilitator to run Get Set Learn. For words or concepts that you do not understand, please see the “Glossary” section for clarification. If you are a trained family literacy practitioner or have experience in family literacy, this curriculum may add to your repertoire.

You may decide that you want to use only the “Lesson Plans” section of this manual. Being a seasoned family literacy facilitator, you may only want new lesson plan ideas. If you are new to family literacy, you may need to use all of the curricula to set up your own Get Set Learn program. Either way, you may use the sections pertinent to your needs.

Section A, “Introduction” provides an overview of the Get Set Learn program. This section is designed to give you the background knowledge necessary to determine if Get Set Learn is the family literacy program that would best suit the needs of your clients.

Section B, “Ready, Set, Go!” provides the organizational information necessary to set up your own Get Set Learn program. This section focuses on everything that you will need from hiring facilitators to run the program to finding the host sites for eight weeks.

Section C, “Evaluation” has all of the evaluations that are used in Get Set Learn. An explanation of evaluations; their importance and their use is included. An explanation of who completes what evaluation is also included.

Section D, “Kits” provides all the information you will need to create kits for Get Set Learn. It includes the actual books and educational toys you may use to set up your own kits, as well as crafts that you would implement with the families who participate in your program. The appendices at the back include templates for facilitators to photocopy and distribute to the families while doing the crafts.

Section E, “Lesson Plans” has an overview of the 16 lessons as well as detailed lesson plans used in Get Set Learn. This section will provide you, the facilitator with ways to extend or modify your classes should you encounter parents who have different literacy skills than those for which the curriculum was developed (Ontario Works clients with low literacy skills). The theoretical background for each lesson as well as the essential skills focused on, extensions or other information that you may incorporate into the lessons are also included.

Section F, “Glossary” is a section for the facilitator to refer to when concepts or words are new and unfamiliar.
Section G, “References” contains the bibliographical information for your own investigation. This reference section lists both resources and websites.

Section H, “Parent Book” is a section that was designed to be a template that is photocopied and given to the parents who attend your program. In our program, we either send this section to be photocopied at a print shop, or do it “in house.” We distribute it to the parents in a duotang.

Section I, “Child Number Book” is another section that was designed to be given to the children who attend the program. We either send it to be photocopied at a print shop, or do it “in house.” We also distribute this to the children in a duotang.
Section A – Introduction

The first section of this manual is an overview of Get Set Learn. This section includes:

• What is Get Set Learn? (A History)
• For Whom is the Program Designed?
• What does each Session Include?
• Mission Statement
• Underlying Principles of Get Set Learn
• Curriculum Outcomes of Get Set Learn
• Principles of Adult Education
• Principles of Emergent Literacy
• Realistic Expectations for Preschoolers
• Stages of Literacy Development

This section is designed to give you the background knowledge necessary to determine if Get Set Learn is the family literacy program that would best suit the needs of your clients.

What is Get Set Learn?

Get Set Learn is a family literacy program that focuses on both parents and their children.

Three Key Messages are stressed in this program:

• Read with your child daily (read daily)
• Playing with your children in ways that are literacy and math-rich will enhance their learning (engage in literacy play)
• Let your child see you using reading, writing, and math skills in every day life (be a literacy role model)

Get Set Learn (GSL) consists of an 8-week session featuring two classes per week. Each class lasts 2 hours and is divided into a family part as well as a parents only and children only part. Each session of GSL has a total of 32 hours.

Get Set Learn was developed in 2003 to give parents with low literacy skills on Ontario Works (OW), tools and strategies to enable them to help their children succeed in school. This program was and is still sponsored by the municipal government (Region of Waterloo, Income Supports Division). Caseworkers from the Region of Waterloo, Income Supports Division found that parents on OW had many barriers to attending a literacy class, the least of which was child care so they sponsored GSL in hopes of getting these parents out of their homes and into a program. The caseworkers hoped that not only would the OW parents be given tools and strategies to help their children be successful in school, but also that these parents would either attend another literacy program following GSL, or have the confidence and skill to become employed.
Get Set Learn - Project READ Literacy Network

Section A - Introduction

Three Key Messages Summary

1. Read daily
2. Engage in literacy play
3. Be a literacy role model

This program recognizes that parents are their child’s first teacher. In order to help a child improve his or her literacy skills, the parent must be comfortable with his or her own literacy skills. Using dialogue and applying learning to concrete situations are two strategies used to provide an interactive, nurturing and welcoming learning environment for all participants. The participant’s prior knowledge is not discounted but rather is built upon in order to enhance each of the learning opportunities.

Get Set Learn is able to include the best of both worlds by combining two different methods of running a family literacy program. It has both parent and child together time (PACT) and separate parent and child time. This provides opportunities for parents to learn the strategies and tools to enhance their children’s learning and then they are given “guided practice” with their children in order to experience these strategies.

Family literacy is about the many ways families use literacy and language to do everyday tasks (OLC, 2005). Research stresses that by improving the literacy skills of the parent, the child is more likely to have higher literacy skills. GSL builds upon the strengths already present in the families by affirming what they already do and by helping the families extend their repertoire of strategies. GSL recognizes and celebrates that families are unique.

GSL is designed to provide a safe, nurturing, learning environment so that families from different backgrounds, with their varying levels of literacy and math skills, are respected and can contribute to the class (prior knowledge). The activities and exploration of the books and toys are developed to enhance children and parents’ natural curiosity of language and math relationships in their everyday world. Parents are encouraged to play in literacy and math-rich ways in order to increase their children’s understanding of math and language concepts. Then, connections to early school experiences and real-world activities are made.

For Whom is the Program Designed?

Because parents are a child’s first teacher, family literacy programs focus not only on the child, but primarily on the parent. The main reason for focusing on both the parent and the child is because education programs that utilize parent participation increase the child’s chances of success (Nickse, 1990). Research shows that children develop vital thinking skills, attitudes, and knowledge between birth and the time they start school that lays the foundation for their school success and future lifelong learning (Mustard and McCain, 1999). Get Set Learn targets parents with low literacy and math skills and those who face multiple barriers. These parents would be the least likely to have access to resources such as adequate food supply, safe and secure housing, stable family support systems, monetary resources, literacy tools, etc.
Get Set Learn uses a dialogic process that allows participants who have limited reading capabilities a chance to be successful. The facilitator reads or has volunteers read small sections of the text and then everyone is encouraged to discuss and share their knowledge and experience with the group (Suda, 2001). Most information that is in written form is read aloud to all participants before having them read it on their own. Participants are encouraged to ask for assistance if needed.

Another component of Get Set Learn is homework for the child and parent to work on together. This allows for sharing the fun of learning at home. It also strengthens the skills learned in class by having the family practice the learning skills at home. The homework ranges from doing a craft together to having the parent work with the child on his/her number book. When parents model positive attitudes toward learning, when they read with their child and provide opportunities for learning in daily life, they are setting the stage for essential child brain development and future success in school (Jay, 2003).

Because the program promotes parents as their child’s first and most important teachers, parents discover new ideas for strengthening and enhancing their child’s math, reading, writing, and speaking skills as well as their own. Additionally, they learn many fun ways to make everyday tasks more literacy and math-rich. They learn that they are not only their child’s favourite toy but also that there are many benefits to playing with their children.

“Low literacy often appears as a cycle within families. Since the parents don’t read and write well, they don’t carry out the kinds of activities with their young children that foster reading and writing. They don’t have a model passed down by their own parents for building literacy skills” (Paul, 2002). Even parents with low literacy skills can be shown ways to encourage reading, writing, and math in their own children. Get Set Learn provides many ways for parents to incorporate these activities into their daily lives.

At Project READ, our specific target group for GSL is welfare parents. We target this clientele because almost one-third of working age Canadians at the lowest levels of literacy have household incomes of less than $15,000 per year (Project READ, 2003). “The lower one’s socioeconomic status, the lower the rate of participation in any type of formal learning activity” (Statistics Canada, 1997). This clearly demonstrates that the adults who need to participate in literacy programs are not accessing the programs. With GSL, we attempt to make it as easy as possible for OW clients to access the programs.

Finally, a family literacy approach recognizes the interconnectedness of literacy with other issues affecting families and it encourages cross-community collaborations that build on existing programs. GSL programs are offered in places where families already gather such as community centres, Early Years Centres, and housing units.
What Does Each Get Set Learn Session Include?

Get Set Learn sessions are two hours in length. They can be run in one of two ways.

**Get Set Learn Class, Sample Template A**  
**PACT First, Then Parents and Child Separate Time**

<table>
<thead>
<tr>
<th>Time Required</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Welcome, introductions, and opening activity</td>
</tr>
</tbody>
</table>
| 45 minutes    | **Family Learning (Parent and Child Together (PACT) Time)**  
|               | **Opening Routine**  
|               | • Hello song with puppet  
|               | • ABC song  
|               | • Take up homework from class before  
|               | **PACT Activity**  
|               | • Finger play introduction and practice  
|               | • Literacy and/or Math activity i.e. shape walk  
|               | **Read Book to Group**  
|               | • Discuss title, author, type of print, pictures  
|               | • Questions regarding prediction of what is going to happen in the book? How do you know? Why do you think that it will happen? Were you correct? Why or why not?  
|               | **Kit Exploration** by parents and their children  
|               | • Encourage families to explore the contents of the kit  
|               | **Closing Routine**  
|               | • Snack  
|               | • Goodbye song  
| 5 minutes     | Children are taken to child care room(s) |
| 55 minutes    | **Parent Learning Time**  
|               | • Introduce topic  
|               | • Link topic to theme in PACT time; this may not be until the next class. Please note that the topic is introduced in the parent portion and then revisited in the PACT time the next class for implementation (the only disadvantage of this model)  
|               | • Parents do activity, watch video, discussion  
|               | • Refer the parents to the corresponding page(s) in the parent book  
| 5 minutes     | **Homework**  
|               | • Distribute and explain craft  
|               | • Number book for child and parent homework |
Get Set Learn Class, Sample Template B
Parents and Child Separate Time First, Then PACT

<table>
<thead>
<tr>
<th>Time Required</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td><strong>Opening Activity</strong> following parents settling children in child care rooms</td>
</tr>
</tbody>
</table>
| 55 minutes    | **Parent Learning Time**  
|               | - Introduce topic  
|               | - Link topic to theme in PACT time  
|               | - Parents do activity, watch video, discussion  
|               | - Refer the parents to the corresponding page(s) in the parent book |
| 5 minutes     | **Homework**  
|               | - Distribute and explain craft  
|               | - Number book for child and parent homework |
| 45 minutes    | **Family Learning (PACT Time)**  
|               | **Opening Routine**  
|               | - Hello song with puppet  
|               | - ABC song  
|               | - Take up homework from class before  
|               | **PACT Activity and Snack**  
|               | (Please note that snack can either be done here or in the closing routine)  
|               | - Finger play introduction and practice  
|               | - Literacy and/or Math activity i.e. shape walk  
|               | **Read Book to Group**  
|               | - Discuss title, author, type of print, pictures  
|               | - Questions regarding prediction of what is going to happen in the book? How do you know? Why do you think that it will happen? Were you correct? Why or why not?  
|               | **Kit Exploration** by parents and their children  
|               | - Encourage families to explore the contents of the kit  
|               | **Closing Routine**  
|               | - Snack  
|               | - Goodbye song |

Positive role modeling by both parents and facilitators to include healthy snacks as a daily plan is another component of **GSL**. Tips for snacks will appear in section B, called Ready, Set Go.
Mission Statement of Get Set Learn

*Get Set Learn* is a holistic family literacy program that provides a foundation for families with literacy challenges to experience successful lifelong learning.

Underlying Principles of Get Set Learn

1. *Get Set Learn* enables parents to understand that they are the child’s first and most important teacher.
2. *Get Set Learn* provides an interactive, nurturing and welcoming learning environment.

Curriculum Outcomes of Get Set Learn

The focus of *GSL* starts with the child and moves to include the parent’s needs. By the latter half of the classes, the focus is primarily on the parent’s needs, skills and future goals.

1. Give parents tools to become their child’s first and most important teacher
2. Help parents become work and/or education ready
3. Help families engage in literacy/math activities on a regular basis
4. Make families “school ready” for their children’s entrance to school
5. Build and strengthen networks for parents, children, and Project Read Literacy Network that will continue beyond the program which will instill self-esteem, coping, parenting, literacy, communication, and assist in alleviating isolation (geographic and social)
6. Model positive/proactive parenting practices (discipline, sleeping, nutrition, etc.)
7. Translate the school system (including literacy and math) into terms that parents and children can understand
8. Help parents advocate for self and child

Curriculum Outcomes Summary

1. Give parents tools
2. Parents become work or education ready
3. Families engage in literacy and math activities
4. Children and parents become school ready
5. Build and strengthen networks
6. Model positive parenting
7. Translate the school system
8. Parents advocate for self and child
Principles of Adult Education

Malcolm Knowles was the first to describe the five main things to consider when helping adults to learn:

1. Let the adult students know why something is important to learn
2. Show the students how to direct themselves through education
3. Relate the topic to their previous experiences (i.e. Use their prior knowledge)
4. Ensure the adult students are ready and motivated to learn because people will not learn until they are ready
5. Help the adult student to overcome inhibitions, behaviours, and beliefs about learning

Principles of Emergent Literacy

Emergent literacy is a term used to describe the start of oral and written language. The principles of emergent literacy include:

1. Literacy is a social process occurring in interactions with other children and adults
2. Literacy begins at birth and includes a child’s first uses of senses such as observing behaviours, hearing sounds, and learning social cues
3. All aspects of literacy including reading, writing, thinking, speaking, and listening develop independently of each other
4. Literacy develops along a continuum from beginning to mastery

Realistic Expectations for Preschoolers

Every child is unique and thus develops at his or her own pace. There are general expectations for stage-related accomplishments; not necessarily age-related. Keep in mind the ages are very general and one should not hold-fast to them. It is better to keep in mind that these accomplishments will occur in order because literacy skills develop along a continuum.
Birth to 3 years old

- Likes to suck on and hold books (very multi-sensory) - infants
- Pretends to read books
- Understands that books are handled in a specific manner
- Shows enjoyment of rhyming language and nonsense words
- Listens to stories, but doesn’t necessarily sit still to listen for a long time (has some attention span)
- Has a favourite book or video
- Uses increasingly purposeful scribbling
- Begins to show attention to specific print such as letters in own name, familiar with some environmental print
- Can sometimes recognize that numbers are different from letters
- Produces some letter-like forms

3 to 4 years old

- Knows that alphabet letters are a special category that have specific names
- Recognizes more environmental print
- Recognizes repeating sounds in language e.g. Tom, Tom the Piper’s Son
- Uses new vocabulary and grammar in her/his own speech
- Understands and follows oral directions
- Shows an interest in books and reading
- Has an increasing attention span and can sit for longer books
- Starts to print letters, especially first initial of name
- Identifies alphabet letters, especially from own name, Mommy or Daddy or other familiar words
- Writes (scribbles) messages

5 years old

- Knows favourite books from memory
- Begins to track print when listening to a familiar book
- Reads familiar texts
- Can print name
- Knows numbers 1 through 10 and can print some of them
- Recognizes both upper and lower case letters
- Understands the sequence of numbers and letters
- Recognizes some sight words
## Stages of Literacy Development

<table>
<thead>
<tr>
<th>Stages of Development</th>
<th>Skills Needed to Acquire and Master</th>
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<tbody>
<tr>
<td><strong>Getting Ready</strong></td>
<td>Remembering things you have heard</td>
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<td></td>
<td>Understanding things you have heard</td>
</tr>
<tr>
<td>Listening</td>
<td>Developing language skills</td>
</tr>
<tr>
<td>Falling in love with sounds</td>
<td>Developing an understanding of concepts</td>
</tr>
<tr>
<td><strong>Understanding</strong></td>
<td>Being able to think critically</td>
</tr>
<tr>
<td>Acting and recreating stories</td>
<td></td>
</tr>
<tr>
<td>Answering multi-level questions</td>
<td></td>
</tr>
<tr>
<td><strong>Developing Oral Language</strong></td>
<td>Developing language skills</td>
</tr>
<tr>
<td>Extending vocabulary</td>
<td>Understanding things you have heard</td>
</tr>
<tr>
<td>Matching words to thought and actions</td>
<td></td>
</tr>
<tr>
<td><strong>Understanding Print</strong></td>
<td>Understanding things you see</td>
</tr>
<tr>
<td>Understanding how print is placed on page</td>
<td>Remembering things you see</td>
</tr>
<tr>
<td>Recognizing how print works together</td>
<td>Physical coordination to be able to write</td>
</tr>
<tr>
<td>Putting thoughts on paper</td>
<td>Developing an understanding of concepts of writing</td>
</tr>
<tr>
<td><strong>Acquiring Reading Skills</strong></td>
<td>Remembering things you have heard</td>
</tr>
<tr>
<td>Reading text that can be predicted</td>
<td>Understanding things you have heard</td>
</tr>
<tr>
<td>Recognizing sight words</td>
<td>Having an understanding of concepts of reading</td>
</tr>
<tr>
<td>Developing phonological awareness</td>
<td>Development of language skills</td>
</tr>
<tr>
<td></td>
<td>Critical thinking skills</td>
</tr>
</tbody>
</table>

As children practice using language, they need to receive feedback and need time to reflect. Children need time to experience language and the time to practise and evaluate what they have experienced. This is how their language skills will develop and grow (Schiller, 2001).
Section B – Ready, Set, Go!

Having a successful Get Set Learn family literacy program requires planning in advance. This section explains how to:

- Hire facilitators for Get Set Learn
- Hire child care providers for Get Set Learn
- Choose a site
- Promote the program
- Find families to participate
- Have necessary kits with books, educational toys, literacy and math activities and craft supplies
- Room Set Up
- Snacks
- Forms and Usage
- Appendices

Hire Facilitators for Get Set Learn

Since Get Set Learn is a family literacy program that focuses on both parents and their children, facilitators need to have an understanding of both andragogy (the art and science of helping adults learn) (Knowles, 1980) and pedagogy (the art and science of helping children learn). Presently, there is no certification required to be a family literacy facilitator, although many different certifications exist regarding facilitating specific family literacy programs such as “Mother Goose” or “Parents as Partners.”

Ideally, family literacy facilitators should have previous experience working with adults as a facilitator and working with young children as well. Depending on the size of the program, one may need to hire more than one facilitator but only one coordinator is needed. In many cases, the coordinator will also facilitate the class or classes.

This program can be facilitated by a volunteer, however, it should be a very dedicated volunteer who has not only an interest in this program and the participants, but who also has a background in either adult or child literacy. Careful screening would need to be done since the volunteer would be working with children, although not alone.

Hire Child Care Providers for Get Set Learn

The premise of Get Set Learn is to enhance the literacy and math skills of both the parent and the child. Research shows that parents are more likely to attend a program if it is focused on their children rather than themselves. Get Set Learn provides literacy enhancement for both children and adults but it focuses on the child in the initial classes. Providing child care on site for parents enrolled in the Get Set Learn classes allows parents the opportunity to attend.
In many cases, the sites will have their own child care personnel but occasionally, one may have to hire child care providers. In this case, you need to find individuals who like working with children and who can work unsupervised. It is suggested that one of the child care providers be an Early Childhood Educator (ECE). Once again, careful screening must be done to protect the safety of the children.

It is necessary to provide a safe and nurturing place for the children while the parents are in class. This is why we suggest having at least 2 child care providers available during GSL. This makes it safe for the other children if one of the child care providers needs to toilet or change diapers of the children (during the parent/child separate time of the program). In every region, there are appropriate child care ratios to staff. An example of an appropriate ratio would be 1 child care provider for every 5 children aged 3 – 5 and 1 child care provider for every 2 infants.

We strongly encourage you to remind parents to not feel stressed when leaving their children with child care providers. The providers are instructed that if the children are experiencing distress without their parents, the child care providers will come and get the parent to help lessen the anxiety the child is facing. Also, in some cases, children will join the class for a couple of times in order to alleviate their fears. We want this to be a positive experience for everyone and some children take longer to adjust to time without their parent in the child care room.

Choose a Site

No site is perfect for any program, however, the list in the appendices (see site checklist Appendix 3) gives some ideal points for getting off to a smooth start. You need to decide which of the points you are willing to negotiate and which ones you are not. The points are not in any particular order. Some examples of points to look for in choosing a site include finding a site along a bus route or on an easily accessible intersection. Free parking is helpful for parents who drive to programs. Additionally you will need to look for a stroller accessible site. You will need at least two rooms; one for child care, and one that will accommodate all the parents, children, and activities.
Promote the Program

To start, you need to create an outreach plan that should include the answers to these questions:

- How will you recruit and contact potential clients?
- How will you register clients (will you do it or will the site do it)?
- What other community agencies can you contact and provide information about your program?
- Who may refer clients to your program?
- What media will be most effective in recruiting clients? (i.e. flyers, cheque inserts, signs at busy intersections, word of mouth, referrals, other venues, etc.)
- To what internal promotion methods do your sites have access?
- Who is going to pay for promotion?
- What other promotional materials can you afford? (i.e. business cards, posters, flyers, newsletters, etc.)

You need to begin your outreach plan by thinking about how people will find out about your program. Then consider how participants will be able to attend, knowing some of the barriers they may face. First, can they read the brochures, posters, cheque inserts, and other printed materials that you produce? You need to make sure that any printed material is written in plain language and does not have too much print on the page.

Do not forget about the sites’ internal promotion. Many sites have newsletters that they share with all potential clients and other professionals who may refer. Also, some have sign boards in front of their location that they could use to promote your program. Host coordinators also attend many meetings. Provide the site with flyers and your business cards so that they can promote the program as well.

Media such as public service announcements (PSA’s) and newspaper advertisements are other ways to get your message out. You can also write an article for a newspaper or magazine that talks about some of the issues that your clients might be facing; for example, school readiness in their children. The disadvantage with this type of promotion is that it needs to be done well in advance of your program start up date. Also do not forget to invite parents who may not fit the exact clientele but who still may be in need of this type of program. See appendices for sample outreach plan (Appendix 6).

Using a Variety of Printed Materials

A variety of printed materials are used and each are designed for different audiences. For example, one brochure targets participants; another targets professionals who may refer. For examples, see the appendices following this section (Appendices 4 and 5). Ensure that you have listed the benefits to the clients, times and dates of program, costs, locations, and phone number. Since the program primarily targets clients on Ontario Works or welfare, the cheque insert is the most effective form of advertising. A one-page cheque insert is sent to clients, one month before the programs start (Appendix 5). All of the registration is done by the coordinator, not the sites, using a telephone screening tool to determine suitability and need of literacy skill enhancement (see Appendix 7). You are then able to ensure that you have the correct numbers of parents and children for the capacity of the rooms at the sites.
Time of Day and Days of Week Offered

Next, offer the program at a time of day that your clients can attend. If you are providing child care, you can offer it through the day, before school age children are home. This allows parents to focus on their pre-school age children. Since *Get Set Learn* is offered twice weekly, we have found that it is more effective to offer it at the same time on both days, however, we have had 2 different times on occasion. One time we offered the program on a Tuesday and Wednesday. This program had excellent attendance as the parents did not forget to attend the second time in the week. In most cases though, we offer it on a Monday/ Wednesday or a Monday/Thursday. This allows families a day or two to do the homework and get ready for the next class.

Transportation

It is important that you find a site where families already congregate. At Project READ, we have had the most success whenever our sites are on a bus route. We also offer bus tickets to all families who need them. This is provided by our funding partner. Some clients will walk, some will drive, and some will take the bus. Free parking is important or reimbursement of parking fees. As facilitator, you want to ensure that there are as few barriers to participation as possible for your participants. This is why it is important to be located in a place where families already frequent.

Find Families to Participate

Where will you find families to participate in your program? Often when beginning a new program, agencies neglect to allow time to develop expertise to fully promote the program and recruit prospective families. In order to introduce the program for the first time, you will need to employ many different ways of promotion. See Outreach Plan in appendices (Appendix 6). A few places to look for families include:

- Community fairs
- Child health fairs
- Libraries
- Word-of-mouth (Past participants)
- Referrals from professionals from other agencies
- Churches
- Door-to-door distribution of flyers (Low income housing)
- Any place where families gather
Have Necessary Kits with Books, Educational Toys, Literacy and Math Activities, and Craft Supplies

There are 4 kits necessary to run the GSL program for 8 weeks. The kits are thematic and have appropriate books for reading during a “circle” or “learning time” as well as math and literacy toys and activities that will enhance the learning experience for the children.

The 4 kits are:

- ABC Kit
- Colours/Shapes Kit
- Animals Kit
- Numbers Kit

You will find the kit contents as well as additional information on how to use the kits in Section C.

Room Set Up

There are a number of ways to set up the room during the Parent Learning Time and the PACT (Parent and Child Together) Time. You must find the way that will work the best for your families. In all cases, it is necessary that all families will be able to see the facilitator. You could have the families sitting around tables facing each other ensuring that there are not any families sitting with their backs to the facilitator. The other way to do this is to have the tables situated in a “U” shape. This also ensures that no families will have their backs to the facilitator. The facilitator stands or sits near the white board so that any words can be quickly and easily recorded for all to see.

Snacks

Providing nutritious snacks for both children and their parents is an important part of the GSL curriculum. Sometimes families who participate in GSL classes have not eaten and it is therefore necessary to have nutritious foods available. As a facilitator, you are in a position to influence the choices your families make regarding food choices. Things that influence what families (both parents and children) like to eat are:

- Taste of food
- Influence of others
- Advertising
- Family influence
- Ease of eating the food
- Knowledge regarding nutritious food choices
Some children arrive at the **GSL** classes hungry. Since they have high energy levels and may need more calories than are provided in meals, provide them with healthy choices so that they can choose a healthy snack. Some snacks to include in **GSL** classes:

- Raw vegetables or fruit such as carrots, apple slices, orange slices, watermelon, strawberries, raspberries, bell peppers, bananas or dried fruit
- Yogurt
- Applesauce
- Cheerios
- Crackers and cheese
- Bran muffins

Include water and 100% juice for a beverage. Do not provide any other choices for beverages. The families are apt to choose these beverages if they are the only ones provided. Encourage your families to choose a variety of the snacks you provide in order to get all the necessary nutrients. You can incorporate talking about Canada’s Food Guide in a later class. For more information regarding making healthy food choices check out: [kidshealth.org/parent/nutrition_fit/index.html](http://kidshealth.org/parent/nutrition_fit/index.html)

### Forms and Usage

In the appendices, directly following this information, you will see twelve forms that are used in Get Set Learn. These include all of the forms used in **GSL** except for the evaluation forms. Those forms are found in Section C, “Evaluations.” This section will list each form and describe how it is used.

The first two appendices, Sample Job Posting for **GSL** Coordinator and Facilitator as well as Child Care Provider are to be used as is or modified and posted when you are looking for personnel for **GSL**.

You can post these job descriptions in the paper, via an email distribution list, as well as listing it on your website. You can add or take information out of these job descriptions to suit your need.

Next, the “Site Checklist,” Appendix 3 is to be used when looking for a new site to host **GSL**. Again, you may add to or take out certain things as they pertain to your program. All of these forms are to be used as a guideline only. They are meant to be adapted to your own program. If you find that the site you are looking at has a lot of checks in the “No” column, you may want to look for another site. We have found that the most important items for us include:

- Has the site demonstrated a need and demand for a **GSL** program?
- Is the site willing to offer you space at times/days that are convenient for your participants?
- Is the site a location already accessed by families?
- Does the site have stroller access and parking for strollers inside?
- Is the site close to a bus route?
- Does the site have more than one room available for **GSL** usage?
Next, the “Sample Brochure for Caseworkers” Appendix 4 is sent to all possible referral partners. You will add your own logos to this template as well as your information, or change it altogether. We have included this brochure so that you have an idea of what we use for promotion. We also have a brochure for participants with the necessary information. We leave this at all of the sites. We make sure that this is sent to sites 1 – 2 months before the classes begin.

The “Sample Cheque Insert for OW Clients” Appendix 5, is what we include in all the OW clients cheques. We send this out 1 – 2 months before the classes begin. We have found that this is our best form of advertisement!

Next, the “Sample Outreach Plan,” Appendix 6 is included so that you have an idea of how to promote your GSL program. This is to be used as a guideline.

The next appendices, “Release of Information Form,” and “Caseworker Form,” are to be completed at the first class. The “Caseworker Form” is sent to the caseworker so that they know the parent is enrolled in the GSL classes. It also provides information on which of their clients requires bus tickets. The “Release of Information Form” is used to give the facilitator the “okay” to share information regarding attendance and bus ticket use with caseworkers.

The next two appendices are used for internal documentation. The “Bus Tickets Form” is used to track which families used bus tickets each class. These tallies are kept and reported on in the final report. The “Attendance Sheet” is used to track attendance for the participants. It is our practice to phone all participants before the first class begins in order to remind them about the class. Also, if a participant misses a class, we phone them to find out the reason for their non-attendance. This lets them know that we care about them and often encourages them to come back to class.

Finally, the last appendix, “Certificate of Participation” is given to all families at the end of the course. We list the children first, and then the parents’ name. You can include whatever information you want on the “Certificate of Participation.” The most important thing to remember is to spell each person’s name correctly.
Appendices

Appendix 1 - Sample Job Posting – GSL Coordinator and Facilitator
Appendix 2 - Sample Job Posting – Child Care Provider
Appendix 3 - Site Checklist
Appendix 4 - Sample Brochure for Caseworkers
Appendix 5 - Sample Cheque Insert for OW Clients
Appendix 6 - Sample Outreach Plan
Appendix 7 - Release of Information Form
Appendix 8 - Transportation Supports Agreement
Appendix 9 - Caseworker Form
Appendix 10 - Bus Tickets Record
Appendix 11 - Attendance Sheet
Appendix 12 - Certificate of Participation
Appendix 1

Sample Job Posting: Get Set Learn Family Literacy Coordinator and Facilitator

**Goal:**
To coordinate, facilitate, and evaluate various program delivery locations of the Get Set Learn family literacy program for parents receiving Ontario Works.

**Tasks and Responsibilities:**

**Coordination, Preparation, and Outreach:**
- Coordinate all aspects of the program including recruitment of participants, lesson and activity planning, materials preparation, evaluation design and reporting
- Research, gather and assemble all materials for program delivery
- Develop outreach materials for the program for distribution to staff at social services and other community agencies
- Work in cooperation with social services staff to solicit OW client referrals from caseworkers
- Distribute public service announcements and media releases as needed
- Participate in outreach activities and public events as needed to attract participants

**Facilitation, Assessment and Evaluation:**
- Develop and facilitate family literacy lesson plans for an 8 week program twice weekly based on Get Set Learn Curriculum provided
- Develop at home learning assignments for parents and children to work on in-between sessions based on Get Set Learn Curriculum provided
- Implement pre and post assessments to document learning progress of participants
- Implement program evaluation tools including feedback from all key stakeholders including host sites, caseworkers, child care workers, participants, others
- Prepare and distribute final program report outlining all findings and results including any future program delivery recommendations

Section B - Ready Set Go!
Qualifications:

- Minimum of 2 years experience in adult literacy instruction
- Post secondary education or equivalent experience in adult education, early childhood education, or library science
- Prior experience in family literacy facilitation is preferred
- Knowledge of early literacy development is preferred
- Thorough knowledge of principles of adult learning
- Experience working with families from diverse communities
- Knowledge and experience with program evaluation
- Good interpersonal skills and knowledge of conflict resolution
- Excellent communication skills, both written and oral
- Excellent computer skills including MS Word, internet use, Excel
- Access to reliable transportation a necessity
- Have or be willing to obtain CPR and First Aid
- Have an understanding of community outreach and networking
- Ability to speak and understand English
- Ability to adapt curriculum to suit the needs of the clients
- Knowledge of child development
- Comfort and experience working with children
- Ability to access various community resources
Appendix 2
Sample Job Posting: Get Set Learn Child Care Provider

Goals:
To look after children aged birth to 6 while their parents are involved in a program and to support and enhance the learning of the children. The child care provider may plan for a children’s program, but it is not necessary.

Tasks and Responsibilities:
Set up and take down of room as required:

- Set up and take down the child area, fifteen minutes before the program begins and ends
- Ensure that the children are kept safe while in your care
- Assist with the Get Set Learn program when parents and children are together with the facilitator to ensure smooth transition to child rooms
- Assist with the snack as required

Qualifications:
- ECE diploma preferred
- Knowledge of stages of child development
- Familiarity and comfort with changing diapers and toileting young children
- Basic First Aid and CPR preferred
- Knowledge of working with children from diverse backgrounds
- Ability to work well without supervision
- Ability to speak and understand English
## Appendix 3
### Site Checklist

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</table>
Appendix 4

FREE PROGRAM

for your client and their child

Why should you refer your client?

- Both your client and child will have fun
- Your client will learn how to help his/her child succeed in school
- Your client will improve his/her reading, writing, and math skills
- Your client will gain more confidence in his/her parenting skills
- Your client and child will get healthy snacks
- Your client will meet other parents
- You will receive an attendance report upon completion of program

Location and Times

Early Years Centre
123 Anyplace Road
Timbuktu, ON
March 26 – May 24, 2007
Monday and Thursday
1:00 – 3:00 pm
Appendix 5
Get Your Child and You Ready for School.

FREE PROGRAM
Bus Tickets provided

“Get Set Learn”
2007

16 fun classes – 8 weeks
Childcare and snacks provided

**Cambridge**
Wed am 9:30 am–11:30 Fri pm Mar 28th-May 23th
Our Neighbourhood Association, 87 City St

**Kitchener**
Mon /Thurs 1:00–3:00 pm Mar 26th - May 24th
Early Years, 15 Hello Dr

**Kitchener**
Mon/Wed 9:30–11:30 am Mar 26th - May 23rd
Park Community Centre, 50 Anywhere St

Call Lola at (519) 222-0000 to register.

Presented By:

Region of Waterloo

Enriching families through lifelong learning.
## Appendix 6
### Sample Outreach Plan

**Goal**

To have 30 families in total participating in *Get Set Learn* at 3 locations for Sept - Dec 2008.

<table>
<thead>
<tr>
<th>Idea</th>
<th>Timeline</th>
<th>Who is Responsible</th>
<th>Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Find Locations</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Visit and interview locations</td>
<td>June - Aug 2008</td>
<td>Coordinator</td>
<td>Gas/Mileage</td>
</tr>
<tr>
<td>• Complete site checklist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Recruitment of clients</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cheque insert</td>
<td>Aug 27</td>
<td>Coordinator</td>
<td>$500 per 10,000</td>
</tr>
<tr>
<td>• Brochure/flyers/posters</td>
<td>Sept 1 - 15</td>
<td>Coordinator and Facilitators</td>
<td>$300 for 20 posters/75 brochures per site</td>
</tr>
<tr>
<td>• Meetings with Public Health</td>
<td>Aug/Sept</td>
<td>Coordinator and Facilitators</td>
<td></td>
</tr>
<tr>
<td>Nurses and other professionals</td>
<td></td>
<td>Coordinator and sites</td>
<td></td>
</tr>
<tr>
<td>• Site internal promotional</td>
<td>July - Sept</td>
<td>Coordinator and sites</td>
<td></td>
</tr>
<tr>
<td>methods (list here)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Awareness of program</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Meetings with stakeholders</td>
<td>June - Sept 2007</td>
<td>Coordinator</td>
<td>Gas</td>
</tr>
<tr>
<td>• Child Health Fair</td>
<td>Aug 2008</td>
<td>Coordinator and Facilitators</td>
<td>Display board and business cards ($100)</td>
</tr>
<tr>
<td><strong>Registration of Clients</strong></td>
<td>Sept - all month</td>
<td>Coordinator</td>
<td>$75 includes phone line, registration sheets, and mail out confirmation</td>
</tr>
<tr>
<td><strong>Report</strong></td>
<td>Dec</td>
<td>Coordinator and Facilitators</td>
<td>Printing Costs</td>
</tr>
<tr>
<td>• Include observations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>regarding what worked well</td>
<td></td>
<td></td>
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</table>
Appendix 7

Get Set Learn

Release of Information Form

I, ________________________________________________

agree to attend all 16 classes of the Get Set Learn program. I also allow Project READ Literacy Network to release information to my caseworker and to contact my caseworker. I agree that my information can be used for the purposes of data collection but shall remain confidential.

______________________________________________

Signature       Date

I also agree to allow Project READ Literacy Network to use pictures taken of me and my child for promotional purposes only.

Yes □

No □
Appendix 8

Get Set Learn
Transportation Supports Agreement

I, ____________________________________________

Name

Born on ____________________________________________

Birthdate

Will require bus tickets to get to and from the Get Set Learn classes.

I agree to use the bus tickets provided by the Region and given to me by the Program Facilitator for the sole use of getting to and from the classes.

I understand that if the bus tickets are misused in any way, I will no longer receive transportation supports and will have to find my own way to get to and from classes.

_________________________________________  __________________________
Signature                                   Date
Appendix 9

Get Set Learn
Caseworker Form

To:__________________________________________ Fax#:________

Name:________________________________________________________________________

Birth Date:
________________________________________________________________________

Location of
Class:________________________________________________________________________

The above client has been pre-screened, registered, and is attending the Get Set Learn program. This client has signed an agreement to attend Get Set Learn classes and a release of information will be forwarded to you regarding attendance.

This client requires bus tickets to get to and from the program.

Yes ☐

No ☐

We have provided the bus tickets on your behalf.

This advice requires no action from you. It is for information only. Please do not hesitate to contact me if you require any further information. Call me at 518-000-0000.

Sincerely,
Lola Coordinator,
Project READ Family Literacy Coordinator
### Get Set Learn

**Bus Tickets Record**

<table>
<thead>
<tr>
<th>Name</th>
<th>Number of Tickets Given</th>
<th>Staff Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</table>
### Attendance Sheet Spring 2008

<table>
<thead>
<tr>
<th>Name</th>
<th>Bus Tickets</th>
<th>Allergy</th>
<th>Caseworker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aha, Fatumeh</td>
<td>Yes</td>
<td>No</td>
<td>Henry Caseworker</td>
</tr>
<tr>
<td>Joe, born 2005</td>
<td>Yes</td>
<td>No</td>
<td>Kim Caseworker</td>
</tr>
<tr>
<td>Lady, Amanda</td>
<td>Yes</td>
<td>No</td>
<td>Cathy Caseworker</td>
</tr>
<tr>
<td>Moos, born 2005</td>
<td>Yes</td>
<td>No</td>
<td>Peanuts Caseworker</td>
</tr>
<tr>
<td>Cable, Anna</td>
<td>Yes</td>
<td>No</td>
<td>Nadine Caseworker</td>
</tr>
<tr>
<td>Caesar, Jadranka</td>
<td>Yes</td>
<td>No</td>
<td>Joy Caseworker</td>
</tr>
<tr>
<td>Aidan, born 2004</td>
<td>Yes</td>
<td>No</td>
<td>John Caseworker</td>
</tr>
<tr>
<td>Natasha, born 2003</td>
<td>Yes</td>
<td>No</td>
<td>Wilma Caseworker</td>
</tr>
<tr>
<td>Shayan, born 2006</td>
<td>Yes</td>
<td>No</td>
<td>Lady, Natasha</td>
</tr>
<tr>
<td>Lady, Natasha</td>
<td>No</td>
<td>No</td>
<td>Lady, Natasha</td>
</tr>
<tr>
<td>Sally, born 2004</td>
<td>Yes</td>
<td>No</td>
<td>Lady, Natasha</td>
</tr>
<tr>
<td>Joe, born 2005</td>
<td>Yes</td>
<td>No</td>
<td>Lady, Natasha</td>
</tr>
<tr>
<td>Nice Lady, Wendy</td>
<td>Yes</td>
<td>No</td>
<td>Lady, Natasha</td>
</tr>
<tr>
<td>Howard, born 2006</td>
<td>Yes</td>
<td>No</td>
<td>Lady, Natasha</td>
</tr>
</tbody>
</table>
This certifies that

Name

participated in Get Set Learn, 2008.
Section C – Evaluation and Communication Tools

This section of the manual includes the premise behind evaluation as well as all the evaluations used in Get Set Learn. This section includes:

- Assessment versus Evaluation
- Steps of Intake and Assessment
- Evaluation of the Get Set Learn Program
- Reviewing the Get Set Learn Program on a Continuous Basis
- Forms and Usage
- Appendices

Assessment versus Evaluation

This is the basis for our approach to assessment and evaluation:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Evaluation</th>
</tr>
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<tbody>
<tr>
<td>- Identification or determination of present skill levels and knowledge</td>
<td>- Learning progress or gains from intervention or training in 3 areas of knowledge, skills, and attitudes or abilities</td>
</tr>
<tr>
<td>- Key question is “what is?”</td>
<td>- Key question is “What has changed?”</td>
</tr>
</tbody>
</table>

There are four types of assessments and evaluations done with the parents in the program.

1. Initial telephone screening (assessment)
2. Parent Mid-point evaluation (evaluation)
3. Parent Final Evaluation (evaluation)
4. Parent Ongoing Comment: What did I learn today? (assessment)

No formal assessment of literacy skill levels is done by the facilitator but an intake or screening is done initially (Appendix 1). At the end of the course, the facilitator completes the “Parent Evaluation Form” located in the Appendices (Appendix 9). This sheet is not shared with the parent but at the end of the 8 week program, the parents are all evaluated as to whether or not they have the skills listed on the form. These “Knowledge, Skills, and Attitudes” are included as skills that may have been developed in the parents because of their participation in GSL classes. It is just a matter of whether or not the parents have acquired those skills. The information is recorded on an aggregate sheet of parent functional literacy levels.

Assessments are based on these three questions, taken from Designing Down, Assessing Up (Barber, 2001). See the individual assessments located in the appendices (Appendices 2, 3 and 4) for more information.
Key questions for the parents:

How do I know if....

1. This program is helping me and my child get where we want to go?
2. This program has made a difference in what I can do with my child?
3. What I have learned here counts anywhere else?

Key questions for the GSL facilitator:

How do I know if the parents...

1. Have made progress towards their goals in measurable ways?
2. Can apply what has been learned to every day life?
3. Have achieved skills that count in terms of their next step?

In facilitating the classes, the facilitator needs to ensure that parents can answer “yes” to the above questions. In the intake, parents are asked what goals they have for themselves and their children. The facilitator should refer to these answers and ensure that the focus of GSL classes incorporates the items the parents have listed as their goals in the intake. It may help to record these goals on a separate sheet of paper so that the facilitator can refer back to the parent goals. When the midpoint and final evaluations are done, if the parents have answered that the class has met their needs, then learning has taken place.

The children are informally assessed by the child care providers during each class. Nothing is recorded until the end of the program. At this time, a “Child Report Card” (Appendix 7) is given to each parent based on the child’s behaviours during children time with the child care providers. This report card focuses on observed improvements in knowledge, skills and attitudes in emergent literacy skills. This is a summative evaluation. The child care providers are the professionals who interact with the GSL facilitator on a daily basis. They also complete an overall evaluation on the relationship with the facilitator, how the class went, how the parents interacted with them and their children as well as anything of interest.

Key questions for the child care providers:

How do I know if the children...

1. Have made progress? (knowledge, skills, behaviours)
2. Have had fun?
3. Have achieved skills that count in terms of being school-ready?

Caseworkers not only refer to Get Set Learn but they also record their client’s participation in the program. At the end of the program, they are asked to complete a survey and fax it back to the GSL facilitator. This is another summative evaluation that tracks the satisfaction of the caseworkers with the GSL program (see appendix 7).
Key questions for the caseworkers:

How do I know if the parents...

1. Have made progress towards their goals in measurable ways?
2. Can apply what has been learned to everyday life?
3. Have achieved skills that count in terms of their next step?

Centres that host the program are also asked for their feedback. Each session, their feedback is used to constantly improve on the program (Appendix 8).

For the host sites:

How do I know if the families...

1. Were comfortable in our site?
2. Will return for other programs in our site?
3. Will refer other families to our site?

Finally, as a check for the facilitator, they are asked to review their program practices to ensure that they have met the needs of the families consistently. Since every group of parents is different, even though the curriculum content will be similar, a facilitator will have to adapt facilitation strategies in order to make the material relevant for the families.

Steps of Intake and Assessment

1. Initially all parents who phone about registering for GSL are screened for appropriate literacy level for each program. The initial telephone screen tool is found in Appendix 1. We have found that it is helpful if parents are able to understand the information presented and practiced in the GSL classes. It is important for the registration person that the parent has a reason for wanting to enroll in the program (goal) as well as that parent is having some difficulties with literacy, self-confidence and self-esteem. All of these skills are strengthened in a GSL class.

2. After the GSL classes are underway, each parent is given the “What did I learn today” form so that an anecdotal record can be recorded. These anecdotes are used as quotes in the final reports.

3. The midpoint evaluation is given to the parents. It is important that the facilitator review these evaluations to see if the parents are learning things that are important to them (review the section on Adult Education principles in this manual - Section A).

4. The facilitator makes modifications as necessary based on the communication form and midpoint evaluations.

5. Child care providers continue to record their observations on the children’s learning in preparation for completing the “Child Report Card.” (Appendix 5)

6. Parent final evaluation is done by parents.

Section C - Evaluations
7. Evaluations are faxed to the caseworkers and recorded by the facilitator when returned.

8. Host centres and child care workers also complete the evaluations and share with the GSL facilitator.

9. All data is recorded in final report.

10. GSL facilitators meet to discuss recommendations and changes to be made for the next session of GSL.

**Evaluation of the Get Set Learn Program**

The GSL family literacy program is dependent upon funding to continue. Because of this, accountability is paramount. GSL has various assessment tools that are used at different stages of the program. These assessments are used to determine how the knowledge, skills, and attitudes of the parents and children have changed/strengthened so that the parents and children are closer to achieving their goals. Since GSL is a program that is often the first time a parent has entered a learning program for either themselves or their child, assessment is done anonymously and all information is kept confidential. Assessment is done individually, however, the results are reported to the funder and the host sites as an aggregate so that no parent can be identified from the summary.

Both formative and summative evaluations have been developed for GSL. Formative evaluations enable agencies to make judgements about the work while it is being undertaken. They allow one to evaluate whether or not the program is meeting its intended purpose and what might need to change to further improve the program. The primary focus of a formative evaluation is for further improvements in the program.

A summative evaluation is used for decision-making. It enables agencies to demonstrate that they have fulfilled the objectives of the project. It is completed at the end of a program session.

Many parts of the program are evaluated in each session and a final report is distributed to the caseworkers, sites, and executive directors of the Region (the funder) and Project READ Literacy Network. Evaluation is done with the parents and children by the facilitator and child care workers. The host site does an evaluation of how things went in their site. Parents evaluate how and if they are benefiting from the program at mid-point and at the end of the program. As well, the caseworkers do an evaluation on how well they felt their client benefited from the program. In this way, all aspects of the program are evaluated.
Reviewing the Get Set Learn Program on a Continuous Basis

As a **GSL** facilitator, it is important that you constantly review what you are doing with your group (your practice) to ensure that you are meeting their needs. The following six questions can guide you as to whether or not you are adapting to meet the needs of your participants.

1. Is most of your time with the group spent talking in front of them or are you working with them and ensuring they interact with you and the other families?

2. Do you follow a course outline that you have set or do you modify based on group needs?

3. Have you researched information for your group or do you use the same information each time you facilitate **GSL**?

4. Do the parents work on the same homework each session or do you vary it?

5. Do you find that it is necessary that you “get through” all of the curriculum or are you flexible and cover most of it over the 16 sessions?

6. Is your **GSL** session the same this time as the last time or have you adapted it to suit your families?

It is also extremely important that you constantly review how things are going with the other people involved in helping you run the **GSL** program including the child care providers and the coordinators. This will ensure that information is being shared and if problems arise, they can be solved sooner rather than later.

**Forms and Usage**

In the appendices, directly following this information, you will see nine evaluation forms that are used in **Get Set Learn**. The other forms used in **GSL** are found in Section B, “Ready, Set, Go!”

**Appendix 1**

The first appendix is “Initial Telephone Screening.” This form is used when clients are either referred or call themselves to attend **GSL**. If a caller cannot understand your questions, ask to talk to someone else and refer them immediately to an ESL class. In **GSL**, comprehension of the English language is imperative. If the participant cannot understand your questions on the phone, they will have difficulties understanding all of the information given in class. The main things we look for in allowing a parent to register in the **GSL** class are: what goals have they for themselves and child and what is their level of education. If they have a University degree or College diploma, likely this class will move too slowly to keep their interest. The target of **GSL** is parents who are struggling with reading, writing and/or math. Of utmost importance though is whether or not they want to help their child improve their literacy skills and do well in school.
Appendices 2 & 3

The next two appendices are the Mid-program and Final evaluations. These are given to the parents at the half-way mark of the course, either class 7, 8, or 9 and the final is given at the last class. Preferably, it is better if someone other than the facilitator distributes the evaluation and helps the parents complete it. This allows for a more honest evaluation of the class. Begin by saying that the information shared on the evaluation will help improve the course in the future.

Appendix 4

“What Did I Learn Today” is a form that is used to ensure that parents are learning things and enjoying the class. The quotes are used in our final report. This form is completed by the parents.

Appendix 5

“Child Report Card” is completed by the child care providers in the last couple of classes. Ensure that it is collected from them before the final class and read it to make sure it is positive. Give it to the families at the final class. It provides parents with an idea of the skills that the child care providers have observed when the children are with them.

Appendix 6

“Child Care Providers Final Program Evaluation” is the final evaluation of the program completed by the child care providers. As a facilitator, you have been meeting on a regular basis with the child care providers to monitor all aspects of the program including ways to improve it, and how best to work together for the benefit of the families.

Section C - Evaluations
“Caseworker Evaluation” is given to the caseworkers to evaluate the program. This evaluation ensures that the GSL program is meeting the needs of the sponsoring agency. It also confirms adequate communications have occurred between GSL and caseworkers, since they are a key referral source.

“Host Site Coordinator Final Evaluation Program” is given to the host site coordinators to complete. This gives the facilitator an overall picture of how they saw the GSL class. Again, similar to the child care providers, the facilitator should “touch base” with the coordinators to ensure that everything is running smoothly while the GSL course is occurring. The final evaluation should not come as a shock.

“Parent Evaluation” is completed by the facilitator and used in the final report. This is an observational report on each parent in the program. You will notice that it is “noted improvement” in the following areas. You may want to evaluate the parents at the beginning of the program to see where they are at so that you have a baseline for the end of the program.

“Communication Form” is completed by the facilitator, child care providers, and coordinators of the program. It is a weekly form that is shared between all so that if problems arise, they can be addressed early. Some sites prefer that it be completed following each class. It is up to the people involved to determine what will work best at the sites.
Appendices

Appendix 1 - Initial Telephone Screening
Appendix 2 - Mid-program Evaluation
Appendix 3 - Final Program Evaluation
Appendix 4 - What did you Learn Today?
Appendix 5 - Child Report Card
Appendix 6 - Child Care Provider Final Evaluation
Appendix 7 - Caseworker Evaluation
Appendix 8 - Host Site Evaluation
Appendix 9 - Get Set Learn Parent Evaluation (based on observation)
Appendix 10 - Communication Form
### Appendix 1
Get Set Learn Parent Intake Form 2008

<table>
<thead>
<tr>
<th>File #</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td></td>
</tr>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>Telephone Number:</td>
<td>Date of Birth (year only):</td>
</tr>
<tr>
<td>Cell Phone:</td>
<td></td>
</tr>
<tr>
<td>Marital Status:</td>
<td>Transportation:</td>
</tr>
<tr>
<td>Child’s Name</td>
<td>Gender</td>
</tr>
<tr>
<td>How did you hear about GSL?</td>
<td>Flyer at site</td>
</tr>
<tr>
<td>Cheque insert</td>
<td>Caseworker</td>
</tr>
<tr>
<td>Allergies:</td>
<td>Caseworker Name:</td>
</tr>
<tr>
<td>Education and Training</td>
<td>Specify</td>
</tr>
<tr>
<td>Please check all that apply</td>
<td></td>
</tr>
<tr>
<td>Grade School</td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td></td>
</tr>
<tr>
<td>Trade School</td>
<td></td>
</tr>
<tr>
<td>Upgrading/ESL</td>
<td></td>
</tr>
<tr>
<td>College/University</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Languages Spoken</td>
<td>Languages Written</td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
</tr>
<tr>
<td>Goals: What do you hope to get out of this program (for yourself – goal)?</td>
<td></td>
</tr>
<tr>
<td>What skills would you like us to help your child with?</td>
<td>1. School ready</td>
</tr>
<tr>
<td>2. Socialization</td>
<td></td>
</tr>
<tr>
<td>3. Learn numbers/letters</td>
<td></td>
</tr>
<tr>
<td>4. Better English speaking skills</td>
<td></td>
</tr>
<tr>
<td>5. Other:</td>
<td></td>
</tr>
<tr>
<td>What essential skills do you need help with?</td>
<td>1. Thinking Skills</td>
</tr>
<tr>
<td>2. Oral Communication</td>
<td></td>
</tr>
<tr>
<td>3. Working with Others</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2
Get Set Learn
Mid – Program Evaluation

1. Please check (✓) why you came to Get Set Learn. (You may check more than one):

☐ To help my child get ready for school
☐ To get out of the house
☐ To help my child learn to be with other people
☐ To learn new things
☐ To have some social time for my child
☐ To have some social time for me
☐ Other - please explain: ______________________________

2. Think about why you came to Get Set Learn. Do you think that the program is meeting your needs?

☐ Yes
☐ No - Please explain: ______________________________

3. What are the top 3 things that have helped you so far?

☐ How to tell a story from pictures
☐ Learning Styles/Multiple Intelligences
☐ Parent as Role Model
☐ Importance of Music, Rhythm and Rhyme
☐ Importance of Literacy Play
☐ Multi-sensory Learning
☐ How to choose a book
☐ How to enrich T.V.
☐ Other: be specific ______________________________

4. What have you liked most about the program?

_________________________________________________________

5. What have you liked least about this program?

_________________________________________________________

6. Do you write more in front of your child since you started Get Set Learn?

☐ Yes
☐ No

Section C - Evaluations
7. Do you do more math in front of your child since you started Get Set Learn?

☐ Yes  ☐ No

8. How often do you read with your children?

☐ Once in while  ☐ Daily  ☐ Other – please note: ____________________________

9. Do you read more with your children since you started Get Set Learn?

☐ Yes  ☐ No

10. Do you think that the program is helping your child?

☐ Yes – Please Explain: ____________________________

☐ No – Please Explain: ____________________________

11. Have you noticed a change in your child’s attitude towards books since beginning Get Set Learn?

☐ Yes – How? ____________________________

☐ No – How? ____________________________

12. Please circle the rating that applies.

<table>
<thead>
<tr>
<th>Poor</th>
<th>Okay</th>
<th>Great</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

My child likes Get Set Learn  
I like Get Set Learn (parent)  
The teacher is eager and helpful  
I like the in class activities  
The child care teachers are eager and helpful
Appendix 3
Get Set Learn Final Program Evaluation

1. Think about why you came to Get Set Learn. Did you get what you came for?
   - Yes
   - No – Please explain: ________________________________

2. What are the top 3 things that you have learned from this class?
   1. ________________________________
   2. ________________________________
   3. ________________________________
   - Other: be specific ________________________________

3. Please list the ways that GSL has helped you. (benefits)
   __________________________________________________
   __________________________________________________

4. What parts of this program have not been helpful?
   __________________________________________________
   __________________________________________________

5. Do you Write MORE in front of your child(ren) now than when you started Get Set Learn? (Being a Literacy Role Model)
   - Yes
   - No

6. Do you do MORE Math in front of your child(ren) now than when you started Get Set Learn? (Being a Math Role Model)
   - Yes
   - No

7. How often do you read with your children, no matter what their ages?
   - 1 time a week
   - Daily
   - Rarely/Never
   - Other: ________________________________

8. Do you Read MORE with your children since you started Get Set Learn?
   - Yes
   - No
9. Do you think that the program has helped your child(ren)?
   ☐ Yes - Please Explain: ________________________________
   ☐ No - Please Explain: ________________________________

10. Has your child’s attitude towards books changed since starting Get Set Learn?
    ☐ Yes - How? ________________________________
    ☐ No - Please Explain: ________________________________

11. Will you attend other programs held at this facility after Get Set Learn is done?
    ☐ Yes -
    ☐ No - Please Explain: ________________________________

12. Would you like someone from Project READ to call you to talk about going back to school?
    ☐ Yes - Provide number and first name ________________________________
    ☐ No

13. Will you tell your friends about this program?
    ☐ Yes
    ☐ No
14. Please circle the rating that applies.

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Okay</th>
<th>Great</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child likes <em>Get Set Learn</em></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>I like <em>Get Set Learn</em> (parent)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>The teacher is eager and helpful</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>I like the in class activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>The child care teachers are eager and</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>helpful</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

15. Please provide any additional comments in the space below.

Thank you.
Appendix 4
Get Set Learn Parent Comments
What Did I Learn today?

What did you learn today?
### Appendix 5 Get Set Learn Child Report Card

<table>
<thead>
<tr>
<th>Noted Improvement in Following Areas</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>Increased vocabulary</td>
<td></td>
</tr>
<tr>
<td>Knows ABC songs</td>
<td></td>
</tr>
<tr>
<td>Increased knowledge of other songs and fingerplays</td>
<td></td>
</tr>
<tr>
<td>Knows routines of class</td>
<td></td>
</tr>
<tr>
<td>Increased recognition of colours</td>
<td></td>
</tr>
<tr>
<td>Increased recognition of names</td>
<td></td>
</tr>
<tr>
<td>Increased recognition of letters</td>
<td></td>
</tr>
<tr>
<td>Increased recognition of numbers</td>
<td></td>
</tr>
<tr>
<td>Increased recognition of words</td>
<td></td>
</tr>
<tr>
<td>Increased recognition of shapes</td>
<td></td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Responds to own name</td>
<td></td>
</tr>
<tr>
<td>Listens to others and follows directions</td>
<td></td>
</tr>
<tr>
<td>Demonstrates problem solving abilities</td>
<td></td>
</tr>
<tr>
<td>Attempts activities on own (toileting, clean up toys)</td>
<td></td>
</tr>
<tr>
<td>Asks for help (initiates communication)</td>
<td></td>
</tr>
<tr>
<td>Has good gross motor skills (sitting, walking, standing)</td>
<td></td>
</tr>
<tr>
<td>Has good hand-eye coordination (catching, moving blocks, Simon Says)</td>
<td></td>
</tr>
<tr>
<td>Has good fine motor skills (pre-writing) holding a pencil, scribbling, tracing, cutting</td>
<td></td>
</tr>
<tr>
<td>Uses all senses to experience the environment</td>
<td></td>
</tr>
<tr>
<td><strong>Attitudes</strong></td>
<td></td>
</tr>
<tr>
<td>Respects other people and materials</td>
<td></td>
</tr>
<tr>
<td>Responsible for personal space (keeps hands to self)</td>
<td></td>
</tr>
<tr>
<td>Independence</td>
<td></td>
</tr>
<tr>
<td>Shows pride in work (self-confidence)</td>
<td></td>
</tr>
<tr>
<td>Interaction with other children (socialization)</td>
<td></td>
</tr>
<tr>
<td>Interaction with child care staff</td>
<td></td>
</tr>
<tr>
<td>Separates from parent without difficulty</td>
<td></td>
</tr>
<tr>
<td>Enjoys activities</td>
<td></td>
</tr>
<tr>
<td>Sharing and cooperating</td>
<td></td>
</tr>
</tbody>
</table>

Any other comments about this child, please list below.
Appendix 6
Get Set Learn
Child Care Providers Final Program Evaluation

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you have any comments about the group in general? If so please detail.</td>
<td></td>
</tr>
<tr>
<td>2. By the end of the 8 week program, did you notice improvements in most of the children? Be specific about some if possible.</td>
<td>Yes No</td>
</tr>
<tr>
<td>3. Please comment in general about the progress of the children over the 16 classes.</td>
<td></td>
</tr>
<tr>
<td>4. Do you have any observations about the parents? Please detail here.</td>
<td></td>
</tr>
<tr>
<td>5. Any additional comments?</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 7
Caseworker Evaluation for Get Set Learn

Caseworker’s Name:______________________________ (this will be kept confidential)
Date: ________________

<table>
<thead>
<tr>
<th>Question</th>
<th>Response Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How did you find out about the Get Set Learn Program?</td>
<td>- Brochure&lt;br&gt;- Telephone call&lt;br&gt;- Caseworker meeting&lt;br&gt;- Other: please explain</td>
</tr>
<tr>
<td>2. Did you receive enough information about the program?</td>
<td>- Yes&lt;br&gt;- No please explain</td>
</tr>
<tr>
<td>3. Did you refer any clients?</td>
<td>- Yes&lt;br&gt;- No&lt;br&gt;- No my client phoned on own</td>
</tr>
<tr>
<td>4. If yes, was it difficult to refer them?</td>
<td>- Yes (please explain how it could have been made easier)&lt;br&gt;- No</td>
</tr>
<tr>
<td>5. Did you receive the faxes including the initial and summative fax?</td>
<td>- Yes&lt;br&gt;- No&lt;br&gt;(In 2004, the surveyed caseworkers said to send only initial and summative faxes)</td>
</tr>
<tr>
<td>6. Did you receive any feedback from your clients about the program?</td>
<td>- Yes&lt;br&gt;- No&lt;br&gt; Please detail.</td>
</tr>
<tr>
<td>7. Have you noticed any changes in these clients?</td>
<td>- Please explain</td>
</tr>
<tr>
<td>8. Would you recommend this program be offered again?</td>
<td>- Yes&lt;br&gt;- No</td>
</tr>
<tr>
<td>9. Do you have any additional comments?</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 8
Get Set Learn Host Site Coordinator Final Program Evaluation

Centre:
Please circle the rating that applies.

<table>
<thead>
<tr>
<th>Your satisfaction with the Get Set Learn program format</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your satisfaction with the facilitator</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Your satisfaction with the program participants</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Your satisfaction with the overall outcome of hosting the Get Set Learn program</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is there anything that Project READ Literacy Network could do differently to make it easier for your site to host Get Set Learn again? Please be specific.</td>
<td></td>
</tr>
<tr>
<td>2. Would you be willing to host Get Set Learn again?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>3. What did you like most about the program?</td>
<td></td>
</tr>
<tr>
<td>4. What did you like least about the program?</td>
<td></td>
</tr>
<tr>
<td>5. Any additional comments?</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 9
Get Set Learn Parent Evaluation (based on Observation)

Name:        Date: 
Facilitator:  
Goal:        
Parent Intake Form

<table>
<thead>
<tr>
<th>Noted a Marked Improvement in Following Areas</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>Understands how bathtub play can be linked to literacy</td>
<td></td>
</tr>
<tr>
<td>Understands number sense</td>
<td></td>
</tr>
<tr>
<td>Knows routines of class</td>
<td></td>
</tr>
<tr>
<td>Knows GSL 3 Key messages</td>
<td></td>
</tr>
<tr>
<td>Knows the basics of reading to children</td>
<td></td>
</tr>
<tr>
<td>Knows how to use all 5 senses to describe/identify an object</td>
<td></td>
</tr>
<tr>
<td>Knows new fingerplays and songs</td>
<td></td>
</tr>
<tr>
<td>Knows how to choose an appropriate book</td>
<td></td>
</tr>
<tr>
<td>Knows importance of routine for child’s learning</td>
<td></td>
</tr>
<tr>
<td>Knows how to use observation to compare and contrast objects</td>
<td></td>
</tr>
<tr>
<td>Knows the developmental stages of reading and language</td>
<td></td>
</tr>
<tr>
<td>Knows what literacy play is and its importance to child’s learning</td>
<td></td>
</tr>
<tr>
<td>Knows how literacy-rich the kitchen is</td>
<td></td>
</tr>
<tr>
<td>Knows and understands the term Media Literacy</td>
<td></td>
</tr>
<tr>
<td>Knows their own multiple intelligences and those of their child</td>
<td></td>
</tr>
<tr>
<td>Knows what a learning disability is</td>
<td></td>
</tr>
<tr>
<td>Knows their learning style</td>
<td></td>
</tr>
<tr>
<td>Knows what SMART goals are</td>
<td></td>
</tr>
<tr>
<td>Knows about health literacy</td>
<td></td>
</tr>
<tr>
<td>Knows about financial literacy</td>
<td></td>
</tr>
<tr>
<td>Knows 5 math strands</td>
<td></td>
</tr>
<tr>
<td>Knows that all things in the environment can be used for literacy purposes</td>
<td></td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Demonstrates self-management skills (time management, prepared with appropriate materials etc...)</td>
<td></td>
</tr>
<tr>
<td>Able to link activities to specific math strand</td>
<td></td>
</tr>
<tr>
<td>Able to create more literacy-rich games</td>
<td></td>
</tr>
<tr>
<td>Able to teach to child’s learning style</td>
<td></td>
</tr>
<tr>
<td>Able to teach to child’s multiple intelligences</td>
<td></td>
</tr>
<tr>
<td>Able to communicate with facilitator, peers and child care providers</td>
<td></td>
</tr>
<tr>
<td>Ability</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Able to recognize patterns and scaffold these patterns with child</td>
<td></td>
</tr>
<tr>
<td>Listens to others and follows directions</td>
<td></td>
</tr>
<tr>
<td>Able to perform both methods of 5 finger check</td>
<td></td>
</tr>
<tr>
<td>Demonstrates problem solving abilities</td>
<td></td>
</tr>
<tr>
<td>Asks for help (initiates communication)</td>
<td></td>
</tr>
<tr>
<td>Shows initiative</td>
<td></td>
</tr>
<tr>
<td>Able to advocate for self and child</td>
<td></td>
</tr>
</tbody>
</table>

**Attitudes**

<table>
<thead>
<tr>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respects other people and materials</td>
</tr>
<tr>
<td>Confidence in advocating for themselves and child</td>
</tr>
<tr>
<td>Confidence in setting goals</td>
</tr>
<tr>
<td>Confidence in communicating with peers, staff and other children</td>
</tr>
<tr>
<td>Respects child’s and own multiple intelligences</td>
</tr>
<tr>
<td>Appreciates importance of gearing their “teaching time” to child’s preferred learning style</td>
</tr>
<tr>
<td>Appreciates how important music is to literacy skill development</td>
</tr>
<tr>
<td>Shows pride in work (self-confidence)</td>
</tr>
<tr>
<td>Feels that math is fun; not scary</td>
</tr>
<tr>
<td>Appreciates what can be done in the bathtub to enhance literacy skill development</td>
</tr>
<tr>
<td>Appreciates the importance of non-literary environmental print as a learning tool</td>
</tr>
<tr>
<td>Appreciates that exposure of child to many experiences will expand literacy skills</td>
</tr>
<tr>
<td>Believes money does not have to be a barrier to learning</td>
</tr>
<tr>
<td>Embraces the belief that they are child’s first teacher</td>
</tr>
</tbody>
</table>
Appendix 10
Get Set Learn Communication Form

Site:
Facilitator Comments:
Date:

Child care Provider Comments:
Date:

Librarian Comments:
Date:

Manager/Supervisor Comments:
Date:
Section D – Kits

This section is about the kits that you will bring to each class for use during Parent and Child Together Time (PACT). The kits have books and toys that you will use to have families practice the skills you are showing them. This section includes:

• Overview of Kit Use
• Costs of Creating Kits
• Rationale for Use of Crafts
• Types of Books used in GSL Sessions
• ABC Kit
• Animals Kit
• Shapes/Colours Kit
• Numbers Kit
• Appendices

Once you begin the specific kit section, please note that each section has:

• A list (in table format) that has the titles of books used, author, type of book, cost, and the International Standards Book Number (ISBN). When you know the ISBN, you will be able to order the books from most book sellers; in some cases, we could not find an ISBN
• Crafts to send home with families to enhance learning and literacy/math skills
• A list of educational games and toys that are suggested to be included in the specific kit
• Songs and Finger plays
• Literacy and Math activities (story stretchers) that you can do in each class as well as the rationale for doing them

Overview of Kit Use

There are four core kits on which you can base the eight weeks of GSL lessons and activities. The four main kits are:

• ABC
• Animals
• Shapes/Colours
• Numbers

Every two weeks you can bring a different kit. We suggest rotating the kits and having more than one kit since the families may get bored with the books and toys. Also, one of the benefits of exposing families to more than one kit is that families are shown a wider variety of books and toys in hopes that they will recognize and purchase or borrow them. This will further enhance the learning of both children and parents.
If you prefer, you can create more than the four core kits and rotate them however you wish. At present, Project READ Literacy Network facilitators use 8 kits in a weekly rotation but we have created 11 kits. The 11 thematic kits that we have include the first four plus these supplemental kits:

- Fall/Winter (Seasonal)
- Spring/Summer (Seasonal)
- Fairy Tales
- Bathtub
- Things that Go
- Music, Movement, and Rhythm
- Stars and Bedtime

It has taken us three years to build up to 11 kits. Every session we use the four core kits and rotate the supplementary kits for variety. As previously suggested, you can get by using 4 kits. It is costly and time-consuming to create each kit so we have developed the lesson plans based on the four key kits.

An important thing to remember is to sterilize the toys after use. We wipe down the toys and board books after class since infants may have put them in their mouths. You can purchase chemical and natural wipes or create a solution of vinegar and water and/or bleach and water.

**Costs of Creating Kits**

The kits cost between $300 - $1000 to assemble. They represent a significant and worthwhile investment that is key to the success of your program. When starting out, it is suggested that if you cannot purchase the supplies listed here, borrow books and toys from the libraries or Early Years Centres (if in Ontario).

**Reason for Use of Crafts**

The crafts have been chosen for different reasons, depending on the lesson. Crafts enhance the learning that takes place in children. As well, they provide more opportunities for the parent and child to interact in a positive manner. In some cases, the parents are not familiar with doing crafts so it provides a learning opportunity for them as well. The practical application of new concepts is important to reinforcing learning.

There are suggested crafts following each kit. Each facilitator may pick and choose the crafts that he or she wishes to use to supplement the lesson. Crafts are meant to be simple enough that the families can do them at home. Also, you need to remember that you want the child to be able to do most of the craft without a lot of assistance from their parents. Therefore, they need to be simple.

As a facilitator, there are two perspectives regarding bringing a sample craft to show the families. Some facilitators believe that if you bring a sample, it shows the families what you expect them to create at home which may be interpreted by participants as performance pressure. Another perspective is the facilitator only distributes the craft materials and allows the families to create whatever they want with the materials. This tends to allow creativity and exploration of the materials, as well as providing less structure to the activity. It is up to each facilitator to determine what method works best.
Types of Books Used in GSL Sessions

Listed below are the types of books used in GSL sessions so that you can determine what type of books to purchase. If you are unable to purchase the exact book suggested, you can find one that is similar. The name and type of book is listed in the first table located within each of the four sections of this chapter.

<table>
<thead>
<tr>
<th>Type of Book</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Book</td>
<td>• A book that is designed for toddlers or other small children to hold. The pages are laminated so that they are basically indestructible and can be wiped off</td>
</tr>
<tr>
<td>Chapter Book</td>
<td>• A book written for readers that has more than one chapter</td>
</tr>
<tr>
<td>Cloth/Fabric Book</td>
<td>• A book that is made of fabric, usually designed for infants so that the books can be bent, sucked on, squished, etc. and will still be able to read. Generally do not have many pages or words</td>
</tr>
<tr>
<td>Easy Reader</td>
<td>• This type of book is for the beginning reader</td>
</tr>
<tr>
<td></td>
<td>• There are some pictures and the text is large</td>
</tr>
<tr>
<td>Flap Book</td>
<td>• Is a book that has flaps with pictures behind</td>
</tr>
<tr>
<td></td>
<td>• This type of book is great for predictions</td>
</tr>
<tr>
<td>I Spy Book</td>
<td>• A book that allows children to predict and discover where the missing object can be found</td>
</tr>
<tr>
<td>Magnet Book</td>
<td>• A book that has magnets that attach on each page</td>
</tr>
<tr>
<td>Non-Fiction Book</td>
<td>• A true story or a story based on facts</td>
</tr>
<tr>
<td>Picture Book</td>
<td>• A book that has large, colourful pictures and a story appropriate for reading aloud</td>
</tr>
<tr>
<td>Puzzle Book</td>
<td>• A book that is a puzzle</td>
</tr>
<tr>
<td></td>
<td>• The book usually has text on one page and has a picture that is made up of puzzle pieces that a child can put back together</td>
</tr>
<tr>
<td>Rebus</td>
<td>• A book that has pictures that represent words so that children can “read” the word by identifying the picture</td>
</tr>
<tr>
<td>Sensory Book</td>
<td>• A book that focuses on more than one sense</td>
</tr>
<tr>
<td>Vocabulary Book</td>
<td>• A book that primarily focuses on expanding the child’s range of known words rather than use the same vocabulary again</td>
</tr>
<tr>
<td>Wordless Book</td>
<td>• A book that only has pictures. The purpose is to have children or adults use their imaginations to create a story. The story can change every time it is read.</td>
</tr>
<tr>
<td></td>
<td>• These books are of particular importance for parents with limited literacy skills as they allow the parent to “read” to the child despite their low literacy level</td>
</tr>
</tbody>
</table>
## ABC Kit

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Author</th>
<th>Type of Book/ Cost in 2007 ($)</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicka  Chicka  Boom Boom</td>
<td>Martin Jr., Bill</td>
<td>Picture Book/9.99</td>
<td>9780689835681</td>
</tr>
<tr>
<td>Animal Alphabet</td>
<td>Lluch, Alex</td>
<td>Picture &amp; Board Book/9.99 &amp; 6.99</td>
<td>1887169490</td>
</tr>
<tr>
<td>Words and Pictures</td>
<td>Dodds, Siobhan</td>
<td>Rebus &amp;Picture Book/4.99</td>
<td>1564020428</td>
</tr>
<tr>
<td>Early Words</td>
<td>Scarry, Richard</td>
<td>Vocabulary/10.95</td>
<td>0375801901</td>
</tr>
<tr>
<td>My Little Library (set of 6)</td>
<td>Unknown</td>
<td>Board Book/15.95</td>
<td>9781905158348</td>
</tr>
<tr>
<td>My Shimmery Alphabet Book</td>
<td>Unknown</td>
<td>Vocabulary/9.95</td>
<td>1581170378</td>
</tr>
<tr>
<td>ABC</td>
<td>Geddes, Anne</td>
<td>Vocabulary/8.95</td>
<td>1559120053</td>
</tr>
<tr>
<td>At the Shops</td>
<td>Unknown</td>
<td>Vocabulary/20.95</td>
<td>Unknown</td>
</tr>
<tr>
<td>Dr. Seuss’s ABC</td>
<td>Unknown</td>
<td>Vocabulary/10.95</td>
<td>0394800303</td>
</tr>
<tr>
<td>My First ABC Book</td>
<td>Unknown</td>
<td>Vocabulary/11.95</td>
<td>Unknown</td>
</tr>
<tr>
<td>Alphabet Zoo</td>
<td>Holmes, Stephen</td>
<td>I Spy Book/12.99</td>
<td>0752548174</td>
</tr>
<tr>
<td>Shiny, Touchy, Smelly First Words</td>
<td>Unknown</td>
<td>Vocabulary/9.95</td>
<td>1846100879</td>
</tr>
<tr>
<td>Eating the Alphabet</td>
<td>Ehlert, Lois</td>
<td>Vocabulary/15.95</td>
<td>0152056882</td>
</tr>
<tr>
<td>A Boy, A Dog and A Frog</td>
<td>Mayer, Mercer</td>
<td>Wordless/14.99</td>
<td>0803728808</td>
</tr>
<tr>
<td>Fuzzy Bee and Friends</td>
<td>Unknown</td>
<td>Cloth/Fabric Book/6.99</td>
<td>9780312491505</td>
</tr>
</tbody>
</table>

Please note that all costs are in Canadian dollars.

### Crafts

1. **Letter Craft.** Write the first letter of the child’s name on a piece of construction paper and have him or her decorate it. The construction paper should be included in kit. Other variations: Children are given the first letter of their first name. They are to colour it and bring it back to share in class. If you have older children in the group, they can create an Alphabet Art book using each letter of the alphabet.

2. **Gumball Craft.** Families are given the gumball template (Appendix 13). They should be encouraged to place different coloured letters or shapes, either stickers or glue them on.

3. **Alphabet Soup.** Families are given a soup pot template (Appendix 4) and a template with letters (Appendix 5) so that they can make alphabet soup. They are instructed to colour and cut out the letters. Then glue the letters onto the soup pot.

4. **Alphabet Hand Puppet.** Create a hand puppet out of a paper bag. Instruct the children to place whatever letter of the alphabet they would like to use on the bag and draw an animal, person, or object around it. Encourage them to use either an uppercase or a lowercase letter.

5. **Vowel Matching Template.** Using the templates provided, have the children match the uppercase letters found in the picture to the uppercase letters “A, E, I, O, U” found at the bottom of the page. Then match the lowercase letters found in the picture to the lowercase letters found at the bottom of the page. If desired, the children can then colour the templates (Appendices 8, 9, 10, 11, 12).
### ABC Kit

<table>
<thead>
<tr>
<th>Educational Toys, Games</th>
<th>Purpose</th>
<th>Cost in 2007 $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magnetic letters and tray/magnetic board</td>
<td>Letter recognition, muscle strengthening</td>
<td>5.00</td>
</tr>
<tr>
<td>ABC blocks and board</td>
<td>Letter recognition</td>
<td>5.00</td>
</tr>
<tr>
<td>Play dough and Stretchy Play dough recipe</td>
<td>Muscle strengthening</td>
<td>1.00</td>
</tr>
<tr>
<td>Stacking cups</td>
<td>Increase numeracy skills</td>
<td>1.00</td>
</tr>
<tr>
<td>Foam letter puzzle</td>
<td>Increase numeracy skills</td>
<td>1.00</td>
</tr>
<tr>
<td>Popsicle sticks of various sizes and widths (to make letters)</td>
<td>Make letters, numbers, count, etc.</td>
<td>1.00</td>
</tr>
<tr>
<td>Foam letter stickers</td>
<td>Letter recognition/ knowledge</td>
<td>1.00</td>
</tr>
<tr>
<td>Silly sentences game cards</td>
<td>Fill in the blanks - memory</td>
<td>1.00</td>
</tr>
<tr>
<td>ABC pasta</td>
<td>Letter recognition, memory, spelling skills</td>
<td>1.00</td>
</tr>
<tr>
<td>Alphabet flash cards x2</td>
<td>Spelling skills</td>
<td>5.00</td>
</tr>
<tr>
<td>Wahoo Word Lab Phonics Game – ages 6 and up</td>
<td>Increase phonics skills</td>
<td>10.00</td>
</tr>
<tr>
<td>Rattle</td>
<td>Muscle strengthening</td>
<td>1.00</td>
</tr>
<tr>
<td>Pipe cleaners</td>
<td>Form letters and numbers</td>
<td>1.00</td>
</tr>
<tr>
<td>ABC bingo – ages 4 and up</td>
<td>Letter recognition</td>
<td>5.00</td>
</tr>
<tr>
<td>Magnetic sight words kit – ages 7 and up</td>
<td>Sight word recognition, phonics</td>
<td>10.00</td>
</tr>
<tr>
<td>Stacking rings Vowels bingo – ages 7 and up</td>
<td>Math skills, phonics</td>
<td>5.00</td>
</tr>
<tr>
<td>Rhyming flash cards</td>
<td>Increase vocabulary and spelling skills</td>
<td>5.00</td>
</tr>
<tr>
<td>Alphabet fun to know puzzles – ages 3 and up</td>
<td>Increase math and letter skills</td>
<td>5.00</td>
</tr>
<tr>
<td>Rhyming fun to know puzzles – ages 3 and up</td>
<td>Increase math and letter skills</td>
<td>5.00</td>
</tr>
<tr>
<td>Alphabet Beach Ball</td>
<td>Muscle strengthening, letter recognition</td>
<td>1.00</td>
</tr>
<tr>
<td>ABC wooden puzzle with pictures under the pieces</td>
<td>Increase numeracy skills</td>
<td>5.00</td>
</tr>
<tr>
<td>Verb cubes – ages 6 and up</td>
<td>Form sentences</td>
<td>10.00</td>
</tr>
</tbody>
</table>

Please note that all costs are in Canadian dollars.
Songs and Finger plays

Music has many benefits for everyone involved. It is a powerful teaching tool and because the rhythm is predictable, it is a comfortable medium for children to learn new skills and to practise existing ones.

By using songs and finger plays in the Get Set Learn classes, you can:
- Encourage participation
- Improve memory skills
- Improve vocabulary
- Establish routines through repetition of certain songs and rhythms
- Utilize multi-sensory learning (children singing, listening, movement)
- Enhance success
- Have fun

Songs, poems and finger plays teach children pre-reading skills such as:
- Building vocabulary
- Developing memory
- Hearing syllables
- Gaining phonemic awareness
- Learning auditory discrimination
- Hearing rhyme and flow of language

As children learn songs, finger plays, and poems, they develop a love of words and language (West and Cox, 2004). Research also says that newborns possess a natural response to music through their conditioning to rhythm, sound, and movement. Music that has a repeated melody is soothing to an infant because he/she heard soothing sounds in the womb. Recent studies show that exposure to music develops a toddler's spatial-temporal reasoning which is the ability to see a mixed-up picture and mentally piece it back together (Silberg, 2002). These reasoning skills are similar to those needed in math activities. By having children listening and taking part in singing, they are developing their listening skills which will help them with language and math skills later.
ABC Song

Lots of Letters
(tune: “If You’re Happy and You Know it”)

If your name has a(n) [B], please stand up.
If your name has a(n) [B], please stand up.
Let’s all play this letter game.
Is this letter in your name?
If your name has a(n) [B], please stand up.

Yummy Letters
(tune: “Twinkle Twinkle Little Star”)

A, B, C, D, E, F, G
Share this yummy book with me.
Take a look. You will see
Fruits and veggies – A to Z
A, B, C, D, E, F, G,
Share this yummy book with me.

B I N G O
(using child’s name instead of BINGO)

Farmer Brown, he had a boy and Billy was his
name- oh. B-I-L-L-Y, etc.
# Literacy and Math Activities (Story Stretcher)

These are activities that you can use during PACT time. They also enhance the learning in children and parents. These activities also provide parents with activities they can use at home to reinforce learning concepts. You will notice that we have more activities than listed in section E “Lesson Plans.” You can choose different activities other than the ones we chose. It will depend on the families who comprise your GSL groups.

<table>
<thead>
<tr>
<th>Activity – ABC Kit</th>
<th>Knowledge, Skills, Attitudes (KSA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jumbled Name</strong>. Write name on a piece of paper. Cut letters apart, mix them up, Can you put them back in order?</td>
<td>K – letter recognition, name recognition</td>
</tr>
<tr>
<td><strong>Letter Walk</strong>. Have families walk in room or in building to find letters of the alphabet. Each time they recognize a letter they need to record it on the sheet provided.</td>
<td>K – letter recognition, K - matching</td>
</tr>
<tr>
<td><strong>Pipe cleaner letters</strong>. Have families make letters with the pipe cleaners. Extension – have parent tell the child which letter to create.</td>
<td>K – letter recognition</td>
</tr>
<tr>
<td><strong>Popsicle stick letters</strong>. Have families create letters with popsicle sticks. Extension – have parent tell the child which letter to make.</td>
<td>K- letter recognition</td>
</tr>
<tr>
<td><strong>Memory matching game</strong>. Create homemade cards with letters on them. Can you remember and find the letters in order of alphabet (either upper or lower case). Extension – for older children use both upper and lower case letters for a greater challenge.</td>
<td>K – letter recognition, S – memory skills</td>
</tr>
<tr>
<td><strong>Name recognition</strong>. Write all of the childrens’ names on a board. Ask them to pick out their name, come up to the board and copy it on the board.</td>
<td>K – letter recognition, name recognition, S – fine motor skill development</td>
</tr>
<tr>
<td><strong>Tracing of names or letters</strong>. Write out the letter using a highlighter. Children trace over the highlighter. Extension – older 4 and 5 year olds can copy a letter or their name if it is written by an adult who uses dashes for the letters.</td>
<td>K – letter recognition, S – fine motor coordination</td>
</tr>
<tr>
<td><strong>Alphabet letters tracing books</strong></td>
<td>K – letter recognition, S – fine motor control</td>
</tr>
<tr>
<td><strong>Play dough letters</strong>. Make letters of alphabet out of play dough and say which letter it is. This is extremely good for children (and adults) with learning disabilities/difficulties because it is multi-sensory.</td>
<td>K – letter recognition, S – fine motor control</td>
</tr>
<tr>
<td><strong>Whole body alphabet</strong>. Children form different letters with their bodies.</td>
<td>K – letter recognition, S – gross motor control</td>
</tr>
<tr>
<td><strong>Letter Tracing</strong>. Trace first letter of their names in sand, rice, or sugar on a tray.</td>
<td>K – letter recognition, S – fine motor control</td>
</tr>
<tr>
<td><strong>Hopscotch letters</strong>. Write letters of child’s name in hopscotch squares and have them jump on the boxes with the letters of their name. Begin with the initial of their first name.</td>
<td>K – letter recognition, S – gross motor control</td>
</tr>
</tbody>
</table>
# Animal Kit

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Author</th>
<th>Type of Book/Cost 2007 ($)</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bear Wants More</td>
<td>Wilson, Karma</td>
<td>Picture Book/11.95</td>
<td>068984509X</td>
</tr>
<tr>
<td>The Very Hungry Caterpillar</td>
<td>Carle, Eric</td>
<td>Picture Book/15.95</td>
<td>0399208534</td>
</tr>
<tr>
<td>Farmer Will</td>
<td>Cowen-Fletcher, Jane</td>
<td>Picture Book/9.99</td>
<td>0763620556</td>
</tr>
<tr>
<td>Peter Rabbit’s Touch and Feel Book</td>
<td>Unknown</td>
<td>Sensory Book/11.95</td>
<td>0723245185</td>
</tr>
<tr>
<td>Hug – 2 copies</td>
<td>Alborough, Jez</td>
<td>Board Book/11.99</td>
<td>0763615765</td>
</tr>
<tr>
<td>Hug</td>
<td>Alborough, Jez</td>
<td>Wordless/11.99</td>
<td>0763612871</td>
</tr>
<tr>
<td>In My Backyard</td>
<td>DeVries, John</td>
<td>Picture Book/9.95</td>
<td>0779113675</td>
</tr>
<tr>
<td>Old MacDonald had a Farm</td>
<td>Unknown</td>
<td>Board Book/15.95</td>
<td>1577556658</td>
</tr>
<tr>
<td>Does a Kangaroo have a Mother Too?</td>
<td>Carle, Eric</td>
<td>Board Book/11.95 x2</td>
<td>0694014567</td>
</tr>
<tr>
<td>Farm Animals Mirror Book</td>
<td>Unknown</td>
<td>Board Book/9.99</td>
<td>1904952976</td>
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<tr>
<td>Busy Beavers</td>
<td>Unknown</td>
<td>Non Fiction/20.95</td>
<td>0439162246</td>
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<tr>
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<td>Flap Book/15.95</td>
<td>0764158511</td>
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<tr>
<td>Millie Moo</td>
<td>Unknown</td>
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<tr>
<td>Baby Bear goes to the Farm</td>
<td>Broekstra, Loretta</td>
<td>Counting Book/11.95</td>
<td>9781858544885</td>
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<tr>
<td>Little Beaver and the Echo</td>
<td>MacDonald, Amy</td>
<td>Picture Book/12.95</td>
<td>074452315X</td>
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<tr>
<td>Whose Nose?</td>
<td>Rowe, Jeanette</td>
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<td>9780316759335</td>
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<td>Across the Stream</td>
<td>Ginsburg, Mirra</td>
<td>Picture Book/12.95</td>
<td>0140504362</td>
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<tr>
<td>Where are those Teddy Bears?</td>
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<tr>
<td>At the Zoo</td>
<td>Unknown</td>
<td>Board Book/Sensory/11.95</td>
<td>0312498578</td>
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<tr>
<td>The Snuggliest Snuggle in the World</td>
<td>Nash, Sarah</td>
<td>Picture Book/12.95</td>
<td>0769646492</td>
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<tr>
<td>Busy Piggies</td>
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<td>9781582461694</td>
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<tr>
<td>The Pig in the Pond</td>
<td>Waddell, Martin</td>
<td>Picture Book/14.95</td>
<td>0744531535</td>
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<tr>
<td>Small Babies</td>
<td>McQuade, Jacqueline</td>
<td>Non Fiction/15.95</td>
<td>1856023680</td>
</tr>
<tr>
<td>Five Silly Monkeys</td>
<td>Unknown</td>
<td>Counting Book/9.99</td>
<td>1581172648</td>
</tr>
<tr>
<td>Moo, Baa, La la la!</td>
<td>Boynton, Sandra</td>
<td>Board Book/7.95</td>
<td>0689870272</td>
</tr>
<tr>
<td>Fluffy Chick and Friends</td>
<td>Unknown</td>
<td>Cloth/Fabric Book/13.99</td>
<td>0312494300</td>
</tr>
</tbody>
</table>
Crafts

1. **Animal Shapes.** Foam animal shapes are glued on paper

2. **Flap Book.** Families create a Teddy Bear, Teddy Bear flap book. (Appendix 14) They are given the template and are instructed to colour the 4 pieces and assemble the book. (book making teaches children that words are meaningful and that their words and pictures are important). You can supply them with construction paper to create the flaps with.

3. **Lace Teddy Bears.** Families lace Teddy Bears to improve hand/eye coordination. You can use one of the bears off the Teddy Bear template and enlarge it. (Appendix 15) Then punch holes in it. Provide the families with string or yarn for lacing.

4. **Paper Bag Animal Puppets.** Families create paper bag puppet animals from paper bag using markers, crayons, paint, stickers, whatever they choose. They draw a face or entire animal on the paper bag. When completed, they put their entire hand into the paper bag and can do imaginary play with it.

5. **Cat Template.** Instruct the children to colour the cat template. (Appendix 7)
## Animal Kit

<table>
<thead>
<tr>
<th>Educational Toys, Games</th>
<th>Purpose</th>
<th>Cost in 2007 $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chunky zoo animal puzzle – 2 and up</td>
<td>Increase math skills</td>
<td>20.00</td>
</tr>
<tr>
<td>Peg farm animal puzzle</td>
<td>Increase math skills</td>
<td>20.00</td>
</tr>
<tr>
<td>Red, white and black plush caterpillar</td>
<td>Muscle strengthening</td>
<td>10.00</td>
</tr>
<tr>
<td>Linking Teddies</td>
<td>Muscle strengthening</td>
<td>5.00</td>
</tr>
<tr>
<td>Five Silly Monkeys finger puppets</td>
<td>Vocabulary</td>
<td>10.00</td>
</tr>
<tr>
<td>Insect cubes – 6 and up</td>
<td>Matching</td>
<td>20.00</td>
</tr>
<tr>
<td>Red, white and black plush caterpillar</td>
<td>Muscle strengthening</td>
<td>10.00</td>
</tr>
<tr>
<td>Linking Teddies</td>
<td>Muscle strengthening</td>
<td>5.00</td>
</tr>
<tr>
<td>Old MacDonald had a Farm finger puppets</td>
<td>Vocabulary and muscle strengthening</td>
<td>10.00</td>
</tr>
<tr>
<td>Wild animal finger puppets</td>
<td>Vocabulary and muscle strengthening</td>
<td>10.00</td>
</tr>
<tr>
<td>Farm animal peg puzzle with animal sounds – 2 and up</td>
<td>Increase math skills</td>
<td>10.00</td>
</tr>
<tr>
<td>Chunky farm animal puzzle – 2 and up</td>
<td>Matching, increase math skills</td>
<td>20.00</td>
</tr>
<tr>
<td>Magnetic Wild animals in a wooden carrying case – 3 and up</td>
<td>Vocabulary and muscle strengthening</td>
<td>15.00</td>
</tr>
<tr>
<td>Wooden farm cube puzzle x2 – 3 and up</td>
<td>Vocabulary, matching, and muscle strength</td>
<td>15.00 each</td>
</tr>
<tr>
<td>Two block wooden farm animal puzzles</td>
<td>Vocabulary, matching, and muscle strength</td>
<td>10.00 each</td>
</tr>
<tr>
<td>Wooden farm animal puzzle – 3 and up</td>
<td>Vocabulary, matching, and muscle strength</td>
<td>10.00</td>
</tr>
<tr>
<td>Farm animal dominoes game – 3 and up</td>
<td>Vocabulary, matching, counting, muscle strengthening</td>
<td>10.00</td>
</tr>
<tr>
<td>Wooden lacing bunny</td>
<td>Muscle strengthening, hand-eye coordination</td>
<td>5.00</td>
</tr>
</tbody>
</table>

Please note that all costs are in Canadian dollars.
Songs and Finger plays

**B-I-N-G-O!**

There was a farmer had a dog
And Bingo was his name-o.
B-I-N-G-O, B-I-N-G-O, B-I-N-G-O,
And Bingo was his name-o.

There was a farmer had a dog
And Bingo was his name-o.
(clap)-I-N-G-O, (clap)-I-N-G-O,
(clap)-I-N-G-O,
And Bingo was his name-o.

There was a farmer had a dog
And Bingo was his name-o.
(clap)-(clap)-N-G-O, (clap)-(clap)-N-G-O,
(clap)-(clap)-N-G-O,
And Bingo was his name-o.

**Cows in the Barn**
(tune: “Wheels on the Bus”)

The cows in the barn go moo, moo, moo
Moo, moo, moo; moo, moo, moo.
The cows in the barn go moo, moo, moo.
All day long.

Other possible verses:
Ducks in the pond go quack, quack, quack.
Sheep in the field go baa, baa, baa.
Piggies in their pens go oink, oink, oink

**Can You Move With Me?**
(tune: “Do Your Ears Hang Low?”)

Can you wiggle like a worm?
Can you squiggle? Can you squirm?
Can you flutter? Can you fly like a gentle butterfly?
Can you crawl upon the ground?
Like a beetle that is round?
Can you move with me?

Can you flip? Can you flop?
Can you give a little hop?
Can you slither like a snake?
Can you give a little shake?
Can you dance like a bee?
Who is buzzing round a tree?
Can you move with me?
**Five Green and Speckled Frogs**

Five green and speckled frogs,  
(count down on your fingers)  
Sat on a speckled log,  
Eating the most delicious flies – yum, yum!  
(rub tummy)  
One jumped into the pool,  
Where it was nice and cool,  
And then there were four speckled frogs.  
“Ribbit, ribbit!”

**Can You Growl Like A Tiger?**

Can you growl like a tiger?  
Can you hop like a frog?  
Can you climb like a monkey?  
Can you bark like a dog?  
Can you slither like a snake?  
Can you fly like a bat?  
Can you howl like a wolf?  
Can you stre-ttttt-cchhhhhhh like a cat?

**Teddy Bear, Teddy Bear**

Teddy Bear, Teddy Bear Turn Around  
Teddy Bear, Teddy Bear touch the ground  
Teddy Bear, Teddy Bear show your shoe  
Teddy Bear, Teddy Bear that will do  
Teddy Bear, Teddy Bear climb the stairs  
Teddy Bear, Teddy Bear say your prayers  
Teddy Bear, Teddy Bear turn out the light  
Teddy Bear, Teddy Bear say goodnight.

**An Elephant Goes Like This and Like That**

An elephant goes like this and like that  
(pat knees)  
He’s tembly bit (put hands up high)  
And tembly fat (put hands out wide)  
He has no fingers (wiggle fingers)  
He has no toes (touch toes)  
But goodness, gracious, what a nose!  
(make like a trunk with your arm)
Itsy Bitsy Spider

The itsy bitsy spider went up the waterspout
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain
So the itsy bitsy spider went up the spout again.

Five Little Monkeys Jumping on the Bed

Five Little Monkeys jumping on the bed,
One fell off and bumped his head.
Momma called the doctor and the doctor said,
“No more monkeys jumping on the bed.”

Three Little Monkeys Sitting in a Tree
(same tune, just change words)

This Little Piggy

This little piggy went to market,
This little piggy stayed at home.
This little piggy had roast beef.
This little piggy had none.
And this little piggy went “wee wee wee” all the way home.
## Literacy and Math Activities (Story Stretcher)

<table>
<thead>
<tr>
<th>Activities – (Animals Kit)</th>
<th>Knowledge, Skills, Attitudes (KSA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bear Bounce.</strong> Spread a blanket on the floor with a teddy in the middle. Children grab around the edges of the blanket and develop a rhythm to toss and catch the bear. The blanket could be used later for a teddy bear’s picnic. Use this as a counting activity. How many times does teddy bounce?</td>
<td>K – number sense and numeration</td>
</tr>
<tr>
<td><strong>Obedience school.</strong> Children pretend to be dogs. Call out a few commands and they have to act them out, similar to “Simon Says.”</td>
<td>S – gross motor skills</td>
</tr>
<tr>
<td><strong>Animal movement.</strong> Children get to act out whatever pet they want to be. Extension – for older groups, ask other children to guess what animal each child has chosen.</td>
<td>S – gross motor skills</td>
</tr>
<tr>
<td><strong>Graphing activity.</strong> Graph the question “What is your favourite pet?” Use the words “more, less, the same.”</td>
<td>K- data management</td>
</tr>
</tbody>
</table>
| **Gummi Bear sorting.** Have children divide their paper plates into 6 sections. Have them sort their Gummi Bears according to colour. | K – colour recognition  
K - matching  
K – data management                                                      |
| **Find the animal.** Use animals of all kinds flash cards and ask children to identify the animal. | S – fine motor skill development  
S – memory skills                                                      |
| **Measurement activity.** Get children to measure themselves and other objects in the room using a teddy bear or other stuffed animal as their measure. Use math words such as “taller, shorter, bigger, smaller, more than, less than, same as.” | K – measurement  
S – fine and gross motor coordination  
S – vocabulary expansion                                                  |
| **Sorting Activity.** Use plastic farm/zoo/pet animals. Ask children to sort them according to where the animals live. Extension – for older children, have the names of the place that they belong (i.e. farm, house, zoo, wild) written on a piece of paper and have the children sort into piles. | K – general animal knowledge (where they live)  
S – vocabulary expansion                                                  |
| **Lets Make Sounds.** Use plastic animals to talk about language and the kinds of sounds that each animal makes. | K – animal sounds  
S – memory skills  
S – vocabulary expansion                                                  |
## Shapes/Colours Kit

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Author</th>
<th>Type of Book/ Cost 2007 ($)</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why is an Orange Called an Orange?</td>
<td>Ladner, Cobi</td>
<td>Picture Book/ 19.95</td>
<td>1552783286</td>
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<tr>
<td>Red is Best</td>
<td>Stinson, Kathy</td>
<td>Picture Book/5.95</td>
<td>092023626X</td>
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<tr>
<td>The Blue Balloon</td>
<td>Inkpen, Mick</td>
<td>Picture Book/9.99</td>
<td>0340757388</td>
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<tr>
<td>Harold and the Purple Crayon</td>
<td>Johnson, Crockett</td>
<td>Picture Book/8.99</td>
<td>0064430227</td>
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<tr>
<td>I Read Signs</td>
<td>Hoban, Tana</td>
<td>Picture Book/8.99</td>
<td>068807331x</td>
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<tr>
<td>Planting a Rainbow</td>
<td>Ehlert, Lois</td>
<td>Picture Book/9.00</td>
<td>0152626107</td>
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<tr>
<td>The Chameleon Colours Book</td>
<td>Yates, Gene</td>
<td>Board Book/15.00</td>
<td>1588651827</td>
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<tr>
<td>Magic Shapes</td>
<td>Baxter, Nicola</td>
<td>Board Book/12.00</td>
<td>1843223651</td>
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<td>Magic Colours</td>
<td>Baxter, Nicola</td>
<td>Board Book/12.00</td>
<td>1843223643</td>
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<tr>
<td>My Book Box</td>
<td>Hillenbrand, Will</td>
<td>Picture Book/19.95</td>
<td>0152020292</td>
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<tr>
<td>The Snake Shapes Book</td>
<td>Yates, Gene</td>
<td>Rebus Board Book/14.95</td>
<td>158865365</td>
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<tr>
<td>Baby Einstein Windows to Colour</td>
<td>Aigner-Clark, Julie</td>
<td>Board Book/7.99</td>
<td>078651309</td>
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<tr>
<td>Red Tractor A Peek Inside the World of Colours</td>
<td>Robert, Yannick</td>
<td>Board Book/9.99</td>
<td>0375834907</td>
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<tr>
<td>Touch and Feel Colours</td>
<td>Unknown</td>
<td>Sensory Board Book/12.95</td>
<td>0312493975</td>
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<tr>
<td>Rainbow Rob</td>
<td>Unknown</td>
<td>Sensory Board Book/17.95</td>
<td>0312497911</td>
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<tr>
<td>Colourful World</td>
<td>Unknown</td>
<td>Flap Board Book/6.99</td>
<td>0756620074</td>
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<tr>
<td>Mr. Pine’s Purple House</td>
<td>Kessler, Leonard</td>
<td>Story Book/7.99</td>
<td>0439407109</td>
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<tr>
<td>Lunch</td>
<td>Fleming, Denise</td>
<td>Story Book/11.95</td>
<td>0590467654</td>
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<tr>
<td>Shapes All Around</td>
<td>Unknown</td>
<td>Flap Board Book/6.99</td>
<td>0756620082</td>
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<tr>
<td>My First Book of Numbers</td>
<td>Carle, Eric</td>
<td>Flap Board Book/8.50</td>
<td>039924509x</td>
</tr>
</tbody>
</table>
Crafts

1. **Colour Balloons.** Families create Colour Balloons from construction paper and foam. They can make the balloons any size or shape.

2. **Shape train.** Have pre-cut rectangles, squares, and circles. Have families pick one of each (to use as a template at home). Each family should return with a train or other object. They can colour the shapes too if the paper used is white.

3. **Musical Instrument.** Have families make instruments out of different objects. For example, they can use a medicine bottle, put rice or pasta in it, cover it with coloured paper and stickers and they have a shaker. Another idea would be to put 2 paper plates together, including different items inside, decorating the outside and another type of shaker has been created.

4. **Colour Wheel.** Have families create their own colour wheel by providing them with a sheet of white paper. Encourage them to find different coloured objects (out of magazines, flyers, newspapers, etc.) and glue them on the white piece of paper. Have them write the corresponding colour below.

---

<table>
<thead>
<tr>
<th>City Colors</th>
<th>Millich, Zoran</th>
<th>Picture Book/16.95</th>
<th>1553375424</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colors</td>
<td>Ellis, Belinda</td>
<td>Board Book/6.95</td>
<td>1846100216</td>
</tr>
<tr>
<td>Shapes</td>
<td>Tattam, Mark</td>
<td>Board Book/6.95</td>
<td>1905051905</td>
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<tr>
<td>Colors</td>
<td>Unknown</td>
<td>Fabric Book/9.95</td>
<td>0312494521</td>
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<tr>
<td>Little Bear Paints at the Zoo</td>
<td>Unknown</td>
<td>Board Book/7.95</td>
<td>0710512236</td>
</tr>
<tr>
<td>Colours</td>
<td>Theobalds, Prue</td>
<td>Board Book/6.95</td>
<td>1904606024</td>
</tr>
<tr>
<td>Rosie Rabbit’s Shapes</td>
<td>Yee, Patrick</td>
<td>Board Book/6.95</td>
<td>0689818459</td>
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<tr>
<td>Shapes</td>
<td>Theobalds, Prue</td>
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<td>Shapes</td>
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<td>Flap Board Book/6.99</td>
<td>0756620082</td>
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Please note that all costs are in Canadian dollars.
Shapes/Colours Kit

<table>
<thead>
<tr>
<th>Educational Toys, Games</th>
<th>Purpose</th>
<th>Cost in 2007 ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-coloured linking shapes</td>
<td>To use hand/eye coordination for strengthening muscles (pre-writing skills) can also make patterns with them</td>
<td>10.00</td>
</tr>
<tr>
<td>Cookie sheet with magnetic letters</td>
<td>Letter identification, manipulation of letters</td>
<td>6.00</td>
</tr>
<tr>
<td>Foam Blocks</td>
<td>Manipulation of shapes for strengthening muscles (pre-writing skills)</td>
<td>15.00</td>
</tr>
<tr>
<td>Coloured Skipping rope</td>
<td>Measurement, colour recognition, muscle strengthening</td>
<td>2.00</td>
</tr>
<tr>
<td>Coloured sponges</td>
<td>Muscle strengthening, colour recognition, counting</td>
<td>1.00</td>
</tr>
<tr>
<td>Coloured stacking cups (10)</td>
<td>Colour recognition, shape and pattern recognition, muscle strengthening</td>
<td>1.00</td>
</tr>
<tr>
<td>Lace Trace and Play</td>
<td>Six thick lacing cards to trace</td>
<td>12.00</td>
</tr>
<tr>
<td>Colors Fun-to-Know Puzzles</td>
<td>24 puzzles (2 piece) that help children learn to identify 16 colours</td>
<td>13.00</td>
</tr>
<tr>
<td>Shapes Fun-to-Know Puzzles</td>
<td>20 puzzles (2 piece) to help children learn to identify 10 shapes</td>
<td>13.00</td>
</tr>
<tr>
<td>Shape of Things Game</td>
<td>Children identify and match shapes</td>
<td>6.00</td>
</tr>
<tr>
<td>Colors and Shapes Bingo</td>
<td>Children will learn to identify and match colours and shapes</td>
<td>13.00</td>
</tr>
<tr>
<td>Puppets (3)</td>
<td>Muscle strengthening , make believe</td>
<td>5.00</td>
</tr>
<tr>
<td>Multi-coloured and shaped laminated cards</td>
<td>Shape recognition, counting</td>
<td>5.00</td>
</tr>
<tr>
<td>Brown Bear laminated colour strips</td>
<td>Use with Brown Bear book to have children identify the colour</td>
<td>40.00</td>
</tr>
<tr>
<td>Coloured scarves, assorted colours - 10</td>
<td>To use during free movement; allow children to move the scarves to beat (optional – have them move the scarves to music)</td>
<td>10.00</td>
</tr>
</tbody>
</table>

Please note that all costs are in Canadian dollars.
Songs and Finger plays

Baa Baa Black Sheep
(change sheep colour to white, blue, etc)

Baa Baa Black Sheep, Have you any wool?
Yes sir, yes sir, three bags full.
One for the master, one for the dame,
And one for the little boy (girl) who lives down the lane.

<table>
<thead>
<tr>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Colour Dance
(tune: London Bridge)

Mix blue and yellow to make green,
To make green, to make green,
Mix blue and yellow to make green,
In our colour dance.

Mix red and yellow to make orange,
To make orange, to make orange,
Mix red and yellow to make orange,
In our colour dance.

Mix blue and red to make purple,
To make purple, to make purple,
Mix blue and red to make purple,
In our colour dance.

Choo Choo

Red caboose moves down the track,
Clickety-clack, clickety-clack.

Orange train car moves down the track,
Clickety clack, clickety-clack.

Big Engine moves down the track,
Shiny and black, shiny and black.
Toot, toot!

Tasty Colours
(tune: London Bridge)

Red and yellow, orange and green,
Purple and brown, black and blue,
Colours grow for me and you,
Good and tasty!
## Literacy and Math Activities (Story Stretcher)

<table>
<thead>
<tr>
<th>Activities – (Shapes/Colours Kit)</th>
<th>Knowledge, Skills, Attitudes (KSA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Colour Game.</strong> Put different coloured pieces of paper on the floor, one for each child. As music plays, children move from colour to colour. When music stops children are asked to identify the colour they are standing on.</td>
<td>K - colour recognition</td>
</tr>
</tbody>
</table>
| **Brown Bear colour strips game.** As you read the book, children are asked to hold up the matching colour strip to the colour on the page. If you have young children, only give them 4 coloured strips. | K - colour recognition  
K - matching  
S - memory of colours                                                                                                     |
| **Colour Relay.** Two sets of colour strips are needed, one for parent, one for child. First parent shows her colour strip to the child and asks child to retrieve same colour from the floor. Extension – have parent say colour without holding it up for child to see. Have child identify the colour from the name only. | K - colour recognition  
K - matching  
S - vocabulary knowledge                                                                                           |
| **Graphing activity.** Graph the question “What is your favourite colour?”  
Use the words “more, less, the same.” | K - data management  
K - vocabulary                                                                                                                             |
| **Sorting activity.** Have children divide their paper plates into 4 sections. Have them sort their objects according to colour. | K - colour recognition  
K - matching  
K - data management                                                                                                           |
| **Coloured Scarf Dance.** Have the children sitting while you play or sing a song. The children need to move their bodies to the rhythm of the music/song. Then bring the scarves out and have the children dance with the different coloured scarves. After the dancing, overlap the scarves on the floor and have the children observe the different colours; What happens when the colours overlap? Count each scarf at the end. Extension – make a graph of how many of each coloured scarf there is. | K - colour recognition  
K - number sense and numeration  
S - fine motor skill development (moving scarf)  
S - gross motor development                                                                 |
| **Sorting colours.** Place different coloured objects in bowls. Have the children sort the objects by colour into the correct bowls. (tape one of the three primary colours on the outside of the bowls). Extension – for older children, put the name and colour on the outside of the bowl and have the children sort by reading the colour name or add more colours than just the 3 primary colours. | K - colour recognition  
K- matching  
S - fine motor coordination  
S - memory skills                                                                                                           |
| **How many objects fit on the paper?** Have each child pick a coloured piece of construction paper. They now need to go to the kit to find objects that match the colour of their paper. Extension – discuss how many objects each child has on his/her paper. Count the items. Then graph the data. | K - colour recognition  
K - matching  
K - knowledge of space or number of objects required  
K - data management and probability  
S - fine motor control                                                                                                     |
### On Track Colour Match
Make train cars by using shoe boxes. Colour each shoe box a different colour. Have the children fill up the shoe boxes with objects of the same colour. Have them graph the number of objects in each box. | K - colour recognition  
K - matching  
K - data management  
S - fine motor control |
|---|
### Shape Walk
Provide the families with a shape walk template. They are to walk in the room or around the facility and record how many of each of the shapes they find. | K - shape recognition  
K - matching  
K - geometry and spatial sense |
|---|
### Colour Walk
Provide the families with a colour walk template. Families are to walk around the room or facility and find specific colours listed on the sheet. | K - colour recognition  
K - matching |
|---|
### Colour/Pattern Matching
Provide the families with coloured blocks. Have the children create a pattern. E.g. 2 red, 2 blue or 1 blue, 1 red, 1 blue, 1 red. | K - colour and shape recognition  
K - matching, patterning  
S - fine motor control |
### Numbers Kit

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Author</th>
<th>Type of Book/Cost ($)</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.Bear’s New Year Party</td>
<td>Lewis, Paul Owen</td>
<td>Story Book/6.99</td>
<td>9781582461915</td>
</tr>
<tr>
<td>The Nickle Nackle Tree</td>
<td>Dodd, Lynley</td>
<td>Picture rhyme/8.99</td>
<td>9780141501307</td>
</tr>
<tr>
<td>Chicka Chicka 123</td>
<td>Martin, Sampson &amp; Ehlert</td>
<td>Picture Book/22.95</td>
<td>0689858817</td>
</tr>
<tr>
<td>10 Red Apples</td>
<td>Hutchins, Pat</td>
<td>Story Book rhyme/23.99</td>
<td>0688167977</td>
</tr>
<tr>
<td>Puggies</td>
<td>Wood, Audrey</td>
<td>Board book Lg./14.95</td>
<td>015-2056327</td>
</tr>
<tr>
<td>Counting Colors</td>
<td>Priddy, Roger et al</td>
<td>Picture book/14.95</td>
<td>0312492588</td>
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<tr>
<td>First Numbers</td>
<td>Usborne</td>
<td>Picture Book/7.99 UK</td>
<td>074604187x</td>
</tr>
<tr>
<td>Hungry For Numbers</td>
<td>Delessert, Etienne</td>
<td>Picture book/23.50</td>
<td>9781568461984</td>
</tr>
<tr>
<td>One Bear, One Dog</td>
<td>Stickland, Paul</td>
<td>Board Book/9.95US</td>
<td>1929927487</td>
</tr>
<tr>
<td>Fruit Salad</td>
<td>PBS KIDS</td>
<td>Sensory Book/8.95</td>
<td>1577913140</td>
</tr>
<tr>
<td>First 123</td>
<td>Usborne</td>
<td>Board Book/8.99UK</td>
<td>0746070489</td>
</tr>
<tr>
<td>Numbers 123 (magnets on the move)</td>
<td>Phidal</td>
<td>Magnet book/9.99</td>
<td>2764301847</td>
</tr>
<tr>
<td>Counting Time</td>
<td>Sweeney, Joan</td>
<td>Story Book/6.99</td>
<td>0439221293</td>
</tr>
<tr>
<td>Clocks and More Clocks</td>
<td>Hutchins, Pat</td>
<td>Story Book/11.95</td>
<td>0590227289</td>
</tr>
<tr>
<td>Count on Clifford</td>
<td>Bridwell, Norman</td>
<td>Story Book/ 4.50</td>
<td>0590442848</td>
</tr>
<tr>
<td>1234 Numbers</td>
<td>Tattum, Mark</td>
<td>Board Book-spiral bound/11.95</td>
<td>1905051913</td>
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<tr>
<td>Teeth, Tails and Tentacles</td>
<td>Wormwell, Christopher</td>
<td>Board Book/8.99</td>
<td>0762427280</td>
</tr>
<tr>
<td>One Some Many</td>
<td>Jocelyn &amp; Slaughter</td>
<td>Board Book/ 9.99</td>
<td>0887767893</td>
</tr>
<tr>
<td>My First Canadian 123</td>
<td>Scholastic</td>
<td>Board Book/ 9.99</td>
<td>0779114248</td>
</tr>
<tr>
<td>Numbers</td>
<td>Theobalds, Prue</td>
<td>Board Book/11.95</td>
<td>1904606040</td>
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<tr>
<td>Sesame St. Brought to You by the Number 1</td>
<td>Albee, Sarah</td>
<td>Story Book/4.25</td>
<td>037580567x</td>
</tr>
<tr>
<td>Let’s Count</td>
<td>Scholastic</td>
<td>Puppet Book/ 16.99</td>
<td>0439802830</td>
</tr>
<tr>
<td>What Time is it Mr. Wolf</td>
<td>Hawkins, Collin</td>
<td>Story Book/15.95</td>
<td>0006625711</td>
</tr>
</tbody>
</table>

Please note that all costs are in Canadian dollars.
Crafts

1. **Number Craft.** Families choose a number (i.e. child’s age) and draw it to cover the paper. Now they use smaller versions of the number and glue it on the large number.

2. **Mix and Match Numbers.** Families make a set of 3-way matching cards from template included and construction paper. (Appendix 3) One set has numerals, one has words, and the other set has fun “domino spots” (see appendices). Now they match the number with the word that corresponds and the domino number that corresponds.

3. **Button Number.** Provide families with buttons. Have them make a number out of buttons.

4. **Vowel Matching Craft.** Using the templates provided, have the families match the small vowels to the small vowel (lowercase) picture and the capital (uppercase) letters to the other uppercase letters. (Appendices 8,9,10,11,12)

### Numbers Kit

<table>
<thead>
<tr>
<th>Educational Toys, Games</th>
<th>Purpose</th>
<th>Cost ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3D wooden clock shape sorter (Melissa and Doug)</td>
<td>number identification, hand-eye coordination, colour matching, shape matching</td>
<td>20.00</td>
</tr>
<tr>
<td>Board Puzzles—subtraction</td>
<td>colour matching, hand-eye coordination, shape matching, math operations</td>
<td>10.00</td>
</tr>
<tr>
<td>Board Puzzle—shapes use VELCRO to keep together!!</td>
<td>colour matching, hand-eye coordination, shape matching and recognition</td>
<td>15.00</td>
</tr>
<tr>
<td>Board Puzzle--numbers</td>
<td>colour matching, hand-eye coordination, number matching and recognition</td>
<td>10.00</td>
</tr>
<tr>
<td>Board Puzzle –Time and daily activities</td>
<td>hand-eye coordination, shape matching, sequencing of events</td>
<td>15.00</td>
</tr>
<tr>
<td>Board Puzzle---Numbers and pictures (Melissa and Doug)</td>
<td>colour matching, hand-eye coordination, number matching and recognition, counting</td>
<td>20.00</td>
</tr>
<tr>
<td>Shape Sorter-plastic</td>
<td>hand-eye coordination, shape matching and recognition</td>
<td>12.00</td>
</tr>
<tr>
<td>Wooden, Coloured Blocks</td>
<td>hand-eye coordination, shape/colour matching and recognition, patterning, construction, predicting</td>
<td>20.00</td>
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<tr>
<td>Unifix linking blocks and activity book</td>
<td>hand-eye coordination, colour matching and recognition, patterning, sequencing, estimation, graphing</td>
<td>16.99</td>
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<td>Item</td>
<td>Description</td>
<td>Cost</td>
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<tr>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>--------</td>
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<tr>
<td>Flash Cards---Numbers 0-25 match-me</td>
<td>Matching, counting, number/word recognition, memory</td>
<td>6.99</td>
</tr>
<tr>
<td>Flash Cards— addition and subtraction 0-12</td>
<td>math operations,</td>
<td>6.99</td>
</tr>
<tr>
<td>Flash Cards—Money match-me x 2</td>
<td>number/money recognition, counting, memory</td>
<td>6.99</td>
</tr>
<tr>
<td>Flash Cards –Telling Time match –me x2</td>
<td>digital/analog time matching, number recognition, fractions, memory</td>
<td>6.99 x2</td>
</tr>
<tr>
<td>Clock Template Crds –create your own flash cards (Classroom Accents)</td>
<td>hand-eye coordination, pre-writing, memory</td>
<td>5.50</td>
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<tr>
<td>Bingo 0-20</td>
<td>matching, number recognition, memory, patterning</td>
<td>12.99</td>
</tr>
<tr>
<td>Magnetic Number square</td>
<td>matching, number recognition, patterning, math operations, hand-eye coordination</td>
<td>10.99</td>
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<tr>
<td>Telling Time puzzle game Masterpieces Learning Games # 10209</td>
<td>analogue/digital time recognition and matching, sequencing, shape orientation, hand-eye coordination, problem solving</td>
<td>13.95</td>
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<tr>
<td>Dominoes large and small</td>
<td>number matching, number spot patterning, sequencing, hand-eye coordination</td>
<td>5.99</td>
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<tr>
<td>Playing cards x 2</td>
<td>matching, number spot patterning, memory, sequencing, number recognition</td>
<td>1.99 x2</td>
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<tr>
<td>Inflatable number beach-ball 0-30 x2</td>
<td>number and word matching and recognition, hand-eye coordination,</td>
<td>1.99 x2</td>
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<tr>
<td>Basket with measuring jug, spoons and tape</td>
<td>volume and unit recognition, hand-eye coordination, estimation</td>
<td>10.00</td>
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<tr>
<td>Bag of rice</td>
<td>patterning, sequencing, matching, sorting, shape recognition, counting, fine motor control</td>
<td>9.99</td>
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<tr>
<td>Bag of buttons</td>
<td>number recognition, patterning, matching, hand-eye coordination</td>
<td>9.99</td>
</tr>
<tr>
<td>Number Bingo bag and foam blocks</td>
<td>weight measurement, estimation, ratios, hand-eye coordination</td>
<td>5.00</td>
</tr>
</tbody>
</table>

Please note that all costs are in Canadian dollars.
Songs and Finger plays

5 Little Ducks

5 Little Ducks went out one day,
over the hills and far away,
the mother duck said quack, quack, quack,
but only 4 little ducks came back.
(repeat for 4, 3, 2, 1)

No little ducks went out one day
over the hills and far away,
the mother duck said quack, quack, quack,
and all the 5 little ducks came back!

Fish Alive

One, two, three, four, five,
Once I caught a fish alive,
Six, seven, eight, nine, ten,
then I let it go again.
Why did you let it go...?
Because it bit my finger so.

This Old Man

This old man, he played one
He played knick-knack on my thumb,

Chorus:
With a knick-knack paddy whack, give the dog a bone
This old man came rolling home.

This old man, he played two
He played knick-knack on my shoe,

This old man, he played three
He played knick-knack on my knee,

This old man, he played four
He played knick-knack on my door,

...five...hive
...six...sticks
...seven...heaven
...eight...gate
...nine...line
...ten...over again!
5 Little Monkeys

5 little monkeys jumping on the bed,
One fell off and bumped her head,
Mamma called the doctor and the doctor said.
No more monkeys jumping on the bed!

10 in the Bed

There were 10 in the bed and the little one said... roll over!
So they all rolled over and one fell out......
There were 9 in the bed and the little one said...roll over!
......
There was 1 in the bed and the little one said....good night...sleep tight!

Five Little Speckled Frogs

Five little speckled frogs,
Sat on a speckled log,
Eating some most delicious bugs...yum, yum!
One jumped into the pool,
Where it was nice and cool,
Then there were 4 green speckled frogs... glub, glub
(repeat for 4, 3, 2, 1)

The Grand Old Duke of York

O’ the Grand old Duke of York,
He had ten thousand men,
He marched them up to the top of the hill,
And he marched them down again.

When they were up they were up,
And when they were down they were down,
And when they were only half way up
They were neither up nor down!
## Literacy and Math Activities (Story Stretcher)

<table>
<thead>
<tr>
<th>Activity – Number Kit</th>
<th>Knowledge, Skills, Attitudes (KSA)</th>
</tr>
</thead>
</table>
| **On the dot counting.** Use the match card template as a counting card for buttons etc... Have the child count out loud while placing the small objects on the happy-face spots. | K- number identification  
K- understanding number value  
S- hand-eye coordination |
| **Number Guess.** Using a number line of 1-10 or 1-20 for older children, have one child pick a secret number. The rest will try to guess the number on the number line with hints from the secret number holder (too big, too small, too high, too low) The player that correctly guesses the secret number is the leader for the next round. (Use number line and post-it notes to mark incorrect guesses) | K-the order of numbers, and the terms higher, lower, less/smaller than, greater/bigger than.  
S- use teamwork to develop a process of elimination. |
| **Number Bingo.** Families mark the template as per instructions and take turns pulling foam cubes out of the bingo bag. | K- number identification  
K- complete line recognition (bingo)  
S- hand-eye coordination  
S- taking turns and sharing |
| **Making my own tape measure.** Families choose a body part or object to use as a measurement “unit” and measure it off with a length of yarn. They then “measure” other objects or body parts with their new “yarn measure” and record some comparisons. (my arm is 10 “mum-thumbs” long, the table is 4 “chairs” wide.) | K- a measuring unit can be anything.  
S- comparison of length without numeric units. Ratio  
A-personal connection with math measurement ideas. |
| **Balance and weights.** Using a ruler balanced over a pencil or the coat hanger balance scale, use base ten blocks to show how balance works. Use other objects (wooden blocks of all shapes and sizes) and predict which will weigh more or less. Test predictions on the coat-hanger ruler-scale balance. Create a chart to manage data.(optional) | K- terms balance, even, same, equal, heavier, lighter, more, less, up, down  
S- predicting the comparative weight of different objects and weight ratios to create balance. |
| **Symmetry activity.** Fold a piece of construction paper in half and have children draw/stick stickers on one side and copy on the other. Repeat the activity by cutting shapes out of the folded paper and unfolding to reveal the symmetry. Have children add or subtract from one or both sides of a dividing line to create symmetry. Use a mirror to show other types of symmetry to older children. | K-terms symmetry, half, even, same, equal, mirror image,  
S- can create a symmetrical balance by adding or subtracting objects on either side of a dividing line |
Appendices

Appendix 1 - Budget for Creating Kits
Appendix 2 - Essential Books
Appendix 3 - Template for 3-way Matching Cards
Appendix 4 - Template for Alphabet Soup
Appendix 5 - Letter Template
Appendix 6 - Clock Template
Appendix 7 - Cat Template
Appendix 8 - Vowel Matching Template - E
Appendix 9 - Vowel Matching Template - A
Appendix 10 - Vowel Matching Template - I
Appendix 11 - Vowel Matching Template - O
Appendix 12 - Vowel Matching Template - U
Appendix 13 - Template for Gumball Machine
Appendix 14 - Template for Teddy Bear Flap Book
Appendix 15 - Template for Lace Teddy Bear
Appendix 1

ABC Kit Budget

Please note all costs are in Canadian dollars

<table>
<thead>
<tr>
<th>Item</th>
<th>Approximate Cost</th>
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<tbody>
<tr>
<td>Books (16)</td>
<td>183.52</td>
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<tr>
<td>Toys, Games, Other Items</td>
<td>85.00</td>
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<td>Crafts</td>
<td>25.00</td>
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<tr>
<td><strong>Total</strong></td>
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Animals Kit Budget

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<th>Item</th>
<th>Approximate Cost</th>
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<tr>
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<td>Toys, Games, Other Items</td>
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<td><strong>Total</strong></td>
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Shapes/Colours Kit Budget

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<th>Approximate Cost</th>
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<td>Toys, Games, Other Items</td>
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Numbers Kit Budget

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<td>Crafts</td>
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<td><strong>Total</strong></td>
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Please note the books and prices do not include tax. These books were purchased between 2005 and 2007 and may not reflect up-to-date prices. Use these figures as a “ball park” figure rather than actual amounts as they may vary by province, city, and store.

Also, please note that each kit has a different number of books (and toys) in it. This is one of the reasons for the discrepancies in the total value of the kits. We will list the next page the 4 necessary books for each of the kits should you only be able to purchase the 4 books that you will use to read during the PACT learning time. The other books are optional.
# Appendix 2
## Essential Books

### ABC Kit – 4 Essential Books

<table>
<thead>
<tr>
<th>Book</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicka Chicka Boom Boom</td>
<td>Excellent rhyming book, increases letter recognition</td>
</tr>
<tr>
<td>9780689835681</td>
<td></td>
</tr>
<tr>
<td>Eating the Alphabet</td>
<td>Beautiful picture book that increases letter recognition and stresses nutrition</td>
</tr>
<tr>
<td>0152056882</td>
<td></td>
</tr>
<tr>
<td>Dr. Suess ABC</td>
<td>Excellent rhyming book of ABCs, plus can be sung</td>
</tr>
<tr>
<td>0394800303</td>
<td></td>
</tr>
<tr>
<td>Animal Alphabet</td>
<td>Great pictures and repetition of letters</td>
</tr>
<tr>
<td>1887169490</td>
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</table>

### Animals Kit – 4 Essential Books

<table>
<thead>
<tr>
<th>Book</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Very Hungry Caterpillar</td>
<td>Great pictures, counting involved</td>
</tr>
<tr>
<td>0399208534</td>
<td></td>
</tr>
<tr>
<td>Hug</td>
<td>Wordless book, simple story</td>
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<tr>
<td>0763612871</td>
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<tr>
<td>Where Are Those Teddy Bears?</td>
<td>Flap book, prediction</td>
</tr>
<tr>
<td>1904606148</td>
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</tr>
<tr>
<td>Ten Little Rubber Ducks</td>
<td>Picture book, wonderful story and pictures</td>
</tr>
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<td>0060740752</td>
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### Shapes/Colours Kit – 4 Essential Books

<table>
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<th>Book</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown Bear, Brown Bear What Do You See?</td>
<td>Used in PACT Learning time to play colour game – recognition and knowledge of colours; good for prediction and rhyme</td>
</tr>
<tr>
<td>0805047905</td>
<td></td>
</tr>
<tr>
<td>Planting a Rainbow</td>
<td>Knowledge of colours, and nature for math and nature smart children</td>
</tr>
<tr>
<td>0152626107</td>
<td></td>
</tr>
<tr>
<td>Red is Best or The Blue Balloon</td>
<td>Great books with interesting pictures and interesting story lines</td>
</tr>
<tr>
<td>092023626X / 0340757388</td>
<td></td>
</tr>
<tr>
<td>City Colors or I Read Signs</td>
<td>Need to use for environmental print class</td>
</tr>
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<td>1553375424 / 068807331X</td>
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</table>

### Numbers Kit – 4 Essential Books

<table>
<thead>
<tr>
<th>Book</th>
<th>Use</th>
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<tbody>
<tr>
<td>Chicka Chicka 123</td>
<td>Rhyme and number sense</td>
</tr>
<tr>
<td>0689858817</td>
<td></td>
</tr>
<tr>
<td>One Some Many</td>
<td>Great for math vocabulary</td>
</tr>
<tr>
<td>0887767893</td>
<td></td>
</tr>
<tr>
<td>Clocks and More Clocks</td>
<td>Good story plus has “telling time” math skill</td>
</tr>
<tr>
<td>0590227289</td>
<td></td>
</tr>
<tr>
<td>One Bear, One Dog</td>
<td>Excellent repetition of number one book, simple story line, predictable</td>
</tr>
<tr>
<td>1929927487</td>
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Appendix 4
Appendix 5

abcdefghijklmnopqrstuvwxyz
Appendix 6

What is your favourite time?
Appendix 7

Adapted from: Reading and Parents Program Winter and Summer Collection
Section D - Kits
Appendix 8
Appendix 10

[Diagram of ice cream cones and a hand]
Appendix 11
Appendix 12
Appendix 13
Appendix 14

Teddy Bear, Teddy Bear
Turn around

Teddy Bear, Teddy Bear
Touch the ground

Teddy Bear, Teddy Bear
Show your shoe

Teddy Bear, Teddy Bear
That will do
Appendix 15
Section E – Get Set Learn Lesson Plans

This section of the manual is devoted to the 16 lesson plans used in Get Set Learn. It includes:

- Our Mission
- Profile of GSL participants
- Literacy Overview
- GSL Underlying Principles Summary
- GSL Curriculum Outcomes Summary
- Essential Skills
- Lesson Plan Template
- Overview of GSL Curriculum
- Lesson Plans

This section will provide you with lesson plans that you can implement as is, or expand according to the needs of the clients who attend your program. The curriculum has been developed for parents who have low literacy skills. For example, these are parents who may not have finished high school. That does not mean that parents who have a post-secondary education may not take part in this program. Some parents who have a lot of education do not have high functional literacy skills. You will notice that there is a section in each lesson plan entitled “Special Notes and/or Extensions.” This section will provide you with ways to extend or modify your classes should you encounter parents who have different literacy skills than those for which this curriculum has been created and tested. The coordinator can use the telephone screening tool to determine whether the program will meet the parent’s literacy needs and whether any modifications to the lesson plans need to be considered.

Our Mission

Get Set Learn is a holistic family literacy program that provides a foundation for families with literacy challenges to experience successful lifelong learning.

Profile of GSL Participants

The majority of parents who have taken GSL in the past, fall within the three lowest levels of “Literacy and Basic Skills,” according to the Ministry of Training, Colleges, and Universities (MTCU) (Essential Skills Level 1). These levels are based on a matrix of learning outcomes in five domains. The matrix is focused on helping adults work on developing skills, knowledge and behaviours embedded in the tasks associated with their long-term goals (Working with Learning Outcomes, 1998). In many cases, parents enrolled in GSL have the long-term goal of getting a job. Therefore, in keeping with the vision of GSL, the GSL facilitator needs to provide opportunities for that parent to utilize some of the language of work and refer that parent to a local literacy program to determine the most appropriate program following GSL. Reasons for attending GSL vary but the majority of parents attend for the following reasons:

- To improve child’s chances for success at school
- To help child to socialize with other children and learn routines
- To have social time for me (the parent)
- To get a job
Literacy Overview

Literacy is an interactive process that involves mastering a number of skills including decoding and encoding, language knowledge, comprehension skills, and syntax and semantic cue knowledge (O’Malley and Pierce, 1996). As previously stated, low literacy levels often appear as a cycle within families. Since parents with lower literacy levels often do not attempt the kinds of activities that foster reading and writing in their children, those children typically do not have a model passed down for building their own literacy skills (Paul, 2002). GSL models ways that parents can nurture their children’s learning. Parents with low literacy skills are shown ways to encourage reading, writing, and math in their own children. This can also allow parents to recognize other people in their child’s life who may be good literacy models to encourage time spent or interaction with those outside people as well as the parent at home. Home is important, but so are other environments in which the child and parent may find themselves on a regular basis.

Each GSL program consists of 16 classes run over 8 weeks (32 hours in total). Each class is 2 hours in length. We have included 16 lesson plans that centre on various topics and focus on the three key messages of GSL.

Three Key Messages

1. Read daily
2. Engage in literacy play
3. Be a literacy role model

The lesson plans included in this section are organized in the following manner:

- Primary outcomes for each class are listed first and include knowledge, skills, and attitude (KSA) changes that will occur by the end of the class
- Actual lesson plans organized into parent learning section (where parents are with facilitator) and parent and child together section (PACT- where parents are with children and facilitator)
- Special notes and extensions that provide different ideas you can add to your lesson depending on the needs of the different parents who may be participants in your group.
- Homework for both parent and child

The lesson plans are quite detailed. It is up to individual facilitators to determine how much or how little information is presented and shared with the participants. For example, if your group has many families who do not have English as their first language and have some comprehension difficulties with English, you will have to shorten the amount of verbal information you provide and instead do more interactive activities to ensure that the families understand the information. The facilitator may have to define and paraphrase certain concepts or new vocabulary words as they are introduced to both children and parents. For example, “Learning disabilities are a neurological disorder” meaning that the brain has trouble storing or remembering information. Since every group is different, we can only provide facilitators with most of the available information. It is up to individual facilitators to determine what actually gets covered in each class, depending on the group.
The Importance of Homework

Please note that at the end of each class, parents and children are assigned homework to complete before attending the next class. This is to develop a positive habit of working together at home on literacy and math activities. Additionally, research shows that review must occur within 24 hours after learning a new skill in order to have it put into memory. *Get Set Learn* is a bi-weekly program. This makes having the families do homework even more essential. Homework emphasizes the application of new skills and knowledge in a real life setting which is another key to developing mastery or proficiency.

It is important to note that these lesson plans can be adapted to suit your group. The question to ask yourself is how you, the facilitator, can build on the strengths of the families who attend your program. Each group of families will have different needs and wants and it is your job as a facilitator to try to best meet those needs within the structure of GSL. An example of building on the strengths of a family might be to recognize that a family has another language spoken and used within the home environment. The facilitator could encourage that family to continue to use the other language at home in order to provide the children with their native culture, beliefs, and traditions.

Get Set Learn Underlying Principles

*Get Set Learn* is based on three underlying principles. During the 16 classes, one or all of the principles is focused on. These principles guide the entire program.

1. *Get Set Learn* enables parents to understand that they are the child’s first and most important teacher.
2. *Get Set Learn* provides an interactive, nurturing and welcoming learning environment.
Curriculum Outcomes

The curriculum outcomes are the immediate results expected at the end of each class. Each class will focus on one or more of the eight curriculum outcomes listed below. The lesson activities are designed to build the skills, knowledge, and attitudes underlying the outcome statements. The focus of GSL starts with the child’s needs, and moves toward meeting the parent’s needs by the half-way mark. In the latter half of the classes, the focus is primarily on the parent’s needs, skills and future goals.

(see Introduction section for expanded version of curriculum outcomes)

1. Give parents tools to improve their child’s math and literacy skills.
2. Parents become work or education ready.
3. Families engage in literacy and math activities.
4. Children and parents become school ready.
5. Build and strengthen networks to support families.
6. Model positive parenting.
7. Translate the school system.
8. Parents advocate for self and child.
Essential Skills

Essential skills (ES) are the skills needed for work, learning and life. They provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. They were developed in 1994 and through extensive research, these skills have been validated by the Government of Canada and other national and international agencies. These skills are used in nearly every occupation and throughout daily life in different ways and in different levels of complexity.

There are nine essential skills including:

1. Reading Text
2. Document Use
3. Numeracy (math)
4. Writing
5. Oral Communication
6. Working with Others
7. Continuous Learning
8. Computer Use
9. Thinking Skills

Thinking skills can be broken up into six different areas including:

• Problem-solving
• Decision making
• Critical thinking
• Job task planning and organizing
• Significant use of memory
• Finding information (Sauve and Tuer, 2005).

You will find the essential skills that are included in each lesson listed in the “Special Notes and/or Extensions” section. This will allow you to cross-reference the essential skills with other literacy skills.
Please note that the majority of Essential Skills used in the GSL classes are in level 1. The majority of “Parent Book” activities are a level 2 for “Reading Text” however, the facilitator ensures that all parents understand the tasks needed for completion of homework, before they leave the GSL class so it could be argued that these fall between a level 1 and 2. In class 1, when the parents are asked to complete all of the necessary paperwork for GSL participation, the Essential Skill level is level 2, Document Use. Again it could be argued that this may fall to a level 1, Document Use since the facilitator is there for comprehension and support. The numeracy activities done in class also fall within levels 1 and 2. As the parents progress through classes 1 through 16, some of the homework will require use of more than one Essential Skill which increases level complexity. This is why it is so important that the facilitator ensures that all parents understand what needs to be done before they leave the class.

For more information on Essential Skills, please refer to: skills.edu.gov.on.ca/ESCTWeb/jsP/en/introduction.jsp

In most GSL classes, many of the ES are used by parents. Some of the essential skills are used by the children as well. In this version of the GSL curriculum, computer use, one of the nine essential skills has not been used however, we are working on a GSL Part 2 which will incorporate computer use into that curriculum. The GSL Part 2 curriculum will primarily focus on computer use, in addition to strengthening the other Essential Skills.
Get Set Learn
Lesson Plans
### Sample Lesson Plan

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Special notes and/or Extensions</th>
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<tbody>
<tr>
<td>This section lists the three primary outcomes of the lesson (taken from the curriculum outcomes list of 8 located in introductory section). KSA are Knowledge, Skills, and Attitudes. Facilitators will look for KSA changes in parents and children during the lesson. This will demonstrate that learning has taken place.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Lesson Plan Background, Theories and Activities</th>
<th></th>
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<tr>
<td>This section will include anything extra that you can add to your lessons. These special notes or extensions are meant to aid in enhancing or expanding the groups that you may have. These special notes or extensions are meant as a resource for customizing the curriculum to varying groups. As every group is different, the extensions may or may not pertain to your group.</td>
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<table>
<thead>
<tr>
<th>PARENT LEARNING</th>
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<tbody>
<tr>
<td>Opening Activity</td>
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<tr>
<td>Introduce Topic</td>
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<tr>
<td>Link Topic to PACT</td>
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<td>Parent Activity</td>
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<td>Review</td>
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<td>Homework</td>
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<td>Opening Routine</td>
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<tr>
<td>PACT Activity</td>
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<tr>
<td>Story Time</td>
</tr>
<tr>
<td>Kit Exploration</td>
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<td>Closing Routine</td>
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## Overview of Get Set Learn Curriculum

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<tr>
<th>PARENT LEARNING</th>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
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<td>Name tent</td>
<td>Name game</td>
<td>Memory Name Game</td>
<td>Brain Gym Memory Name Game</td>
<td>Brain Gym</td>
<td>Brain Gym</td>
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<td>Topics</td>
<td>Read with your child</td>
<td>Read with child Brain Gym</td>
<td>Read with child Brain Gym How to Create a Literate Home Family Literacy Toolkit</td>
<td>Read with child Stages of Reading, Environmental Print, Reading Magic</td>
<td>Literacy play Phonemic awareness Rhyme, rhythm Importance of singing</td>
<td>Literacy Play Observation Compare and contrast Prediction Life Skills</td>
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<td>Parent Literacy/Math Activity</td>
<td>Create a holistic literacy definition</td>
<td>Multi-sensory bags Memory tray How to read with child</td>
<td>Brain Gym Daily Literacy Checklist pp.12 Choosing books</td>
<td>Home Environment Checklist pp. 18-19</td>
<td>Create Literacy Activity Share Finger plays</td>
<td>Dixie Cup Comparison</td>
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<td>ABC Kit</td>
<td>ABC Kit</td>
<td>ABC Kit</td>
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<td>Opening Routine</td>
<td>Hello Song ABC Song Child Name tags</td>
<td>Hello Song ABC Song Show and share homework</td>
<td>Hello Song ABC Song Show and Share homework</td>
<td>Hello Song ABC Song Show and share homework</td>
<td>Hello Song ABC Song Show and share homework</td>
<td>Hello Song ABC Song Show and share homework</td>
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<td>PACT Literacy/ Math Activity</td>
<td>What’s my name? activity Do you have a bear at home? chart</td>
<td>Read with child wordless book Do you have any buttons on? chart Read appropriate book with child Trace around hand</td>
<td>Letter walk pp.21 Simon Says or Hokey Pokey</td>
<td>Letter walk pp.21 Shape Walk p.27</td>
<td>Colour Walk pp. 29 Base 10 Blocks</td>
<td>Rainbow Song Rainbow Colour Walk Number line estimation</td>
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<td>Story</td>
<td>Chicka Chicka Boom Boom</td>
<td>Eating the Alphabet</td>
<td>Animal Alphabet</td>
<td>Dr. Suess ABC City Colors or I Read Signs</td>
<td>Brown Bear, What do You See?</td>
<td>Red is Best/ The Blue Balloon</td>
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<td>Goodbye Song Review, No 1</td>
<td>Goodbye Song Review topics Number 2</td>
<td>Goodbye Song Review topics Number 3</td>
<td>Goodbye Song Review topics Number 4</td>
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<thead>
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<th>Class 8</th>
<th>Class 9</th>
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<td><strong>Opening Activity</strong></td>
<td>Clock Fun p.27</td>
<td>Life’s a Circle</td>
<td>Summer Memory</td>
<td>Mirrors</td>
<td>Penny Toss</td>
<td>Spider Web</td>
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<td>Literacy Play</td>
<td>Bathtub Literacy pp. 34 Evaluation</td>
<td>Literacy Play</td>
<td>Kitchen Literacy pp. 35</td>
<td>Literacy Play Making math fun Learning the 5 Math Strands pp. 37-38</td>
<td>Parent as Role Model pp. 40 Factors that Affect Learning pp. 41, 42 Routines</td>
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<td><strong>Parent Math/Literacy Activity</strong></td>
<td>Bathtub math game creation Midpoint evaluation</td>
<td>Recipe substitution Math game creation</td>
<td>Math Measurement activity p. 31</td>
<td>Where did the Time Go? pp.43</td>
<td>How are You Smart? pp.44</td>
<td>What’s your learning style? pp. 46</td>
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<td><strong>Review &amp; Homework (Parent Book)</strong></td>
<td>pp.34 Number 8 Bathtub game Creation Craft</td>
<td>pp.35 Number 9 Age Craft</td>
<td>pp.36-39 Cereal Scrabble pp.39 Number 10 Clock Craft</td>
<td>pp.41-43 Number 11 Button Numbers Craft</td>
<td>pp.45 Number 12 Create a list of 10 activities Balloon Craft</td>
<td>pp.46-49 Weather Chart pp. 50 Number 13 Weather Creations</td>
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<td>Hello Song ABC Song Show and Share Homework</td>
<td>Hello Song ABC Song Show and share homework</td>
<td>Hello Song ABC Song Show and Share homework</td>
<td>Hello Song ABC Song Show and share homework</td>
<td>Hello Song ABC Song Show and share homework</td>
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<tr>
<td><strong>PACT Literacy/Math Activity</strong></td>
<td>Observe child and practice vocabulary strategies Play Bathtub Math Game Creation</td>
<td>Triangle Count Parent Book pp.32</td>
<td>Explore kit with child and a make a list of favourites Measurement activity with child</td>
<td>Create a list of family routines – eg. Bath time, dinner time</td>
<td>Which toy or book did child pick? Number Walk</td>
<td>Number Line Estimation</td>
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<td><strong>Story</strong></td>
<td>Ten Little Rubber Ducks</td>
<td>Clocks and More Clocks</td>
<td>One Bear, One Dog</td>
<td>One Some Many</td>
<td>Chicka Chicka 123</td>
<td>The Very Hungry Caterpillar</td>
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### Overview of Get Set Learn Curriculum (continued)

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<td>Review 3 Key Messages</td>
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<td>I am special</td>
<td>Answer Questions</td>
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<td><strong>Introduction of Topics</strong></td>
<td>Parent as Role Model</td>
<td>Review and Celebration</td>
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<td>Health Literacy</td>
<td>Setting Smart Goals</td>
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<td>Financial Literacy</td>
<td>Goals</td>
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<td>Final Evaluation</td>
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<td>Next Steps</td>
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<td><strong>Parent Math/Literacy Activity</strong></td>
<td>How Much do you Influence your Child's Health pp.52</td>
<td>Setting Smart Goals pp.54</td>
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<td>My Personal Goals pp.55</td>
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<td><strong>Review &amp; Homework</strong></td>
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<td>Personal Goal Sheet</td>
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<td>Lace a Teddy Bear</td>
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<td>Hello Song</td>
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<td>ABC Song</td>
<td>ABC Song</td>
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<td>Child Name tags</td>
<td>Show and share homework</td>
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<td><strong>PACT Literacy/Math Activity</strong></td>
<td>Math Walk Problem-solving</td>
<td>Look at certificate and report card</td>
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<tr>
<td><strong>Story</strong></td>
<td>Where are those Teddy Bears?</td>
<td>Planting a Rainbow</td>
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<td><strong>Closing Routine</strong></td>
<td>Goodbye song</td>
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<td>Review Topics</td>
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<td></td>
<td>Number 15</td>
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</table>
Lesson Plan 1 – What is Literacy?

Outcomes

1 - tools   3 - families engaging in literacy activities   5 - strengthen networks

K-Parents will know a holistic definition of literacy. K-Parents will understand number sense, and will know the 3 key messages of GSL. Parents will also know the rules and routines of GSL. A-Children will have ownership over their literacy kit (bag and book to be given in 2nd class).

Many of these activities help to increase oral language use. It is definitely necessary for good reading skills and is a focus in schools these days.

Lesson Plan Background, Theories and Activities

A. PARENT LEARNING

Opening Activity

• Welcome and introductions
• Name tent, (Give parents a piece of construction paper to make a picture of family or something that represents family *and tell group about it.) It is important that the facilitator do this exercise as well because she is a member of the group.
• Make name tags for children
• Hand out and discuss the parent book, number book for child, bags (give out 2nd class) and literacy starter kit (glue stick)
• Read information for parents located in parent book (first 3 pages)

Introduce Topics

What is literacy?/GSL Key Messages/GSL Routines/Completion of GSL Forms

What is Literacy?

Create a holistic definition of literacy as a group and have them write the definition in their parent books. When you think of the term literacy, what comes to mind? (holistic hinges on the individual being able to communicate in a community; whatever community they live in or associate with) Definitions will be different depending on where one lives and works and plays and what language a person speaks. Holistic literacy enables them to be a part of and contribute to that community.

A myriad of definitions exist. You can look them up on the internet, in textbooks, etc. What you are looking for is something that explains that literacy is the ability to effectively use language to communicate.

Special notes and/or Extensions

Essential Skills

Reading text
Document use
Numeracy
Writing
Oral Communication
Working with Others
Thinking Skills

Those of Muslim faith cannot make human/animal representations- use a family object

Adjective name game (ie. Interesting Ingrid) This is repeated in lesson 2 - a more complicated version can be done or the same game repeated.

Tour of the host site is optional
Lesson Plan Background, Theories and Activities

**GSL Key Messages**

- Introduce 3 Key Messages and discuss:

1. Read with your child DAILY (if parent cannot read this can be a ‘Share a book with your child daily’)
2. Play in literacy-rich ways with your child
3. Be a literacy role model

**GSL Routines and Rules (go over this routine - see Get Set Learn Rules (Parent Book))**

- Families arrive and children go to child care room, parents in parent room
- Opening activity done with parents
- Review from last class
- New topics are explored
- Homework and craft is assigned
- Children join group for PACT
- Snack is shared by all
- Family Learning Time (hello song, ABC song, book read, homework shared) – teach the parents the hello and goodbye songs. Repeating the songs (which have patterns is a math activity – from “Algebra and Patterning” Math Strand)
- PACT activity
- Goodbye song

**Get Set Learn** is a family program so we encourage you to keep your child engaged in the group activities (family learning time) such as story time. This requires that you need to help your child to be a good listener, have them stay with you (on your lap if possible) and encourage them not to touch any one else in any way that hurts (you may post rules in the room if desired). What is a ‘good listener’? Some children need to move and listen at the same time or sit in a way that allows for upper body movement if the child is a wiggle. Some parents think good listener is a child who is silent and sits perfectly still. This is challenging and may be an unrealistic expectation for some children. We encourage you to cuddle with your child and to make reading time a special time by staying close to her/him and helping her/him to remain engaged. One way to strengthen this skill is to read at home with him/her daily if possible.

Special notes and/or Extensions

Puppet use for class friend in Family Learning and to help establish routines. The puppet is used to sing songs along with the families as well as to make the children feel at ease with the facilitator and the entire group. While the story is being read, each child over the course of the 16 weeks is asked if he or she would like to hold the puppet for the reading of the story book.

Why do we sing songs with the families? (ABC, Hello). We incorporate a Hello Song or poem to establish comfort with the routine of the class. It will be repeated every class.
Lesson Plan Background, Theories and Activities

This will show your child that books are fun, entertaining and story time is a time to be together with you. You are your child’s favourite toy. In GSL, we are here to have fun, learn, and work together.”

- Discuss how parents are to go and get their children from the child care room and they will bring them back here. Let the parents know that the literacy kit brought by the facilitator each week, is for the children to explore. They can take a book or toy back to their spot while having snack. This is a great way for them to be comfortable in the parent/family room.

Homework

- Homework is an important part of GSL for both children and their parents. One of the reasons homework is assigned is so that parents and children continue to practice the skills and strategies that they have learned in the GSL class. Homework is also assigned to develop a positive habit of working together at home on literacy and math activities. Additionally, research shows that in order for learning and remembering how to do a new skill, review must occur within 24 hours after learning this new skill in order to have it put into memory.

How to Motivate Parents to Do Homework

In many cases, even after stressing the importance of completion of homework with the families, they will return class after class not having been able to complete their homework. In some instances, it will have been impossible for them to do the homework because of the rhythm of their families (i.e. Young children, no free time). Homework can be completed at home as well as elsewhere. For example, your parents can sing the “Hello Song” while riding on the bus. They can recite the poem while standing in line at the grocery store. They can retell the story from the book while playing in the sand box. Occasionally, other families will have been unable to do the homework because of emergencies (i.e. sickness, etc.) Other times, families will just “forget” to do it. This may be an indicator that the written homework is too difficult. In this case, you need to remove the stress and encourage them to do the parts of the homework that they can manage.
Lesson Plan Background, Theories and Activities

Or, you may have to simplify it for them by assigning different homework. If this still doesn’t work, you can try motivating families by offering rewards or other incentives (i.e. free book, food voucher, etc.) Or, you may simply have to provide time during class when they can do the homework. In all of these situations, as facilitator, you will have to use your judgement and you may have to try a variety of ideas before finding the right solution for your class.

GSL Forms

Have parents complete GSL forms including:
- Release of information Form
- Transportation Supports Agreement
- Caseworker Form
- Samples of these forms can be found in Section B, “Ready, Set, Go!”

Review

- Link what the parents just learned to the Parent and Child Together (PACT) time coming up. Read daily and have lots of fun! Parents need to know how reading can be fun if they themselves see reading as work and definitely not fun. How can interacting with a book or reading be fun? How can it be silly and feel good rather than pressured?
- Homework: Discuss craft and assign number 1 in the child book. In parent book, see pages 2-9. Ask them to bring a photograph/object that represents their family for next class

Snack
Lesson Plan Background, Theories and Activities

B. FAMILY LEARNING - PACT

Opening Routine
- Hello song
- ABC song
- Make nametags for children

PACT Math Activity
- Do you have a bear at home? Have families place a sticker on the chart. Then review and talk about these terms: “more, less, how many, same” This focuses on number sense, one of the 5 math strands in the Ontario curriculum. Graphs often involve more than one strand of math and help us to recognize information that isn’t always obvious. As well as organizing data, graphs develop number concepts and measurement skills.

Story Time
- Chicka Chicka Boom Boom if using ABC kit

PACT Literacy Activity
- What’s My Name?
- Distribute piece of coloured paper with the first letter of the child’s name written on it as large as possible and have families apply stickers to or around that letter. Discuss how children usually recognize and learn the first initial of their first name.

Closing Routine
- Show craft – Alphabet Soup (see Kit Section D for explanation) and assign the number 1 to children for homework. Remind parents to bring the craft back to the next class. Also to bring a picture of their families.
- Repeat the message “Read with child daily”
- Sing “Goodbye Song” (Parent Book, page 6)
Lesson Plan 2 – Multi-sensory Learning

**Outcomes**

1 - tools  
3 - families engaging in literacy activities  
5 - strengthen networks  

K - Parents will know the fundamentals of reading with their children and be able to use all 5 senses to describe/identify an object.

**Lesson Plan Background, Theories and Activities**

**A. PARENT LEARNING**

**Opening Activity**

- Welcome and introductions  
- Play the name game from lesson 1 to re-introduce parents and new participants. Have each parent say their name and what they bought. Then have the next person repeat it. Parents who have English as their second language may have difficulty with this so do not force them to remember the other parents’ names.  
- Name game (My name is.....I went to market and bought an ....(apple) or whatever item you wish). Have each parent say their name and what they bought. Then have the next person repeat it. Parents who have English as their second language may have difficulty with this so do not force them to remember the other parents’ names.  
- Review holistic literacy definition and 3 key messages  
- Have parents share family photos or objects brought from home and discuss with the group  
- Ask parents how their children found colouring, sticking pictures or placing stickers on the number sheet as a homework activity? Difficult? Fun? What did they enjoy about it?  
- Focus is key message 1 - Read with your child daily

**Introduce Topics**

What is multi-sensory learning and its importance/Importance of memory/How to read with your child

**Multi-sensory Learning**

Multi-sensory learning uses all the senses including hearing, sight, touch, taste, and smell to help with learning. Everything we know is learned by using our five senses. During a child’s first five years, everything they experience is new. These experiences eventually become “prior knowledge” that helps the child to learn even more things. As adults, they have a lot of prior knowledge. As a person working with families, the family literacy facilitator must build on the strength of that prior knowledge. For example, a family who has more than one language, often has different cultural practices and foods they eat. As a facilitator, if you notice a family with multiple languages, encourage them to continue speaking as many languages as possible with their child.
Lesson Plan Background, Theories and Activities

By encouraging parents to use many languages with their child, it reinforces their mother tongue and memory for language. This strengthens their family ties as well as their child’s brain. It is good family literacy practice to start with the family’s strengths, and encourage the family to continue helping their children learn by doing what they know and offering them other strategies to use when they want new strategies.

Multi-sensory learning helps people to learn things more easily. The more senses we use, the easier it is to remember things. Edgar Dale (1969) has a theory called the “Cone of Learning” which states that after 2 weeks, we remember

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we hear and see
- 70% of what we say
- 90% of what we say and do

Multi-sensory grab and guess bags. Have parents dip their hands into a bag and try to identify, using non-visual cues, a mystery item from the kit by feel, smell, sound and have other parents predict what the item is. Encourage peer support and interaction.

Other activity—show them 10 items. Repeat the same order and hide the items. Have the parents then list the items. Now, provide them with 10 more items, let them hold each item as you name it. Now hide the items and have them list each item. Discuss which way they found easier to learn and remember the items.

Children (and adults) who have a variety of multi-sensory experiences, increase their learning. By making experiences more multi-sensory, you are providing the opportunity for the families to eventually move toward abstract thinking and learning.

Special notes and/or Extensions

Another activity – show them 10 items. Repeat the same order and hide the items. Have the parents then list the items. Now, provide them with 10 more items, let them hold each item as you name it. Now hide the items and have them list each item. Discuss which way they found easier to learn and remember the items.

Use a similar object for comparison for parents with low literacy skills. Or use paired objects for a similar guessing game.
Lesson Plan Background, Theories and Activities

How to Read with Your Child

Demonstrate how to read with your child that includes cuddling child, arms around him/her; pronouncing the words and enunciating them, using expression, speaking slowly, pausing for emphasis. The way we speak the first line in a story is important. The aim is to grab the audience. If anything can be more important than the first line of a story, it is the last line (Fox, 2001). Train yourself to drag out the last line. What if your child doesn’t want to cuddle? What if the parent isn’t comfortable cuddling? How can parents still make that connection and read? Encourage families to sit at opposite ends of the couch with their feet touching, sit side by side in an armchair all squished together, lie together in a made up tent in the living room, sit under the kitchen table and hide out to read their books. They need to find some way to create that special family reading time for kids who aren’t cuddly or for parents and kids who aren’t normally cuddly until being cuddly feels better and becomes more a part of that relationship.

When you demonstrate how to read a book, it is often effective to start reading the book without any expression and do not look at the parents. Show no emotion on face and do not enunciate the words. Ask them if they are enjoying the experience? Why or why not? Then demonstrate or have them explain how to make the story time more interesting.

Have parents refer to their parent book “Ten Great Reasons to Read with your Child.” Discuss these reasons and ask for parent feedback. Ie. Do they agree with these reasons?

Literacy Activity

- Parents “read” to a partner from a picture-only book or use photo from last class with entire group. The purpose is to show parents that no words are needed to be read in order to be able to connect with kids and share stories (A Boy, a dog and a frog by Mercer Meyer. Alex. Day, Carl books)

Special notes and/or Extensions

www.memfox.net
This website describes the stories behind the books she’s read, gives tips on how to read with children, and also provides information on how to write your own books.

Include non-English text material to encourage ESL parents to use English books. Include resources for non-English books for parents who are interested.
**Importance of Memory**

Memory is an important part of learning. If you cannot memorize the alphabet or the numbers, you will be unable to form sentences or read words or add numbers. Memory is the beginning of learning.

Multi-sensory learning is the easiest way to remember and learn things. Our brains store memories according to the senses we have used. The more senses we use, the easier the information is to remember because it has been stored in several places in the brain, according to the senses used.

Another way to remember information is to remember who you were with, what was happening, etc. You are remembering the information based on who, where, what, why, when, and how it happened. Our memories do not work in isolation. The brain learns by connecting things. This type of memory is called contextual memory. As vocabulary is developed, children store and remember information based on context and use of multiple senses.

A third way to remember things is to remember them written or spoken. This is the most difficult of all because the brain is the least efficient at remembering print. This is why, when people study, they often read their study notes out loud in order to make the learning more multi-sensory. This type of memory is called semantic.

In order to aid children and parents to remember information; talk, listen and read with them. Discussing many topics promotes additional learning and makes connections. This is why, when reading a book during story time, the facilitator is encouraged to talk about the front cover before opening the book. Prompting questions about what the children think the book is about or the colour of the book are just examples of how to begin a story.
Lesson Plan Background, Theories and Activities

**Literacy Activity**

- Memory Tray Game. The facilitator brings a tray of objects and has them covered up. Parents are instructed to observe each object but not write anything down. Each item is presented to the parents. Parents are then given a piece of paper and pen to write down the objects they have seen. The facilitator can tell the parents how many items were on the tray. This activity can be timed if you prefer. Take up how many items the parents remembered. Discuss memory tricks and how parents remembered the items on the tray. Share this information with everyone. If many parents had difficulty with remembering the items, repeat this activity during next class with different objects. Let parents know this is a great activity to do with their own children.

**Review**

- Link what the parents just learned to the PACT time coming up. Read daily and have lots of fun! Multi-sensory learning, how to read with your child and the importance of memory

**Homework**

- Discuss craft – Alphabet Hand Puppet (Section D for explanation) and assign number 2 in the child book. Parents to try learning something using each of the ways of remembering – see Dale’s Cone of Learning in this lesson plan. A Multi-Sensory Learning Approach/What do you Remember? (from parent book)

**Snack**
Lesson Plan Background, Theories and Activities

B. FAMILY LEARNING - PACT

Opening Routine
- Hello song
- ABC song
- Children share #1 from their homework book
- Show and share the crafts completed for homework

PACT Math Activity
Do you have any buttons on today? Create a laminated chart. Talk about how this is a visual presentation of data. This falls under the math strand “Number Sense and Numeration” and “Data Management and Probability.” The math strands are explained in lesson 10. We suggest that before you approach this lesson, you read lesson 10 and are comfortable with the math strands.

Story Time
Eating the Alphabet

PACT Literacy Activity
Memory Game
- What is missing on the tray—use maximum 5 objects and show children all 5. Remove 1 or 2 objects and show the remaining objects and ask what is missing.
- Parents read a non-word book to their children (each parent reads to own child)

Closing Routine
- Assign craft (make an alphabet hand puppet out of a brown paper bag) and number 2 to children
- Goodbye song

Special notes and/or Extensions

Items can be from one theme or colour or all books or all toys (to make memory easier).

Why do we sing songs with the families? (ABC, Hello). See lesson 1 for explanation

Read the story during snack if you have a lot of energetic children who are unable to sit for a long time. Eventually, they may increase the length of time that they can sit while being read with.

This puppet craft strengthens imaginative play, language and vocabulary usage, arm, hand and finger muscles (which are the precursors to writing).
Lesson Plan 3 - Choosing Books

Outcomes

1 - tools  4 - school ready  7 - translate school system
K-the 3 key messages of GSL
K-Parents will know how to choose an appropriate book for their child and how to connect brain gym to learning.  
K-know comparing words bigger and smaller
S-Parents will know two methods of the 5 finger check.  S-Children will know how to trace their own hand
A-Through group activities, parents become more comfortable in social interaction.

A. PARENT LEARNING

Opening Activity
• Welcome and Introductions
• Memory Name game. Have each person state their favourite book, fruit, vegetable, main course, dessert with the first letter of their first name. Go around the room. The first person only says their own. The second person says their neighbour’s name and choice, and their own. The third person must remember all 3, and so on.

Review
• Multi-sensory learning using all 5 senses
• How to read a book
• Memory and its importance
• Read with Child Daily - Key Message #1

Introduce Topics
Brain Gym, Literacy Checklist, Choosing Books

Brain Gym

Brain Gym is a method of stimulating some thinking in your adults and children. Although its benefits have not been scientifically proven, many teachers have had the training and incorporate it into their classroom teaching. Therefore, we introduce it to further connect parents to the school system.

Because water comprises 90% of the brain, having adults and children drinking water before and after class can help to make the brain cells work. Drinking water is important in most situations but it can actually improve thinking skills. Dehydration can actually affect concentration in a negative way. When cells are hydrated, they work more efficiently and effectively. Drink your water, it helps you think!!! Like rain falling on the ground, water is best absorbed by the body when provided in frequent small amounts.

Essential Skills
Reading text
Document use
Numeracy
Writing
Oral Communication
Thinking Skills
Computer Use (if parents check suggested websites)

For low literate parents. Using coloured crayons, trace around the bubbles on the check-list in parent handout.

Web site for brain gym
www.braingym.org/about.html
### Lesson Plan Background, Theories and Activities

#### Literacy Activity

Here are a couple of exercises to try with your families.

1. **Drink water** - always provide water for your parents to drink and explain the benefits of being hydrated.

2. **Cross Crawl** - This exercise helps coordinate right and left brain by exercising the information flow between the two hemispheres. It is useful for spelling, writing, listening, reading and comprehension. Stand or sit. Put the right hand across the body to the left knee as you raise it, and then do the same thing for the left hand on the right knee just as if you were marching. Do this either sitting or standing for about 2 minutes.

3. **Hook Ups** - This works well for nerves before a test or special event such as making a speech. Any situation which will cause nervousness calls for a few "hook ups" to calm the mind and improve concentration. Stand or sit. Cross the right leg over the left at the ankles. Take your right wrist and cross it over the left wrist and link up the fingers so that the right wrist is on top. Bend the elbows out and gently turn the fingers in towards the body until they rest on the sternum (breast bone) in the center of the chest. Stay in this position. Keep the ankles crossed and the wrists crossed and then breathe evenly in this position for a few minutes. You will be noticeably calmer after that time.

#### Review 3 Key messages in detail

- Read daily
- Literacy play
- Be a literacy and math role model

### Special notes and/or Extensions

Display books must be appropriate for this lesson and should include simple books, wordless books, books with great illustrations, be of good quality, etc. (see this lesson for more ideas on how to choose appropriate books.)

Terry Orlick (University of Ottawa) has done a lot of work in this area. See his website for free articles, books, etc. and other information on putting your mind at its peak efficiency. [www.zoneofexcellence.ca](http://www.zoneofexcellence.ca)
Literacy Activity

Read literacy checklist as a group (p.12 in parent book)

How to choose a book for your child (have them refer to page 13 and 14 in parent book)

People often think that because a book is in print, it must be a good book but that isn’t always true. Even if it is a great book, it doesn’t mean that the book will suit your child. Here are some tips for choosing a book for your child.

1. Choose a book that suits the age and interests of the child
2. Choose a book that is easy to read and fun to look at. Consider the size of print, layout and illustrations.
3. Let your child pick the book
4. Think about what your child is interested in. Find books about things he or she likes
5. If a child really enjoys a book, look for more books written by the same author.

Some general guidelines:

- Ask at the library or a bookstore. Be sure to mention your child’s age. Mention used bookstores
- Ask family and friends for suggestions
- Is there a book that your child loves? Try other books by the same author in the same series
- Does your child have a special interest? Look for books about that. Maybe teddy bears or dinosaurs or trucks
- Look for big print books without too many words on a page
- Look for colourful pictures that tell about the story
- Look for stories which repeat key words or phrases. Invite child to read along
- Read a favourite book again and again
- Make your own book. Use family photos or pictures from magazines. Draw pictures. Paste buttons, flowers and other items on the pages
Lesson Plan Background, Theories and Activities

Babies

1. Babies will experience a book in a multi-sensory way…that is the only way they can learn so choose books that are fabric, rubber, vinyl, or board books.
2. These books should have colourful and clear pictures – they needn’t have any words or only 1 or 2 words per page.
3. Look for point and see books where parent can point at objects and name them – books that have photographs of things that will be familiar to your baby are preferable to books with drawings of things.
4. Look at the same books often – it provides your child with repetition and control as he or she knows what is coming next.
5. Make sure the book is safe because your baby will suck on it, rip it, stretch it, and explore it using all senses – this is how your baby learns.
6. Have books available in all of the rooms of your house – the living room, the kitchen, the bedroom, the bathroom. Books are not meant to just sit on the shelf.
7. Look for black and white books as colour vision develops later and high contrast is easier for very young infants to see.
8. Read books of any kind. Even the TV guide or letters to the editor will interest your baby if you hold them and they can hear your voice.

Toddlers

1. Toddlers will enjoy the same books as babies but will interact with the books in a different manner.
2. Toddlers like interactive books – those with peek-a-boo flaps are great!
3. Touch and feel, scratch and smell books are also great for toddlers e.g. Pat the Bunny.
Lesson Plan Background, Theories and Activities

Toddlers

4. Easy ABC books, number and counting books are great!
5. Books presenting simple concepts such as up/down, in/out, colours/shapes.
6. Books with simple rhymes are also good for toddlers.
7. Books exploring family routines, bath or bed time, meal time.
8. Theme books with big pictures and a few words will help to expand your child’s vocabulary.
9. Also look for books that repeat simple words – repetition is exciting. The words should not be the focus of the book, the pictures should be the focus. Bright simple pictures that show what story is about.

Pre-schoolers

1. Pre-schoolers will like many of the same books as toddlers.
2. If a child is asking for a book, keep reading it – the familiarity of a favourite story will delight the pre-schooler.
3. Alphabet books are great for the pre-schooler as he or she will start to associate the shape and identification of letters.
4. Choose books with illustrations that you can ask the pre-schooler about as the pre-schooler’s language is developing rapidly.
5. Pre-schoolers love predictable stories.
6. Choose books with text that helps pre-schoolers understand what the print tells them.
7. Make a book with your child. Pre-schoolers love to hear family stories told to photographs or drawings with a few key words on each page.
Lesson Plan Background, Theories and Activities

Determining if a book is too difficult for your child to read (5 finger check)

When your child starts to read for himself/herself, it’s important that the books aren’t too difficult to handle successfully or he/she may turn away from reading. Ask your child to read from a book. Every time he/she stumbles on a word, curl up a finger. If all five fingers are curled up by the end of the page, the book is too tough. You can either read it with him/her or suggest another book. Another way to do the five finger check is to place your hand with your five fingers pointing to words on the page. Have your child read each word that the finger is pointing to, if he/she can, then the book is appropriate. If he/she stumbles on 3 - 5 words, you may read it to him/her or suggest another book.

Research shows that children will read and enjoy reading if they are successful. This is why it is so important to not have your child reading books that are too difficult for him or her. If you find that your child is constantly picking books that are too difficult, make sure you choose the books with your child or write a note to your child’s teacher to ensure that he or she gets a lower leveled reader or you can also use the harder books that your child brings home as books for you and your child to enjoy together. Continue to read to your child, even when they are capable of reading independently.

Literacy Activity

• Ask the parents to find a partner for this activity. Have the parents pick a book from the kit that would be appropriate for their child and tell their partner why.

Review

• Link the importance of choosing appropriate books for your child with them and how to keep your children interested in reading.

Special notes and/or Extensions

Neurological reading can be used to extend child’s success of reading. The parent reads a section of a book. Then the child and the parent read the section of the book together. Next, the child repeats the step by reading the section on own, without parent’s help.
Lesson Plan Background, Theories and Activities

**Homework**

Introduce craft (gumball with stickers) and assign number 3 in child book

Parent book - Literacy Checklist

Have the parents refer to “How to choose books for Your Child” – have them look around their home and see if they can find books that fit the suggestions or have them visit the library for these books

Have them review “ABC Strategies for Stories and Books”

**Snack**

**B. FAMILY LEARNING - PACT**

**Opening Routine**

- Hello song
- ABC song
- Review homework and craft

**PACT Math/literacy Activity**

- Child traces around parent’s hand, traces their own hand inside and colours in the hand. Have parents use hand-over-hand with child. This is strengthening the child’s pre-writing skills by strengthening the muscles in his/her hand. Discuss the differences in size using math terms such as compare and contrast, larger, smaller. Math strand is “Geometry and Spatial Sense.”

**Story Time**

Animal Alphabet

**PACT Literacy Activity**

- Have parents choose an appropriate book for their child and read it with them

**Closing Routine**

- Give out gumball craft and assign homework number 3 to children
- Goodbye song
Lesson Plan 4 – Creating a Literate Home

Outcomes

1 – tools  
3 – engage in literacy/math activities regularly  
4 – school ready  
6 – positive parenting

K - Parents will understand that all things in their environment can be used for literacy purposes.  
K - Children will know the terms up, down, in, out.

A - Parents will realize that money does not have to be a barrier to expanding literacy ability.

S - Children can match letters on a page with letters in the environment.

A. PARENT LEARNING

Opening Activity

Welcome

- Repeat the “Memory Name Game.” from Lesson Plan 3. This time, insert another favourite such as having parents share their favourite movie, name, book, etc. (Repeat this activity from last week with a different topic). Ask parents if this was easier this week. Why do you think so? (because we are getting to know each other and are practicing these memory strategies)

Review

- Brain gym review and do a quick exercise
- Review 3 key messages
- Review “How to choose a book”
- Stress first key message “Read with Child Daily”

Introduce Topics

How to create a literate home/Creating a Literacy Tool Kit

How to Create a Literate Home

Refer to the parent handbook and read aloud the “How to create a literate home.” This provides parents with ideas about what they already have in their homes or what they can find to create a more literate and math-rich home.

Family Literacy Tool Kit

There is a handout for this in the Parent book. This tool kit includes all sorts of basic supplies that can be used to strengthen and enhance children’s literacy skills. Bring a prepared literacy tool kit that parents can have in their homes. It should include various items such as paper, writing implements (markers, pencils, crayons) and also include other items such as playing cards and safety scissors. As you display this tool kit, have the parents refer to their handout and go over each item as you pull it from the kit.

Essential Skills

- Reading text
- Document use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Thinking Skills
- Computer Use (if parents check suggested websites)

Special notes and/or

www.pbs.org

for how to create a literate home.
### Lesson Plan Background, Theories and Activities

Talk about why the specific objects are in this kit. For example, bubbles are in this kit because they are fun to play with, plus they improve literacy skills in that there are words on the outside of the bubble container, plus blowing bubbles strengthens your child’s breathing and helps his/her formation of letters, all parts of speaking. Feathers could also be in this kit. Breath control affects the ability to speak and sing or read out loud a complete sentence or thought. Blowing can be a benefit for both speaking and singing by increasing the strength of voice. Provide a paper bag for puppet making. Making and playing with a puppet is an opportunity to develop coordination of speech and movement, interactive social play that encourages language development and builds vocabulary, builds self-esteem and confidence by being child-directed. Puppet play also provides an opportunity to explore emotions in a non-threatening environment, and is a fun playful activity.

### Literacy Activity

- Have parents do “Home literacy environment checklist” (parent book) Read each sentence and have them check if the statement is true or false
- OR have parents make an economical recycled literacy kit (make a class master list of their ideas) and relate this to geometry and special sense ie. using boxes and tubes, describe how they are blocks for construction and design
- OR bring in 5 objects
- Use kit objects and get parents to build a literacy activity

### Homework

Discuss craft (Vowel Craft - See Section D) and assign the number 4 in the child book.

- Parent Book - Parent Reflection on what learned so far in course.

### Snack

### Special notes and/or Extensions

- Raising reader video (6 mins). The video stresses that the most special part of reading is the relationship created when reading a book with your child. The video explains about establishing a reading routine and having your child pick anything to read: books, magazines, newspapers. Reading aloud is a way to stimulate imagination. It is important that you help your child discover the joy of reading. In doing so, you “Raise a Reader.”
B. FAMILY LEARNING - PACT

Opening Routine

- Hello song
- ABC song
- Share homework and craft

PACT Math Activity

- Simon says/ Hokey pokey—left right in out up down, (math) “Geometry and Spatial Sense” is the math strand used. Other songs like 5 speckled frogs or 10 little monkeys can be used as well. These songs are used because we want the children to feel the rhythm of the singing plus the words are math terms and use counting from the “Number Sense” and “Numeration.” Also the children need to know how to subtract or take away a number from another number.  
  E.g. 5 - 1=4 speckled frogs left on the log

Story time

Dr. Suess ABC

PACT Literacy Activity

- Text walk ABC/letter (Parent Book)

Closing Routine

- Assign craft (give family vowel activity in which they need to match miniscule letters to miniscule and capital letters to capital letters) and assign the number 4 to children
- Goodbye song
Lesson Plan 5 – Stages of Reading

Outcomes

1 – tools   2 – parents work or education ready   3 – engage in literacy/math activities regularly   4 – school ready
K – Parents will know the developmental stages of reading and language.
K – Children will know the three basic shapes and their presence in the environment.
A – Parents can appreciate the importance of “non-literary” environmental print as a learning tool.
A – Parents will appreciate the importance of exposing the child to a wide variety of experiences.

Lesson Plan Background, Theories and Activities

A. PARENT LEARNING

Opening Activity

• Welcome and introduction:

• A Penny for your Thoughts. Hand out pennies – have the parents look at each penny and find the year; share something about themselves that happened during that year either personal or within the world.

Review

• Literate home—discussion around have you implemented any new literacy/math practices at home? If yes, which ones? How is it going?
• Did you do any literacy activities at home?
• Read with Child Daily – Key Message #1

Introduce Topics

Stages of Reading, Environmental Print, Magic of Print, Language and General Knowledge

Stages of Reading

“Literacy Beanstalk.” Before class, create a visual representation of a beanstalk. Put each of the stages of the beanstalk on a leaf. Then when you bring it to class, only put up the outside of the beanstalk. If you have a large group, give one leaf to each parent and have her/him place in the appropriate spot on the beanstalk. If you have a small group, give each parent more than one leaf of the beanstalk. In any case, keep in mind that this is a difficult activity to do. It will help them remember the stages of reading though. Emphasize that it is the “stages” not “ages” of reading. All children pass through these stages but at different times. Now have them refer to their parent handout “Climbing the Beanstalk” which details the stages of reading.

Special notes and/or Extensions

Essential Skills

Reading text
Document use
Numeracy
Writing
Oral Communication
Working with Others
Thinking Skills
Computer Use (if parents check suggested websites)

Move “Literacy Beanstalk” to class 4 if Raising Readers video is not available.
By the age of 3 the toddler’s brain has formed about 1,000 trillion pathways or synapses – about twice as many as his mom or dad have. The toddler’s brain is super dense and primed for learning. When a pathway is used repeatedly, it becomes permanent; a pathway used infrequently is lost. Read, talk and play with your children to keep those pathways open. Toddlers learn through speech how to apply grammar rules – ed endings, verb endings, possessives, plurals. Research shows that children in all cultures learn language in the same way and on a very similar timetable from birth to age four. Parents who talk and read to their toddlers during this pivotal time help them learn the rules of grammar and acquire a larger and richer vocabulary. A toddler’s vocabulary surges to around 3,000 words before age 5. They learn at the rate of 8 new words a day.

Please note that Mem Fox writes for parents of children without learning disabilities. So, for most children and families, her advice will be really good, but if there is a learning disability or a suspected learning disability, then the parents’ good work is still valuable, but may not play out in terms of the child learning to read. A learning disability can influence a child, years before they are formally identified as having a learning disability – at age 2, 3, 4 etc. Parents need to know what to look for and need to take Mem Fox’s stuff with that in mind. Some “high risk parents” have a learning disability or some other disability/barrier and their children often do as well. Telling these parents that if they do all of the right things their child will be a good reader is a bit of a set up. It is definitely good for language acquisition in general. Speaking, listening, vocabulary practice and fostering that love of books, learning and language, will also help but it may not necessarily mean that the child is a better reader in the short term if there is a learning disability.

For a lower literate group, provide pamphlets and have the parents find a specific word or words within it. For example, “health” or “read.”

They may then link these words to pictures found in the pamphlet – what is this pamphlet about?
Lesson Plan Background, Theories and Activities

Print Awareness or the Magic of Print
This is an understanding that printed words have meaning, knowing the names of the letters, and knowing the rules of print (that print runs from left to right, top to bottom of the page). Letter knowledge and print awareness include learning that one letter is distinct from another, and that each letter has its own name and its own unique sound. It is important that children know the name of letters and the sound each letter makes. Most children use the letters in their name as the foundation for letter recognition and writing. They develop letter knowledge by reading alphabet books, singing the alphabet song and playing alphabet games. Also look for letters around you in examples of environmental print. Use clay to form letter shapes and show your child how the shapes can be turned into letters (multi sensory play). Use your index finger to follow the words along the page and encourage your child to put his/her hand over or under yours (hand over hand). If the story has a refrain or a chant that your child knows (“Chicka Chicka” or “Wheels on the Bus”), point to the word or line and let your child supply the words so that you are reading the story together. Point out print wherever you go. For example in the grocery store, encourage your child to help find a favourite cereal or cookie brand by reading the print on the box.

The Magic Of General Knowledge
The more your child knows about the world, the easier it is to read. We can provide a great deal of this information by the act of reading itself. For example, pioneer books, race car books, anything that is different from the everyday opens up worlds that are inaccessible to children. They also learn by being part of the world and experiencing as many things as possible. Zoos, plays, stores, theatre, parks all help by expanding their experience in any direction which helps them to better understand how the world works.

Homework
Discuss craft - Make “Teddy Bear Teddy Bear Turn Around Book” and assign the number 5 in the child book. See Kit section for template and instructions.
• Child’s favourite things to do (Parent Book);
• Hand out the “Environmental Print Street Sign Checklist” (Parent Book);

Snack
B. FAMILY LEARNING - PACT

Opening routine
- Hello song
- ABC song
- Share homework and craft

PACT Math Activity
- Shape walk (Parent Book) – Have the parents and children look in the room and around the centre to recognize the three shapes (Geometry and Spatial Sense math strand). Give them an example before they go (e.g. clock is a circle).
- Shapes of signs, numbers on signs, read “City Signs” book with children

Story time
City Colours

PACT Literacy Activity
None for this class

Closing Routine
- Show craft (Teddy Bear book) and assign the number 5 to children
- Goodbye song
Lesson Plan 6 – Rhyme, Rhythm, and Song

**Outcomes**

1 - tools  3 - engage in literacy and math activities regularly  4 - school ready  7 - translate school system

A - Parents appreciate how important music is to literacy skill development. A - Families have developed a bond with their peers.

K - Parents understand what literacy play is and the importance to child’s learning.

K - Children know a new rainbow song, and new fingerplays. K- Parents learn new fingerplays/songs etc to teach their children.

S - Parents can create more literacy rich games and activities for their children.

S - Children can identify 7 colours (older children by colour and word).

**Lesson Plan Background, Theories and Activities**

**A. PARENT LEARNING**

**Opening Activity**

• Welcome and introductions

• Draw Me. Instruct everyone to take out a blank sheet of paper and a pen. On the back, have them put their initials. In a moment you will show them a drawing. They will have 20 seconds to begin trying to duplicate the drawing. Their goal is to copy the drawing that you have done. They can start from anywhere in the drawing. When you call time, they will pass their paper to the left. Repeat the drawing and pass the paper again and again. Now have them find their original drawing. The focus of this opening activity is to use teamwork towards a goal. You can have them discuss how they felt. Did their drawing look like it would have had they done it themselves? How was this exercise like a project they might do as a group? What can they learn from others?

**Review**

• Environmental print—use the handout from homework

• Magic of Print, Language and General Knowledge

• Introduce Literacy Play – Key Message #2

**Introduce Topics**

Introduction to literacy play/ Phonemic awareness / Rhyme and Rhythm / Singing / Body movement

**Rhyme and Rhythm**

Any kind of rhythm is setting children up to understand patterns and math. Math is filled with patterns. Some mathematicians have defined math as the study of number patterns in space (Clements, 2001). We live in a world of patterns. They are in the design of a flower and how it is placed in a yard. Patterns are in fabric and in rhythms and how they are placed in music. Sometimes finding patterns appears to be like a game, and other times it is a way in which young children make sense and order out of their world.

**Essential Skills**

- Reading text
- Document use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Thinking Skills
- Computer Use (if parents check suggested websites)

Be aware that there are some cultures that have a negative musical sensitivity. ie. Muslim, Pentecostal faiths. The Quran and Bible are based on verse, and this counts toward rhythm, rhyme etc...
### Lesson Plan Background, Theories and Activities

If children know and can say 8 rhymes by the age of 4; these children will be in the top 10th percentile by age 8 in reading (grade 2). Therefore, it is important to teach your child at least 8 rhymes. Rhymes can be said or sung. Nursery rhymes are an ideal way for your child to hear the smaller sound units within words. Many nursery rhymes can be set to music, using different notes for each syllable. Sing them slow, sing them fast and be sure to clap out the syllables to help your toddler break down the words in a fun way. Pat-a-cake, Eensy Weensy Spider and Little Miss Muffet are all great examples of this.

**Phonemic Awareness**

Babies are quite skilled at detecting differences in sounds. This is why children are really good at learning multiple languages in the early years. Babies become aware of phonemes and learn to differentiate the sounds that make up speech through interactions with parents and caregivers. Help your baby develop phonemic awareness by talking and reading to your child every day. Encourage your baby to babble because this is the start of phonemic awareness.

Phonological awareness involves an appreciation of sounds as well as the meaning of spoken words. It is the ability to identify and manipulate the sounds of language. Children demonstrate phonological awareness by rhyming words, segmenting a word into syllables and smaller parts and then putting the word back together, noticing that some words have the same beginnings and endings.

Phonological awareness works along with Phonological Sensitivity. This is an understanding that words are made up of smaller sounds and that letters in written language correspond to smaller abstract speech sounds called phonemes. A phoneme is the smallest functional unit of sound. For example the word “cat” has 3 distinctly different sounds or phonemes.

**Literacy Activity**

- Review “Ways to Inexpensive Literacy Play.” (from parent book)
- Have parents create a new literacy activity and share with the other parents
  OR
- Have parents make a list of fingerplays rhymes etc… and share

### Special notes and/or Extensions

Play 2 pieces of music and ask parents to draw the music. Ask the children to match the pictures to the pieces of music.
Lesson Plan Background, Theories and Activities

Music Literacy (Singing, Playing Instruments) and its Benefits

- Singing is beneficial because it increases intellectual development. Children learn basic concepts through song lyrics; also enhances creativity by helping children to recognize patterns, identify rhyming words.
- Provides opportunities to develop physical skills and allows them to release energy through clapping, snapping, stomping, swaying.
- Enhances perceptual awareness – (sense of spatial relationship and awareness increases);
- Develops language and vocabulary.
- Increases cultural awareness.
- Gives opportunities to practice social skills. It builds self-esteem while teaching them to be a contributing member of a group – (teamwork skills). Singing makes us feel good and when we feel good our body releases endorphins into our system that will help boost our memory. Singing also requires that we take in additional oxygen, which increases our alertness. Singing is a great activity for enhancing brain functions (Schiller and Moore, 2004).

Math Activity

- Rhythm (Math Strand is “Patterning and Algebra”) Repeat patterns. Base 10 Blocks to create patterns for parents and children to identify (what are some of the patterns in everyday life).
- Ask the parents to identify the patterns in a book (words, pictures, etc.;)

Literacy Activity

- Child’s Favourite Things to Do (Parent Book);

Homework

- Bring a unique game to discuss in class next time.
- Discuss craft (Creating a musical instrument) and assign the number 6 in the child book.

Snack
B. FAMILY LEARNING - PACT

Opening routine
- Hello song
- ABC song
- Homework share

PACT Math Activity
- Base 10 Blocks to create patterns for parents and children to identify (what are some of the patterns in everyday life?)

Story Time
Brown Bear Brown Bear What Do You See?

PACT Literacy Activity (you can do as many as time permits)
- Sing the Rainbow song
- Rainbow colour walk
- Children decorate a word box (shoebox with lid) and write favourite words from songs, books on index cards

Closing Routine
- Show craft and assign the number 6 to children
- In parent book, have parents do “Familiar Rhymes”
- Goodbye song
## Lesson Plan 7 – Routines and Patterns

### Outcomes

<table>
<thead>
<tr>
<th>1</th>
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<tr>
<td>1 - tools</td>
<td>3 - engage in literacy and math activities regularly</td>
<td>4 - school ready</td>
<td>8 - parents advocate</td>
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<tr>
<td>A - Parents understand that they are their child’s first teacher</td>
<td>K - Parents understand the importance of routine for child in learning and living</td>
<td>K - Parents understand how to use the power of observation to compare and contrast objects</td>
<td>S - Children recognize patterns</td>
</tr>
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### Lesson Plan Background, Theories and Activities

### A. PARENT LEARNING

**Opening Activity**
- Welcome and introductions
- Sing Down. Give class a category; have them write down (or remember) a song from a specific category e.g. Animals “How Much is That Doggie in the Window” “Old Mac Donald Had a Farm” The parents share their song/game and as you go around the room, they say their name plus their song. Each person must repeat. At end, facilitator writes down on large chart paper and parents can copy for their own list.

**Review**
- Rhythm and Rhyme
- Importance of Singing
- Literacy Play – Key Message #2

**Introduce Topics**
Observation/ Patterns and Routines/Understanding Pictures/ General Concepts needed for Reading

**Observation**
Observation is using all of your senses to learn about the world. Everything we know has been learned through our senses. The more senses we use, the more we learn. There are many ways of using observation in daily life to help our children learn about the world. You can develop observation skills as you do everyday things with your child (e.g. look at the cereal, listen to the cereal, smell the cereal, touch the cereal, taste the cereal). Link this to multi-sensory learning from class 2 by reviewing the main points from the multisensory lesson.

Compare and Contrast is observing objects and noting how they are the same or different. Children use compare and contrast to develop concepts which becomes prior knowledge. Comparing and contrasting helps us to stick new information to old information. It is how we build on our already present skills (another term for this is scaffolding). To compare means to look at the similarities. To contrast is to look at the differences.

**Special notes and/or Extensions**

**Essential Skills**
- Reading text
- Document use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Thinking Skills
- Computer Use (if parents check suggested websites)

Can show a video on Discipline or routines.

One we use is “Discipline: Teaching Limits with Love” which is about setting limits and routines. It explains that discipline does not mean punishment, but rather means teaching.
Lesson Plan Background, Theories and Activities

Patterns and Routines

Patterns help us predict and remember things and can be fun. Babies are comforted and reassured by a consistent pattern (routine) such as playing, cuddling and napping. Children who are learning to talk add “s” to any word in order to make more. Patterns and routines help children feel a sense of comfort, security and control because they know what to expect. This is one of the reasons children will have a favourite book, video or game. Continue to read it with them, watch it with them, or play it with them as it is one of the few things (at this stage) that they have control over and know what to expect…this provides comfort. Routines such as bedtime and eating also provide security.

Children are naturally drawn to patterns and will make patterns themselves with blocks, colours, and toys. A parent can extend that pattern learning by discussing the pattern with them. Pointing out patterns that they may not be aware of such as can be found in nature or daily routines can be helpful to their learning. Being aware of your child’s behaviour patterns can also provide the parent with ways to make the behaviour better. For example, if your child always gets cranky at 1:30 pm (and that is when you shop for groceries) you might instead put your child down for a nap at that time and shop for groceries when he or she wakes up.

Having the ability to predict what will happen next also gives children a sense of security. This ability will develop naturally when a child’s daily life has consistent routines. As children learn to predict the results of their actions, this helps them to learn how to interact with others in positive ways. For example, when they share their toys with another child, they are able to play with their friend’s toys as well. Being able to predict helps us to understand what we read. Good readers predict what will come next in the story. Being able to predict also helps readers figure out words that they don’t already know.
Lesson Plan Background, Theories and Activities

Understanding Pictures

Understanding pictures provides more information for everyone. Pictures help us understand information by having it presented in a simple and direct manner. Pictures include maps, drawings, photos, graphs, symbols, icons, charts, and diagrams. You can help your child understand pictures by talking aloud when you are looking at pictures. Provide your child with paper and writing/colouring utensils so that they can create pictures. This aids in their visualization. This is an essential lifelong skill such as reading signs, maps, and cautions on cleaning products. Pictures are read in a different part of our brain than text but they help us get a more complete picture of a concept.

General Concepts Needed for Reading

**Opposites** – up/down, high/low, big/small. Show the parents a book of opposites. A nursery rhyme that illustrates this concept is “The Grand Old Duke of York.” In junior kindergarten (JK), these are the words that children are expected to understand or that they will learn: “greater than, less than, bigger than, smaller than, faster than, slower than, taller than, shorter than.”

**Colours** – Children will need to have a sense of colours for JK/SK. How can you help your children learn their colours? Make it fun for them, not rote learning. Ask for suggestions from them as to what they enjoy.

**Right/left** – How can they learn left and right? Use the words all the time and introduce the concept as soon as possible – setting the table, how do they hold their crayon, etc.

Literacy Activity

- **Dixie Cup Comparisons.** Present the parent groups with two different kinds of cereal. Give two Dixie Cups of cereal to each group member. Ask them to compare and contrast them using observation skills. The parents will love this activity. Then we repeat it during PACT with two new Dixie Cups of cereal.
Lesson Plan Background, Theories and Activities

Math Activity
• Number Line Estimation. Bring a number line from number 0 – 20. Have a certain number of buttons in a see-through container. Have the parents estimate (make a guess) how many buttons are in the container. When they guess, they should use a range of three numbers as an estimate. It is a rough guess, not a precise guess. Then count the buttons and compare as to who was close. Discuss that this was a risk-taking behaviour (making a guess in front of peers) and that risk-taking is a life skill. So, try to encourage your children to take risks (calculated and safe – that you approve...try to create situations where they can take a risk or make guesses). e.g. estimate the jelly beans in a jar, cookies in a jar. Math strand is “Number Sense and Numeration” as well as “Data Management and Probability.”

Literacy Activity
• Give each parent a book and have them find a partner. Have them observe by comparing and contrasting the books. Also, what patterns are observed in the book? Are there rhymes? Repetition of words? Repeated actions?

Homework
• Have families make a list of routines from home and be prepared to share number 7 during next class.
• Discuss the craft (Making objects out of different shapes).

Snack
Lesson Plan Background, Theories and Activities

B. FAMILY LEARNING - PACT

Opening routine

- Hello song
- ABC song
- Homework share

PACT Math Activity

- Number Line Estimation. Observe and estimate the number of objects and have the families place the value on the number line. Talk about how estimating is a guess so it doesn’t have to be precise. For example, if you have a number of buttons in the container, have them estimate 3 consecutive numbers. If they think there are 12, 13, or 14 buttons, then they should put all three numbers down rather than putting one number down. (the concept of having one right answer is discouraged by using a range or zone of reasonable guesses) This activity encourages risk-taking and problem solving which are both life skills. Children will have to take risks in life. By having them estimate how many buttons and then record this on a number line, they are taking a risk. Estimating develops a sense of number. This skill is developed through practice and reflection. The more we do it, the better we become and usually, there is more than one solution to a problem.

- The number line provides a visual reference to develop sequence ( forwards and backwards), counting and number relationships (greater than, less than, same).

- Counting real objects helps children to understand the meaning of a number.
Lesson Plan Background, Theories and Activities

**Story Time**
Red is Best

**PACT Literacy Activity**
- Dixie cup comparisons (repeat what you did with the parents, only have them do this activity with their children.)
- Rainbow colour walk

**Closing Routine**
- Show craft (Make an object out of different coloured shapes) and assign the number 7 to children
- Goodbye song
Lesson Plan 8 - Splish/Splash (Bathtub Literacy)

### Outcomes

1. tools
2. engage in literacy and math activities regularly
3. play
4. school ready
5. translate school system

K - Parents will know how bathtub play can be linked to literacy development.

A - Parents usually have a huge attitude change—they realize what they can do in the bath with their children to have fun and improve math and literacy skills. Parents realize that bath time is an ideal learning time.

### Lesson Plan Background, Theories and Activities

#### A. PARENT LEARNING

**Opening Activity**
- Welcome and introductions
- Clock Play. Draw 2 straight lines across the clock face to divide it into 3 parts so that the numbers in each part add to 26. Have your parents work in partners. Discuss possibilities and share answers. (see Parent Book for template)

**Review**
- Routines and Patterns
- Literacy Play – Key Message #2

**Introduce Topics**

**Bathtub literacy/ Mid point Evaluation**

**Bathtub Literacy**

The bathtub is a great place to enhance your child's literacy skills since having a bath is an activity that must be repeated and repetition increases learning. You can teach language with different things such as a bath mitt and soap. Remember that your child learns by using his/her senses. Put items of different colours and shapes and sizes in your bathroom. Items that have different sounds such as rattles, squeeze toys, puppets. Items that smell differently such as scented bubbles, shampoo, and vanilla in a spray bottle. Items that feel differently such as sponges, brushes, shaving foam in different colours, and bubbles. Items that taste differently such as foods that float, lip gloss. Ask questions...is it wet? Dry? Heavy, light?

Your child can learn about letters and numbers by reading plastic and cloth books, placemats that are plastic (alphabet), letters and numbers that are foam, sponge, or plastic blocks. Your child can count items of different colour, shape and size and classify them. Puzzles that are made out of foam, sponge or plastic are all great for the bathtub. Make sure that you use language so that your child will hear the name of items. This helps him or her to observe and classify objects. You can use bathtub finger paint for printing, and shaving foam for printing or classifying different colours.

### Special notes and/or Extensions

**Essential Skills**
- Reading text
- Document use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Thinking Skills
- Computer Use (if parents check suggested websites)
Lesson Plan Background, Theories and Activities

Sorting is a pre-reading skill because the child has to determine what fits and makes sense, the same as reading information and making sense of it (comprehension).

If a child can recognize his/her name by jk/sk, this is a high predictor of grade 1 success. Problem solving in the bathtub can be as simple as having your child sort or count items of different colours, shapes and sizes. Your child can also fill or empty cups, spray bottles, or margarine tubs. He or she can also float and sink different objects.

Strategies to Increase Vocabulary

Make sure when you sit down beside your child in the tub, face your child and talk with him or her. Name things and actions (Labelling).....everything that your child is interested in.

Describe what you are doing and how you are doing it.(Self talk) “Let’s wash your 5 fingers on this hand….one, two, three, four, five.” Watch what your child is doing and looking at. Listen to his or her sounds and words. Show that you understand by commenting on his actions and sounds.

Copy what your child does (Mirroring) and says

Add a word to what your child says which will increase his/her vocabulary (Scaffolding). Scaffolding is expanding on what your child says or does. For example, the child might say “I run fast” to which the parent could reply, “Yes, you run very fast after the ball.” In all of these strategies, make sure that the parents are actively listening to what the child is trying to say. The ways that parents respond to a child’s early attempts at language, influence and impact on the child’s language development.

Straws are a great idea in the bath tub as they help to form teeth and they also encourage your child to make sounds….blowing helps develop this skill.

Literacy Activity

Have parents do midpoint evaluation (Section C - Evaluations,
Lesson Plan Background, Theories and Activities

Math Activity
• Work with partner and observe the objects on the table from the kit. Create a math game and be prepared to tell us what skills this game would enhance.

Homework
• Bring a unique bathtub game that you create with child to discuss in class next time
• Read Inexpensive ways to literacy play (Parent Book)

Snack

B. FAMILY LEARNING - PACT

Opening routine
• Hello song
• ABC song
• Sing bathtub songs (use the tune of a familiar song and change the words.)
  For example:
  Itsy Bitsy Turtle (sung to the tune of “Itsy Bitsy Spider”)
  The itsy bitsy turtle, swam in the ocean blue, Out came a shark and said “I’ll play with you.”
  They splished and they splashed while the sun was still bright
  Then it got dark and the friends said goodnight.
  Are You Swimming (sung to the tune of “Frere Jacques”)
  Are you swimming, are you swimming, little fish, little fish.
  Bigger fish are coming, bigger fish are coming. Swim away. Swim away.

• Homework share

PACT Math Activity
Play math game with your child (the game you created with other parents)

Story Time
Ten Little Rubber Ducks

Special notes and/or Extensions

Sing simple songs with your child to help him learn language. Sing songs over and over. Hearing rhyme and rhythm can make it easier for your child to learn to read (see class 6 for more explanation).
Lesson Plan Background, Theories and Activities

**PACT Literacy Activity**

- Have the adult observe which toys the child wants to play with. Have parents practice vocabulary strategies (e.g. scaffolding) with child.

**Closing Routine**

- Assign craft (Create a bath tub game or toy and bring it back to class - no items provided) and assign the number 8 for homework.
- Goodbye song
Lesson Plan 9 – Kitchen Literacy

Outcomes

1 – tools  2 – parents work or education ready  3 – engage in literacy and math  4 – school ready  
7 – translate school system  
K – Parents will know how literacy rich the kitchen environment is  S – Parents will know how to cut a recipe by half or how to increase a recipe (if done as an activity).

A – Parent comes to realize the Importance of improving math and literacy skills by including her child in the cooking/baking process  
A – The benefits of having the whole family involved in meal planning and preparation.  Some cultures may not want all members involved but benefits are universal.

Lesson Plan Background, Theories and Activities

A. PARENT LEARNING

Opening Activity

• Welcome and introductions
• Life’s a Circle. Divide the class into groups with 3 parents in each group. Have them draw 1 large circle on their paper. On the inside, they are to list all of the things they have in common (e.g. brown eyes, live in the same neighbourhood, etc.) On the outside of the circle, they are to list all of the differences (e.g. born in different cities/countries, some wear glasses, etc.). Then share with the large group. What did you discover about each other?

Review

• Review bathtub literacy, strategies to increase vocabulary such as labeling, scaffolding, have parents share homework (unique game they created)
• Number line estimation (second time)
• Key message #2 – Literacy Play (You are your child’s favourite toy)

Introduce Topics

Kitchen Literacy, Baking vs Cooking, Picky Eaters

Kitchen Literacy

The kitchen is another great place to enhance your child’s literacy and math skills since cooking is paramount to healthy living. Your child can enjoy math at home by doing activities that encourages your child to think and explore.

Your child can learn about letters and numbers by helping you measure ingredients for recipes, setting the table (counting plates, forks, knives, glasses, etc.) and by planning out a grocery list. Speak to the child so that he or she will hear the name of items such as cutlery (this idea of increasing vocabulary surfaced in the bathtub literacy class). This helps him or her to observe and classify objects. Describe what you are doing and how you are doing it (in the bathtub you could say “let’s wash your toes.” In the kitchen, you can say, “I’m kneading the dough.”)

Special notes and/or Extensions

Essential Skills

Reading text  
Document use  
Numeracy  
Writing  
Oral Communication  
Working with Others  
Thinking Skills  
Computer Use (if parents check suggested websites)

If you have a smaller group, do this opening activity as one large group activity rather than dividing the class into 2 or 3 groups.
Lesson Plan Background, Theories and Activities

| **Math activities in the kitchen include measuring ingredients (fraction use for ingredients), estimation and reading the clock (telling time or how much time is left for the cake to bake), temperature of the oven, counting the amount of times you stir the soup, count how many muffins you baked, etc. Talk about the multi sensory aspects of kitchen literacy and ask your parents to use new vocabulary with their children when the compare and contrast the different textures, sounds, smells, sights of the foods that they cook with. Don’t forget about counting how many cookies each child gets and other counting games. “Canada’s Food Guide” also describes the numbers of food groups necessary for good health per day. It classifies food groups, etc. A lot of math is involved when using Canada’s Food Guide.** |
| **For mixing and measuring, you may have to work hand-over-hand with your child, depending on their age. This is still a great way for your child to be a part of real life activities. Also, if your child happens to be a picky eater, he or she will be more likely to try the food if he helped prepare the food, even if they only washed the strawberries.** |
| **Some other examples of using math in the kitchen...ask your child to pass you the largest cereal box or ask which shapes stack the easiest (you could pull out cans and compare).** |

Baking versus Cooking (and how it relates to right and left brain use) (logic vs creative)

People who like baking or only cook from a recipe are usually considered “left brain” thinkers. They tend to be logical (step by step problem-solvers), sequential (list makers, good spellers), linear (detail oriented); symbolic (learn by phonics), verbal (language-based instructions are easy), and reality based (know the rules and accept them). Bakers like to prepare cakes, cookies and other sweets.

People who like to experiment with cooking and will get in the kitchen and just go for it are often creative and considered “right brain” thinkers. Intuitive (start with the answer and work back), random (multi-task without priorities), holistic (the big picture), concrete (learn by whole language), non-verbal (body language, pointing hand signals), and fantasy based (want to change their environment). Cooks like preparing the main course.

Special notes and/or Extensions

More information and the Hemispheric Dominance Inventory can be found at

[www.todaysparent.com/cookingwithkids/](http://www.todaysparent.com/cookingwithkids/)

[http://www.mtsu.edu/~studskl/hd/learn.html](http://www.mtsu.edu/~studskl/hd/learn.html)
These are just some of the differences that exist between the left and right hemispheres, but you can see a pattern. Left-brained strategies are the ones used most often in the classroom, therefore, right-brained students sometimes feel inadequate. However, if the learner can be flexible and adapt material to both sides of their brain it would increase balance and the number of strategies used to learn and thereby, increase understanding.

**Is your Child a Picky Eater?**

It is important that children develop healthy eating habits early in life.

Strategies include:

- **Schedule regular meal and snack times.** Avoid feeding your child in between these times so that they are hungry at snack and meal times.
- **Limit juice and milk between meals.** Offer water between meals.
- **Respect tiny tummies.** Keep portion sizes small. Your child may not try a bit if the portion looks too big. You can always give seconds.
- **Make every bite count.** Serve nutrient dense foods such as peanut butter, cheese, chicken, eggs, and yogurt.
- **Don’t be a short order cook.** Serve one meal for everyone but offer at least one food at every meal that your child likes.

As long as your child is growing and developing normally, a relaxed approach to food is the best way to cope with your child’s eating behaviours.
Lesson Plan Background, Theories and Activities

**Literacy Activity**
- Provide parents with a recipe; have them change the ingredients or the amounts in the recipe and share what they think they will create

**Easy Apple Crisp**
4 Apples  
2/3 cup flour  
1/3 cup sugar  
Juice of 1 lemon  
1/4 cup margarine  
2/3 cup brown sugar  

Peel and slice apples and place in baking dish. Pour lemon juice and sprinkle white sugar over apple slices. Mix together flour, butter and brown sugar. Spread this mixture over the apple slices as well. Bake at 375 F until apples are tender and top is bubbling (approx 20 – 30 mins).

**Math Activity**
- Divide the parents into small groups of 2 or 3, and have them talk about math games that they could do in one of these places:  
  - Shopping (finding specific items)  
  - Walking (counting steps, trees)  
  - In the park (counting dogs in the park, people, counting slides, timing how long it takes to go down slide)  
  - At home  
  - Observing the weather (You can have kids and parents use a weather chart with sun, clouds etc. to cut out and colour so they have something to frame their discussion around)

**Homework**
- Have the parents make a shopping list with their child (either by cutting out items out of a flyer or writing it)  
- Age craft. Give the parents a blank sheet of paper. They are to draw the number of their child’s age and have child glue or create that number of objects on page

**Snack**
B. FAMILY LEARNING - PACT

**Opening routine**

- Hello song
- ABC song
- Homework share (number and craft)

**PACT Math Activity**

- Triangle Fun. Have the families count all of the triangles and share with the group. (from parent book) Answer: 2 triangles
- Discuss with families how they could incorporate this game at home (e.g. squares, circles)

**Story Time**

Clocks and More Clocks

**PACT Literacy Activity**

- None for this class

**Closing Routine**

- Show craft (Number of child’s age – families cut objects and glue to child’s age) and assign the number 9 to the children
- Goodbye song
Lesson Plan 10 – Learning the Math Strands

Outcomes
2 – parents become work or education ready  3 – engage in literacy and math activities  4 – children and parents become school ready  8 – parents advocate for self and child
K – Parents understand the 5 Ontario Curriculum Math Strands
S – Parents can identify which activities correspond to which math strand
A – Parents feel that math is fun!

Lesson Plan Background, Theories and Activities

A. PARENT LEARNING

Opening Activity
• Welcome and introductions
• I Remember. Retell a favourite summer memory either as a child or adult and tell why it was so special

Review
• Review Kitchen literacy
• Key message #2 – Literacy Play

Introduce Topics
How to Enjoy Math with your Child, Learning the 5 Math Strands

Why is it important for your child to learn math? How can we make math fun? How do we make math part of daily life?

It is important for your child to learn math because it is part of and involved with a lot of things in daily life such as budgeting, measuring for cooking, figuring out medication amounts when someone is sick, estimating the time it takes to get from one place to another, etc.

Making Math fun and part of every day life
• Be positive about math
• Show confidence in your child’s ability to succeed in math
• Children develop a love of math in the same ways that they develop a love of reading (by sharing books with parents)
• Let your child know that you think math is important and fun
• Help your child make connections between school math and every day life
• Build on the math skills your child already has

You may find that at this point, the opening activities are unnecessary as your group is quite comfortable with each other. If so, begin with the review.
Lesson Plan Background, Theories and Activities

Learning the 5 Math Strands (as taught by the school boards)

Number Sense - recognition and counting numbers (add, subtract, multiply and divide), this skill is measured in almost every math activity done

Measurement - compare objects by size (with toilet paper, hands, measuring tape)

Geometry and spatial sense - understanding shapes, movement through space, map reading, graphs, design and construction

Patterning and Algebra - recognizing patterns and shapes and sets of numbers, learning how to describe using letters and symbols (e.g. money)

Data Management and Probability - predicting the outcome of events, recording information, using graphs and statistics (e.g. Canada’s Food Guide)

Literacy/Math Activity

• Create a list of math terms and write on chart paper or white board (e.g. over, under, more than, less than, estimate)
• Place the titles of 5 math strands on a board; have the parents pick an example card and place it under the correct math strand (e.g. words to 5 Little speckled frogs, 10 little monkeys, skipping songs, rolling dice (Number Sense)
• Divide parents into partners - have them each measure and record the measurements (see Parent Book) (Measurement)
• Record data on a graph (Data Management and Probability), ask questions such as what is the chance it will rain tomorrow? That you will win the lottery?
• Discuss shape walk that we’ve done – what strand would it fit under? (Geometry and Spatial Sense) – other game, hide an object and use math language to help the child find it
• Make patterns using Base 10 Blocks (Patterning and Algebra), basically this is learning to describe data using symbols, money
Lesson Plan Background, Theories and Activities

Homework:
- Cereal Scrabble - to be done with child found in Parent Book
- Clock Craft (Section D, Appendix 6 for explanation)

Snack

B. FAMILY LEARNING - PACT

Opening routine
- Hello song
- ABC song
- Homework share

PACT Math Activity
- Have parents do the measurement activity with their children (found in Parent Book)
- Compare how the children have estimated; did they get closer in their estimations with practice?
- Allow the families to measure objects in the kit

Story Time
One Bear, One Dog

PACT Literacy Activity
- Explore all of the toys and books in the kit
- Make a list of your child’s favourite toys and state why she likes them.
  This will give a clue as to what types of books and toys you should have at home or borrow from the library.

Closing Routine
- Assign Craft (Clock activity - What is your favourite time (Appendix 6, Section D). Children are to be helped to place the
  hands of the clock on their favourite time of the day and say why it is their favorite time. E.g. bedtime, snack time) and assign the number 10 to children
- Goodbye song
# Lesson Plan 11 – Factors Affecting Learning

## Outcomes

- 6 - parents become work or education ready
- 7 - translate school system
- 8 - parents advocate for self and child
- K - Parents will know the factors that affect learning
- K - Parents will know the importance of routines and boundaries
- S - Parents will have the ability to use a time-management tool
- S - Parents will have the ability to set goals
- A - Parents will know that routines are important for child and parent (entire family)

## Lesson Plan Background, Theories and Activities

### A. PARENT LEARNING

#### Opening Activity
- Welcome
- Mirrors. Have each parent find a partner. Have the two parents turn and face one another and put their palms toward each other. Have the one with the longest hair start moving their hands and the other parent with the shorter hair should mirror every move they make. After 1 minute, have the second parent create the movement and the other parent mirror them. Discussion: Was it difficult to keep up with the person you were mirroring? What is the reality of role models today – athletes, singers, parents? Whose life do you impact? Is that impact positive?

#### Review
- Review the 5 Math Strands
- Introduce Parent as a Role Model – Key message #3 Your child is always watching you, more so than even listening to you.

#### Introduce Topics

Factors that Affect Learning, Routines and Boundaries, Behaviour and Setting Priorities, Parent as a Role Model, Time Management

**Factors that Affect Learning (see Parent Book) p.40**

Learning depends on factors that can be controlled (such as nutrition, amount of sleep), factors that can be influenced (buying glasses to correct vision problems), and factors that cannot be controlled (such as a mental or physical disability).

Physical factors include everything involved in physical development such as wellness, growth, nervous system development, physical skills, and nutrition.

Children must be developmentally ready before they can accomplish something physically. For example, a child cannot ride a bicycle before he/she understands balance, space, and practices riding a bike. Physically he or she can sit on a bicycle and move the pedals, but he/she needs to understand how to balance on the bike.

#### Essential Skills

- Reading text
- Document use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Thinking Skills
- Computer Use (if parents check suggested websites)

## Special notes and/or Extensions

Discuss the poem “When you thought I wasn’t looking” in parent book. Do our children really notice so much of our every day actions? Why or why not?

A parenting book that deals with routines and boundaries 1-2-3 Magic by Barbara Coloroso
Lesson Plan Background, Theories and Activities

Routines and boundaries provide a child with guidance. Discipline is about setting limits and because each child is different, limits need to be set to suit personalities. Discipline is also about teaching, not about punishment. It must be firm and consistent; gentle yet effective. Label the behaviour, not the child. “I love you, I just don’t like what you are doing right now.”

Some children respond well to having guidelines explained. Others need to be shown alternatives or re-directed. When you set reasonable limits for your child, he/she will learn to set her/his own limits and make good choices. The key to providing limits is to be consistent. Let children work out minor squabbles on their own so that they learn how to set limits (Concept of Calm Assertiveness).

Routines provide children with direction. Have a routine. Decide on the order together. Tell your child what he/she needs to do. Don’t discuss, persuade or nag. Instead, walk away. If he doesn’t do what you have asked, let him learn that he will not get extra attention by behaving badly. The best way to help better behaviour is by ensuring that everyone has enough sleep. SLEEP NEEDS: preschoolers need 11-13 hours per night; elementary 10-12 hours per night; intermediate 9 – 11 hours; teenagers 8 – 10 hours per night. Some examples of routines are: bedtime, naptime, dinner time, bath time, morning time.

Literacy Activity (pick one of these activities or do both if time permits):

- Time Management Quiz found in Parent Book Discussion. What, if anything is getting in your way to complete projects that you want to complete? How can you rework your family schedule in order to accomplish what you wanted? OR do you need to rethink what you are trying to accomplish? Is it realistic?
- Discuss how soon a child can have responsibility.

Homework
- Discuss craft (Glue buttons onto craft paper and record the number glued). Assign the number 11 in the child book.

Snack
A. FAMILY LEARNING - PACT

Opening routine
- Hello song
- ABC song
- Homework share

PACT Math Activity
- Time management/clock work to go with routines, etc. (see parent book) Have the parents complete a list of their routines and compare with other families. Have parents share why the routines they use work for their families.
- Number sense - recognizing numbers, matching numbers from the numbers kit (like a memory game only with numbers)

Story Time
One, Some, Many

PACT Literacy Activity
- Create a list with your child of your family routines
- Have your child tell you the order of things

Closing Routine
- Show craft (Button number craft) and assign the number 11 to children
- Goodbye song
## Lesson Plan 12 – How Are You Smart?

### Outcomes

- **2** - parents become work or education ready  
- **8** - parents advocate for self and child  
- **K** - Parents recognize their own intelligence/strengths  
- **S** - Parents are able to identify their child’s intelligence/strengths  
- **A** - Parents understand that their child may not be the same kind of smart as they are but that their child has his/her own kind of smart and that each type of intelligence is equally valuable  
- **P** - parents become work or education ready  
- **S** - parents advocate for self and child  
- **K** - Parents recognize their own intelligence/strengths  
- **S** - Parents are able to identify their child’s intelligence/strengths  
- **A** - Parents understand that their child may not be the same kind of smart as they are but that their child has his/her own kind of smart and that each type of intelligence is equally valuable  

### Lesson Plan Background, Theories and Activities

#### A. PARENT LEARNING

**Opening Activity**
- Welcome and introductions
- Penny Toss. Give each parent 10 pennies and ask each person in the group to share something that they have never done (e.g. go to Disneyland). Anyone in the group who has not done that activity must toss one of their pennies into the centre of the group. The idea is to see who can last the longest. Discussion: What is something you learned about someone in this group? Why is it important to know something about the people you work with?

**Review**
- Review Factors that Affect Learning
- Parent as a Role Model - Key message #3

**Introduce Topics**

**Multiple Intelligences**

Multiple Intelligences means that people are smart in different ways. According to Howard Gardner, we are all smart. In the past, children were thought of as “smart” if they could read, write and do math. We now recognize that there are nine different multiple intelligences. You need to ask yourself, “How are you smart?” not “How smart are you?”

Recognizing and valuing children’s many forms of intelligence will enable them to reach their potential in many areas of learning throughout their lives. If they are struggling with a concept, providing them with the opportunity to learn in their preferred methods of learning or their strengths, may help them to learn the difficult concept. If they have been provided with and have tried out various ways of learning, they will have confidence to take learning risks throughout their lives. They will find that they are naturally better at some things than others.

### Special notes and/or Extensions

**Essential Skills**
- Reading text  
- Document use  
- Numeracy  
- Writing  
- Oral Communication  
- Working with Others  
- Thinking Skills  
- Computer Use (if parents check suggested websites)

As an extension, you can extrapolate further about any information you can find on native learning styles or learning styles from other cultures.
Lesson Plan Background, Theories and Activities

**Word Smart** - these children can use spoken or written words effectively. They understand language well, especially words, stories, sounds, meanings, spellings, writing. Children who have this intelligence learn best by seeing or hearing words.

**Math Smart** – these children learn best by seeing patterns and figuring out the why of things. They have the ability to understand and use numbers easily.

**Picture Smart** – these children learn best by seeing pictures, drawing and doodling. They have the ability to recognize and read maps, are good with colours and drawing, and can figure out how to build things from diagrams.

**Body Smart** – these children learn best by moving their bodies and being directly involved. They have strong abilities in sports, balance, coordination, dexterity and speed.

**Music Smart** – these children learn best by using music, rhythm and dance. They have the ability to hear, discriminate and understand musical patterns, play instruments, read music, sing songs, whistle, hum, remember melodies, and keep time rhythmically to music.

**People Smart** – these children learn best in group situations by cooperating with others. Their abilities lie in relating well to others including understanding people’s feelings, desires, and ideas.

**Self Smart** – these children learn best when allowed to work on their own in an independent way. They have abilities to act appropriately and form their own opinions.

**Environmental Smart** – these children learn best when involved in nature. They have abilities in understanding nature and how it works as well as what to do to preserve it. They understand the balance in nature.

**Existentialist Smart** - according to the latest from Howard Gardner, this is not a confirmed intelligence but these children are in tune with spirituality and things not seen.
Lesson Plan Background, Theories and Activities

**Literacy Activity**

- Have the parents read along with the parent handout (How are You Smart?) and place themselves on three of the multiple intelligences. Then have them share with each other what intelligences they have and provide an example. This exercise is done so that the parents can figure out how they are smart.

- Have them figure out what 3 multiple intelligences their children have. It will be interesting to then compare how the parent is smart compared to their child.

- Have the parents discuss how they think this will play out at home regarding discipline, communication, ways of learning, etc. Will your parents understand themselves better now that they have done this exercise? Will they understand their children better now too?

- What book or toy do they think that their child will pick? Why? (Relate this to multiple intelligences. e.g. child who is math smart may pick the number book.)

- If time permits, have parents create a list of problems/issues that arise at home. Now have them problem-solve, knowing their smarts and their child’s smarts. Will they parent differently now that they know their child’s smarts (and perhaps weaknesses too?)

**Homework**

- Discuss craft. Give each child coloured construction paper and have them create a balloon mobile. Provide straws and string as well.
- Assign the number 12 in the child book.
- Parents are to record the 10 activities that their child asked to play over the next couple of days and share during next class for homework.

**Snack**
Lesson Plan Background, Theories and Activities

A. FAMILY LEARNING - PACT

**Opening routine**
- Hello song
- ABC song
- Homework share

**PACT Math Activity**
- Number Walk

**Story Time**
Chicka Chicka 123

**PACT Literacy Activity**
- Observe which book or toy the child chose when arriving in class. Was it one the parents thought their child would choose?
- What multiple intelligence is this related to?

**Closing Routine**
- Assign Balloon craft and assign the number 12 to children
- 10 activities that child asked to play over the next couple of days
- Goodbye song
# Lesson Plan13 – Learning Styles

## Outcomes

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>2</td>
<td>Parents become work or education ready</td>
</tr>
<tr>
<td>7</td>
<td>Translate school system</td>
</tr>
<tr>
<td>8</td>
<td>Parents advocate for self and child</td>
</tr>
<tr>
<td>K</td>
<td>Parents will understand the different learning styles</td>
</tr>
<tr>
<td>S</td>
<td>Parents will be able to identify their learning style and their child’s learning style</td>
</tr>
<tr>
<td>A</td>
<td>Parents will understand the need to tailor their teaching time with their child to the child’s learning style</td>
</tr>
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## Lesson Plan Background, Theories and Activities

### A. PARENT LEARNING

#### Opening Activity

- **Welcome and introductions**

- **Spider Web.** Begin with putting all of the parents in a circle. Facilitator starts with a ball of yarn and tosses it to a parent. The facilitator says one thing that they learned this week. Then the parent repeats what the facilitator said and says one thing they learned this week. That parent tosses the yarn to another parent. Continue with each parent repeating what every person before has said and tossing to another parent. Facilitator to conclude the activity by stressing how we are all linked (like the internet or a spider’s web).

#### Review

- Multiple Intelligences
- Parent as a Role Model – Key message #3

#### Introduce Topics

Learning Styles, Media Literacy

#### Learning Styles

People learn in different ways. Some learn best by seeing, others by hearing, others by doing. If you know your child’s preferred learning style, you can help that child learn more effectively by ensuring that difficult concepts are taught to your child in his preferred learning style. It is also important for you to know your own learning style because this is likely the one you will use the most when teaching your child. However, your child won’t necessarily have strengths in your preferred learning style.

Provide opportunities for your child to learn the world using all of the senses. Schools traditionally use visual and auditory methods to teach children concepts however, many children learn better by doing things.
Lesson Plan Background, Theories and Activities

Dale’s Cone of Learning
After 2 weeks, we remember
10% of what we read .................................................. Reading
20% of what we hear .................................................... Hearing Words
30% of what we see ...................................................... Looking at Pictures
50% of what we hear and see ..................................... Watching a Movie
70% of what we say .................................................... Giving a Talk
90% of what we say and do ......................................... Doing the Real Thing

Literacy Activity

In parent book, have parents do “What’s your learning style.” List on the board how many are auditory, visual, kinesthetic learners. Discuss.

Media Literacy

In today’s information-based economy, reading is both an essential skill and a simple pleasure however; many children are growing up hooked on TV. At present, North American children spend four times as many hours watching TV as they do reading for pleasure and unfortunately, most TV is a passive activity. Even if we feel strongly about limiting TV viewing, children are exposed to some TV.

Text is essential for building literacy skills. Successful readers have broad, strong vocabularies. TV is all talk, however, without many useful words. The average child’s book comes with a greater vocabulary set than most prime-time TV shows. The act of reading fosters habits of analysis, questioning, comprehension and rationality. TV fails to contribute to the development of these key skills. Children who read for pleasure score 10% higher on proficiency tests than those who never read for fun.

We suggest that you limit TV or media time (sometimes called screen time). They all mean the same thing. Begin with some rules. Your child must have an equal amount of reading time versus media time (that includes computers). Be clear about what programs children are allowed to watch (or what games to play on the computer). Remind children that TV is not real. If they are scared, they can turn it off.
Lesson Plan Background, Theories and Activities

There are lots of good things on TV. It is essential to keep an eye on what your child is watching on TV or playing on the computer. Watch with your child and talk together about what is on. Ask comprehension questions. Extend the learning to real life. Talk about what you’ve watched together. Explore the TV show the same way you would with a book. What was the show about? Who is your favourite character?

Advertising is also a big part of watching TV and much of it targets children. Teach your child to think critically about what the advertising is about by pointing out some techniques that advertisers use. For example, toys are often made to look better than what they really are (either larger or they do less than what they show).

Literacy Activity

Make a list of appropriate television shows with your parents. Have them list why they are appropriate or verbally defend a show that their child watches. If there are shows listed that are not appropriate for their children to watch, have them determine if there are ways that parents can make them more appropriate such as talking about the characters involved in the show, determining the geographical location of the show, analyzing why things have occurred the way they have in the show, etc.

Homework

• Charting the weather.
• Discuss the craft. Create a sun, wind, rain to use for weekly calendar and assign the number 13 in the child book

Snack
Lesson Plan Background, Theories and Activities

B. FAMILY LEARNING - PACT

Opening routine
- Hello song
- ABC song
- Homework share

PACT Math Activity
- Charting the Weather. Have your families chart today’s weather on the calendar. Then have them chart the weather for the next 6 days. At the end of the week, have them make a picture graph showing how many sunny days, cloudy days, snowy days, windy days, etc. and be prepared to share with others.

Story Time
The Very Hungry Caterpillar

PACT Literacy Activity
- None today

Closing Routine
- Assign charting the weather creations craft and the number 13 to children
- Goodbye song
Lesson Plan 14 – Reading Blues

Outcomes

4 - school ready
8 - parents advocate for self and child
K - Parents will know the basics of how to talk to their child’s teacher and some warning signs of learning disabilities (LD).
K - They will also know about some resources regarding LD.
S - Communication skills will have improved. S - Parents will have questions about parent/teacher meetings and are prepared for the interview.
A - Parents are more confident being an advocate for their child within the school system and other agencies.

Lesson Plan Background, Theories and Activities

A. PARENT LEARNING

Opening Activity

• Welcome and introductions
• Who are You? Provide adults with a large piece of paper. They are to write their name in the middle of the paper. In each of the four corners, they are to write answers to any of the following questions. Who chose your name? Why was this name chosen? Does this name commemorate a family member or friend? What expectations does your family associate with this name? What qualities or words do you associate with this name? What do you dislike about your name?

Review

• Learning Styles and Media Literacy
• Parent as a Role Model - Key message #3

Introduce Topics

The Reading Blues, How to talk to your Child’s Teacher, Learning Disabilities

The Reading Blues

Sometimes a child goes through a period when she doesn’t want to read. There are specific danger times. The first danger time is in about grade four (9 or 10 years of age). One in every three school age children loses interest in reading. It is more likely to strike boys than girls. One reason is that at this time, children have the literacy skills to read on their own and their parents stop reading with them. The next danger time is grade nine.

There could be many reasons why your child doesn’t want to read. Maybe the books are too difficult or too easy. Ensure that your child is finding the available books interesting. Try non-fiction books or magazines specifically written for children. Try comic books. Try other types of reading like the game on the back of the cereal box. Make sure you are not putting too much pressure on the child to read. Remember to read together for enjoyment.
Lesson Plan Background, Theories and Activities

Paul Kropp in the “The Reading Solution” recommends that parents read with their children right through high school. It not only helps keep them interested in reading but gives parents neutral ground for discussion during these difficult years. During the danger times, the parent can take up the slack and spend more time reading to the child. Or they could play the video games (Zelda, for example) that involve more reading. Another activity is to spend more time grocery shopping together and having the child take on a greater role finding items which would involve reading labels, grocery lists, and signs in the store. What other creative ways can the parent include reading, without the child feeling pushed to read? Some other examples include travelling by bus and having the child map out the route; going to see a foreign film that interests the child and having them read the subtitles or just turn on the subtitles on your regular TV so that they are always there (closed captioning). There are all sorts of neat ideas that parents will benefit from brainstorming and sharing.

How to Talk to your Child’s Teacher:

1. Introduce yourself early in the year to the teacher. Do not wait for the parent/teacher interview.

2. Attend parents’ nights and take notes.

3. Before a meeting with the teacher think about what you want to say and accomplish. Write down questions you want to ask.

4. Take an interest in what your child is learning. Ask guided questions... what was your favourite activity today? Why? Ask the teacher questions about what the child is learning and how he/she is doing at school.

5. Ask for samples of work.

6. Look at the books your child is reading at school. Ask the teacher to recommend books.

7. Ask the teacher how you can best support at home what your child is doing at school.

8. Ask the teacher about homework? How much should be done at home?
**Lesson Plan Background, Theories and Activities**

**Learning Disabilities**

There are many different kinds of learning disabilities, each one affecting learning in a different way. A learning disability is a neurological disorder with which individuals are born that exists throughout their life.

The first step is to find out if your child actually has a learning disability. Talk to your child’s teacher and express your concerns. Be specific about what you have observed. What has the teacher observed? If your child is not yet in school, talk to professionals at the early years centre or day care centre. Sometimes there is another agency to refer them, if the child is under school age. Speak to your family doctor. Emphasize that it can be a very long process to have a child diagnosed through the public and separate boards (up to 3 years). If there is any suspicion, act immediately. Have the parents refer to the Learning Disabilities checklist in the parent book when you present this information.

**Literacy Activity**

- Work with another parent and write down 5 questions you would ask your child’s teacher (brainstorm).
- If you have another child already in school, is there anything troubling you now? What help would you like?

**Homework**

- Discuss craft. Provide animal for children to colour - colour the animal. (Section C) and assign number 14 in the child book.
- Create a learning portfolio for your child. A portfolio is a collection of child’s work, kept over time. Bring what you have right now. Some suggestions are to have each parent bring one or two favourite things in or ask the parent to ask their child to pick a favourite piece of work to share.
- Have parents review the Learning Disabilities Handout in their parent book for homework.

**Snack**
Lesson Plan Background, Theories and Activities

B. FAMILY LEARNING - PACT

Opening routine
• Hello song
• ABC song
• Homework share

PACT Math Activity
• Create patterns using your body. Clap and stomp your feet in a certain way (e.g. clap, clap, stomp) and have your child repeat it. Now have them create the pattern and you repeat what they do. Now scaffold with them creating even more difficult patterns. (From the Math Strand “Algebra and Patterning”)

Story Time
Hug

PACT Literacy Activity
• Create a pattern with words. (e.g. green, red, green or with babies, use sounds….ba ba ma, ba ba ma’)

Closing Routine
• Assign the “Colour the animal” craft and assign the number 14 to children
• Goodbye song
Lesson Plan 15 – How to Stay Healthy

### Outcomes

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<tr>
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<th>model positive parenting</th>
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<tbody>
<tr>
<td>7</td>
<td>translate school system</td>
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<tr>
<td>8</td>
<td>parents advocate for self and child</td>
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</tbody>
</table>

- K – Parents are aware of financial matters for themselves and their children
- K – Parents have a broader definition of health (see Parent Book – factors that affect learning)
- S – Parents can identify some health risks for their child and how to influence and/or control these factors

### Lesson Plan Background, Theories and Activities

**A. PARENT LEARNING**

**Opening Activity**
- Welcome and introductions
- School Difficulties. Have parents share issues surrounding the difficulties they encountered at school themselves (if they had any)? By this time in the classes, the participants are pretty comfortable sharing that kind of stuff. This will tie into the topics from last class.
  
  OR

- I am Special. Have a piece of paper with each person’s name written in it. Have each person walk around and write (or draw) something about that person. At the end, each person will have a description of themselves as thought of by other people. This tends to be self-affirming and self-esteem building.

**Review**
- Homework share. Provide time for parents to share learning materials that they brought for the learning portfolio
- Learning Disabilities, Reading Blues, Talking to your child’s teacher
- Parent as a Role Model – Key message #3

**Introduce Topics**

**Health Literacy, Financial Literacy**

**Health Literacy**

Health refers to the resources we have to manage our lives, not the absence of illness. Health is like a life bank account. Health literacy encompasses many things including:
- Physical health
- Mental health
- Emotional health
- Social health
- Spiritual health

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**Essential Skills**

- Reading text
- Document use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Thinking Skills
- Continuous Learning
- Computer Use (if parents check suggested websites)
Lesson Plan Background, Theories and Activities

You have an essential role in supporting the development of your child’s health. There is a direct link between health resources and life management. Babies and young children are totally dependent on their parents for health resources. The more time parents spend focusing on the development of health resources, the more they support their child’s lifelong learning opportunities.

Financial Literacy

Financial literacy is the knowledge that parents have to manage any financial matters for their families including budgeting, allowances, knowing their purchasing power, understanding that money is a symbol for something else, etc.

Things to Do to Strengthen Financial Literacy Skills

1. Teach your children the value of coins and bills.
2. Count change with your child.
3. Start an allowance system.
4. Turn their “gimme” requests into a desire to save.
5. Help them to set easy saving goals.
6. Show them how advertisements don’t always tell the truth.
7. Encourage your children to be thrifty and provide rewards when they do.
8. Teach the difference between needs and wants.
9. Help them to earn extra cash for toys and treats.
10. Avoid vacation tantrums by setting up kiddie budgets.

Adapted from Practical Money Skills for Life
http://practicalmoneyskills.com/English/at_school/teachers/lesson.php?id=381&o=1
**Lesson Plan Background, Theories and Activities**

<table>
<thead>
<tr>
<th>Literacy Activity</th>
<th>Special notes and/or Extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have parents do health chart from Parent Book. Then discuss as a group. This activity will show the importance of parents to their child’s health.</td>
<td>Lacing improves hand/eye coordination and muscle strength, both necessary pre-writing skills.</td>
</tr>
</tbody>
</table>

**Homework**

• Discuss Lace a Teddy Bear craft and assign the number 15 in the child book
• Do Personal Goal Sheet from Parent Book

**Snack**

**B. FAMILY LEARNING - PACT**

**Opening routine**

• Hello song
• ABC song
• Homework share

**PACT Math Activity**

• Ask child to help solve problems. Facilitator to write these on the board or chart paper ahead of time. We have $6.00 to purchase tomatoes and each tomato is $1.00. How many tomatoes can we buy?
• OR bring in pretend coins and dollar bills (if have an older group of children). If younger, use the base 10 blocks for counting, patterning, building, and measuring (4 of the math strands).
• OR have the families go on a math walk. Have them observe what their child notices in his/her environment. See if they can tell you what strand the observed items the child found belong in.

**Story Time**

Where Are Those Teddy Bears?

**PACT Literacy Activity**

None

**Closing Routine**

• Assign “Lace a Teddy Bear” (Section D) craft and assign the number 15 to children
• Goodbye song
Lesson Plan 16 – Next Steps and Celebrations

Outcomes
6 - model positive parenting  7 - translate school system  8 - parents advocate for self and child
K - Parents know how to build a spider plan or timeline and flow chart
S - Parents are able to set a SMART goal and find embedded tasks
A - Parents have the confidence to work toward goals and succeed

Lesson Plan Background, Theories and Activities

A. PARENT LEARNING

Opening Activity
Welcome and review 3 Key Messages
• Review any topics that need further addressing
• Ask the parents if there is anything they would like to discuss further
• Give out final evaluation
• Next Steps - future adult courses, job, assessment

Introduce Topics
Next Steps/Create a SMART goal/Final Evaluation/Celebration

Next Steps
Have guest speaker explain services of Job Connect or a similar agency that helps adults find employment. If a guest speaker is not available, the facilitator should have ideas and contact information so that they can address the parents questions and make appropriate referrals. We have a directory of all the literacy and basic skills (LBS) programs that adults can attend following this program. We explain each of the different programs found at the various agencies and encourage the parents to have an assessment of their skills if they are interested in further adult literacy programming (In our case, Project READ has an assessor who directly refers to all LBS programs). Also, have someone from the host site come to the class to explain other programs the families can attend following Get Set Learn. These are all good transition steps to ensure that these families remain engaged in their community.

Create a SMART goal (See parent handbook for more information)
S - specific
M - measurable
A - attainable
R - realistic and results oriented
T - timeline

Special notes and/or Extensions

Essential Skills
- Reading text
- Document use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Thinking Skills
- Continuous Learning
- Computer Use (if parents check suggested websites)

For higher literacy level parents, have them create a timeline or plan for their future. Because we are talking about next steps, you need them to think realistically about what they want to be doing 3 – 6 months from now.
**Final Evaluation**

Have the parents complete the final evaluation. If some parents need help, ensure that there are other helpers (i.e. child care workers) who can help them complete the evaluation. It is better if the facilitator doesn’t help with the evaluation as some of it is about her facilitation skills and you want an honest reflection from each participant.

**Literacy Activity**

- Provide parents with recycled objects such as milk cartons, cereal boxes, juice boxes, etc. The parents will work in groups to create a craft out of the objects.
- Create a list or discuss how the parents can stay in touch with each other. This helps to build support networks, if the parents want them.

**Homework**

No homework as this is the last class.

**Snack**
Lesson Plan Background, Theories and Activities

**B. FAMILY LEARNING - PACT**

**Opening routine**
- Hello song
- ABC song
- Any other song children suggest
- Homework share

**PACT Math Activity**
- Have the children pick what their favourite math activity was (from some samples that you show them from the previous weeks) and have them tell the other children about it. Why is it their favourite? Allow them to do it (i.e. shape walk, measurement, etc.)

**Story Time**
Planting a Rainbow

**PACT Literacy Activity**
- Children can add their ideas to the craft that the parents made in parent only time. Ask the children what they would like to see added or changed to the craft.

**Celebration**
- Provide the certificates to each family (the certificates should have each child and parents' name on the certificate). Also give the child report card to the families (see Evaluation section).

**Closing Routine**
- Goodbye song
## Section F – Glossary

This section is designed to give you definitions of terms that have been used in the manual.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocate</td>
<td>To support or speak on behalf of oneself or one’s child in a social, educational or employment setting</td>
</tr>
<tr>
<td>Analogic</td>
<td>A process that is similar in some respects</td>
</tr>
<tr>
<td>Andragogy</td>
<td>The art and science of how adults learn</td>
</tr>
<tr>
<td>Assessment</td>
<td>Identification or determination of present skill level and knowledge; the key question is “what is?”</td>
</tr>
<tr>
<td>Auditory</td>
<td>The ability to distinguish one sound from another in spoken language</td>
</tr>
<tr>
<td>Discrimination</td>
<td>Based on the principle that by moving the body, brain power (thinking, problem solving…) is naturally enhanced, Brain Gym is a system of quick, targeted physical activities aimed at improving athletic and intellectual skills. It is part of a larger program called Educational Kinesiology (or Edu-K)</td>
</tr>
<tr>
<td>Calm Assertiveness</td>
<td>This is an action whereby the person is unruffled (or calm) but can maintain personal point of view and get one’s point across. The person is able to maintain and insert his or her perspective</td>
</tr>
<tr>
<td>Contextual memory</td>
<td>The brain does not learn in isolation but rather, learns by connecting things; contextual memory is learning and then remembering (storage and retrieval) something within the context of something else</td>
</tr>
<tr>
<td>Curriculum Expectations</td>
<td>Ministry of Education requirements for each subject of study from JK to Grade 12. For example, in Grade 1 there are specific curriculum expectations for English, math, science and the arts</td>
</tr>
<tr>
<td>Decoding</td>
<td>A process of developing an understanding of the relationship between individual or groups of written symbols or letters and spoken language (establishing meaning from written symbols or letters)</td>
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<tr>
<td>Dialogic Process</td>
<td>A process whereby two or more people are engaging in language or thought processes as it relates to text or stories</td>
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<tr>
<td>Embedded Skills</td>
<td>Skills that are hidden within other skills or tied to individual tasks; for example, knowing the alphabet is embedded within reading text</td>
</tr>
<tr>
<td>Emergent Literacy</td>
<td>Refers to children’s literacy development (all the knowledge and skills related to literacy that they acquire) before receiving formal reading and writing instruction in school; the description of those behaviours shown by toddlers and young children as they respond to and begin to approximate reading and writing acts (some examples include scribbling, pretending to ‘read’ a favourite book to mom or dad, following the words on a page with their finger while mom reads the book, pretending to talk on the phone, pretending to make a grocery list)</td>
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<td>Word</td>
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<tr>
<td>Emotional Intelligence (E.Q)</td>
<td>Emotional intelligence includes personality independence, temper, self esteem, etc. E.Q is hard-wired before birth and has an influence on learning</td>
</tr>
<tr>
<td>Encoding</td>
<td>Using patterning to put a message into one's brain</td>
</tr>
<tr>
<td>Environmental Print</td>
<td>The signs, symbols, letters and numbers that surround us in our external environment</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Learning progress or gains from intervention or training in 3 areas of knowledge, skills, attitudes or abilities; the key question is “What has changed?”</td>
</tr>
<tr>
<td>Facilitator</td>
<td>One who tries to elicit responses from a group and has participants of the group do most of the talking</td>
</tr>
<tr>
<td>Family Literacy</td>
<td>Family literacy is an emerging field in family support that focuses on preventing intergenerational transmission of low literacy skills from parents to their children; it targets the whole family rather than just one individual</td>
</tr>
<tr>
<td>Hand over Hand</td>
<td>Having the parents grasp the child’s hand and guide their hand to accomplish a skill, e.g. using scissors to cut an object</td>
</tr>
<tr>
<td>Intelligence Quotient</td>
<td>IQ is a score that a child is given after doing a series of tests</td>
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<tr>
<td>Holistic</td>
<td>Refers to a philosophy that is inclusive of all influencing factors. Holistic literacy considers socio-economics, health, culture, physiology, etc</td>
</tr>
<tr>
<td>Labelling</td>
<td>A descriptive word or phrase applied to a person, group or theory; a generalized classification; using a term to describe someone (it is not necessarily a true description)</td>
</tr>
<tr>
<td>Learning Portfolio</td>
<td>Is a collection of child’s or adult’s work over time that shows learning</td>
</tr>
<tr>
<td>Learning Styles</td>
<td>There are three types of learning styles; Kinesthetic – learning through movement; Auditory – learning through sound and listening; Visual – learning through seeing</td>
</tr>
<tr>
<td>Literacy</td>
<td>It is the ability to communicate in any way that includes but is not limited to speaking, writing, editing, keyboarding (email), playing, etc. Literacy is not just about reading and writing</td>
</tr>
<tr>
<td>Literacies</td>
<td>There are various types of literacy that include bathtub literacy, media literacy, kitchen literacy, health literacy, computer literacy, functional literacy, and financial literacy to name a few</td>
</tr>
<tr>
<td>Math Strands</td>
<td>The Ontario Math Curriculum has 5 math strands: data management and probability, algebra and patterning, geometry and special sense, measurement, and number sense and numeration. All math is classified into these strands and is used from grade 1 – 12</td>
</tr>
<tr>
<td>Mirroring</td>
<td>Having your child mimic your exact words or movements</td>
</tr>
<tr>
<td>Modelling</td>
<td>Showing or shaping your child’s behaviour by example; usually parents model behaviours they want to encourage</td>
</tr>
<tr>
<td>Word</td>
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<tr>
<td>Multiple Intelligences</td>
<td>A theory developed by Howard Gardner that explains that each individual has a number of natural skills that leads one to ask “How are you smart?”; the nine intelligences include: Linguistic intelligence, Logical-mathematical intelligence, Musical intelligence, Bodily-kinesthetic intelligence, Spatial intelligence, Interpersonal intelligence, Intrapersonal intelligence, Naturalist intelligence, Existential intelligence (Existential intelligence is not confirmed by Gardner, but suggested)</td>
</tr>
<tr>
<td>Multi-sensory learning</td>
<td>Using more than one sense to help with learning a skill. The five senses are hearing, taste, touch, smell, and seeing</td>
</tr>
<tr>
<td>Outcomes</td>
<td>These are the results or consequences; In Get Set Learn, the three major categories of outcomes are: K - knowledge, S - skills, A - attitudes; outcomes show that learning has occurred because of participation in the program</td>
</tr>
<tr>
<td>OW</td>
<td>Ontario Works clients who are unemployed and receiving Social Assistance</td>
</tr>
<tr>
<td>PACT</td>
<td>Parent and Child Together time which is the portion of the Get Set Learn program where the participants (both children and adults) learn together and have time to practice new strategies</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>The art and science of how children learn</td>
</tr>
<tr>
<td>Phoneme</td>
<td>The smallest unit of sound in the English language. English has 42 different phonemes</td>
</tr>
<tr>
<td>Phonemic Awareness</td>
<td>Is an understanding that speech consists of a series of small sound parts</td>
</tr>
<tr>
<td>Phonological Awareness</td>
<td>Phononological awareness is often confused with “phonics” but it is really a precursor to phonics. Phononological awareness is the ability to be able to hear and distinguish the different parts of words such as syllables and phonemes. Children develop phonological awareness through verbal communication. Songs and nursery rhymes are particularly good tools for developing this auditory skill</td>
</tr>
<tr>
<td>Phonological Sensitivity</td>
<td>This is the awareness that the phonemes have different sounds</td>
</tr>
<tr>
<td>Pre-literacy</td>
<td>The time before a child or an adult learner begins to learn to read; pre-literacy skills are the foundation of the skills required for reading</td>
</tr>
<tr>
<td>Reinforcement</td>
<td>Repetition of tasks and skills with the purpose of making them innate</td>
</tr>
<tr>
<td>Running commentary</td>
<td>A verbal description of an action in progress</td>
</tr>
<tr>
<td>Word</td>
<td>Definition</td>
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<tr>
<td>Scaffolding</td>
<td>The creation of a rough framework of prior knowledge, within and on top of which, new knowledge can be built; Scaffolding instruction is a way for facilitators and parents to provide support mechanisms to allow children to handle complex tasks, with the eventual goal of child’s independence</td>
</tr>
<tr>
<td>Self Talk</td>
<td>The talk that a person does to oneself. This talk can be negative or positive and through Get Set Learn, we hope to incorporate positive self talk in the parents and children as a builder of self-esteem</td>
</tr>
<tr>
<td>Semantic Memory</td>
<td>Remembering things written or spoken</td>
</tr>
<tr>
<td>Stream of Consciousness</td>
<td>Verbalizing or writing down thoughts and feelings as they occur</td>
</tr>
<tr>
<td>Story Stretcher</td>
<td>An activity that will add to the comprehension of and fun of a story being read (for example, having families hold matching coloured paper when reading “Brown Bear, Brown Bear”)</td>
</tr>
<tr>
<td>Syntax</td>
<td>How words are arranged in sentences according to the rules of grammar</td>
</tr>
<tr>
<td>Teacher</td>
<td>One who lectures and shares knowledge</td>
</tr>
</tbody>
</table>
Section G - References

* Please note, websites are referenced where they occur within the document.


Kropp, P. The Reading Solution.


Feedback Form

You Tell Us! Please complete the form below and fax back to (519) 570-9510 or mail to PRLN, 298 Frederick Street, Kitchener, ON N2H 2N6.

Content

<table>
<thead>
<tr>
<th>The manual provides information that allows the user to:</th>
<th>Agree</th>
<th>Disagree</th>
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<tbody>
<tr>
<td>• Demonstrate an understanding of principles of adult education</td>
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<tr>
<td>• Demonstrate an understanding of emergent literacy</td>
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<td>• Demonstrate an understanding of what family literacy is</td>
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<tr>
<td>• Demonstrate an understanding of how to facilitate a Get Set Learn program</td>
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<tr>
<td>• Feel confident in their ability to deliver a Get Set Learn program</td>
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<td>• Feel confident in their ability to use the forms suggested</td>
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User-Friendliness

<table>
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<tr>
<th>The manual was:</th>
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<tbody>
<tr>
<td>• Easy to use</td>
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<td>• Separated into logical sections</td>
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<td>• Gave clear and concise instructions</td>
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<td>• Adaptable to your communities specific needs</td>
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<td>• Inclusive of all needed resources to run the program</td>
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<td>• Comprehensive</td>
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Usefulness

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<th>Does this manual:</th>
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<tr>
<td>• Allow you to fill a need in your community</td>
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Other Comments or Recommendations:

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Section G - References