Theme 2:

The Community Library and Reading with Children

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Unit One: The Community Library

Initial Assessment: (What does the student know, what does she need to know?)

- 1. Do you have a library card?
- 2. Do you go to the library?
- 3. How often do you go to the library?
- 4. Can you tell me three different sections you can find in the library?
- 5. What type of books can you borrow from the library?
- 6. Do you go to the library for any other reason than just for borrowing books?
- 7. What is the name of your local library?
- 8. What books do you enjoy reading?
- 9. What type of books do your children read?
- 10. Do you know where to look for a craft book?
- 11. Do you know whom to ask if you cannot find a book?
- 12. What other resources does a library have?

Expected Outcomes:

In this unit students will:

- # identify where the community library is
- # know the name of the local library
- # be aware of the various activities sponsored by the library
- # know the services provided by the library
- # understand the various sections located in the library (Fiction, Non Fiction)
- # feel comfortable asking for assistance in the library
- # further develop vocabulary related to the library and its services

Tools:

For this unit you will need:

- # pen/pencil
- # paper
- # telephone directory
- # index cards
- # computer and Internet Access (optional)
- # pamphlets from the local library

Activity Procedures:

Activity One:

- # ask your student the name of the local community library
- # if your student is unsure of the name of the library, have her tell you where it is and look up the name of the library in the telephone directory
- # write the name of the library and its phone number on an index card for future reference
- # then do a brainstorm with your student about "What can you find in a library?"
- # have her list everything she can think of in the library (activities, sections, people)

Activity Two:

- # arrange a visit to the local library
- # have your student phone the library to ask the hours of operation
- # at the library take the time to visit each section and have your student record the various sections in the library
- # when touring the library, have your student make a list of everything she sees
- # discuss the list your student has made
- # after the discussion, ask her if she has any questions about the library and the services it offers
- # have her write down her questions
- # have her choose two or three questions that she wishes to ask the librarian

Activity Three:

- # develop a list of various topics that your student may be interested in (e.g.: cooking, sewing, romance novels)
- # have her take the list and go through the library and find the section in the library where she might find a book dealing with that topic
- # have her choose a book from that section and record the title, author and section where she located it

Activity Four:

- # develop a list of book titles
- # ask your student how she would find that book in the library
- # discuss the various ways in which you could locate the book (ask the librarian, computer, phoning and reserving the book)

Activity Five:

- # use a written dialogue to develop a script that your student can use to ask for a library card
- # role play the written conversation to practice applying for a library card

Activity Six:

once your student feels comfortable using the library have her get her library card

(Hov	n onstrators: v do I know that he do it independ	my student has understood what we have b dently?)	een working on and
Dem	onstrative Activ	rities:	
1.	(Student's Name)	_knows the address and phone number of I	
2.	library. (Student's Name)	is able to identify the resources that are a **Tutor's Initials:* Date:_	vailable at the
3.	(Student's Name)	is able to locate books/material that she <i>Tutor's Initials</i> :	
4.	(Student's Name)	is able to ask for assistance at the library **Tutor's Initials:**	,
5.	(Student's Name)	visits the library independently. <i>Tutor's Initials:</i>	Date:
6.	(Student's Name)	has a library card. Tutor's Initials:	Date:

Background Notes:

Activity One:

- # if your student fills uncomfortable writing the brainstorm, act as the recorder
- # have her transfer the words from the brainstorm to index cards and write each of them in a sentence
- # use questions during the brainstorm to elicit all of the prior knowledge that your student has about the library e.g.: What type of books?
- # the Toronto Public Library has a great web site at: http://www.tpl.toronto.on.ca

Activity Two:

- # if you have access to the Internet you can find a map of the various libraries in the GTA website: http://www.tpl.toronto.on.ca/Branches
- # the term "sections" refers to: science fiction, fiction, music, autobiography
- # you may wish to practice role-playing your student's questions before she feels comfortable asking them

Activity Three:

- # take time to visit both the adult and children's section of the library
- # your student may wish to choose a book to read to her child or grandchild

Activity Four:

you may wish to have the librarian show you and your student how to locate a book in the library

Activity Five:

before starting the role-play, you may wish to have your student develop a list of questions about the price of a library card, late fees, length of borrowing time (this information is also available on the website)

Activity Six:

assure your student that she can use the library without having a library card but she will be unable to take books out

Key Vocabulary:

library fine reference

science borrowing newspaper

geography librarian magazine

novels category periodical

short stories categories journals

poetry story language

science fiction section bilingual

fiction author fables

non-fiction pictures astronomy

biography hobbies dinosaurs

autobiography crafts atlas

music Do-It-Yourself illustrator

literature hardcover publisher

computer paperback talking books

web site printer bulletin board

cd title flyer

cassettes

index

loan catalogue workshop

Unit: Reading With Children

Initial Assessment: (What does the student know, what does she need to know?)

- 1. How old are your children?
- 2. Do you spend time reading with your children? Why? Why not?
- 3. What type of book is your child interested in?
- 4. Do you go to the library with your son or daughter?
- 5. What activities does your child like to do?
- 6. What hobbies does your child have?
- 7. How do you and your child spend time together?
- 8. What is your child's favourite colour?
- 9. Does your child enjoy reading?
- 10. Do you tell your child stories?
- 11. Does your child read in another language?
- 12. Do you read books to your child in a language other than English?

Expected Outcomes:

In this unit students will:

- # identify the importance of reading with children
- # visit the library with their children
- # select an appropriate book that would interest their child
- # feel more comfortable when reading with children
- # understand that reading does not mean just books but sharing experiences, telling stories and identifying print in our everyday life
- # understand their role in helping their children read

Tools:

For this unit you will need:

Handouts: Parents

Parents Are Teachers Too!

Tips For Reading With Children Tips On Reading With Your Baby Choosing Books For Children

- # pen/pencil
- # paper

Activity Procedures:

Activity One: Handout: Parents

- # start this activity by asking your student to describe what is happening in each of the pictures in the handout
- # have her predict what the handout will be about and give her reasons why
- # have her read the handout to herself and underline any words that she does not understand (either meaning or pronunciation)
- # clarify any of the vocabulary
- # have her read the article aloud (note any difficulties with pronunciation)
- # after she has read the story asks her to retell what she has read in her own words

Activity Two:

- # still using the handout, *Parents* ask your student to tell you about her own experience reading as a child
- # share your own experience about books and reading
- # ask her to write a story about the most enjoyable memory she has of reading

Activity Three:

- # ask your student to tell you a story that she remembers reading from her childhood
- # have her write the story
- # after she has written the story, have her read it aloud to you
- # ask her why that was her favourite story
- # ask her if she had any difficulty writing some of the words

Activity Four: Handout: Parents Are Teachers Too!

- # ask your student what she sees her role as a parent is; ask her what responsibilities she has
- # read the handout, Parents Are Teachers Too! together
- # take turns reading the information in each box
- # tell your student to stop you if there is a word that she does not understand
- # after you have finished reading the handout, ask your student if she agrees with the information she has read
- # ask her if she does any of the activities in the handout with her child

Activity Five: Handout: Tips For Reading with Children

- # read the quote at the top of the handout by Orville Prescott
- # ask your student what they think the quote means and who was the person that lured them into "the wonderful world of the written word"
- # have your student read the handout silently and underline any words that they are unsure of (either pronunciation or meaning)
- # read the handout aloud
- # go through each of the statements and ask her why each would be important to remember
- # ask her if she feels that there is anything that she feels would be important to add to the list

Activity Six: Handout: Tips On Reading With Your Baby

- # ask your student to tell you a nursery rhyme that she remembers from her childhood
- # have her tell it to you in her own language and then translate it into English
- # tell her a nursery rhyme that you remember from your childhood
- # write the nursery rhyme and have her read it
- # ask her what she thinks it means
- # ask her if there is a similar rhyme in her language

Activity Seven: Handout: Tips On Reading With Your Baby

- # review the key vocabulary list for this handout
- # ask your student to write each word in a sentence on an index card for her word bank
- # read the handout, Tips On Reading With Your Baby
- # discuss each of the points and why they would be important
- # have your student write a story from her childhood that she might like to tell her child

Activity Eight: Handout: Choosing Books For Your Child

- # review the key vocabulary list for this handout
- # read the handout together
- # discuss the points
- # arrange a visit to the local library and take the handout
- # have your student find an example of each book

Activity Nine:

- # pay another visit to the library
- # ask your student what type of book would be of interest to her child
- # refer to the handout, Choosing Books for Your Child
- # ask her to choose a book that she would like to share with her child
- # read the book together
- # after you have read the book once ask her if she would feel comfortable reading that book with her child

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(How do I know that my student has understood what we have been working on and can she do it independently?)

Demonstrative Activities:

understands the importance of reading with c		
(Student's Name)	Date: Tutor's Initials	s:
(Student's Name)	feels comfortable visiting the lib	· ·
her child.	can select an appropriate book	that would be of interest to
(Student's Name)	Date:	Tutor's Initials:
(Student's Name)	enjoys reading to her children. <i>Date</i> :	
	enjoys telling stories to her ch	ildren.
(Student's Name)	Date:	Tutor's Initials:
(Student's Name)	actively reads with her childre **Date:**	
(Student's Name)	has learned about different chi	
	can identify some or all vocab	ulary related to reading with
children. (Student's Name)	Date:	Tutor's Initials:

Background Notes:

Activity One:

- # asking your student to predict what the article is about will provide you with the background knowledge that she brings to that particular topic
- # note any pronunciation difficulties, have your student find other words in the article/story that begin with the same sound
- # minimal pairs may also be used to help differentiate between the sounds if your student substitutes the sound "t" for "th" use words such as: tree and three)
- # have your student write any difficult words on index cards and write them in sentences for her word bank

Activity Two:

the story may be done during the session or for homework

Activity Three:

- # provide the student with any words that she found difficult to write
- # have her copy these words to her word bank
- # having her read her story aloud will provide her with the opportunity to edit her work (word order, missing words)

Activity Four:

- # parents do not always recognize that they are the first teacher in their children's life
- # you may wish to share what you see as your role as a parent (e.g.: a mother needs to be part chef, nurse, referee and maid)

Activity Five:

- # a homework assignment may be to have your student write the story that she told you about the person who lured her into reading
- # another assignment might be to describe the person she spoke about

Activity Six:

- # many stories and rhymes are international
- # rhymes may be used to practice pronunciation skills, tongue twisters are also excellent to use for pronunciation
- # have your student teach you a tongue twister in her language

Activity Seven:

if your student enjoys drawing, encourage her to create a book for her child from the story she has written (including illustrations)

Activity Eight:

- # allow enough time for this activity
- # it might take the entire session

Activity Nine:

- # if your student does not feel comfortable reading the book after one or two times practicing, ask her if she wishes to choose another one or if she would like to continue to practice
- # if your student does not feel comfortable reading in English, suggest that she look for a book in her first language to share with her child

Key Vocabulary:

Handout: Parents

important, choose, library, aloud, difficult, praise

Handout: Parents Are Teachers Too!

introduce, different, thoughts, together, material, listen, encourage, librarian, prefer

Handout: Tips For Reading With Children

lure, wonderful, least, comfortable, quiet, location, lit, attention, touch, discover, lose, pointing, sessions, effective, dislike, re-read, favourites, patient, enthusiasm, voices, characters, pronounce, drama, excitement, puppets, comment, objects, relate, experiences, opinions, stimulate, confidence, associated, natural, rewarding, borrow, deserve, role model

Handout: Tips On Reading With Your Baby

daily, playpen, toy box, Rhymes, cuddles, tickles, face-making, combine, solid, simple, drawings, corners, marvelous, routine, associate, vocabulary, grabs, familiar, performance, rhythm, shy, whisper, moment, repetition, tots

Handout: Choosing Books For Your Child

board books, nursery rhymes, Mother Goose, finger plays, predictable, strawberries, alphabet books, complex, dinosaurs, riddles, jokes, volcanoes, optical illusions, magic tricks, characters

PARENTS

It is important to read to your children for 15 minutes every day.

Make it fun and your child will grow to love reading.

A love of reading will prepare them for school.

5 Steps for Reading With your Child

- 1. Choose a book from the library.
- 2. Take turns reading aloud, or tell the story by looking at the pictures.
- 3. Talk about the story.
- 4. Help your child with difficult words.
- 5. Praise your child.

Prepared By: Dave Page

Frontier College, Family Literacy Coordinator

Handout: Parents Are Teachers Too!

When do parents teach reading?

- When you read to your child, you are teaching reading.
- When you introduce your child to different kinds of books, YOU are teaching reading.
- When you help your child to put his thoughts on paper, YOU are teaching reading.
- When your child sees you reading for fun, YOU are teaching reading.
- When you take your child to the library, YOU are teaching reading.
- When you talk to your child about the stories that you are reading together, YOU are teaching reading.
- When you read books together that are about your child's experiences and about new experiences, YOU are teaching reading.
- When you provide a wide variety of books, YOU are teaching reading.
- When you have reading material in your home, YOU are teaching reading.
- When you listen to your child read, YOU are teaching reading.
- When you encourage your child to read to others (even if he just reads the pictures), YOU are teaching reading.
- When you praise your child when he reads, YOU are teaching reading.

You were your child's first teacher, keep up the good work! Reading can be done in any language. Ask your local librarian to help find books for you in the language you prefer.

Prepared by: Dave Page, Frontier College Family Literacy Coordinator

Handout: TIPS FOR READING WITH CHILDREN

"Few children learn to love books by themselves. Someone has to lure them into the wonderful world of the written word: someone has to show them the way." **Orville**

Prescott: A Father Reads to His Children

1. Read with your children every day.

- ! Read with your children for at least fifteen minutes every day.
- ! Choose a comfortable, quiet, and well-lit location.
- ! Give children your full attention when your are reading together.

2. Read for enjoyment.

- ! Let children choose the books they are interested in.
- ! Let children touch the books, turn the pages and discover the pictures.
- ! Let children read to you. Or read aloud to the children.
- ! Take turns reading aloud, using a picture book with just a few words on each page.
- ! A child may lose interest in a story, but will often enjoy pointing out things in the pictures.

3. Stop reading when your child loses interest.

- ! Short sessions are effective. You should not make your children read books they dislike.
- ! Children can read a number of books; you do not need to finish a book you start.
- ! Re-read the child's favourites. Young children often want the same story read over and over again. Be patient!

4. Be expressive.

- ! Enthusiasm is important. Give different voices to different characters.
- ! Read slowly, and pronounce the words clearly; use drama and excitement to make the story come alive.
- ! Puppets can be used to act out the story.

5 Get to know the book.

- ! Give children time to comment on what they see and hear.
- ! Ask children lots of questions about colours, numbers, shapes and objects in the story.
- ! After the story ask questions that stimulate thought.
- ! Avoid questions that "test" your child

5. Give Praise.

! Praise builds confidence and self-esteem in children, Reading will be associated with feeling good. Learning becomes natural, rewarding and fun.

6. Visit your local library.

- ! Go often. Borrow and read many different kinds of children's books to discover and increase your child's interests.
- ! Children can get their own card at a young age. You and the children can both choose and borrow several books at once.

7. Be a role model.

- ! Make a book of your own, and help your children to make their own books!
- ! Children learn from example. If they see parents reading, they will also want to read!

Prepared By: Dave Pave (Frontier College, Family Literacy Coordinator)

Handout: TIPS ON READING WITH YOUR BABY

Books should be a part of your baby's daily world. They should be easy to reach and should be found among the other things in the playpen and toy box. Babies love rhymes, songs, cuddles, tickles, and face-making. When you combine this fun with books, your baby will grow to love books, and will soon be reading to you!

1. Select board books with simple pictures.

- ! Solid colours, or black and white are easy for babies to see.
- ! Clear simple drawings are best.
- **!** Board books are best for babies: they are easy to hold, the pages are easy to turn and the corners are rounded

2. Begin to read as soon as possible.

- ! The bed time story is a marvelous daily routine
- ! Babies will begin to associate your voice with books and reading
- ! Books are a wonderful means to build vocabulary.

3. Let your baby touch the books.

- ! When your baby grabs the book it means that your baby is interested!
- ! Show your baby how to turn the pages. Point out familiar things in the pictures. E.g.: "Do you see the cat?" There is the cat!"

4. Make reading a performance.

- ! Move in time to the rhythm. Don't be shy to sing. Your baby loves your voice!
- ! Change your voice, whisper, or make sounds at the right moment in the story.
- ! Tickle or cuddle your baby at the right moment.

5. Nursery rhymes are a favourite.

- ! Repetition and the sing-song rhythm keep babies interested.
- ! Nursery rhymes are easy to remember. Your baby will grow up to repeat them.

6.	Visit your local library. ! Borrow different books to see which ones are most interesting to your						
	!	baby. When your baby gets older, join the Parents and Tots reading program at the library. If they do not have one, speak to the librarian about starting your own Reading Circle!					
		HAVE FUN READING WITH YOUR BABY!					
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Handout: Choosing Books

For children aged two and three:

- * choose board books with simple pictures
- * look for clear, bright pictures
- * read nursery rhymes, mother goose, and finger plays
- * talk about the pictures; build vocabulary

For children aged four and five:

- * choose picture books with large print and just a few words on each page.
- * choose books which have predictable words or phrases that the children can enjoy repeating e.g.: he ate five strawberries and he was... **"STILL HUNGRY"** *Eric Carle*
- * use alphabet books, have the children tell you the letters
- * have children point out colours, numbers, shapes and objects

For Children aged six and seven:

easy-to-read books
funny books
rhyming books
e.g.: Dennis Lee

* beautiful books e.g.: Ezra Jack Deats, Richardo Keen-Douglas, "Animalia"

by Graham Base, "I Spy" by Scholastic Press

For children aged eight and older:

* picture books with more words and more complex stories

fiction and non-fiction * riddles and jokes

* fables * volcanoes and earthquakes

* pets * sports

* world facts and maps

Other Suggestions:

- * have strong female and male characters
- have characters of all races
- * are relevant to the child's world
- * are fun to read aloud
- have just a few words per page
- * are Canadian!
- * are the most beautiful, colourful and exciting!

Prepared By: Dave Page, Frontier College, Family Literacy Coordinator