

BOOKS ~ THE OTHER CHANNEL

Leaders Guide

2008 Kansas FCE Educational Program Lesson

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for use w/ North Fire #40

BONDING: Do you know a book by its cover? (Copy the covers of several "Little Golden Books", or other familiar children's books, with the title covered. Provide paper to fill in the names of the books. The person who knows the most titles receives a "door prize".) You can come up with another bonding, but do have one. This bonding will help people remember a time when a book was read to them and how they felt when being held on a parent's lap to hear a story.

QUOTES: (Quotes can be shown on an over head projector, or copied onto poster board and displayed around the room. You may have other favorite quotes about books or learning.)

"A home without books is a body without soul." Marcus Tullius Cicero

"The more that you read, the more things you will know. The more that you learn the more places you'll go." Dr. Seuss

"Today a reader, tomorrow a leader." Margaret Fuller

"Children are made readers on the laps of their parents." Emilie Buchwald

READ THE BOOK: "Read to Your Bunny" by Rosemary Wells (or a book of your choice), this book sums up the concepts of what we are trying to accomplish with this lesson. Reading can: calm you, is pleasurable, can transport you into another world. Reading is valuable in countless ways. Reading provides a storehouse of knowledge, memories that last a lifetime, and valuable family bonding time.

HOW LITERACY AFFECTS SOCIETY: In the 1991 National Literacy Act, Congress defined literacy as an individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential.

The National Adult Literacy Survey (1998) found 21% to 23% (40-44 million of the 191 million adults, age 16 and over) at Level 1, the lowest literacy level.

Literacy facts: (Literacy facts could be copied and distributed to audience to read)

1. 43% of adults at level 1 live in poverty compared to 4% of adults at level 5 who live in poverty
2. Being on welfare goes up as literacy levels go down, 3 out of 4 food stamp recipients performed at the 2 lowest literacy levels.
3. Adults at level 1 earned a median income of \$240 per week compared to \$681 for those at level 5.
4. Adults at level 1 worked an average of 19 weeks per year, compared to 44 weeks per year for those at level 5.
5. Seven (7) in 10 prisoners performed in the lowest two literacy levels.
6. 85% of all juvenile offenders are illiterate
7. 34.8% of women who are heads of households do not have a high school diploma.
8. An estimated yearly cost of non-productivity, crime, and loss of tax revenue related to illiteracy is \$225,000,000,000. (Billion)
9. Youngsters whose parents are functionally illiterate are twice as likely as their peers to be functionally illiterate.
10. 50% of American adults are unable to read an 8th grade level book.

AUDIENCE FOR "BOOKS ~ THE OTHER CHANNEL" HF: What does this mean for FCE? Research indicates there are strong, positive associations between parenting and children's literacy outcomes. Nearly 80% of a nationally representative sample of 2,017 parents with children from birth to 3 years old reported that they could use more information in at least one of six areas of child rearing, and 53% wanted information in at least 3 areas. *More than 40% of parents wanted specific information on how to encourage learning.* Recent reports issued by the National Research Council and by the International Reading Association and the National

Association for the Education of Young Children, call for increased attention to the family's role in *supporting young children's reading and writing development*. Adult participants in our nation's literacy and lifelong learning programs want formal learning opportunities to help them effectively carry out the parenting role and they view the following as central to the parent role: *promote family members' growth and development*; meet family needs and responsibilities; and strengthen the family system.

Parents need and want help with parenting skills. They want to help their children learn and develop skills necessary for success in life. Readers begin at home. FCE has tools to help with the goals of the US Department of Education for Parenting Education:

- a. Engage in language-rich parent-child interactions
- b. *Provide supports for literacy in the family*
- c. Hold appropriate expectations of the child's learning and development;
- d. Actively embrace the parenting role
- e. *Form and maintain connections to community and other resources for meeting individual and family needs*

National FCE history with literacy goes back to 1988 when the "Books for Newborns" project was introduced for 1989 and later Reading Buddies was adopted as a project.

GOALS FROM ACCOMPLISHMENT REPORT: Discuss the goals as listed on the accomplishment report form and brainstorm ideas. Suggestions are listed in parentheses to get you started.

1. Provide guidance and resources for choosing children's reading material. (*Ask a local teacher, they will usually have a list that they will share.*)
2. Identify places that you can donate books to. (*hospitals, Dr Offices, preschools*)
3. Consider ways to fund the purchasing of books to donate. (*Grants, bake sales, matching donations*)

COMMUNITY ACTION PROJECT: (suggestions if a local club wants to do more)

1. Donate books to city libraries or school libraries (ask what books are needed).
2. Provide "Books for Babies" (When donating books, consider giving the "Books ~ The Other Channel" HF to the parent or caretaker also.)
3. Sponsor a story hour at the library.
4. Read to your child or grandchild!!
5. Work with a Day Care center to provide them books.

Resources:

- A. www.womansday.com/scholastic ~ Book suggestions, advice, information
- B. www.rosemarywell.com/teacher ~ Read to Your Bunny
- C. www.funshineexpress.com ~ early learning curriculums, samples for door prizes
- D. www.ed.gov/pubs/edpubs.html ~ information, publications
- E. www.kidscount.org ~ data on children
- F. www.imaginationlibrary.com ~ Dolly Parton Imagination Library information
- G. ChildCareAware.org ~ information and resources
- H. www.noodlesoup.com Pamphlet #3815
- I. www.reading.org ~ Information, resources \$
- J. www.acs.ucalgary.ca/~dkbrown ~ Children's Literature Web Guide
- K. www.rif.org/parents/goodbooks ~ Reading is Fundamental Website
- L. www.douglascountysuccessby6.org ~ bookmarks
- M. Read Across America Day ~ The National Education Association, March 2 ~ Dr Seuss' birthday
- N. National Children's Book Week ~ in November, One Book, One State (coincides with National Children's Book Week) have also seen One Book, One Community (encourages children and the adults in their lives to read the same book.)
- O. <http://skyways.lib.ks.us/orgs/kcfc/index.htm> ~ Kansas Center for the Book
- P. www.childrensbooksonline.org ~ listen to books online

Reading can be part of even the busiest life:

1. Designate a family reading time
2. Set aside 30 minutes in which everyone reads together. It doesn't matter what you read ~ newspapers, magazines, books, even instruction manuals for toys or computers ~ as long as you read.
3. Connect reading to bedtime. Because reading is a destressor, it's the perfect activity to do before going to sleep. Consider allowing the light to stay on a little longer, but only if your child is in bed reading.
4. Take books with you. Listen to books on tape while driving to and from activities, and keep books in the car so kids can read while waiting for practice or lessons to start.
5. Read whatever and whenever you can, and share it. Read aloud from an interesting article in the newspaper over breakfast, or flip through a magazine with your child while waiting in line at the grocery store (make sure it is a magazine you are purchasing). Parents can learn about their kids this way and kids can learn in these 'odd' moments.

HOW TO ENCOURAGE READING AT DIFFERENT AGES:

Scientists who study how the brain works have shown that children learn earlier – and learn more – than we once thought possible. From birth through age 5, children are developing the language, thinking, physical, emotional, and social skills that they will need for the rest of their lives. “The ages between birth and age 5 are the foundation upon which successful lives are built.” (Laura Bush). Whether you are reading with your baby or preschooler, don't rush through the book – take time to read it and talk about it together. Have fun with literacy. Read, talk, sing, and play with your child – don't worry! Young children learn at very different rates. Your child will want to read and write if it is a fun and natural part of what you do each day. Give praise freely. Encouraging your baby and young child during all of the early literacy stages gives your child the confidence to read and write later. Before you know it, your child will be reading out loud to you! Reading for fun is one of the best ways for children to improve their reading skills. According to the most recent National Assessment of Educational Progress children between 9 and 17 who read for fun scored higher on national reading tests than those who don't. The following lists have information that will help you prepare children to learn. They are only a starting point, you and your child will enjoy them enough to create and try many more on your own.

Infants and Toddlers:

1. The single most important way for children to develop the knowledge they need to become successful readers later on is for you to read aloud to them often beginning when they are babies. Read, play music, and sing songs and nursery rhymes to your baby.
2. Good books for infants and toddlers: Board books, Cloth books, Touch and feel books, interactive books, books with interesting language, rhythm, and sounds, books with predictable patterns and repeated language. Let baby play with sturdy board books and soft cloth books.
3. Hold your baby often for the physical contact babies need; look directly at the baby so he/she can see your face.
4. Talk to your baby about what you are doing. Answer the sounds your baby makes.
5. Play little games of moving an object slowly and letting baby follow with his/her eyes.
6. Dance with your baby.
7. Point to pictures and words as you read, talk about colors, number of things and directions (up and down). Point out familiar words, letters, and baby's name
8. Make up stories to go with the picture books. Animal books are great, make up animal noises to go with them.
9. Vary the texture of items baby plays with, talk about how they feel.

10. Repetition ~~ read the same books to your baby over and over until he/she becomes familiar with them. Children like to hear the same story again and again – so have fun picking out a new picture or letter to talk about each time, or telling the story a little bit wrong so your child will say, “That’s not what it says!”
11. “Read” books together; talk about pictures; let baby turn pages.
12. Give your child enough time with each picture to completely enjoy it.
13. Play pat-a-cake, hide and seek, and finger games (“This Little Piggy”) with your baby.
14. Have books, newspapers, and magazines at home, and read them yourself.
15. Visit the public library often.
16. “Write” a book about baby’s day using snapshots of family or pictures clipped from old magazines

Preschoolers:

1. What you need: Board books, predictable books and books that label and name concepts, such as colors, numbers, shapes, a children’s dictionary, preferably a sturdy one and paper, pencils, crayons, markers.
2. The length of books may begin to increase as the child’s attention span and interest expand.
3. Talk about books and reading with your child. A child will be motivated to learn to read if reading seems to be important and enjoyable. Make sure that your child sees you and other reading daily.
4. Listen to your child, listening is the best way to learn what’s on his/her mind and to discover what she/he knows and doesn’t know and how she/he thinks and learns. It also shows your child that her/his feelings and thoughts are valuable
5. If your child does not have his or her own library card, now is the time to get one! Take your child to the library not only for books but for records, cassettes, and any other media they have available.
6. Attend story time at the library
7. Make puppets to dramatize stories
8. Introduce simple board games, matching games, and games played with big picture cards
9. Some preschoolers may begin to enjoy simple jokes and riddles
10. Play rhyming games with your child. Say a word and allow the child to come up with a rhyme, or vice-versa
11. Play “What if...?” games with your child. Use examples of safety situations, right or wrong, good or bad, etc.
12. Help your child learn his or her complete name, phone number, and address. The song “Twinkle, Twinkle, Little Star” has just the right rhythm for the entire phone number.
13. Talk with your child. The child who can describe and explain things well will learn to read more easily. Ask your child questions.
14. Provide opportunities for your child to do and see new things.
15. Be enthusiastic about reading

Kindergarten – 3rd Grade:

1. Continue to read to your child even though he/she is beginning to read independently.
2. Beginning readers need an audience. Take time to sit and listen to your child read.
3. Create a good reading climate. Children learn to read better if their home has newspapers, magazines, and books that are enjoyed and discussed regularly.
4. Let your child subscribe to his/her very own magazine
5. Play reading games while traveling
6. Find letter of the alphabet on road signs, car tags, and things inside the car it self
7. Point out what the signs say when your are driving or shopping
8. Make a game of learning to identify words

9. Have books with corresponding cassette tapes, cds available. These are fun reinforcement activities.
10. Let your child type words on a keyboard, typing words that have been mastered.
11. Introduce maps to your child
12. Read most of a story, have your child make up the ending
13. Find a picture. Write down a story as your child tells it to you. Encourage imagination by making up stories with your child.
14. Study a picture in a magazine. Have your child write from memory what was in the picture.
15. Cut out pictures from the newspaper. Have your child write captions about them
16. Let your child read a recipe to you for making an item for dinner
17. Make a list together of all the things you and your child did today.
18. Have your child tell you all the steps it takes to get ready for bed (or some other activity, getting ready to go to school, etc.)
19. Have your child search for opposites in a magazine or newspaper
20. Write a letter to a friend and mail it
21. Read the comic section of the newspaper together
22. Have your child look outside and list things that begin with each letter of the alphabet
23. Let your child study a grouping of five things. Take one away and ask which is missing
24. Have your child find emergency numbers in the phone book for fire, police, etc.
25. Let your child read into a cassette recorder and then mail the recording to someone special
26. Make or buy hand puppets. Have the puppets "read" the book for a change
27. Make frequent trips to the public library
28. Encourage reading as a free-time activity
29. Take your child's frustrations seriously. Learning to read is a challenge.

Literacy facts: (Cut apart and distribute to audience to read)

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