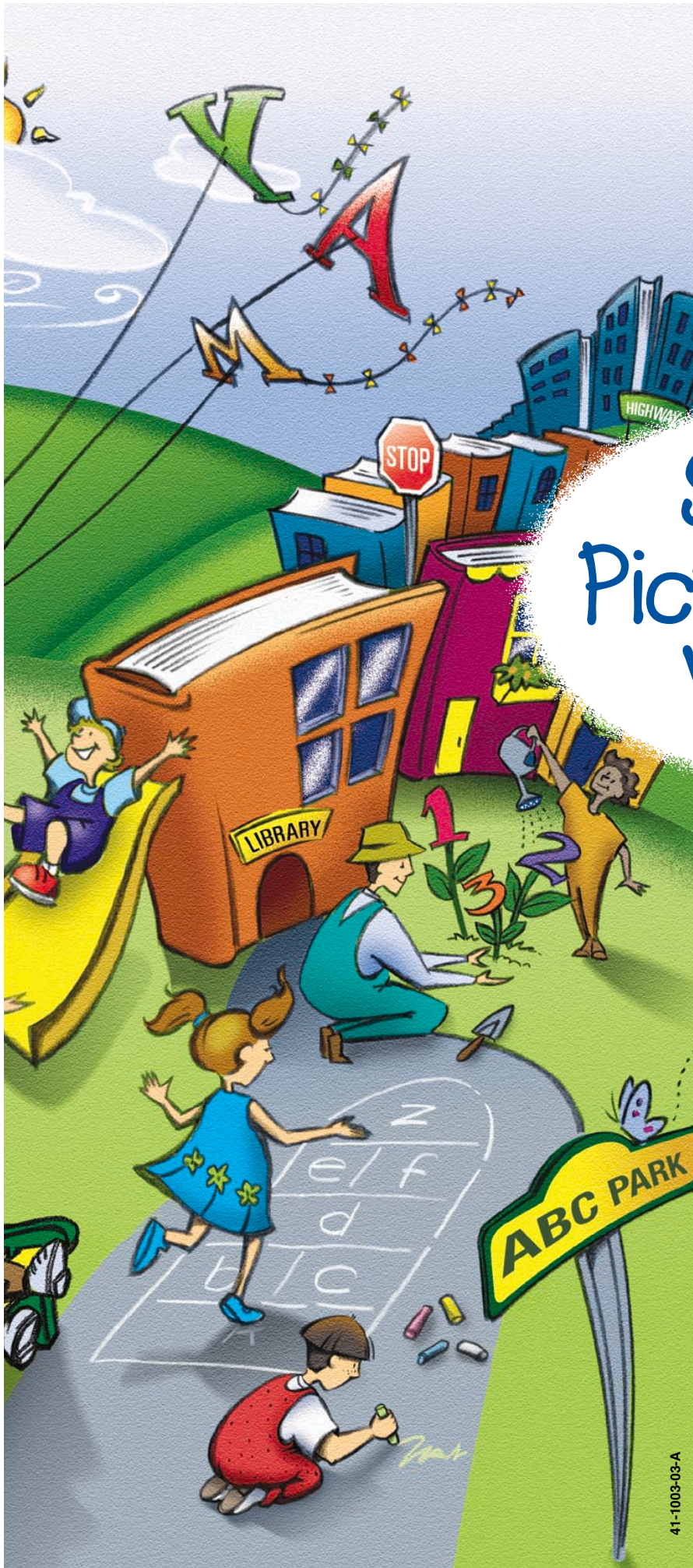


Notice

For easier viewing on-screen, all bank pages in the print version of this document (i.e. pages ii, iv, vi, viii, 2, 10, 16, 18, 20, 22, 24, 28, 46, 54, 56, 58, 60 and 62) have been removed from this PDF version. These pages will therefore not appear when you print the PDF file.

The pagination of the PDF version is identical to that of the print version.



Hand
in Hand
From
A to Z!



Sharing Pictures and Words



COMMISSION SCOLAIRE
MARIE-VICTORIN

Éducation
Québec



SHARING PICTURES AND WORDS

*Hand
in Hand*

*From
A to Z!*



INTRODUCTION TO THE PROGRAM

The original French version of the Hand in Hand project, entitled *De A à Z on s'aide!*, received the "Prix d'excellence 2000" for outstanding achievement from the Fédération des commissions scolaires du Québec.

MARCH 2004

SHARING PICTURES AND WORDS

Coordination

Hélène Tremblay, M. Sc., project management

François Blain, M. Sc., project management

Service de l'éducation des adultes, Commission scolaire Marie-Victorin

Design

Josée Pelletier, resource teacher

Thiên Trinh Nguyễn, psychoeducator

Hélène Tremblay, M. Sc., project management

François Blain, M. Sc., project management

Diane Guertin, social worker

Cover design

OSE design

Formatting

Transcontinental Québec

Contributors

Direction de la formation générale des adultes

Carmen Allison, PGP-Ressources

Production

Service des publications, Direction des communications, Ministère de l'Éducation

The project was subsidized by the Ministère de l'Éducation, under the Joint Federal-Provincial Literacy Training Initiatives (JFPLTI) program, and by the Direction de la santé publique de la Montérégie.

ENGLISH VERSION

Direction de la production en langue anglaise, Services à la communauté anglophone,

Ministère de l'Éducation

Contributors

Gillian DiVito and Tina Jory, adaptation of songs and nursery rhymes

Ann Fairhurst-Lozyk, consultant

The contents of this document may be used or reproduced provided that the source is cited.

© Gouvernement du Québec

Ministère de l'Éducation, 2004—03-00979

ISBN 2-550-41971-5

Legal deposit—Bibliothèque nationale du Québec, 2004

ACKNOWLEDGMENTS

We would like to thank the people who believed and participated in the project, including members of various boards and departments, for their steadfast commitment over the course of five years. We would especially like to thank Pierre Giguère and Guy Fortier, directors of the Service de l'éducation des adultes at the Commission scolaire Marie-Victorin, and Lino Mastriani, at the Direction de la formation générale des adultes, for their support. We are also grateful to Andrée Racine, at the Direction de la formation générale des adultes, for her help with the distribution of the Hand in Hand emergent literacy materials.

To obtain a set of documents and posters, please contact the Commission scolaire Marie-Victorin, Service de l'imprimerie:

- to obtain information: Richard Viens, 450-670-0730, extension 403
- to place an order by fax: Richard Viens, 450-670-0250
- to place an order by e-mail: richard_viens@csmv.qc.ca

The documents and posters are free, but there is a charge for postage. Additional copies of *From Cradle to Classroom* may also be ordered, but photocopying costs and postage are not covered.

FOREWORD

In 1995, the Commission scolaire Marie-Victorin, in partnership with various organizations, set up a joint action-research project on the prevention of illiteracy in a working-class area of Longueuil. Subsidized by the Ministère de l'Éducation, under the Joint Federal-Provincial Literacy Training Initiatives (JFPLTI) program, and by the Direction de la santé publique de la Montérégie, the project is intended for families with children up to 4 years of age. Its goal is to support working-class families in their efforts to foster the overall development of their children and their emergent literacy skills. The project involves five areas of research: *emergent reading and writing, early family intervention, the ecological approach, primary prevention, and partnership.*

Since the beginning of the project, the team of partners has developed and experimented with various tools and approaches to help families and their children through preventive and long-term action in the area of emergent literacy. The Hand in Hand emergent literacy materials, which include eight documents and five posters, represent the culmination of all the work that went into this project.

| Documents | Target Population |
|--|--|
| – <i>Hand in Hand: Emergent Literacy From A to Z</i> | Staff of organizations offering services to children from birth to 4 years of age and their families |
| – <i>Checklist for Parents</i> | Newborns and their families |
| – <i>From Cradle to Classroom</i> | Children from birth to 4 years of age and their families |
| – <i>Sharing Pictures and Words</i> | Children from 12 to 24 months of age and their families |
| – <i>Play Workshops</i> | Children from 2 to 3 years of age and their families |
| – <i>First Steps in Reading and Writing</i> | Children 3 years of age and their families |
| – <i>Emergent Literacy Training</i> | Staff of organizations offering services to children from birth to 4 years of age and their families |
| – <i>Communication Plan for Emergent Literacy</i> | Staff of organizations offering services to children from birth to 4 years of age and their families |

Sharing Pictures and Words is a program for developing parenting skills and early intervention strategies and is intended for use with 12-to-24-month-olds and their parents. The program aims at developing and consolidating parenting competencies related to emergent reading and writing. The workshops in the program are designed for parents and children. The project's main goal is to develop parents' ability to *interact effectively with their children in the area of emergent literacy*. Groups of about 12 parents participate in the two-hour workshops, which are offered twice a week over 10 weeks. Parents are also given activities to do at home with their children.

TABLE OF CONTENTS

| | | |
|------|---|----|
| 1 | FAMILY LITERACY APPROACH | 1 |
| 2 | PARENTS' WORKSHOPS | 3 |
| 3 | PARENT-CHILD WORKSHOPS | 11 |
| 4 | TARGET POPULATION | 15 |
| 5 | OBJECTIVES | 17 |
| 6 | WORKSHOP SCHEDULE | 19 |
| 7 | ROLE OF TRAINERS | 23 |
| 8 | REQUIRED RESOURCES AND MATERIALS | 25 |
| 8.1 | Human resources | 25 |
| 8.2 | Facilities and materials | 25 |
| 8.3 | Preparations | 26 |
| 9 | EMERGENT LITERACY | 29 |
| 9.1 | Definition of emergent literacy | 31 |
| 9.2 | The difference between natural and formal written-language acquisition | 31 |
| 9.3 | Development of emergent literacy | 32 |
| 9.4 | Fundamentals of emergent literacy and research findings | 33 |
| 9.5 | Factors that influence emergent literacy development | 35 |
| 9.6 | Environmental factors that foster the development of children's emergent literacy | 36 |
| 9.7 | Parent-child workshops and emergent literacy | 37 |
| 10 | THE ROLE OF TRAINERS IN DEVELOPING EMERGENT LITERACY SKILLS | 39 |
| 11 | CONDITIONS FOR SUCCESSFUL WORKSHOPS | 41 |
| 11.1 | Recommendations for leading workshops | 41 |
| 12 | CHARACTERISTICS OF ADULTS IN LEARNING SITUATIONS | 43 |

| | |
|--------------------|----|
| APPENDIX 1 | 47 |
| APPENDIX 2 | 55 |
| APPENDIX 3 | 57 |
| APPENDIX 4 | 59 |
| APPENDIX 5 | 61 |
| BIBLIOGRAPHY | 63 |

PARENTS' WORKSHOPS
PARENT-CHILD WORKSHOPS

| 1 FAMILY LITERACY APPROACH

A few remarks about the approach

In the approach used to create the *Sharing Pictures and Words* program, the competency to be developed is based on the individual's potential. It consists in sparking or reinforcing parents' interest (motivation) in guiding their children through the emergent literacy process and equipping them to do so (to act). The goal is not to achieve a given result or satisfy a particular requirement. The competencies to be developed have been established according to an operational model of objectives connected with real-life situations. It is therefore an ongoing process.

The program objectives take the following into consideration:

- **the overall goal**, which is in fact the statement of the target competency
- **details** about this statement that define the competency's scope and limits
- **the learning situation**, described as an ongoing process that includes the usual phases of the learning process: motivation, acquisition, assimilation and transfer
- **training conditions** that allow trainers to apply approaches that will help parents to develop the competency
- **participation criteria** that allow parents to determine where they stand during the workshops

It is important to remember that the overall goal, as described in this document, constitutes the main objective of the training because it introduces the target competency to both trainers and parents. Trainers should therefore refer to it frequently in order to achieve the stated objective.

2 PARENTS' WORKSHOPS

Overall goal

To interact with their child to foster his or her literacy development

Details

- Situate the development of their child in terms of the motor, emotional, social and cognitive dimensions¹
- Develop an awareness of the importance of their role in their child's literacy development
- Determine their own relationship to written language and learning (content: practices, perceptions, skills, metacognition)
- Use various forms of everyday writing to foster their child's literacy development (purpose of writing, direction or orientation of writing, connections and differences between speaking and writing, the concepts associated with writing, the sound aspect of written language, the writing process)
- Communicate easily with their child in an emergent literacy context
- Read and tell stories
- Use community resources (libraries, book stores, story time, TV programs on a literary theme, toy libraries, children's booklists, etc.)

Learning situation

Phase 1: Raising parents' awareness of parenting skills that foster children's literacy development

- Say why they decided to take this training and what they expect to get out of it
- See how reading and writing are a part of everyday life (give examples of ways they can encourage their child's emergent literacy skills)
- Observe their child's emergent literacy behaviours

1. One of the success indicators of this point is acceptance by parents of their child's individual characteristics.

- Discuss various aspects of their child's development that have a connection with emergent literacy
- Look for connections between various aspects of their child's development and emergent literacy
- Recognize the importance of their role in their child's literacy development
- Explore their own relationship to written language and learning

Phase 2: Familiarizing parents with strategies that foster children's literacy development

- Describe what their child does in relation to all aspects of development, what they would like their child to do, and things their child does that surprise them
- Describe things they do that foster their child's overall development and his or her literacy development
- Make connections between their role as parents and the things they do that foster their child's literacy development
- Select activities and materials that foster their child's literacy development
- Use different kinds of written language to foster their child's literacy development
- Talk to others about daily activities that they feel foster their children's literacy development
- Think up and do new activities suited to their situation that will encourage their child's literacy development
- Discover various types of children's books
- Engage in storytelling and storyreading
- Explore community resources that can support them in their role as parents

Phase 3: Evaluating attitudes and skills that foster children's literacy development

- Note the progress of participants between the beginning and the end of the workshop: describe one or two new behaviours of parents and children that have a connection with emergent literacy
 1. Choose two books that their child likes
 2. Explain what their decision is based on
 3. Say why they feel that their child likes these books
 4. Describe the story and the qualities of each book
- Compile a group list of books used with the children
- Evaluate changes in the home environment:
 - establishment of a reading corner
 - establishment of a writing corner
- Identify appropriate times to interact with their child in an emergent literacy context
- Take the time to interact with their child in an emergent literacy context

Training conditions

- Pay close attention to each parent's learning pace and unique life situation
- Ensure that the learning activities are appropriate to the parents' habits, knowledge and experience
- Use a variety of print materials in carrying out activities
- Help parents to discover the joys of reading (provide opportunities for reading aloud, reading stories, personal reading)
- Always base intervention on the parents' strengths
- Encourage exploration of local resources (library, bookstore, etc.)
- Organize activities that require imagination and creativity

- Have a box on hand with a variety of books for children and adults
- Have a box on hand with puppets and stuffed animals to use during activities
- Set up a library, with loan cards

Participation criteria

- Phase 1:**
- Explained their reasons for participating and their expectations
 - Participated in discussions and activities
 - Agreed to examine their own relationship to written language and learning
- Phase 2:**
- Described practices that foster literacy development
 - Agreed to tell a story to their child or to the group (based on a picture if they don't know how to read)
 - Made a connection between their role and things they do that could foster their child's literacy development
 - Used community resources to support them in their role as parents
- Phase 3:**
- Shared their appreciation of a book that is appropriate for their child
 - Identified a change in their child
 - Identified a change in themselves
 - Agreed to help compile a list of books with the group
 - Compared changes between the beginning and the end of the training

We will have achieved the objectives if...

It would be useful to create an observation checklist with the parents to be returned to them later. This checklist will allow parents to collectively define training objectives and to determine where they stand in relation to the training objectives and emergent reading and writing behaviours. Here are a few examples.

- Was able to accept his or her child's level of development
- Has realistic expectations for the child
- Is able to adjust to his or her child's temperament (If the child does not have good motor skills, then the parent focuses on the child's other strengths.)
- Is able to recognize his or her child's strengths and use them to consolidate learning and structure the child's development
- Takes advantage of opportunities in daily life to foster the development of his or her child's literacy development (connection with the organization of the child's routine)

Strategies for working on success criteria with parents

- Before giving parents success criteria, it would be interesting to see what criteria they come up with themselves.
- Write down the criteria established as a group. They will be used at the end of the training to assess what has been learned and what progress has been made.

Parents' workshops

| WORKSHOP | THEME | ACTIVITY |
|----------|--|--|
| 1 | Welcome | <ul style="list-style-type: none"> - Myself in pictures - Understanding the process - Questionnaire - The portfolio - Presentation of <i>From Cradle to Classroom</i> - The library and me |
| 2 | Child development | <ul style="list-style-type: none"> - Child development in 12-to-24-month-olds |
| 3 | Emergent literacy | <ul style="list-style-type: none"> - Discovering my child - What my child knows and does - Observing my child |
| 4 | The child, the family and written language | <ul style="list-style-type: none"> - My plan for my child |
| 5 | Emergent literacy | <ul style="list-style-type: none"> - Emergent literacy: What? Why? How? |
| 6 | Reading stories | <ul style="list-style-type: none"> - The magic of stories - The benefits of reading - Discovering books |
| 7 | Making the library part of my life | <ul style="list-style-type: none"> - Visit to the local library |
| 8 | Why do we read? | <ul style="list-style-type: none"> - The functions of written language - Reading and writing in my life - Written materials inside and outside my home |
| 9 | The role of parents | <ul style="list-style-type: none"> - I learn better when... |
| 10 | The role of parents | <ul style="list-style-type: none"> - The parent's influence - My description - Written language collage |
| 11 | My relationship to written language | <ul style="list-style-type: none"> - Written language and me - What I do in everyday life - Me, my child and written language |
| 12 | Emergent literacy at home | <ul style="list-style-type: none"> - Having fun in everyday life - Planning an emergent literacy day - Preparing for action |
| 13 | Creating a literacy-rich environment at home | <ul style="list-style-type: none"> - Helping my child discover written language - A print-rich home - Home decorating with print |

Parents' workshops

| WORKSHOP | THEME | ACTIVITY |
|----------|---------------------------------------|--|
| 14 | Discovering new activities | – Emergent literacy activities |
| 15 | The art of storyreading | – A story for my child – Reading at home |
| 16 | Writing a story | – Inventing a story – A Story at Home – Second visit to the library |
| 17 | My child's first visit to the library | – Second visit to the library |
| 18 | Favourite first books | – My favourite books |
| 19 | My child's books | – My little one's choices – My new reading and writing habits with my child – Taking stock |
| 20 | Party time | – Party |

3 PARENT-CHILD WORKSHOPS

Overall goal

To interact as a pair in situations that foster the child's literacy development, taking into account each partner's learning pace

Details

- Recognize the importance of having fun in learning situations
- Communicate effectively when interacting with their child
- Use intervention techniques that promote emergent literacy
- Organize themselves to accomplish a task with their child

Learning situation

Phase 1: Raising parents' awareness of the importance of interaction between parent and child in learning situations

- Identify enjoyable and difficult times in an activity done together
- Become familiar with techniques that foster emergent literacy development: reading books, developing their child's fine motor skills, associating pictures with words
- Be aware of attitudes that promote communication: echoing, listening, providing feedback, showing respect for each other
- Recognize how to approach a shared task: show respect for each other's abilities, state expectations clearly, work together using the available space, time and materials

Phase 2: Applying approaches that foster learning during harmonious interaction between parent and child

- During activities done as a pair, express any emotions felt while maintaining self-respect and respect for others (staying calm, identifying the emotion, reinforcing positive behaviours)

- Experiment with ways of fostering the development of emergent literacy (associating pictures with words, reading books, developing the child’s fine motor skills)
- Adopt different attitudes that promote good communication
- Participate as a pair in various activities that involve dividing up and organizing tasks and adjusting to each other’s pace and capabilities

Phase 3: Evaluating parents’ ability to interact with their child

- Determine the areas that need improvement when interacting with their child in various learning contexts aimed at developing emergent literacy
- Use their newly acquired skills for interacting with their child in a different learning context (trip to the library during one of the parents’ workshops)

Training conditions

- Create a climate of trust and enjoyment that promotes harmonious interaction between parent and child
- Respect the pace of each individual during the activities and provide each parent-and-child pair with appropriate support and guidance
- Promote learning through play
- Respect the dignity of all the parents and children
- Remember that parents are their children’s primary educators; the activity leader’s role is to offer support and provide a model
- Reinforce and encourage attitudes and behaviours that promote harmonious interaction
- Listen carefully to participants and observe each pair
- Help parents recognize their strengths and limitations and their child’s strengths and limitations when working as a pair

- Encourage participants to transfer what they have learned into everyday life
- Provide participants with stimulating, appropriate material

Participation criteria

Phase 1: – Listened to the instructions for the activities

– Gathered information

– Observed the activities

Phase 2: – Participated in carrying out activities

– Followed the instructions for the activities

Phase 3: – Shared with the group at least two emergent literacy activities carried out as a pair in order to transfer acquired knowledge

– Identified two areas in which they need to improve in order to interact harmoniously and specified ways to achieve this

Parent-child workshops

| WORKSHOP | THEME | ACTIVITY |
|----------|------------------------------------|----------------------------|
| 1A | Good morning! | – Colouring a house |
| 2A | Insects and creepy crawly critters | – Colouring a ladybug |
| 3A | Fruits and vegetables | – Grocery cart |
| 4A | The parts of the body | – Coat |
| 5A | The seasons | – Cloud |
| 6A | Farm animals | – Duck |
| 7A | Loving hearts | – Decorating a flower |
| 8A | The sea | – Painting a whale |
| 9A | Animals | – Decorating a teddy bear |
| 10A | Party time | – Consulting the portfolio |

4 TARGET POPULATION

The *Sharing Pictures and Words* program is intended for use with children from 1 to 2 years of age and their parents.

A special effort is made to encourage the active participation of many parents from working-class backgrounds, especially individuals who are undereducated, who are experiencing personal, financial or job-related difficulties or who have problems reading and writing.

Because the groups are diverse, parents are able to benefit from the experience of others and from a wide range of models. This enriches the workshops and affords participants an opportunity to learn from each other.

Some parents may have difficulty reading and writing. Trainers should be responsive to these difficulties, offering help during the workshops in order to ensure the full participation of all the parents. Trainers should be relaxed and approachable, give clear instructions, provide simple texts, and encourage reading out loud and mutual support among peers during the activities involving reading and writing. Trainers should also encourage parents to talk about their difficulties individually. If necessary, they may refer them to local resource persons who offer literacy workshops.

5 OBJECTIVES

The *Sharing Pictures and Words* program aims at the following objectives:

Parents' workshops: To interact with their child to foster his or her literacy development

Parent-child workshops: To interact as a pair in situations that foster the child's literacy development, taking into account each partner's learning pace

6 WORKSHOP SCHEDULE

Two-hour workshops for parents and their children are held twice a week.

Table 1
Workshop schedule

| | |
|--|---|
| Families arrive and children are accompanied to the daycare | |
| Part one (90 minutes) | |
| Parents' workshops | Daycare |
| Procedure: – Getting started – Activities – Home activity – Storyreading – Borrowing books (once a week) | Procedure: – Activities or – Free play |
| Part two (30 minutes) | |
| Parent-child workshops | |
| Procedure: – Information for parents – Emergent literacy home activity (once a week) – Story time for parent and child – Songs and nursery rhymes – Arts and crafts – Conclusion | |
| Selection of books in pairs each week | |

Description

Families arrive and children are accompanied to the daycare

The trainers welcome the parents and children. The parents accompany the children to the daycare and then go to the parents' workshop.

Part one, parents' workshop (90 minutes)

During the first hour and a half, the parents and children are in different rooms:

- A trainer leads the parents' workshop.
- The children are at the daycare.

The parents' workshop is organized as follows:

- The *getting started* segment provides an opportunity to review the previous workshop and the emergent literacy activity done at home.
- The *activities* segment offers parents an opportunity to explore in a concrete way specific aspects of emergent literacy that are connected with the parenting role.
- *Storyreading* is done in groups. The objective is to introduce parents to various methods of reading stories that foster children's literacy development and to allow them to discover the enjoyment of reading on their own and as a family. Over the course of several weeks, parents have an opportunity to observe the trainer reading stories and are encouraged to try reading stories themselves. The trainer suggests various ways of making the storyreading experience interesting. A complete description of the various techniques presented is found in Appendix 1.
- The *home activity* allows parents to identify things they can do with their child at home. A complete description of this activity is found in Appendix 2.

Part two, parent-child workshop (30 minutes)

During the final half hour, the parents and children come back together. This time is intended to be an opportunity for parents to put into practice what they have learned during the parents' workshop.

The trainer and a resource person from the daycare lead the parent-child workshop. It is organized as follows: information for parents, story time for parent and child, songs and nursery rhymes, arts and crafts, conclusion.

- The *information for parents* segment allows parents to become familiar with the activities planned for the parent-child workshop and to prepare them to play an active role.
- During *story time*, parent and child choose a book and do a reading activity. The description of this activity is found in Appendix 3.
- The third activity, *songs and nursery rhymes*, is done as a group. The children and parents sing songs and nursery rhymes in a circle. The description of this activity is found in Appendix 4.

- Parent and child do the fourth activity, *arts and crafts*, together. This activity allows parents to apply what they have learned during the parents' workshop and to observe their child in action. The emphasis is on having fun with their child. The parents support their children in carrying out a simple task, encouraging them, praising them and helping them if necessary. The description of this activity is found in Appendix 5.
- During the *conclusion* phase, the trainer reviews the activities done by the parents and children and encourages them to put into practice at home what they have learned in the workshop.

At the end of the two workshops, the parents can return the book they borrowed, if they have not already done so, and then choose a new book with their child and sign it out.

7 ROLE OF TRAINERS

Trainers for the parents' workshops have the responsibility of leading the parents' and parent-child workshops. Among other things, their job is to:

- prepare the material and the room before the parents' workshops and to put everything back afterwards
- prepare the workshop activities
- lead parent and parent-child activities so that the objectives can be achieved
- enlist the aid of a daycare worker to prepare and lead parent-child activities
- after each workshop, write down comments and observations in a logbook
- participate in the evaluation of each workshop and the program
- participate in follow-up meetings

The daycare workers are responsible for looking after the children and for helping lead parent-child activities.

8 REQUIRED RESOURCES AND MATERIALS

8.1 HUMAN RESOURCES

- A trainer to prepare and lead the parents' workshops and parent-child workshops
- A daycare worker to help with the parent-child workshops
- Daycare services during the parents' workshops

8.2 FACILITIES AND MATERIALS

- A childproofed room large enough to allow participants to move around freely and to form circles (block all electrical outlets within the children's reach)
- Access to bathroom facilities (have a small potty on hand for children who are being toilet trained)
- First aid kit
- Tables and chairs designed for children
- Arts and crafts materials (crayons, paints, cardboard, glue sticks, tissue paper, etc.)
- Books (in a bookcase or in boxes)
- Snack
- Transportation and daycare services for siblings, if required

Note: Limit the number of participants to a maximum of 12 parent-child pairs so that the objectives can be achieved.

8.3 PREPARATIONS

Arts and crafts portfolio

Objectives

- To encourage parents to take the time to have their child do the arts and crafts activities at home
- To encourage the parent and child to be proud of the child's creation
- To encourage parents to create a book with their child

Description

- Parents paste each of their child's creations in the book (one arts and crafts activity per week).
- Each creation will be accompanied by a short sentence about the child's artwork.
- The daycare workers can make the book using cardboard and string, or it may be store-bought (scrapbook or duo-tang binder containing blank pages). The book will contain one work per page.

Materials

- One book per parent and child (cardboard, string or wool, duo-tang binder, loose-leaf, etc., depending on the type of book chosen)
- One creation per week per parent and child employing the arts and crafts technique used during the workshop (provide all the necessary materials)
- Sentences to paste in the book each week

Picture word book

Objectives

- To encourage parents to create a vocabulary book for their child, using simple materials
- To give the parent and child a tool for playing with words at home
- To develop the child's vocabulary
- To help the child discover the joy and usefulness of reading
- To develop the child's ability to concentrate and pay attention
- To teach the child to distinguish between pictures and words

Description

- The picture word book is a little book containing one picture and one word per page (three words and three drawings given per week).
- The picture word book can be homemade using stiff cardboard (do not staple the cardboard; instead, use string or cord and tie tight knots to prevent accidents).
- It is best to buy mini photo albums (available at the dollar store). Since each page is a plastic sleeve, the pictures and words pasted onto a small piece of Bristol board cut to fit in the sleeve are better protected, allowing the child to play with the book.
- The parent colours and pastes in the pictures and words of the week. The child can also participate. This activity allows parents who are particularly fond of arts and crafts to have their own activity.

Materials

- One picture word book per parent and child (homemade or store-bought mini album)
- Three pictures and three words handed out each week (photocopies given to parents)
- If the store-bought mini photo album is chosen, three small pieces of Bristol board per parent and child to paste the pictures and words onto. The pieces of Bristol board must be cut to fit in the album sleeves.
- Glue and crayons

9 EMERGENT LITERACY

We concur with early childhood researchers who believe that the discovery of written language is an integral part of children's overall development. Written language is a natural extension of oral language and begins to develop well before children start school.

Many of us have observed very young children pretending to read and write, drawing shapes resembling letters of the alphabet. Such an activity comes naturally to them. Others ask questions about what is written on a cereal box or on the mail that the letter carrier delivers. Many children enjoy following a story as it is read to them by an adult or can recognize some road signs in the neighbourhood.

Certain behaviours that children display when they see printed material clearly indicate their interest in what the writing represents. The following table gives a few examples.

Table 2
Behaviours observed in children under 6
who show an interest in the world of written language²

| Child's reading behaviours | Child's writing behaviours |
|---|---|
| 1. Picks up a book | 1. Scribbles |
| 2. Talks while looking at illustrations | 2. Draws symbols that look like letters |
| 3. Turns the pages | 3. Draws series of lines connected by zigzags |
| 4. Tries to read | 4. Distinguishes between writing and scribbling |
| 5. Pretends to read | 5. Writes some letters of his or her name |
| 6. Distinguishes between writing and pictures | 6. Writes letters |
| 7. Shows interest when listening to a story or other written material | 7. Moves from left to right when writing letters |
| 8. Distinguishes between reading and storytelling | 8. Writes messages in the form of scribbles |
| 9. Distinguishes between the beginning and the end of a story | 9. Knows where a line begins |
| 10. Shows interest in printed material in the home | 10. Writes groups of letters and says that they are words |
| 11. Associates words with pictures | 11. Tries to copy written text |
| 12. Notices some punctuation marks | 12. Writes sequences of letters |
| 13. Knows what a title is | 13. Leaves a space between "words" he or she writes |
| 14. Knows that a book has a cover | 14. Pretends to spell words |
| 15. Knows that you read from left to right | 15. Pretends to write a letter to someone |
| 16. Recognizes words in his or her environment | 16. Copies parts of his or her favourite story |
| 17. Shows interest in street signs | 17. Creates little books |
| 18. Pretends to read words, not scribbles | 18. Pretends to write down a story that he or she invents |
| 19. Is curious about what is written on containers | 19. Makes a grocery list |
| 20. Asks what is written on buttons | 20. Asks to write his or her name on personal snack box |
| 21. Asks questions about written messages that appear on TV | 21. Draws numbers to record what he or she counts |
| 22. Pretends to read signs in shopping centres | 22. Asks to write his or her name on personal belongings |
| 23. Shows interest in newspaper ads | 23. Asks to write his or her name |
| 24. Holds a book right-side up | 24. Makes a list of presents he or she would like |
| 25. Asks someone to read what is written on the screen | 25. Draws symbols to remember something |

2. The table is based on Jacqueline Thériault's *J'apprends à lire... Aidez-moi! Comment l'enfant apprend à lire et à écrire* (Montréal: Les Éditions Logiques, 1995).

9.1 DEFINITION OF EMERGENT LITERACY

According to Jocelyne Giasson, emergent literacy refers to the acquisition of reading and writing abilities (knowledge, skills and attitudes) that children develop, without formal instruction, before they begin to read in the conventional way.³

- The written word plays a very important role in our society. Consequently, children become interested in reading and writing at a very early age.
- One of the main discoveries of the emergent literacy movement is the fact that children formulate hypotheses on how writing works in the same way they formulate hypotheses about objects in their environment.
- Based on these hypotheses, children develop their own “theories” about written language that influence the way they learn to read and write.
- Although the school was believed to be the key player in developing children’s written-language acquisition up until about 10 years ago, according to the current conception of emergent literacy, children are introduced to written language well before they begin school.⁴
- Emergent literacy is an ongoing process, an extension of children’s natural acquisition of language.
- The written-language acquisition process begins at the same time as the oral-language acquisition process.

9.2 THE DIFFERENCE BETWEEN NATURAL AND FORMAL WRITTEN-LANGUAGE ACQUISITION

The family and social environments are significant factors in the emergence of literacy. The school’s role is to provide systematic instruction in written language.

Research on emergent literacy explains how children acquire initial knowledge of writing before they begin school. The following table illustrates the significant differences between natural and formal written-language acquisition.

3. Jocelyne Giasson, *La lecture, de la théorie à la pratique* (Boucherville, Québec: Gaëtan Morin, 1995), p. 114.

4. Jean-Marie Besse, *L’écrit, l’école et l’illettrisme* (Paris: Éditions Magnard, 1995), pp. 86-88.

Table 3
The differences between the two types of written-language acquisition

| Natural acquisition ⁵ | Formal acquisition |
|---|---|
| 1. The learning environment is the home or daycare, which are freer environments. | 1. The learning environment is the school, which is a more structured environment. |
| 2. Activities are based on printed matter that is meaningful to the child, adapted to his or her current interests. | 2. Activities are usually prepared in advance and often have little connection with the child's daily life. |
| 3. The child can make many attempts and mistakes; there are no time constraints. | 3. The child is not really allowed to make mistakes. He or she has to succeed quickly. |
| 4. The child can take the time to observe and then pretend. | 4. Time counts; reading must be done within a given period of time. |
| 5. Reading is done when the child feels like it. | 5. Reading is done when it is time to do so, even if the child does not feel like reading. |
| 6. The child listens to stories for enjoyment. | 6. The child often listens to stories in order to answer specific questions. |
| 7. The content of stories interests the child; he or she wants to read or hear stories. | 7. The material read is sometimes meaningless to the child. |
| 8. The adult supports and validates the child's efforts whether or not the child is successful. | 8. The adult is sometimes impatient when the child makes a mistake; this has a negative effect on the learning climate. |
| 9. The adult usually praises the child's attempts to write words. | 9. The adult wants the child to write a word correctly immediately after having shown it to him or her. |
| 10. The adult has confidence in the abilities of the child. | 10. The child is often compared with his or her peers. |
| 11. The child is compared with himself or herself. | 11. The adult systematically teaches written-language concepts. |
| 12. The adult shows things to the child when he or she asks. | |

9.3 DEVELOPMENT OF EMERGENT LITERACY

The development of emergent literacy in young children depends on their observations and especially their interactions with people who read and write.

- Literacy development begins very early in a child's life.
- Being surrounded by individuals who read and write plays a critical role.
- The range of written messages in the home elicits questions, observations and comments from the child and provides opportunities for reading.

5. Nicole Girard, *Formation sur l'éveil à la lecture et à l'écriture, De A à Z on s'aide!* (unpublished working document). [This excerpt has been translated from the original French.]

- The child is considered an active participant in his or her own learning. The child becomes actively involved in written language when the adult encourages him or her to look at a variety of written material in the home.
- Emergent literacy seems to be based first and foremost on real-life situations.
- Each child goes through different stages of emergent literacy at his or her own pace; it is therefore not appropriate to impose the same sequences of activities on several children at the same time.

In her book *J'apprends à lire... Aidez-moi!*, Jacqueline Thériault describes the following stages of emergent literacy development in children:

Beginner: The child starts to express hypotheses and pretends to read and write, which is an indication of a certain level of emergent literacy.

Intermediate: The child strives to find meaning in written material. He or she is interested in reading and writing and uses pseudo-letters and letters.

Advanced: The child is nearly at the basic literate stage. He or she understands that reading involves looking for meaning, recognizes words and writes his or her name and other words.

Everyday life offers a host of opportunities for looking at, hearing, explaining, showing and talking about the written word. Taking advantage of these opportunities fosters children's literacy development.

9.4 FUNDAMENTALS OF EMERGENT LITERACY AND RESEARCH FINDINGS

Numerous studies have found that emergent literacy has positive effects on children's future learning in school and on their self-image.

- Research shows that there is a strong correlation between children's success in school and early exposure to reading and writing.
- Emergent literacy promotes children's openness to the world.

- It stimulates the brain and, thus, acts on memory.
- It increases children’s ability to process information.
- It attenuates difficulties with oral and written language.
- It allows children to respond to people using means other than spoken language.
- Emergent literacy skills build self-esteem.
- Life is easier for children who know how to read and write. It allows them to be more autonomous.
- Emergent literacy increases children’s potential for educational success.
- Knowing how to read and write is valued by society.
- Emergent literacy provides children from all backgrounds with equal opportunities for success.
- It promotes understanding of the educational concepts related to written language, which makes learning easier.
- Print is the primary medium used in school and educational success is therefore bound to the written word.
- Parents value people who can read and write well.

“Reading to preschool children is a practice that is supported by years of research.”⁶

No one can deny the importance of reading stories to children and all the benefits this has for developing creativity. Their vocabulary increases, their sentence structure improves, they begin to see how a story is organized and their interest in reading intensifies. Moreover, it has become increasingly evident that reading and writing skills are reinforced by one another and develop simultaneously rather than in a sequential manner.

Children develop other types of learning by listening to stories. Here are some examples:

- They discover the joy of reading.
- They learn that stories have a beginning, a middle and an end.
- They become aware of concepts pertaining to written language and realize that a text conveys meaning, that it is something stable and that it can be read over and over again in the same manner.
- They discover that the language used in books is different from spoken language.
- They become familiar with written language.
- They develop their own theories on how reading and writing function and adjust them accordingly as they continue learning.

In conclusion, preschool children learn about written language through role-playing. Printed material is incorporated into the daily interactions between adults and children. Adults take an interest in children's observations and answer their questions.

9.5 FACTORS THAT INFLUENCE EMERGENT LITERACY DEVELOPMENT

The development of emergent literacy in children depends on how adults use written language in their presence.

It is through contact with adults who use oral and written language skills that children discover the common and distinct aspects between objects in their environment and written language.

The following factors foster emergent literacy in children:

- the presence of adults who make use of written language in their daily communication
- opportunities to learn through different activities that make use of written language
- encouragement and feedback from adults with respect to children's scribbles and their attempts at reading the printed material that is part of their everyday lives

Parents' awareness of the role and importance of written language in society and of the spoken language used in the family environment as a means of "transmitting" written language, also influences emergent literacy development.

A love of literature, as conveyed by adults who read, and who share their reading experience by laughing about, discussing and recounting what they have just read has a positive effect on children's emergent literacy development. So, too, does demonstrating the uses of written language or having a conversation about a piece of writing that deals with a specific subject or answers a question. Adults who hold their child on their lap while they read a story and who provide print materials to make their child's symbolic play more realistic, also encourage the development of emergent literacy.

9.6 ENVIRONMENTAL FACTORS THAT FOSTER THE DEVELOPMENT OF CHILDREN'S EMERGENT LITERACY

From these many experiences with written language, three environmental factors can be seen to stimulate children's desire to know how written language works.

Table 4⁷

Three environmental factors essential to the development of written language

| | |
|--------------------|---|
| Modelling | Adults who, through their behaviour, show how they use written language in their daily activities and who explain the purposes of written language, facilitate children's discovery of the uses of written language. Adults who read in silence do so beyond children's level of observation. |
| Interacting | Interaction between children and adults (or older children) in a variety of daily situations involving written language stimulates the children's interest and fosters the development of written language. |
| Exploring | Children should be free to explore a print-rich environment so that they can observe, compare and formulate hypotheses about the print materials around them. |

The role model talks about written language

When adults use a text, they explain in simple terms the reason for using it and answer children's questions. Speaking goes hand in hand with reading and writing.

7. Based on Jocelyne Giasson, *La lecture, de la théorie à la pratique*, p. 114.

The role model dialogues with the child

It should be noted that reading and writing have a secretive, almost intimate quality that hinders children from understanding the uses, figuring out the rules and discovering the characteristics of written language. Hence the importance of verbalizing, naming things and dialoguing about written language in our direct interventions with children. The goal is to identify and determine the particular characteristics of written language.

Modelling by adults and dialoguing about written language are part of the language-development process.

Active participation

Learning is more than just the acquisition of knowledge; children must therefore be allowed to actively explore written language in order to achieve understanding of the concept of the written word and to formulate hypotheses about written materials, their usefulness and their meaning. Certain attempts end in failure, which must be remedied by new experiences. All such efforts involve active participation on the part of children in what is a personal process.

Encouraging children to pretend they are reading a word or a story, to make up their own stories, to formulate hypotheses, to recognize and name letters and to explore a wide range of books are all ways of providing opportunities to discover written language.

These are the components of an ideal environment in which children can try, make mistakes, and then try again.

9.7 PARENT-CHILD WORKSHOPS AND EMERGENT LITERACY

The songs and nursery rhymes introduced in the parent-child workshops develop children's vocabulary, memory, attention span, ability to concentrate, sense of rhythm and motor skills. Songs and nursery rhymes also provide opportunities for playing with words, sounds and intonation, which is important for oral and written communication.

The development of fine motor skills is a prerequisite to writing, which requires the coordination of fingers and eyes (Nadeau 1994). The learning activities offered during the workshops develop hand-eye coordination and dexterity through various arts and crafts techniques such as colouring, threading objects and gluing. Turning the pages of a book also develops fine motor skills.

Various activities are designed to make children aware of the usefulness of written messages and the pleasure of reading: following the words to songs and nursery rhymes that are posted on the wall, using a recipe to make pretzel dough or play dough, making a greeting card, looking at flyers, creating a portfolio, looking at their picture word book and reading stories.

Language is acquired through interaction between parents and children during the activities. Parents can further contribute by reassuring their children, stimulating their interest in the task at hand and encouraging them to persevere.⁸ In addition to developing their vocabulary, children learn to follow simple instructions.

During the workshops, children develop their ability to pay attention and concentrate by listening to stories, singing and performing simple tasks. Activities take place in an atmosphere of trust and enjoyment that fosters learning and exploration.

8. Québec, Ministère de la Famille et de l'Enfance, *Jouer, c'est magique. Programme favorisant le développement global des enfants*, volumes V and VI (Québec: Gouvernement du Québec, 1996).

10 THE ROLE OF TRAINERS IN DEVELOPING EMERGENT LITERACY SKILLS

The role of trainers is to ensure that the three environmental factors are present in the parents' and parent-child workshops.

Trainers make sure that the *role model*, *interaction* and *exploration* factors are present in all the activities and encourage parents and children in their reading and writing practices. Trainers achieve this in a number of ways, as outlined below.

- They structure activities in such a way as to provide parents and children with a role model, with opportunities to interact and explore, and with encouragement.
- They ensure that parents also become aware of practical ways of acting as role models for their children, interacting with them, providing conditions conducive to exploration, and encouraging them. During each workshop, parents identify various ways to achieve these goals in their daily activities. For this reason, each parents' workshop ends with a group activity in which parents determine specific actions to carry out in connection with these three factors (role model, interaction and exploration).
- They set an example by becoming a role model for both parents and children, by interacting with them, by providing opportunities for exploration and by encouraging them. During the workshops, trainers have many opportunities to play this role.

The role of trainers is to help children to discover the written language used in the workshop.

Trainers, like parents, help children to discover the written language used in their environment and help parents to prepare and apply strategies to develop their child's emergent literacy skills.

Above all, trainers *model* the use of written language. To do this, they:

- use print materials available in the workshop, reading them aloud or commenting on their purpose
- read aloud the text on posters and labels used in the workshop, while pointing to the words and sentences
- describe how they make use of printed material or their own written material

Trainers *interact* with children by:

- answering their questions in a friendly manner and making sure that they remain interested
- asking questions without necessarily expecting an answer each time (if the child answers, the trainer continues the conversation; if the child does not answer, the trainer gives the answer)
- keeping the answers to questions simple and avoiding wordiness

Children can *explore* a wealth of written material in an environment created by the trainer who has:

- set up a reading corner
- made writing materials available to children
- arranged the room so that children are in contact with writing (e.g. posters at eye level, labels designating objects, timetable where the children can see it)

Trainers make sure that children are **receptive** and **interested** before ushering them into the world of written language. Forcing them would be counterproductive, for the motivation to learn must come from within.

Trainers take an interest in what the children are doing, however inappropriate their approach to a task may seem. It is important to encourage the children to finish what they are doing and to help them, if necessary, by focusing on what they have done well.

Trainers introduce written language **naturally**, using a variety of everyday situations to get children to discover the written word through play, in a relaxed and enjoyable atmosphere.

11 CONDITIONS FOR SUCCESSFUL WORKSHOPS

Certain conditions promote successful training activities with parents and children. Some of these have an influence on the trainers' intervention.

- **The integration of training with everyday life** Trainers gear activities as much as possible to the interests and concerns of parents and children, to their vocabulary, to activities they can do at home, and to common household objects. This ensures that the training activities fit into the parents' routines. Trainers encourage the transfer of learning from workshop to home.
- **The acknowledgment of parents' and children's competencies** The training activities are based on the assumption that parents and children have previously acquired knowledge and on the assumption that they can learn by building on their own knowledge and on the knowledge of others.
- **The belief that trainers, parents and children can learn from one another**
- **The consolidation of a parents' support network** Parents are encouraged to form or to participate in self-help and discussion groups made up of parents from the neighbourhood or those participating in the Sharing Pictures and Words project. Parents find out about the resources available in their neighbourhood.
- **The empowerment of parents and their participation in finding solutions to problems**

11.1 RECOMMENDATIONS FOR LEADING WORKSHOPS

Make sure that parents understand the objectives

Trainers should ensure that the objectives are worded clearly and that parents have understood them. The use of terms that are easily understood will allow parents to process information with a view to acquiring well-defined skills and to assess, throughout the learning process, the appropriateness of certain recommendations and their progress in acquiring these skills.

Support motivation

An individual's "motivation to learn" corresponds to the effort he or she is prepared to make to adapt his or her existing cognitive structure into a more appropriate cognitive structure. This effort is dependent on at least three important factors: the magnitude of the individual's needs, the scope of the learning task and the attitude of the individual towards the learning task. The following suggestions are intended to help trainers to make the most of these three factors and, thus, to increase the learner's motivation.

- Help parents to see what their learning will enable them to accomplish, to see the advantages gained from their achievement: increased self-confidence, the respect of others, self-fulfillment, etc.
- Ensure that parents understand the purpose of the skills they acquire during the activities and that they make the connection between learning and meeting needs.
- Ensure that learners are up to the challenge of acquiring a given skill.
- Plan activities that are enjoyable for learners.
- Give parents the opportunity to put into practice newly acquired skills through regular exercises or other appropriate methods. The parent-child workshops give parents a chance to apply what they have learned in the parents' workshops.

Choose methods adapted to the different types of learning

It is essential for the success of the program to take a flexible approach to learning methods, choosing the most appropriate method for a given situation (clarifying concepts, observing, reflecting, applying what has been learned). Activities that promote self-fulfillment and a sense of belonging to the group contribute to a successful outcome. Trainers make use of methods that encourage parents to participate, such as assisted self-directed learning, demonstrations, peer teaching, presentations, structured information, educational games, role-playing, guided reading, case studies, discussions, projects, video-taping, simulations and competitions.

12 CHARACTERISTICS OF ADULTS IN LEARNING SITUATIONS

All adults undergoing a learning process share many characteristics. Trainers, too, are adults in the process of learning. Adults often have similar characteristics, desires and even fears with respect to learning. The difference lies in the fact that the starting point is not the same for everyone because everyone has a different level of experience. The process itself, however, is the same for all adults in a learning situation.

In a customized training process, the principal characteristics of adults in a learning situation are the following:

- Adults must have self-esteem in order to learn.
- Adults establish relationships between learning and personal experience.
- Adults want learning to be useful and applicable right away.
- Adults have little spare time.
- Adults are social beings.
- Adults often have learning-related fears.

Adults must have self-esteem in order to learn

Learning means being prepared to change the self-image that we've built up through past experience.⁹

Adults value learning that reinforces their self-esteem. It is extremely important that they feel good about themselves as learners. If they do not believe in their ability to learn, they will not commit themselves to learning. A positive self-image is essential.

A positive self-image and willingness to learn go hand in hand. The more confident they feel, the more risks adults are willing to take. If, on the contrary, they have low self-esteem, they will be reluctant to change.

Adults establish relationships between learning and personal experience

Faced with a new situation, adults automatically make connections with what they already know. Unlike children, adults have acquired numerous experiences and developed their own learning strategies.

9. Monique Ouellette, *La formation sur mesure : un guide* (Québec: Ministère de l'Éducation, 1986), p. 9.

Drawing on their experience can prove to be useful and positive in acquiring new learning. However, prior learning that is associated with negative experiences can present an additional obstacle.

Adults engaged in a learning process should therefore be open to change and to new ideas, and be aware that they have a measure of control over their situation. This will enable them to develop motivation and self-confidence.

Adults want learning to be useful and applicable right away

Adults are often under pressure from a number of sources such as time constraints, which increase the urgency of a situation, or social obligations arising from the different roles they play (worker, spouse, consumer, parent, etc.).

They must be quick at solving their problems and meeting their needs. If learning can't be put into practice immediately and effectively, if it doesn't reflect their reality and their needs, adults are likely to lose interest and give up quickly.

Adults have little spare time

Adults assume several roles and have many responsibilities, of which learning is just one. It is important that they be able to take the time they need to learn.

The learning process should therefore be facilitated as much as possible and take into account their many responsibilities.

Adults are social beings

Generally speaking, adults enjoy getting together. A customized training process promotes group encounters for purposes such as: working together on a given topic, determining needs as a group, and choosing common learning objectives.

Adults tend to share their knowledge so that others can benefit from it. The respect shown for their opinions makes them feel that they have something to contribute, a place in the group and a role to play. Generally speaking, group work promotes curiosity, reinforces motivation and stimulates imagination.

Adults often have learning-related fears

The fear of failure is so strong in some adults that they may even refuse to undertake an educational activity for fear of being evaluated and not measuring up.¹⁰

Most adults have greater control over their emotions than children do. However, having too much control can lead to inhibitions. An elaborate defence mechanism takes hold and trainers must demonstrate patience and rely on psychology in order to understand and help the individual affected to overcome his or her mental block.

The fear of failure, anxiety and insecurity stir up negative feelings in adults who are in a new learning situation. These reactions must be taken into account.

Some of the other fears that adults may experience in the course of learning include:

- the fear of being laughed at, of not being up to the task (“The others are better than me; I never was any good at school.”)
- the fear of dealing with sensitive issues (“I didn’t come here to do group therapy.”)
- the fear of not being able to learn anymore
- the fear of having to admit to not knowing certain things
- the fear of having to change personal habits

Defence mechanisms can be manifested through various behaviours: lack of motivation, fatigue, insecurity, evasiveness, etc. It is the trainer’s responsibility to try to understand them.

In order to help adults overcome their anxiety, trainers should give a clear picture of the learning process: the objectives to be met, the learning that will be accomplished, the relevance of what they will be learning, and the opportunities they will have for transferring what they learn to everyday life. The fear of learning must be treated with care.

It is important to reduce tensions that can arise from certain situations by encouraging adults to talk about their fears, providing support and reassuring them that such fears are normal.

10. Fernand Serre and Serge Vallières, *Enseignement aux adultes* (Faculté de l’éducation, Université de Sherbrooke), p. 65.

APPENDIX 1

READING TECHNIQUES

READING STORIES ALOUD

Reading books is a source of pleasure, discovery and learning for children.

Reading stories aloud helps children discover written language. Reading books:

- enables children to understand the value of reading for enjoyment, for dreaming or for leisure
- helps children discover that written language has meaning
- enables children to learn to express themselves using the language found in books
- enables children to distinguish between written and spoken language
- encourages children to search for the meaning of a story or text (to understand what is written)
- teaches children that books have a beginning and an end, that they have pages, that there is a relationship between the pages, which are in a certain order, etc.
- helps children differentiate between a letter, a word, a sentence, a title, etc.
- helps children understand that writing is read from left to right, that a story begins on the first page and ends on the last, that the person who wrote the book is called an author
- allows children to learn whole words before they know the individual letters of those words
- improves memory, develops the ability to anticipate and builds vocabulary
- helps children become acquainted with the parts of a story, i.e. the introduction, the plot and the conclusion
- provides opportunities for learning about life in society. The interaction between adult and text and between adult and child contributes to children's understanding, encourages them to question, develops their ability to reason and helps to impart knowledge.

APPENDIX 1

READING STORIES WORD FOR WORD

One way of reading a book is word for word, i.e. exactly as it is written. This way children are drawn into the story and learn to express themselves using the language found in books. Children come to understand that written language is different from oral language. Writing cannot be altered; it is permanent. Here are some suggestions.

1. Create a mood of anticipation, enjoyment and interest.
2. Allow the child to choose the book; this will increase his or her motivation.
3. Have the child sit next to you or on your lap; this way the child can see the pictures and follow the story.
4. Show the child the cover page and mention the book's title.
5. Turn the pages and read the story word for word, without changing a single line and without stopping. Point at the words as you read.
6. Read and reread the text as is, without changing a word. Children like stories to stay the same.
7. Read with expression (vary your tone of voice, emphasize certain words, imitate the sounds made by animals or objects).
8. Children will often ask for the same story to be read over and over again. This makes them feel secure. It is by hearing the same stories repeatedly that they learn to express themselves using the language of books and narrative. Children also learn that stories have a beginning, a middle and an end, and that written language is different from spoken language. All this will help them to write their own stories once they are in school.

APPENDIX 1

ENLIVENING THE READING EXPERIENCE¹¹

There are other ways to read books to children. You can encourage children to participate in the experience. They will have fun playing with the words and pictures, imitating the characters, and guessing the meaning of words. Reading should be both enjoyable and educational. The reading process can be broken down into three phases:

1. *Before reading*

Create a mood of anticipation, enjoyment and interest. For example, ask the child to look at the artwork on the cover and determine the book's subject. Include the child's ideas in a general description of what the story is about. Try making as many connections as possible between answers to questions and the child's experience. Provide information about the book, the author, etc.

2. *While reading*

Make sure that the child can see the pictures as you read (large-format books are useful). Allow for some breaks so the child can react, comment or ask questions. Make comments such as: "I think the story is about..."; "I'm a bit confused by..."; "I think that he's coming...but I'll keep reading to find out more." By listening to you think out loud, the child becomes aware that readers are active thinkers who make use of what they already know and of what they are reading to find out what happens or to construct personal meaning.

3. *After reading*

Depending on the child's age, initiate a discussion on the story's structure, the meaning of the different elements, the printed characters on the page and the pictures.

a) Questions about the story's structure will allow the child to learn about the:

- context
- characters
- themes
- episodes, events and sequences
- conclusion

11. Jacqueline Thériault, *J'apprends à lire... Aidez-moi! Comment l'enfant apprend à lire et à écrire* (Montréal: Les Éditions Logiques, 1995).

APPENDIX 1

- b) Questions about the meaning of the different elements of the story will allow the child:
- to focus on details
 - to interpret and make associations
 - to gain a deeper understanding
 - to make connections with personal experience
 - to find out the meaning of certain words
- c) Questions about the printed characters will allow the child:
- to comment on and make connections with letters
 - to comment on and make connections with sounds
 - to comment on and make connections with words
 - to talk about punctuation and about capital letters and small letters
- d) Examining the pictures will draw the child's attention to:
- the pictures themselves
 - what they represent
 - the connection between the pictures and the story's content
 - the quality of the artwork
 - the interest it creates
 - its effectiveness in illustrating the words
 - the possibility of comparing the artwork of different illustrators

Reference material

Demers, Dominique. *La bibliothèque des enfants*, Boucherville, Québec: Québec/Amérique, 1995.

Girard, Nicole. *Formation sur l'émergence de l'écrit, De A à Z on s'aide!* Working document, November 1997.

Paul, Marianne. *ABC, 123: A Family Literacy Handbook*. Kitchener, Ontario: Core Literacy, 1992.

Thériault, Jacqueline. *J'apprends à lire... Aidez-moi! Comment l'enfant apprend à lire et à écrire*. Montréal: Les Éditions Logiques, 1995.

APPENDIX 1

INVENT A STORY TO TELL

Invent a story that will captivate your audience. Here are some suggestions:

- Tell the story in a lively manner, inflecting your voice.
- Use facial expressions.
- Use a different voice for each character.
- Use puppets and other props.
- Remember that being relaxed is the key to successful storytelling.

Reference material

Bru, Charles, and Bernadette. *Le conte improvisé*. Brussels: De Boeck, 1997.

APPENDIX 1

STORYTELLING BASED ON PICTURES IN A BOOK

The goal is to **tell** a story **in your own words, based on pictures** in a book, and to captivate your audience from start to finish. Here are some suggestions:

- Choose a story that your listeners are already familiar with.
- Wear a costume (optional).
- Announce the title in a way that will spark your listeners' interest, surprise them and make them want to hear more.
- Tell the story in a lively manner, inflecting your voice.
- Speak slowly.
- Use facial expressions.
- Show your enjoyment, express your fear.
- Imitate animal sounds.
- Show the pictures.
- Use methods that you are comfortable with.

Note: Storytelling is the art of relating a story using your own words.

APPENDIX 1

This checklist enables parents to observe how the different reading techniques promote learning.

OBSERVATION CHECKLIST

(For observing parents reading a story)

| | Regularly | Sometimes | Never | Doesn't apply |
|--|-----------|-----------|-------|---------------|
| Read a story word for word from beginning to end, without a break | | | | |
| Read a story, enlivening the experience by asking questions and sparking listeners' interest | | | | |
| Told a story in his or her own words, based on pictures in a book | | | | |
| Before reading: | | | | |
| Made sure that everyone was comfortable | | | | |
| Asked the group or the child to guess what the story was about by looking at the picture on the cover | | | | |
| Showed the cover page and explained what he or she would be talking about | | | | |
| Read the title, pointing at each word | | | | |
| Let listeners explore the pictures and make comments | | | | |
| Talked about the characters in the story | | | | |
| Wore a costume | | | | |
| While reading: | | | | |
| Read with expression, varying intonation depending on the character, event or situation | | | | |
| Pointed to each word while reading | | | | |
| Used a slower delivery than in a normal conversation to ensure that listeners understood the story and the words | | | | |
| Got listeners to guess certain recurring words | | | | |
| Expressed enjoyment and fear | | | | |
| Asked questions at different points in the story | | | | |
| Showed the pictures in the story | | | | |
| Made connections with familiar objects | | | | |
| Allowed children to express their emotions, either joyful or sad | | | | |
| Checked listeners' level of attention and tried to revive it if they started to lose interest | | | | |
| Imitated animal sounds and the noises made by objects as well as the angry, impatient or happy sounds made by the characters | | | | |
| After reading: | | | | |
| Went over the pictures again and asked listeners to name the objects or the characters and to say what they were doing | | | | |
| Asked listeners to say what they thought or liked about the story | | | | |

APPENDIX 2

EMERGENT LITERACY AT HOME

Objectives

- To take the time to do an activity at home with their child
- To help develop their child's fine motor skills

Procedure

- Explain the task (in the case of an arts and crafts activity, the same technique will be used as during the workshop).
- Provide the necessary materials.
- Tell parents to glue or place the finished work in their child's portfolio.

Notes

- If possible, provide ALL the materials required for the parent-child arts and crafts activity (give each parent and child a glue stick at the start of the session).
- Prepare ALL the required materials for each pair ahead of time; plan time accordingly.
- Discuss the arts and crafts activity at the next parents' workshop.
- Stress to parents the importance of not doing the the arts and crafts project for their child.
- Remember that there is one arts and crafts activity per week, assigned during the first workshop of the week.

Materials

- Depending on the arts and crafts activity (one work per parent and child)

Special celebrations

Workshops can be organized around special holidays such as Halloween, Christmas, Valentine's Day, April Fool's Day, Easter, Mother's Day or Father's Day.

Keep in mind that Christmas and Easter are religious holidays. There may be people from different faiths participating in the workshops. It would therefore be advisable to avoid any religious connotation when using these themes in the stories, songs or arts and crafts activities, in order to avoid any feelings of discomfort.

APPENDIX 3

STORY TIME FOR PARENT AND CHILD

Objectives

- To have fun looking at, handling and reading books with their child
- To guide their child in choosing a book
- To focus their child's attention on a book
- To develop their child's concentration and memory
- To develop their child's vocabulary
- To introduce their child to concepts related to written language (page, word, letter, etc.)
- To play with sounds and intonation when reading a story
- To develop their child's hand-eye coordination by having him or her turn pages

Procedure

- Have each parent and child read one or more books together.

Notes

- Make sure there is enough room for parents to sit down with their child.
- Make sure the children can reach the books.
- Provide a variety of age-appropriate children's books (picture word books, board books, cloth books, etc.).
- Suggest that each parent and child use the picture word book they have made.
- Observe parents during the activity and offer praise or support where appropriate.
- Play soft background music to create a calm, pleasant atmosphere (optional).

Materials

- Bookcase or boxes of books accessible to the children
- A variety of age-appropriate children's books
- Radio, cassettes, compact discs (optional)
- Cushions to sit on (optional)

APPENDIX 4

SONGS AND NURSERY RHYMES IN A GROUP

Objectives

- To have fun with their child
- To develop their child's vocabulary
- To develop their child's sense of rhythm
- To develop their child's memory and ability to concentrate and pay attention
- To develop their child's gross motor skills and coordination through actions accompanying the songs
- To play with the words, sounds and intonation of English
- To develop recognition of words and images in their child's environment (poster showing the words to the songs)

Procedure

- Start by having the group form a circle.
- Show the group where the poster with the words to the song or nursery rhyme is hanging.
- Go over songs learned previously.
- Sing the new song slowly and explain any actions that accompany it. Sing it again to help participants memorize it.

Notes

- Make sure you know the words and actions to the song to avoid creating unnecessary confusion.
- Feel free to vary your interpretation from one workshop to the next in order to stimulate the group's interest and enjoyment (pick a faster tempo, sing in a little mouse voice, in a great big giant voice, perform a circle dance, sing sitting down, sing standing up, etc.).
- If a child does not want to sing, do not force him or her. Have the child sit down and, from time to time, ask if he or she wants to join in. Encourage the parent to continue participating, even if the child is opposed, in order to stimulate the child's interest.
- Explain to parents that the goal is for the children (and parents!) to have fun and to try singing and doing the actions. It is important to allow participants to work at their own pace.
- Encourage parents to sing at home with their child.

Materials

- Posters with the words to the songs, hanging on the wall; write the words in big letters so that parents can read them while they sing
- Pictures representing the words to the songs to help the children follow along
- Photocopies of the words to each song to give to parents

APPENDIX 5

ARTS AND CRAFTS

Objectives

- To have fun with their child
- To use appropriate methods to encourage their child to carry out a simple task
- To develop their child's fine motor skills (tearing, colouring, etc.)
- To develop their child's ability to follow simple instructions

Procedure

- Show participants what is involved in the arts and crafts project (avoid showing a finished piece so as not to create unrealistic expectations).
- Explain the different steps.
- Identify the aspects of the project that children may find difficult (see notes in each arts and crafts section of the program).
- Support and encourage parent-child pairs.

Notes

- Prepare ALL the materials ahead of time. This is very time consuming, so plan accordingly.
- Have parents focus on their child's effort and encourage them to take delight, with their child, in his or her creation.
- Keep in mind that the goal is not to create a masterpiece, but simply to experiment.
- Do not forget that the arts and crafts project is to be done by the child; take appropriate action if you notice the parent doing the project for the child. Helping children does not mean doing everything for them.
- Play soft background music to create a pleasant atmosphere (optional).
- It is important to allow participants to work at their own pace. Arts and crafts is an INITIATION to the different learning techniques used with children.

Materials

- Various articles depending on the project
- Tables and chairs designed for children
- A radio, cassettes and compact discs (optional)

BIBLIOGRAPHY

Bear, Mark F., Barry W. Connors, and Michael A. Paradiso. *Neurosciences. À la découverte du cerveau*. Paris: Éditions Pradel, 1997.

Besse, Jean-Marie. *L'écrit, l'école et l'illettrisme*. Paris: Éditions Magnard, 1995, pp. 86-88.

Brigance, Albert. *Inventaire du développement du jeune enfant de 0 à 7 ans*. Ottawa: Centre franco-ontarien de ressources pédagogiques, 1988.

_____. *Stratégies et pratique*. Ottawa: Centre franco-ontarien de ressources pédagogiques, 1988.

Bru, Charles, and Bernadette. *Le conte improvisé*. Brussels: De Boeck, 1997.

Cadieux, Alain, and Aimée Leduc. "L'identification des enfants à risque de retards scolaires." *Apprentissage et socialisation* 15, no. 2, 1992, pp. 101-108.

Cloutier, Richard, and André Renaud. *Psychologie de l'enfant*. Montréal: Édition Gaëtan Morin, 1990.

Demers, Dominique. *La bibliothèque des enfants*. Boucherville, Québec: Québec/Amérique, 1995.

Duclos, G., D. Laporte, and J. Ross. *Les grands besoins des tout-petits : Vivre en harmonie avec les enfants de 0 à 6 ans*. Montréal: Les Éditions Héritages, 1994.

Giasson, Jocelyne. *La lecture, de la théorie à la pratique*. Boucherville, Québec: Gaëtan Morin, 1995.

Girard, Nicole. *Formation sur l'émergence de l'écrit, De A à Z on s'aide!* Working document, November 1997.

_____. *Formation sur l'éveil à la lecture et à l'écriture, De A à Z on s'aide!* (Unpublished working document).

Nadeau, France. *Avant d'écrire... Développer les prérequis de l'écriture*. Montréal: Université de Montréal, Département d'ergothérapie, 1994.

Ouellette, Monique. *La formation sur mesure : un guide*. Québec: Ministère de l'Éducation, 1986.

Paul, Marianne. *ABC, 123: A Family Literacy Handbook*. Kitchener, Ontario: Core Literacy, 1992.

Québec. Ministère de la Famille et de l'Enfance. *Jouer, c'est magique. Programme favorisant le développement global des enfants*. Volumes V and VI. Québec: Gouvernement du Québec, 1996.

Serre, Fernand, and Serge Vallières. *Enseignement aux adultes*. Faculté de l'éducation, Université de Sherbrooke, p. 65.

Sroufe, L. Alan, Robert G. Cooper, and Ganie B. Dehart. *Child Development: Its Nature and Course*. New York: McGraw-Hill, 1996.

Thériault, Jacqueline. *J'apprends à lire... Aidez-moi! Comment l'enfant apprend à lire et à écrire*. Montréal: Les Éditions Logiques, 1995.

SHARING PICTURES AND WORDS

Parents' Workshops

Parents' workshops

| WORKSHOP | THEME | ACTIVITY |
|----------|--|--|
| 1 | Welcome | <ul style="list-style-type: none"> - Myself in pictures - Understanding the process - Questionnaire - The portfolio - Presentation of <i>From Cradle to Classroom</i> - The library and me |
| 2 | Child development | <ul style="list-style-type: none"> - Child development in 12-to-24-month-olds |
| 3 | Emergent literacy | <ul style="list-style-type: none"> - Discovering my child - What my child knows and does - Observing my child |
| 4 | The child, the family and written language | <ul style="list-style-type: none"> - My plan for my child |
| 5 | Emergent literacy | <ul style="list-style-type: none"> - Emergent literacy: What? Why? How? |
| 6 | Reading stories | <ul style="list-style-type: none"> - The magic of stories - The benefits of reading - Discovering books |
| 7 | Making the library part of my life | <ul style="list-style-type: none"> - Visit to the local library |
| 8 | Why do we read? | <ul style="list-style-type: none"> - The functions of written language - Reading and writing in my life - Written materials inside and outside my home |
| 9 | The role of parents | <ul style="list-style-type: none"> - I learn better when... |
| 10 | The role of parents | <ul style="list-style-type: none"> - The parent's influence - My description - Written language collage |
| 11 | My relationship to written language | <ul style="list-style-type: none"> - Written language and me - What I do in everyday life - Me, my child and written language |
| 12 | Emergent literacy at home | <ul style="list-style-type: none"> - Having fun in everyday life - Planning an emergent literacy day - Preparing for action |
| 13 | Creating a literacy-rich environment at home | <ul style="list-style-type: none"> - Helping my child discover written language - A print-rich home - Home decorating with print |

Parents' workshops

| WORKSHOP | THEME | ACTIVITY |
|----------|---------------------------------------|--|
| 14 | Discovering new activities | – Emergent literacy activities |
| 15 | The art of storyreading | – A story for my child – Reading at home |
| 16 | Writing a story | – Inventing a story – A Story at Home – Second visit to the library |
| 17 | My child's first visit to the library | – Second visit to the library |
| 18 | Favourite first books | – My favourite books |
| 19 | My child's books | – My little one's choices – My new reading and writing habits with my child – Taking stock |
| 20 | Party time | – Party |

Learning situation

PHASE 1: Say why they decided to take this training and what they expect to get out of it

| | | |
|----------|--|-------------------|
| <i>1</i> | <i>Activity:</i> Getting started | <i>10 minutes</i> |
| <i>2</i> | <i>Activity:</i> Myself in pictures (round table) | <i>15 minutes</i> |

Objectives

- To meet everyone
- To establish a rapport with the group and the trainer

Procedure

- Arrange various pictures (from magazines, calendars, greeting cards, etc.) on a table.
- Ask parents to choose two pictures each: one that represents themselves and another that represents their child.
- Ask parents to introduce themselves and to say why the picture they chose represents them. Have them do the same for the picture that represents their child. Post a series of prompts on the wall for parents to refer to:
 1. My name
 2. Why did I choose this picture? (It is like me because...)
 3. My child's name
 4. Why is the second picture like my child?

Example: "My name is Mary, and I chose the picture of the bee because I'm a hard worker. My child's name is Matthew, and the picture that reminds me of him is the one of a mountain because he likes to climb a lot."

Note

- Use the activity to break the ice.

Materials

- Pictures from various sources: post cards, magazines, calendars, etc. (twice as many pictures as participants)
(e.g. 10 parents + 10 children = 20 participants, therefore 40 pictures)
- A large sheet of paper with a series of prompts for parents to refer to during their presentation
- Appendix 1.1

General note

- Set aside a date to visit the library (see Workshop 7).

3

Activity: **Understanding the process**

15 minutes

Objectives

- To say what they expect to get out of the training
- To find out what the workshops are about
- To understand the role of parents and trainers

Procedure

- Post large sheets on the walls and write down the parents' expectations and questions regarding the content of the workshops.
- Organize similar points into categories.
- Point out the connection between the parents' expectations and the various objectives of the workshops.
- Present the objectives of the workshops (Appendix 1.2).

- Talk with the parents about their role in their training and the trainer's role (refer to Appendixes 1.3 and 1.4).
- Establish criteria with the parents that could be used at the end of the workshops to evaluate what they have learned (fill out the checklist produced with the parents) (Appendix 1.5).
- Present the participation criteria, that is, what is expected of parents during the workshops:
 - Attendance
 - Participation
 - Punctuality
 - Respect

Note

- Encourage and acknowledge parents' comments so that they understand their role in the training.

Materials

- Felt pens
- Large sheets of paper
- Funtak
- Description of the program
- Appendixes 1.2, 1.3, 1.4, 1.5

Reference material

Atout, a working document by Denyse Tremblay, the school boards of Montérégie, 1997, p. 31.

Lists of activities taken from:

- Chamberland, Gilles, Louise Lavoie, and Danielle Marquis. *20 formules pédagogiques*. Montréal: Presses de l'Université du Québec, p. 91.
- Guide d'intervention pour réaliser des formations de base sur mesure en entreprise, selon l'approche par compétences.

Learning situation

PHASE 1: Say why they decided to take this training and what they expect to get out of it

See how reading and writing are a part of everyday life (give examples of ways they can encourage their child's emergent literacy skills)

PHASE 2: Describe things they do that foster their child's overall development and his or her literacy development

Think up and do new activities suited to their situation that will encourage their child's literacy development

4

Activity: **Questionnaire***15 minutes***Objective**

- To identify reading and writing practices in the home

Procedure

- Give each parent a questionnaire to fill out.
- Explain the purpose of the questionnaire. (It is intended to give an idea of people's attitudes and habits regarding print. The trainer collects the completed questionnaires. At the end of the training, the parents will fill out the questionnaire again. By comparing their answers on the two questionnaires they will be able to observe changes.)
- Present each question.
- Keep the questionnaire results in the portfolio to be prepared during the first workshop.

Materials

- Questionnaire (Appendix 1.6)
- Pencils

Learning situation

PHASE 1: Say why they decided to take this training and what they expect to get out of it

Recognize the importance of their role in their child's literacy development

5

Activity: The portfolio**15 minutes****Objective**

- To gather information that will help them understand their child's development better

Procedure

- Explain to parents that the portfolio is a work tool used to collect ideas and observations that arise during the workshops and at home. It will contain:
 1. drawings (scribbles)
 2. examples of the child's writing (his or her first name)
 3. a picture of a food that the child likes
 4. observations about the child
 5. a newspaper clipping or a folder on an activity or outing that the child has participated in or will be participating in
- Ask parents to decorate the portfolio in a personalized way that reflects themselves and their child.
- Ask them to write their name and their child's name on the portfolio.
- Encourage them to draw and paste pictures on it. They may want to make up a title for it.

Notes

- The scrapbook will be used to make a portfolio in which parents will paste or staple the print material they receive, the work they do and the observation checklists used during the workshops.
- Parents can write comments in the scrapbook and use it as a logbook if they wish.

Materials

- An 8½ x 11 inch scrapbook for each parent
- Scissors
- Glue
- Crayons
- Magazines, newspapers, etc.

Learning situation

PHASE 1: Say why they decided to take this training and what they expect to get out of it

See how reading and writing are a part of everyday life (give examples of ways they can encourage their child's emergent literacy skills)

6

Activity: **Presentation of *From Cradle to Classroom***

10 minutes

Objectives

- To become familiar with the book *From Cradle to Classroom*
- To observe their child at home

Procedure

- Give a copy of *From Cradle to Classroom* to each parent.
- Tell parents that the purpose of the book is to inform them about child development and to equip them to foster their child's oral- and written-language development:
 - It helps parents to better understand their child and the importance of the parent's role. It describes children's development from birth to 4 years of age.
 - It has pictures and is fun and easy to use. It suggests simple activities to do at home.
- Ask parents to turn to the section on 12- to 24-month-olds (pages 16 to 25). Go over the material, emphasizing key points.
- Mention to parents that this book belongs to them and that they can write in it or underline things.

- Explain to parents that they should fill in the checklists on pages 18 and 20 at home even if their child no longer falls into the “15-18 months” or “18-24 months” categories. Age is simply a reference point in this book.
- Tell parents that this home activity is not an evaluation, but rather a way of establishing what their child knows and is capable of doing.
- Remind parents that their child is in a learning phase; he or she learns by observing, touching and exploring. It is important to give their child opportunities to do so.

Materials

- A copy of *From Cradle to Classroom* for each parent

Learning situation

PHASE 1: Recognize the importance of their role in their child's literacy development

PHASE 2: Discover various types of children's books

7

Activity: The library and me*10 minutes***Objectives**

- To set up a library that reflects their child's tastes and interests
- To develop a collection of children's books

Procedure

- Explain to parents the two projects that they will carry out during the workshops:
 1. The library activity:
 - The goal of this activity is to set up a mini library of children's books during the workshop. Each week, parents are encouraged to choose one or more books and to tell one or more stories to their child.
 2. The book collection activity:
 - The goal of this activity is to build a collection of the parent's and child's favourite children's books.
 - Each week, parents fill out a reading worksheet for each of the books chosen and read to the child (Appendix 1.7). This process will be the basis for building a collection of books at the end of the workshops.
- Give parents several reading worksheets (Appendix 1.7) and ask them to fill out one worksheet per week for each book borrowed and read to their child. The parents keep the worksheets in their portfolio.
- Encourage each parent to choose a book to take home.

Note

- Draw up a list of books and prepare a library card for each parent in order to keep track of the materials in circulation and to make borrowers responsible for items signed out to them.

Materials

- Age-appropriate books
- List of books in circulation
- Library cards
- Reading worksheets
- Pencils
- Appendixes 1.7 and 1.8

APPENDIX 1.1

MY CHILD AND ME

My name: _____

Why did I choose this picture?

My child's name: _____

Why is the second picture like my child?

APPENDIX 1.2**OBJECTIVES OF THE WORKSHOPS****Phase 1: Raising parents' awareness of parenting skills that foster children's literacy development**

- Say why I decided to take this training and what I expect to get out of it
- See how reading and writing are a part of everyday life (give examples of ways I can encourage my child's early reading and writing skills)
- Observe my child's early reading and writing behaviours
- Discuss various aspects of my child's development that have a connection with early reading and writing
- Look for connections between various aspects of my child's development and early reading and writing
- Recognize the importance of my role in my child's literacy development
- Explore my own relationship to written language and learning

Phase 2: Familiarizing parents with strategies that foster children's literacy development

- Describe what my child does in relation to all aspects of development, what I would like my child to do, and things my child does that surprise me
- Describe things I do that foster my child's overall development and his or her early reading and writing development
- Make connections between my role as a parent and the things I do that foster my child's early reading and writing development
- Select activities and materials that foster my child's early reading and writing development

APPENDIX 1.2

- Use different kinds of written language to foster my child's early reading and writing development
- Talk to others about daily activities that we feel foster our children's early reading and writing development
- Think up and do new activities appropriate to my situation that will foster my child's early reading and writing development
- Discover various types of children's books
- Engage in storytelling and storyreading
- Explore community resources that can support me in my role as a parent

Phase 3: Evaluating attitudes and skills that foster children's literacy development

- Note the progress of participants between the beginning and the end of the workshop: describe one or two new behaviours of parents and children that have a connection with emergent literacy
 1. Choose two books that my child likes
 2. Explain what my decision is based on
 3. Say why I feel that my child likes these books
 4. Describe the story and the qualities of each book
- Organize a collection of books to use with the children
- Evaluate the changes in the home environment:
 - Establishment of a reading corner
 - Establishment of a writing corner
- Identify appropriate times to interact with my child in the context of early reading and writing development
- Take the time to interact with my child in the context of early reading and writing development

APPENDIX 1.2

THE ROUTINE

Getting started

Activities

Home activity

Storyreading

Borrowing books (once a week)

APPENDIX 1.3

THE ROLE OF PARENTS IN THEIR TRAINING

Phase 1

- Explained their reasons for participating and their expectations
- Participated in discussions and activities
- Agreed to examine their own relationship to written language and learning

Phase 2

- Described practices that foster literacy development
- Agreed to tell a story to their child or to the group (based on a picture if they don't know how to read)
- Made a connection between their role and things they do that could foster their child's literacy development
- Used community resources to support them in their role as parents

Phase 3

- Shared their appreciation of a book that is appropriate for their child
- Identified a change in their child
- Identified a change in themselves
- Agreed to help organize a collection of books
- Compared changes between the beginning and the end of the training

APPENDIX 1.4

THE ROLE OF THE TRAINER

- Pay close attention to each parent's learning pace and life situation
- Ensure that the learning activities are appropriate to the parents' habits, knowledge and experience
- Use a variety of print materials to do activities
- Help parents to discover the joys of reading (provide opportunities for reading aloud, reading stories, personal reading)
- Always base intervention on the parents' strengths
- Encourage exploration of local resources (library, bookstore, etc.)
- Organize activities that require imagination and creativity
- Have a box on hand with a variety of books for children and adults
- Have a box on hand with puppets and stuffed animals to use during activities
- Set up a library, with loan cards

APPENDIX 1.5

CRITERIA FOR SUCCESS**We will have achieved the objectives if...**

It would be useful to create an observation checklist with the parents to be returned to them later. This checklist will allow parents to collectively define training objectives and to determine where they stand in relation to the training objectives and emergent reading and writing behaviours. Here are a few examples.

- Was able to accept his or her child's level of development
- Has realistic expectations for the child
- Is able to adjust to the child's temperament (If the child does not have good motor skills, then the parent focuses on the child's other strengths.)
- Is able to recognize his or her child's strengths and use them to consolidate learning and structure the child's development
- Takes advantage of opportunities in daily life to foster the development of his or her child's literacy development (connection with the organization of the child's routine)

Strategies for working on success criteria with parents

Before giving parents criteria for success, it would be interesting to see what criteria they come up with themselves.

Write down the criteria established as a group. They will be used at the end of the training to assess what has been learned and what progress has been made.

APPENDIX 1.6



QUESTIONNAIRE FOR PARENTS

Child's name: _____

Date of birth: ____ / ____ / ____

Instructions: For each question, choose the answer that best reflects your daily family activities.

| | Very seldom | Seldom | Some-times | Often | Very often | Does not apply |
|---|--------------------------|--------|------------|-------|------------|----------------|
| 1. Do you talk to your child during play and daily activities? | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Do you read things to your child that he or she has chosen (books, magazines, etc.)? | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Does your child see you reading books, newspapers, magazines, etc.? | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Do you have time to read for pleasure during the week? If yes, how much time? Check one box. | 1 | 2 | 3 | 4 | 5 | 6 |
| • 15 min. or less | <input type="checkbox"/> | | | | | |
| • 15 to 30 min. | <input type="checkbox"/> | | | | | |
| • 30 to 60 min. | <input type="checkbox"/> | | | | | |
| • more than 60 min. | <input type="checkbox"/> | | | | | |

APPENDIX 1.6

| | Very seldom | Seldom | Sometimes | Often | Very often | Does not apply |
|---|-------------|--------|-----------|-------|------------|----------------|
| 5. How often do you read: | | | | | | |
| • newspapers? | 1 | 2 | 3 | 4 | 5 | 6 |
| • magazines? | 1 | 2 | 3 | 4 | 5 | 6 |
| • specialty magazines? | 1 | 2 | 3 | 4 | 5 | 6 |
| • novels? | 1 | 2 | 3 | 4 | 5 | 6 |
| • other books? | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Do you ask older children to read to the younger ones? | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Do you go to the library with your child? | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. Do you borrow books from the library? | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. At home do you have: | | | | | | |
| • newspapers? | 1 | 2 | 3 | 4 | 5 | 6 |
| • books? | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. Do you read aloud to your child things like street signs, store signs, posters, etc.? | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. Do you recite nursery rhymes and poems or sing with your child? | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. Does your child watch less than two hours of TV a day? | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. Does your child watch quality educational programs on TV? | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. Do you watch these programs with your child? | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. Do you write letters to your friends or relatives? | 1 | 2 | 3 | 4 | 5 | 6 |

APPENDIX 1.6

| | Very seldom | Seldom | Some-times | Often | Very often | Does not apply |
|--|-------------|--------|------------|-------|------------|----------------|
| 16. Do you encourage your child to talk (e.g. to say what he or she did, saw, feels, understands, etc.)? | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. When you go shopping, does your child help you find certain items? | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. Do you watch some of your favourite TV programs with your child? | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. Does your child participate in the planning of meals, daily family activities and special events? | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. Do you talk to your child about programs he or she has watched alone or with the family? | 1 | 2 | 3 | 4 | 5 | 6 |
| 21. Does your child use pencils, pens, crayons, etc.? | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. Does your child find books that he or she likes at the library? | 1 | 2 | 3 | 4 | 5 | 6 |
| 23. Do you ever reread a book with your child? | 1 | 2 | 3 | 4 | 5 | 6 |
| 24. Do you have reading times at home when everyone reads his or her own book? | 1 | 2 | 3 | 4 | 5 | 6 |

25. Does your child have books? YES NO

• If yes, about how many does he or she have? _____

• What kind of books does he or she have?

— comic books

— picture books (without words)

— illustrated storybooks

— fairy tales

— other (please specify): _____

APPENDIX 1.6

26. In a given week, how much time does your child spend looking at books and handling them?

- a bit of time every day
- in the evening
- during the day
- very little time, and not on a regular basis
- none at all

27. When your child takes part in a reading activity, is it usually:

- alone?
- with the family?
 - with you or your spouse
 - with a brother or sister
 - with the entire family

28. Do you sometimes buy a book for your child? YES NO

- If yes, on what occasion? _____
- If yes, do you choose the book? YES NO
- If yes, do you let your child choose the book? YES NO

29. Can you name any books that your child likes to look at or have read?

Reference material

Giasson, Jocelyne. Adaptation of *The Familia Inventory: Family Literacy Assessment Instrument*. Université Laval.

Prêteur Y., and F. Sublet. *Adapté du questionnaire permettant la catégorisation de la stimulation familiale*. Université de Toulouse: Le Mirail, 1989.

APPENDIX 1.7

READING WORKSHEET

Title: _____

Author: _____

My child likes this book.

- Yes
- No

I like this book.

- Yes
- No

This book will go in my book collection.

- Yes
- No

Type of book:

- Make-believe
- True-to-life story
- Fairy tale
- Nonfiction
- Poetry



Overall review

- Was it easy to understand?
- Were there enough pictures?
- Did it make sense?
- Cover
- Illustrations

| | + | + - | - |
|-----------------------------|---|-----|---|
| Was it easy to understand? | | | |
| Were there enough pictures? | | | |
| Did it make sense? | | | |
| Cover | | | |
| Illustrations | | | |

Date: _____

Comments: _____

APPENDIX 1.8

**REGISTRATION FORM FOR THE
SHARING PICTURES AND WORDS PROJECT**

The *Sharing Pictures and Words* project aims at fostering the development of children and their awareness of the world of reading and writing. Its goal is also to inform parents about the importance of preparing their children for school and to help them in their role as educators of their children.

To get to know you better, it is important that you fill out the following form. We assure you that the information you provide will be used for this activity only. We would like to thank you for your collaboration and hope that the *Sharing Pictures and Words* project answers all your questions and provides you with the support you need as parents.

Date of data collection ___/___/___

The child

Child's first and last names: _____

Date of birth: ___ / ___ / ___

Sex: M F

Birth weight: _____

Length of pregnancy (number of weeks): ___

Is the child in daycare? YES NO

If yes, how many hours per week: _____

APPENDIX 1.8

The family

Number of children in the family _____

Child's birth order in the family _____

Living family members: Father _____; Mother _____; Brother _____;
 Sister _____; Grandparent _____; Spouse _____;
 Spouse with a child _____; Other (please specify) _____.

Family income: 0 to \$5 000 _____; \$5 001 to \$10 000 _____;
 \$10 001 to \$15 000 _____; \$15 001 to \$20 000 _____; \$20 001 to \$25 000 _____;
 \$25 001 to \$30 000 _____; \$30 001 to \$40 000 _____; \$40 001 or more _____.

Are there people close to you (your friends or family) who can help you in your role as a parent? Yes No

How long has your family lived in the neighbourhood? _____

You (parents) read stories to your children: every day
 once a week
 seldom
 never

A family member has a library membership: Yes No

Language spoken at home: _____

APPENDIX 1.8

| The father (or mother's partner) living at home | The mother (or father's partner) living at home |
|--|--|
| Immigrant (in Canada less than 5 years) YES <input type="checkbox"/> NO <input type="checkbox"/> | Immigrant (in Canada less than 5 years) YES <input type="checkbox"/> NO <input type="checkbox"/> |
| Date of birth: _____ | Date of birth: _____ |
| Situation: <ul style="list-style-type: none"> • Employed <input type="checkbox"/> <ul style="list-style-type: none"> – part time <input type="checkbox"/> – full time <input type="checkbox"/> • Looking for a job <input type="checkbox"/> • Stays at home <input type="checkbox"/> • Receiving income security <input type="checkbox"/> | Situation: <ul style="list-style-type: none"> • Employed <input type="checkbox"/> <ul style="list-style-type: none"> – part time <input type="checkbox"/> – full time <input type="checkbox"/> • Looking for a job <input type="checkbox"/> • Stays at home <input type="checkbox"/> • Receiving income security <input type="checkbox"/> |
| Level of education <ul style="list-style-type: none"> • Elementary school <input type="checkbox"/> • High school <input type="checkbox"/> • College <input type="checkbox"/> • University <input type="checkbox"/> • Currently attending an educational institution <input type="checkbox"/> | Level of education <ul style="list-style-type: none"> • Elementary school <input type="checkbox"/> • High school <input type="checkbox"/> • College <input type="checkbox"/> • University <input type="checkbox"/> • Currently attending an educational institution <input type="checkbox"/> |

Identification of the mother and father

Mother's first and last names: _____

Father's first and last names: _____

Address: _____

Postal code: _____

Telephone number: _____



Learning situation

PHASE 2: Describe what their child does in relation to all aspects of development, what they would like their child to do, and things their child does that surprise them

1

Activity: **Getting started**

10 minutes

Objectives

- To discuss the previous workshop and review Activity 6 of Workshop 1, “Presentation of *From Cradle to Classroom*” (observations, comments about the home activity, storyreading done with the child)
- To allow parents to express how they felt during the workshop and outside the workshops

Procedure

- Take a another look at *From Cradle to Classroom* and ask parents to say what they observed (discussion on the activity done at home):
 - Was it difficult to observe your child?
 - Did you feel anything in particular while you were observing your child (i.e. when you were alone with your child or when you created opportunities for your child to explore)?
 - What do you like about your child? What discoveries did you make about yourself and your child?
 - Is there one thing in particular that you would like your child to do?
 - Did you have any concerns after observing your child?

Notes

- Encourage parents to express themselves without making judgments. They, like their child, are going through a learning process.
- Help parents to recognize and appreciate their child's temperament and personal rate of development.

Materials

- *From Cradle to Classroom*

Learning situation

PHASE 1: Discuss various aspects of their child's development that have a connection with emergent literacy

PHASE 2: Describe what their child does in relation to all aspects of development, what they would like their child to do, and things their child does that surprise them

2

Activity: **Child development in 12-to-24-month-olds**

65 minutes

Objective

- To get a better understanding of their child's overall development and of various aspects of education

Procedure

- Tell parents that children develop at their own rate. It is important that parents recognize what their child knows and is able to do already and encourage the child's development by helping him or her learn new things while having fun. Point out that being a parent is a learning experience.
- Show a video on child development in 12-to-24-month-olds. (The National Film Board of Canada is a good source. Its collections can be consulted online at www.nfb.ca.) Ask parents to write down any questions or comments that occur to them while they watch the video.
- Answer questions when the video is over.
- Ask parents whether they learned anything from the video.
- Give each parent Appendix 2.1 (drawing of a caterpillar) and ask them to write, draw or paste in a picture of at least three things: what my child does; what I would like my child to do; things my child does that surprise me.

Note

- List on a board or a large sheet of paper all the topics that the video covers.

Materials

- Television and VCR
- Video
- Paper and pencils
- Caterpillar sheets
- Coloured pencils (lead pencils, pens)
- Scissors, magazines
- Appendix 2.1

Reference material

The caterpillar drawing is taken from:

- Hindson, Samson. *Éveil aux arts plastiques chez les petits*. Montréal: Guérin, 1985.

Learning situation

PHASE 1: Recognize the importance of their role in their child's literacy development

Observe their child's emergent literacy behaviours

3

Activity: Home activity

5 minutes

Objective

- To observe various aspects of their child's development

Procedure

- Give each parent a copy of Appendix 2.2, which presents an English translation of a series of checklists from the book *Les grands besoins des tout-petits*.
- Go over each of the questions in the checklists and ask parents to write in their answers at home.
- Tell parents that the activity will allow them to understand their child better.

Materials

- Photocopies of Appendix 2.2

Reference material

Duclos, Germain, Danielle Laporte, and Jacques Ross. *Les grands besoins des tout-petits : Vivre en harmonie avec les enfants de 0 à 6 ans*. Saint-Lambert: Héritage inc., 1994, pp. 82, 83, 85, 87 and 88.

4*Activity:* **Storyreading***10 minutes***Objectives**

- To experience the pleasure of being read to
- To observe someone reading a story aloud

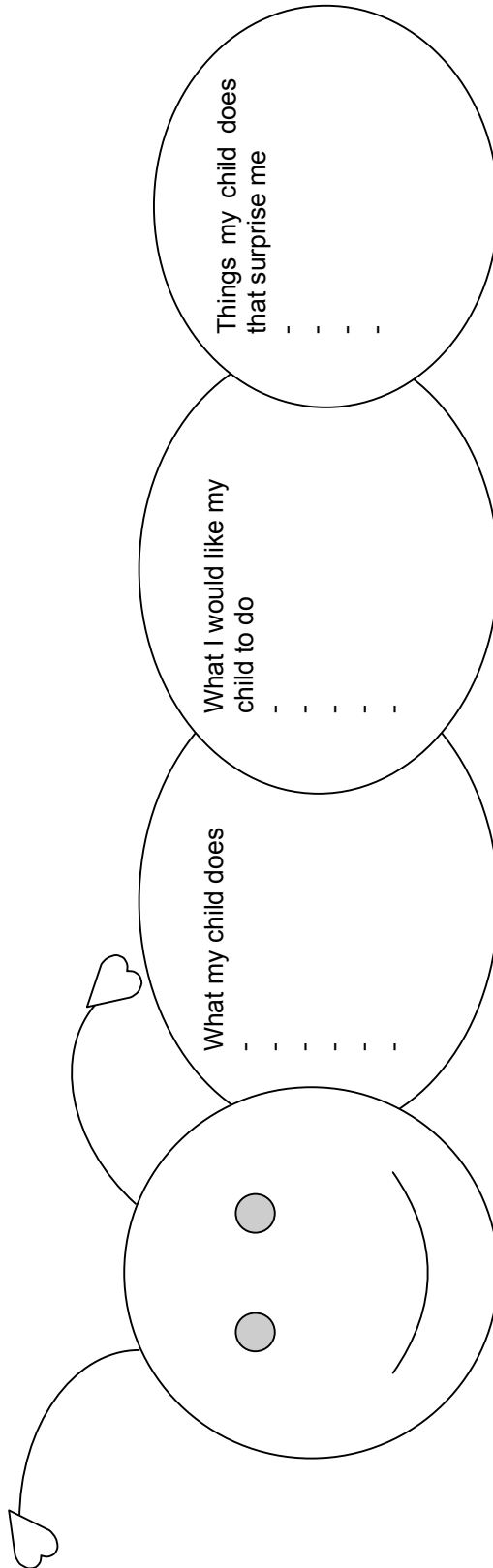
Procedure

- Read a story aloud.

Materials

- A box of children's books

APPENDIX 2.1



DISCOVERING MY CHILD

APPENDIX 2.2

Exercise 1

Observing my child's interest in objects

Give your child the objects listed below and observe his or her reactions. For each item, check the box that best reflects your child's level of interest. In the scale provided, 1 indicates the **lowest** level of interest and 4 indicates the **highest**.

| | 1 Not interested | 2 → | 3 → | 4 Very interested |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| A doll | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A stuffed animal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A coloured ball | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pieces of colourful material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Utensils | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tin cans | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Dishes in different sizes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Toys that roll | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Board books | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Storybooks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Blocks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Store flyers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Balls | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Boxes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Crayons | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pictures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Catalogues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Written material from his or her environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Posters | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Street names | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mail | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Logos (cereal boxes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

What objects was your child most interested in? _____

APPENDIX 2.2

Exercise 2**Observing my child's behaviour when there are no toys around**

- What does your child do when there are no toys around?

My child:

- | | |
|--|--------------------------|
| Cries | <input type="checkbox"/> |
| Plays with parts of his or her body | <input type="checkbox"/> |
| Shouts | <input type="checkbox"/> |
| Babbles | <input type="checkbox"/> |
| Rests | <input type="checkbox"/> |
| Watches what's happening around him or her | <input type="checkbox"/> |
| Tries to explore | <input type="checkbox"/> |

- Is your child able to play on his or her own when you are there? Yes No

It is important to give your child attention, but it is also important that your child know how to play on his or her own when you are not around.

Exercise 3**Observing my child's language**

- | | | |
|---|------------------------------|-----------------------------|
| • Do you talk to your child often? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Does your child react to your language? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Does your child understand the instructions you give? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Give your child the following instructions and observe how he or she reacts: "Stop!"; "Come here!"; "Look at me!"; "Come see Mommy (Daddy)!"; "Give it to Mommy (or Daddy)!"; "Do you want a kiss?"

- Does your child use a lot of words that imitate sounds (boom, beep, sh)?
- Does your child use single words to stand for complete sentences ("teddy bear" for "Give me the teddy bear"; "cookie" for "I want a cookie"; "baby" for "Look at the baby")?

APPENDIX 2.2

In the first 18 months of life children are beginning to understand language. Thus there is no reason for concern if a child, who understands simple, concrete instructions, has an active vocabulary of only a few words.

Reference material

Duclos, Germain, Danielle Laporte, and Jacques Ross. *Les grands besoins des tout-petits : Vivre en harmonie avec les enfants de 0 à 6 ans*. Saint-Lambert: Héritage inc., 1994, pp. 82, 83, 85, 87 and 88. [Translation]

Learning situation

PHASE 1: Observe their child's emergent literacy behaviours

Discuss various aspects of their child's development that have a connection with emergent literacy

Look for connections between various aspects of their child's development and emergent literacy

PHASE 2: Describe things they do that foster their child's overall development and his or her literacy development

| | | |
|--|--|-------------------|
| <i>1</i> | <i>Activity:</i> Getting started | <i>10 minutes</i> |
| <p>Objective</p> <ul style="list-style-type: none"> To discuss the previous workshop and review the home activity (observations, comments about the home activity, storyreading done with the child, etc.) | | |
| <i>2</i> | <i>Activity:</i> Discovering my child | <i>30 minutes</i> |

Objectives

- To become familiar with various emergent literacy behaviours of children who are starting school
- To become aware of the various emergent literacy behaviours of their child
- To recognize that their child is unique

Procedure

Group discussion

- Ask parents whether they think that children under 5 know anything about written language.
- Present the research findings in Appendix 3.1 to parents and have a discussion with them.
- Ask parents what they think children learn naturally about written language before they start school. Write the parents' answers on a sheet.
- Add to the parents' input, using Appendix 3.2. This appendix presents a range of behaviours, attitudes and knowledge that 5-year-olds may develop with respect to written language. These early reading and writing behaviours reflect learning that occurs naturally, without formal instruction.
- Show examples of behaviours in children under 5.
- Give each parent a checklist of early reading and writing behaviours (Appendix 3.3).
- Explain that the checklist presents a range of oral and written language behaviours that may be exhibited by children under 2. Children learn to speak and discover written language differently depending on their experiences. Each child is unique.
- Read each observation in the checklist, giving parents time to think and, if applicable, to tick the box that reflects their answer, before moving on to the next statement. The trainer should make sure that the parents clearly understand the behaviours described, that they think about them, and that they consider each behaviour as it applies to their child.
- Ask parents to answer the questions that apply to their child's age group and to tick the boxes as they go along, based on what they remember of their child's emergent literacy behaviours. The emphasis is on having parents become familiar with the concept of emergent literacy, recall what their child already knows and does, and appreciate their child.

Notes

- Tell parents that each child is different and that the activities are meant to be a fun way for parents to learn to recognize early reading and writing behaviours. Children learn naturally and gradually by watching older people use written language, by exploring books and the environment, and by asking questions about written language when they are read to.
- Focus the parents' attention on what the child can do and not on what he or she *should* be able to do. Each child learns at a different pace.
- Keep in mind that the questionnaire gives parents an idea of the things children do when they are learning about language and writing. Later this will help parents to become aware of what their child already knows and does with respect to written language and how they themselves facilitate their child's discoveries.

Materials

- Appendixes 3.1, 3.2 and 3.3

Reference material

Pelletier, Jacqueline, Jacinthe Leblanc, and H el ene Tremblay. *Cadre th eorique d'intervention en  emergence de l' crit*, Projet de pr evention de l'analphab etisme *De A   Z on s'aide!* (working version), June 26, 1997.

Th eriacult, Jacqueline. *J'apprends   lire...Aidez-moi!* Montr al:  ditions Logiques, 1995.

3

Activity: What my child knows and does*20 minutes***Objectives**

- To become aware of their child's emergent literacy behaviours
- To recognize that their child is unique

Procedure

- Ask parents to form teams of two or three. Each parent describes what his or her child knows and does. The members of the group must identify a unique characteristic of each child.
- Discuss the observations of each team in a large group.
- Point out to parents that the answers they have given are different because every child develops at his or her own pace and is different. Emphasize the similarities.
- Emphasize the positive aspects of each child's differences.

Note

- Make it clear that each child is unique and develops according to his or her own temperament, interests, experiences and characteristics. The important thing is to know their strengths and to draw on these strengths to build and consolidate knowledge.

Materials

- Appendix 3.3: *My child's early reading and writing behaviours* (observation checklists)
- Sheet for recording information gathered using the checklists
- Pencil

| | | |
|--|--|-------------------|
| 4 | <i>Activity:</i> Observing my child | <i>10 minutes</i> |
| <p>Objective</p> <ul style="list-style-type: none">• To observe their child’s emergent literacy behaviours at home <p>Procedure</p> <ul style="list-style-type: none">• Ask parents to take the observation checklist used in Activity 3 and fill out the last column at home. The object is to see whether the answers they gave in the workshop correspond to the observations they make at home.• Ask parents to keep the observation checklists in their portfolio. <p>Materials</p> <ul style="list-style-type: none">• Appendix 3.3: <i>My child’s early reading and writing behaviours</i> (observation checklists) | | |
| 5 | <i>Activity:</i> Storyreading | <i>10 minutes</i> |

Objectives

- To experience the pleasure of being read to
- To observe someone reading a story aloud

Procedure

- Read a story aloud.

Materials

- A box of children’s books

6

Activity: **Borrowing books** (once a week)

*10 minutes***Procedure**

- Give parents an opportunity to talk about the book they chose and to describe their reading activity with their child.
- Make sure that parents have filled out the reading worksheet.
- Encourage parents to choose another book to take home.

APPENDIX 3.1

WHAT DOES THE RESEARCH SAY?

“The development of written language begins well before children start school.”
(Morrow, 1997)

Children learn about written language by watching older people write, by asking questions about written language and by exploring. It is not a question of “showing them how.” Indeed, the learning process occurs naturally, within the context of daily communication activities involving reading and writing (e.g. Mummy reads a newspaper; Daddy uses a recipe).

WHY IS IT IMPORTANT?

Children who have an idea of how written language works before they start school learn to read and write more easily and are better readers.

Appendix 3.2 shows what a 5-year-old may discover about written language at home or at daycare.

Reference material

Tremblay, H el ene. *Preventing Illiteracy: Research, Reflections and Proposals for Action*. Qu ebec: Minist ere de l’ ducation, 1998.

APPENDIX 3.2

EARLY READING AND WRITING BEHAVIOURS OF 5-YEAR-OLDS

| Child's reading behaviours | Child's writing behaviours |
|---|---|
| 1. Picks up a book | 1. Scribbles |
| 2. Talks while looking at illustrations | 2. Draws symbols that look like letters |
| 3. Turns the pages | 3. Draws series of lines connected by zigzags |
| 4. Tries to read | 4. Distinguishes between writing and scribbling |
| 5. Pretends to read | 5. Writes some letters of his or her name |
| 6. Distinguishes between writing and pictures | 6. Writes letters |
| 7. Shows interest when listening to a story or other written material | 7. Moves from left to right when writing letters |
| 8. Distinguishes between reading and storytelling | 8. Writes messages in the form of scribbles |
| 9. Distinguishes between the beginning and the end of a story | 9. Knows where a line begins |
| 10. Shows interest in printed material in the home | 10. Writes groups of letters and says that they are words |
| 11. Associates words with pictures | 11. Tries to copy written text |
| 12. Notices some punctuation marks | 12. Writes sequences of letters |
| 13. Knows what a title is | 13. Leaves a space between "words" he or she writes |
| 14. Knows that a book has a cover | 14. Pretends to spell words |
| 15. Knows that you read from left to right | 15. Pretends to write a letter to someone |
| 16. Recognizes words in his or her environment | 16. Copies parts of his or her favourite story |
| 17. Shows interest in street signs | 17. Creates little books |
| 18. Pretends to read words, not scribbles | 18. Pretends to write down a story that he or she invents |
| 19. Is curious about what is written on containers | 19. Makes a grocery list |
| 20. Asks what is written on buttons | 20. Asks to write his or her name on personal snack box |
| 21. Asks questions about written messages that appear on TV | 21. Draws numbers to record what he or she counts |
| 22. Pretends to read signs in shopping centres | 22. Asks to write his or her name on personal belongings |
| 23. Shows interest in newspaper ads | 23. Asks to write his or her name |
| 24. Holds a book right-side up | 24. Makes a list of presents he or she would like |
| 25. Asks someone to read what is written on the screen | 25. Draws symbols to remember something |

The above table is based on Jacqueline Thériault's *J'apprends à lire...Aidez-moi! Comment l'enfant apprend à lire et à écrire* (Montréal: Les Éditions Logiques, 1995).

Sharing Pictures and Words

APPENDIX 3.3

MY CHILD'S EARLY READING AND WRITING BEHAVIOURS

| From 12 to 18 months (oral language) | YES (Based on what I think) | YES (Based on what I observe at home) |
|--|--------------------------------|--|
| My child names people and objects: <i>Daddy, bird, cat.</i> | | |
| My child can make sentences without verbs: <i>Daddy – milk.</i> | | |
| My child can tell the difference between various sounds. | | |
| My child imitates sounds better than before. | | |
| My child practises saying words. | | |
| My child can repeat words that I say to him or her. | | |
| My child understands sentences and says short sentences: <i>want toy, want water.</i> | | |
| My child recognizes different tones of voices. | | |
| My child is getting to know various types of language: interrogative language (questions); descriptive language. | | |

APPENDIX 3.3

| From 12 to 18 months (oral language) | YES (Based on what I think) | YES (Based on what I observe at home) |
|--|-----------------------------------|---|
| My child uses books more independently: he or she is able to take a book and look at the pictures. | | |
| My child can hold a book and turn the pages. | | |
| My child knows that some pictures have names (picture-word association). | | |
| My child can name pictures that he or she sees in a book. | | |
| My child can find the pictures that I name. He or she points to them. | | |
| My child asks me to read books to him or her. | | |

APPENDIX 3.3

| From 12 to 18 months (oral language) | YES (Based on what I think) | YES (Based on what I observe at home) |
|---|-----------------------------------|---|
| My child can say his or her first name. | | |
| My child makes sentences with a subject and a verb. | | |
| My child talks to his or her toys and imitates animal noises. | | |
| My child whispers, sings to himself or herself and enjoys talking on the phone. | | |
| My child answers by saying “yes” or “no.” | | |
| My child calls people he or she knows by their name. | | |
| My child asks for food at the table. | | |
| My child says “please” and “thank you.” | | |
| My child understands more and more words; his or her vocabulary is increasing. | | |
| My child points at and names objects and parts of the body. | | |
| My child has a vocabulary of key words: <i>up, down, bye,</i> etc. | | |
| My child repeats the last words I tell him or her. | | |

APPENDIX 3.3

| From 12 to 18 months (oral language) | YES (Based on what I think) | YES (Based on what I observe at home) |
|--|-----------------------------------|---|
| My child can hold a pencil. | | |
| My child colours, making large sweeping movements. | | |
| My child likes to scribble. | | |
| My child imitates grownups when they write. | | |
| My child tries to read his or her scribbles or a word that is written under an illustration. | | |
| My child enjoys stories. | | |
| My child turns the pages of a book. | | |
| My child understands simple stories. | | |

Reference material

Pelletier, Jacqueline, Jacinthe Leblanc, and H el ene Tremblay. *Cadre th eorique d'intervention en  emergence de l' crit*, Projet de pr evention de l'analphab etisme *De A   Z on s'aide!*, working version, June 26, 1997.

WEEK 2

Theme:
**THE CHILD, THE FAMILY
AND WRITTEN LANGUAGE**

Workshop 4
Parents

Learning situation

PHASE 1: Explore their own relationship to written language and learning

PHASE 2: Describe things they do that foster their child's overall development and his or her literacy development

1

Activity **Getting started**

10 minutes

Objective

- To discuss the previous workshop and review the home activity (Activity 4 in Workshop 3): observations, comments about the home activity, storyreading done with the child, etc.

2

Activity: **My plan for my child**

70 minutes

Objectives

- To outline a plan to follow with their child
- To become familiar with their child's literacy development
- To become aware of their attitudes and approaches regarding their child's literacy development

Procedure

- Ask parents to fill out Point 1 of Appendix 4.1 individually.

What do you want for your child?

1. Right now
2. In two or three years
3. When he or she starts school
4. At school

- As a group, discuss the different plans that the parents have for their children. Write down the plans on a sheet of paper posted on the wall.
- Me, the school and reading. Ask parents to share with the group their memories of school and their reading practices at school and at home. Write down the parents' reflections. Highlight both the positive and negative memories.
- My family, the school and reading. Continue the discussion by asking the following questions: What memories do you have of your family's attitude:
 - toward school?
 1. Importance of school, of success
 2. Help with homework
 3. Collaboration of school and family
 4. Encouragement to succeed, to keep going
 - toward reading practices?
 1. Books in the home, encouragement to read
 2. Storyreading
 3. Parents' reading habits
 4. Library visits
- As a group, discuss the parents' memories. Highlight the connections between the parents' memories of school and their reading practices and their memories of their families' attitudes and behaviours regarding school and reading practices.
 - The family-school connection
 - The school-reading practice connection
 - The family-reading practice connection

- Discuss the role the family and parents play in carrying out the plan outlined by the parents and in:
 1. the child's development
 2. the child's preparation for school
 3. the child's success in reading
 4. the child's literacy development
- Compile a list of actions to help children discover language and written material, to help them develop, and to prepare them for school (determine what the parents are already doing in this respect and what they would like to do).
- Ask parents to write down, under Point 2 of Appendix 4, the actions they would like to take in order to carry out their plan. Record the actions in the portfolio.

Notes

- Conduct the activity, keeping in mind the following goals: make parents aware of their personal and family reading practices and their values and beliefs regarding school and reading, and encourage them to define the plan they are pursuing for their child.
- Encourage parents to focus on their own experience in order to establish the connection between their experience and their intervention with their child.

Materials

- Appendix 4.1

3

Activity: **Storyreading***10 minutes*

Objectives

- To experience the pleasure of being read to
- To observe someone reading a story aloud

Procedure

- Read a story aloud.

Materials

- A box of children's books

APPENDIX 4.1

MY PLAN FOR MY CHILD

1. What I want for my child:

| | |
|-----------|-----------------------|
| Right now | - - - - - |
|-----------|-----------------------|

| | |
|-----------------------|-----------------------|
| In two or three years | - - - - - |
|-----------------------|-----------------------|

| | |
|------------------------------|-----------------------|
| When he or she starts school | - - - - - |
|------------------------------|-----------------------|

| | |
|-----------|-----------------------|
| At school | - - - - - |
|-----------|-----------------------|

2. To carry out this plan, I:

| |
|-------------------------|
| <hr/> <hr/> <hr/> <hr/> |
|-------------------------|

Learning situation

PHASE 1: Discuss various aspects of their child's development that have a connection with emergent literacy

Observe their child's emergent literacy behaviours

| | | |
|--|--|-------------------|
| 1 | <i>Activity:</i> Getting started | <i>10 minutes</i> |
| <p>Objective</p> <ul style="list-style-type: none"> To discuss the previous workshop and review the home activity (observations, comments about the home activity, storyreading done with the child, etc.) | | |
| 2 | <i>Activity:</i> Emergent literacy: What? Why? How? | <i>60 minutes</i> |

Objectives

- To become familiar with their child's literacy development
- To find about their child's literacy development
- To understand the concept of emergent literacy (early reading and writing)

Procedure

- Present the research findings in Appendix 5.1.
- Present the content of Appendixes 5.2, 5.3 and 5.4 in simplified form, perhaps as a quiz, or writing down key points on transparencies or Bristol board. The idea is to give parents information to help them come up with their own definition of emergent literacy (early reading and writing) and to show them the importance of helping their child discover written language.

- Ask parents to work in small teams to:
 1. define emergent literacy in their own words
 2. explain why they believe it is important to make children aware of written language
- As a group, share the work done in teams.
- Present Appendix 5.5, *The reading and writing flower*, to the group.
- Discuss the definition of emergent literacy (early reading and writing), making connections with the parents' definitions. Highlight the following aspects:
 1. There is a period of emergent literacy—from birth to 6 years of age—during which children discover written language.
 2. During this period, children acquire knowledge naturally by watching older people read and write, by talking to them about reading and writing and by exploring written material in their environment.
 3. During this period, there is no formal instruction. Children learn, discover and act. Adults play a supportive role in the discovery process.
 4. Everyday communication situations that involve reading and writing are tools that help children discover written language (when I use a recipe, write a letter, read a book, read a poster or write a list).
- Continue the activity, presenting the various aspects of emergent literacy contained in each petal. These aspects represent everything children learn about written language from birth to 6 years of age. Make connections with the work done in teams, if appropriate.
- Encourage discussion among the parents about the various aspects of emergent literacy.
- Appendix 5.6 presents three indicators of how children learn about written language. Write each indicator on a separate sheet of Bristol board and attach the sheets to the wall. Have parents suggest ways they can help their child learn about written language naturally through everyday activities.
- Using the three indicators (environmental factors), ask parents how they can foster their child's emergent literacy and help him or her discover the things described on each of the petals in *The reading and writing flower* in Appendix 5.5.

- Give an example for each indicator (factor).
 - Example 1: Modelling

I know that written language is useful. I know this because I see my mother reading a recipe to make a cake, and I hear her saying what she is doing.

I now know that reading is enjoyable. I saw my father relaxing and I saw him laughing while he was reading a magazine.
 - Example 2: Interacting

I know that written material is meant to be read. I know this from listening to my mother read stories to me and seeing her point to each word with her finger. I know this because my mother writes down words that I ask her to write.
 - Example 3: Exploring

I look at books on my own. My mother set up a reading corner for me in the living room. My mother lets me play with store flyers.
- Work as a group and write down the parents' suggestions directly on the pieces of Bristol board.
- Emphasize that children discover written language (just as they discover everything else) by talking to others about it, and by OBSERVING, MANIPULATING, IMITATING and EXPLORING it. Parents provide a model for children (MODELLING), talk to them about written language (INTERACTING) and help them discover written language on their own (EXPLORING). See Appendix 5.7 for a definition of the three factors (modelling, exploring and interacting) and concrete examples.

Materials

- Appendixes 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 and 5.7

3

Activity: **Storyreading***10 minutes***Objectives**

- To experience the pleasure of being read to
- To observe someone reading a story aloud

Procedure

- Read a story aloud.

Materials

- A box of children's books

4

Activity: **Borrowing books***10 minutes***Procedure**

- Give parents an opportunity to talk about the book they chose and to describe their reading activity with their child.
- Make sure that parents have filled out the reading worksheet.
- Encourage parents to choose another book to take home.

APPENDIX 5.1

EMERGENT LITERACY AND SUCCESS IN SCHOOL¹

Children who have knowledge about written language before they begin school learn to read and write more easily.

Preschool children who have participated in activities involving writing or reading at home or in daycare are better readers at school.

A family environment rich in written material and in experiences and interaction connected with written language predisposes children to better understand the texts they read at school. In this kind of environment, reading and writing are used in various ways to communicate in everyday situations.

Reading aloud, combined with discussion of what has been read, is closely linked to reading success at school. When children know stories from having been read to by their parents, they retain textual structures, within an affective relationship with their parents, which they may subsequently use in reading and writing activities. Thus, books and other written material serve as channels through which children receive affection on a daily basis.²

Research shows that 6-year-olds who experience difficulty learning to read in elementary school have had less cultural and social experience with written language than other children; they have had fewer opportunities to observe reader-writer models and to think about the purposes and function of writing.³

A study conducted for Head Start reveals that middle class children start school with 1 000 to 1 700 hours of storybook reading behind them, compared with an average of 25 hours for children from economically disadvantaged backgrounds.⁴

Children who are successful at school have often been introduced to reading, counting and problem solving techniques at a very early age.

1. Hélène Tremblay, *Preventing Illiteracy: Research, Reflections and Proposals for Action*, (Québec: Ministère de l'Éducation, 1998).

2. Bernard Lahire, *Tableaux de familles* (Gallimard, February 1995).

3. Gérard Chauveau and Éliane Rogovas-Chauveau, "Les trois visages de l'apprenti lecteur" in *Réussir dès l'entrée dans l'écrit* (Éditions du CRP, Université de Sherbrooke, 1993, p. 10).

4. <http://www.read+lang.sbs.sunysb.edu/pubs/aera96/sld003.htm>.

APPENDIX 5.2

EMERGENT LITERACY: A DEFINITION⁵

Various studies lead to the conclusion that children begin learning to read and write long before they start school and that this learning continues throughout their lifetime.

Research conducted in the early 1980s gave rise to a new concept, *emergent literacy*, which refers to the acquisition of reading and writing abilities (knowledge, skills and attitudes) that children develop, without formal instruction, before they begin to read in the conventional way.⁶

For example, children know that all forms of written language are meaningful and they try to understand logos and words found in their environment; they know the difference between oral language and written language; they know that you read from left to right; they can understand an illustration; they know how to use a book; they know the different purposes of written language (to entertain, to inform, to remember, to identify objects, etc.); and they can read a few words as wholes. Preschool children become aware of written language by formulating hypotheses about what they perceive and by adjusting these hypotheses based on their experience with written language and their interactions with adults.

Researchers situate the *emergent literacy* period between birth and 6 years of age. Knowledge associated with reading and writing can be acquired before children begin formal instruction at school, either in the family or social environment and in everyday authentic communication activities that involve written language.

Even before children begin school, they acquire concepts about written language by observing the practices of their family members, during simple conversations with the people around them or during written communication activities (family reading, writing activities for personal reasons). Parents help their children discover written language; this is called the *emergent literacy* period. It is important to foster children's overall development, but at the same time to encourage them to discover written language and to think about it. This can be achieved in a number of ways:

5. H el ene Tremblay, *Preventing Illiteracy*.

6. Jocelyne Giasson, *La lecture, de la th eorie   la pratique* (Montr eal: Ga etan Morin, 1995), p. 114. *Sharing Pictures and Words*

APPENDIX 5.2

by emphasizing the usefulness of written language in everyday life for organizing one's time, making a shopping list, or making notes to remember things, without forgetting, of course, the sheer enjoyment that reading affords.

APPENDIX 5.3

EMERGENT LITERACY: AN EVERYDAY NATURAL ACTIVITY

Between birth and 6 years of age, children discover written language naturally, without formal instruction. **By observing** adults who use reading and writing to “do something,” **by interacting** with them using written material, **by exploring** written material and **by receiving encouragement**, children identify with adult readers and formulate ideas about written language and its usefulness. Preschool children become interested in written language and begin to understand its role by seeing it in use, by observing models engaged in reading different texts present in their environment and writing letters, grocery lists, etc.⁷

**THE DIFFERENCE BETWEEN NATURAL AND
FORMAL WRITTEN-LANGUAGE ACQUISITION**

The family and social environments are significant factors in the emergence of literacy. The school’s role is to provide systematic instruction in written language.

7. Jean-Marie Besse, *Les chemins de l'appropriation de l'écrit aux cycles 1 et 2* (CRDP de Grenoble, 1993), p. 15.

APPENDIX 5.3

The following table illustrates the significant differences between natural and formal written-language acquisition.

**THE DIFFERENCES BETWEEN THE TWO TYPES
OF WRITTEN-LANGUAGE ACQUISITION**

| Natural acquisition ⁸ | Formal acquisition |
|---|---|
| 1. The learning environment is the home or daycare, which are freer environments. | 1. The learning environment is the school, which is a more structured environment. |
| 2. Activities are based on printed matter that is meaningful to the child, adapted to his or her current interests. | 2. Activities are usually prepared in advance and may have no connection with the children's daily life. |
| 3. The child can make many attempts and mistakes; there are no time constraints. | 3. The child is not really allowed to make mistakes. He or she has to succeed quickly. |
| 4. The child can take the time to observe and then pretend. | 4. Time counts; reading must be done within a given period of time. |
| 5. Reading is done when the child feels like it. | 5. Reading is done when it is time to do so, even if the child does not feel like reading. |
| 6. The child listens to stories for enjoyment. | 6. The child often listens to stories in order to answer specific questions. |
| 7. The content of stories interests the child; he or she wants to read or hear stories. | 7. The material read is sometimes meaningless to the child. |
| 8. The adult supports and validates the child's efforts whether or not the child is successful. | 8. The adult is sometimes impatient when the child makes a mistake; this has a negative effect on the learning climate. |
| 9. The adult usually praises the child's attempts to write words. | 9. The adult wants the child to write a word correctly immediately after having shown it to him or her. |
| 10. The adult has confidence in the abilities of the child. | 10. The child is often compared with his or her peers. |
| 11. The child is compared with himself or herself. | 11. The adult systematically teaches written-language concepts. |
| 12. The adult shows things to the child when he or she asks. | |

8. Nicole Girard, *Formation sur l'éveil à la lecture et à l'écriture, De A à Z on s'aide!* (unpublished working document). [This excerpt has been translated from the original French.]

APPENDIX 5.4

FOSTERING EMERGENT LITERACY⁹

The way in which children perceive written language is based on their experiences and their “exposure” to written culture. It is primarily in the family where they have their initial experiences and acquire rudimentary oral- and written-language skills.

Not all children have the same opportunities **to observe** readers, **to have fun** with written material, **to interact** with adults about written language, or **to participate** in activities related to written language. Not all families make the same use of written language, and the frequency and diversity of practices differs from one family to another. Cultural and sociostructural factors relating to family income, level of education, reading practices and professional status determine how, for what reasons and when a family will use written language.

It is not enough simply to have books in the home or for children to see a family member reading. According to H el ene Tremblay, there are conditions and ways in which culture is transmitted that must be respected and it is important to support and guide children in their discovery of cultural objects, especially print. Adults play an intermediary role that helps children to realize the usefulness of print to the family and to become interested in the books that are available to them. Children need to be supported in their discovery of print and their representations of written language and they need to be encouraged, both before and after they start school.

In families affected by illiteracy or among parents who rarely read, some adults adopt family strategies to help their children. These adults play an intermediary role between written culture and their children. They encourage them to read and write stories, encourage them to participate in reading and writing activities, ask them questions about what they have been reading, take them to the municipal library, reflect their school experience and their role as literate children to them in a positive light, help them adapt to the culture of the school, and so on.

9. H el ene Tremblay, *Preventing Illiteracy: Research, Reflections and Proposals for Action* (Qu ebec: Minist ere de l’ ducation, 1998).

APPENDIX 5.4

On the other hand, some children may observe experiences connected with written culture and participate in them, but these experiences may be marked by failures and painful relationships with school and written language. When children have experiences with written culture, it is important to determine whether they are positive or negative and how they compare with other experiences at school.¹⁰ One need only think of families whose members are undereducated, who have difficulty reading or who have had painful experiences at school relating to written language. Some children in these families are poorly prepared to face school given their experiences.

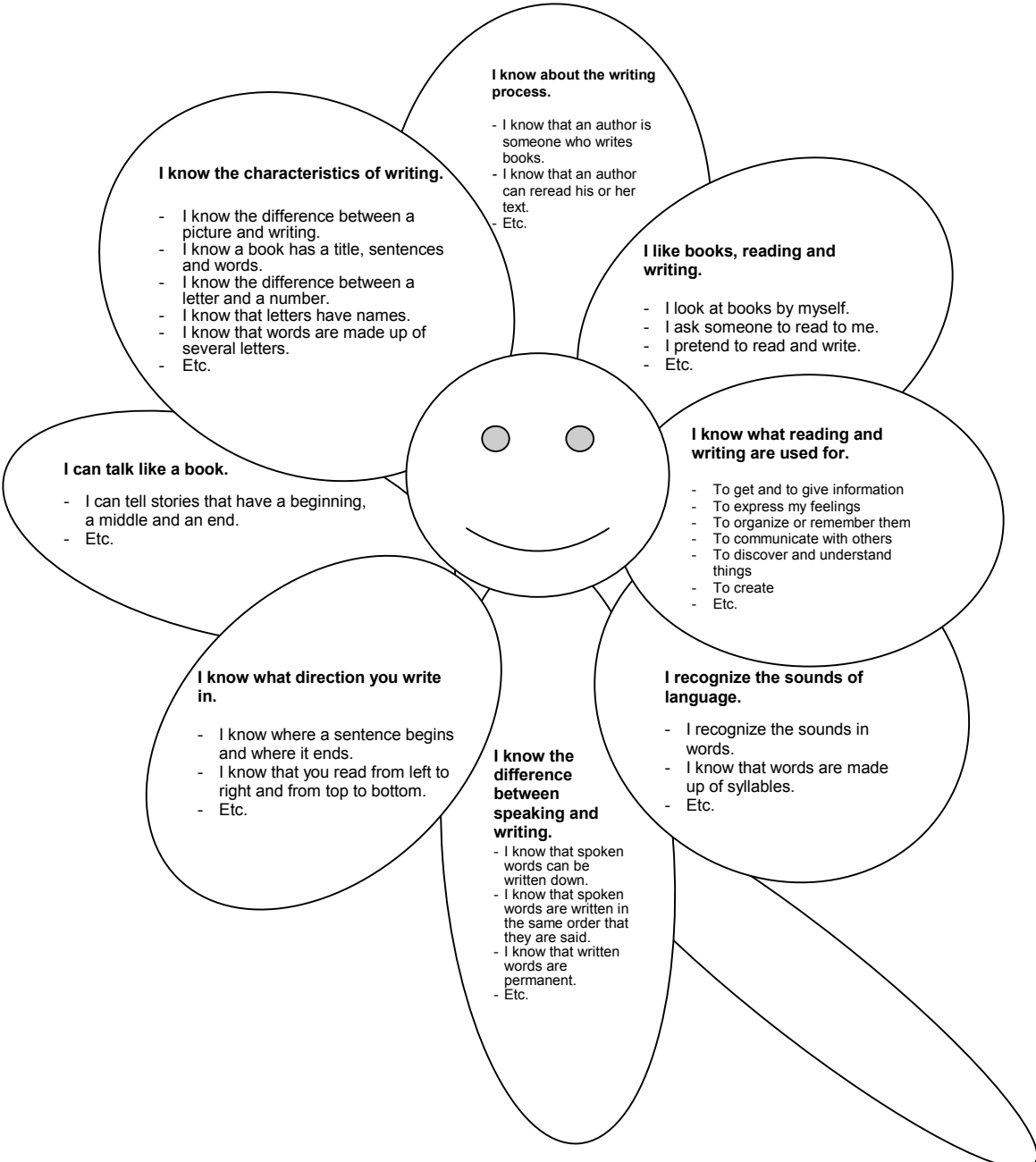
10. Jean-Marie Besse, *Les chemins de l'appropriation de l'écrit aux cycles 1 et 2* (CRDP de Grenoble, 1993), p. 15.

APPENDIX 5.5

Children's discoveries about written language

THE READING AND WRITING FLOWER

Emergent literacy: everything children learn naturally about reading, writing and books, from birth to 6 years of age, before learning to read and write formally.



APPENDIX 5.6

INDICATORS OF HOW CHILDREN
LEARN ABOUT WRITTEN LANGUAGE

| Modelling | Interacting | Exploring |
|--------------------------------------|---|---|
| I see people using written language. | Adults draw my attention to written material in my environment. They answer my questions. | My home environment has been organized to allow me to explore written language. |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |

APPENDIX 5.7

**THREE ENVIRONMENTAL FACTORS ESSENTIAL
TO THE DEVELOPMENT OF WRITTEN LANGUAGE**

- Modelling** Adults who, through their behaviour, show how they use written language in their daily activities and who explain the purposes of written language, facilitate children's discovery of the uses of written language. Adults who read in silence do so beyond children's level of observation.
- Interacting** Interaction between children and adults (or older children) in a variety of daily situations involving written language stimulates the children's interest and fosters the development of written language.
- Exploring** Children should be free to explore a print-rich environment so that they can observe, compare and formulate hypotheses about the print materials around them.
- Parents are first and foremost models who:
 - use print in front of their child and explain what they are doing
 - read out loud specials advertised in newspapers
 - write notes that they leave on the table for family members
 - describe what they are doing when they look up a number in the telephone book
 - Parents interact with their child by:
 - answering questions gently and providing support and guidance while trying to see whether he or she is still interested
 - asking questions without necessarily waiting for an answer (if the child responds, the adult continues the conversation; if the child does not respond, the adult simply gives the answer)
 - limiting themselves to answering questions without going into detail in order to avoid overwhelming the child

APPENDIX 5.7

- Parents help their child explore by:
 - setting up a reading and writing corner (with books, paper, pencils, etc.)
 - signing the child up at the library and taking him or her there each week
 - buying books for him or her, etc.

Learning situation

PHASE 2: Discover various types of children's books

Engage in storyreading and storytelling

1

Activity: **Getting started**

10 minutes

Objective

- To discuss the previous workshop and review the home activity (observations, comments about the home activity, storyreading done with the child, etc.)

2

Activity: **The magic of stories**

20 minutes

Objective

- To discover the benefits of storyreading for emergent literacy development

Procedure

- Set up the room so that all the participants are comfortable.
- Dim the lighting and arrange the space in a way that ensures that parents will be receptive to the story they are about to hear.
- Choose a story that is not too long. It is important to be well acquainted with the story before reading it to parents. The more familiar you are with the story, the better you will be able to present it.
- Read the story.
- Discuss with parents what they liked and did not like about the story (content, form, reading).

Examples:

- story was too long or too short
 - no pictures
 - story was read without expression or in an irritating tone of voice
 - story was sad, funny, boring
 - uninteresting theme
 - story was read too fast or too slowly
- Guide parents by having them observe:
 - the environment
 - the atmosphere
 - their feelings
 - the story's effect on them
 - the enjoyment afforded by various aspects of the story
 - Read and discuss Appendix 6.2 with parents. Illustrate the points found in Appendix 6.2 with concrete examples.
 - Give parents Appendix 6.1 and ask them to fill it out at home.

Materials

- Boxes of children's books
- Appendixes 6.1 and 6.2

3

Activity: **The benefits of reading***20 minutes***Objective**

- To discover the benefits of storyreading for emergent literacy development

Procedure

- Ask parents to fill out Appendix 6.3 individually. Encourage them to refer to the flower diagram in Appendix 5.5.

- As a group, draw up a list of the various advantages of storyreading for developing children's awareness of written language and helping them to learn about written language:
 1. It establishes a link between oral language (reading) and written language (e.g. the fact that words can be written down and that written words are permanent).
 2. It develops an interest in reading and encourages reading for pleasure.
 3. It helps children realize that there are different types of letters (capital letters, small letters).
 4. It helps children become familiar with and recognize pictures and, eventually, words.
 5. It provides an opportunity to observe that reading and writing are done from left to right.
 6. It provides an opportunity to explore books using the senses (smooth, soft, large, small, colours, pictures, words, smells).
 7. It helps children expand their imagination and learn to express feelings.
 8. It develops language skills through exposure to a variety of words, the repetition of words, sounds (e.g. imitating noises).
 9. It develops listening skills, attention span and memory.
 10. It helps children learn that they have their own identity (character in a story versus oneself) and promotes self-awareness (words that identify them, their first name, their photo).
 11. It provides an opportunity for intimacy and closeness.
 12. It provides an opportunity for learning how to hold a book, turn pages, etc.
 13. It allows children to discover the rich and stimulating environment of libraries.

14. It allows children to become familiar with narrative language, to learn that a story has a beginning, a plot and an end.
 15. It allows children to discover words read as wholes (whole language approach).
 16. It allows children to discover the difference between a letter, a word, a sentence, a title.
 17. It builds vocabulary.
 18. It helps children learn new words.
- Gather parents' comments and reflections after doing the exercise.

Notes

- Reassure parents by showing them that they know more than they think about the subject (build their self-confidence) and that they're already doing a lot to stimulate their child's development.
- Show parents the importance and usefulness of using storybooks to foster their child's awareness of written language.

Materials

- Photocopies of Appendix 6.3, *The benefits of reading*
- Pencils
- Large sheets of paper or a blackboard
- Markers or chalk

4

Activity: **Discovering books***20 minutes*

Objectives

- To be able to determine the criteria to take into consideration when choosing a book
- To discover various types of children's books: nursery rhymes, picture word books, fairy tales, fiction, etc.
- To be familiar with the benefits of different types of children's books

Procedure

- Put various types of children's books on a display stand or a table.
- Encourage parents to pick up the books, look at them and read them. Ask them to identify two stories they would like to tell their child and have them say why.
- Draw up a list of criteria for selecting books and make a connection between what professional writers have to say on the subject and the parents' responses. Refer to Appendixes 6.5 and 6.6.
- Show parents that they already use sound criteria in selecting books.
- Help them find reasons to choose and become familiar with other types of books.
- Explain why it is important to identify and become familiar with various categories of children's books:
 1. To be better able to select books that will contribute to their child's development
 2. To build a diversified library and offer their child a varied selection of print materials
 3. To be able to take advantage of the particular characteristics of each category, and explore the differences between them:
 - picture word books
 - true-to-life stories
 - nonfiction (opens the mind up to understanding the world, but may also evoke an imaginary realm that invites flights of fancy and escape)
 - fairy tales (provide a reflection of universal fears that are often confused in children's minds)
 - magazines (create awareness of how periodicals are organized into regular columns, sections, feature articles, etc.)
- Put the children's books on the table.

- Present the range of children’s literature and the benefits of various types of books based on parents’ discoveries (refer to Appendix 6.7):
 1. Picture word books
 2. True-to-life stories
 3. Fairy tales
 4. Nonfiction
 5. Magazines
 6. Poetry collections
- Allow parents time to add to their own ideas, ask questions and make connections between their experience and books they are familiar with.
- Have parents use Appendix 6.4 to write down the different factors that help them choose appropriate books and file the sheet in the portfolio.
- Refer parents to *The New York Times Parent’s Guide to the Best Books for Children*, by Eden Ross Lipson.
- Divide the parents into two groups. Ask them to explore the books, choose three different types of books and fill out Appendix 6.8.

Materials

- Photocopies of Appendix 6.4
- Various types of children’s books (fairy tales, picture word books, story tapes, giant books, children’s magazines, pop-up books, lift-the-flap books, etc.)
- Pencils
- Photocopies of Appendixes 6.5, 6.6 and 6.8
- *The New York Times Parent’s Guide to the Best Books for Children*
- Appendix 6.7

5

Activity: **Storyreading**

10 minutes

Objectives

- To experience the pleasure of being read to
- To observe someone reading a story aloud

Procedure

- Read a story aloud.

Materials

- A box of children's books

6*Activity:* **Borrowing books***10 minutes***Procedure**

- Give parents an opportunity to talk about the book they chose and to describe their reading activity with their child.
- Make sure that parents have filled out the reading form.
- Encourage parents to choose another book to take home.

APPENDIX 6.1

HELPING MY CHILD LEARN¹

I know it is important to tell my child stories.

I read to my child in order to:

- encourage a love of books and reading before my child starts school
- prepare my child to learn how to read
- spark my child’s curiosity
- develop my child’s imagination
- improve my child’s language skills
- encourage my child to learn
- enable my child to make a connection between books and language
- help my child to be in touch with his or her emotions

This week, I am observing and taking notes.

1. My child likes stories about:

2. My child can concentrate for a certain length of time:

3. This week, I read a book with my child. It was called:

4. This week, I read _____

1. Cécile Cloutier and Rosine Deschênes, *La main dans la main* (Québec: GRAP/CRP, 1996).

APPENDIX 6.2

HAND IN HAND: GROWING UP WITH BOOKS**Why read stories?**

We read books to children so they can discover the joy of reading.

A children's book is much more than the pages between its covers:

- It's the sofa on which they are read to.
- It's the smell of the person reading the story.
- It's the warmth and sound of the reader's voice.
- It's the little shivers of enjoyment shared by reader and listener.
- Above all, it's the special relationship that children have with their mother or father.

We read stories to children to prepare them for formal reading instruction at school. Research shows that children who found it easy to learn to read when they went to school had shared many hours of storyreading with their parents on a regular basis (Clark 1976; Durkin 1966).

Storyreading contributes to the development of oral- and written-language skills.

Children acquire vocabulary, develop their sentence structure and acquire general knowledge of the world.

Reading stories or fairy tales can be helpful with children under 5 years of age who are going through a difficult time.

Books that are about real life (true-to-life stories) can help children deal with everyday situations better.

APPENDIX 6.2

Reading stories is the best way to help children to:

- understand the characteristics of written language
- develop their language skills and understand texts
- develop a sense of narrative language, that is, to learn to speak using the language found in books
- make connections between oral language and written language

Reference material

Clark, M. M. *Young Fluent Readers*. London: Heinemann Educational Books, 1976.

Cloutier, Cécile, and Rosine Deschênes. *La main dans la main*. Québec: GRAP/CRP, 1996.

Demers, Dominique. *La bibliothèque des enfants*. Boucherville: Québec/Amérique inc., 1995.

Dumaine, Joanne. *Boutures d'écrits*. Ontario: Ed., CFORP, 1993.

Durkin, P. *Children Who Read Early*. New York: Teachers College Press, 1996.

Gilabert, Hélène. *Apprendre à lire en maternelle*. Paris: ESF, 1992.

Girard, Nicole. *Formation sur l'émergence de l'écrit, De A à Z on s'aide!*, November 1997 (unpublished).

Greatheart, Garth. *The Reading and Parenting Program*. Victoria: Project Literacy Victoria, 1997.

Paul, Marianne. *ABC, 123: A Family Literacy Handbook*. Kitchener, Ontario: Core Literacy, 1992.

Pelletier, Jacqueline, Jacinthe Leblanc, and Hélène Tremblay. *Cadre théorique d'intervention en émergence de l'écrit. De A à Z on s'aide! prevention project. Working document*, June 26, 1997.

Thériault, Jacqueline. *J'apprends à lire... Aidez-moi!* Montréal: Éditions Logiques, 1995.

APPENDIX 6.3

THE BENEFITS OF READING

Advantages of reading stories:

-
-
-
-
-
-
-

Reading stories allows children to discover many things about written language:

-
-
-
-
-
-
-

APPENDIX 6.4

Before choosing a book, I...

APPENDIX 6.5

FACTORS TO TAKE INTO CONSIDERATION WHEN CHOOSING A BOOK:

- the child's interests and attention span
- the child's age
- the quality, colour and simplicity of the pictures
- the length of the text
- the simplicity of the text
- intensity (element of surprise, humour)
- longevity (a book that the child may want to read himself or herself later on, a book that adults will enjoy for the feelings it inspires)
- the book's format, its binding (a book that the child can handle easily)
- the child's fondness for certain characters (see whether there is a series)
- the quality of the writing
- the subject of the book
- variety (in order to make the child aware of differences, expand his or her horizons, and make choices)
- the length and complexity of the text

APPENDIX 6.6

ANALYSIS CRITERIA FOR ILLUSTRATED BOOKS

- Clarity of the content: The text is written using simple vocabulary that is accessible to children.
- Cohesiveness of the story: Children must be able to understand the meaning and logical sequence of ideas, and be able to “retell” the story in their own words based on: the text, illustrations, and comments and discussions with adults about the language.
- Picture/text relationship: There must be an obvious connection between the story and the pictures.
- Cover: The cover should provide relevant clues for guessing what the story is about and recalling its content.
- Pictures:
- They are clear, readable and not misleading.
 - They stimulate the imagination by letting readers fill in the blanks.
 - They illustrate the text, reinforcing the message while at the same time allowing readers to give free rein to their imagination.
 - They call upon our personal store of experience and encourage us to recall our childhood emotions and memories by making us want to share and communicate our feelings to our children.

Reference material

Bru, Charles, and Bernadette. *Le conte improvisé*. Bruxelles: De Boeck, 1997.

Demers, Dominique. *La bibliothèque des enfants*. Boucherville: Québec/Amérique inc., 1995.

Paul, Marianne. *ABC, 123: A Family Literacy Handbook*. Kitchener, Ontario: Core Literacy, 1992.

Play Workshops, Hand in Hand From A to Z! series, Parents' Workshop 17, Appendix 17.3, Analysis criteria for illustrated books.

Thériault, Jacqueline. *J'apprends à lire... Aidez-moi!* Montréal: Éditions Logiques, 1995.

APPENDIX 6.7

PICTURE WORD BOOKS

Picture word books are often the first books that children are given (starting at about 10 to 12 months of age).

Description

- Picture word books stand up well to repeated handling.
- The illustrations are often simple and without context.
- The illustrations are not always to scale.
- The text may consist of a single word.
- Some picture word books present objects alone and in context.
- Picture word books often group pictures by theme (e.g. things found in the kitchen, on a farm, at the grocery store).

Functions

- They help children learn to speak by giving examples of everyday vocabulary in a sentence (e.g. “You brush your hair with a brush.” “You cook soup in a pot.”).
- They help children to make connections between language, pictures and reality, to recognize the world around them and to be open to other realities (e.g. “Do you have some at your house too?” “Do you see any in this room?”).

It is important to encourage children to make connections between a picture and reality. Pictures allow them to understand, recognize and name what is real.

The representation of reality through a picture introduces children to symbolization and ordering (e.g. not all pots are exactly like the ones shown in the book, but they have enough similarities to be grouped as a category, a series or a concept). Children learn about concepts, relationships and differentiation.

- They establish a trusting relationship in the child/book/adult communication triangle. “I’m talking about something or someone that I know or that I would like to know!”

APPENDIX 6.7

TRUE-TO-LIFE STORIES

Stories allow children to:

- build their vocabulary and learn to speak using the language found in books
- understand themselves and the world around them and use their imagination

Building vocabulary and learning to speak using the language found in books

When parents read a story word for word, children enrich their vocabulary and learn to make sentences. They become familiar with different ways of speaking, using the language found in books. It is natural for children to attempt to retell a story, sticking as closely as they can to the text they have been read. They follow the logic or the sequence of the story.

When parents and children discuss a story, children enrich their language skills and learn to interact with others.

The text must be adapted. Even if the stories are very short, there is a logical scenario and consequently a train of thought.

When children, in their own speech, draw on a text that has been read to them, they learn about explicit oral language, that is, narrative language.

Understanding themselves and the world around them and using their imagination

Thanks to the heroes in stories, children come to:

- understand themselves
- understand their world and learn to deal with reality
- find the words to express their sometimes confused emotions (fear, sadness, jealousy), which they often have difficulty recognizing, let alone naming

APPENDIX 6.7

Stories allow children to understand themselves and decode reality by seeing it through the eyes of another person who is like them, without being exactly the same. This distance allows children to situate themselves in relation to the reality described, in whole or in part, as they wish, as long as the reality is not too difficult for them to handle.

Themes addressed in true-to-life stories***Emotions***

Fears (of the dark, of getting lost or being separated from loved ones, of no longer being loved, of not knowing how to defend oneself, of being devoured—either literally or figuratively); anger; jealousy; separation from their security blanket or other transitional objects; the birth of a younger sibling; friendship; independence; loss

Family life

Brother-sister relationships; relationships with parents and grandparents; their birthday; Chanukah, Christmas, Ramadan and other celebrations; vacations; meals; shopping and doing errands; bathtime; bedtime; getting dressed

Discovery of the surrounding world

The farm; wild animals; pets; numbers; colours; means of transportation

FAIRY TALES

Fairy tales are stories whose content and themes reflect children's deepest and most universally held anxieties and inner conflicts: jealousy between brother and sister, stepmother and stepdaughter (Snow White); fear of incest (Donkey Skin, or "Peau d'âne," in the original French); abandonment (Tom Thumb); violence (Blue Beard).

APPENDIX 6.7

Fairy tales reassure children since they have happy endings and the heroes are always victorious. They help children to understand themselves unconsciously and to overcome unexpressed anxieties.

Fairy tales are a long way from reality. They invite personal interpretation, according to one's age, one's feelings at the time, and the story. It is best not to discuss fairy tales or explain the story. Children will interpret the fairy tale in their own way.

NONFICTION

Nonfiction books, or informational texts, open children up to the world (e.g. their house, their street, pets, the farm) and present topics that they are less familiar with (wild animals, the circus, dinosaurs, the forest).

Nonfiction enables children to become familiar with the world and to understand it (question-and-answer books).

MAGAZINES

The structure of children's magazines is the same as in magazines for adults (columns and features that appear every month).

Children's magazines enable young readers to become familiar with the structure of a periodical.

APPENDIX 6.7

BOOKS FOR WEE ONES²

Charlotte Guérette

The night Max wore his wolf suit and made mischief of one kind and another his mother called him “WILD THING!” and Max said “I’LL EAT YOU UP!” so he was sent to bed without eating anything. That’s when Max decided to leave for the land where the wild things are.

When his book, *Where the Wild Things Are*, was published in 1963, American author Maurice Sendak probably had no idea that he would revolutionize the production of children’s picture books for several decades to come. Sendak sought to write stories that children 3 years of age and older could relate to, stories in which they could identify strongly with a hero who was probably their own age and who, like them, was experiencing deep internal struggles stemming from unexpressed feelings and emotions. In this modern fairy tale, the author emphasizes the importance of developing self-esteem, courage, strength and determination and, of course, the tremendous power of the imagination.

Showing things as they are, in words and pictures. A gentle revolution had begun in the world of children’s literature, whose pint-sized “readers” were wont to interpret in a personal and creative way the text and illustrations in the small-, medium- and large-format books available to them.

More than 30 years later, the vast majority of countries with a children’s publishing industry are following in the footsteps of Maurice Sendak—sometimes without even realizing it. The text and illustrations in *Where the Wild Things Are* seamlessly intertwine everyday life with the realm of the imagination, nurturing, inhabiting and giving direction to children’s lives. One has only to begin reading the story to observe this.

Although it may seem pretentious and unwarranted to claim that the use of children’s books with little ones, many of whom fall into the category of prereaders, requires a thorough knowledge of the contemporary theory of children’s literature and reading development, it is important to note that children’s books can be used judiciously and intelligently.

2. Translation of a paper by Charlotte Guérette published in the proceedings of the international symposium held by the World Organization for Early Childhood Education in 1997: “Des livres à l’usage des grands comme trois pommes,” in *Le Livre et l’enfant: Actes du séminaire international de l’OMEP* (Pointe-au-Père, Québec: OMEP-Canada, 1998), pp. 231-246.

APPENDIX 6.7

How can this be best accomplished? One way is to learn how to choose books wisely, providing a wide selection of books based on themes that reflect the interests, concerns, feelings and emotions of children in each age group of the preschool category. Other ways include going through the steps required for learning and mastering language with them, and making decisions that result in actions aimed at offering activities that are sure to captivate and excite small children and reflect their expectations and interests. Gradually, the sheer joy of reading will become part of the everyday lives of children and the adults who read to them, and these activities will eventually become second nature to them.

Picture books

Anyone who takes the time to study picture books soon discovers that the term has two meanings. In a general sense, it refers to a formal characteristic of children's books and can be applied to all works in which pictures play an important role. The term thus covers a wide range of literature written for young children.

In its narrower meaning, "picture book" refers to a distinct type of publication that has come along recently and that has given rise to new genres specific to children's literature. In this type of publication, the content is primarily communicated using pictures, although the text also plays a role.

In this type of book, literary and visual aspects coexist, that is, two art forms come into play, each with its own rules and criteria, which combine and complement one another in order to communicate a message to the young reader.

Picture book categories**Pictures that speak volumes**

Have you ever noticed the wide range of books that is covered by the term "picture book"? Perhaps you've tried to classify books into categories. Let's consider some contemporary examples of children's picture books by authors from Québec and elsewhere.

APPENDIX 6.7

In the picture book genre, images are used in varying proportions, and it is often difficult to establish precise distinctions. However, specialists generally agree on the following categories.

In **WORDLESS PICTURE BOOKS**, the content is communicated through the images.

Example:

- *Good Night, Gorilla*, written by Peggy Rathmann, published by G. P. Putnam's Sons, in 1994.
 - “Good night, Gorilla,” says the zoo keeper after locking his cage. But the little gorilla is in a mischievous mood and not about to go to sleep. Instead, he leads the other animals in the zoo on a bedtime romp that is sure to elicit giggles and laughter.

TRUE PICTURE BOOKS

In this category, pictures predominate, taking up most of the physical page. They are also the artist's preferred means of expression. The text, which is often reduced to a minimum, is nevertheless necessary for the story to be understood.

Example:

Watch Out! Big Bro's Coming, written and illustrated by Jez Alborough, published by Candlewick Press, in 1997.

- “Watch out, Big Bro's coming,” Little Mouse tells Frog, and the rumour of a huge animal's arrival spreads with ever-increasing alarm from creature to creature throughout the jungle. When Big Bro finally arrives, he is none other than Little Mouse's older sibling.

Little books with lots to say

Picture books have numerous functions. They meet different needs with their wide-ranging content. It can be useful to classify picture books into different categories.

APPENDIX 6.7

STORIES OF EVERYDAY LIFE

These stories speak to children of events and situations in their everyday lives. Their experience as children may be reflected directly or indirectly, as in the many stories about animals in this category, in which the animals act like human beings. In reality, they are children and express children's emotions.

Examples:

- Les éditions La courte échelle, based in Montréal, has published a popular series of French-language picture books written and illustrated by Ginette Anfousse. Many of the books in the collection have been translated into English: *My Friend Pichou*, *Hide and Seek*, *Chicken Pox*, *The Fight*, *Soap*, and *Winter, or, The Seven-O'Clock-Bogey-Man*.

The stories, which portray everyday situations that today's children can relate to, are told with much humour.

- Chouette, another Québec publishing house, has also brought out a collection of stories for very young children. Caillou, the tiny hero of the series, learns about life and the world around him.
- Many other titles fall into this category, including *Owl Babies*, written by Martin Waddell, illustrated by Patrick Benson, and published by Candlewick Press, in 1992.

Three baby owls grow fearful, waiting for their mother to come home to them.

Needs met

In stories about everyday life, children look for reflections of themselves and the events that shape their lives. A significant affective value is associated with this category of picture books, in which children discover themselves.

APPENDIX 6.7

FAIRY TALES

Fairy tales are adventure stories that often contain an element of magic. A great variety of fairy tales, including those from the oral tradition and modern or literary fairy tales, are available as picture books.

Examples:

- Québec author and illustrator Mireille Levert puts her own stamp on *Little Red Riding Hood* in her version of the classic fairy tale, published by Douglas & McIntyre, in 1995.
- Another Quebecer, Gilles Tibo, is the author and illustrator of a series of modern tales of adventure featuring a young hero named Simon. Written in French, the series has been translated into English and is published by Tundra Books of Toronto.
 - In *Simon Finds a Treasure* (1996), the hero sets out in search of fabulous riches.
- A large number of modern fairy tales are published each year for young readers. Among them is *Let the Lynx Come In*, written by Jonathan London, illustrated by Patrick Benson and published by Candlewick Press, in 1996.
 - In a cabin in the snowswept north, a small boy lies awake at night. He hears scratching at the door, opens it, and immediately steps back in fear. He is face to face with a lynx. The big cat steps inside and grows to tremendous size right before the boy's eyes. Together, they will share an extraordinary magical adventure, climbing high into the night sky, the boy astride the lynx's back.

Needs met

In fairy tales, which are symbolic stories that address the unconscious mind, children can satisfy their affective needs while becoming initiated into life, discovering mysteries of the human spirit and sharing the great emotions of humanity.

APPENDIX 6.7

NONFICTION PICTURE BOOKS

The goal of nonfiction picture books is to communicate information to children on a given subject. The possibilities are endless! Authors writing for very young children usually aim to provide information in the form of stories. It's all about having fun while you learn.

Examples:

- *Cyrus*, a French-language series published by Québec Amérique between 1995 and 1997, came about as the result of a radio show. It is based on questions asked by the show's young listeners, a number of whom were preschoolers.
- There is a wide range of counting books and alphabet books for preschoolers. Helping children learn to count without realizing it is the goal of author-illustrator Susi Bohdal in *1,2,3, What Do You See? An Animal Counting Book*, published by North South Books of Zurich, in 1997.

Needs met

Nonfiction picture books allow children to discover the world around them, to find their place in it, and to satisfy their curiosity and their thirst for knowledge.

BANDES DESSINÉES

In the *bande dessinée* (comic strip) format, pictures dominate the page, which is filled with sequences of short scenes that tell a story. The pictures are accompanied by text, with dialogue enclosed in balloons.

Comic strips are not usually geared to very young children. On the other hand, some picture books do contain comic strip elements.

Examples:

- *Mouse TV*, written and illustrated by Matt Novak and published by Orchard Books of New York, in 1994, tells the story of the mouse family and their squabbles over what to watch on television. Then one evening their TV breaks down...

APPENDIX 6.7

- Magazines for young children often feature stories in comic strip form that are very appealing to prereaders. *Pomme d'Api*, a French-language magazine published by Bayard Jeunesse, is an excellent example.

Needs met

Making discoveries, escaping from reality, and identifying with a character are some of the needs of children that comic books fulfill.

POETRY COLLECTIONS

From the age of 2 or 3, children are interested in the language, rhythms, sounds, and exotic words they encounter in nursery rhymes and songs.

Examples:

- *Il était une chanson* is a beautifully illustrated collection of French songs including *Le bon roi Dagobert*, *Il était une bergère* and *À la claire fontaine*. It comes with a CD.
- The Paris firm, Éditions Bayard, has put out several collections of poetry and nursery rhymes for very young readers. These include *101 poésies*, *101 comptines*, written by Corinne Albaut and Oliver Charpentier and published in 1993.

Needs met

Poetry helps children discover the symbolic function of language.

MISCELLANEOUS PICTURE BOOKS

Some picture books are unique and simply defy classification.

APPENDIX 6.7

Example:

Élisabeth Brami's *Les petits riens, les petits délices*, illustrated by Philippe Bertrand and published by Seuil Jeunesse (Paris, 1995), is one such book. The idea behind it is that the simplest things can make you happy: the smell of toast and hot chocolate when you wake up, or making faces in the mirror. The best things in life are free!

Content counts

All picture books begin with an idea, which is conveyed either through text and illustrations, or illustrations alone, in the case of wordless picture books. The content can be presented in a variety of ways.

Have you ever considered the range of topics found in recently published picture books? And have you ever tried counting all the different ways that authors and illustrators of children's picture books have written about or illustrated the same subject?

The source of inspiration for talented authors and illustrators who know children well never seems to run out, as the number of books released each year clearly demonstrates. Adults need to learn how to take advantage of these riches, as much for their own benefit as for their children's.

The components of a picture book

Text: Picture books tell simple stories. The sentences are economical and fast-paced. Some sentences may be repeated, like the chorus of a song. The plot is pared down to the essential. The words evoke vivid images. The story may reflect children's everyday life or conjure up an imaginary world.

APPENDIX 6.7

Illustration: Here, we enter a different realm, the world of graphic arts and visual communication. Illustrators have a given space (single page or double-page spread) in which to convey their message. They create an image with colour and shape, taking inspiration from the subject of the story. The picture results from the arrangement of the various elements. The next step is to organize all the pictures into a cohesive sequence that constitutes the visual story. The logical succession of images and the connections between the images and the visual story convey a sense of time passing.

Design: The design of a picture book contributes to its overall quality. Choices must be made about the book's format, the type of binding, the paper that will be used, the typeface, the flyleaves, and so on. Are the choices appropriate to the content? Do they enhance the book? Do they help unify it? And how does the text relate to the pictures, both those on single pages and in double-page spreads?

Reading for the joy of it

Our children live in a world that offers exceptional opportunities for daily growth. What's more, through books, they can enter into any number of fascinating worlds, exploring the animal kingdom, finding out what makes things tick, learning about their environment. Through books they may discover a hero they can identify with, one whose experience is very similar to their own—or completely different. With the turn of a page, they can visit people living extraordinary adventures in places both foreign and familiar, talk to them openly or in secret, and then have fun drawing them, playing games with them, sharing their dreams with them. The possibilities are endless.

Through picture books, the world is easily accessible to children, and adults thoroughly enjoy participating in all the discoveries that children make.

The best time to learn about the joys of reading, the joys of learning and of entering the world of make-believe, is in earliest childhood. It is also the time to begin learning to cope with negative emotions, at one's own pace, by feeling and perhaps giving expression to them. Books make this possible. But childhood is also the time to give oneself over to the magic of reading and, sometimes, even to be the hero of the story. The freedom to let one's imagination run wild does not last forever.

APPENDIX 6.7

Every year, authors, illustrators and publishers produce thousands of books so that children can have enjoyable reading experiences and, no doubt, so that adults can have fun reliving their childhood memories. From among these new releases, knowledgeable individuals well versed in the stages of child development and the essential concepts in children's literature are sure to find relevant, significant books of quality that will appeal to a young audience.

Discovering a love of reading and taking time each day to share a book cannot fail to add to the enjoyment of living.

Children's books: food for the mind

Children love snacks. Every day, millions of children at home or in daycares and kindergartens look forward to snack time. Snacks are considered necessary to help children grow up strong and healthy. What an eagerly awaited pleasure!

Consider now the pleasure of listening to fairy tales and stories about everyday life, learning nursery rhymes and songs, playing with sounds and learning words that help children discover new things about birds, gardens, dinosaurs, stars, numbers and letters. Is all this not a natural part of a parent and child's daily routine? Are these activities not just as important in helping a child grow up strong and healthy?

One of the best things parents can do for their children is help them to develop a lifelong love of books. The world of children's literature is easily accessible. Make books a part of your child's everyday experience and watch as the characters in fairy tales and other stories come to life in his or her imagination. A good book will have a lasting impression on pre-readers and readers alike.

Making books an important part of children's lives is best accomplished by choosing works carefully and preparing in advance to read or tell the story. Keep in mind that the art of storytelling can be compared to a great lady who does not like improvisation. Although she loves spontaneity, freshness and simplicity, she takes pains in preparing for each performance—at least the most important ones: those for children, both young and old.

APPENDIX 6.7

Clearly, she would never consider reading or telling a story to an audience without having read it several times before in order to capture the atmosphere, identify high points and become familiar with the characters, places, details and richness of each part. She will spare no effort to enchant and delight her young listeners.

The art of storytelling is an art that anyone can practise. The important thing is to show respect for each listener. It is then up to listeners to make their own reading choices from among the themes and genres that the adults and children have shared.

One story can give rise to thousands of new stories.

Books can serve to promote discussion and an exchange of ideas, and they can be the basis for other activities such as drawing, painting, writing and playacting. The list of activities that could be done before or after reading or telling a story to young children is endless. Each book has its own unique content and it is important to focus on this content when carrying out related activities.

Adults and children need to draw upon their originality and creativity when embarking together on the most mysterious and surprising journey in the world. They know that their journey will never come to an end, but they are thankful for and, indeed, proud of this fact. Although they know the direction in which they are heading, those who embark on this journey will never find out the exact itinerary or extent of their travels. The travellers themselves, who never run out of imagination, say they have seen and experienced absolutely incredible things.

This journey leads children to enriching, even fascinating, activities. In short, it leads them toward fulfillment and motivates them to look inside themselves (and between the lines and on the pages of the stories that adults read or tell them) for hope, confidence, self-esteem, and openness to the world and to life itself. It is a journey that gives free rein to children's imagination and their sense of wonder, and helps them discover the true pleasure of reading.

It is unfortunate that some adults do not see the importance of playing a guiding role in children's reading experiences. Out of respect for children and a sense of responsibility towards them, we should encourage them to discover the joys of reading so that they will become lifelong readers. But, however much we may feel sorry for adults who do not share this view, we should not make excuses for them.

APPENDIX 6.7

CONCLUSION

Just as children's hearts are never too small to receive affection, friendship or love, so too their hands are never too small to pick up a book, hold it, leaf through its contents, read the pictures, and discover friends in its pages to accompany them through each stage of their development, provided they are given the opportunity, of course. Children are never too young to embrace new experiences through books.

And all adults who truly care about nurturing children's development know that everything they do for society's youngest members will contribute to a brighter future for the next generation. After all, happiness and fulfillment in the world of tomorrow depend largely on what children experience and read today. From earliest childhood, their daily reality and exploration of the imaginary realm play a crucial role. All adults who work with young children have the responsibility and duty to bear this in mind and to take action that will guide them along the path to success and great accomplishments.

When our distant ancestors invented writing and books, did they ever stop to think that simple words could help each child make giant strides each day? In so doing, children are able to face up to the challenges of life, however large or small.

A life filled with books brings so much joy. Make no mistake—picture books are little books that speak volumes, to reader and listener alike!

Reference material

Guérette, Charlotte. "Des livres à l'usage des grands comme trois pommes." In *Le livre et l'enfant: Actes du séminaire international de l'OMEP 1997*. Pointe-au-Père, Québec: OMEP-Canada, 1998.

APPENDIX 6.8

1. Titles of books chosen: _____

2. Categories of books chosen:

- Wordless picture books
- True-to-life stories
- Fairy tales
- Nonfiction
- Magazines
- Poetry collections

3. Aspect of my child's development that these books can help develop.

Example: These books can help develop my child's imagination.

WEEK 4

Theme:
**MAKING THE LIBRARY
PART OF MY LIFE**

Workshop 7
Parents

Learning plan

PHASE 2: Discover various types of children's books

Explore community resources that can support them in their role as parents

1

Activity: **Getting started**

10 minutes

Objective

- To discuss the previous workshop and review the home activity (observations, comments about the home activity, storyreading done with the child, etc.)

2

Activity: **Visit to the local library**

80 minutes

Objectives

- To become familiar with the various services offered by the local library
- To get to know the children's and adults' collections

Procedure

- At the library, introduce the group and the library staff member.
- Ask the staff member to explain how the library works:
 1. Schedule, rules
 2. Organization of the library
 3. Membership procedure (check ahead of time to see whether parents need to show ID in order to join)
 4. Children's collections
 5. Adults' collections
 6. Using computers
 7. Services offered, etc.

Notes

- Arrange with the library ahead of time for a guided tour.
- Use the checklist to prepare for the visit.
- Allow time to talk about the visit after you get back.
- The goal of the first visit is to make parents aware of the usefulness of the library and to allow them to become members.
- Ask the staff member questions that will elicit simple, clear explanations in order to make parents feel at ease.
- Give parents an opportunity to join the library, to borrow a book for themselves and their child, and to explore the children's section.

Materials

- Appendix 7.1

Reference material

Greatheart, Garth. *The Reading and Parenting Program*. Victoria: Project Literacy Victoria, 1997.

Play Workshop sheets, Workshops 9 and 18.

APPENDIX 7.1

LIBRARY VISIT

(Adapt this activity as needed)

On _____ we will go to the library.

Schedule:

| | |
|-------------------|---|
| 9:00 a.m. | Meet in the room where the workshop is usually held |
| 9:15 a.m. | Leave for the library |
| 9:30 a.m. | Arrive at the library |
| 10:30 a.m. | Return to where the workshop is held and talk about the visit |
| 11:00 a.m. | Workshop ends |

The library would be pleased to have you as a member. To join, please bring:

- Your curiosity
- \$_____
- Proof of residence (an ID that shows your address: driver's licence, telephone bill or lease, etc.)

Become a member and discover the joys of:

- dreaming
- travelling
- imagining
- putting yourself in the hero's shoes
- laughing
- being transported to another place and/or time
- being moved
- discovering new things
- being filled with wonder

It's a date! See you _____!

The trainers

Learning situation

PHASE 1: Observe their child's emergent literacy behaviours

Discuss various aspects of their child's development that have a connection with emergent literacy

Look for connections between various aspects of their child's development and emergent literacy

Explore their own relationship to written language and learning

PHASE 2: Describe things they do that foster their child's overall development and his or her literacy development

| | | |
|--|---|-------------------|
| 1 | <i>Activity:</i> Getting started | <i>10 minutes</i> |
| <p>Objective</p> <ul style="list-style-type: none"> To discuss the previous workshop and review the home activity (observations, comments about the home activity, storyreading done with the child, etc.) | | |
| 2 | <i>Activity:</i> The functions of written language | <i>25 minutes</i> |

Objective

- To distinguish among the main functions of reading and writing

Procedure

- Review Workshop 6, which examined various types of children's books and the benefits of storyreading for emergent literacy. Tell parents that in this workshop they will be looking at written materials from everyday life and ways of making their child aware of these types of written materials.

- Prepare the workshop using Appendixes 8.2, 8.3, 8.4 and 8.5.
- Show Appendix 8.1 on an overhead projector. Ask parents to answer the questions.
- Show parents a selection of written materials:
 1. Store flyer
 2. Telephone book
 3. Form
 4. Novel
 5. Newspaper
 6. Letter
 7. TV guide
 8. Dictionary
 9. Atlas
 10. Notebook
 11. Diary
 12. Book of poems
 13. Magazine
 14. Poster
 15. Appointment book
 16. Calendar
 17. Child's signed drawing
 18. Children's book
 19. Menu
 20. Grocery list
 21. Travel itinerary
- Ask parents to say what each of the examples above is used for.
- Present the seven functions of written language. With parents, organize the various types of written materials into categories based on their functions (see the model in Appendix 8.3).
- Write the functions on large sheets of paper or Bristol board and ask parents to attach cardboard labels representing the various written materials (e.g. store flyer, telephone book, form) under the appropriate function. (You may also use a chalk board.)

- Ask parents to explain the benefits for them and their child of knowing the functions of written language. (Children who discover and are familiar with the functions of written language know what writing is used for and may be more motivated to learn to read at school. They will see for themselves that reading and writing are useful by watching their parents use written materials in everyday life. They will thus acquire an interest in learning how to read in order to obtain information and for enjoyment.)
- Continue the discussion, referring to Appendixes 8.4 and 8.5.

Notes

- Explore the written material with parents based on what they already know.
- Tell parents that they should participate at their own pace and that the checklists are there for them to refer to as often as they need.

Materials

- Selection of written materials (see list on preceding page)
- Bristol board label for each type of written material
- Large sheets of paper or a chalk board
- Markers or chalk
- Overhead projector
- Transparencies on emergent literacy
- Checklist (based on the transparencies)
- Checklist on the fundamentals of emergent literacy and on what children learn through written materials
- Paper
- Pencils
- Various models of written language (see list on preceding page)
- Appendixes 8.1, 8.2, 8.3, 8.4 and 8.5

3

Activity: Reading and writing in my life*25 minutes***Objective**

- To describe things they do that foster their child's overall development and literacy development

Procedure

- Present Appendix 8.6 using an overhead projector. Lead a discussion on the content.
- This activity takes place in two steps:
 1. Parents view a slide presentation prepared by the trainer on the various places or areas of life in which written materials play a role.
 2. Parents describe their practices with respect to these places or areas of life.

Part one

- Explain to parents that it is important to be familiar with their written-language practices in order to take advantage of opportunities to encourage their child to discover written language.
- Have parents watch a slide presentation featuring a wide range of written materials and familiar places and situations in which reading and writing are a factor.
- Comment on the slides and ask parents whether they recognize the places and situations and whether they use the written materials shown.
- Provide an opportunity for parents to discuss, ask questions and examine their practices and habits.
 1. Use Appendix 8.7 as a support document.
 2. Encourage parents and make them aware of their good habits and of how they can improve or add to what they are already doing by trying to include their child in their reading and writing practices.

Examples:

- When I see a poster, I can read it out loud and point to the words on it.
- When I use a store flyer to make a shopping list, I can sit down with my child and name each item I choose while pointing to the picture in the flyer.
- When I enter or leave a store, I can get my child to help pull or push on the door and show and say the word on the handle.

Part two

- Put up pictures showing the various areas of life in which written language is found (Appendix 8.7).
 - * Tell parents about the six areas of life in which written language is found, providing examples from the slide presentation, and ask them to write down on pieces of Bristol board the types of written materials they use in each of these situations.
- Take things one step further by asking parents to write down the functions of writing that they associate with these areas of life. The goal here is not to have parents learn the functions by heart, but rather to have them recognize that written materials have different purposes. Emphasize the two main functions, i.e. the utilitarian and imaginary functions:
 1. Help parents associate the written materials they use with the related area of life.
 2. Ask parents how the use of these written materials can promote the development of their child's skills and emergent literacy.
 3. Consider each of the written materials (they can be reorganized if there is repetition or overlap) and ask parents how they can interact with their child using these written materials to foster awareness of written language.

Notes

For part one, choose slides that present written materials and communication situations that parents encounter at home, in their neighbourhood and in their everyday life. Supplement with slides that show other situations that may be less familiar (for information purposes). Examples include forms, song sheets and brochures.

- Put up two large sheets of paper or Bristol board stating the two main functions of written language as a reference point for parents.
- Help parents out with examples of written materials if they are having trouble thinking of any.

Materials

- Slide projector, slides, screen
- Posters:
 - culture
 - religion
 - consumer goods and services
 - signs
 - social organization
 - organization of work
- Pieces of Bristol board measuring 7.5 x 15 cm (at least five for each parent)
- Markers
- Funtak
- Sheets of paper or Bristol board indicating the two main functions of written language: utilitarian and imaginary
- Appendixes 8.6. and 8.7

4

Activity: **Written materials inside and outside my home**

*10 minutes***Objective**

- To describe their reading and writing practices at home and their preferences

Procedure

- Tell parents that the goal of the activity is to recognize written materials used in the course of the day and to note the feelings elicited by these materials.
- Ask parents to fill out Appendix 8.8 (*Written materials inside and outside my home*). The object is to have them record the written materials they use during a given day, indicating the time and whether or not they like to use these materials.
- This worksheet will be used again for Activity 3 in Workshop II, *What I do in everyday life*. It will be used to describe practices connected with written language, the family environment and the role of parents, and to determine various opportunities for fostering their child's literacy development.
- Present an example (see below).

Monday

8:00 a.m. I look at the numbers on the alarm clock.

8:30 a.m. I read the newspaper.

10:00 a.m. I get the mail.

11:00 a.m. I look in a cookbook.

2:00 p.m. I read signs on the highway.

7:00 p.m. I read the TV guide.

- Give parents several worksheets.
- Ask them to write down the information each day of the week.

Materials

- Appendix 8.8

5

Activity: **Storyreading***10 minutes*

Objectives

- To experience the pleasure of being read to
- To observe someone reading a story aloud

Procedure

- Read a story aloud.

Materials

- A box of children's books

6

Activity: **Borrowing books***10 minutes*

Procedure

- Give parents an opportunity to talk about the book they chose and to describe their reading activity with their child.
- Make sure that parents have filled out the reading worksheet.
- Encourage parents to choose another book to take home.

APPENDIX 8.1

**WE READ AND WRITE FOR
DIFFERENT REASONS.**

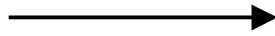
In your opinion, what are the uses of reading and writing?

In your opinion, why do we read and write?

APPENDIX 8.2

THE FUNCTIONS OF WRITTEN LANGUAGE

Personal



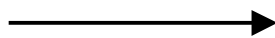
To express feelings

Instrumental



To say what you want

Control



To organize or remember things

Interactional



To communicate with others

Research



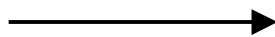
To discover or learn something

Imaginative



To create

Informative



To find out something or inform others

APPENDIX 8.2

THE FUNCTIONS OF WRITTEN LANGUAGE

Examples:

- **Personal**
A drawing in which a child tells about a personal adventure
- **Instrumental**
A list of toys, a grocery list, a “to do” list
- **Control**
Instructions for an arts and crafts project, a plan to follow
- **Interactional**
A greeting card, a note for Daddy or Mummy
- **Research**
A brief experience in which the child looks for an answer
- **Imaginative**
A made-up story, a game
- **Informative**
Information on activities for children

APPENDIX 8.3

THE FUNCTIONS OF WRITTEN LANGUAGE

| To express feelings | To say what you want | To organize or remember things | To communicate with others | To discover or learn something | To create | To find out something or inform others |
|--|--|--|---|--|---|---|
| Personal | Instrumental | Control | Interactional | Research | Imaginative | Informative |
| "I am" "Here I am" A diary A signed drawing | "I want" A grocery list or a "to do" list | "Do this" A recipe A plan to follow Rules | "I love you" A card A message A letter A note | A friend's telephone number A chocolate cake recipe | "Let's pretend" A storybook A novel A poem | "How come?" An encyclopedia A documentary A letter from school A TV guide |

APPENDIX 8.4

Written language is a means of communication.

It conveys diverse types of messages: informative, personal, aesthetic.

Written language plays a number of roles in the act of communicating.

These roles are the functions of written language.

We must create an environment that allows children to discover the various functions of written language:

- Provide a variety of situations in which they can use various types of written materials to have fun, to discover things, to express themselves and to remember things. They can play at reading and writing naturally, imitating the people around them.
- Make sure that they have access to a variety of written materials, that older individuals interact with them using these materials, and that they see older individuals using written materials themselves.

APPENDIX 8.5

Parents can help their child discover written language.

Since you now know the functions and uses of written materials, it will come quite naturally to you to say to your child:

- “I’m reading the newspaper because I want to know what’s happening.”
- “I’m reading a book for my own enjoyment.”
- “Let’s check our schedule so we don’t forget anything.”

You are better equipped to help your child discover the usefulness of written language.

Try organizing your home to help your child discover different types of written materials, for example:

- Hang a calendar on the wall and then write down appointments and circle important dates.
- Keep a running grocery list on the refrigerator.
- Set up a reading and writing corner for your child.

APPENDIX 8.6

The role of written language in family activities:

- places where written materials are found
- times when written materials are used
- social interaction involving discussion with the child about written language and books

is one of the most reliable indicators for predicting emergent literacy in children and their involvement with written language once they start school.

Yves Prêteur and Barbara Vial, Université de Toulouse, le Mirail, p. 1017. [Translation]

APPENDIX 8.7

AREAS OF LIFE IN WHICH WRITTEN MATERIALS PLAY A ROLE

- Culture: films, videos, plays, TV schedules, groups of singers and musicians, sports teams, municipal activities, book fairs and launchings, literary prizes, dramatic readings and the Internet
- Religion: singing, reciting of prayers
- Consumer goods and services: clothing labels, trademarks, cereal brands, street names, mail
- Signs: signs in public buildings, such as “entrance,” “exit,” “push,” “pull,” “ring for service”
- Social organization: bills, cheques, forms, TV programs, local newspapers, catalogues
- Organization of work: memos, timesheets, expense account, cutbacks measures


Reference material

Girard, Nicole. *Formation sur l'émergence de l'écrit, Projet De A à Z on s'aide!* (unpublished working document), November 1997.

APPENDIX 8.8

Fill out for each day of the week.

WRITTEN MATERIALS INSIDE AND OUTSIDE MY HOME

| DAY | TIME | READING/ WRITING ACTIVITY | USE OR FUNCTION |  | TO MAKE MY CHILD AWARE OF WRITTEN LANGUAGE, I COULD: |
|-----|------|---------------------------------|-----------------------|--|--|
| | | | | | |



= I like



= I don't like



= I don't care

Uses or functions

- To find out something or inform others: informative
- To express my feelings: personal
- To say what I want: instrumental
- To communicate with others: interactional
- To organize or remember things: control
- To create: imaginative
- To discover or learn something: research

Learning situation

PHASE 1: Explore their own relationship to written language and learning

Recognize the importance of their role in their child's literacy development

PHASE 2: Describe things they do that foster their child's overall development and his or her literacy development

Make connections between their role as parents and the things they do that foster their child's literacy development

1

Activity: **Getting started**

10 minutes

Objective

- To discuss the previous workshop and review the home activity (observations, comments about the home activity, storyreading done with the child, etc.)

2

Activity: **I learn better when...**

70 minutes

Objective

- To discover conditions that promote learning

Procedure

- Ask parents to choose from among the conditions outlined in Appendix 9.1 those that help them learn better. Ask parents to select three conditions that they feel are essential and explain to the group why they feel this way.
- As a group, think of ways to ensure that the conditions in Appendix 9.1 are met.

- Give parents a copy of page 7 (in Appendix 9.2), which presents a number of conditions that promote effective learning, and lead a discussion. The discussion may take the form of a game. Each parent presents one of the conditions and says what he or she thinks, based on personal experience.
- Draw a parallel between the conditions that promote effective learning and the issues associated with the act of learning (Appendix 9.3):
 - Learning means getting involved
 - Learning is an ongoing process
 - Learning means making mistakes
 - Learning means undergoing a transformation
- Ask parents to illustrate the above statements using examples from their own experience: As an adult, how can I get involved? How have I helped my child to get involved? How do I react when I make mistakes? How do I react when my child makes mistakes?

Materials

- Paper
- Pencils
- Appendix 9.1 and p. 7 of Appendix 9.2
- Appendix 9.3

Reference material

Ruph, François. *Apprendre à apprendre*. Association des parents d'enfants handicapés du Témiscamingue and the Association des projets éducatifs de Témiscamingue-Sud, January 1993, pp. 85-86.

3

Activity: **Storyreading**

10 minutes

Objectives

- To experience the pleasure of being read to
- To observe someone reading a story aloud

Procedure

- Read a story aloud.

Materials

- A box of children's books

APPENDIX 9.1

I LEARN BETTER WHEN...

- 1. I listen _____
- 2. I know why I am doing something _____
- 3. I'm relaxed _____
- 4. I'm having fun _____
- 5. my things are well organized _____
- 6. there is no noise _____
- 7. there are other people working around me _____
- 8. I haven't eaten too much _____
- 9. I'm calm _____
- 10. I'm by myself _____
- 11. I'm not thinking of other things _____
- 12. I like what I am doing _____
- 13. I ask questions _____
- 14. I'm not worried about looking stupid _____
- 15. I'm in a good mood _____
- 16. I take my time _____
- 17. I'm not angry _____
- 18. I feel good _____
- 19. I can work at my own pace _____
- 20. I'm part of a team _____
- 21. the subject matter is familiar to me _____
- 22. I make an effort to pay attention _____
- 23. there are examples _____
- 24. I have the tools I need _____
- 25. I know that I can get help _____
- 26. the instructions are clear and precise _____

APPENDIX 9.2

CONDITIONS FOR SUCCESS

What conditions promote effective learning?

I LEARN BETTER WHEN...

1. **I'm interested in what I'm learning:** I enjoy what I'm doing; I find it fascinating; I have fun; I find the challenge stimulating and exciting.
2. **I'm doing something that makes sense to me:** something I think is useful, even though it may be very hard at times. My goal is important enough to me that I put in the necessary effort.
3. **I know what is expected of me:** the objectives are clear and precise; I see a connection between the activity I'm doing and my personal goals; I understand the educational approach being used.
4. **I feel competent:** I think I have what it takes to meet the challenge in front of me; I have confidence in myself; I know I can overcome the difficulties that are part of any learning process.
5. **I feel in control of my learning:** I set goals for myself; I work at my own pace; I choose my partners.
6. **I can evaluate how I'm doing as I go along:** I know right away whether I'm on the right track; I know where I'm going wrong and why; I learn from my mistakes.
7. **I'm active and constructive:** I do things; I take action; I discuss things with others; I can defend my point of view; I teach others what I have learned.
8. **I'm able to focus:** I am not preoccupied; I am not stressed out; I can concentrate on learning.

APPENDIX 9.2

9. **I feel understood, supported and respected** by my peers and by the teacher: they listen to me when I have difficulty; my emotional needs are respected; I get moral support and technical assistance from the group, especially when things aren't going well.
10. **I feel valued:** my successes are recognized; the things I do well are acknowledged; the others believe in my ability to succeed.
11. **I have a pleasant environment to work in:** I have enough room and a comfortable set up; my work space is bright, well ventilated and conducive to working in.
12. **I have the resources I need:** I have enough time; I have the learning tools I need (textbooks, dictionaries and other books, pens, pencils, paper, etc.); I can consult resource persons (monitor, teacher, tutor, etc.) easily.

Reference material

Ruph, François. *Apprendre à apprendre*. Association des parents d'enfants handicapés du Témiscamingue and the Association des projets éducatifs de Témiscamingue Sud, January 1993, pp. 85-86.

APPENDIX 9.2

CONDITIONS FOR SUCCESS

What conditions promote effective learning?

I LEARN BETTER WHEN...

1. I'm interested in what I'm learning.
2. I'm doing something that makes sense to me.
3. I know what is expected of me.
4. I feel competent.
5. I feel in control of my learning.
6. I can evaluate how I'm doing as I go along.
7. I'm active and constructive.
8. I'm able to focus.
9. I feel understood, supported and respected.
10. I feel valued.
11. I have a pleasant environment to work in.
12. I have the resources I need.

APPENDIX 9.3

- * As an additional exercise, draw a parallel between the conditions that promote effective learning and the way in which children learn.

1. What is learning?

Learning means knowing how to use the knowledge you have and finding ways to get the big picture of what is new.

According to the *ITP Nelson Canadian Dictionary of the English Language*, learning means “to gain knowledge of...”

From the day they are born, children continue to develop. In the first five years of life, they never stop learning. They continue what they began in their mother’s belly and with each new day they take what they know and experiment and explore in a variety of ways in many different areas. So it is with adults too. Am I, as an adult, still developing?

1.1 Learning means getting involved

As an adult, how can I get involved in learning?

To enable children to learn, they must be allowed to engage in tasks that they want to do, but that they do not know how to go about.

It is the adult’s role to be available and attentive and to provide support, guidance and help if necessary. It is by getting involved in learning that children learn.

1.2 Learning is an ongoing process

As an adult, I need to know that my experience and knowledge are recognized.

Nothing children do is in isolation. Each act is part of the natural flow of their lives. Moreover, for learning to take place, children must build on something that has already begun. They open themselves up to new learning.

APPENDIX 9.3

They might go about this by asking questions, experimenting, babbling, shouting, moving about, gesticulating, looking, examining, and the new knowledge meshes with what they already know.

1.3 Learning means making mistakes

As an adult, I have made mistakes and learned from them.

Learning is a long process involving a lot of trial and error. We learn from our mistakes.

1.4 Learning means undergoing a transformation

What I want to transform by participating in the workshops.

Children who react to a situation that is new to them are in the process of learning. They transform what they know by adding the new information they are acquiring.

1.5 Individuals are responsible for their own learning

Children and adults alike have the primary responsibility for their own learning. They construct their knowledge.

The moment they accept, either consciously or unconsciously, that something is happening, children enter into an experimentation phase. They then make this “something” part of themselves. In doing so, they learn.

To sum up, learning is a bit like a journey. You set out from a starting point and try to reach your destination using your knowledge to guide you. Those who acquire knowledge are transformed in some way; they are forever changed. They have agreed to become involved, to make mistakes, to persevere in order to transform themselves.

Reference material

Girard, Nicole. *Formation sur l'émergence de l'écrit, Projet De A à Z on s'aide!*
Unpublished working document, November 1997.

Learning situation

PHASE 1: Explore their own relationship to written language and learning

Recognize the importance of their role in their child's literacy development

PHASE 2: Describe things they do that foster their child's overall development and his or her literacy development

Make connections between their role as parents and the things they do that foster their child's literacy development

1

Activity: **Getting started**

10 minutes

Objective

- To discuss the previous workshop and review the home activity (observations, comments about the home activity, storyreading done with the child, etc.)

2

Activity: **The parent's influence**

40 minutes

Objective

- To recognize the importance of their role as an educator

Procedure

- Ask parents to recall the individuals who had an influence on their behaviours, attitudes and learning when they were younger, or the people who influence them today.

Highlight the importance and the characteristics of an educator, a guide or a leader with respect to learning: what is your idea of a role model? Have you ever served as a role model or are you one now?

- Give parents an 8½ by 11 inch piece of cardboard or paper with their first name written on it.
- Ask parents to explain (orally, in writing or by drawing a picture) how they see their role as an educator with respect to their child (practices, attitudes, intervention).
- Ask all the parents in turn how they perceive themselves as educators (responses to be kept in parents' portfolios).
- Use Appendix 10.1 to show how children learn and become aware of written language. (Emphasize the fact that children learn with the help of people who are older and who know more; children learn by interacting with others and by playing games that present small challenges to them, games that are adapted to their level of understanding, challenges they can meet.)
- Go over the three environmental factors that foster children's emergent literacy (Appendix 10.2).
- Discuss these factors, if need be:
 - modelling
 - interacting
 - exploring
- Initiate a discussion on the role of educators and on the qualities needed for stimulating children to become aware of written language.
- Prepare a transparency or poster presenting the ideas of different authors on the role of parents (see Appendixes 10.1, 10.2, 10.3, 10.4 and 10.5).
- Indicate, in collaboration with parents, the important things to keep in mind when playing the role of educator to their child, or ask parents to make a card on which they write down or illustrate these things.

Notes

- Initiate a discussion with parents on the emotional ties that link them to their child.
- Emphasize the importance of their intervention with their child by mentioning the effect it has on their child's learning.
- Stress the importance of the three environmental factors (see Appendix 10.2) and give concrete examples.

Three environmental factors are essential to the development of written language:

- Modelling (I am my child's hero.)
- Interacting (I play and talk with my child; I answer his or her questions; I ask my child questions.)
- Exploring (I allow my child to discover written language at his or her own pace.)

Materials

- Cardboard sheets (8½ x 11 inches)
- Pencils
- Appendix 10.2
- Overhead projector
- Transparencies
- Appendixes 10.1, 10.2, 10.3, 10.4 and 10.5

Reference material

Giasson, Jocelyne, and Nicole Girard. *Le développement des fonctions de l'écrit à la maternelle*, taken from *Reading - Canada - Lecture*, vol. 5, no. 4, 1987, p. 221.

3

Activity: **My description**

10 minutes

Objective

- To recognize the importance of their role as educators

Procedure

- Hand out copies of Appendixes 10.6 and 10.7.
- Read and explain each of the items in the appendixes.
- Answer any questions parents may have.

Materials

- Appendixes 10.6 and 10.7

General Note

- Remind parents to keep on filling out the *Written materials inside and outside my home* form (Appendix 8.8). They will be using it soon.

Reference material

Duclos, Germain, Danielle Laporte, and Jacques Ross. *Les grands besoins des tout-petits: Vivre en harmonie avec les enfants de 0 à 6 ans*. Saint-Lambert: Héritage inc., 1994, pp. 128-129.

4

Activity: **Storyreading**

10 minutes

Objectives

- To discover the pleasure of being read to
- To observe someone reading a story aloud

Procedure

- Read a story aloud.

Materials

- A box of children's books

5

Activity: **Borrowing books***10 minutes***Procedure**

- Give parents an opportunity to talk about the book they chose and to describe their reading activity with their child.
- Make sure that parents have filled out the reading form.
- Encourage parents to choose another book to take home.

Important

- Ask parents to bring the *Written materials inside and outside my home* form (Appendix 8.8) to the next workshop.

6

Activity: **Written-language collage***10 minutes***Objectives**

- To recognize their importance as a role model
- To recognize their practices, preferences and behaviours with respect to written language

Procedure

- Give each of the parents an 8½ x 11 inch sheet of paper and ask them to paste or draw on it examples of written language that they use in their daily lives.

Examples:

Paste:

- part of a store flyer
- part of a local newspaper
- part of an ad
- product labels
- part of a telephone book, etc.

Draw:

- a book that they are reading to their child
- a calendar
- an appointment book, etc.

- Ask parents to indicate the examples of written language that they enjoy using and those they do not.
- Ask parents to put a check on each example that their child knows or recognizes.

Materials

- Paper (8½ x 11 inches)
- Glue
- Scissors
- Pencils (if parents do not have their own)
- A wide variety of examples of written language from everyday life

APPENDIX 10.1

COMMUNICATION IN THE HOME IS CENTRAL TO CHILDREN'S EMERGENT LITERACY.

Knowledge is acquired largely through social interaction between individuals (an adult and child). (Vigotsky, 1978)

For example:

- Emergent literacy develops through interaction between the child and a more advanced adult during an activity in which reading and writing are used in an authentic way.

Adults must adapt their support to the child's level—offering neither too much, nor too little—in order to gradually shift responsibility to the child.

APPENDIX 10.2

MEMORY AID

Three environmental factors are essential to the development of emergent literacy in children:

1. Modelling: I am my child's hero.

Adults who, through their behaviour, show how they use written language in their daily activities and who explain the purposes of written language, facilitate children's discovery of the uses of written language. Adults who read in silence do so beyond children's level of observation.

2. Interacting: I play and talk with my child.

Interaction between children and adults (or older children) in a variety of daily situations involving written language stimulates the children's interest and fosters the development of written language.

3. Exploring: I allow my child to discover and to explore written language at his or her own pace.

Children should be free to explore a print-rich environment so that they can observe, compare and formulate hypotheses about the print materials around them.

APPENDIX 10.3

THE IDEAL ROLE MODEL

“For role models to have a positive effect on children, they must have certain qualities. Enjoyment and curiosity seem to play a part in the development of emergent literacy.”

A model of enjoyment

Adults who take the time to read for pleasure will themselves come to know and will help others to discover the true joy of reading. Generally, literary texts afford more enjoyment than texts of a practical nature, and it is important to keep this in mind in developing one’s personal reading habits.

Children who observe adults reading for enjoyment, smiling as they leaf through a magazine, stopping to read a poster or telling someone how much they liked a book they have just read, understand implicitly that reading is pleasurable.

Serving as a “model of enjoyment” with respect to reading and writing is a valid way of asserting the beauty of written language.

Examples of situations in which parents serve as models of enjoyment with respect to written language:

-
-
-

A model of curiosity

Children who live with adults who enjoy making discoveries, acquiring knowledge, gathering information, creating their own world-view and defining themselves through written language, are fascinated and eager to discover the world of print. It is therefore helpful when adults show children the satisfaction they derive from reading a message.

The goal is to show that written language gives access to a wealth of knowledge in addition to simply meeting everyday needs.

Examples of situations in which parents serve as models of curiosity with respect to written language:

-
-
-

APPENDIX 10.4

A POSITIVE LIVING ENVIRONMENT

Children whose daily lives are not governed by standards and constraints that inspire fear and punishment learn quickly because they are free to experiment, to learn actively. Clear, helpful expressions of approval inspire and guide them in conquering their environment. They understand why they are being congratulated and when they must adapt their behaviour, and they continue learning.

For example, if they are told “Congratulations! You found the answer all by yourself,” children are more aware of what they did well and know where to focus their future activities.

Reference material

Girard, Nicole. *Formation sur l'émergence de l'écrit, De A à Z on s'aide!*
Unpublished working document, November 1997.

APPENDIX 10.5

THE ROLE OF PARENTS ACCORDING TO VARIOUS STUDIES

Reference material

Jacqueline Thériault, *J'apprends à lire... Aidez-moi!* (Montréal: Les Éditions Logiques, 1995).

1. "Since oral and written language develop in natural environments through daily activities, it appears that the functional aspect of communication (using written language to obtain information, to remember something, to talk about oneself, to get organized, etc.) is one of the basic factors in learning to read and write." [p. 21, translation]
2. "Children learn written language by being active participants in their environment. They interact socially with adults and their peers in everyday-life situations that involve reading and writing." [p. 21, translation]
3. "... the knowledge that children acquire differs because the emergence of literacy occurs through their interaction with written language in their environment and with the adults supporting them, and each child's circumstances are different." [p. 27, translation]
4. "It is through diversified contact with the written language in their environment that children discover the functional aspect of written communication and develop interest, curiosity and motivation with respect to written language." [p. 28, translation]
5. "Learning about written language starts within the family." [p. 31, translation]
6. "According to the proposed paradigm, the development of written language is part of a continuum and its progress is proportional to the wealth of experiences that children have in relation to it." [p. 22, translation]
7. "... the environmental factors necessary to creating awareness of the functions of written language are: an adult role model, interaction between adult and child and exploration by the child." [p. 31, translation]

APPENDIX 10.5

Reference material

Jocelyne Giasson, *La lecture : de la théorie à la pratique* (Boucherville: Gaëtan Morin, 1995).

8. “In a society where written language is readily available, children start to become interested in reading and writing at an early age.” [p. 114, translation]
9. “For children to become interested in written language, not only must reading be modelled in their environment, but the individuals serving as models must interact with them.” [p. 115, translation]

Reference material

Nicole Girard, *Formation sur l'émergence de l'écrit, De A à Z on s'aide!* (unpublished working document) November 1997.

10. “It is important that parents and educators use written language for enjoyment purposes and create an association between written language and play. In so doing, they model the use of written language.” [p. 8, translation]
11. “Children whose daily lives are not governed by standards and constraints that inspire fear and punishment learn quickly because they are free to experiment, to learn actively...” [p. 11, translation]
12. “Parents introduce and make use of written language in a variety of everyday situations. If children are interested in a particular activity, parents should follow their lead, taking the opportunity to integrate written language into the activity, if appropriate.” [p. 11, translation]
13. “Parents should keep in mind that they are the most important, valuable and essential people when it comes to ensuring their child’s optimal development.” [p. 12, translation]

Reference material

Hélène Tremblay, *Preventing Illiteracy: Research, Reflections and Proposals for Action* (Québec: Ministère de l'Éducation, 1998), p. 22.

APPENDIX 10.5

14. See the following table.

Literacy, an ongoing process with multiple components

| Desired result: literacy | | | | |
|--|---|--|---|---|
| Literacy is “using printed and written information to function in society, to achieve one’s goals and to develop one’s knowledge and potential.” ¹ | | | | |
| A process: appropriation of writing | | | | |
| The relationship that each person establishes with written language, from childhood to adulthood. “This relationship is constructed before school, is modified in contact with school, through studies, then evolves and continues to develop through personal, occupational, cultural, and relational activities, and according to the increasing complexity of the way in which writing is used in our societies.” ² | | | | |
| Before starting school | | During school | | After leaving school |
| <p>“Sensitization to written language takes place through:</p> <ul style="list-style-type: none"> • observation of reader-writer models and writing practices • interactions with others involving writing • opportunities for discovery • opportunities for experimentation • opportunities to put knowledge into practice • encouragement”³ | | <p>Learning to read and write in school takes place through:</p> <ul style="list-style-type: none"> • learning activities • personal practices and various uses of written language • observation of reader models and practices of written language • interactions with others • opportunities to put knowledge into practice and experiment with it • etc. | | <p>The maintenance and development of reading and writing abilities take place through:</p> <ul style="list-style-type: none"> • effective practices of writing in personal, occupational, relational and cultural activities • opportunities for practice (variety and frequency) • lifelong learning |
| Components of the appropriation of writing process | | | | |
| Motivation | Personal and interpersonal practices | An activity of reflection on written language | A set of means and techniques for reading | Metacognitive activities |
| <ul style="list-style-type: none"> • Participation in situations that demonstrate the value of communication with classmates, younger children, adults • Identification with readers • The presence of readers in the personal circle who make it possible to have discussions on reading, who stimulate interest in communication, in learning to read, and in becoming a reader • The pleasure of reading for oneself, as a family, etc. | <p>That is, the uses of language and practices that have meaning for each individual.</p> | <ul style="list-style-type: none"> • Its functions • Its supports and the different types of texts • Its structures • Useful concepts to refer to it | <ul style="list-style-type: none"> • Methods • Strategies | <ul style="list-style-type: none"> • Perception • Memorization • Learning • Reflection |
| An environment that promotes the appropriation of writing | | | | |
| A meaningful educational, cultural and social environment, which provides socialization conditions that make it possible, among other things, to become familiar with written language (observation, interaction and experimentation), to talk about the subject with others, to communicate with others in writing, and exercise reading and writing skills throughout one’s life. | | | | |
| An environment that includes the family, the school, parents, personal relations, the workplace, the neighborhood, the community, etc. | | | | |

1. Organisation for Economic Co-operation and Development (OECD), *Literacy, Economy and Society: Results of the First International Adult Literacy Survey*, p.14.
 2. Jean-Marie Besse, *L’écrit, l’école et l’illétrisme*. Éditions Magnard, 1995, p. 88. [Translation]
 3. Jocelyne Giasson, *La lecture, de la théorie à la pratique*. Montréal: Gaëtan Morin Éditeur, 1995, p. 114. [Translation]



APPENDIX 10.5

Reference material

Germain Duclos, Danielle Laporte and Jacques Ross, *Les grands besoins des tout-petits : Vivre en harmonie avec les enfants de 0 à 6 ans* (Saint-Lambert, Québec: Héritage inc., 1994).

15. “A number of psychologists and educators consider that imitation, from early infancy on, plays a predominant role in children’s affective, social, intellectual and moral development. Initially, babies imitate the movement of their parents’ hands and the gestures that they make. Imitation also comes into play as babies utter their first sounds and speak their first words. But they also adopt the behaviours, interests and attitudes of the people they love and look up to.

By living with parents who are confident, persevering, capable of taking initiative and who can be at once firm and tolerant, children develop their behaviours and attitudes more easily.” [p. 102, translation]

APPENDIX 10.6

LITTLE ONES HAVE BIG NEEDS

SELF-EVALUATION

| | A little bit (1 pt.) | | Moderately (5 pts.) | | A lot (10 pts.) | |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Mum | Dad | Mum | Dad | Mum | Dad |
| | I encourage my child to get around without my help. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I stimulate my child to grasp objects. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I encourage my child to carry objects. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I encourage my child to take an interest in discovering new things. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I allow my child to play with his or her food while eating. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I encourage my child to repeat certain words. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I encourage my child to make sounds that are entertaining. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I accept that my child uses gestures to make himself or herself understood. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I know that strangers can be frightening to my child. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

APPENDIX 10.6

| | A little bit (1 pt.) | | Moderately (5 pts.) | | A lot (10 pts.) | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Mum | Dad | Mum | Dad | Mum | Dad |
| I know that my child cries when I leave. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I know that my child doesn't like it when I leave. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I encourage my child to be very curious. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I encourage my child to recognize his or her reflection in the mirror. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I encourage my child to use one object to reach for another one. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand that my child is sometimes insecure. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I encourage my child to play with my partner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I help my child to sleep well. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I encourage my child to carry a favourite object around with him or her. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I encourage my child to carry out simple instructions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I accept that my child has some power over me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total:

Sharing Pictures and Words

APPENDIX 10.6

| | |
|-------------------------|---|
| From 175 to 200 points: | Your little explorer is clearly having a lot of fun. And so are you! |
| From 80 to 175 points: | Your “little tornado” can be a lot to handle at times, but you usually have a little smile of satisfaction as you watch your child in action. |
| Less than 80 points: | You are finding this period in your child’s development exhausting and frustrating. Be careful not to prevent your child from exploring. Your child’s future curiosity is at stake! |

Reference material

Duclos, Germain, Danielle Laporte, and Jacques Ross. *Les grands besoins des tout-petits : Vivre en harmonie avec les enfants de 0 à 6 ans*. Saint-Lambert: Héritage inc., 1994.

APPENDIX 10.7

HELPING MY CHILD LEARN

My child has different ways of learning**1. I know when my child is learning**

My child is constantly learning, in his own way and at his own pace.

My child learns better when she is healthy.

My child learns better when he feels that I am there for him and that I love him.

2. I know how my child learns

By copying what I do

By following my example

By being read to

By playing

3. I can help my child learn more and better

I give my approval, I encourage her and I talk to her.

This week, I observed three things:

1. My child learned some new words. Which ones?

2. My child learned to...by himself

3. This week, I learned...

Reference material

Cloutier, Cécile, and Rosine Des Chênes. *La main dans la main*. Québec: GRAP/CRP, 1996.

Learning situation

PHASE 1: Explore their own relationship to written language and learning

See how reading and writing are a part of everyday life (give examples of ways they can encourage their child's emergent literacy skills)

Recognize the importance of their role in their child's literacy development

PHASE 2: Talk to others about daily activities that they feel foster their children's literacy development

Describe things they do that foster their child's overall development and his or her literacy development

Make connections between their role as parents and the things they do that foster their child's literacy development

Use different kinds of written language to foster their child's literacy development

Think up and do new activities suited to their situation that will encourage their child's literacy development

1

Activity: **Getting started**

10 minutes

Objective

- To discuss the previous workshop and review the home activity (observations, comments about the home activity, storyreading done with the child, etc.)

2

Activity: **Written language and me***30 minutes***Objectives**

- To become aware of their emotional reactions in learning situations connected with emergent literacy
- To explore their preferences and values with respect to written language

Procedure

- Provide parents with paper and a selection of coloured pencils.
- Ask parents to describe their reading and writing practices, referring to the *Written materials inside and outside my home* form (Appendix 8.8) and using Appendix 11.1.
- Invite parents to describe how they use written language:
 - frequency of use
 - variety of written materials used
 - preferences (I like; I dislike)
 - main reasons for using written language
 - for enjoyment
 - for information
 - opportunities for stimulating their child's emergent literacy
 - their beliefs and values with respect to everyday written language (I think that reading novels is...)
- After the parents have described how they use written language, have a group discussion on their perceptions and observations.
- Ask parents to keep Appendix 11.1 and the *Written materials inside and outside my home* forms (Appendix 8.8) in their portfolio.

Notes

- Together with parents, bring out the following points:
 - We all have reading practices, even those who can't read; written language is part of our environment, we use it or produce it in all kind of ways.
 - Reading habits and tastes are influenced by our family and the people around us: habits, values, tastes, preferences, views, etc.
 - It is possible to stimulate children's awareness of written language by using everyday written materials in a simple and natural manner.

Materials

- Paper
- Lead pencils or coloured pencils
- Home activity from the preceding workshop
- *Written materials inside and outside my home* forms (Appendix 8.8)
- Appendix 11.1

Reference material

Association des parents d'enfants handicapés du Témiscamingue and the Association des projets éducatifs de Témiscamingue-Sud. *Aider mon enfant à apprendre*. 1993, p. 6.

3

Activity: **What I do in everyday life**

30 minutes

Objectives

- To discover new ways of stimulating their child's emergent literacy
- To recognize what they do at home to stimulate their child's emergent literacy

Procedure

- Ask parents to look at the *Reading and writing flower* (Appendix 5.5), the checklists in Workshops 3 and 4 and the *Written materials inside and outside my home* form (Appendix 8.8). Ask them to say what they do or could do as part of their daily routine to foster their child's early reading and writing behaviours. Establish connections with the three factors: modelling, interacting, exploring; if necessary, remind them what it means to be a model, to interact with their child with respect to written language and to encourage their child to explore written language.
 - Example: “My child knows how to turn the pages of a book and asks me to read what is written on them. How did my child learn that?”
- Talk to parents about their level of enjoyment when sharing these moments with their child (i.e. stimulating their child's emergent literacy) and the type of intervention (playing) that they use with their child.
 - Examples: Am I having fun?
Am I enjoying myself?
Am I playing with my child at these moments?
Do I feel calm and relaxed?
Do I put pressure on my child to succeed right off the bat?
- Make a connection between the enjoyment experienced by the parent and how well the child learns.
- Go over each element of the *Reading and writing flower* (Appendix 5.5) and determine with the parents, based on their practices and the written language that they use, ways of helping their child to make these discoveries in a natural manner, without formal instruction, by having fun and by taking advantage of opportunities in daily life. Do the suggested activities in Appendix 11.2.

Notes

- Encourage parents to value what they're already doing and to recognize their child's strengths.
- Encourage discussion and highlight the elements that are important for fostering learning.

- Bring out the aptitudes and positive attitudes parents have to offer as role models.
- Encourage parents to recognize their strengths as role models.

Materials

- *The reading and writing flower* (Appendix 5.5)
- Chalk or markers and large sheets of paper
- Checklists on early reading and writing behaviours
- *Written materials inside and outside my home* form (Appendix 8.8)
- Appendix 11.2

4

Activity: **Me, my child and written language**

10 minutes

Objective

- To participate in a new emergent literacy activity

Procedure

- Ask parents to name an everyday situation that involves written language and to play with their child to see how they might stimulate him or her. Ask parents to try this activity at home with their child.

Instructions

- Choose written material that is meaningful to both parent and child.
- Choose a time when the child is interested and motivated. If the child is not interested, stop the activity.

Notes

- Explain to parents that this is a game; the child is not being evaluated; you are having fun exploring, discovering and trying something new.

- Parents should make a note on their calendar of what they tried out and tell the group about it at the next workshop.
- Try experimenting with the parents' activities during the next parent-child workshop.

Materials

- *Written materials inside and outside my home form* (Appendix 8.8), filled out by parents

5

Activity: **Storyreading**

10 minutes

Objectives

- To experience the pleasure of being read to
- To observe someone reading a story aloud

Procedure

- Read a story aloud.

Materials

- A box of children's books

APPENDIX 11.1

THE WRITTEN MATERIALS THAT I USE

The written materials that I use in daily life:

-
-
-
-
-
-

The written materials that I use most often:

-
-
-
-
-
-

I usually read and write:

- to find out information
- for enjoyment
- to get organized, to remind myself of things
- to communicate with others
- to say what I want
- to discover things, to find out more

My preferences:

-
-
-
-

APPENDIX 11.1

My dislikes:

-
-
-

I find that I can develop my child's early reading and writing skills by:

-
-
-
-

APPENDIX 11.2

SUGGESTED ACTIVITIES

To encourage an interest in reading

- Read aloud with your child sitting on your lap, in a comfortable place where you can snuggle.
- Create an enjoyable place to read aloud (e.g. at the pool, in summer; sitting on cushions, in winter).
- Invite your child to **share the reading** with you by having her make up a story based on the pictures in the book, which you can then read.
- Use books that your child already knows; children love hearing the same story over and over again.
- Read aloud from printed material around the house such as a calendar, the phone book, cereal boxes, magazines, newspapers, the credits at the end of a TV program.
- From time to time, make your child aware of words that are used less often in daily life, such as “nutrition,” “nourishment,” or “errands” in order to familiarize him with their use so that it is easier to understand what they mean should he come across them when learning to read in first grade.
- Find out what subjects appeal to your child, remember her favourite authors, favourite series of books, and interesting themes. It all helps keep your child interested in reading.
- Take advantage of opportunities for reading by naming letters (e.g. the letters of your child’s first name).
- Invite your child to play, mime, dance, talk about or draw what has been read to him. Play-act the story with your child and create hand puppets with a scarf, mittens or socks.
- Foster self-esteem by congratulating your child on something she has done well. Point out mistakes without emphasizing failure; instead, suggest different approaches to finding a solution by asking an open question such as, “Did you think about...?” In this way, you encourage your child to try, to question, to explain and to continue searching. Do not dismiss your child’s solution, because children know that **making mistakes is a necessary part of growing up.**

APPENDIX 11.2

To encourage an interest in writing

- Leave a tender, loving message under your child's pillow, beside a glass of chocolate milk or in his jacket pocket.
- When you are writing something, ask your child to help you; let your child "write" something and ask what she has written; invite your child to write the letters of her first name.
- Encourage your child to "write" something each day on pieces of paper of varying sizes; encourage your child to cut or tear illustrations out of magazines, then paste them on the paper; ask your child to dictate something for you to write down.
- Organize an area where you can post messages (e.g. "Who is coming today?" "What show are you going to watch?" "What would you like for breakfast?" "Where are we going in the car today?").
- Give your child a bookmark and prepare a sign with him to hang on his bedroom door to let other members of the family know when he is spending time alone with a book.
- Make a note of your child's favourite authors and books.

Reference material

Girard, Nicole. *Formation sur L'émergence de l'écrit, De A à Z on s'aide!*
Unpublished working document, November 1997.

Learning situation

PHASE 2: Select activities and materials that foster their child's literacy development

Make connections between their role as parents and the things they do that foster their child's literacy development

Think up and do new activities suited to their situation that will encourage their child's literacy development

PHASE 3: Identify appropriate times to interact with their child in an emergent literacy context

| | | |
|----------|---|-------------------|
| <i>1</i> | <i>Activity:</i> Getting started | <i>10 minutes</i> |
|----------|---|-------------------|

Objective

- To discuss the previous workshop and review the home activity (observations, comments about the home activity, storyreading done with the child, etc.)

| | | |
|----------|---|-------------------|
| <i>2</i> | <i>Activity:</i> Having fun in everyday life | <i>25 minutes</i> |
|----------|---|-------------------|

Objective

- To discover the different types of written materials in everyday life that can be used to stimulate their child's awareness of written language

Procedure

- Hang the *Reading and writing flower* diagram (Appendix 5.5) on the wall.

- On a table, lay out a selection of pictures and objects that may be useful in stimulating children's awareness of written language.

Examples:

- Picture of a library (print-rich environment)
- Children's books (reading, manipulation, associating pictures and words)
- Paper and pencil (writing situation)
- Grocery store flyer (associating pictures and action)
- First name with photograph (recognizing pictures and words)
- Board with magnetic letters, alphabet blocks, etc. (objects that allow children to manipulate things, to explore)
- Nursery rhyme (for working on sounds, rhymes, and—in the case of rhymes with actions—coordination)
- Picture of a reading and writing corner (importance of providing an environment that is stimulating and print-rich)
- Story tape and book (for working on listening skills, varying the storytelling format)
- Finger painting (manipulation, presenting other ways of writing)
- Cookbook (looking up information); the child may associate the cookbook with the meal that you are preparing
- Logos (associating pictures and words), labels on different products found in the home
- Telephone book (looking up information)
- Dictionary (looking up information)
- Calendar (marking important events, outings, etc.)

- Pictures of animals or small plastic animal figures (associating pictures, words and sounds)
- Child's drawing
- Personal letter
- Poster
- Baby book (in which parents record their child's development)
- Puppet (storytelling aid)
- Write the three factors in emergent literacy (modelling, interacting, exploring) on separate pieces of Bristol board and hang them on the wall.
- Ask parents how they can develop, stimulate and guide their child's emergent literacy in a natural way, using everyday objects (the activity can be done in teams).
- Encourage parents and show respect for their answers. Ask questions to help parents further their understanding.
 - Examples: "What is a calendar used for?" To tell us what date it is (to mark the passing of time); "Do you write notes on your calendar? What kind of notes?"
- Make connections between the activities they do with their child and what their child learns through these activities.

Materials

- Pictures and objects mentioned above (or others)
- Paper and pencils
- Bristol board

Reference material

Gilbert, Hélène. *Apprendre à lire en maternelle*. Paris: ESF, Collection pédagogies, 1992.

Greatheart, Garth. *The Reading and Parenting Program*. Victoria: Project Literacy Victoria, 1997.

Guillaume, Christian. *J'aide mon enfant à apprendre à lire*. Paris: Retz.

Paul, Marianne. *ABC, 123: A Family Literacy Handbook*. Kitchener, Ontario: Core Literacy, 1992.

Pelletier, Jacqueline, Jacinthe Leblanc, and Hélène Tremblay. *Cadre théorique d'intervention en émergence de l'écrit, De A à Z on s'aide!* Working document, June 25, 1997.

Thériault, Jacqueline. *J'apprends à lire... Aidez-moi! Comment l'enfant apprend à lire et à écrire*. Montréal: Les Éditions Logiques, 1995.

3

Activity: **Planning an emergent literacy day**

25 minutes

Objective

- To identify simple actions from among their own practices that will help their child to discover the different characteristics of written language

Procedure

- Give each parent a copy of Appendix 12.1, a copy of the *Reading and writing flower* (Appendix 5.5) and a pencil.
- Ask parents to take out of their portfolio their most recently completed copies of the following worksheets:
 - Written materials inside and outside my home
 - The written materials that I use
 - Other tools, if applicable

- On a table, lay out a selection of pictures and objects that may be useful in stimulating their child's awareness of written language (see Activity 2).
- Ask parents to think up simple activities to do with their child during a day devoted to emergent literacy development. The activities should be based on the parents' everyday reading and writing practices, their interests, values and the knowledge they have acquired about their role in guiding their child.

Note

- Ask parents to:
 - think up activities, based on their daily reading and writing practices, that will help their child become aware of written language.
 - choose from among the *Written materials inside and outside my home* worksheets (Appendix 8.8) that they have filled out, the one that is most appropriate.
 - use the selected worksheet and the *Reading and writing flower* (Appendix 5.5) to determine actions and activities that will allow their child to learn about written language (see each petal of the *Reading and writing flower*). Parents should write these activities down on the Appendix 12.1 worksheet.

Example: The *I like books, reading and writing* petal

Action: I can encourage my child to look at books by setting up a reading corner where books are always available and by giving praise when my child explores a book on his or her own.

- determine at least one action for each aspect of learning covered in the *Reading and writing flower*. It is important that parents want to carry out the action.
- make sure that the actions are simple and natural and that there is a connection with their daily practices.
- present their work to the group, talk about the difficulties that came up, etc.

Materials

- Materials listed for Activity 2
- Appendix 12.1
- Appendix 5.5

4

Activity: **Preparing for action***10 minutes***Objectives**

- To incorporate actions that foster their child's literacy development into their daily activities
- To observe their child's interest in these activities

Procedure

- Ask parents to put the actions determined in Activity 3 into practice at home with their child.

Note

- The activities should be done when the child is receptive, interested and motivated.

Materials

- Materials adapted to the activity

5

Activity: **Storyreading***10 minutes***Objectives**

- To experience the pleasure of being read to
- To observe someone reading a story aloud

Procedure

- Read a story aloud.

Materials

- A box of children's books

Sharing Pictures and Words

6

Activity: **Borrowing books***10 minutes***Procedure**

- Give parents an opportunity to talk about the book they chose and to describe their reading activity with their child.
- Make sure that parents have filled out the reading worksheet.
- Encourage parents to choose another book to take home.

APPENDIX 12.1

PLANNING AN EMERGENT LITERACY DAY

Learning situation

PHASE 2: Select activities and materials that foster their child's literacy development

Think up and do new activities suited to their situation that will encourage their child's literacy development

Use different kinds of written language to foster their child's literacy development

PHASE 3: Evaluate changes in the home environment:

- Establishment of a reading corner
- Establishment of a writing corner

| | | |
|----------|---|-------------------|
| 1 | <i>Activity:</i> Getting started | <i>10 minutes</i> |
|----------|---|-------------------|

Objective

- To discuss the previous workshop and review the home activity (observations, comments about the home activity, storyreading done with the child, etc.)

| | | |
|----------|---|-------------------|
| 2 | <i>Activity :</i> Helping my child discover written language | <i>30 minutes</i> |
|----------|---|-------------------|

Objectives

- To become aware of the characteristics of an environment that promotes the discovery of written language
- To make a list of different ways of organizing their home to stimulate their child's literacy development

Procedure

- Ask parents to describe an environment that encourages children to discover written language. Lead a discussion based on Appendix 13.1, which identifies the characteristics of a print-rich environment (see the elements underlined in Appendix 13.1).
- Ask parents where in their home and how they could make changes in order to provide their child with a stimulating environment, based on the characteristics mentioned above. Examples might include hanging a chalk board on a wall where their child can write or scribble).
- Write parents' suggestions on a large sheet of paper, or ask a parent to do so.
- Lead a discussion on the parents' ideas to see whether they are consistent with the stated characteristics of a print-rich environment.
- Offer support and guidance to parents in finding ideas.
- Look at Appendix 13.2 with the group. Discuss the content, making connections with the ideas raised by parents.

Suggestions for creating a print-rich environment

- Put a few recipe cards, store flyers (for making a shopping list), or coupons in a visible spot in the kitchen.
- Keep a phone book, notepad and pencil next to the telephone.
- Put a magazine rack with newspapers and magazines next to an armchair or rocking chair.
- Put a few books near a doll's bed so that the "mummy" or "daddy" can read to "baby" or to the stuffed animals.
- Put up a bulletin board for messages. Keep paper, crayons and markers close by.
- Hang a calendar in the kitchen to mark down appointments, outings, etc.

- Set up a reading corner with cushions, small carpets, an armchair, a rocking chair, a bookcase, books, magazines, etc.
- Set up a writing corner by covering a small table with a vinyl tablecloth and providing a box containing materials that are safe for your child to use (e.g. paper, magazines, catalogues, crayons, chalk).
- Hang your child's drawings on the wall of his or her room.
- Write your child's name on the door of his or her room.

Notes

- If possible, show parents photographs of different set ups. This will help stimulate their creativity and arouse their interest.
- Keep in mind that the richer and more stimulating a child's environment, the more the child will experiment, make discoveries and build his or her knowledge.

Materials

- Large sheets of paper
- Markers
- Appendixes 13.1 and 13.2

Reference material

Thériault, Jacqueline. *J'apprends à lire... Aidez-moi!* Montréal: Les Éditions Logiques, 1995.

3

Activity: **A print-rich home***30 minutes***Objective**

- To organize their home environment in a way that will promote their child's discovery of written language

Procedure

- Hand out pencils and large sheets of paper to parents.
- Ask parents to draw the rooms of their home. Explain that their task is to think of ways of creating a print-rich environment that will help their child discover written language.
- Suggest the following steps:
 - Draw a plan of your home.
 - Indicate areas where there are already written materials.
 - Identify new places where written materials could be added (e.g. a reading and writing corner, a drawing corner, a calendar).
- Remind parents that their home should provide their child with the means and the opportunity to see reading and writing used for a wide variety of purposes (functions of written language) and to use reading and writing himself or herself, guided by adults who draw the child's attention to words, letters, etc.
- Ask parents to present their print-rich environment to the group.
- Time permitting, ask the other parents to make suggestions.

Materials

- Large sheets of paper (one per parent)
- Pencils

4

Activity: **Home decorating with print***10 minutes***Objective**

- To organize their home according to the plan they have made

Procedure

- Ask parents to identify the changes they would like to make to their home based on the plan they came up with in Activity 3.
- Ask them to make the changes.

5

Activity: **Storyreading***10 minutes***Objectives**

- To experience the pleasure of being read to
- To observe someone reading a story aloud

Procedure

- Read a story aloud.

Materials

- A box of children's books

APPENDIX 13.1

WHAT IS A PRINT-RICH ENVIRONMENT?

- A print-rich environment provides children with the means and the opportunity to see reading and writing used for a wide variety of purposes (functions of written language) and to use reading and writing themselves, guided by adults who draw their attention to the characteristics of written language, words, letters, meaning, etc.
- It is an environment in which reading and writing are used for a range of authentic, everyday purposes.
- It is an environment in which children:
 1. have access to one or more models for using written language
 2. can interact with others on written language
 3. can explore the written materials around them

APPENDIX 13.2**CREATING A PRINT-RICH ENVIRONMENT****Objectives**

- To expose their child to reading and writing
- To encourage their child to try to read and write “in his or her own way”
- To model the use of written materials
- To help their child understand the nature of reading and writing
- To help their child understand the functions and uses of written language

Actions

- Put written materials that are meaningful to the child all around the house or apartment.
- Draw the child’s attention to the written materials around him or her and read them to the child.
- Help the child understand that written language is useful.
- Encourage the child to participate in creating a print-rich environment by helping him or her to produce written language.
- Produce written material in the child’s presence.

WEEK 7

Theme:
**DISCOVERING NEW
ACTIVITIES**

Workshop 14
Parents

Learning situation

PHASE 2: Select activities and materials that foster their child's literacy development

Think up and do new activities suited to their situation that will encourage their child's literacy development

1

Activity: **Getting started**

10 minutes

Objective

- To discuss the previous workshop and review the home activity (observations, comments about the home activity, storyreading done with the child, etc.)

2

Activity: **Emergent literacy activities**

65 minutes

Objective

- To have fun discovering and doing new emergent literacy activities

Procedure

- Present different activities that parents can do with their child at home (see the activities described in Appendixes 14.1 to 14.10).
- Do some of the activities described in the appendixes with the parents. (In the second part of the workshop—or at the next one—they will have a chance to try out various activities with their child.)
- Mention the types of learning that can be accomplished through these activities.

Notes

- Allow time to do one or more of the activities done as a team.
- Provide the required materials or ask parents to bring materials from home to do the activity.
- Provide supervision as parents do the activities. Observe what they learn from the different activities.
- Keep in mind that parents will subsequently have to create their own emergent literacy activities.
- Ask parents to try an activity at home with their child and to fill out Appendix 14.11.
- Always take the time to review what was done at home.
- Remind parents to encourage their child, to praise their child and to make the activities enjoyable. The idea is to have fun.

Materials

- Cereal boxes
- Store flyers
- Cookbooks
- Children's books
- Greeting cards
- Sheets of white paper
- Hole punch
- Scissors
- Photographs
- Glue
- Nursery rhymes
- Toy phone
- Appendixes 14.1 to 14.11

3

Activity: **Storyreading***5 minutes***Objectives**

- To experience the pleasure of being read to
- To observe someone reading a story aloud

Procedure

- Read a story aloud.

Materials

- A box of children's books

4

Activity: **Borrowing books***10 minutes***Procedure**

- Give parents an opportunity to talk about the book they chose and to describe their reading activity with their child.
- Make sure that parents have filled out the reading worksheet.
- Encourage parents to choose another book to take home.

APPENDIX 14.1

PICTURE-WORD ASSOCIATION GAMES

Procedure

- Match a logo with the right product and the right packaging.
- Take two packages of the same product: on the first package, cover up everything but the logo or the name; leave the second package as is.
- Say the name that is associated with the product logo in order to identify the right package (e.g. Kellogg's logo: Choose the cereal box.).
- Tell parents that it is important to choose products they use in their home, i.e. products that are part of their child's environment.
- Use pictures from a store flyer and match them up with the purchased product.

Materials

- Logos and the products they represent

APPENDIX 14.2

WRITING

Procedure

- Get in the habit of making a grocery list, writing letters, and reading store flyers, the newspaper, magazines, books, cookbooks, the dictionary, the phone book, etc.
- Tell your child what you are doing (e.g. “I’m looking for the dentist’s phone number. Guess I’ll use the phone book—let’s see. A, B, C, yes, C for Crandall, Dr. Crandall.” or “What ingredients do I need to make this cake? Let’s see what it says. Flour, salt...” or “What’s on special this week? I need peanut butter.”)

Materials

- Store flyers
- Paper
- Pencils

APPENDIX 14.3

GREETING CARD

Procedure

- Write a short note on a store-bought greeting card or one that you have made yourself. Sign your name.
- Leave some space for your child to “write” something as well. Ask your child what he or she has written.

Materials

- Ready-made greeting cards
- Pieces of cardboard
- Crayons
- Paper

Reference material

Dumaine, Joanne. *Boutures d'écrits*. Ontario: Centre franco-ontarien de ressources pédagogiques, 1993.

APPENDIX 14.4

CREATING A BOOK

Procedure

- Use an old notebook or make one out of cardboard or paper.
- Have pictures, logos, photographs, scissors, glue and crayons on hand.
- Ask parents to choose, with their child, pictures that are meaningful to the child. Have parents paste the pictures into the book and write an appropriate label under each picture.

Notes

- Parents may get the book ready and decorate the cover and then finish it at home with their child.
- It is important that the contents of the book convey meaning to the child.
- Parents can create a new book each year and follow the development of their child's learning.
- Ideas for making books can be found in the reference material listed below.

Reference material

Jouer, c'est magique. Programme favorisant le développement global des enfants. Books V and VI. Montréal: Office des services de garde à l'enfance, Gouvernement du Québec, 1996, pp. 47-48.

Greatheart, Garth. *The Reading and Parenting Program*. Victoria: Project Literacy Victoria, 1997.

Paul, Marianne. *ABC, 123: A Family Literacy Handbook*. Kitchener, Ontario: Core Literacy, 1992.

APPENDIX 14.5

READING A STORY

* The elements presented below will be covered in greater detail in a subsequent workshop.

Procedure

Handling a book

- Before
 - Describe at least two ways of reading a story (see Workshop 15).
 - Show the book’s cover.
 - Describe what appears on it.
 - Describe the subject of the story and the characters.
- During
 - Read the story, asking the child questions as you go along (e.g. “Where is the sun?”).
 - Point to the words and match them up with the pictures.
- After
 - Comment on the book (e.g. “That was a nice story!”).
 - Look for the characters in the book.

Allow the child to handle the book and turn the pages.

Materials

- Large-format book that can be seen by the entire group

Reference material

Jouer, c’est magique. Programme favorisant le développement global des enfants.
Books V and VI. Montréal: Office des services de garde à l’enfance, Gouvernement du Québec, 1996, pp. 47-48.

APPENDIX 14.6

MUSICAL AND ACOUSTIC ACTIVITIES

Procedure

- Use a number of different songs. For example:
 - “Down By the Bay”
 - “Planting Cabbages”
 - “If You’re Happy and You Know It”
- Develop the child’s awareness of different sounds and noises. Try using musical instruments or other objects to produce different sounds.

Note

- This activity helps develop:
 - concentration
 - attention
 - auditory discrimination

Materials

- Various store-bought or homemade musical instruments, e.g. baby food jars containing different objects or food items (dried peas, pasta, sand)
- Cans of various sizes (empty or full)
- Sticks to drum with

Reference material

Jouer, c’est magique. Programme favorisant le développement global des enfants.
Books V and VI. Montréal: Office des services de garde à l’enfance, Gouvernement du Québec, 1996, pp. 47-48.

APPENDIX 14.7

IMITATING SOUNDS

Procedure

- Show your child some familiar objects. Say the name of each object and reproduce the sound associated with it (e.g. doll, puppet, stuffed animal, toy fire engine, telephone, clock).
- Do this exercise often. Your child may not repeat the sounds you make right away. Your child stores the information until he or she is ready (perhaps days or weeks later) to name a given object.

Materials

- Objects that are familiar to the child
- Puppets
- Dolls, stuffed animals, etc.

Reference material

Jouer, c'est magique. Programme favorisant le développement global des enfants.
Books V and VI. Montréal: Office des services de garde à l'enfance, Gouvernement du Québec, 1996, pp. 47-48.

APPENDIX 14.8

PARTS OF THE BODY

Procedure

- Choose songs or nursery rhymes that feature the parts of the body.
- As you sing, touch the parts of the body that are mentioned in the nursery rhyme.

Materials

- Songs and nursery rhymes

Reference material

Jouer, c'est magique. Programme favorisant le développement global des enfants.
Books V and VI. Montréal: Office des services de garde à l'enfance, Gouvernement du Québec, 1996, pp. 47-48.

APPENDIX 14.9

TELEPHONE GAME

Procedure

- Start a conversation with the child, using a toy telephone (store-bought or homemade). Let the child use the telephone.
- Have the child repeat words that you say (this variation is intended for use with children who are a little older).

Materials

- Toy telephone or two Styrofoam cups connected by a cord

Reference material

Jouer, c'est magique. Programme favorisant le développement global des enfants.
Books V and VI. Montréal: Office des services de garde à l'enfance, Gouvernement du Québec, 1996, pp. 47-48.

APPENDIX 14.10

PHOTO ALBUM

Procedure

- Look at a family photo album with your child, naming and pointing at the people in the photographs.
- Write each person's first name on a label or piece of paper and tape or paste it next to the photograph in which the person appears. You can do this activity with your child.

Materials

- Photo album
- Labels or pieces of paper
- Tape or glue (if necessary)
- Pencil
- Scissors (if necessary)

APPENDIX 14.11

I did the following activity (fill in the name of the activity):

My child had a lot of fun.

Yes

No

I will do this activity again.

Yes

No

WEEK 8

Theme:
**THE ART OF
STORYREADING**

Workshop 15
Parents

Learning situation

PHASE 2: Engage in storytelling and storyreading

1

Activity: **Getting started**

10 minutes

Objective

- To discuss the previous workshop and review the home activity (observations, comments about the home activity, storyreading done with the child, etc.)

2

Activity: **A story for my child**

60 minutes

Objectives

- To learn different ways of reading a story
- To read a story

Procedure

- Ask parents to recall their own experiences of being read to, e.g. the stories read during the workshops. Briefly discuss the benefits of storyreading, referring to Appendix 15.1.
- Tell parents that they will be trying out different ways of reading a story. Teams will read stories using different techniques. After each reading, parents will fill out an observation checklist. A group discussion will follow in which the different techniques will be presented.
- Divide the group into four teams. Give each team one of the four sets of reading instructions in Appendix 15.2).

- Have each team present a story to the other parents, following the reading instructions they have been given. Each team has 20 minutes to prepare. Team members should:
 - become acquainted with the technique described on their sheet(s)
 - designate someone to read or tell the story and someone to describe the technique used
 - choose an appropriate type of story and format (e.g. a fairy tale, a picture word book, a story in which the same words are repeated over and over, a giant picture book, a storyboard, a made-up story) and a selection of props (e.g. a hat, a stuffed animal, a doll, a puppet).
- When the 20 minutes are up, give each parent a copy of Appendix 15.3 (*Observation checklist*). Read through the checklist with parents and have them fill one out for each story presented.
- Ask the members of each team to take turns reading or telling the story they have prepared. Allow time after each story for parents to fill out the observation checklist.
- At the end of the presentations, review the activity with parents. Ask them whether they have become aware of different ways of reading and telling stories, based on the observations they have made.

Examples:

- Reading word for word
 - Interactive reading (adult and child engage in a dialogue throughout the story)
 - Reading based on pictures (without referring to the text)
 - Making up a story
 - Reading a story in which certain words or sentences are repeated
- Ask each group of parents to present the reading technique they used.

- Discuss the advantages and qualities of the different ways of reading and telling stories and how they contribute to emergent literacy development. Consult the *Reading and writing flower* diagram (Appendix 5.5) to find out what children discover about written language when they are read to, and refer to Appendix 15.4.
- **Discussion topic:** Have the entire group discuss whether it is better to reread the same stories or to read different books.

Emphasize the following points:

Through books, children discover real and imaginary worlds. They discover images, narrative language, feelings, emotions and new words.

Children need to be exposed to a variety of books: fairy tales, different types of stories, poetry collections, picture word books, etc. This will help them learn the usefulness of written language. Some children's books, such as alphabet books and picture dictionaries serve to inform young minds.

It is also very important to **reread** books, however, if only for the different reactions that each subsequent reading provokes. Children's comprehension of the narrative structure and the language used increases as they become more familiar with a story. They are also better able to control their emotions and overcome their fear. Rereading stories:

- allows children to create their own version of the plot
- makes it easier to memorize text
- allows children to make connections with their own experience
- encourages a close relationship between adult and child

It is interesting to reread stories to children using different techniques. They can **retell** the story in their own words or in some other way such as acting it out or drawing it in pictures. This increases children's familiarity with the story line, builds their confidence and prepares them to learn new things and different forms of expression. In retelling a story, children show their understanding of it as a whole, as well as an awareness of the details, the sequence of events and how the various elements fit together. To retell a story is to enter into a process of creativity and cooperation. Children assimilate the story, interpreting it according to their own understanding, experience and personality. When they tell the story to others, they broaden their experience of language. Very often,

children reuse, in different circumstances, the author's language. In doing so, they learn to express themselves using the language found in books.

- Review with parents appropriate times for reading stories.

When:

- my child and I are calm
- we have a comfortable spot to read in, enough light and not too much noise
- my child and I want to feel close
- we are not pressed for time

Read a book a day to your child. Read as long as your child is interested. Keep reading until the end. It is normal for a child to be distracted from time to time.

Materials

- A variety of children's books
- Pictures
- Puppets
- Stuffed animals, etc.
- Appendixes 15.1, 15.2, 15.3, 15.4, 15.5 and 15.6

Reference material

Demers, Dominique. *La bibliothèque des enfants*. Boucherville: Québec/Amérique inc., 1995, pp. 15-35.

3

Activity: **Reading at home**

10 minutes

Following the workshop, parents should choose a book and read it to their child.

Procedure

- Give parents a copy of Appendix 15.5.
- Ask parents to choose a book to read to their child at home, using the technique described in Appendix 15.5.

- Tell parents that the next workshop will include a discussion period on their storyreading experience with their child.

Note

- Tell parents that they will find helpful suggestions for reading to their child on pages 34 and 35 of *From Cradle to Classroom*.

4

Activity: **Storyreading**

10 minutes

Objectives

- To experience the pleasure of being read to
- To observe someone reading a story aloud

Procedure

- Read a story aloud.

Materials

- A box of children's books

APPENDIX 15.1

THE IMPORTANCE OF READING STORIES ALOUD

Being read to is one of the most important factors in developing the competencies a child needs to succeed in reading.

We read stories to children to prepare them for formal reading instruction at school. Research shows that children who found it easy to learn to read when they went to school had shared many hours of storyreading with their parents on a regular basis (Clarck, 1976; Durkin, 1966).

Storyreading contributes to the development of oral- and written-language skills.

Children acquire vocabulary, develop their sentence structure and acquire general knowledge of the world.

Storyreading is an excellent way of discovering written-language concepts. It helps children to:

- understand the characteristics of written language
- develop their language skills and understand texts
- develop a sense of narrative language, that is, to learn to speak using the language found in books
- make connections between oral and written language

We read books to children so they can discover the joy of reading.

A children's book is much more than the pages between its covers:

- It's the sofa on which they are read to.
- It's the smell of the person reading the story.
- It's the warmth and sound of the reader's voice.
- It's the little shivers of enjoyment shared by reader and listener.
- Above all, it's the special relationship children have with their mother or father.

APPENDIX 15.1

Reading stories or fairy tales can be helpful with children under 5 years of age who are going through a difficult time. Books that are about real life (true-to-life stories) can help children deal with everyday situations better.

Reference material

Demers, Dominique. *La bibliothèque des enfants*. Boucherville: Québec/Amérique inc., 1995.

APPENDIX 15.2

Team No.1

READING WORD FOR WORD

Instructions

Read a story from beginning to end **without interruption**, reading word for word and trying to hold your listeners' attention. Here are some suggestions:

Before reading

- Read the story to yourself.
- Choose props (e.g. hat, mustache) that have a connection with the story.
- Say the title in a way that creates interest, surprise and anticipation, and show the picture on the cover.

While reading

- Read with expression, inflecting your voice.
- Read slowly.
- Use facial expressions.
- Show pleasure, fear.
- Show the pictures.
- Point to each word as you read.
- Imitate the sounds made by animals.
- Use methods you are comfortable with.

APPENDIX 15.2

Team No. 2

TELLING A STORY BASED ON PICTURES IN A BOOK

Instructions

Tell a story in your own words based on pictures in a book, holding your listeners' attention from beginning to end. Here are some suggestions:

Before telling the story

- Read the story to yourself.
- Put on a costume (optional).
- Say the title in a way that creates interest, surprise and anticipation, and show the picture on the cover.

While telling the story

- Tell the story in a lively manner, inflecting your voice.
- Speak slowly.
- Use facial expressions.
- Show your enjoyment, express your fear.
- Imitate animal sounds.
- Show the pictures.
- Use methods you are comfortable with.

Note

- Storytelling is the art of relating a story using your own words.

APPENDIX 15.2

Team No. 3

INTERACTIVE READING¹

Instructions

Before reading (you may wish to have a puppet do the talking)

- Make sure that everyone is comfortably seated.
- Point to the title as you read it.
- Show the cover page and say who and what the story is about or ask the group to guess based on the picture.
- Talk about the characters in the story.

While reading

- Read with expression, use different inflections depending on the characters, events and situations.
- Be attuned to your listeners' level of attention so that you can revive their interest in the story if need be.
- Speak more slowly than when you are talking to someone so that listeners understand the words in the story and can follow it easily.
- Ask questions as you go along; this will allow you to check what your listeners have understood and to involve them in the story.
- Allow your listeners to express their emotions if the story is happy or sad.
- Have them guess the meaning of the words that are repeated often.
- Make connections with familiar objects.
- Allow time for breaks, if necessary.
- Use facial expressions or props to liven things up.
- Allow listeners to look at the pictures and to comment on them.
- Repeat the same story, depending on listeners' needs and preferences; this will reassure them and help them to assimilate the story.
- Create different moods, especially with books that do not have much text.
- Show that you are enjoying yourself when you read or tell a story.
- Imitate the sounds made by animals or objects and the noises made by characters when they are angry, impatient or happy.

1. Jocelyne Giasson and Nicole Girard, *Le développement des fonctions de l'écrit à la maternelle*, taken from *Reading-Canada-Lecture*, volume 5, number 4, 1987, p. 221. [Translation]

APPENDIX 15.2

After reading

- Look at the pictures and ask listeners to say what the objects or characters are doing.
- Check whether your listeners liked the story. For example, did they ask to look at the book or to have you read the story again? Did they listen attentively or react to different aspects of the story?

APPENDIX 15.2

Team No. 4**INVENT A STORY TO TELL****Instructions**

Make up a story to tell on your own or with your team that will captivate your audience. Here are some suggestions:

- Tell the story in a lively manner, inflecting your voice.
- Use facial expressions.
- Use a different voice for each character.
- Use puppets and other props.
- Remember that being relaxed is the key to successful storytelling.

Reference material

Bru, Charles, and Bernadette. *Le conte improvisé*. Brussels: De Boeck, 1997.

Demers, Dominique. *La bibliothèque des enfants*. Boucherville: Québec/Amérique inc., 1995.

Girard, Nicole. *Formation sur l'émergence de l'écrit. De A à Z on s'aide!* Unpublished working document. November 1997.

Paul, Marianne. *ABC, 123*. Ontario: Core Literacy, 1992.

Thériault, Jacqueline. *J'apprends à lire... Aidez-moi!* Montréal: Éditions Logiques, 1995.

APPENDIX 15.3

OBSERVATION CHECKLIST

| | Regularly | Sometimes | Never | Doesn't apply |
|--|-----------|-----------|-------|---------------|
| <p>Read a story word for word from beginning to end, without a break</p> <p>Read a story, enlivening the experience by asking questions and sparking listeners' interest</p> <p>Told a story in his or her own words, based on pictures in a book</p> | | | | |
| <p>Before reading:</p> <p>Made sure that everyone was comfortable</p> <p>Asked the group to guess what the story was about by looking at the picture on the cover</p> <p>Showed the cover page and explained what he or she would be talking about</p> <p>Read the title, pointing at each word</p> <p>Let listeners explore the pictures and make comments</p> <p>Talked about the characters in the story</p> <p>Wore a costume</p> | | | | |

APPENDIX 15.3

| | Regularly | Sometimes | Never | Doesn't apply |
|--|-----------|-----------|-------|---------------|
| <p>While reading:</p> <p>Read with expression, varying intonation depending on the character, event or situation</p> <p>Pointed to each word while reading</p> <p>Used a slower delivery than in a normal conversation to ensure that listeners understood the story and the words</p> <p>Got listeners to guess certain recurring words</p> <p>Expressed enjoyment and fear</p> <p>Asked questions at different points in the story</p> <p>Showed the pictures in the story</p> <p>Made connections with familiar objects</p> <p>Allowed children to express their emotions, either joyful or sad</p> <p>Checked listeners' level of attention and tried to revive it if they started to lose interest</p> <p>Imitated animal sounds and the noises made by objects as well as the angry, impatient or happy sounds made by the characters</p> | | | | |
| <p>After reading:</p> <p>Went over the pictures again and asked listeners to name the objects or the characters and to say what they were doing</p> <p>Asked listeners to say what they thought or liked about the story</p> | | | | |

APPENDIX 15.4

**READING STORIES ALOUD HELPS CHILDREN
TO DISCOVER WRITTEN LANGUAGE****Reading children's books:**

- shows children that reading can be enjoyable and that it allows you to dream
- helps children discover that written language has meaning
- helps children learn to express themselves using the language found in books
- helps children to distinguish between written and spoken language
- motivates children to try to find the meaning of a story or text (to understand what is written)
- helps children understand how books are organized: they have a beginning and an end, they have pages, the pages are in a certain order, etc.
- helps children differentiate between a letter, a word, a sentence, a title, etc.
- helps children understand that writing is read from left to right, that a story begins on the first page and ends on the last and that the person who wrote the book is called an author
- allows children to learn whole words before knowing the individual letters of those words
- improves children's memory, develops prediction skills and builds vocabulary
- helps children become acquainted with the parts of a story: introduction, plot and conclusion
- helps children learn about life in society. The interaction between adult and text, between adult and child and vice versa increases comprehension, encourages questioning, develops reasoning and contributes to the transmission of knowledge.

It is important to read a book with your child every day. Books are a source of pleasure, discovery and learning for children.

APPENDIX 15.5

READING A STORY WORD FOR WORD

The text is read without changing a single word. This way children are drawn into the story and learn to express themselves using the language found in books. Children come to understand that written language is different from oral language. Writing cannot be altered; it is permanent. Here are some suggestions:

1. Create a mood of anticipation, enjoyment and interest.
2. Allow the child to choose the book; this will increase his or her motivation.
3. Have the child sit next to you or on your lap; this way the child can see the pictures and follow the story.
4. Show the child the cover page and mention the book's title.
5. Turn the pages and read the story word for word, without changing a single line and without stopping.
6. Point at the words as you read.
7. Read and reread the text as is, without changing a word. Children like stories to stay the same.
8. Read with expression (vary your tone of voice, emphasize certain words, imitate the sounds made by animals or objects).
9. Children will often ask for the same story to be read over and over again. This makes them feel secure. It is by hearing the same stories repeatedly that they learn to express themselves using the language of books and narrative. Children also learn that:
 - stories have a beginning, a middle and an end
 - written language is different from spoken language

All this will help them to write their own stories once they are in school.

APPENDIX 15.6

ENLIVENING THE READING EXPERIENCE

Encourage children to participate in the reading experience. They will have fun playing with the words and pictures, imitating the characters, guessing the meaning of words. Below are some suggestions for engaging children in the reading process.²

1. *Before reading*

Create a mood of anticipation, enjoyment and interest. For example, ask the child to look at the artwork on the cover and determine the book's subject. Include the child's ideas in a general description of what the story is about. Try making as many connections as possible between answers to questions and the child's experience. Provide information about the book, the author, etc.

2. *While reading*

Make sure that the child can see the pictures as you read (large-format books are useful). Allow for some breaks so the child can react, comment or ask questions. Make comments such as: "I think the story is about..."; "I'm a bit confused by..."; "I think that he's coming...but I'll keep reading to find out more." By listening to you think out loud, the child becomes aware that readers are active thinkers who make use of what they already know and of what they are reading to find out what happens or to construct personal meaning.

3. *After reading*

Depending on the child's age, initiate a discussion on the story's structure, the meaning of the different elements, the printed characters on the page and the pictures.

a) Questions about the story's structure will allow the child to learn about the:

- context
- characters
- themes
- episodes, events and sequences
- conclusion

2. Jacqueline Thériault, *J'apprends à lire... Aidez-moi!* Éditions Logiques, 1995, p. 64.

APPENDIX 15.6

- b) Questions about the meaning of the different elements of the story will allow the child:
- to focus on details
 - to interpret and make associations
 - to gain a deeper understanding
 - to make connections with personal experience
 - to find out the meaning of certain words
- c) Questions about the printed characters will allow the child:
- to comment on and make connections with letters
 - to comment on and make connections with sounds
 - to comment on and make connections with words
 - to talk about punctuation and about capital letters and small letters
- d) Examining the pictures will draw the child's attention to:
- the pictures themselves
 - what they represent
 - the connection between the pictures and the story's content
 - the quality of the artwork
 - the interest it creates
 - its effectiveness in illustrating the words
 - the possibility of comparing the artwork of different illustrators

Learning situation

PHASE 2: Engage in storytelling and storyreading

Discover various types of children's books

Explore community resources that can support them in their role as parents

PHASE 3: Take the time to interact with their child in an emergent literacy context

1

Activity: **Getting started**

10 minutes

Objective

- To discuss the previous workshop and review the home activity (observations, comments about the home activity, storyreading done with the child, etc.)

Important note

- Ask parents to bring all their completed reading worksheets (Appendix 1.7) to Workshop 18.

2

Activity: **Inventing a story**

40 minutes

Objectives

- To know the difference between oral language and narrative language
- To create a children's story
- To be familiar with and put into practice different ways of telling a story: using a book, a puppet, their hands or different household items

Procedure

- Ask the group to divide up into teams. Each team will be responsible for coming up with a story. The teams can make up their own story from scratch or take inspiration from a well-known story, a nursery rhyme or some other source. All ideas are welcome!
- Teams must observe the following rules:
 - The stories must be geared to their children (i.e. likely to interest them).
 - Each team must pick a type of voice and use it in their story.
 - Readers should try to use the type of language found in books (e.g. invent a story in which one of the characters speaks with the type of voice that was picked).
 - All participants should have fun doing this activity!
- Allow about twenty minutes for teams to prepare their stories (they don't have to be written down).
- When they are ready, have the teams take turns telling their stories.
 - Make sure that the group encourages and applauds the team telling the story.
 - Show your appreciation of each participant's abilities, talents, strengths, etc.
- Lead a discussion on:
 - the differences between stories that are read and stories that are invented and told (highlight the characteristics of oral language and written language)
 - what children discover by listening to stories that are made up
- Time permitting, tell parents a story.

Notes

- Reassure parents about the fact that people have different talents and skills. If necessary, help teams to come up with an idea, characters, etc.
- Encourage parents to take risks, to experiment. (You don't need a diploma to tell a story or make one up!)

- Make sure that the activity is carried out with a sense of fun and playfulness.
- As much as possible, let the group decide on the makeup of the teams. Make sure, however, that two very shy people don't end up forming a team on their own.
- During the parent-child workshop, it would be useful to have parents tell the group the stories that they invented in the parent workshop, so feel free to make changes to the activities planned.
- Children will enjoy seeing their parent improvising, telling stories and, above all, having fun.
- Parents will have had an opportunity to try out new ways of telling a story and will have had fun doing so, but more importantly they will come away with a stronger sense of their own skills, imagination and creativity.
- During the second part of the parent-child workshop, let parents tell a story to their child (in pairs).

Materials

- Pillow cases, socks, mittens, felt markers, puppets (minimum of six), a variety of children's books (for 2-to-3-year-olds)
- Slips of paper indicating different types of voices: sad, happy, sulky, angry, scared, nervous, laughing, tired, witch, wolf, fairy, etc. (see Appendix 16.1)
- Appendix 16.1

Reference material

Bruley, Marie-Claire, and Lyne Tourn. *Enfantines*. Paris: L'École des loisirs, 1988.

Pennac, Daniel. *Comme un roman*. Gallimard, 1992.

3

Activity: **Storyreading***10 minutes***Objectives**

- To experience the pleasure of being read to
- To observe someone reading a story aloud

Procedure

- Read a story aloud.

Materials

- A box of children's books

4

Activity: **A Story at Home***10 minutes***Procedure**

- As a follow-up to the preceding activity, ask parents to practise inventing a story at home for their child.

5

Activity: **Second visit to the library***10 minutes***Objective**

- To prepare for a second trip to the library, this time with their child

Procedure

- Review with parents the things to keep in mind when choosing a book (go over the activities dealing with this subject in previous workshops).
- Have a brainstorming session with parents and write the points they come up with on the board or large sheets of paper.

- Ask parents to indicate the advantages offered by the home library and the local library for their child's emergent literacy development.

Home library

- Provides access to books at all times
- Means having something of one's own
- Enriches one's environment
- Helps create a sense of personal space
- Stimulates reading and emergent literacy development
- Provides contact with written language
- Serves as a tangible reinforcement of the importance the family places on books, etc.

Local library

- Provides an opportunity to use a new resource
 - Provides access to a greater variety of books, cassettes, etc.
 - Provides an opportunity to be around other people
 - Enriches one's environment
 - Provides a wide range of reading possibilities
 - Provides an opportunity to participate in children's activities (e.g. story time)
 - Provides an opportunity to do something educational with one's child
 - Provides an opportunity to keep up with new releases
 - Stimulates reading and emergent literacy development
 - Provides contact with the different forms of written language, etc.
- Let parents know that they will be choosing a new book and that they will need to fill out a form like the one used by the local library.
 - Help parents to fill out Appendix 7.1 (*Library visit*).
 - Answer any questions parents may have.

Note

- It is important to do this activity before going to the library and after having looked at the different types of children's books with parents.

Materials

- *Library visit* sheet (one per parent) (Appendix 7.1)

Reference material

Cloutier, Cécile, and Rosine Des Chênes. *La main dans la main*. Québec: GRAP/CRP, 1996.

Demers, Dominique. *La bibliothèque des enfants*. Boucherville: Québec/Amérique inc., 1995.

Gilabert, Hélène. *Apprendre à lire en maternelle*. Paris, ESF, 1992.

Girard, Nicole. *Session de formation à l'éveil à l'écrit. De A à Z on s'aide!* Project, working document. November 1997. (Unpublished)

Greatheart, Garth. *The Reading and Parenting Program*. Victoria: Project Literacy Victoria, 1997.

Thériault, Jacqueline. *J'apprends à lire... Aidez-moi!* Montréal: Éditions Logiques, 1995.

6

Activity: **Borrowing books***10 minutes***Procedure**

- Give parents an opportunity to talk about the book they chose and to describe their reading activity with their child.
- Make sure that parents have filled out the reading worksheet.
- Encourage parents to choose another book to take home.

APPENDIX 16.1

TYPES OF VOICES

SAD

HAPPY

SULKY

ANGRY

SCARED

NERVOUS

LAUGHING

TIRED

MEAN

WITCH

WOLF

FAIRY

CHILD

WEEK 9

Theme:
**MY CHILD'S FIRST VISIT
TO THE LIBRARY**

Workshop 17
Parents

Learning situation

PHASE 2: Explore community resources that can support them in their role as parents

1

Activity: **Getting started**

10 minutes

Objective

- To discuss the previous workshop and review the home activity (observations, comments about the home activity, storyreading done with the child, etc.)

2

Activity: **Second visit to the library**

80 minutes

Objectives

- To become familiar with the different services offered by a municipal library
- To become motivated to visit the local library with their child

Important note

- Ask parents to bring all their completed reading worksheets (Appendix 1.7) to Workshop 18.

Procedure

- Provide information on the activity and the departure time.

- Procedure:
 - look around the library
 - sign up your child as a member
 - read a story
 - choose one or more books
 - sign the book(s) out
- Supervise the activity and provide parents with support and guidance.
- Assist parents on their first trip to the library with their child.
- Remind parents that the home activity following the library visit will consist of reading their child a book from the library.
- Tell parents that the reading worksheet they fill out will be used to compile a list of favourite books at the end of the workshops.

Materials

- *Reading worksheet* (Appendix 1.7)
- Parent's library membership card

Reference material

Cloutier, Cécile, and Rosine Des Chênes. *La main dans la main*. Québec: GRAP/CRP, 1996, (activities 52-53).

Greatheart, Garth. *The Reading and Parenting Program*. Victoria: Project Literacy Victoria, 1997.

WEEK 9

Theme:
**FAVOURITE FIRST
BOOKS**

Workshop 18
Parents

Learning situation

PHASE 3: Compile a group list of books used with the children

1

Activity: **Getting started**

10 minutes

Objective

- To discuss the previous workshop and review the home activity (observations, comments about the home activity, storyreading done with the child, etc.)

2

Activity: **My favourite books**

60 minutes

Objective

- To compile a group list of books read in connection with the workshops

Procedure

- Ask parents to bring in all the reading worksheets that they have filled out since the beginning of the workshops.
- Ask them to say which books they feel were of most interest to their child.
- Write the title, author and subject of each book on the board or on large sheets of paper. If possible, display the books.
- Have parents compile their own list of books, either using Appendixes 18.1 or 18.2 or a notebook they have made in the workshop.

- Tell parents that they can keep adding new stories or books to their list once the workshops are over.

Happy reading!

Materials

- Sheets of paper
- Pieces of cardboard (8½ x 11 inches) to make covers
- Pencils
- Staplers
- Hole punch
- A selection of coloured ribbons
- Scissors
- Glue
- Magazines or other materials that can be used to decorate the book list and its covers
- Appendixes 18.1 and 18.2

3

Activity: **Storyreading**

10 minutes

Objectives

- To experience the pleasure of being read to
- To observe someone reading a story aloud

Procedure

- Read a story aloud.

Materials

- A box of children's books

4

Activity: **Borrowing books***10 minutes***Procedure**

- Give parents an opportunity to talk about the book they chose and to describe their reading activity with their child.
- Make sure that parents have filled out the reading worksheet.
- Encourage parents to choose another book to take home.

APPENDIX 18.1

MY FAVOURITE CHILDREN'S BOOKS

Learning situation

PHASE 3: Note the progress of participants between the beginning and the end of the workshop: describe one or two new behaviours of parents and children that have a connection with emergent literacy

1. Choose two books that their child likes
2. Explain what their decision is based on
3. Say why they feel that their child likes these books
4. Describe the story and qualities of each book

1

Activity: **Getting started**

10 minutes

Objective

- To discuss the previous workshop and review the home activity (observations, comments about the home activity, storyreading done with the child, etc.)

2

Activity: **My little one's choices**

20 minutes

Objective

- To present a critical assessment of two books that their child likes, using criteria encountered in the workshops

Procedure

- Ask parents to choose two books that their child likes.
- Ask them to present the books to the group (they should have the books with them) and to give a summary of the stories.
- Ask them to explain why their child likes these books. It may be because of the pictures ("My child looks at them everyday"), the main character ("My child says the main character's name all the time") or some other reason.

- Compare the books, referring to the selection criteria outlined in Workshop 6 (see Appendix 6.6).

Materials

- Each parent brings two books or borrows them from the library.

3

Activity: **My new reading and writing habits with my child**

20 minutes

Objective

- To observe how their reading and writing habits with respect to their child have changed since the beginning of the workshops

Procedure

- Ask parents to fill out Appendix 19.1 to see how their reading and writing habits have changed since the beginning of the workshops.
- Read the questions and give parents time to answer, either in writing or by drawing a picture. (Make a note of the method they are using.)
- Once parents have finished, hand out small stickers and ask them to place them anywhere they have noticed a change in their habits.
- Make parents aware of how their habits or behaviours have changed and developed since the beginning.
- Give parents an opportunity to discuss and assess the workshops. Make a note of any relevant comments.

Notes

- Take a moment with parents to review their observations, experience and perceptions throughout the workshops.
- Write down their comments on the usefulness of the workshops in order to make any necessary adjustments.

Materials

- Pencils
- Stickers
- Appendix 19.1

4

Activity: **Taking stock**

30 minutes

Objective

- To observe what they have learned

Procedure

- Referring to Appendix 1.5 (*Criteria for success*), assess whether the objectives have been achieved.
- Have parents fill out Appendix 19.2.
- Compare parents' responses to Appendixes 1.6 and 19.2 in order to observe what they have achieved.

Materials

- Appendixes 19.1 and 19.2
- Appendix 1.6

5

Activity: **Storyreading***10 minutes***Objectives**

- To experience the pleasure of being read to
- To observe someone reading a story aloud

Procedure

- Read a story aloud.

Materials

- A box of children's books

APPENDIX 19.1

MY READING AND WRITING HABITS WITH MY CHILD

- My child has a place where he or she can look at books, read and draw.

YES NO

Where?

(drawing)

- My child enjoys being read stories.

YES NO

When?

(drawing)

- I play with my child.

YES NO

When?

(drawing)

APPENDIX 19.1

Now:

| | Very often | Often | Sometimes | Never |
|---|------------|-------|-----------|-------|
| <ul style="list-style-type: none"> • I talk to my child more. • I name the people or objects that I see. • I read or tell stories more. • I sing songs or nursery rhymes to my child. • I draw with my child. • I let my child explore his or her environment. • I am more comfortable letting my child explore. • I enjoy inventing new early reading and writing games with my child. • I put my child's name on his or her belongings (e.g. clothing, bedroom door). • I make my grocery list when my child is around. • I go to the local library. • I have the telephone numbers of some of the other parents in the workshops. • Story time gives me a chance to relax with my child and to feel close to him or her. • I let my child handle books. • I enjoy observing my child in early reading and writing situations. | | | | |

THE MORE I READ, THE MORE I WRITE.

I AM MY CHILD'S FIRST ROLE MODEL. I HAVE MORE OPPORTUNITIES THAN ANYONE ELSE TO HAVE FUN WITH MY CHILD!

APPENDIX 19.2



QUESTIONNAIRE FOR PARENTS

Child's name: _____

Date of birth: _____ / _____ / _____

Instructions: For each question, choose the answer that best reflects your daily family activities.

| | Very seldom | Seldom | Sometimes | Often | Very often | Does not apply |
|---|--------------------------|--------------------------|--------------------------|--------------------------|------------|----------------|
| 1. Do you talk to your child during play and daily activities? | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Do you read things to your child that he or she has chosen (books, magazines, etc.)? | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Does your child see you reading books, newspapers, magazines, etc.? | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Do you have time to read for pleasure during the week? If yes, how much time? Check one box. | 1 | 2 | 3 | 4 | 5 | 6 |
| • 15 min. or less | <input type="checkbox"/> | | | | | |
| • 15 to 30 min. | | <input type="checkbox"/> | | | | |
| • 30 to 60 min. | | | <input type="checkbox"/> | | | |
| • More than 60 min. | | | | <input type="checkbox"/> | | |



APPENDIX 19.2

| | Very seldom | Seldom | Some-times | Often | Very often | Does not apply |
|--|-------------|--------|------------|-------|------------|----------------|
| 5. How often do you read: | | | | | | |
| • newspapers? | 1 | 2 | 3 | 4 | 5 | 6 |
| • magazines? | 1 | 2 | 3 | 4 | 5 | 6 |
| • specialty magazines? | 1 | 2 | 3 | 4 | 5 | 6 |
| • novels? | 1 | 2 | 3 | 4 | 5 | 6 |
| • other books? | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Do you ask older children to read to the younger ones? | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Do you go to the library with your child? | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. Do you borrow books from the library? | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. At home do you have: | | | | | | |
| • newspapers? | 1 | 2 | 3 | 4 | 5 | 6 |
| • books? | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. Do you read aloud to your child things like street signs, store signs, posters, etc.? | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. Do you recite nursery rhymes and poems or sing with your child? | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. Does your child watch less than two hours of TV a day? | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. Does your child watch quality educational programs on TV? | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. Do you watch these programs with your child? | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. Do you write letters to your friends or relatives? | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. Do you encourage your child to talk (e.g. to say what he or she did, saw, feels, understands)? | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. When you go shopping, does your child help you find certain items? | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. Do you watch some of your favourite TV programs with your child? | 1 | 2 | 3 | 4 | 5 | 6 |

APPENDIX 19.2

| | Very seldom | Seldom | Sometimes | Often | Very often | Does not apply |
|--|------------------------------|--------|-----------------------------|-------|------------|----------------|
| 19. Does your child participate in the planning of meals, daily family activities and special events? | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. Do you talk to your child about programs he or she has watched alone or with the family? | 1 | 2 | 3 | 4 | 5 | 6 |
| 21. Does your child use pencils, pens, crayons, etc.? | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. Does your child find books that he or she likes at the library? | 1 | 2 | 3 | 4 | 5 | 6 |
| 23. Do you ever reread a book with your child? | 1 | 2 | 3 | 4 | 5 | 6 |
| 24. Do you have reading time at home when everyone read his or her own book? | 1 | 2 | 3 | 4 | 5 | 6 |
| 25. Does your child have books? | YES <input type="checkbox"/> | | NO <input type="checkbox"/> | | | |
| <ul style="list-style-type: none"> • If yes, about how many does he or she have? _____ • What kind of books does he or she have? <ul style="list-style-type: none"> — comic books <input type="checkbox"/> — picture books (without words) <input type="checkbox"/> — illustrated storybooks <input type="checkbox"/> — fairy tales <input type="checkbox"/> — other (please specify): _____ | | | | | | |
| 26. In a given week, how much time does your time child spend looking at books and handling them? | | | | | | |
| <ul style="list-style-type: none"> • a bit of time every day <input type="checkbox"/> <ul style="list-style-type: none"> — in the evening <input type="checkbox"/> — during the day <input type="checkbox"/> • very little time, and not on a regular basis <input type="checkbox"/> • none at all <input type="checkbox"/> | | | | | | |

APPENDIX 19.2

27. When your child takes part in a reading activity, is it usually:

- alone?
- with the family?
 - with you or your spouse
 - with a brother or sister
 - with the entire family

28. Do you sometimes buy a book for your child? YES NO

- If yes, on what occasion? _____
- If yes, do you choose the book? YES NO
- If yes, do you let your child choose the book? YES NO

29. Can you name any books that your child likes to look at or have read?

Reference material

Giasson, Jocelyne. Adaptation of *The Familia Inventory: Family Literacy Assessment Instrument*. Université Laval.

Prêteur Y., and F. Sublet. *Adapté du questionnaire permettant la catégorisation de la stimulation familiale*. Université de Toulouse: Le Mirail, 1989.

Learning situation

- Based on learning situations, use techniques that promote positive parent-child interaction (reinforcement, warmth, listening, clear and simple instructions, appropriate consequences)

Objectives

- To give parents an opportunity to enjoy their achievement and to end the program on a happy note
- To recognize parents' commitment

Note

- For this workshop, children and parents are together for the full two hours.

SHARING PICTURES AND WORDS

Parent-Child Workshops

Parent-child workshops

| WORKSHOP | THEME | ACTIVITY |
|----------|------------------------------------|----------------------------|
| 1A | Good morning! | – Colouring a house |
| 2A | Insects and creepy crawly critters | – Colouring a ladybug |
| 3A | Fruits and vegetables | – Grocery cart |
| 4A | The parts of the body | – Coat |
| 5A | The seasons | – Cloud |
| 6A | Farm animals | – Duck |
| 7A | Loving hearts | – Decorating a flower |
| 8A | The sea | – Painting a whale |
| 9A | Animals | – Decorating a teddy bear |
| 10A | Party time | – Consulting the portfolio |

Learning situation

PHASE 1: Become familiar with techniques that foster emergent literacy development: reading books, developing the child's fine motor skills, associating pictures with words

Identify enjoyable and difficult times in an activity done together

1.1

Activity: **Information for parents**

5 minutes

Procedure

- Give parents the rundown of a typical workshop (story time, songs and nursery rhymes, arts and crafts).
- Go over the schedule for Workshop 1A.
(First workshop: colour the cover of the book (portfolio) and paste in the words that will be used as a title.)
- Mention that the children will be using crayons.
It is important to explain that 12-to-24-month-olds scribble and hold their crayon with a closed fist. Reassure parents by telling them that it is perfectly normal for toddlers to go off the piece of paper they are colouring on. The drawings provided (photocopies) are simply intended to make the colouring activity more interesting. Children this age do not stay inside the lines when they colour. The goal of the activity is not to produce a beautiful drawing, but rather to allow the children to explore. Children learn by trial and error. They will notice that a crayon makes lines and will want to try it again.
- Show parents an example of the book (portfolio) that they will be making with their child. Explain that each week the parents will paste words or sentences into the book along with the emergent literacy activities they do with their child.

- Explain the first emergent literacy activity that they will do at home (see next page). Tell parents that these activities usually call for the same techniques as those used in the workshops.
- Give parents a self-adhesive label with their first name on it and another label with their child's first name on it. Parents should put their own nametag on their chest and their child's nametag on his or her back, so that he or she cannot remove it. To save time, prepare the labels before the workshop.

Note

- The first workshop can be confusing at times, since the parents, children and trainers are not used to the group or the routine. Trainers can tell parents that after a few workshops, things will start to go more smoothly.

| | | |
|------------|---|------------------|
| 1.2 | <i>Activity:</i> Emergent literacy home activity | <i>5 minutes</i> |
|------------|---|------------------|

Description

- Colouring a house

Objective

- To do again at home activities done as a pair during the workshop

Procedure

- Explain the activity that parents will have their child do at home (colouring a house).
- Encourage parents to sing the songs at home with their child.
- Give parents the photocopies and required materials.

Notes

- If possible, provide ALL the materials required to do the activity.
- Discreetly give crayons to parents who may not have any at home.

Materials

- A drawing of a house for each child (Appendix 1D)
 - A glue stick for each child
 - Crayons for families that do not have any
- * Give parents the songs (Appendixes 1A and 1B), the emergent literacy home activity (Appendix 1D) and the sentences for the portfolio (Appendix 1E).
- * Ensure that parents understand what to do and answer any questions.

1.3

Activity: **Story time for parent and child***5 minutes***Objectives**

- To have fun looking at, handling and reading books with their child
- To guide their child in choosing a book
- To focus their child's attention on a book
- To develop their child's concentration and memory
- To develop their child's vocabulary
- To introduce their child to concepts related to written language (page, word, letter, etc.)
- To play with sounds and intonation when reading a story
- To develop their child's hand-eye coordination by having him or her turn pages

Procedure

- Have each parent and child read one or more books together.

Notes

- Make sure there is enough room for parents to sit down with their child.
- Make sure the children can reach the books.
- Provide a variety of age-appropriate children's books (picture word books, board books, cloth books, etc.).
- Observe parents during the activity and offer praise or support where appropriate.
- Play soft music in the background to create a calm, pleasant atmosphere (optional).

Materials

- Bookcase or boxes of books accessible to the children
- A variety of age-appropriate books
- Radio, cassettes, compact discs (optional)
- Cushions to sit on (optional)

1.4*Activity:* **Songs***5 minutes***Titles**

- "Good Morning"
- "Brother John"

Objectives

- To have fun singing songs with their child
- To help their child sing and do the actions that accompany the songs

Procedure

“Good Morning”

- Form a circle (parents, children and trainers) to sing “Good Morning” (see Appendix 1A).
 - Good morning,
 - Good morning, and how do you do?
 - Good morning,
 - Good morning, I’m fine, how are you?
- Standing in a circle, do the following actions with the song:
 - Looking straight ahead of you, move your hand as if you are waving to someone, then, on the third line, “Good morning,” turn your head to the left and then to the right and wave to your neighbours.
- * Sing this song at the beginning of each workshop to greet one another and to begin group activities.

“Brother John”

- Sit in a circle to sing “Brother John” (see Appendix 1B). Do the following actions with the song:
 - On the word “sleeping,” pretend to sleep by putting your hands together and resting your cheek on them.
 - On the words “morning bells are ringing,” pretend to pull a rope up and down.
 - On the words “ding, dang, dong,” nod your head from left to right.

Notes

- Make sure there is enough room to form a circle.
- Hang posters with the words to each song on the wall so that parents can read them while they sing.
- Have drawings illustrating the song on each poster so that children associate the poster with the song.

Materials

- Posters with the words to each song and drawings illustrating the content of the song
- Song sheets to give to parents at the beginning of the workshop (Appendixes 1A and 1B)

1.5

Activity: **Arts and Crafts
(colouring)**

10 minutes

Description

- Portfolio cover (face)

Objectives

- To have fun with their child
- To teach their child how to hold a crayon
- To encourage their child's efforts

Procedure

- Explain the activity (decorating the cover).
- Ask each parent and child to colour the happy face (Appendix 1C).
- Ask them to paste the face and corresponding sentences (Appendix 1E) on the cover of the portfolio.

Notes

- Stress the importance of supporting and encouraging their child during the activity.
- Explain that holding a crayon is a challenge for toddlers.
- Emphasize that children this age do things at their own pace. It is normal that some toddlers do things before others.

- Distribute the crayons, making sure that everyone has access to them.
- Observe the parent-and-child pairs and encourage parents to respect their child's pace and to focus on the child's effort to draw lines rather than on the end result.
- Do not show a finished drawing as a model. Instead, encourage parents to appreciate their child's efforts and to have realistic expectations regarding their child's abilities.
- Play soft music to create a relaxed atmosphere (optional).

Materials

- A happy face drawing for each child (Appendix 1C)
- A copy of the sentences for the portfolio for each child (Appendix 1E)
- A portfolio for each child (store-bought or homemade from coloured cardboard)
- Extra thick easy-to-hold crayons (yellow, red, orange)
- Child-size tables and chairs
- A glue stick for each child
- Radio, cassettes, compact discs (optional)

**Workshop 1A
APPENDIXES**

- Appendix 1A ⇒ Song: “Good Morning”
- Appendix 1B ⇒ Song: “Brother John”
- Appendix 1C ⇒ Colouring page for the portfolio cover
- Appendix 1D ⇒ Emergent literacy home activity: house
- Appendix 1E ⇒ Sentences for the portfolio

APPENDIX 1A



GOOD MORNING



Good morning,

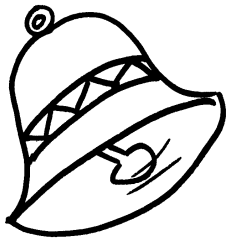
Good morning, and how do you do?

Good morning,

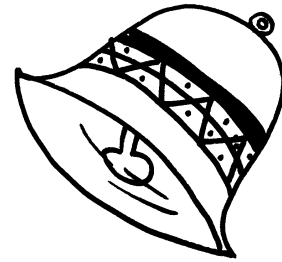
Good morning, I'm fine, how are you?



APPENDIX 1B



BROTHER JOHN

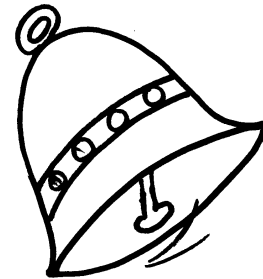
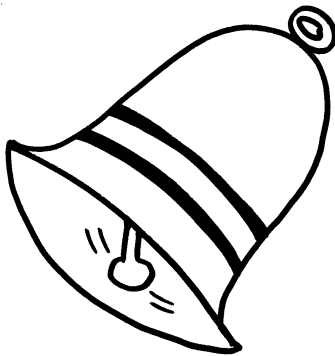


Are you sleeping?
Are you sleeping?

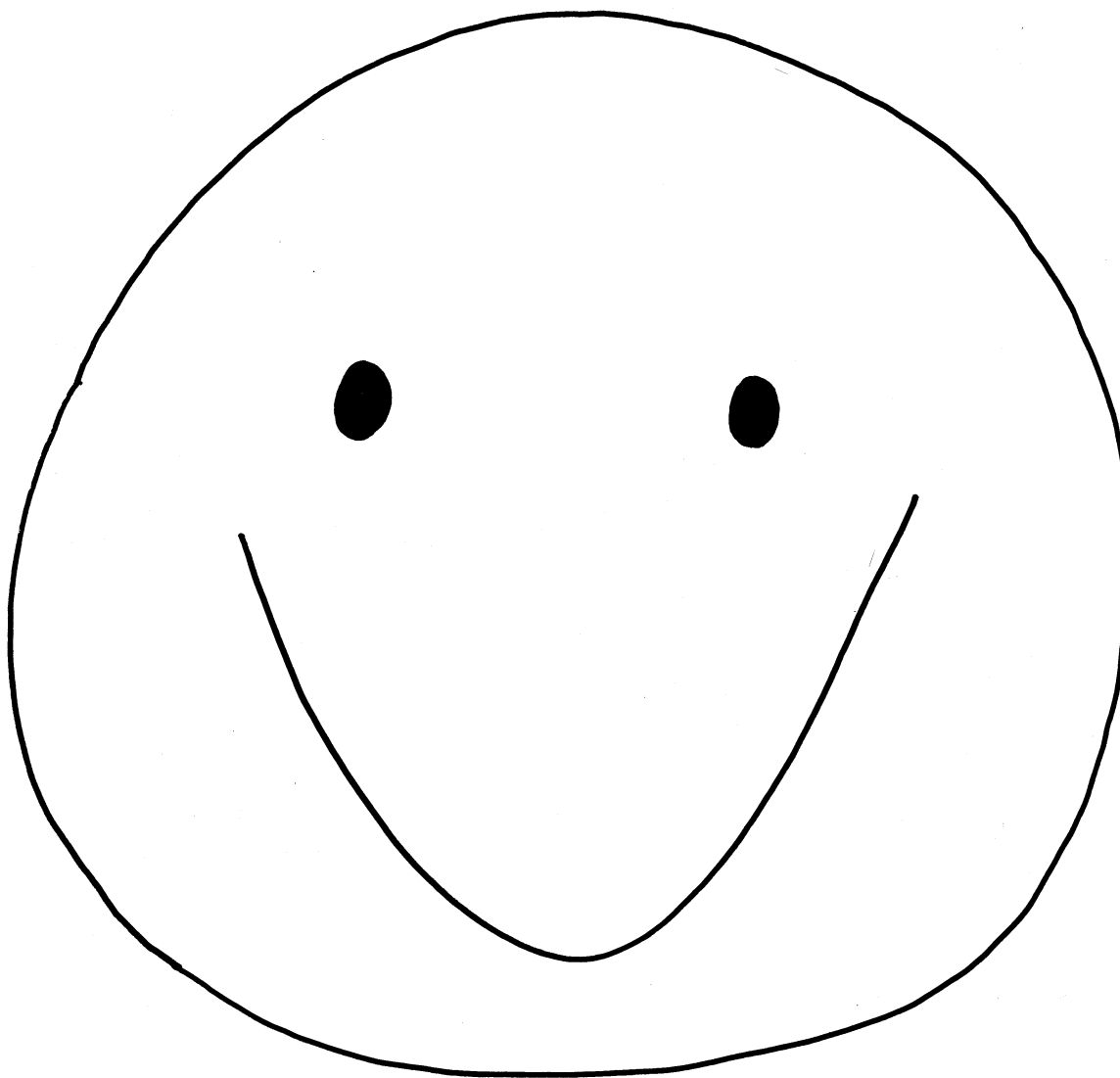
Brother John,
Brother John.

Morning bells are ringing.
Morning bells are ringing.

Ding, dang, dong,
Ding, dang, dong.

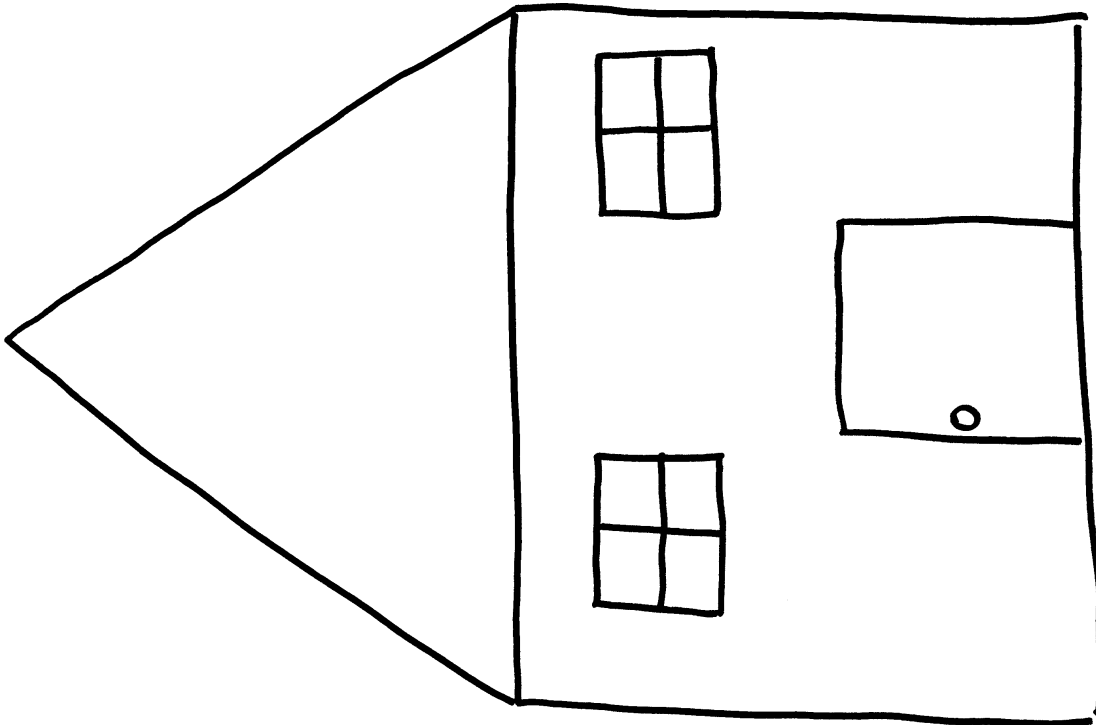


APPENDIX 1C

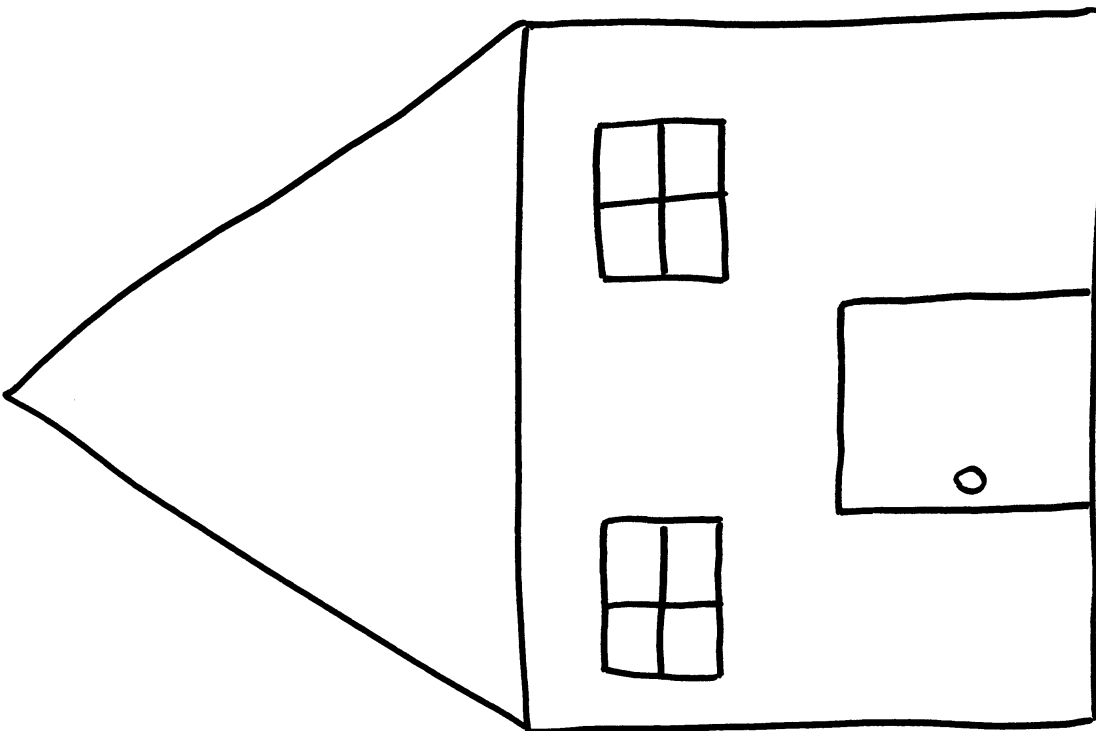


FACE

APPENDIX 1D



HOUSE



HOUSE

APPENDIX 1E

Week 1

Sentences for the portfolio

Hello!

My name is _____

and this is my book.

As I left home, I saw...



Hello!

My name is _____

and this is my book.

As I left home, I saw...



Photocopy as needed.

Learning situation

PHASE 1: Be aware of attitudes that promote communication: echoing, listening, providing feedback, showing respect for each other

Recognize how to approach a shared task: show respect for each other's abilities, state expectations clearly, work together using the available space, time and materials

PHASE 2: Experiment with ways of fostering the development of emergent literacy (associating pictures with words, reading books, developing the child's fine motor skills)

Participate as a pair in various activities that involve dividing up and organizing tasks and adjusting to each other's pace and capabilities

During activities done as a pair, express any emotions felt while maintaining self-respect and respect for others (staying calm, identifying the emotion, reinforcing positive behaviours)

Adopt different attitudes that promote good communication

1.6

Activity: **Information for parents**

10 minutes

Procedure

- Review the previous workshop and the emergent literacy activity done at home.
- Discuss how children learn to hold a crayon and remind parents that it is normal for their toddler to scribble and go off the paper when drawing.
- Go over the schedule for Workshop 1B (if possible, write it on a board or a large sheet of paper).

- Encourage parents to reflect throughout the workshops on the way they communicate with their child and on how they go about the activities done in pairs.
- Present and explain the arts and crafts activity (butterfly, see Activity 1.9).
- Mention that the children will be using markers. It is important to explain that the goal is to allow them to explore. Children learn by trial and error. They will notice that a marker makes lines and will want to try it again. Review how children learn to hold a crayon or pencil.
- Hand out picture word books and explain what they are.

Presentation of the picture word book

Objectives

- To make a vocabulary book with pictures for their child at home
- To make their child aware of written language
- To develop their child's vocabulary

Procedure

- Explain what the picture word book is.
- Hand out the picture word books and cover (Appendix 1H).
- Ask parents to write their child's first name on the picture word book.
- Hand out the three words and three pictures of the week (Appendix 1F: house, car, book).

Notes

- Suggest that parents enhance the book by adding photos and other pictures found in magazines and ask them to write the name of the object or person underneath (e.g., Daddy, Grandma). Choose pictures and words that are meaningful to the child.
- Strongly encourage the parents to colour the pictures.

Materials

- A mini album for each child (store-bought or homemade out of cardboard)
- Photocopies of the pictures and words of the week (Appendix 1F)
- Photocopies of the cover of the picture word book (Appendix 1H)

* Ensure that parents understand what to do and answer any questions.

1.7

Activity: **Story time for parent and child**

5 minutes

Objectives

- To have fun looking at, handling and reading books with their child
- To guide their child in choosing a book
- To focus their child's attention on a book
- To develop their child's concentration and memory
- To develop their child's vocabulary
- To introduce their child to concepts related to written language (page, word, letter, etc.)
- To play with sounds and intonation when reading a story
- To develop their child's hand-eye coordination by having him or her turn pages

Procedure

- Have each parent and child read one or more books together.

Notes

- Make sure there is enough room for parents to sit down with their child.
- Make sure the children can reach the books.
- Provide a variety of age-appropriate children's books (picture word books, board books, cloth books, etc.).

- Observe parents during the activity and offer praise or support where appropriate.
- Play soft background music to create a calm, pleasant atmosphere (optional).

Materials

- Bookcase or boxes of books accessible to the children
- A variety of age-appropriate children's books
- Radio, cassettes, compact discs (optional)
- Cushions to sit on (optional)

1.8 Activity: Songs (repeat)**5 minutes**

Repeat of the songs from the previous workshop.

Objectives

- To have fun singing songs with their child
- To help their child sing and do the actions that accompany the songs

Procedure

- Sing "Good Morning" together (parents, children, trainers).
- Sit in a circle and sing "Brother John."

Note

- Hang posters with the words to each song and pictures or drawings illustrating the song.

Materials

- Posters with the words to each song

1.9

Activity: Arts and crafts (colouring)

10 minutes

Description

- Butterfly (markers)

Objectives

- To have fun doing arts and crafts with their child
- To guide their child in a colouring task

Procedure

- Show parents and children the activity they will be doing.
- Ask parents and children to colour the butterfly.
- Give each parent and child a set of antennae and ask them to tape them to the butterfly.
- Emphasize to parents the importance of not doing the activity for their child.

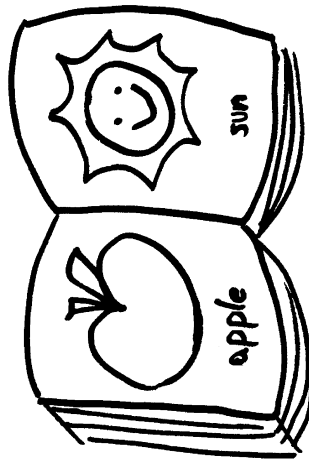
Materials

- A cardboard butterfly for each child (Appendix 1G)
- Non-toxic, washable markers (Crayola makes round-tipped markers for 2-year-olds.)
- A pipe cleaner for each child, in the shape of antennae
- Tape

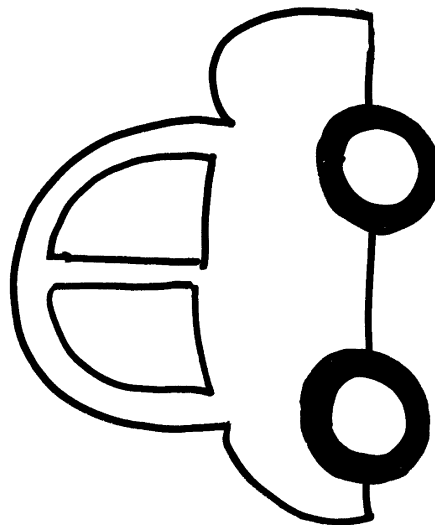
Workshop 1B
APPENDIXES

- Appendix 1F ⇒ Words for the picture word book: house, car, book
- Appendix 1G ⇒ Arts and crafts: butterfly
- Appendix 1H ⇒ Cover for the picture word book

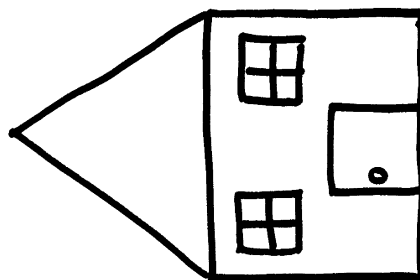
APPENDIX 1F



book

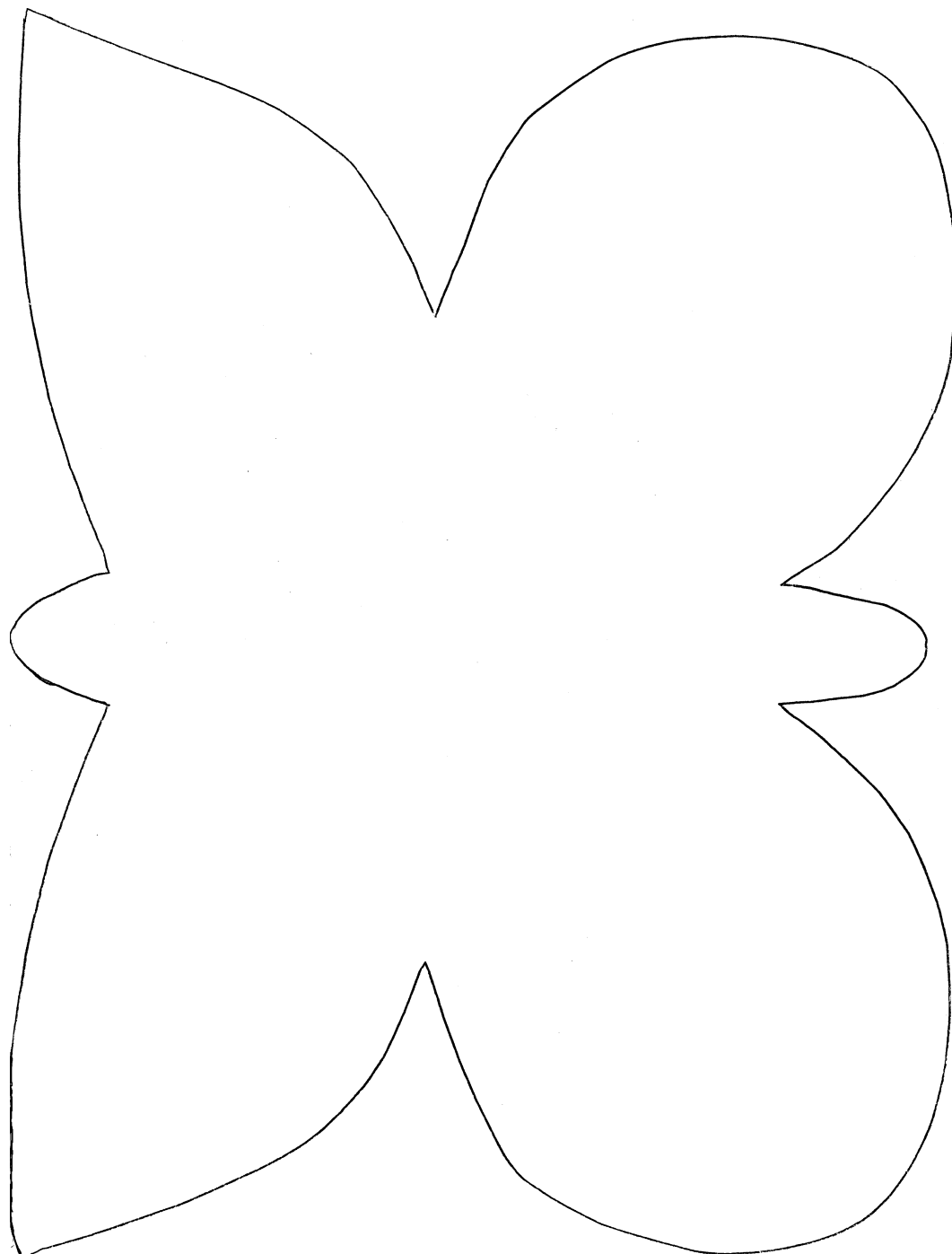


car



house

APPENDIX 1G



BUTTERFLY

My picture word book

A B C

APPENDIX 1H

My picture word book

A B C

Learning plan

PHASE 2: Experiment with ways of fostering the development of emergent literacy (associating pictures with words, reading books, developing the child's fine motor skills)

Participate as a pair in various activities that involve dividing up and organizing tasks and adjusting to each other's pace and capabilities

2.1

Activity: **Information for parents**

5 minutes

Procedure

- Review the previous workshop and the picture word book (parents' comments, difficulties experienced by their child, observations regarding their child).
- Go over the schedule for Workshop 2A (if possible, write it on a board or a large sheet of paper). Modelling technique.
- Present and explain the arts and crafts activity (earthworm and snail made from pretzel dough).
- Explain the emergent literacy home activity (see next page). The activity consists in colouring and not modelling so parents can paste the artwork in the portfolio. However, encourage parents to make the pretzel dough recipe again at home with their child. Instead of worms and snails, they can make letter shapes. Give parents a photocopy of the recipe (Appendix 2D). Tell parents that their child can follow along by looking at the pictures (pictograms).
- At the end of Workshop 2A, take a photo of each parent and child for Workshop 4B. The photo will be used to make a jigsaw puzzle. Parent and child should appear together in the photo, which should be a close-up of their faces against a plain background (e.g. a white wall). Don't tell parents what the photo will be used for; keep it a surprise.

Note

- Let parents know that they need to have their picture taken at the end of the workshop before they leave.

2.2

Activity: **Emergent literacy home activity**

5 minutes

Description

- Colouring a ladybug

Objective

- To do again at home activities done as a pair during the workshop.

Procedure

- Explain the activity to be done at home with their child (colouring the ladybug).
- Encourage parents to sing the songs at home with their child.
- Give parents the photocopies and required materials.

Notes

- If possible, provide ALL the materials required to do the activity.
- Discreetly give crayons or markers to parents who may not have any at home.

Materials

- A ladybug drawing for each child (Appendix 2B)
- A glue stick for each child
- Crayons or markers for families that do not have any

- * Give parents the song (Appendix 2A), the emergent literacy home activity (Appendix 2B), the word for the portfolio (Appendix 2C) and the pretzel dough recipe (Appendix 2D).
- * Ensure that parents understand what to do and answer any questions.

2.3

Activity: **Story time for parent and child**

5 minutes

Objectives

- To have fun looking at, handling and reading books with their child
- To guide their child in choosing a book
- To focus their child's attention on a book
- To develop their child's concentration and memory
- To develop their child's vocabulary
- To introduce their child to concepts related to written language (page, word, letter, etc.)
- To play with sounds and intonation when reading a story
- To develop their child's hand-eye coordination by having him or her turn pages

Procedure

- Have each parent and child read one or more books together.

Notes

- Make sure there is enough room for parents to sit down with their child.
- Make sure the children can reach the books.
- Provide a variety of age-appropriate children's books (picture word books, board books, cloth books, etc.).
- Suggest that each parent and child use the picture word book they have made.
- Observe parents during the activity and offer praise or support where appropriate.
- Play soft background music to create a calm, pleasant atmosphere (optional).

Materials

- Bookcase or boxes of books accessible to the children
- A variety of age-appropriate children's books
- Radio, cassettes, compact discs (optional)
- Cushions to sit on (optional)

2.4

Activity: **Songs**

5 minutes

Title

- "Fuzzy Little Caterpillar"

Objectives

- To have fun singing songs with their child
- To help their child sing and do the actions that accompany the song

Procedure

- Sing the songs from the previous workshops, beginning with "Good Morning."
- Demonstrate the new song (Appendix 2A):

Fuzzy Little Caterpillar

- Fuzzy little caterpillar,
- Crawling, crawling on the ground (Crawl fingers up child's arm.)
- Fuzzy little caterpillar,
- Nowhere to be found (Hide hand behind back.)
- Though we've looked and looked,
- And hunted everywhere around. (Play peek-a-boo with child.)

Notes

- Make sure there is enough room to form a circle.
- Hang posters with the words to each song on the wall so that parents can read them while they sing.
- Have drawings illustrating the song on each poster so that children associate the poster with the song.

Materials

- Posters with the words to each song and drawings illustrating the content of the song
- Song sheets to give to parents at the beginning of the workshop (Appendix 2A)

2.5

Activity: **Arts and crafts (modelling)***10 minutes***Description**

- Earthworm or snail made from pretzel dough

Objectives

- To have fun helping their child do an arts and crafts activity
- To guide their child in a modelling task
- To develop their child's fine motor skills

Procedure

- Show parents and children the activity they will be doing.
- Ask parents to help their child make worms by rolling the dough on the table.
- Give them enough dough to make earthworms or snails.

- Ask each parent and child to brush their creations with beaten egg and to sprinkle them with salt.
- Bake the pretzel dough at 425° F for 12 minutes.

Notes

- Prepare the pretzel dough the night before the workshop; one recipe should be enough for about 10 children (Appendix 2D).
- Ask parents and children to wash their hands.
- Clean the tables.
- If you do not have an oven or enough time to bake the worms and snails, ask parents to do it themselves. Put the pretzel dough critters in Ziplock bags so parents can take them home.
- The pretzels are best served hot.

Caution

Ask parents if their child has any food allergies.

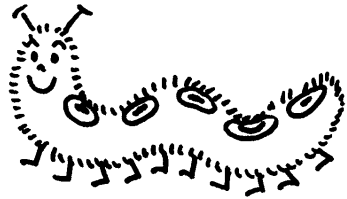
Materials

- Ingredients for the pretzel dough (flour, yeast, salt, eggs) (Appendix 2D)
- Three full saltshakers
- Plastic dishes to hold the beaten egg
- A pastry brush for each child, if possible (available at the dollar store)
- Cloths and soap to clean the tables.
- Ziplock bags to bring the pretzel dough home in
- Cookie sheets, if baking the pretzel dough during the workshop

**Workshop 2A
APPENDIXES**

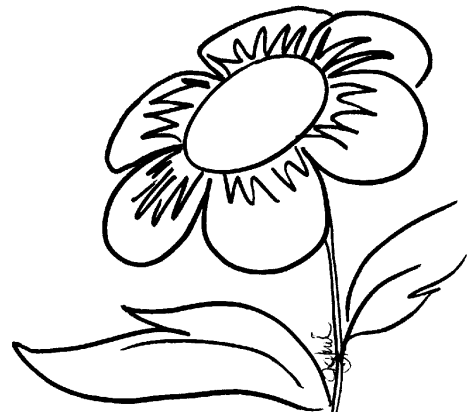
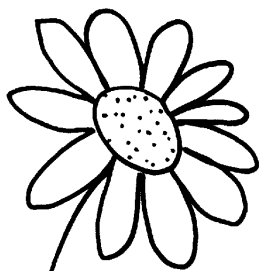
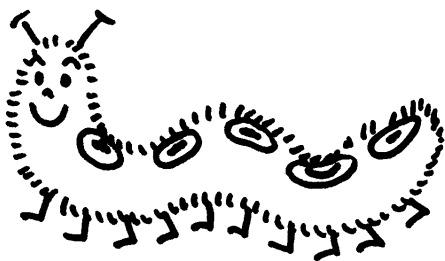
- Appendix 2A ⇒ Song: “Fuzzy Little Caterpillar”
- Appendix 2B ⇒ Emergent literacy home activity: ladybug
- Appendix 2C ⇒ Words for the portfolio
- Appendix 2D ⇒ Pretzel dough recipe

APPENDIX 2A

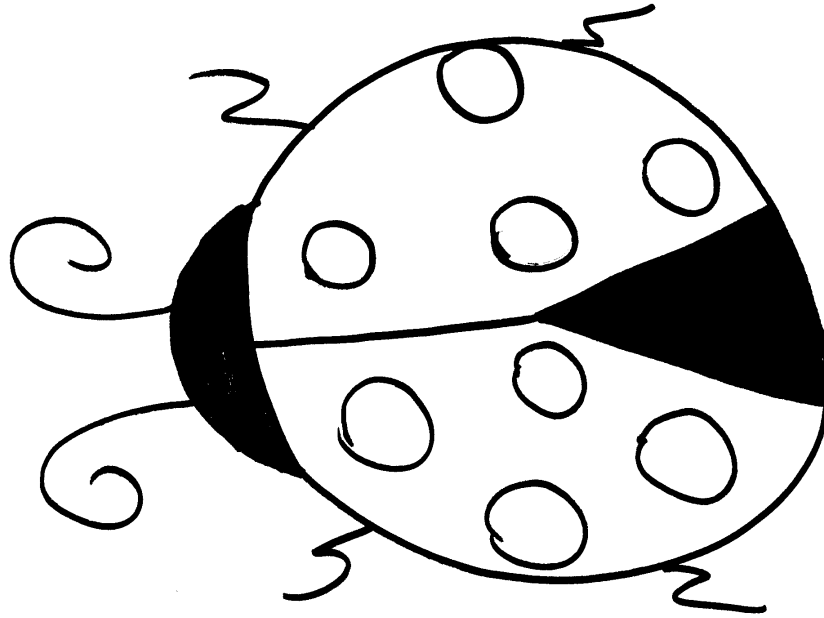


FUZZY LITTLE CATERPILLAR

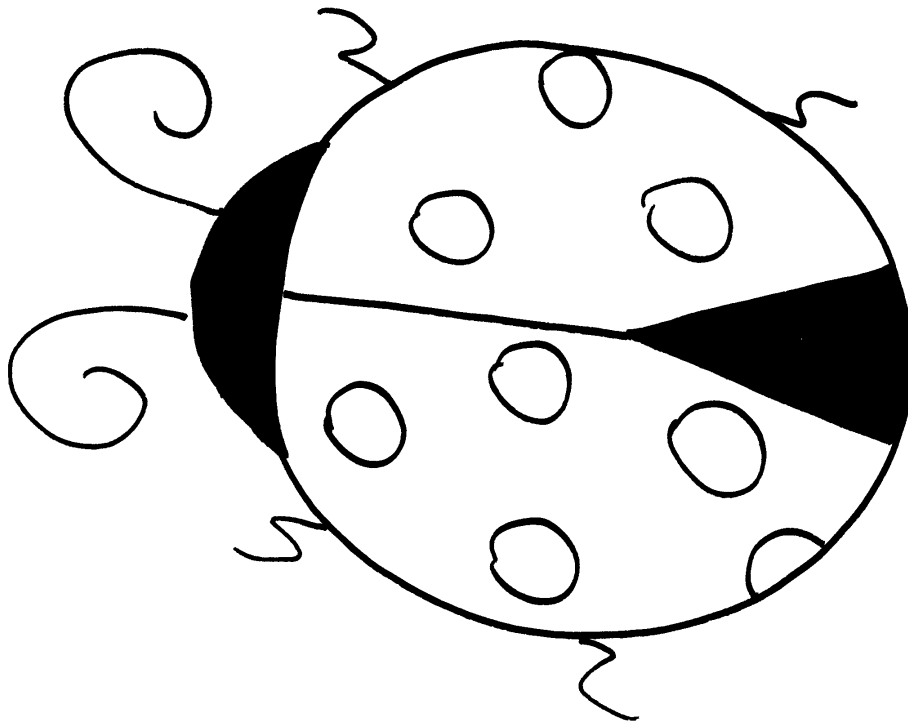
Fuzzy little caterpillar,
Crawling, crawling on the ground.
Fuzzy little caterpillar,
Nowhere to be found.
Though we've looked and looked,
And hunted everywhere around.



APPENDIX 2B



LADYBUG



LADYBUG

Week 2

Words for the portfolio

a ladybug.



a ladybug.



a ladybug.



a ladybug.



a ladybug.




a ladybug.

APPENDIX 2C

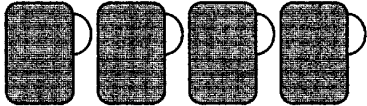
Photocopy as needed.

APPENDIX 2D


Pretzel Dough

1 1/2  of hot water



4  of flour




1  of yeast

1 tea  of salt 

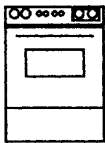

Mix.



Make  shapes.

Brush  with a beaten .

Sprinkle with .

Bake  at 425° for 12 minutes .

Learning plan

PHASE 2: Experiment with ways of fostering the development of emergent literacy (associating pictures with words, reading books, developing the child's fine motor skills)

Participate as a pair in various activities that involve dividing up and organizing tasks and adjusting to each other's pace and capabilities

2.6

Activity: **Information for parents**

5 minutes

Procedure

- Review the previous workshop and the emergent literacy activity done at home (parents' comments, difficulties experienced by their child, observations regarding their child).
- Go over the schedule for Workshop 2B (if possible, write it on a board or a large sheet of paper). Modelling technique.
- Hand out the play dough recipe (Appendix 2F).
- Present and explain the activity (play dough caterpillar).
- Encourage parents to sing the songs at home with their child.
- Give parents the words for the picture word book (associating pictures with words) and three small pieces of Bristol board (Appendix 2E: butterfly, spider, caterpillar).

2.7

Activity: **Story time for parent and child**

7 minutes

Objectives

- To have fun looking at, handling and reading books with their child
- To guide their child in choosing a book
- To focus their child's attention on a book
- To develop their child's concentration and memory
- To develop their child's vocabulary
- To introduce their child to concepts related to written language (page, word, letter, etc.)
- To play with sounds and intonation when reading a story
- To develop their child's hand-eye coordination by having him or her turn pages

Procedure

- Have each parent and child read one or more books together.

Notes

- Make sure there is enough room for parents to sit down with their child.
- Make sure the children can reach the books.
- Provide a variety of age-appropriate children's books (picture word books, board books, cloth books, etc.).
- Suggest that each parent and child use the picture word book they have made.
- Observe parents during the activity and offer praise or support where appropriate.
- Play soft background music to create a calm, pleasant atmosphere (optional).

Materials

- Bookcase or boxes of books accessible to the children
- A variety of age-appropriate children's books
- Radio, cassettes, compact discs (optional)
- Cushions to sit on (optional)

2.8

Activity: **Songs (repeat)**

8 minutes

Objectives

- To have fun singing with their child
- To help their child sing and do the actions that accompany the songs

Procedure

- Sing the songs from the previous workshops, beginning with "Good Morning."

Note

- Hang posters with the words to each song.
- Try introducing a variation (e.g. speed up the tempo).

Materials

- Posters with the words to each song

2.9

Activity: **Arts and crafts (modelling)**

10 minutes

Description

- Play dough caterpillar

Objectives

- To have fun helping their child do an arts and crafts activity
- To guide their child in a modelling task
- To develop their child's fine motor skills

Procedure

- Have the children form five balls out of play dough: one ball for the head and four for the body. Parents may help them.
- Have the children insert two matchsticks (remove the sulphur tips beforehand) in the head for antennae and two in each of the remaining balls for feet (10 matchsticks in all).
- Have them put the eyes on.

Notes

- Allow more time for this activity by shortening story time or sing-song time.
- Make two eyes for each child from white and black play dough.
- Suggest that the children make the balls by rolling the play dough on the table or shaping in their hands. Parents can put their hand on top of their child's to help them roll the play dough or take both their child's hands in theirs to shape it. Parents should not make the balls for their child; the child must participate.
- Make your own play dough (recipe in Appendix 2F) or use a commercial brand.
- Remove the sulphur tip from each matchstick before painting it; the matchsticks can be cut with scissors.
- Paint the matchsticks black (optional).

Materials

- Green, white and black play dough
- 10 matchsticks or pieces of wood for each child
- Black paint (optional)

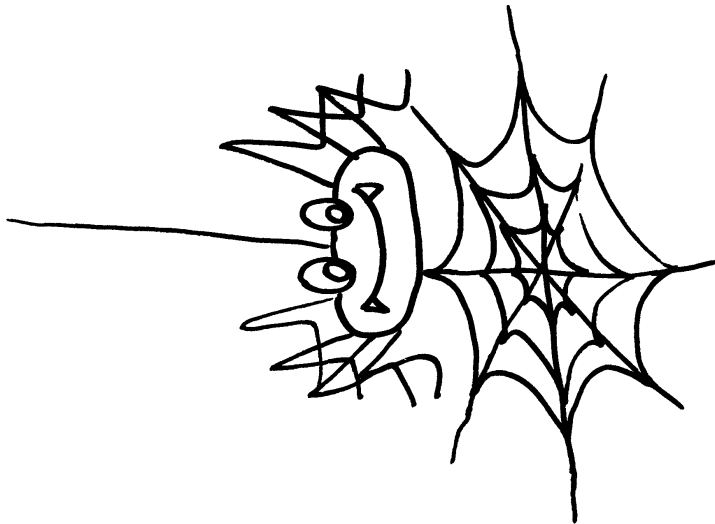
Workshop 2B
APPENDIXES

- Appendix 2E ⇨ Words for the picture word book: butterfly,
spider, caterpillar
- Appendix 2F ⇨ Play dough recipe

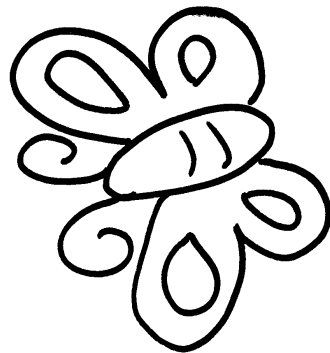
APPENDIX 2E



caterpillar











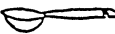
















spider



butterfly

APPENDIX 2F

Play Dough

- 2   of  Flour
- $\frac{1}{2}$  of  salt
- 2   of  water
- 4 tea     of  oil
- 4 tea     of  Cream of tartar
- 6       of  Food colouring



Source: "La Magie des Lutins" by Johanne Lareau and Lise Levesque

Learning situation

PHASE 2: Experiment with ways of fostering the development of emergent literacy (associating pictures with words, reading books, developing the child's fine motor skills)

Participate as a pair in various activities that involve dividing up and organizing tasks and adjusting to each other's pace and capabilities

3.1

Activity: **Information for parents**

5 minutes

Procedure

- Review the previous workshop and the picture word book (parents' comments, difficulties experienced by their child, observations regarding their child).
- Go over the schedule for Workshop 3A (if possible, write it on a board or a large sheet of paper). Use store flyers to stimulate children's awareness of written language.
- Present and explain the arts and crafts activity (fruit and vegetable plate).
- Explain the emergent literacy home activity (grocery cart; see next page).

3.2

Activity: **Emergent literacy home activity**

5 minutes

Description

- Grocery cart

Objective

- To do again at home activities that foster children's literacy development

Procedure

- Explain the activity to be done at home with their child (fruit and vegetable plate).
- Encourage parents to sing the songs at home with their child.
- Give parents the photocopies and required materials.

Notes

- If possible, provide ALL the materials required to do the activity (glue, scissors).
- Variation: Instead of fruits and vegetables, suggest that parents work with pictures of foods they find in store flyers and that they could buy when they do their grocery shopping.
- Mention to parents that they can write out their grocery list at the same time. They can take the list or the sheet from the home activity with them when they go grocery shopping with their child and buy what is on the list or the sheet.

Materials

- A drawing of the shopping cart for each child (Appendix 3B)
- A glue stick for each child
- Song sheet for each parent and child
- * Give parents the song (Appendix 3A), the emergent literacy home activity (Appendix 3B), the sentence (Appendix 3C) and the arts and crafts sheet (Appendix 3D).
- * Ensure that parents understand what to do and answer any questions.

3.3

Activity: **Story time for parent and child***5 minutes***Objectives**

- To have fun looking at, handling and reading books with their child
- To guide their child in choosing a book
- To focus their child's attention on a book
- To develop their child's concentration and memory
- To develop their child's vocabulary
- To introduce their child to concepts related to written language (page, word, letter, etc.)
- To play with sounds and intonation when reading a story
- To develop their child's hand-eye coordination by having him or her turn pages

Procedure

- Have each parent and child read one or more books together.

Notes

- Make sure there is enough room for parents to sit down with their child.
- Make sure the children can reach the books.
- Provide a variety of age-appropriate children's books (picture word books, board books, cloth books, etc.).
- Suggest that each parent and child use the picture word book they have made.
- Observe parents during the activity and offer praise or support where appropriate.
- Play soft background music to create a calm, pleasant atmosphere (optional).

Materials

- Bookcase or boxes of books accessible to the children
- A variety of age-appropriate children's books
- Radio, cassettes, compact discs (optional)
- Cushions to sit on (optional)

3.4

Activity: **Songs**

5 minutes

Title

- "Planting Cabbages"

Objectives

- To have fun singing songs with their child
- To help their child sing and do the actions that accompany the song

Procedure

- Sing the songs from the previous workshops, beginning with "Good Morning."
- Demonstrate the new song (Appendix 3A).
 - Stand in a circle.
 - Clap your hands while singing.
 - Pretend to plant cabbages with the part of the body mentioned in the song.

Notes

- Start with only two parts of the body, such as the hands or feet. Other parts (nose, head, etc.) can be added as the children become comfortable with the song.
- Make sure there is enough room to form a circle.

- Hang posters with the words to each song on the wall so that parents can read them while they sing.
- Have drawings illustrating the song on each poster so that children associate the poster with the song.

Materials

- Posters with the words to each song and drawings illustrating the content of the song
- Song sheets to give to parents at the beginning of the workshop (Appendix 3A)

3.5

Activity: **Arts and crafts (emergent literacy)**

10 minutes

Title

- Fruit and vegetable plate

Objectives

- To have fun helping their child do an arts and crafts activity
- To guide their child in an emergent literacy task
- To develop their child's vocabulary

Procedure

- Show parents and children the activity they will be doing.
- Ask each parent and child to look for pictures of fruits and vegetables in store flyers and paste them on the plate (Appendix 3D). Since children this age cannot organize foods into categories, ask parents to look for fruits and vegetables that their child likes to eat: "Let's look for apples. You really like apples"; "Help me look for carrots."

- Ask parents to use blunt nose scissors to cut out the pictures of fruits and vegetables. Blunt nose scissors are recommended to reduce the risk of an accident given the large number of people (many of them children) working in a confined space.
- Ask parents to apply the glue and let their child place the picture on the plate.

Notes

- Have an adequate supply of store flyers on hand. To save time, put out only those sections featuring fruits and vegetables.
- Encourage parents to name the fruits and vegetables they cut out: “Oh what a beautiful red apple!”; “Look at all those bananas.”
- Variation: Glue the selected foods on a real paper plate.

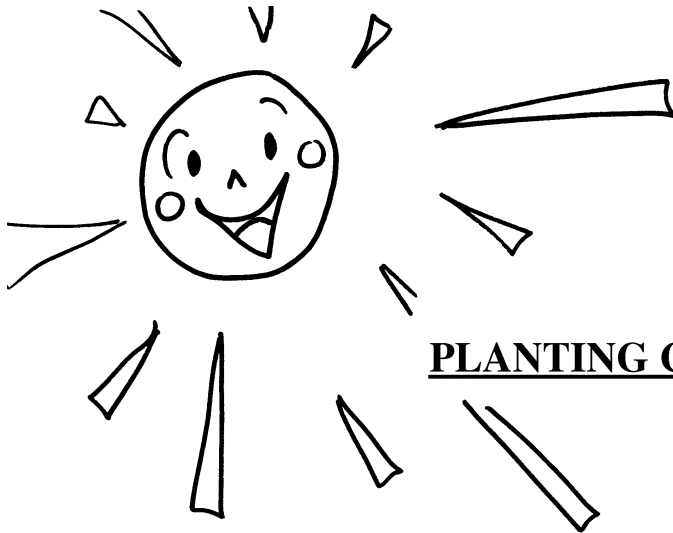
Materials

- Blunt nose scissors
- Glue stick
- Drawing of a plate (Appendix 3D)
- Store flyers

**Workshop 3A
APPENDIXES**

- Appendix 3A ⇒ Song: “Planting Cabbages”
- Appendix 3B ⇒ Emergent literacy home activity: grocery cart
- Appendix 3C ⇒ Sentence for the portfolio
- Appendix 3D ⇒ Arts and crafts activity: fruit and vegetable plate

APPENDIX 3A



PLANTING CABBAGES

**Do you plant your cabbages
In the right way, in the right way?
Do you plant your cabbages
In the right way if you please?**

**You can plant them with your hand
With your hand, with your hand;
You can plant them with your hand
In the right way if you please.**

You can plant them with...

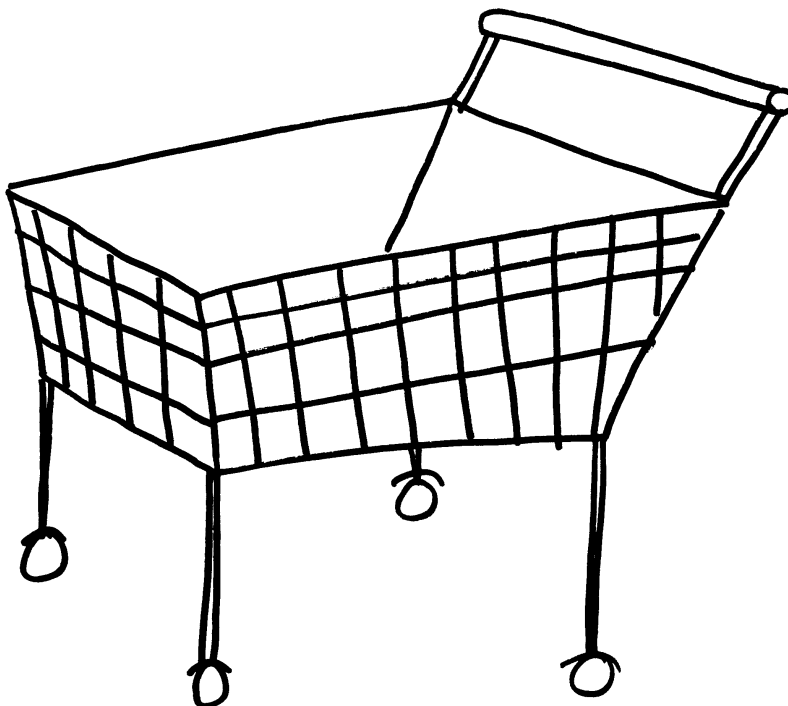
- ... your foot**
- ... your knee**
- ... your elbow**
- ... your nose**
- ... etc.**



APPENDIX 3B



CART



CART

Week 3

Sentence for the portfolio

I went to the grocery store.



I went to the grocery store.



I went to the grocery store.



I went to the grocery store.



I went to the grocery store.

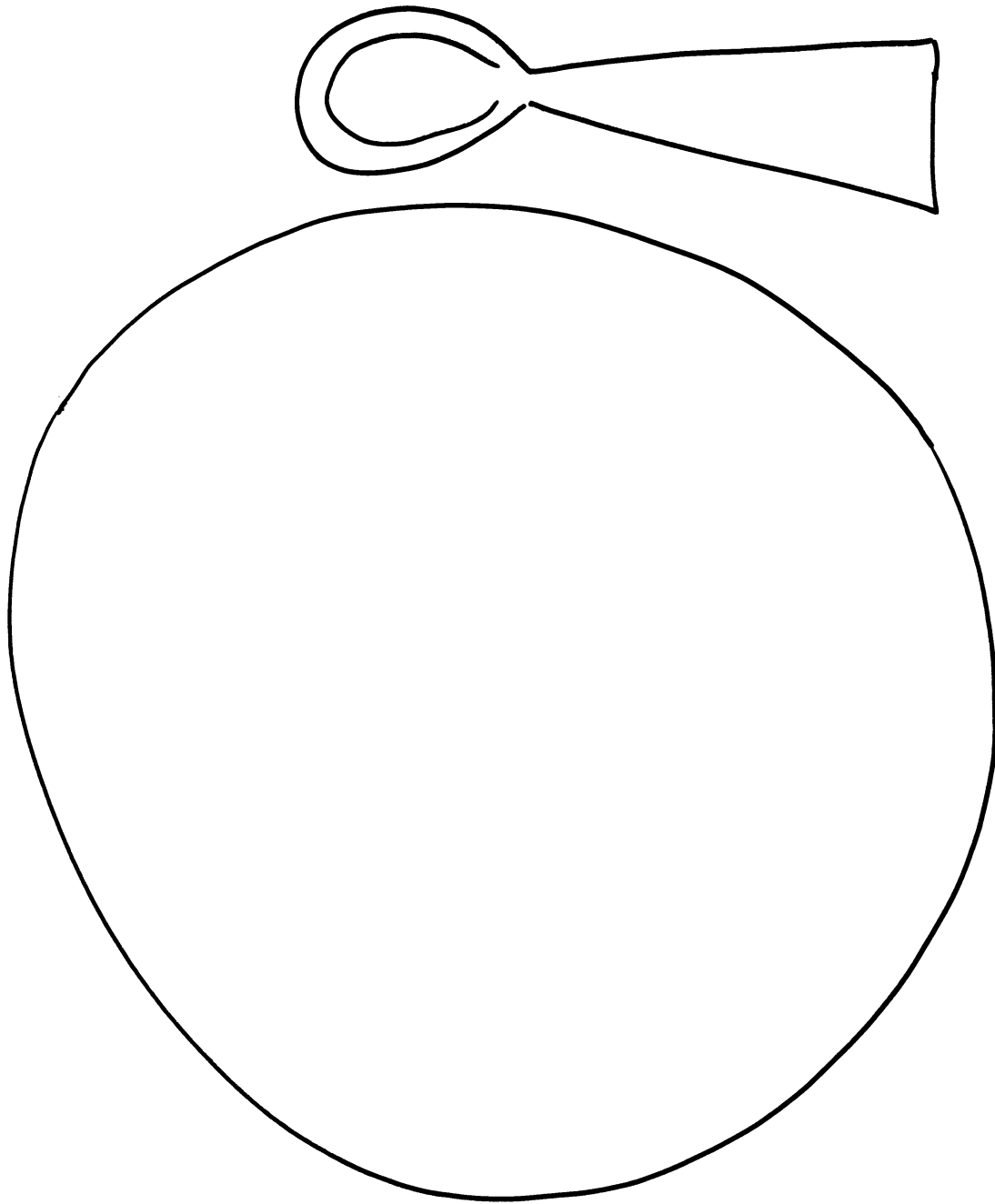


I went to the grocery store.

APPENDIX 3C

Photocopy as needed.

APPENDIX 3D



Learning situation

PHASE 2: Experiment with ways of fostering the development of emergent literacy (associating pictures with words, reading books, developing children's fine motor skills)

Participate as a pair in various activities that involve dividing up and organizing tasks and adjusting to each other's pace and capabilities

3.6

Activity: **Information for parents**

5 minutes

Procedure

- Review the previous workshop and the emergent literacy activity done at home (parents' comments, difficulties experienced by their child, observations regarding their child).
- Go over the schedule for Workshop 3B (if possible, write it on a board or a large sheet of paper). Stamping technique.
- Present and explain the activity (gift-wrapping paper).
- Encourage parents to sing the songs at home with their child.
- * Give parents the words for the picture word book (associating pictures with words) and three small pieces of Bristol board (Appendix 3E: apple, orange, banana).

3.7

Activity: **Story time for parent and child**

7 minutes

Objectives

- To have fun looking at, handling and reading books with their child
- To guide their child in choosing a book
- To focus their child's attention on a book

- To develop their child's concentration and memory
- To develop their child's vocabulary
- To introduce their child to concepts related to written language (page, word, letter, etc.)
- To play with sounds and intonation when reading a story
- To develop their child's hand-eye coordination by having him or her turn pages

Procedure

- Have each parent and child read one or more books together.

Notes

- Make sure there is enough room for parents to sit down with their child.
- Make sure the children can reach the books.
- Provide a variety of age-appropriate children's books (picture word books, board books, cloth books, etc.).
- Suggest that each parent and child use the picture word book they have made.
- Observe parents during the activity and offer praise or support where appropriate.
- Play soft background music to create a calm, pleasant atmosphere (optional).

Materials

- Bookcase or boxes of books accessible to the children
- A variety of age-appropriate children's books
- Radio, cassettes, compact discs (optional)
- Cushions to sit on (optional)

3.8

Activity: **Songs (repeat)**

8 minutes

Objectives

- To have fun singing songs with their child
- To help their child sing and do the actions that accompany the songs

Procedure

- Sing the songs from the previous workshops, beginning with “Good Morning.”

Note

- Hang posters with the words to each song.

Materials

- Posters with the words to each song

3.9

Activity: **Arts and crafts (stamping)**

10 minutes

Description

- Gift-wrapping paper

Objectives

- To have fun helping their child do an arts and crafts activity
- To guide their child in doing a task
- To develop their child’s fine motor skills

Procedure

- Demonstrate the activity (prepare a model).

- Explain that they will be making wrapping paper by decorating plain paper using stamps made from fruits and vegetables such as carrots, celery, apples and pears. For the workshops, limit the selection to two fruits or vegetables to make it easier (e.g. celery and apples).
- Put aluminium pie plates containing two different colours of paint on the tables.

Notes

- Prepare some wrapping paper beforehand as an example. You might also wrap up a box with the paper to show how it can be used.
- Make sure everyone has enough space to work in.
- Cut the fruit in half. Cut the vegetables crosswise, taking care that the pieces are long enough to hold easily.
- Do not put too much paint in the pie plates. A small amount (one tablespoon) will do. If there is too much paint on the stamps, the end product will not be very attractive. It is best to add more as needed during the activity.
- Suggest that parents try the same technique with a potato in which they have carved a design. (Cut a potato in two, draw a design with a marker on one of the halves and, using a paring knife, cut the flesh away around the design so that it is raised.)

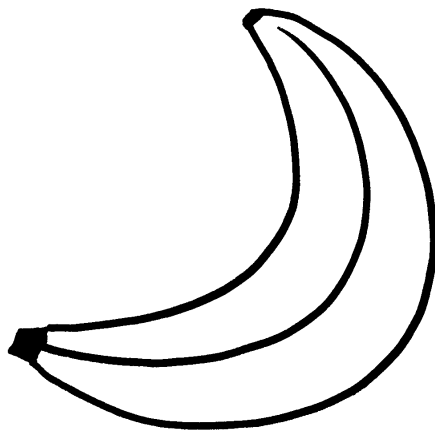
Materials

- Two different colours of paint (gouache)
- An aluminium pie plate for each child
- Apples, pears, carrots or celery (choose two)
- A large sheet of white or brown paper for each child. Brown paper bags can also be cut open and used.

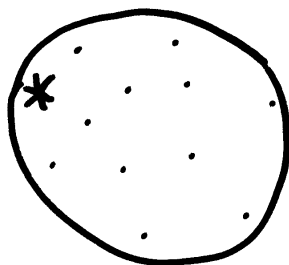
Workshop 3B
APPENDIX

Appendix 3E ⇒ Words for the picture word book: apple,
orange, banana

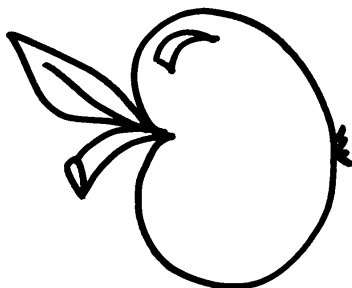
APPENDIX 3E



banana



orange



apple

Learning situation

PHASE 2: Experiment with ways of fostering the development of emergent literacy (associating pictures with words, reading books, developing the child's fine motor skills)

Participate as a pair in various activities that involve dividing up and organizing tasks and adjusting to each other's pace and capabilities

4.1

Activity: **Information for parents**

5 minutes

Procedure

- Review the previous workshop and the picture word book (parents' comments, difficulties experienced by their child, observations regarding their child).
- Go over the schedule for Workshop 4A (if possible, write it on a board or a large sheet of paper). Associating shapes in preparation for doing a jigsaw puzzle.
- Present and explain the arts and crafts activity (making a face).
- Explain the emergent literacy home activity (coat; see below).

4.2

Activity: **Emergent literacy home activity**

5 minutes

Description

- Coat

Objective

- To do again at home activities that foster children's emergent literacy skills

Procedure

- Explain the activity.
- Explain to parents that the idea is to put the buttons in the right place on the coat.
- Ask parents to have their child colour the coat (crayons or markers).
- Ask parents to paste the coat and the sentence in the portfolio.
- Give parents the photocopies and required materials.

Notes

- If possible, provide ALL the materials required to do the activity (glue, scissors, crayons).
- Prepare the buttons before the workshop and give them to the parents in a small envelope (Appendix 4C).

Materials

- A drawing of the coat for each child (Appendix 4B)
- A glue stick and some crayons to lend to each child (if necessary)
- Envelopes to put the buttons in
- Construction paper to photocopy the buttons (Appendix 4C)
- Song sheet for each parent and child
- * Give parents the song (Appendix 4A), the emergent literacy home activity (Appendixes 4B and 4C), the sentence (Appendix 4D) and the arts and crafts sheets (Appendixes 4E and 4F).
- * Ensure that parents understand what to do and answer any questions.

4.3

Activity: **Story time for parent and child**

5 minutes

Objectives

- To have fun looking at, handling and reading books with their child
- To guide their child in choosing a book
- To focus their child's attention on a book
- To develop their child's concentration and memory
- To develop their child's vocabulary
- To introduce their child to concepts related to written language (page, word, letter, etc.)
- To play with sounds and intonation when reading a story
- To develop their child's hand-eye coordination by having him or her turn pages

Procedure

- Have each parent and child read one or more books together.

Notes

- Make sure there is enough room for parents to sit down with their child.
- Make sure the children can reach the books.
- Provide a variety of age-appropriate children's books (picture word books, board books, cloth books, etc.).
- Suggest that each parent and child use the picture word book they have made.
- Observe parents during the activity and offer praise or support where appropriate.
- Play soft background music to create a calm, pleasant atmosphere (optional).

Materials

- Bookcase or boxes of books accessible to the children
- A variety of age-appropriate children's books
- Radio, cassettes, compact discs (optional)
- Cushions to sit on (optional)

4.4

Activity: **Songs**

5 minutes

Title

- “Head and Shoulders”

Objectives

- To have fun singing songs with their child
- To help their child sing and do the actions that accompany the song
- To develop their child’s vocabulary (parts of the body)

Procedure

- Sing the songs from the previous workshops, beginning with “Good Morning.”
- Demonstrate the new song (Appendix 4A).
 - Sit down with your legs stretched out in front of you.
 - Touch the parts of the body as they are mentioned in the song:

Head and shoulders,
Knees and toes
(Touch your head, shoulders, knees and toes in order.)

Knees and toes
(Touch your knees, then your toes and repeat once.)

Eyes, ears, mouth and nose
(Touch your eyes, ears, mouth and nose in order.)

Notes

- The first few times you sing the song, sing slowly so that everyone—especially the children—can follow and do the actions at the same time. Observe the group closely and try to follow their pace.

- Variation: When the group is comfortable with the song, you can play with the speed. Try singing it like a turtle that walks very slowly or like a mouse that runs very fast.
- Hang posters with the words to each song on the wall so that parents can read them while they sing.
- Have drawings illustrating the song on each poster so that children associate the poster with the song.
- It is easier for the children to follow if they are sitting down. They will still be able to see the grown-ups when they touch their toes and there's no danger of them losing their balance.

Materials

- Posters with the words to each song and drawings illustrating the content of the song
- Song sheets to give to parents at the beginning of the workshop (Appendix 4A)

4.5

Activity: **Arts and crafts
(associating shapes)**

10 minutes

Description

- Making a face

Objectives

- To have fun helping their child do an arts and crafts activity
- To guide their child in an emergent literacy task
- To develop their child's vocabulary (parts of the body: eyes, nose, mouth, hair)

Procedure

- Show parents and children the activity they will be doing.

- Ask each parent and child to paste the parts of the face in the right spot (eyes, nose, mouth, hair).
 - Eyes = two round blue circles
 - Nose = small yellow triangle
 - Mouth = red semi-circle
 - Hair = strips of brown paper with the ends crumpled up
- Ask parents to place the parts on the face and have the child paste them.
- Ask parents to thread the wool through the two holes that have been made in the face so that it can be hung up.

Notes

- Prepare the faces by gluing photocopies of the model (Appendix 4E) onto Styrofoam. Cut out the faces. Remember to make two holes in each face for the wool to go through so that the artwork can be hung up.
- The shapes (parts of the body) and the strips of paper for the hair should be cut out beforehand (Appendix 4F).
- Put the shapes in an envelope for each parent and child.
- Crumple the ends of the strips with your fingers or try curling them with scissors (optional).
- Encourage parents to name the parts of the face during the activity:
“We’re going to glue an eye on.” “Where does the nose go?”

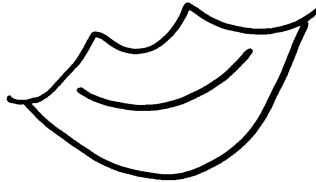
Materials

- A glue stick for each child
- Photocopies of the face (Appendix 4E)
- Photocopies of the shapes for the eyes, nose and mouth (Appendix 4F)
- A Styrofoam plate for each child
- Blue, red, yellow and brown construction paper
- An envelope for each parent and child
- A 30-cm piece of wool for each child
- A hole punch

Workshop 4A
APPENDIXES

- Appendix 4A ⇒ Song: “Head and Shoulders”
- Appendix 4B ⇒ Emergent literacy home activity: coat
- Appendix 4C ⇒ Emergent literacy home activity: buttons
- Appendix 4D ⇒ Sentence for the portfolio
- Appendix 4E ⇒ Arts and crafts activity: making a face
- Appendix 4F ⇒ Arts and crafts activity: shapes for the eyes, nose and mouth

APPENDIX 4A



HEAD AND SHOULDERS

Head and shoulders,

Knees and toes,

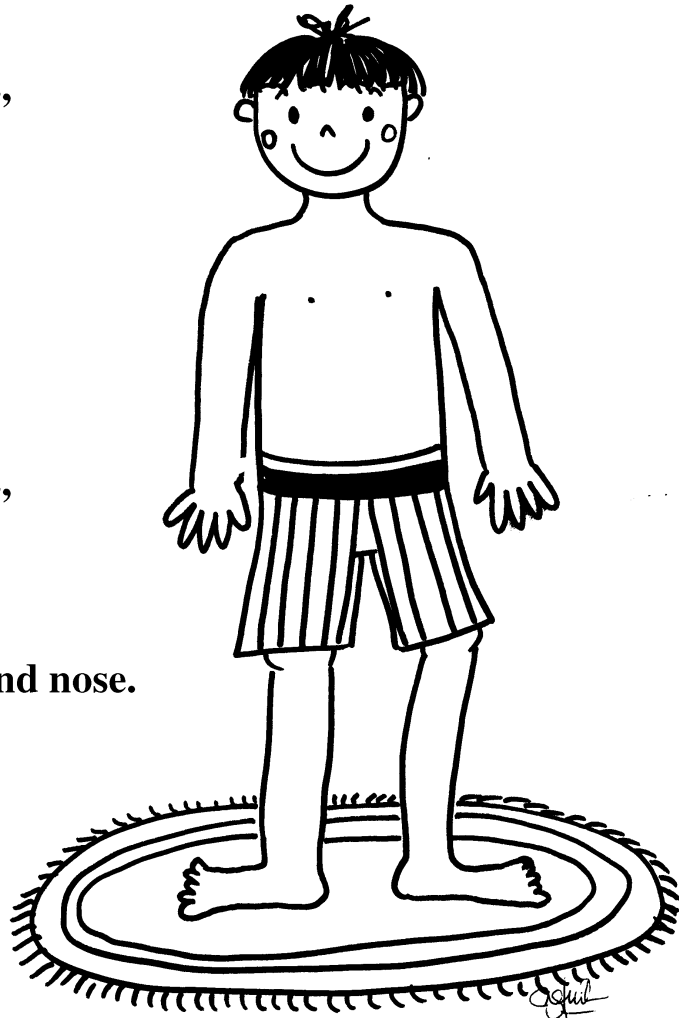
Knees and toes,

Knees and toes,

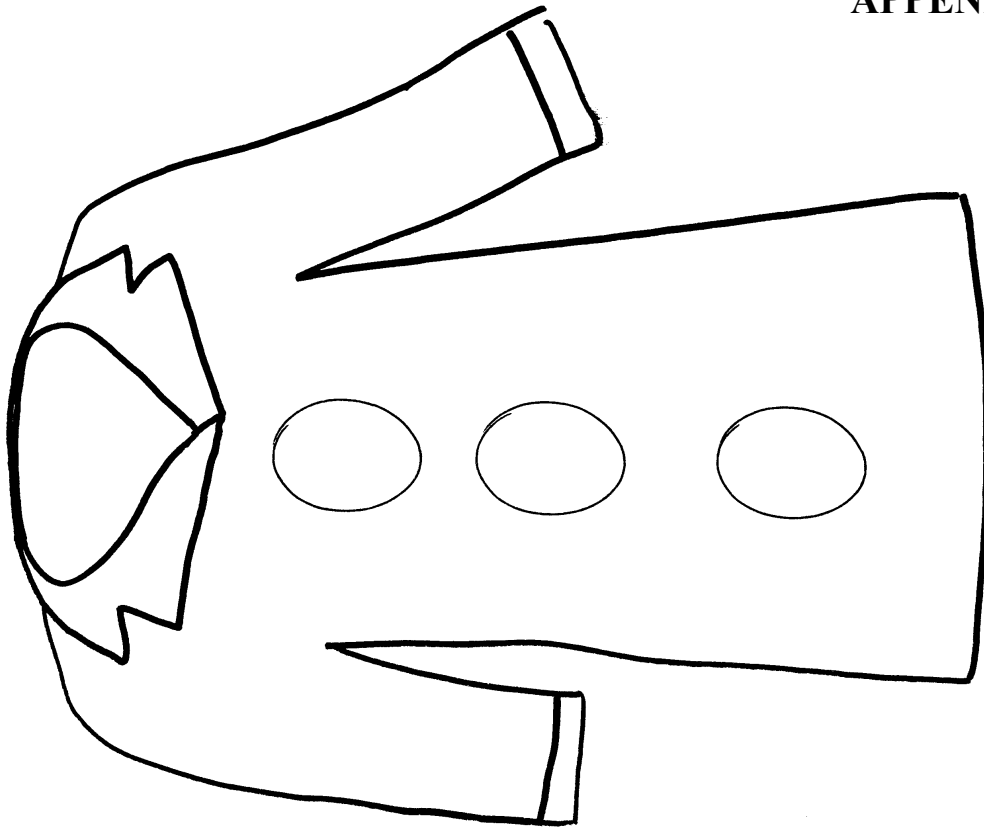
Head and shoulders,

Knees and toes,

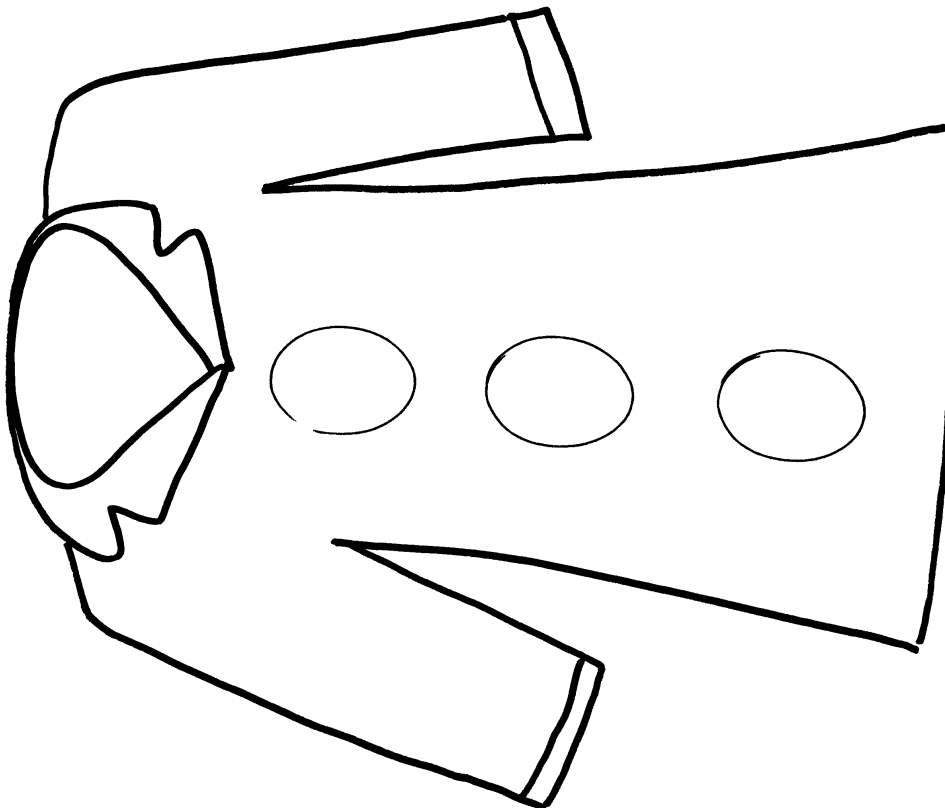
Eyes, ears, mouth and nose.



APPENDIX 4B

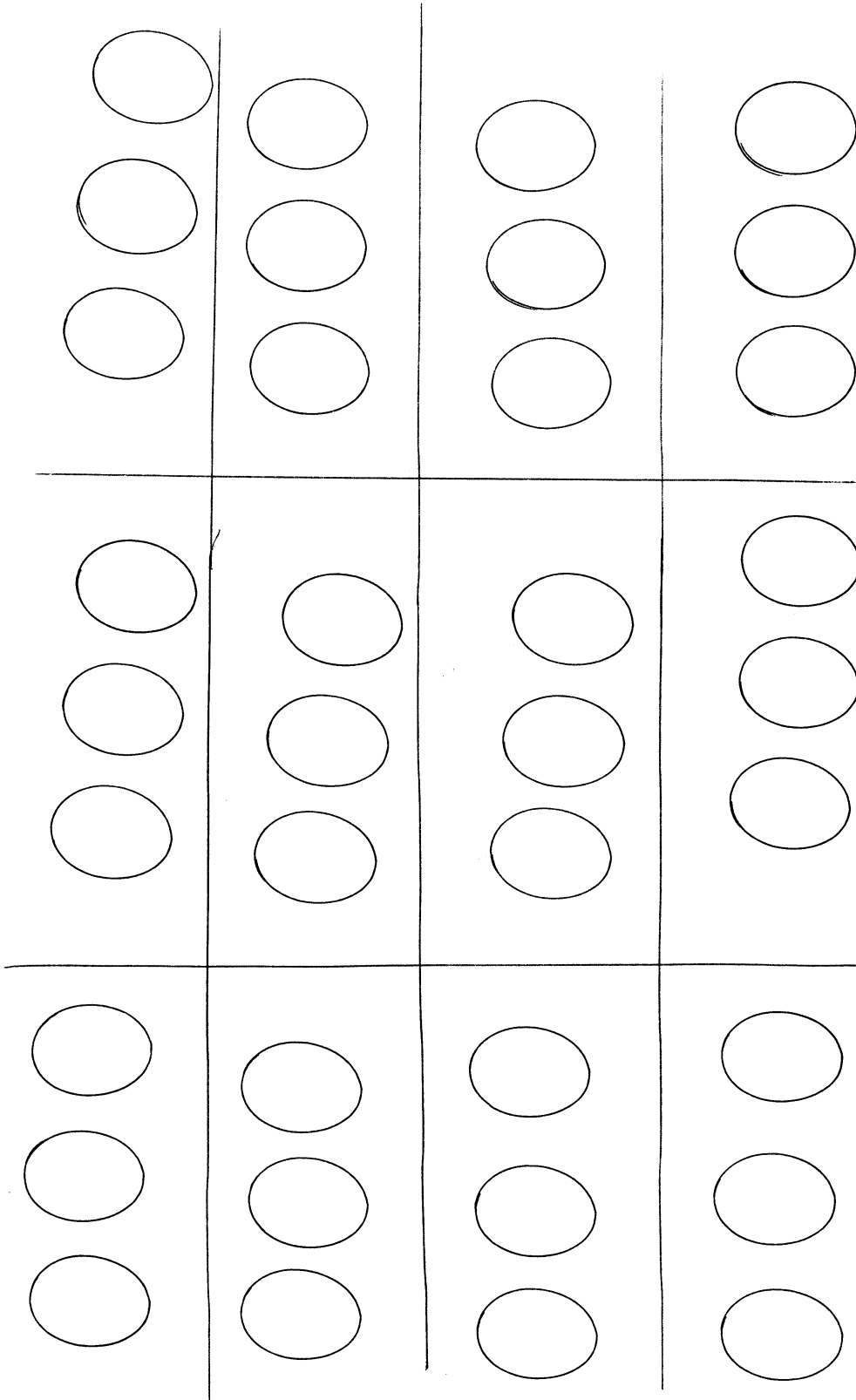


COAT



COAT

APPENDIX 4C



BUTTONS (CUT OUT)

Week 4

Sentence for the portfolio

APPENDIX 4D

I put my coat on.



I put my coat on.



I put my coat on.



I put my coat on.



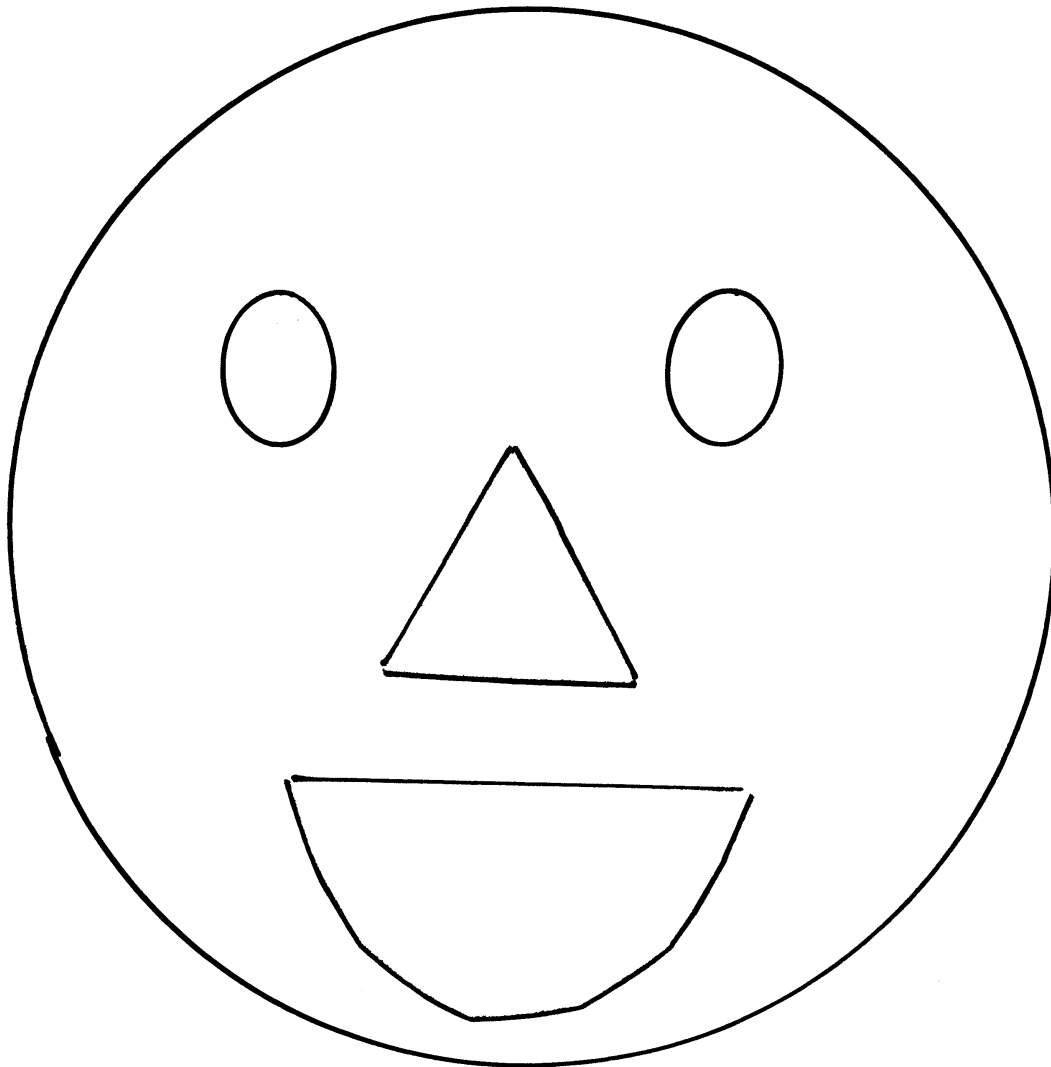
I put my coat on.



I put my coat on.

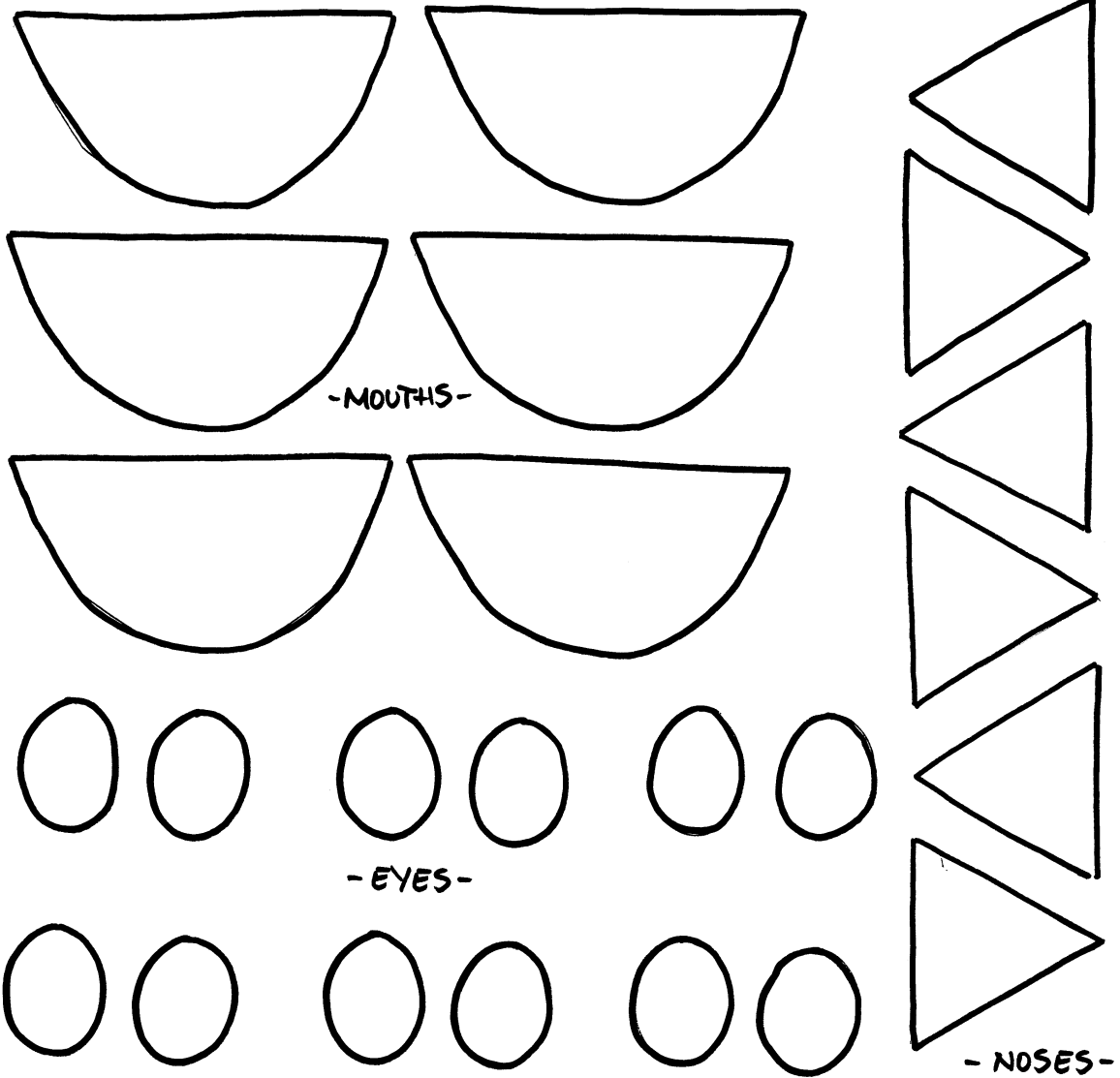
Photocopy as needed.

APPENDIX 4E



FACE

APPENDIX 4F



▣ SHAPES (FOR 6 FACES)

▣ "MAKING A FACE" (ASSOCIATING SHAPES)

Learning situation

PHASE 2: Experiment with ways of fostering the development of emergent literacy (associating pictures with words, reading books, developing the child's fine motor skills)

Participate as a pair in various activities that involve dividing up and organizing tasks and adjusting to each other's pace and capabilities

4.6

Activity: **Information for parents**

5 minutes

Procedure

- Review the previous workshop and the emergent literacy activity done at home (parents' comments, difficulties experienced by their child, observations regarding their child).
- Go over the schedule for Workshop 4B (if possible, write it on a board or a large sheet of paper). Jigsaw puzzle.
- Present and explain the arts and crafts activity (making a jigsaw puzzle).
- Explain to parents that it is easy to make a jigsaw puzzle.
- Encourage parents to make one themselves.
- * Give parents the words for the picture word book (associating pictures with words) and three small pieces of Bristol board (Appendix 4G: eyes, leg, ear).

4.7

Activity: **Story time for parent and child**

7 minutes

Objectives

- To have fun looking at, handling and reading books with their child
- To guide their child in choosing a book
- To focus their child's attention on a book
- To develop their child's concentration and memory
- To develop their child's vocabulary
- To introduce their child to concepts related to written language (page, word, letter, etc.)
- To play with sounds and intonation when reading a story
- To develop their child's hand-eye coordination by having him or her turn pages

Procedure

- Have each parent and child read one or more books together.

Notes

- Make sure there is enough room for parents to sit down with their child.
- Make sure the children can reach the books.
- Provide a variety of age-appropriate children's books (picture word books, board books, cloth books, etc.).
- Suggest that each parent and child use the picture word book they have made.
- Observe parents during the activity and offer praise or support where appropriate.
- Play soft background music to create a calm, pleasant atmosphere (optional).

Materials

- Bookcase or boxes of books accessible to the children
- A variety of age-appropriate children's books
- Radio, cassettes, compact discs (optional)
- Cushions to sit on (optional)

4.8

Activity: **Songs (repeat)**

8 minutes

Objectives

- To have fun singing songs with their child
- To help their child sing and do the actions that accompany the song

Procedure

- Sing the songs from the previous workshops, beginning with "Good Morning."

Note

- Hang posters with the words to each song.

Materials

- Posters with the words to each song.

4.9

Activity: **Arts and crafts (jigsaw puzzle*)**

10 minutes

* Allow lots of time for preparation.

Description

- Jigsaw puzzles made from the photographs taken of each parent-and-child pair at the end of Workshop 2A

Objectives

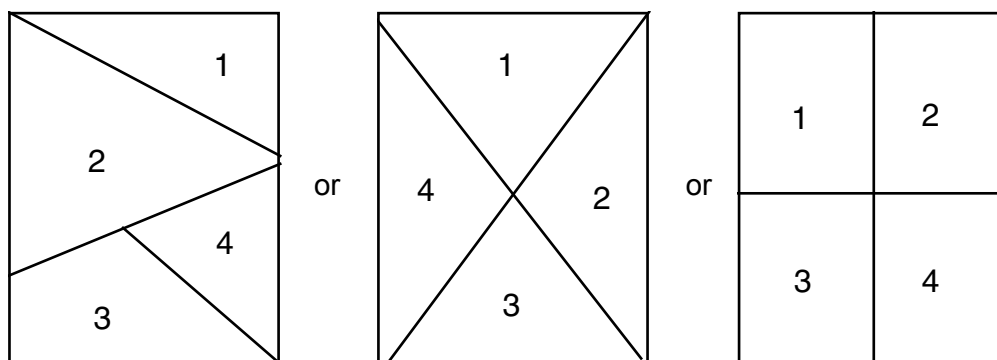
- To have fun making a jigsaw puzzle with their child
- To guide their child in accomplishing a task

Procedure

- Give each parent and child the envelope containing their jigsaw puzzle and the duplicate of the photo that was used to make it. Parent and child may refer to the duplicate photo when putting their jigsaw puzzle together.
- Ask the children to do their jigsaw puzzle, with their parent's help.

Notes

- It is important to take the photographs of the parents and children during the second week to allow time for developing the film and making the jigsaw puzzle. Be sure to ask for doubles (one photograph for the puzzle itself and one for parent and child to refer to when doing the puzzle and to keep as a souvenir).
- First glue the photograph to a Styrofoam plate so that the pieces of the puzzle will be stiff enough. Then cut out the photograph. Finally, cut the photograph into four pieces using an exacto knife.



- Put the pieces of the jigsaw puzzle and the duplicate photograph in an envelope labelled with the parent's and child's names.
- Suggest that parents try making puzzles at home from pictures of animals or cartoon characters. Sources of inspiration are everywhere: in magazines and catalogues, on toy packaging and cereal boxes, to name just a few examples.

- Allow time for parents to look at the puzzles and photographs of other pairs in the group, if they so wish.
- If there is enough time, suggest that parent-and-child pairs exchange puzzles (optional).
- Have on hand a few puzzles made from pictures or drawings for parent-and-child pairs who do not have their own photographs.

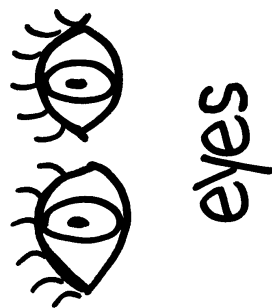
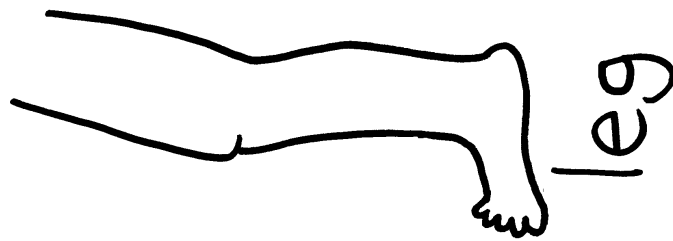
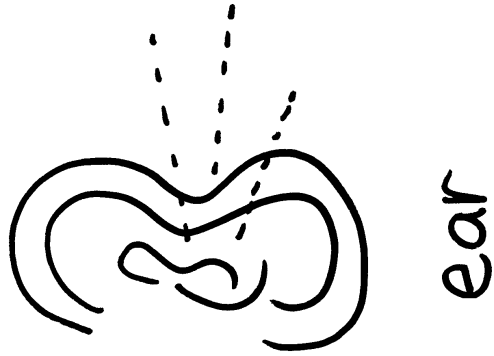
Materials

- Exacto knife (for the trainer)
- A Styrofoam plate for each parent and child
- Two photographs for each parent and child
- An envelope for each parent and child

Workshop 4B
APPENDIX

Appendix 4G if possible ⇒ Words for the picture word
book: eyes, leg, ear

APPENDIX 4G



Learning situation

PHASE 2: Experiment with ways of fostering the development of emergent literacy (associating pictures with words, reading books, developing the child's fine motor skills)

Participate as a pair in various activities that involve dividing up and organizing tasks and adjusting to each other's pace and capabilities

5.1

Activity: **Information for parents**

5 minutes

Procedure

- Review the previous workshop and the picture word book (parents' comments, difficulties experienced by their child, observations regarding their child).
- Go over the schedule for Workshop 5A (if possible, write it on a board or a large sheet of paper). Threading.
- Present and explain the arts and crafts activity (threading a frame, tree).
- Explain the emergent literacy home activity (cloud; see below).

5.2

Activity: **Emergent literacy home activity**

5 minutes

Description

- Cloud

Objective

- To do again at home activities that develop fine motor skills and hand-eye coordination

Procedure

- Explain the activity.
- Ask parents to have their child thread a piece of wool through the holes in the cloud in whatever way he or she pleases (zigzag, straight line, along the edges, etc.)
- Ask parents to make a knot and cut the ends.
- Ask parents to paste the cloud and the sentence in the portfolio.
- Give parents the photocopies (Appendixes 5B and 5C) and required materials.

Notes

- If possible, provide ALL the materials required to do the activity (glue and wool).
- Prepare the wool by putting adhesive tape on the tips and making holes in the cloud using an awl at the marked spots.
- The piece of wool must be 50 cm long so the child can easily thread it right up to the last hole.

Materials

- A cloud drawing for each child (Appendix 5B)
- A glue stick to lend to each child (if necessary)
- A 50-cm piece of wool for each child
- Extra wide tape (packing tape)
- Song sheet for each parent and child
- * Give parents the song (Appendix 5A), the emergent literacy home activity (Appendix 5B), the wool, the sentence (Appendix 5C) and the arts and crafts sheet (Appendix 5D).
- * Ensure that parents understand what to do and answer any questions.

5.3

Activity: **Story time for parent and child**

5 minutes

Objectives

- To have fun looking at, handling and reading books with their child
- To guide their child in choosing a book
- To focus their child's attention on a book
- To develop their child's concentration and memory
- To develop their child's vocabulary
- To introduce their child to concepts related to written language (page, word, letter, etc.)
- To play with sounds and intonation when reading a story
- To develop their child's hand-eye coordination by having him or her turn pages

Procedure

- Have each parent and child read one or more books together.

Notes

- Make sure there is enough room for parents to sit down with their child.
- Make sure the children can reach the books.
- Provide a variety of age-appropriate children's books (picture word books, board books, cloth books, etc.).
- Suggest that each parent and child use the picture word book they have made.
- Observe parents during the activity and offer praise or support where appropriate.
- Play soft background music to create a calm, pleasant atmosphere (optional).

Materials

- Bookcase or boxes of books accessible to the children
- A variety of age-appropriate children's books
- Radio, cassettes, compact discs (optional)
- Cushions to sit on (optional)

5.4

Activity: **Songs**

5 minutes

Title

- "Two Little Blackbirds"

Objectives

- To have fun singing songs with their child
- To help their child sing and do the actions that accompany the song

Procedure

- Sing the songs from the previous workshops, beginning with "Good Morning."
- Demonstrate the new song (Appendix 5A).
 - Make a circle (parents, children and trainers) and sing "Two Little Blackbirds."
 - Pretend to flap your wings each time you sing the words "Fly away Peter, fly away Paul."

Notes

- Make sure there is enough room to form a circle.
- Hang posters with the words to each song on the wall so that parents can read them while they sing.
- Have drawings illustrating the song on each poster so that children associate the poster with the song.

Materials

- Posters with the words to each song and drawings illustrating the content of the song
- Song sheets to give to parents at the beginning of the workshop (Appendix 5A)

5.5

Activity: **Arts and crafts (threading)**

10 minutes

Description

- Tree in a picture frame

Objectives

- To have fun helping their child do an arts and crafts activity
- To guide their child in doing a task
- To develop their child's fine motor skills

Procedure

- Give each parent and child a picture frame.
- Give them a piece of coloured wool. Wrap tape around the ends beforehand to make it easier to thread with.
- Have the children thread the wool through the holes in the picture frame with their parent's help: over, under, over, under, etc.

Notes

- Prepare the picture frames in advance.
- Cut the bottom out of a Styrofoam plate to obtain a circle.
- Paste the picture of the tree onto the Styrofoam circle and make a dozen holes around the edge with a hole punch or a pencil. Leave about 2 cm between each hole (it is important that they are not too close together).

- Once the children have finished threading their picture frame, have parents tie the ends of the wool, but tell them that the frame can be reused: the children can thread the wool through the frame and pull it out again as many times as they like. Leftover wool can be used to hang the frame on the wall.
- If there is enough time, colour the trees using markers. If not, suggest that parents colour them at home.

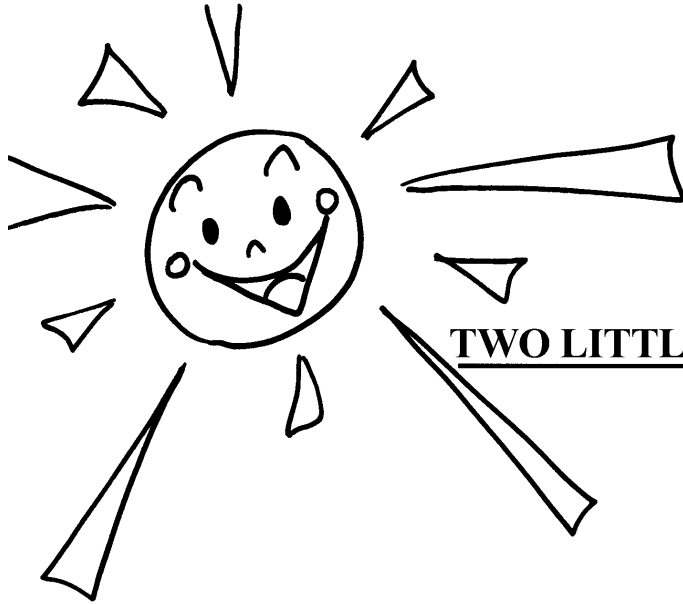
Materials

- A tree drawing (Appendix 5D) photocopied on green paper for each child
- A Styrofoam plate for each child
- A 50-cm piece of wool for each child
- Wide tape
- A hole punch
- Markers (optional)

Workshop 5A
APPENDIXES

- Appendix 5A ⇒ Song: “Two Little Blackbirds”
- Appendix 5B ⇒ Emergent literacy home activity: cloud
- Appendix 5C ⇒ Words for the portfolio
- Appendix 5D ⇒ Arts and crafts activity: tree

APPENDIX 5A



TWO LITTLE BLACKBIRDS

Two little blackbirds
Sitting on a wall

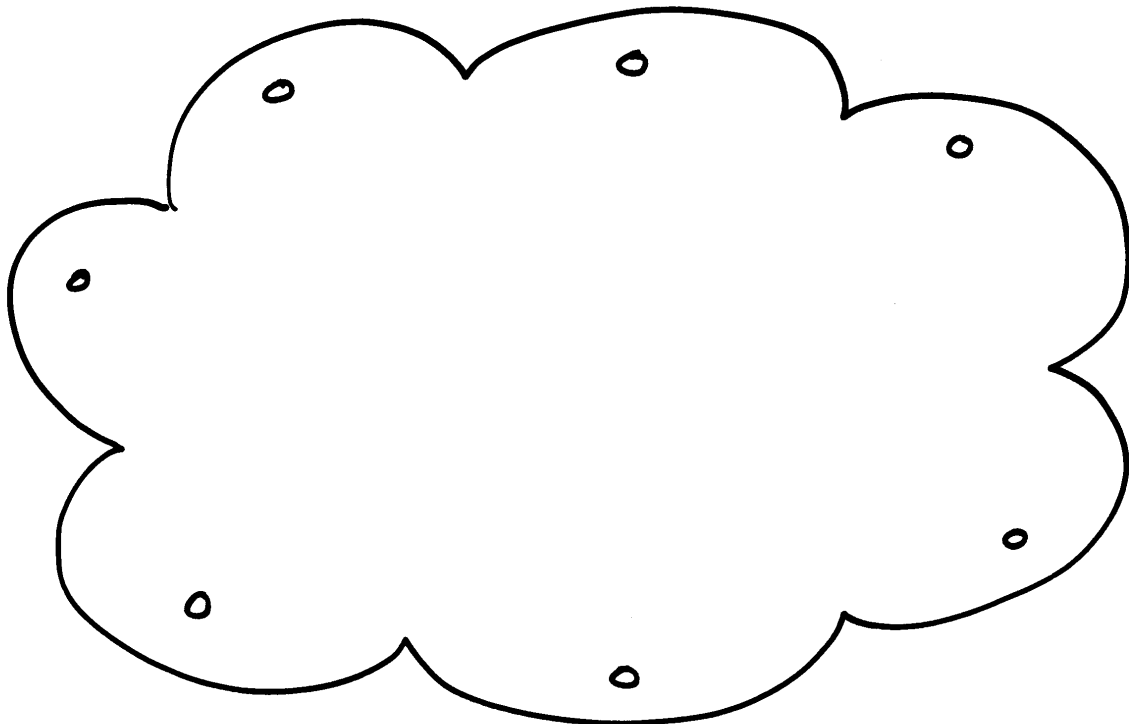
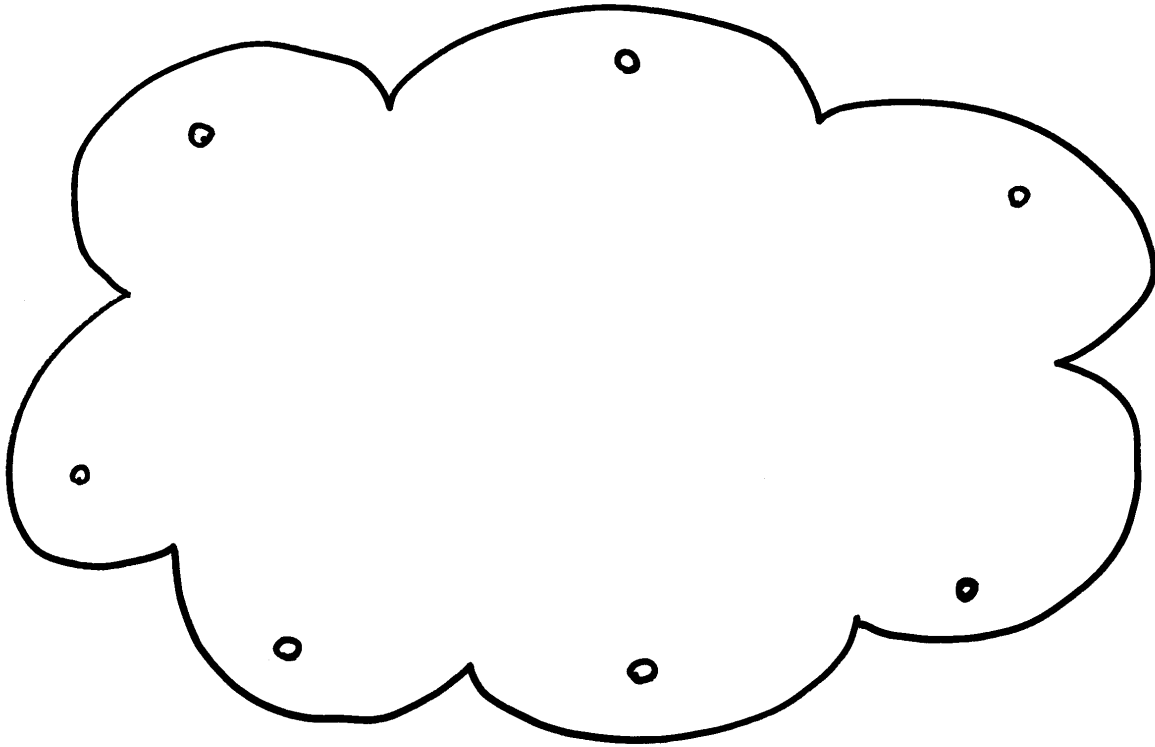
One named Peter
One named Paul.

Fly away Peter,
Fly away Paul,

Come back Peter
Come back Paul



APPENDIX 5B



Week 5

Sentence for the portfolio

I saw the clouds in the sky,



I saw the clouds in the sky,



I saw the clouds in the sky,



I saw the clouds in the sky,



I saw the clouds in the sky,

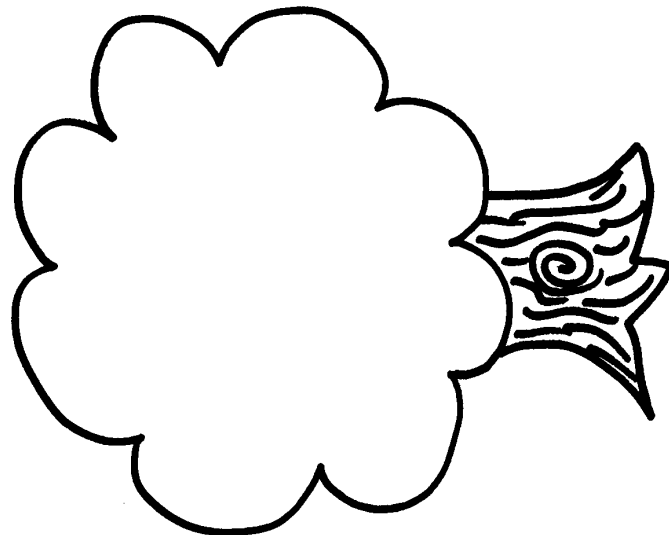
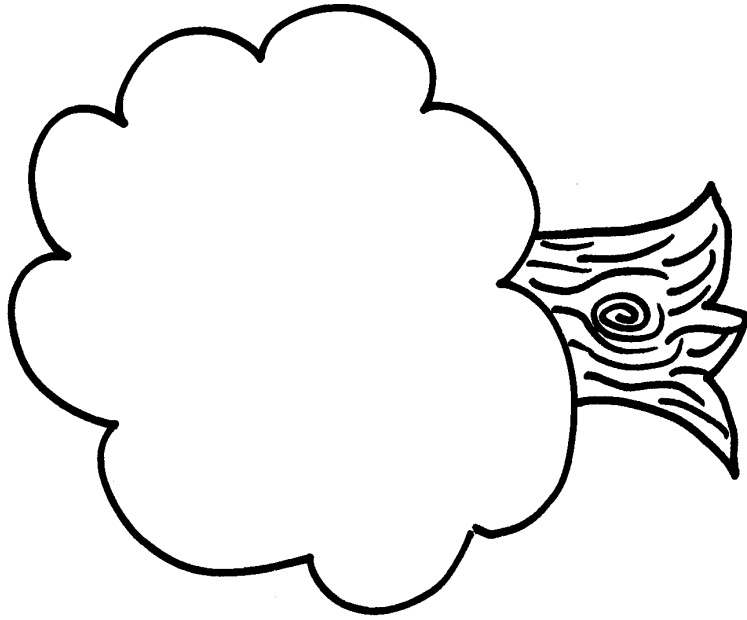


I saw the clouds in the sky,

APPENDIX 5C

Photocopy as needed.

APPENDIX 5D



Learning plan

PHASE 2: Experiment with ways of fostering the development of emergent literacy (associating pictures with words, reading books, developing the child's fine motor skills)

Participate as a pair in various activities that involve dividing up and organizing tasks and adjusting to each other's pace and capabilities

5.6

Activity: **Information for parents**

5 minutes

Procedure

- Review the previous workshop and the emergent literacy activity done at home (parents' comments, difficulties experienced by their child, observations regarding their child).
- Go over the schedule for Workshop 5B (if possible, write it on a board or a large sheet of paper). Threading.
- Present and explain the arts and crafts activity (noodle necklace).
- Encourage parents to sing the songs at home with their child.
- * Give parents the words for the picture word book (associating pictures with words) and three small pieces of Bristol board (Appendix 5E: bird, snowman, sun).

5.7

Activity: **Story time for parent and child**

7 minutes

Objectives

- To have fun looking at, handling and reading books with their child
- To guide their child in choosing a book
- To focus their child's attention on a book
- To develop their child's concentration and memory

- To develop their child's vocabulary
- To introduce their child to concepts related to written language (page, word, letter, etc.)
- To play with sounds and intonation when reading a story
- To develop their child's hand-eye coordination by having him or her turn pages

Procedure

- Have each parent and child read one or more books together.

Notes

- Make sure there is enough room for parents to sit down with their child.
- Make sure the children can reach the books.
- Provide a variety of age-appropriate children's books (picture word books, board books, cloth books, etc.).
- Suggest that each parent and child use the picture word book they have made.
- Observe parents during the activity and offer praise or support where appropriate.
- Play soft background music to create a calm, pleasant atmosphere (optional).

Materials

- Bookcase or boxes of books accessible to the children
- A variety of age-appropriate children's books
- Radio, cassettes, compact discs (optional)
- Cushions to sit on (optional)

5.8

Activity: **Songs (repeat)**

8 minutes

Objectives

- To have fun singing songs with their child
- To help their child sing and do the actions that accompany the song

Procedure

- Sing the songs from the previous workshops, beginning with “Good Morning.”

Note

- Hang posters with the words to each song.

Materials

- Posters with the words to each song

5.9

Activity: **Arts and crafts (threading)**

10 minutes

Description

- Noodle necklace

Objectives

- To have fun helping their child do an arts and crafts activity
- To guide my child in doing a task
- To develop their child’s fine motor skills

Procedure

- Give each parent and child two pipe cleaners and about 20 pieces of pasta (rigatoni or wagon wheels).
- Tie two pipe cleaners together beforehand to make one long strand that can be threaded through noodles to make a necklace.
- Give each parent and child a supply of rigatoni and wagon wheels.
- At the end of the activity, ask parents to attach the two ends of the necklace by twisting them together. The ends can then be pressed into the noodles so they don’t show and so the children won’t hurt themselves.

Notes

- Mention that the children may wish to thread only one kind of pasta or both of them alternately.
- Suggest that parents help their child by holding the pipe cleaner and letting the child thread the noodles.
- Paint the noodles (optional).
- Use pipe cleaners that are stiff to make it easier to thread the pasta.
- Remember that the pasta must have wide enough holes and be big enough that the children won't choke on them. That is why we recommend using rigatoni or wagon wheels.

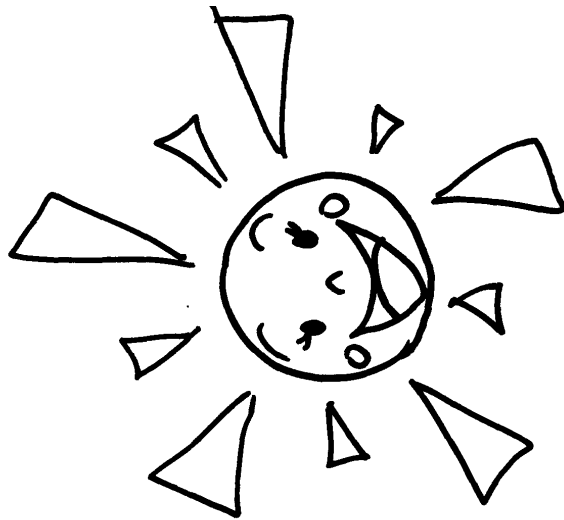
Materials

- Two pipe cleaners for each child
- Pasta (rigatoni or wagon wheels)
- Containers of pasta on each table

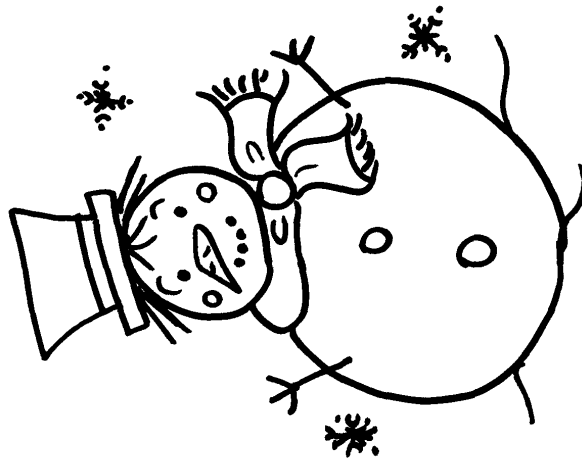
Workshop 5B
APPENDIX

Appendix 5E ⇒ Words for the picture word book: bird, snowman, sun

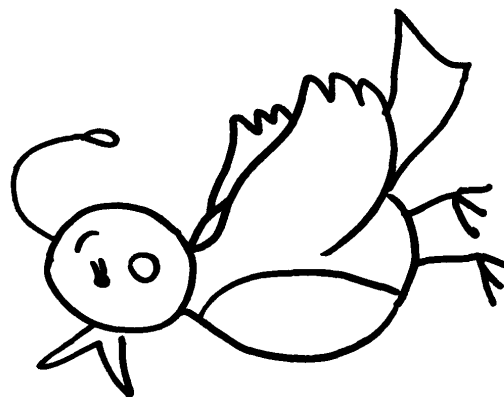
APPENDIX 5E



Sun



Snowman



bird

Learning situation

PHASE 2: Experiment with ways of fostering the development of emergent literacy (associating pictures with words, reading books, developing the child's fine motor skills)

Participate as a pair in various activities that involve dividing up and organizing tasks and adjusting to each other's pace and capabilities

| | | |
|------------|---|------------------|
| 6.1 | <i>Activity:</i> Information for parents | <i>5 minutes</i> |
|------------|---|------------------|

Procedure

- Review the previous workshop and the emergent literacy activity done at home (parents' comments, difficulties experienced by their child, observations regarding their child).
- Go over the schedule for Workshop 6A (if possible, write it on a board or a large sheet of paper). Gluing.
- Present and explain the arts and crafts activity (hen).
- Explain the emergent literacy home activity (duck; see below).

| | | |
|------------|---|------------------|
| 6.2 | <i>Activity:</i> Emergent literacy home activity | <i>5 minutes</i> |
|------------|---|------------------|

Description

- Duck

Objective

- To do again at home activities that develop various skills

Procedure

- Explain the activity. Parents and children glue feathers on a drawing of a duck.
- Ask parents to paste the duck drawing and the words in the portfolio.
- Give parents the photocopies and required materials.

Notes

- If possible, provide ALL the materials required to do the activity (glue).
- Fill a Ziplock bag with enough feathers to do the activity.
- Photocopy the duck drawing on a sheet of yellow paper, if possible.
- Suggest that parents apply glue to the drawing of the duck and ask them to encourage their child to put the feathers on the duck and press on them. The duck drawing can be shaken to remove feathers that are not glued down.

Materials

- A duck drawing for each child (Appendix 6B)
 - A glue stick to lend to each child (if necessary)
 - Enough feathers for each child
 - A Ziplock bag for each child
 - Song sheet for each parent and child
- * Give parents the song (Appendix 6A), the emergent literacy home activity (Appendix 6B), the bag of feathers, the words (Appendix 6C) and the arts and crafts sheet (Appendix 6D).
- * Make sure that parents understand what to do and answer any questions.

6.3

Activity: **Story time for parent and child**

5 minutes

Objectives

- To have fun looking at, handling and reading books with their child
- To guide their child in choosing a book
- To focus their child's attention on a book
- To develop their child's concentration and memory
- To develop their child's vocabulary
- To introduce their child to concepts related to written language (page, word, letter, etc.)
- To play with sounds and intonation when reading a story
- To develop their child's hand-eye coordination by having him or her turn pages

Procedure

- Have each parent and child read one or more books together.

Notes

- Make sure there is enough room for parents to sit down with their child.
- Make sure the children can reach the books.
- Provide a variety of age-appropriate children's books (picture word books, board books, cloth books, etc.).
- Suggest that each parent and child use the picture word book they have made.
- Observe parents during the activity and offer praise or support where appropriate.
- Play soft background music to create a calm, pleasant atmosphere (optional).

Materials

- Bookcase or boxes of books accessible to the children
- A variety of age-appropriate children's books
- Radio, cassettes, compact discs (optional)
- Cushions to sit on (optional)

6.4

Activity: **Songs**

5 minutes

Title

- "_____ had a farm" ("Old MacDonald Had a Farm")

Objectives

- To have fun singing songs with their child
- To help their child sing and make the animal sounds that accompany the song

Procedure

- Sing the songs from the previous workshops, beginning with "Good Morning."
- Demonstrate the new song (Appendix 6A).
 - Sit in a circle to sing.
 - During the chorus, clap your hands in rhythm with the song.

Notes

- Substitute the name of the trainer, parent or child for "Old MacDonald."
- Variation: Repeat the song with another farm animal (horse, hen, cow, etc.).

- The first time, sing the song with only one animal.
- Hang posters with the words to each song on the wall so that parents can read them while they sing.
- Have drawings illustrating the song on each poster so that children associate the poster with the song. (The animal whose sound is being imitated may be drawn on the poster.)
- If the children are having difficulty with the song, sing:

Old MacDonald had a farm
 Ee i ee i o!
 And on this farm he had a dog
 Ee i ee i o!
 With a woof, woof here
 And a woof, woof there
 Here a woof
 There a woof
 Everywhere a woof, woof!
 Old MacDonald had a farm
 Ee i ee i o!

Materials

- Posters with the words to each song and drawings illustrating the content of the song
- Song sheets to give to parents at the beginning of the workshop (Appendix 6A)

6.5

Activity: **Arts and crafts (gluing)***10 minutes*

Description

- Hen (gluing feathers)

Objectives

- To have fun helping their child do an arts and crafts activity
- To guide their child in doing a task
- To explore different materials and textures

Procedure

- Give each parent and child a drawing of a hen (Appendix 6D).
- Ask parents to apply glue to the drawing.
- Ask parents to encourage their child to put feathers on the hen and press them down firmly.
- Shake the paper to remove the feathers that didn't stick.

Notes

- Photocopy the hen drawing on a sheet of coloured paper (optional).
- Feathers can be bought at the dollar store, in the arts and crafts section.

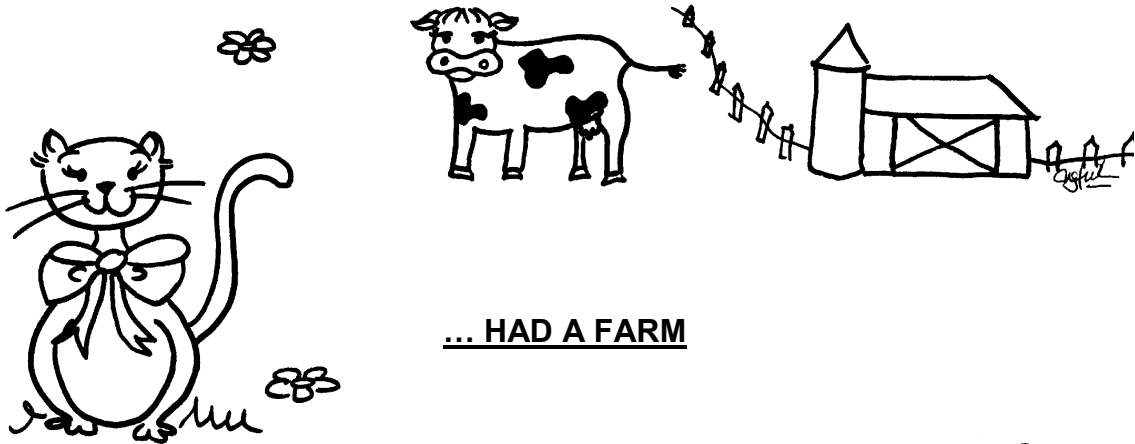
Materials

- A glue stick for each child
- A hen drawing for each child (Appendix 6D)
- A supply of coloured feathers for each child

Workshop 6A
APPENDIXES

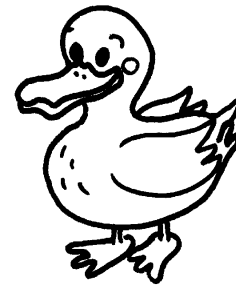
- Appendix 6A ⇒ Song: "... had a farm"
- Appendix 6B ⇒ Emergent literacy home activity: duck
- Appendix 6C ⇒ Words for the portfolio
- Appendix 6D ⇒ Arts and crafts activity: hen

APPENDIX 6A



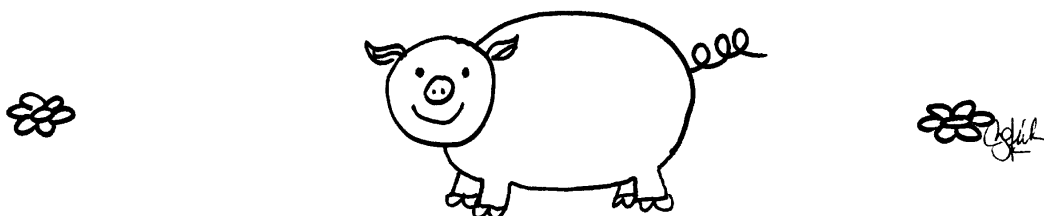
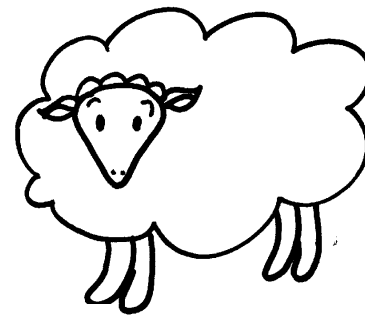
... HAD A FARM

(Child's name) had a farm
 Ee i ee i o!
 And on this farm he/she had a duck
 Ee i ee i o!
 With a quack, quack here
 And a quack, quack there
 Here a quack
 There a quack
 Everywhere a quack, quack
 (Child's name) had a farm
 Ee i ee i o!

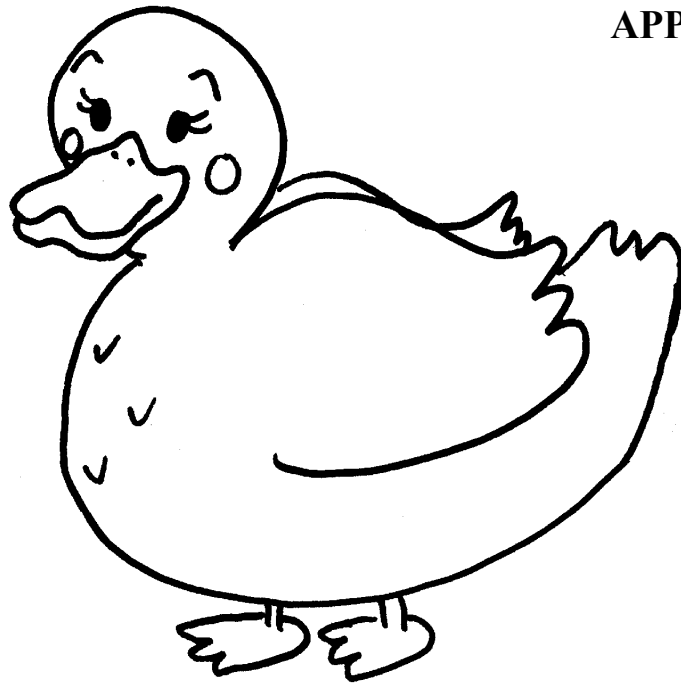


(Variations)

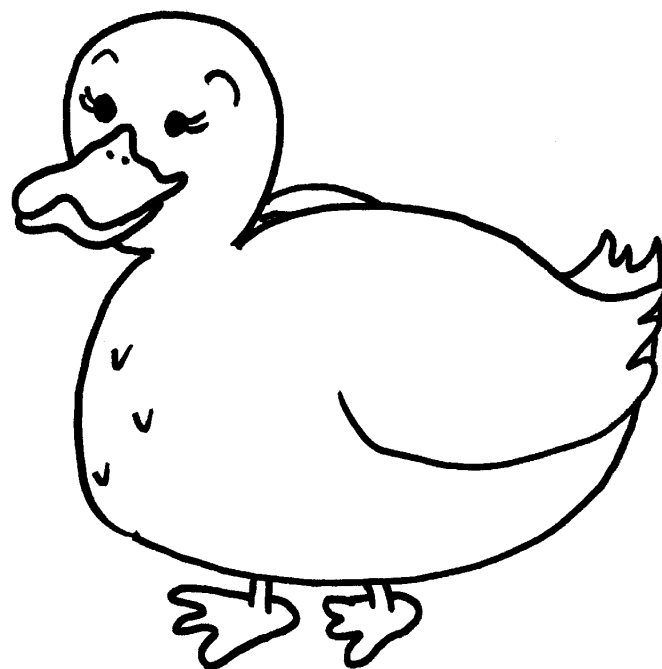
... he/she had a pig... Oink!
 ... he/she had a cow... Moo!
 ... he/she had a sheep... Baa!
 ... he/she had a cat... Meow!



APPENDIX 6B



DUCK



DUCK

APPENDIX 6C

Week 6

Words for the portfolio

a white rabbit,



a white rabbit,



a white rabbit,



a white rabbit,



a white rabbit,

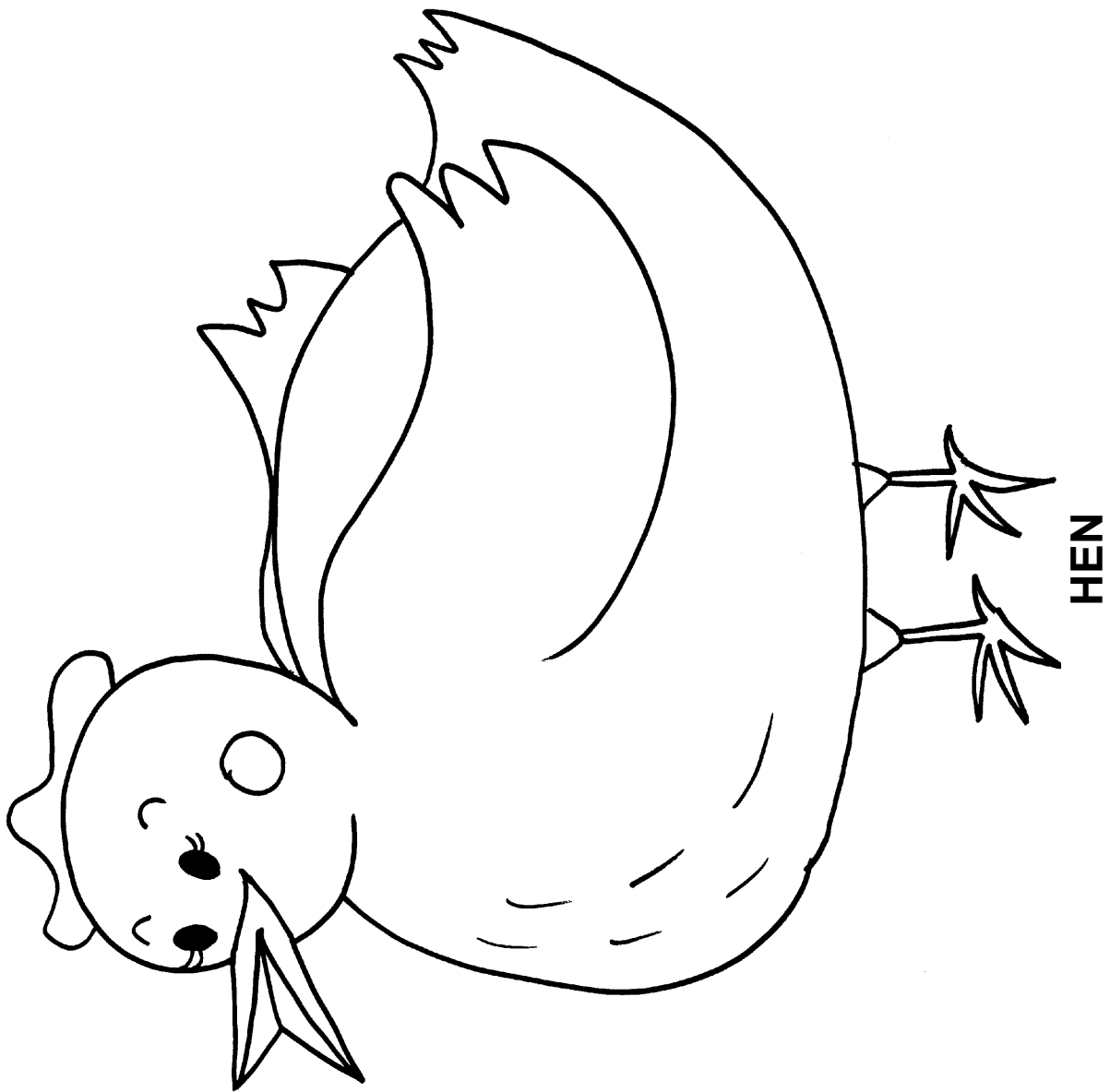


a white rabbit,



Photocopy as needed.

APPENDIX 6D



Learning situation

PHASE 2: Experiment with ways of fostering the development of emergent literacy (associating pictures with words, reading books, developing the child's fine motor skills)

Participate as a pair in various activities that involve dividing up and organizing tasks and adjusting to each other's pace and capabilities

6.6

Activity: **Information for parents**

5 minutes

Procedure

- Review the previous workshop and the emergent literacy activity done at home (parents' comments, difficulties experienced by their child, observations regarding their child).
- Go over the schedule for Workshop 6B (if possible, write it on a board or a large sheet of paper). Gluing.
- Present and explain the arts and crafts activity (rabbit).
- Remind parents that the main goal of the activity is not to create a beautiful piece of artwork; but to allow their child to explore.
- Encourage parents to sing the songs at home with their child.
- * Give parents the words for the picture word book (associating pictures with words), three small pieces of Bristol board (Appendix 6F: hen, dog, horse) and the arts and crafts sheet (Appendix 6E).

6.7

Activity: **Story time for parent and child**

7 minutes

Objectives

- To have fun looking at, handling and reading books with their child
- To guide their child in choosing a book
- To focus their child's attention on a book
- To develop their child's concentration and memory
- To develop their child's vocabulary
- To introduce their child to concepts related to written language (page, word, letter, etc.)
- To play with sounds and intonation when reading a story
- To develop their child's hand-eye coordination by having him or her turn pages

Procedure

- Have each parent and child read one or more books together.

Notes

- Make sure there is enough room for parents to sit down with their child.
- Make sure the children can reach the books.
- Provide a variety of age-appropriate children's books (picture word books, board books, cloth books, etc.).
- Suggest that each parent and child use the picture word book they have made.
- Observe parents during the activity and offer praise or support where appropriate.
- Play soft background music to create a calm, pleasant atmosphere (optional).

Materials

- Bookcase or boxes of books accessible to the children
- A variety of age-appropriate children's books
- Radio, cassettes, compact discs (optional)
- Cushions to sit on (optional)

6.8

Activity: **Songs (repeat)**

8 minutes

Objectives

- To have fun singing songs with their child
- To help their child sing and do the actions that accompany the songs

Procedure

- Sing the songs from the previous workshops, beginning with "Good Morning."

Note

- Hang posters with the words to each song.

Materials

- Posters with the words to each song

6.9

Activity: **Arts and crafts (gluing)**

10 minutes

Description

- Rabbit (to hang up)

Objectives

- To have fun helping their child do an arts and crafts activity
- To guide their child in doing a task
- To develop their child's fine motor skills

Procedure

- Ask parents to apply glue to the rabbit drawing and then to encourage their child to put cotton batting on the rabbit and press it down firmly.
- Ask parents to thread the wool through the two holes so that the rabbit can be hung up.

Notes

- Cut out the rabbit drawings beforehand and punch two holes in them.
- Wait until the end of the activity to thread the wool through the holes.
- Variation: Make a mobile by punching a single hole (instead of two) so that the rabbit turns freely and by applying cotton batting to both sides.

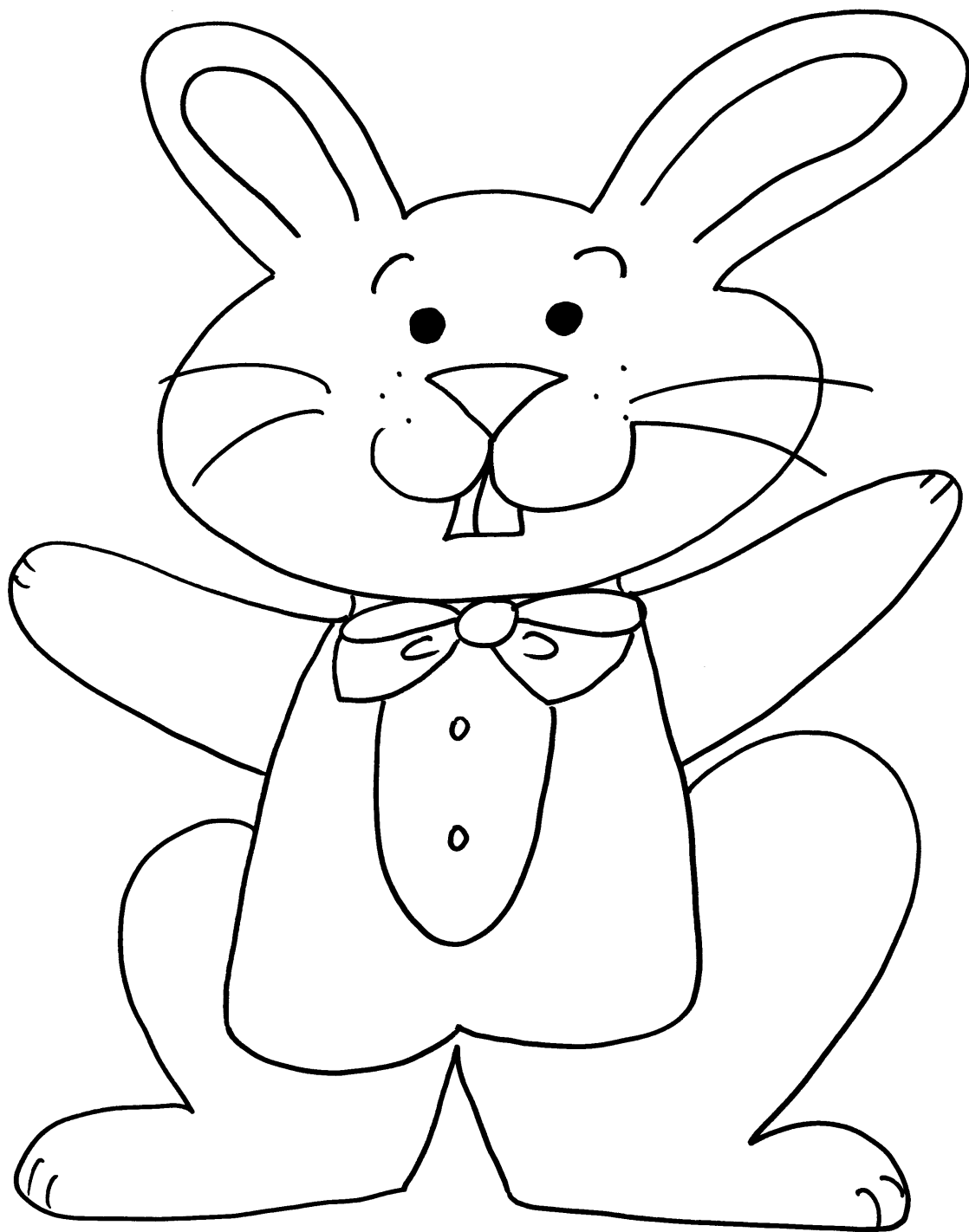
Materials

- A gluestick for each child
- A pink cardboard rabbit (Appendix 6E)
- Cotton batting (two bags)
- A 20-cm piece of wool for each child
- A hole punch

Workshop 6B
APPENDIXES

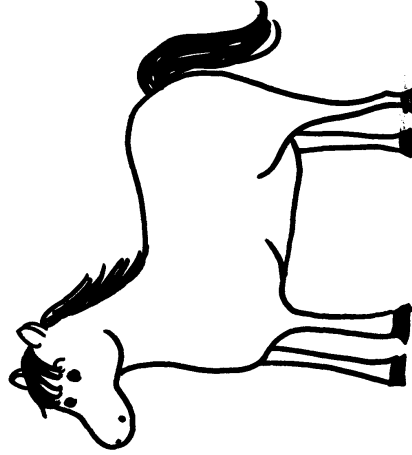
- Appendix 6E ⇒ Arts and crafts activity: rabbit
- Appendix 6F ⇒ Words for the picture word book: hen, dog, horse

APPENDIX 6E

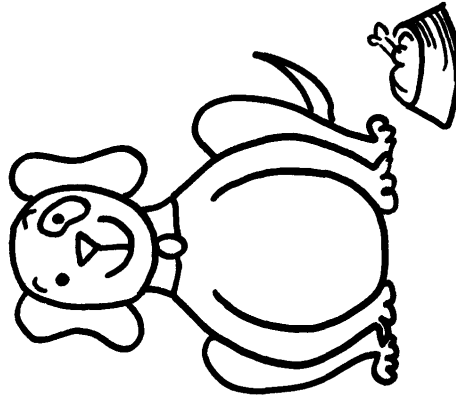


RABBIT

APPENDIX 6F



horse



dog



hen

Learning situation

PHASE 2: Experiment with ways of fostering the development of emergent literacy (associating pictures with words, reading books, developing the child's fine motor skills)

Participate as a pair in various activities that involve dividing up and organizing tasks and adjusting to each other's pace and capabilities

7.1

Activity: **Information for parents**

5 minutes

Procedure

- Review the previous workshop and the picture word book (parents' comments, difficulties experienced by their child, observations regarding their child).
- Go over the schedule for Workshop 7A (if possible, write it on a board or a large sheet of paper). Tearing technique.
- Explain to parents that they can help their child by tearing the paper slightly themselves and then encouraging their child to pull on it to tear it more.
- Present and explain the arts and crafts activity (greeting cards).
- Explain the emergent literacy activity to be done at home and tell parents that it calls for the same technique used in the workshop (decorating a flower; see below).

7.2

Activity: **Emergent literacy home activity**

5 minutes

Description

- Decorating a flower

Objective

- To do again at home activities done as a pair during the workshop

Procedure

- Give instructions: decorate the flower with pieces of torn paper (from store flyers, magazines, newspapers, etc.).

Notes

- Supply parents with store flyers, newspapers, magazines, etc., in order to make sure that everyone has materials to carry out the activity.
- Encourage parents to find other paper at home.
- Encourage parents to sing the songs at home with their child.

Materials

- A flower drawing for each child (Appendix 7B)
- Store flyers, newspapers, magazines
- * Give parents the song (Appendix 7A), the emergent literacy home activity (Appendix 7B), the words (Appendix 7C) and the arts and crafts sheet (Appendix 7D).
- * Make sure that parents understand what to do and answer any questions.

7.3

Activity: **Story time for parent and child***5 minutes***Objectives**

- To have fun looking at, handling and reading books with their child
- To guide their child in choosing a book
- To focus their child's attention on a book
- To develop their child's concentration and memory
- To develop their child's vocabulary

- To introduce their child to concepts related to written language (page, word, letter, etc.)
- To play with sounds and intonation when reading a story
- To develop their child's hand-eye coordination by having him or her turn pages

Procedure

- Have each parent and child read one or more books together.

Notes

- Make sure there is enough room for parents to sit down with their child.
- Make the children can reach the books.
- Provide a variety of age-appropriate children's books (picture word books, board books, cloth books, etc.).
- Suggest that each parent and child use the picture word book they have made.
- Observe parents during the activity and offer praise or support where appropriate.
- Play soft background music to create a calm, pleasant atmosphere (optional).

Materials

- Bookcase or boxes of books accessible to the children
- A variety of age-appropriate children's books
- Radio, cassettes, compact discs (optional)
- Cushions to sit down on (optional)

7.4

Activity: **Songs**

5 minutes

Title

- "Skinna Marink"

Objectives

- To have fun singing songs with their child
- To help their child sing and do the actions that accompany the song

Procedure

- Sing the songs from the previous workshops, beginning with “Good Morning.”
- Demonstrate the new song and accompanying actions (Appendix 7A).

| | |
|--|--|
| Skinna marinky dinky dink, Skinna marinky doo, I love you. | (Cup right elbow in left hand and wave right hand.) |
| Skinna marinky dinky dink, Skinna marinky doo, I love you. | (I, point to eyes, Love , point to heart, you , point to the children.) |
| I love you in the morning And in the afternoon, I love you in the evening, Underneath the moon. | |

| | |
|--|---|
| Skinna marinky dinky dink, Skinna marinky doo, I love you | (Cup left elbow in right hand and wave left hand.) |
|--|---|

Note

- Hang posters with the words to each song on the wall.

Materials

- Posters with the words to each song.

7.5

Activity: **Arts and crafts (tearing)***10 minutes***Description**

- Card to express your love
(This card can be used for a birthday, Mother’s Day, Father’s Day, Valentine’s Day or simply to say “I love you.”)

Objectives

- To have fun helping their child do an arts and crafts activity
- To guide their child in doing a task

Procedure

- Show parents and children the activity they will be doing.
- Explain the steps of the activity:
 - Tear pieces of tissue paper.
 - Paste the pieces of paper on the front of the card.
 - “Sign” the card (the child scribbles on it).
- Emphasize the importance of allowing the child to do the activity on his or her own.

Notes

- To help the children to concentrate, begin by handing out the tissue paper to be torn into pieces. Then, when the parents and children are ready to start gluing, give them the cards. Lastly, hand out crayons.
- Suggest to parents that they make tearing the paper into a game. Imitating sounds is fun and it focuses the children’s attention on the task at hand (e.g. “1, 2, 3... Tssiiiiit! We’re tearing! That’s great!”).
- Observe and encourage each parent and child, and get parents to focus on their child’s efforts.
- Explain to parents that they can help their child get started by making an initial tear in the paper and then encouraging their child to tear it some more.

Materials

- A heart-shaped card, made out of red Bristol board, for each child (Appendix 7D)
- Squares of pink, white and purple tissue paper, measuring 4 cm x 4 cm (approximately six pieces for each child)
- A glue stick for each child
- Crayons

Workshop 7A
APPENDIXES

- | | | |
|-------------|---|---|
| Appendix 7A | ⇒ | Song: “Skinna Marink” |
| Appendix 7B | ⇒ | Emergent literacy home activity: flower |
| Appendix 7C | ⇒ | Words for the portfolio |
| Appendix 7D | ⇒ | Arts and crafts activity: heart-shaped card |

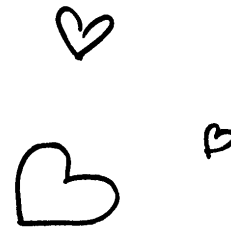
APPENDIX 7A



SKINNA MARINK

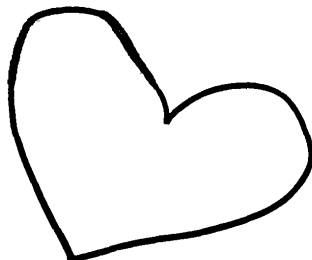
**Skinna marinky dinky dink,
Skinna marinky doo, I love you.
Skinna marinky dinky dink,
Skinna marinky doo, I love you.
I love you in the morning
And in the afternoon,
I love you in the evening,
Underneath the moon.**

(Cup right elbow in left hand
and wave right hand.)
(I, point to eyes, Love, point to
heart, you, point to children.)

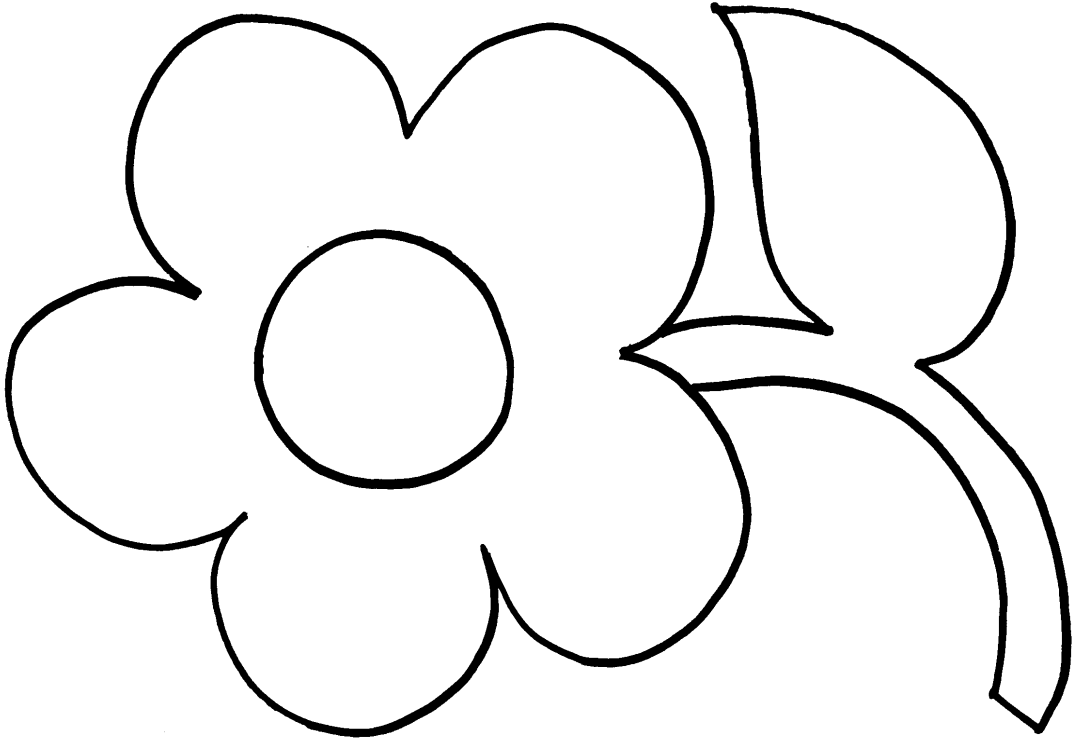


**Skinna marinky dinky dink,
Skinna marinky doo, I love you.**

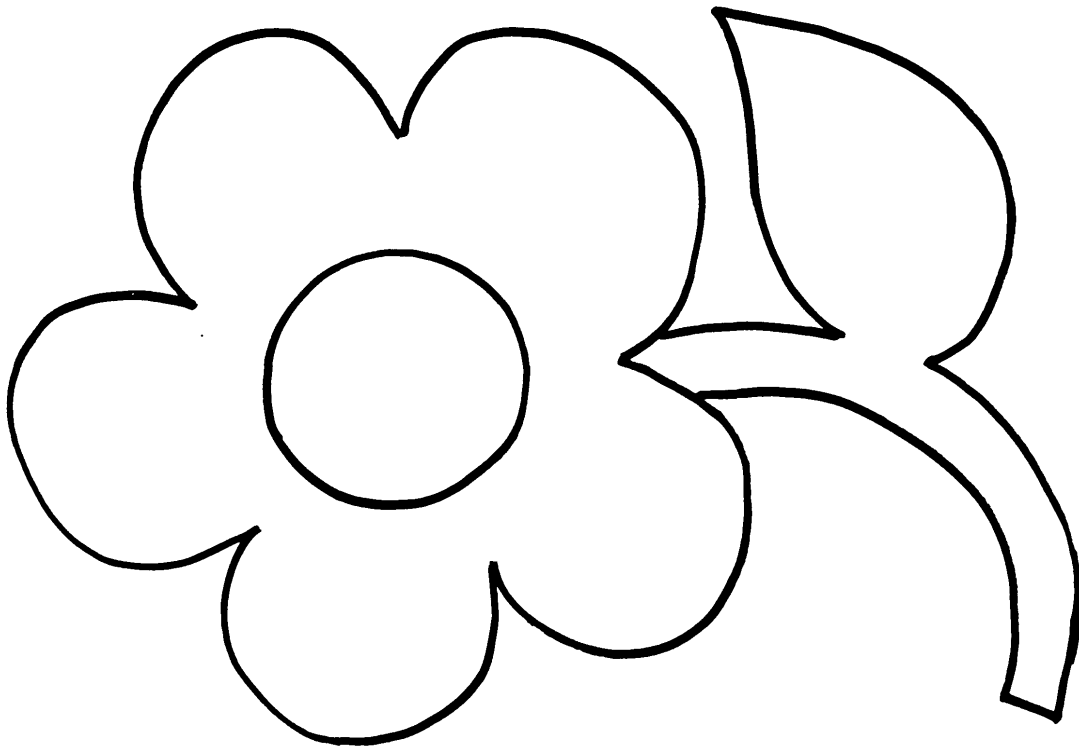
(Cup left elbow in right hand
and wave left hand.)



APPENDIX 7B



FLOWER



FLOWER

APPENDIX 7C

Week 7

Words for the portfolio

a pretty flower,



a pretty flower,



a pretty flower,



a pretty flower,



a pretty flower,

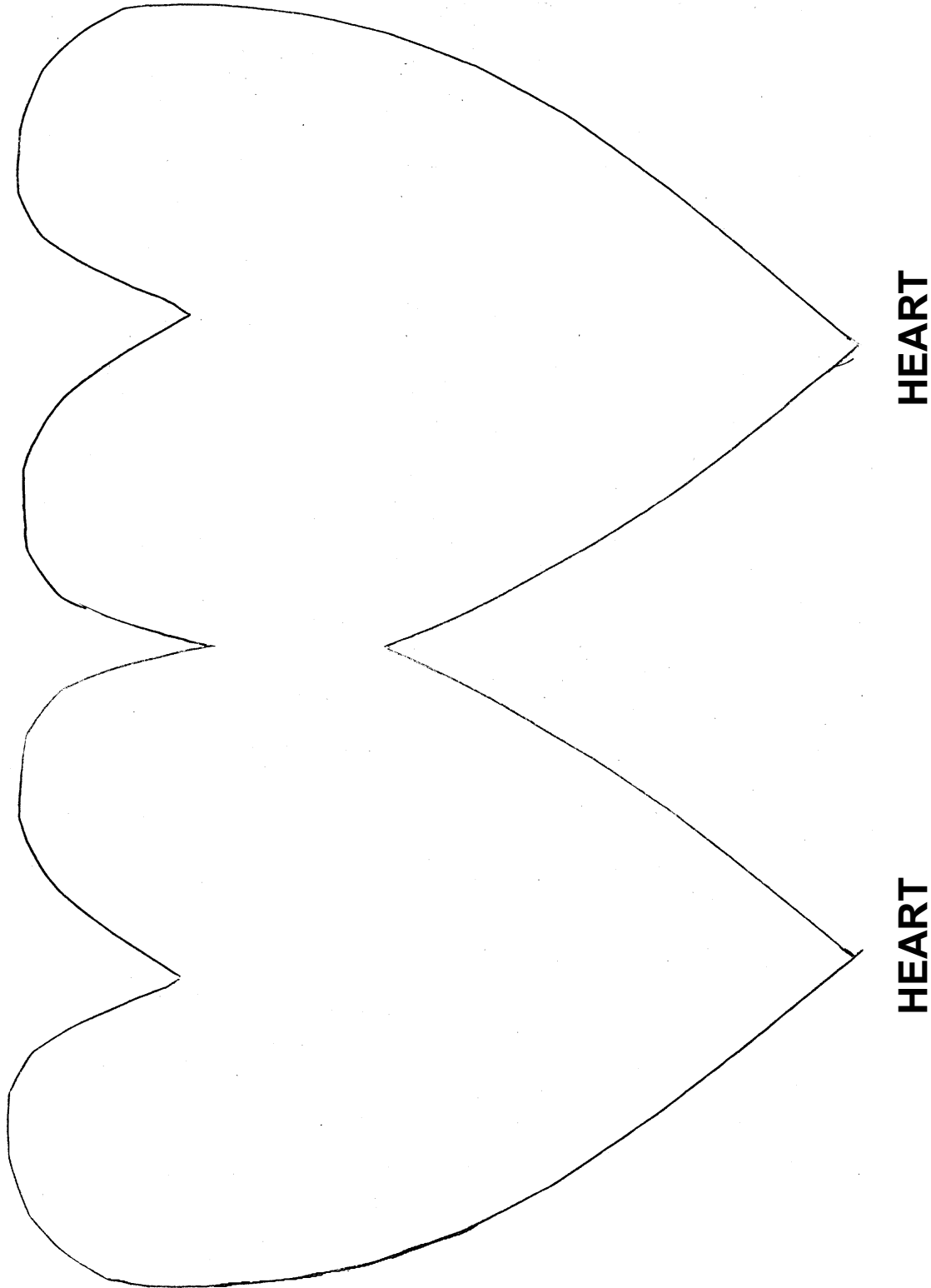


a pretty flower,



Photocopy as needed.

APPENDIX 7D



Learning situation

PHASE 2: Experiment with ways of fostering the development of emergent literacy (associating pictures with words, reading books, developing the child's fine motor skills)

Participate as a pair in various activities that involve dividing up and organizing tasks and adjusting to each other's pace and capabilities

7.6

Activity: **Information for parents**

5 minutes

Procedure

- Review the previous workshop and the emergent literacy activity done at home (parents' comments, difficulties experienced by their child, observations regarding their child).
- Go over the schedule for Workshop 7B (if possible, write it on a board or a large sheet of paper). Tearing technique.
- Explain to parents that they can help their child by tearing the paper slightly themselves and then encouraging their child to pull on it to tear it more.
- Present and explain the arts and crafts activity (flowers).
- Encourage parents to sing the songs at home with their child.
- * Give parents the words for the picture word book (associating pictures with words), three small pieces of Bristol board (Appendix 7F: hug, gift, Mummy) and the arts and crafts sheet (Appendix 7E).

Note

- Advise parents that they will be finger-painting in the next workshop. They should therefore dress accordingly and bring a smock for their child (an old shirt can be used).

7.7

Activity: Story time for parent and child

7 minutes

Objectives

- To have fun looking at, handling and reading books with their child
- To guide their child in choosing a book
- To focus their child's attention on a book
- To develop their child's concentration and memory
- To develop their child's vocabulary
- To introduce their child to concepts related to written language (page, word, letter, etc.)
- To play with sounds and intonation when reading a story
- To develop their child's hand-eye coordination by having him or her turn pages

Procedure

- Have each parent and child read one or more books together.

Notes

- Make sure there is enough room for parents to sit down with their child.
- Make the children can reach the books.
- Provide a variety of age-appropriate children's books (picture word books, board books, cloth books, etc.).
- Suggest that each parent and child use the picture word book they have made.
- Observe parents during the activity and offer praise or support where appropriate.
- Play soft background music to create a calm, pleasant atmosphere (optional).

Materials

- Bookcase or boxes of books accessible to the children
- A variety of age-appropriate children's books
- Radio, cassettes, compact discs (optional)
- Cushions to sit on (optional)

7.8

Activity: **Songs (repeat)***8 minutes*

Note: Parents may wish to experiment with the activity they chose in Workshop 14 of the parent workshops instead of doing the "Songs" activity.

Objectives

- To have fun singing songs with their child
- To help their child sing and do the actions that accompany the songs

Procedure

- Sing the songs from the previous workshops, beginning with "Good Morning."

Notes

- Hang posters with the words to each song.
- Add variety by singing like a little mouse, a great big giant, etc. (optional).

Materials

- Posters with the words to each song

7.9

Activity: **Arts and crafts (tearing)**

10 minutes

Description

- Gift: a flower
(The child may give this gift on a birthday, Mother's Day, Father's Day, Valentine's Day or simply to say thank you or "I love you.")

Objectives

- To have fun helping their child do an arts and crafts activity
- To guide their child in doing a task

Procedure

- Show parents and children the activity they will be doing.
- Explain the steps of the activity:
 - Tear pieces of Bristol board;
 - Paste the pieces on the flower;
 - Place the stem (pipe cleaner) and the leaves.
- Emphasize the importance of allowing the child to do the activity on his or her own.

Notes

- To help the children to concentrate, begin by handing out the pieces of Bristol board to be torn into smaller pieces. Then, when the parents and children are ready to start gluing, give them the flowers.
- Suggest to parents that they make tearing the paper into a game. Imitating sounds is fun and it focuses the children's attention on the task at hand (e.g. "1, 2, 3... Tsssiiiiit! We're tearing! That's great!").
- Observe and encourage each parent and child, and get parents to focus on their child's efforts.

- Plan a little performance for the children to put on when they give the flowers to their parent, for example, or wrap the flower up in tissue paper, spray it with perfume, etc. (optional).

Materials

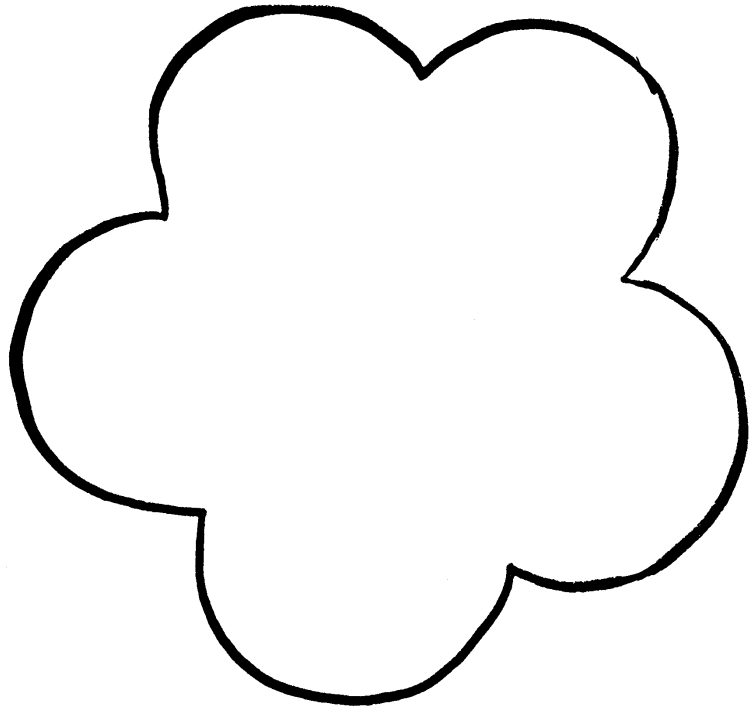
- A flower cut out of coloured Bristol board and a pipe cleaner for each child (Appendix 7E)
- Squares of coloured Bristol board, measuring 4 cm x 4 cm (approximately three squares for each child)
- A glue stick for each child
- Perfume (optional)
- Tissue paper (optional)

Workshop 7B
APPENDIXES

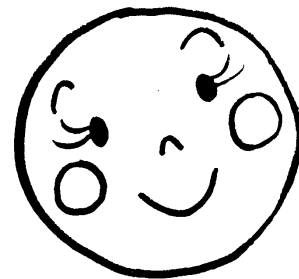
- Appendix 7E ⇒ Arts and crafts activity: flower on stem (4 pages)
Appendix 7F ⇒ Words for the picture word book: hug, gift, Mummy

APPENDIX 7E

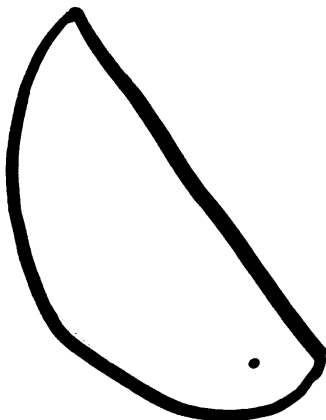
The
flower's
petals



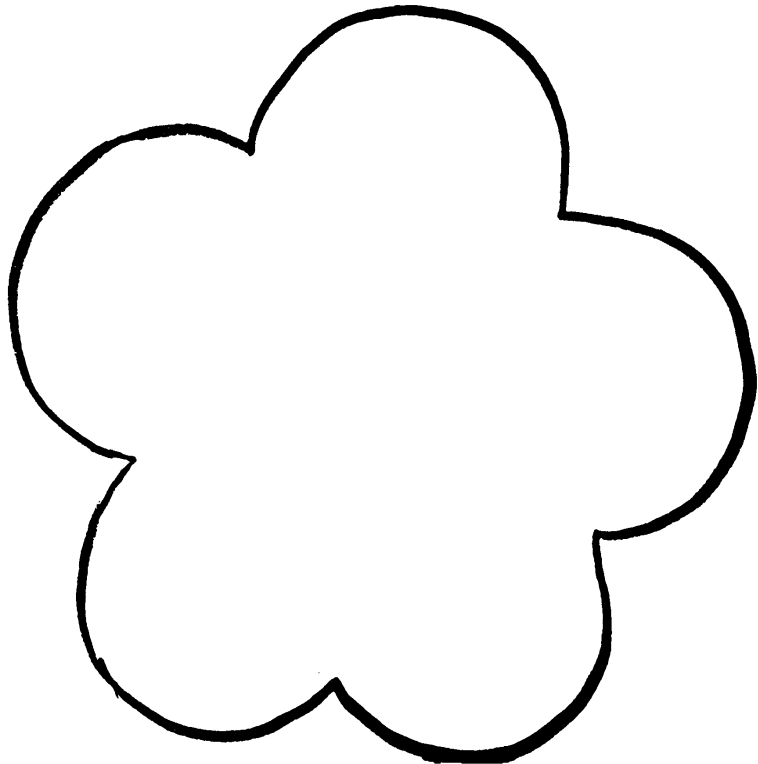
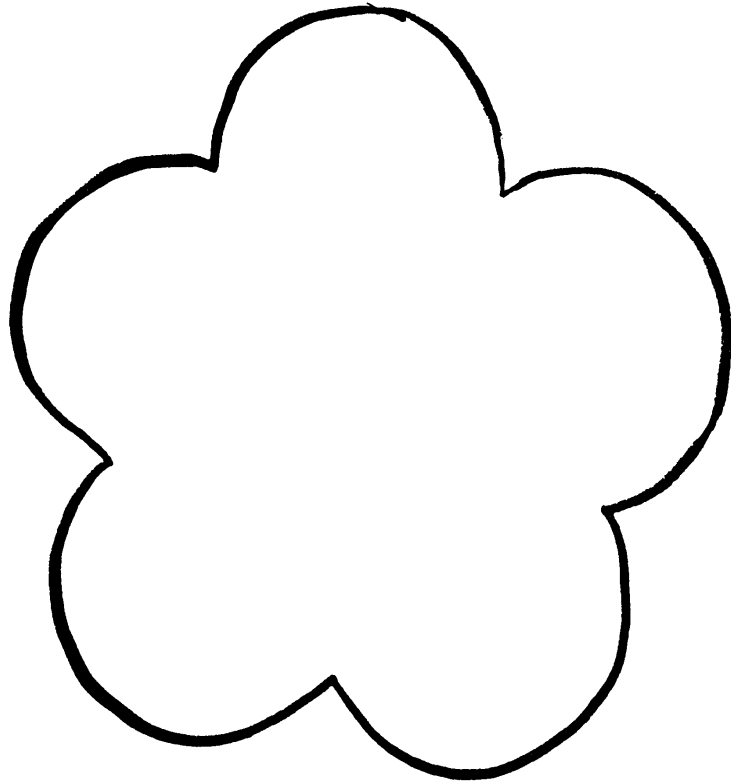
The
centre
of the
flower



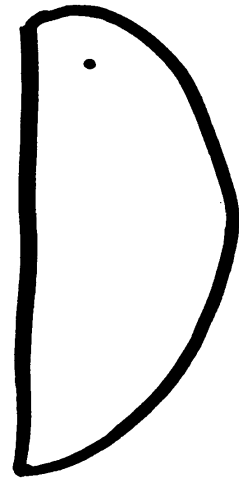
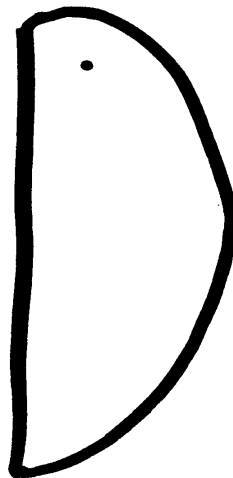
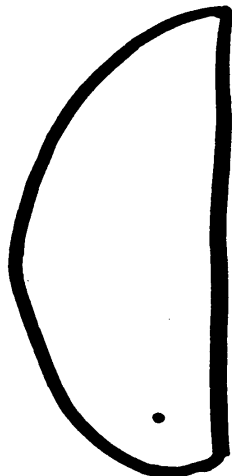
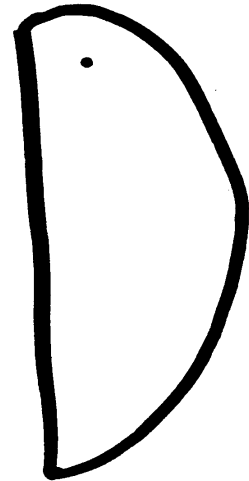
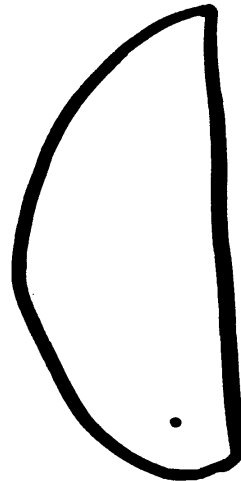
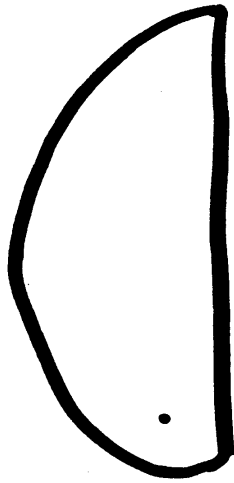
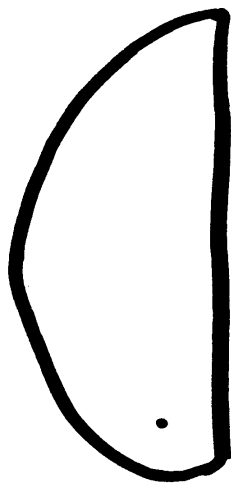
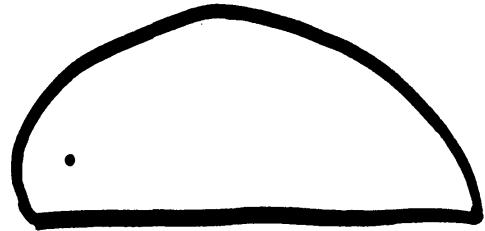
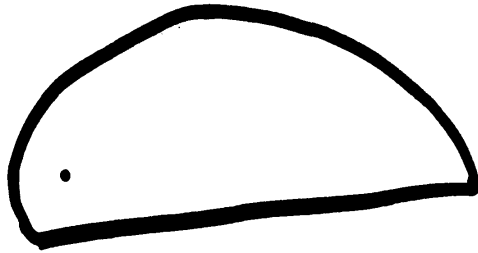
Leaf
2 x



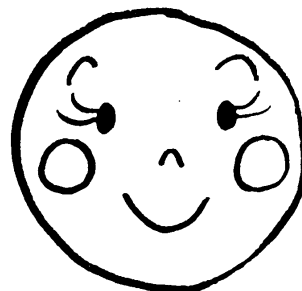
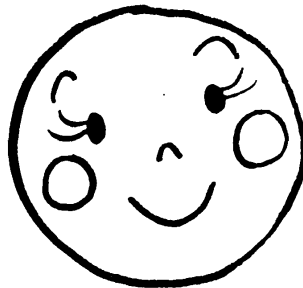
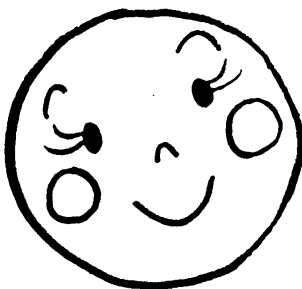
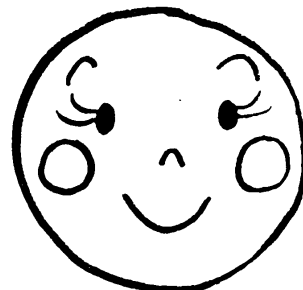
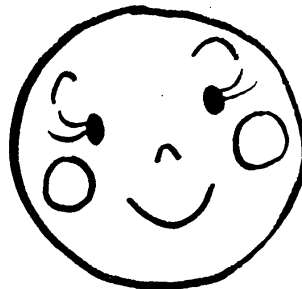
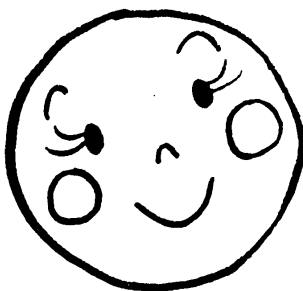
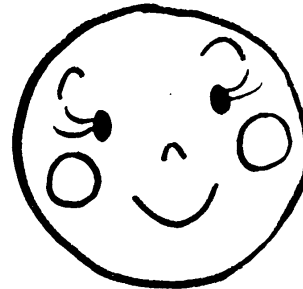
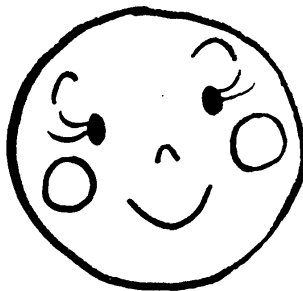
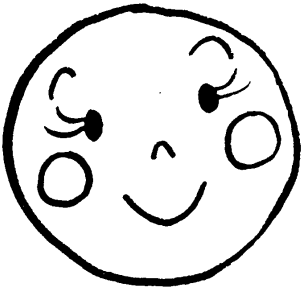
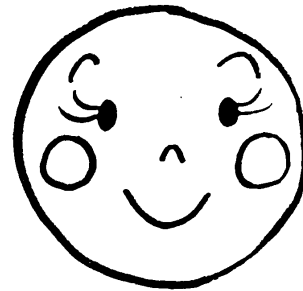
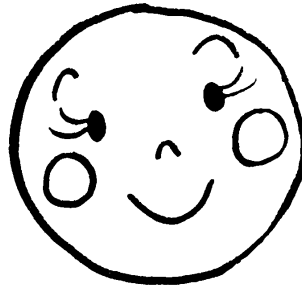
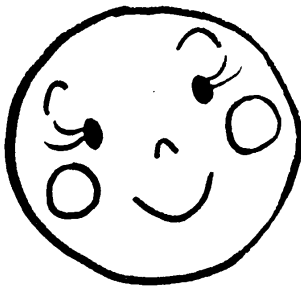
APPENDIX 7E



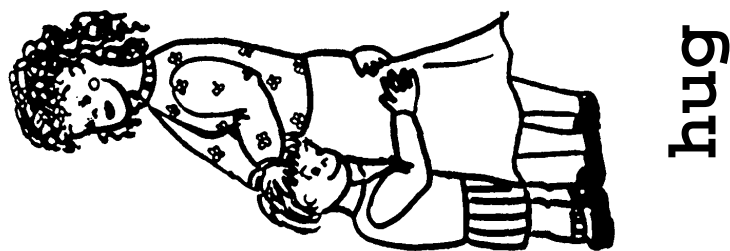
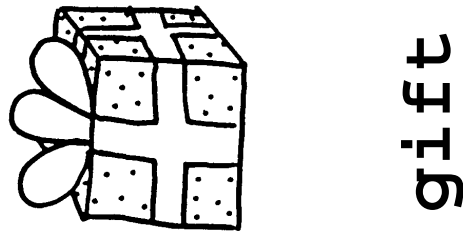
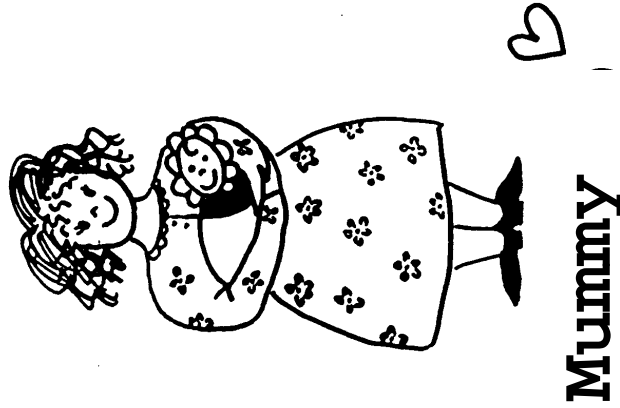
APPENDIX 7E



APPENDIX 7E



APPENDIX 7F



Learning situation

PHASE 2: Experiment with ways of fostering the development of emergent literacy (associating pictures with words, reading books, developing the child's fine motor skills)

Participate as a pair in various activities that involve dividing up and organizing tasks and adjusting to each other's pace and capabilities

8.1

Activity: **Information for parents**

5 minutes

Procedure

- Review the previous workshop and the picture word book (parents' comments, difficulties experienced by their child, observations regarding their child).
- Go over the schedule for Workshop 8A (if possible, write it on a board or a large sheet of paper). Finger-painting.
- Present and explain the arts and crafts activity (boat).
- Explain the emergent literacy activity to be done at home and tell parents that it calls for the same technique used in the workshop (see below).

8.2

Activity: **Emergent literacy home activity**

5 minutes

Description

- Painting a whale

Objective

- To do again at home activities done as a pair during the workshop

Procedure

- Explain the activity to be done at home with the child (painting a whale).
- Encourage parents to sing the songs with their child at home.
- Give parents the photocopies and required materials.

Note

- Suggest that parents cover the table or highchair tray with a garbage bag to make the cleanup go faster.

Materials

- A whale drawing for each child (Appendix 8B)
- A small jar of paint for each child (e.g. baby food jar), prepared ahead of time
- Song sheet for each parent and child (Appendix 8A)
- * Give parents the song (Appendix 8A), the emergent literacy home activity (Appendix 8B), the words (Appendix 8C) and the arts and crafts sheet (Appendix 8D).
- * Make sure that parents understand what to do and answer any questions.

8.3

Activity: **Story time for parent and child***5 minutes***Objectives**

- To have fun looking at, handling and reading books with their child
- To guide their child in choosing a book
- To focus their child's attention on a book
- To develop their child's concentration and memory
- To develop their child's vocabulary
- To introduce their child to concepts related to written language (page, word, letter, etc.)
- To play with sounds and intonation when reading a story
- To develop their child's hand-eye coordination by having him or her turn pages

Procedure

- Have each parent and child read one or more books together.

Notes

- Make sure there is enough room for parents to sit down with their child.
- Make sure the children can reach the books.
- Provide a variety of age-appropriate children's books (picture word books, board books, cloth books, etc.).
- Suggest that each parent and child use the picture word book they have made.
- Observe parents during the activity and offer praise or support where appropriate.
- Play soft background music to create a calm, pleasant atmosphere (optional).

Materials

- Bookcase or boxes of books accessible to the children
- A variety of age-appropriate children's books
- Radio, cassettes, compact discs (optional)
- Cushions to sit on (optional)

8.4

Activity: **Songs***5 minutes***Title**

- "Row, Row, Row Your Boat"

Objectives

- To have fun singing songs with their child
- To help their child sing, follow the beat and do the actions that accompany the songs

Procedure

- Sing the songs from the previous workshops, beginning with “Good Morning.”
- Sit in a circle to sing the new song “Row, Row, Row Your Boat.” Clap your hands while singing (this develops the sense of rhythm).

Notes

- Hang posters with the words to each song on the wall so that parents can read them while they sing.
- Have drawings illustrating the song on each poster so that children associate the poster with the song.

Materials

- Posters with the words to each song and drawings illustrating the content of the song

8.5

Activity: **Arts and crafts (finger-painting)**

10 minutes

Description

- Boat

Objectives

- To have fun helping their child do an arts and crafts activity
- To introduce their child to finger-painting
- To praise their child's efforts

Procedure

- Explain the process: spread paint with hands and fingers over the entire surface of the paper, explore the paint's texture, mix the colours.
- Emphasize the importance of allowing the child to do the activity on his or her own.

Notes

- Give advance notice that there will be a painting activity so that parents can dress themselves and their child accordingly.
- Suggest to parents that they bring a smock or an old shirt.
- If there is no sink in the room, provide a basin of soapy water or wet paper towels to wipe the children's hands.
- Put the paint in aluminum pie plates to make it more accessible to the children.
- Place the pie plates within everyone's reach.
- Share the colours.
- Observe each parent and child, encourage parents to respect their child's pace, and get parents to focus on their child's effort to spread the paint rather than on the end result.
- Play soft background music to create a relaxed atmosphere (optional).

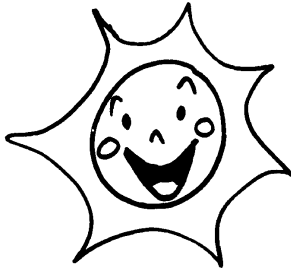
Materials

- Non-toxic finger paint (choose two colours that blend well)
- Four aluminum pie plates (two plates for each colour)
- A drawing of a boat for each child, on glossy paper intended for finger-painting (Appendix 8D)
- Paper towels
- Smocks (optional)
- A basin of soapy water (optional)
- Radio, cassettes, compact discs (optional)

Workshop 8A
APPENDIXES

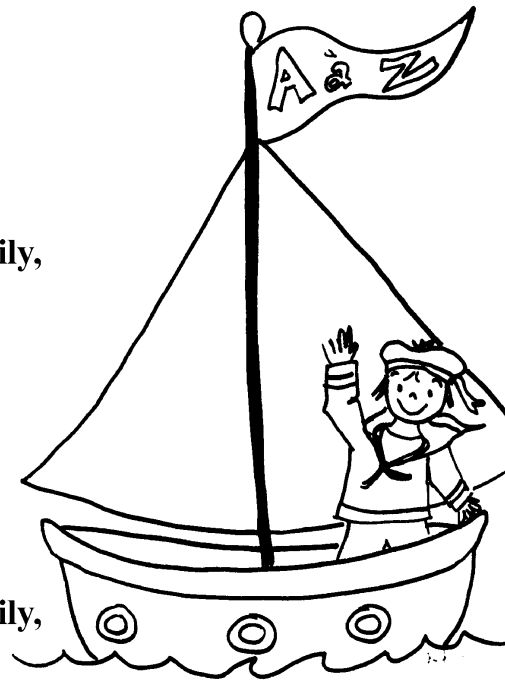
- Appendix 8A ⇒ Song: “Row, Row, Row Your Boat”
- Appendix 8B ⇒ Emergent literacy home activity: whale
- Appendix 8C ⇒ Words for the portfolio
- Appendix 8D ⇒ Arts and crafts activity: boat

APPENDIX 8A



ROW, ROW, ROW YOUR BOAT
(May be sung as a round)

Row, row, row your boat,
Gently down the stream,
Merrily, merrily, merrily, merrily,
Life is but a dream.



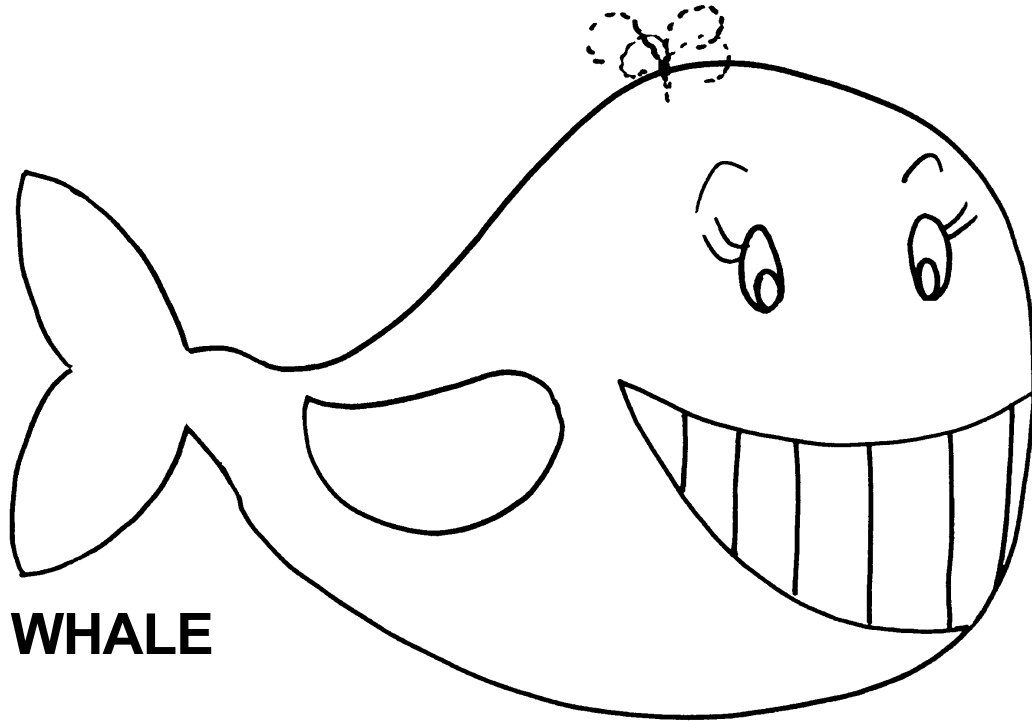
Row, row, row your boat,
Gently on the sea,
Merrily, merrily, merrily, merrily,
We'll be home for tea.



Row, row, row your boat,
Gently on the tide,
Merrily, merrily, merrily, merrily,
To the other side.



APPENDIX 8B



WHALE



WHALE

APPENDIX 8C

Week 8

Words for the portfolio

a big fish,



a big fish,



a big fish,



a big fish,



a big fish,

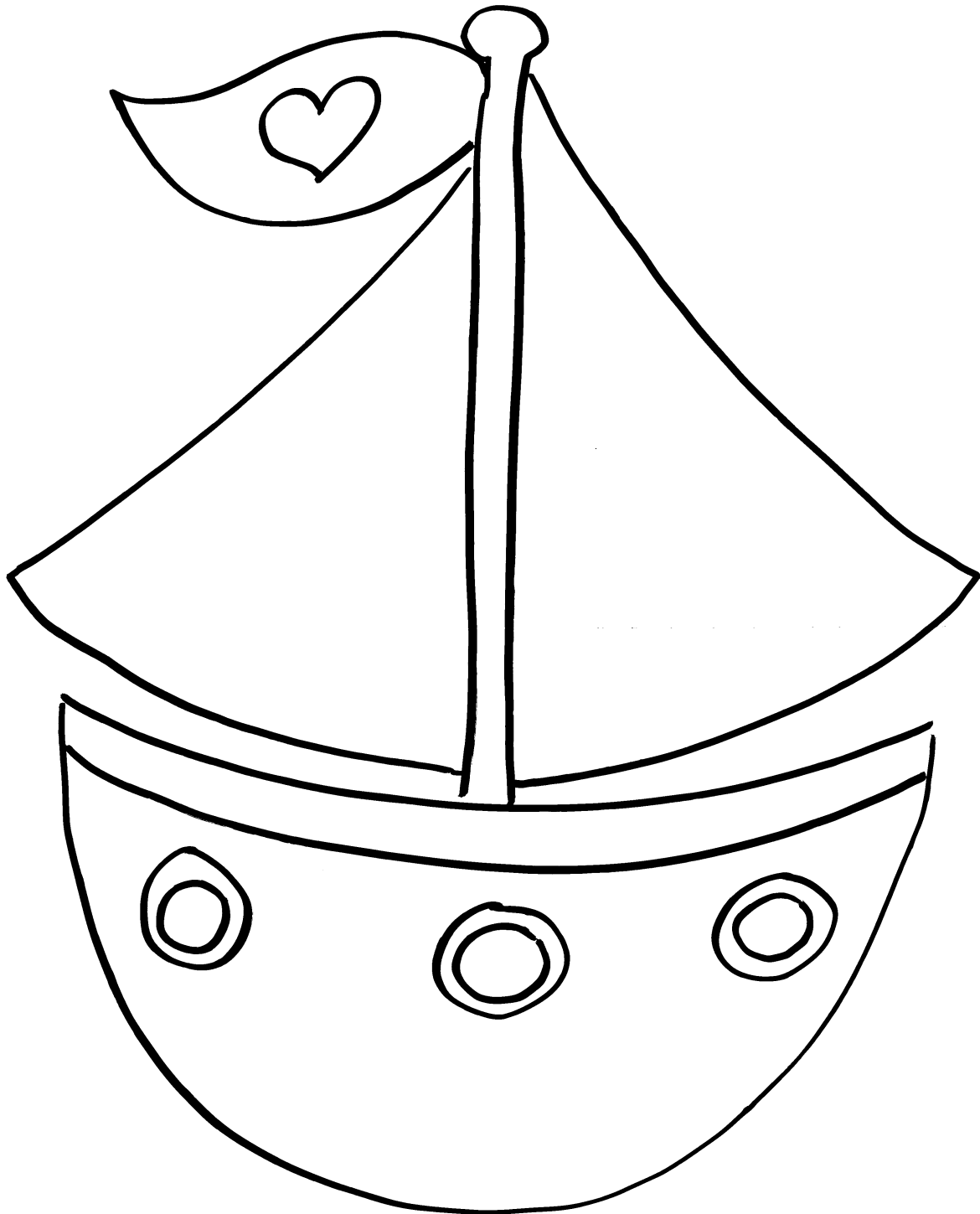


a big fish,



Photocopy as needed.

APPENDIX 8D



BOAT

Learning situation

PHASE 2: Experiment with ways of fostering the development of emergent literacy (associating pictures with words, reading books, developing the child's fine motor skills)

Participate as a pair in various activities that involve dividing up and organizing tasks and adjusting to each other's pace and capabilities

8.6*Activity:* **Information for parents***5 minutes***Procedure**

- Review the previous workshop and the emergent literacy activity done at home (parents' comments, difficulties experienced by their child, observations regarding their child).
 - Go over the schedule for Workshop 8B (if possible, write it on a board or a large sheet of paper). Finger-painting.
 - Present and explain the arts and crafts activity (fish).
 - Explain that parents and children will make handprints on sheets of paper on the wall.
 - Encourage parents to sing the songs at home with their child.
- * Give parents the arts and crafts sheet (Appendix 8E), the words for the picture word book (associating pictures with words) and three small pieces of Bristol board (Appendix 8F: fish, sandcastle, boat).

8.7

Activity: **Story time for parent and child**

7 minutes

Objectives

- To have fun looking at, handling and reading books with their child
- To guide their child in choosing a book
- To focus their child's attention on a book
- To develop their child's concentration and memory
- To develop their child's vocabulary
- To introduce their child to concepts related to written language (page, word, letter, etc.)
- To play with sounds and intonation when reading a story
- To develop their child's hand-eye coordination by having him or her turn pages

Procedure

- Have each parent and child read one or more books together.

Notes

- Make sure there is enough room for parents to sit down with their child.
- Make sure the children can reach the books.
- Provide a variety of age-appropriate children's books (picture word books, board books, cloth books, etc.).
- Suggest that each parent and child use the picture word book they have made.
- Observe parents during the activity and offer praise or support where appropriate.
- Play soft background music to create a calm, pleasant atmosphere (optional).

Materials

- Bookcase or boxes of books accessible to the children
- A variety of age-appropriate children's books
- Radio, cassettes, compact discs (optional)
- Cushions to sit on (optional)

8.8

Activity: **Songs (repeat)**

8 minutes

Objectives

- To have fun singing songs with their child
- To help their child sing, follow the beat and do the actions that accompany the songs

Procedure

- Sing the songs from the previous workshops, beginning with "Good Morning."

Notes

- Hang posters with the words to each song on the wall so that parents can read them while they sing.
- Have drawings illustrating the song on each poster so that children associate the poster with the song.

Materials

- Posters with the words to each song and drawings illustrating the content of the song

8.9

Activity: **Arts and crafts (finger-painting)**

10 minutes

Description

- Painting a fish and making handprints (a gift for parents)

Objectives

- To have fun helping their child do an arts and crafts activity
- To introduce their child to finger-painting
- To praise their child's efforts

Procedure

- Explain the process: spread paint with hands and fingers over the entire surface of the paper, mix the colours.
- Emphasize the importance of allowing the child to do the activity on his or her own.
- Reassure parents that the paint is non-toxic and washable.
- Once the drawings of the fish have been painted, ask parents and children to make handprints on sheets of paper on the wall. It is important to write each person's name under his or her handprint.

Notes

- Give advance notice that there will be a painting activity so that parents can dress themselves and their child accordingly.
- Suggest to parents that they bring a smock or an old shirt.
- If there is no sink in the room, provide a basin of soapy water or wet paper towels to wipe the children's hands.
- Put the paint in aluminum pie plates to make it more accessible to the children.

- Place the pie plates within everyone's reach.
- Share the colours.
- Observe each parent and child, encourage parents to respect their child's pace, and get parents to focus on their child's effort to spread the paint rather than on the end result.
- Play soft background music to create a relaxed atmosphere (optional).
- The handprints may be displayed in the room and given to parents at the end of the workshops as a souvenir.
- Paste the handprints on a piece of coloured Bristol board for the final workshop.
- Allow more time for this activity (handprints). Shorten story time or the singsong activity accordingly.

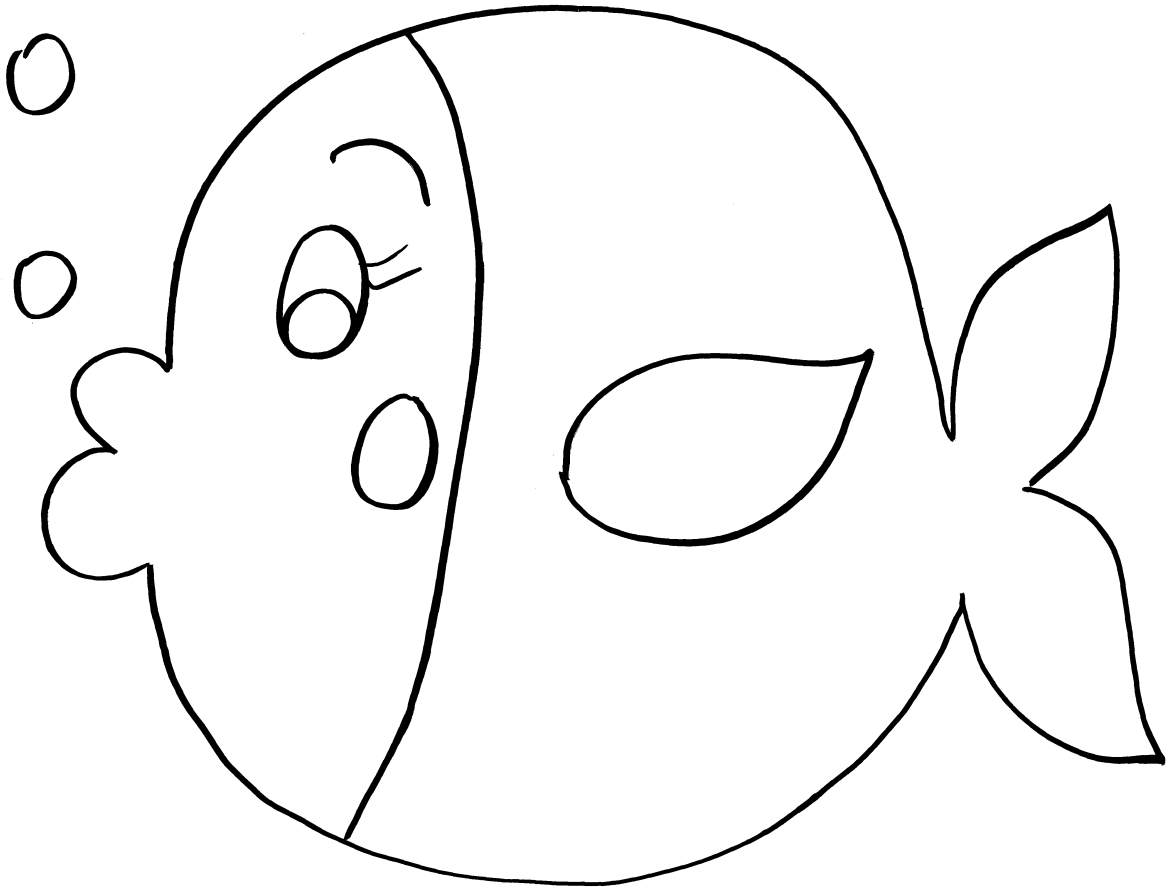
Materials

- Non-toxic finger paint (choose two colours that blend well)
- Four aluminum pie plates (two plates for each colour)
- A drawing of a fish for each child, on glossy paper intended for finger-painting (Appendix 8E)
- Paper towels
- Smocks (optional)
- A basin of soapy water (optional)
- A piece of coloured Bristol board for each child to paste the handprints on (souvenir to be given to parents during Workshop 10B)

Workshop 8B
APPENDIXES

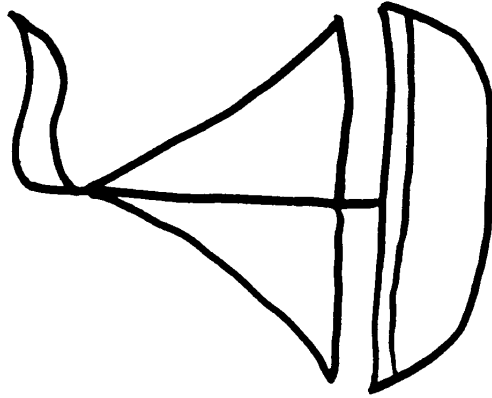
- Appendix 8E ⇒ Arts and crafts activity: fish
- Appendix 8F ⇒ Words for the picture word book: fish,
sandcastle, boat

APPENDIX 8E

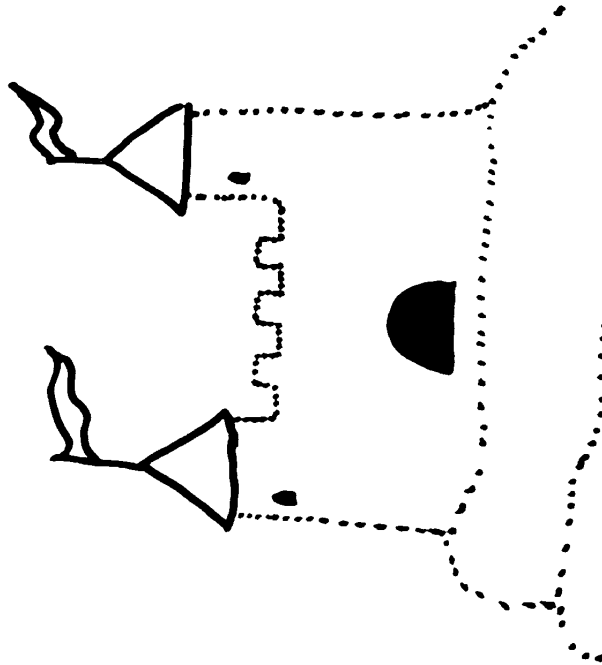


FISH

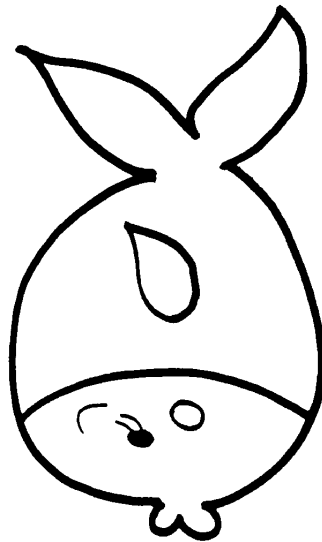
APPENDIX 8F



boat



sandcastle



fish

Learning situation

PHASE 2: Experiment with ways of fostering the development of emergent literacy (associating pictures with words, reading books, developing the child's fine motor skills)

Participate as a pair in various activities that involve dividing up and organizing tasks and adjusting to each other's pace and capabilities

9.1

Activity: **Information for parents**

5 minutes

Procedure

- Review the previous workshop and the picture word book (parents' comments, difficulties experienced by their child, observations regarding their child).
- Go over the schedule for Workshop 9A (if possible, write it on a board or a large sheet of paper). Crumpling paper.
- Present and explain the arts and crafts activity (elephant puppet).
- Explain the emergent literacy activity to be done at home and tell parents that it calls for the same technique used in the workshop (see below).

9.2

Activity: **Emergent literacy home activity**

5 minutes

Description

- Decorating a teddy bear

Objective

- To do again at home activities done as a pair during the workshop

Procedure

- Explain the activity to be done at home with the child (tearing pieces of tissue paper, crumpling them and gluing them on a teddy bear drawing).
- Encourage parents to sing the songs with their child at home.
- Give parents the photocopies and required materials.

Materials

- A teddy bear drawing for each child (Appendix 9B)
 - A Popsicle stick or tongue depressor for each parent and child
 - 10 squares of tissue paper (approximately 3 cm x 3 cm) for each child
 - An envelope for each child (to put the squares of tissue paper in)
 - Song sheet for each parent and child
- * Give parents the song (Appendix 9A), the emergent literacy home activity (Appendix 9B), the words (Appendix 9C), the tissue paper and the arts and crafts sheet (Appendix 9D).
- * Make sure that parents understand what to do and answer any questions.

9.3

Activity: **Story time for parent and child***5 minutes***Objectives**

- To have fun looking at, handling and reading books with their child
- To guide their child in choosing a book
- To focus their child's attention on a book
- To develop their child's concentration and memory
- To develop their child's vocabulary
- To introduce their child to concepts related to written language (page, word, letter, etc.)
- To play with sounds and intonation when reading a story
- To develop their child's hand-eye coordination by having him or her turn pages

Procedure

- Have each parent and child read one or more books together.

Notes

- Make sure there is enough room for parents to sit down with their child.
- Make sure the children can reach the books.
- Provide a variety of age-appropriate children's books (picture word books, board books, cloth books, etc.).
- Suggest that each parent and child use the picture word book they have made.
- Observe parents during the activity and offer praise or support where appropriate.
- Play soft background music to create a calm, pleasant atmosphere (optional).

Materials

- Bookcase or boxes of books accessible to the children
- A variety of age-appropriate children's books
- Radio, cassettes, compact discs (optional)
- Cushions to sit on (optional)

9.4

Activity: **Songs***5 minutes***Title**

- "An Elephant Goes Like This"

Objectives

- To have fun singing songs with their child
- To help their child sing, follow the beat and do the actions that accompany the song

Procedure

- Sing the songs from the previous workshops, beginning with “Good Morning.”
- Sing the new song, standing in a circle and doing the actions.

Notes

- Hang posters with the words to each song on the wall so that parents can read them while they sing.
- Have drawings illustrating the song on each poster so that children associate the poster with the song.

Materials

- Posters with the words to each song
- Song sheets (Appendix 9A)

9.5

Activity: **Arts and crafts
(crumpling)***10 minutes***Description**

- Elephant puppet

Objectives

- To have fun helping their child do an arts and crafts activity
- To develop their child’s grasp (fine motor skill)

Procedure

- Show parents and children the activity they will be doing.

- Explain the process: tear tissue paper into pieces, crumple the pieces into little balls, use them to decorate the elephant, tape the Popsicle stick or tongue depressor to the back of the elephant.
- Emphasize the importance of allowing the child to do the activity on his or her own.

Notes

- Observe each parent and child, encourage parents to respect their child's pace, and get parents to focus on their child's effort rather than on the end result.
- Play soft background music to create a relaxed atmosphere (optional).

Materials

- An elephant drawing for each child (Appendix 9D)
- Squares of blue and grey tissue paper measuring 3 cm x 3 cm (approximately 12 pieces for each child)
- A Popsicle stick or tongue depressor for each child
- Tape
- Radio, cassettes, compact discs (optional)

Workshop 9A
APPENDIXES

- Appendix 9A ⇒ Song: “An Elephant Goes Like This”
- Appendix 9B ⇒ Emergent literacy home activity: teddy bear
- Appendix 9C ⇒ Words for the portfolio
- Appendix 9D ⇒ Arts and crafts activity: elephant puppet

APPENDIX 9A

AN ELEPHANT GOES LIKE THIS

An elephant goes like this and that,

(Body hangs loose and arms gently swing to and fro.)

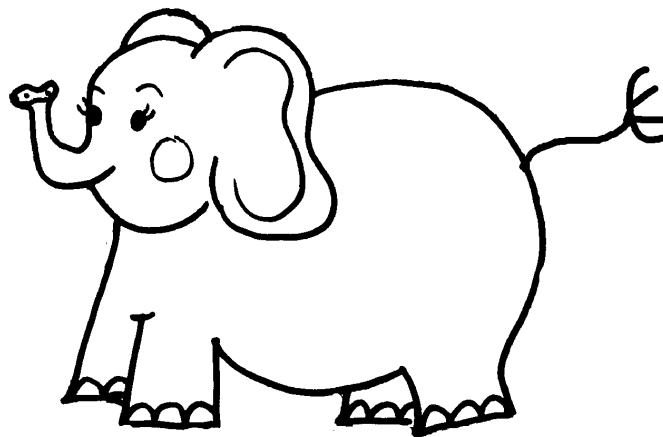
He's terrible big and he's terrible fat.

(Use arms to give the idea of round and fat.)

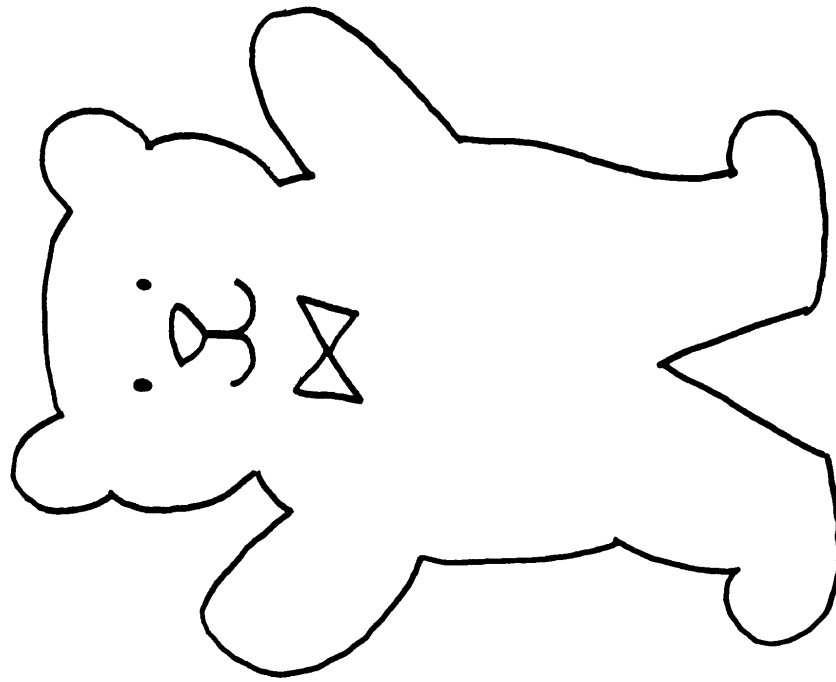
He's got not fingers and he's got no toes,

(Put one arm out in front hanging from your nose to be an elephant's trunk.)

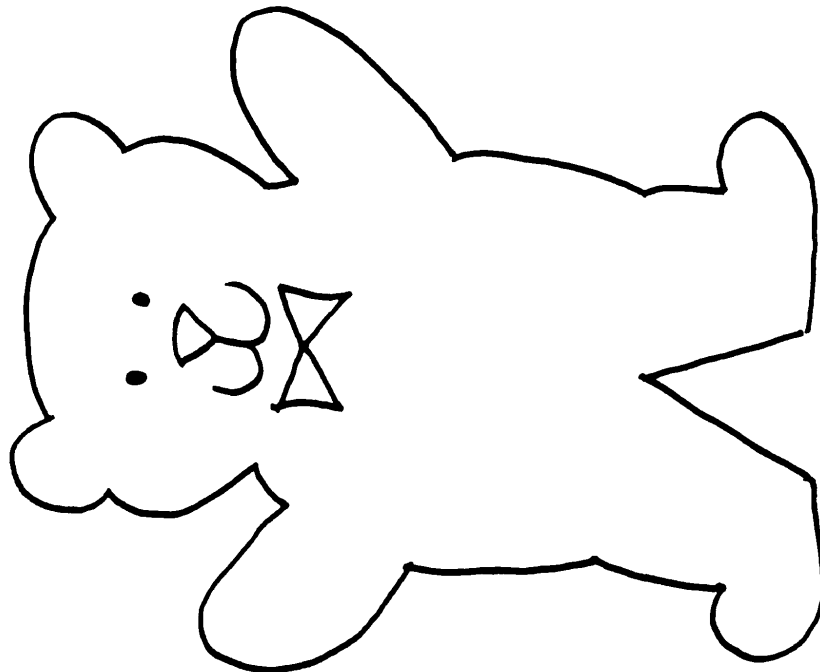
But goodness, gracious, what a NOSE!



APPENDIX 9B



TEDDY BEAR



TEDDY BEAR

APPENDIX 9C

Week 9

Words for the portfolio

and a cuddly teddy bear.



and a cuddly teddy bear.



and a cuddly teddy bear.



and a cuddly teddy bear.



and a cuddly teddy bear.

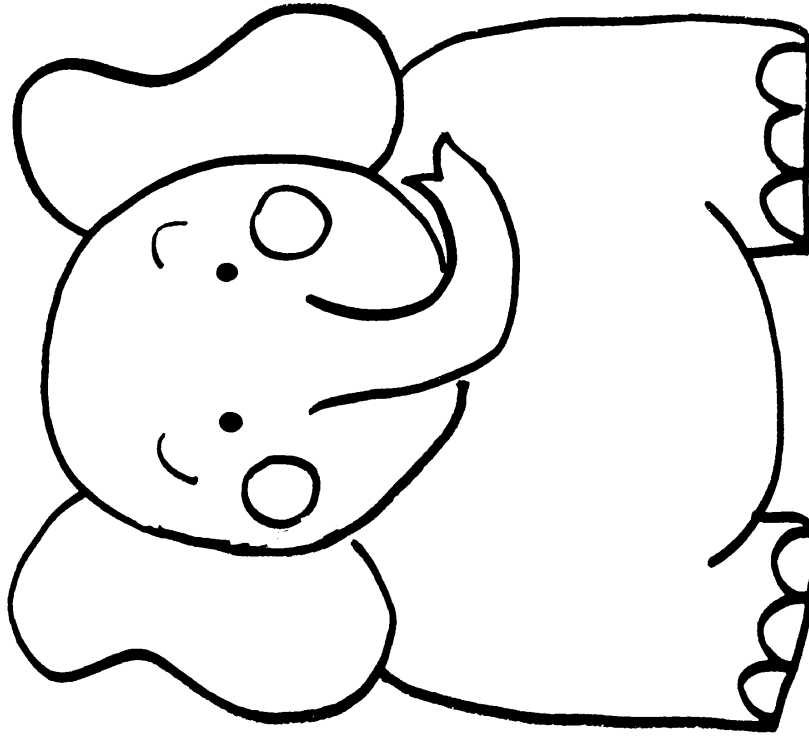


and a cuddly teddy bear.

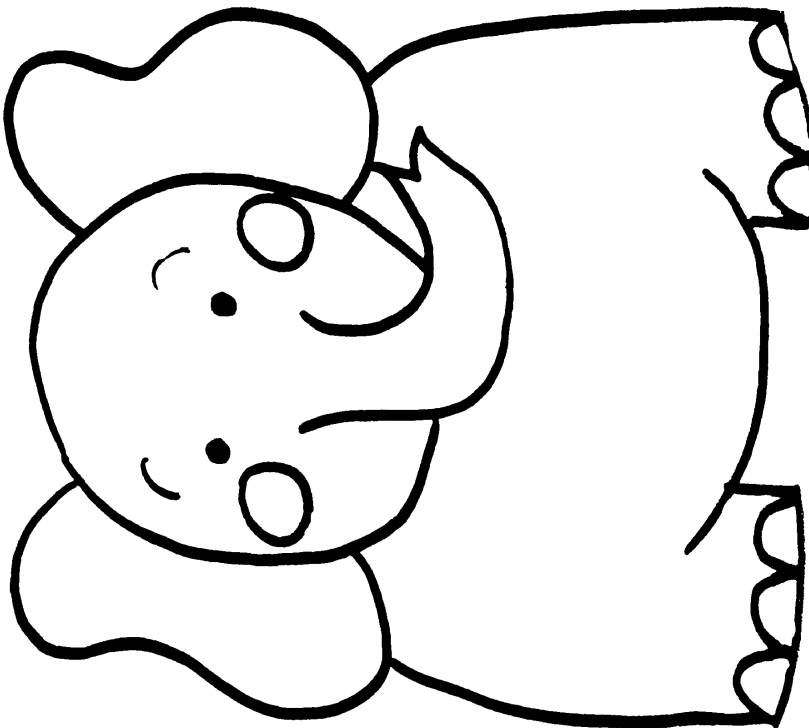


Photocopy as needed.

APPENDIX 9D



ELEPHANT



ELEPHANT

Learning situation

PHASE 2: Experiment with ways of fostering the development of emergent literacy (associating pictures with words, reading books, developing the child's fine motor skills)

Participate as a pair in various activities that involve dividing up and organizing tasks and adjusting to each other's pace and capabilities

9.6

Activity: **Information for parents**

5 minutes

Procedure

- Review the previous workshop and the emergent literacy activity done at home (parents' comments, difficulties experienced by their child, observations regarding their child).
- Go over the schedule for Workshop 9A (if possible, write it on a board or a large sheet of paper). Crumpling paper.
- Present and explain the arts and crafts activity (sheep).
- Encourage parents to sing the songs at home with their child.
- * Give parents the words for the picture word book (associating pictures with words), three small pieces of Bristol board (Appendix 9F: cat, elephant, mouse) and the arts and crafts sheet (Appendix 9E).
- * Make sure that parents understand what to do and answer any questions.

9.7

Activity: **Story time for parent and child**

7 minutes

Objectives

- To have fun looking at, handling and reading books with their child
- To guide their child in choosing a book
- To focus their child's attention on a book

- To develop their child's concentration and memory
- To develop their child's vocabulary
- To introduce their child to concepts related to written language (page, word, letter, etc.)
- To play with sounds and intonation when reading a story
- To develop their child's hand-eye coordination by having him or her turn pages

Procedure

- Have each parent and child read one or more books together.

Notes

- Make sure there is enough room for parents to sit down with their child.
- Make sure the children can reach the books.
- Provide a variety of age-appropriate children's books (picture word books, board books, cloth books, etc.).
- Suggest that each parent and child use the picture word book they have made.
- Observe parents during the activity and offer praise or support where appropriate.
- Play soft background music to create a calm, pleasant atmosphere (optional).

Materials

- Bookcase or boxes of books accessible to the children
- A variety of age-appropriate children's books
- A radio, cassettes, compact disks (optional)
- Cushions to sit on (optional)

9.8

Activity: **Songs (repeat)**

8 minutes

Objectives

- To have fun singing songs with their child
- To help their child sing, follow the beat and do the actions that accompany the songs

Procedure

- Sing the songs from the previous workshops, beginning with “Good Morning.”

Notes

- Hang posters with the words to each song on the wall so that parents can read them while they sing.
- Have drawings illustrating the song on each poster so that children associate the poster with the song.

Materials

- Posters with the words to each song

9.9

Activity: **Arts and crafts (crumpling)**

10 minutes

Description

- Sheep

Objectives

- To have fun helping their child do an arts and crafts activity
- To develop their child’s grasp (fine motor skill)
- To praise their child’s efforts

Procedure

- Explain the process: tear tissue paper into pieces, crumple the pieces into little balls and glue them on the sheep drawing.
- Emphasize the importance of allowing the child to do the activity on his or her own.

Notes

- Observe each parent and child, encourage parents to respect their child's pace, and get parents to focus on their child's effort rather than on the end result.
- Play soft background music to create a relaxed atmosphere (optional).

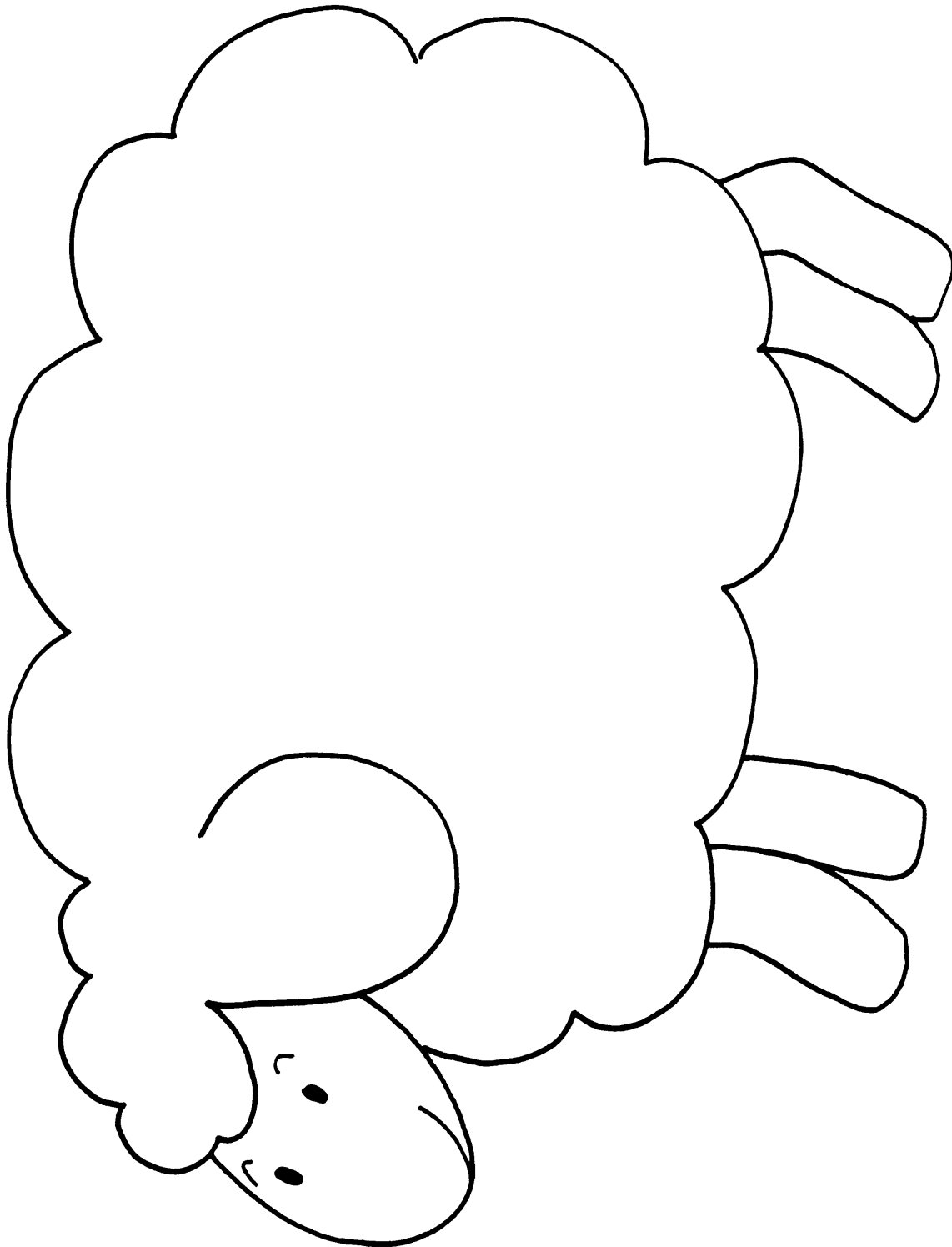
Materials

- A sheep drawing for each child (Appendix 9E)
- Squares of white and grey tissue paper measuring 4 cm x 4 cm (approximately 12 pieces for each child)
- A glue stick for each child
- Radio, cassettes, compact discs (optional)

Workshop 9B
APPENDIXES

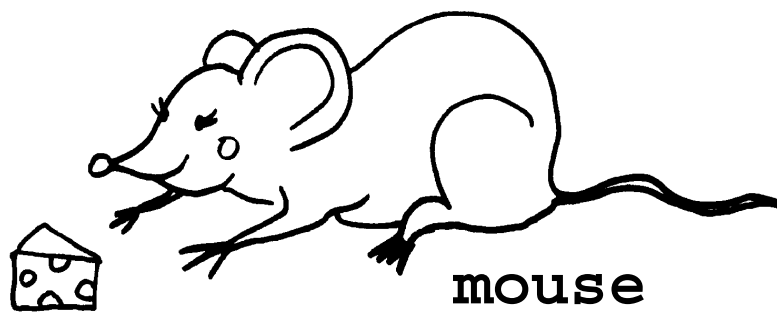
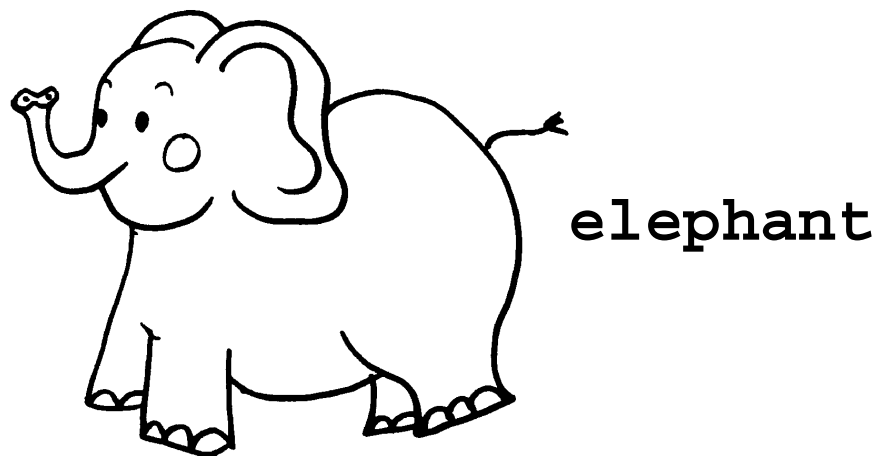
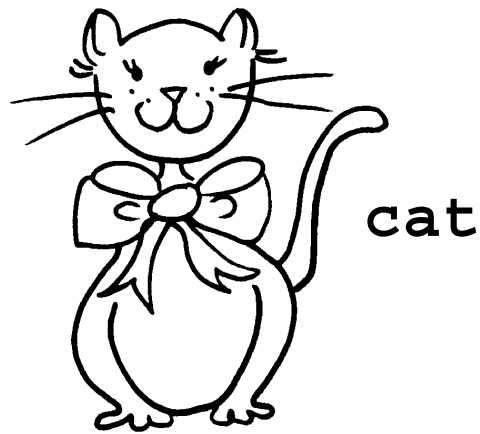
- Appendix 9E ⇒ Arts and crafts activity: sheep
Appendix 9F ⇒ Words for the picture book: cat, elephant,
mouse

APPENDIX 9E



SHEEP

APPENDIX 9F



Learning situation

PHASE 2: Experiment with ways of fostering the development of emergent literacy (associating pictures with words, reading books, developing the child's fine motor skills)

Participate as a pair in various activities that involve dividing up and organizing tasks and adjusting to each other's pace and capabilities

PHASE 3: Determine the areas that need improvement when interacting with their child in various learning contexts aimed at developing emergent literacy

| | | |
|-------------|---|------------------|
| 10.1 | <i>Activity:</i> Information for parents | <i>5 minutes</i> |
|-------------|---|------------------|

Procedure

- Review the workshops as a whole (discussion of progress made, participants comments and suggestions).
- Go over the schedule for Workshop 10A (if possible, write it on a board or a large sheet of paper). Gluing.
- Present and explain the arts and crafts activity (musical instrument).

| | | |
|-------------|---|------------------|
| 10.2 | <i>Activity:</i> Emergent literacy home activity | <i>5 minutes</i> |
|-------------|---|------------------|

Description

- Consulting the portfolio

Procedure

- Suggest to parents that they look at and read over at home the contents of the portfolio they have put together during the workshops.

- * Give parents the song (Appendix 10A).
- * Make sure that parents understand what to do and answer any questions.

10.3

Activity: **Story time for parent and child***5 minutes***Objectives**

- To have fun looking at, handling and reading books with their child
- To guide their child in choosing a book
- To focus their child's attention on a book
- To develop their child's concentration and memory
- To develop their child's vocabulary
- To introduce their child to concepts related to written language (page, word, letter, etc.)
- To play with sounds and intonation when reading a story
- To develop their child's hand-eye coordination by having him or her turn pages

Procedure

- Have each parent and child read one or more books together.

Notes

- Make sure there is enough room for parents to sit down with their child.
- Make sure the children can reach the books.
- Provide a variety of age-appropriate children's books (picture word books, board books, cloth books, etc.).
- Suggest that each parent and child use the picture word book they have made.
- Observe parents during the activity and offer praise or support where appropriate.
- Play soft background music to create a calm, pleasant atmosphere (optional).

Materials

- Bookcase or boxes of books accessible to the children
- A variety of age-appropriate children's books
- Radio, cassettes, compact discs (optional)
- Cushions to sit on (optional)

10.4*Activity:* **Songs****5 minutes****Title**

- "If You're Happy and You Know It"

Objectives

- To have fun singing songs with their child
- To help their child sing and do the actions that accompany the song

Procedure

- Sing the songs from the previous workshops, beginning with "Good Morning."
- Demonstrate the new song (Appendix 10A).
 - Standing in a circle, do the actions as you sing the song:
 - "Clap your hands" (Clap your hands.)
 - "Stamp your feet" (Stamp your feet.)

Notes

- Variations: Add other actions such as imitating the sound made by an animal, moving different parts of the body, and making noises. Ask the parents for ideas too.
- The first time you sing the song, do only two actions (clap your hands, stamp your feet).
- Hang posters with the words to each song on the wall so that parents can read them while they sing.

- Have drawings illustrating the song on each poster so that children associate the poster with the song. The animal that is being imitated can be drawn on the poster.

Materials

- Posters with the words to each song and drawings illustrating the content of the song
- Song sheets to give to parents at the beginning of the workshop

10.5

Activity: **Arts and crafts (gluing)***10 minutes*

Description

- Musical instrument

Objectives

- To have fun helping their child do an arts and crafts activity
- To guide their child in doing a task
- To develop their child's fine motor skills by having him or her put one object inside another

Procedure

- Put pasta in a plastic bottle.
- Ask parents to help their child to put the pasta in the bottle one piece at a time.
- When the bottle is about one-third full, screw the cap back on and seal it tightly with masking tape.
- Cover the bottle with coloured paper and paste the ends down with a glue stick.
- All done! Let the music begin!
- Time permitting, or as you are tidying up, sing "If You're Happy and You Know It" and invite the children to try out their new instruments.

Notes

- The actions of picking up, holding and letting go of the piece of pasta provide the children with an opportunity to practice their motor skills.
- Emphasize to parents that their child must pick up the piece of pasta. Parents should not put the pasta into their child's hand.
- Use masking tape to keep the child from opening the bottle.
- Use pasta that is large enough that it won't present a choking hazard. Pasta that is too small would also be more difficult to pick up. Rotini or large macaroni is best. Coloured pasta (three colours) can be more interesting; especially if the bottle is transparent.
- Cut strips of paper wide enough to cover a bottle beforehand so that they are ready to be glued on during the workshop.
- The strips of paper can be decorated with musical notes or flowers, if desired.
- Use any type of plastic bottle: YOP (yogurt drink) bottles, water bottles, soft drink bottles, etc. Do not use plates that have been stapled together (they can hurt a child) or plastic containers that can be opened easily (e.g. margarine containers).

Materials

- A glue stick for each child
- A strip of coloured paper for each child
- A sufficient amount of pasta (two kinds)
- Masking tape
- A bottle for each child

Workshop 10A
APPENDIX

Appendix 10A ⇒ Song: "If You're Happy and You Know It"

APPENDIX 10A

IF YOU'RE HAPPY AND YOU KNOW IT...

If you're happy and you know it,
Clap your hands.

If you're happy and you know it,
Clap your hands.

If you're happy and you know it,
And you really want to show it,
If you're happy and you know it,
Clap your hands.

(Variations)

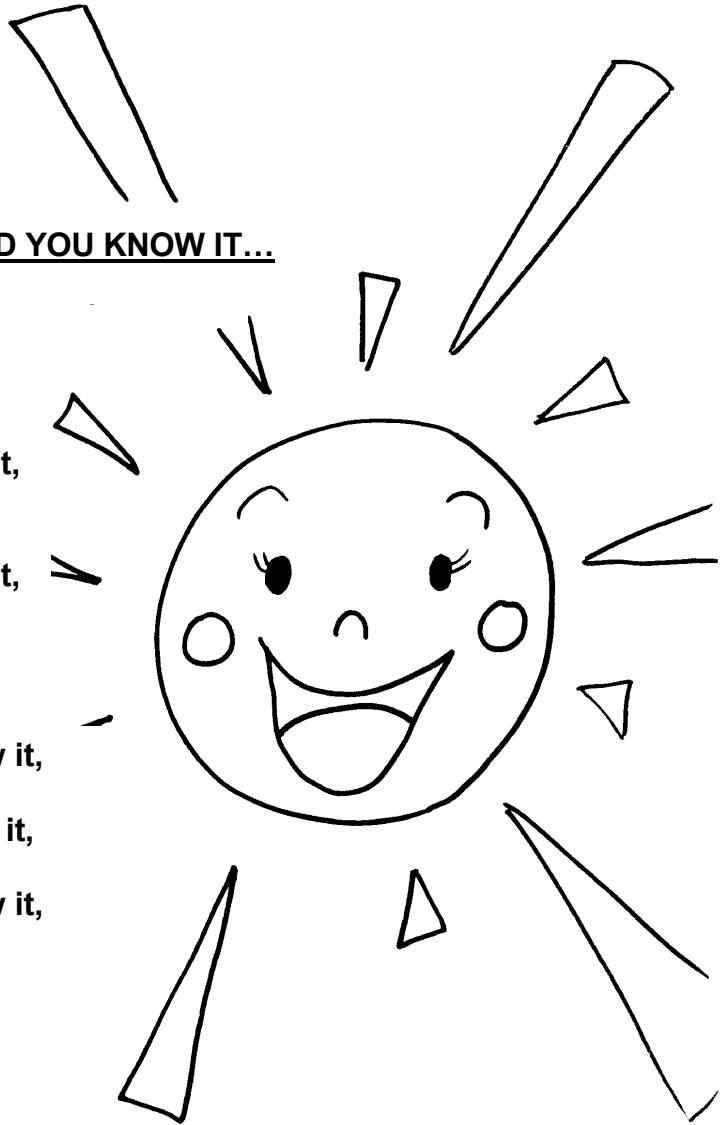
...Stamp your feet



...Shout, "Hurrray!"



...Do all three (clap-clap, stamp-stamp, Hur-ray!)



Learning situation

PHASE 2: Experiment with ways of fostering the development of emergent literacy (associating pictures with words, reading books, developing the child's fine motor skills)

Participate as a pair in various activities that involve dividing up and organizing tasks and adjusting to each other's pace and capabilities

PHASE 3: Determine the areas that need improvement when interacting with their child in various learning contexts aimed at developing emergent literacy

10.6

Activity: **Information for parents**

5 minutes

Procedure

- Congratulate parents on their participation.
- Discuss parents' intentions to continue the activities at home: to keep on singing, doing arts and crafts, and, of course, reading stories.
- Go over the schedule for the final workshop.
- Present and explain the arts and crafts activity (party necklace). Caution: check for food allergies.
- Suggest to parents that they add words to the picture word book and that they make it available to their child.
- Give parents the handprints from Workshop 8B as a souvenir.
- Make a collection of all the songs and nursery rhymes learned during the workshops and give a copy to parents (optional). You will find a cover for the collection in Appendix 10B.
- * Give parents Appendix 10C (summary of the words and sentences for the portfolio) and Appendix 10B (cover for the collection of songs and nursery rhymes).

10.7

Activity: **Story time for parent and child**

5 minutes

Objectives

- To have fun looking at, handling and reading books with their child
- To guide their child in choosing a book
- To focus their child's attention on a book
- To develop their child's concentration and memory
- To develop their child's vocabulary
- To introduce their child to concepts related to written language (page, word, letter, etc.)
- To play with sounds and intonation when reading a story
- To develop their child's hand-eye coordination by having him or her turn pages

Procedure

- Have each parent and child read one or more books together.

Notes

- Make sure there is enough room for parents to sit down with their child.
- Make sure the children can reach the books.
- Provide a variety of age-appropriate children's books (picture word books, board books, cloth books, etc.).
- Suggest that each parent and child use the picture word book they have made.
- Observe parents during the activity and offer praise or support where appropriate.
- Play soft background music to create a calm, pleasant atmosphere (optional).

Materials

- Bookcase or boxes of books accessible to the children
- A variety of age-appropriate children's books
- Radio, cassettes, compact discs (optional)
- Cushions to sit on (optional)

10.8*Activity:* **Songs (repeat)***10 minutes*

Sing all the songs learned during the workshops.

10.9*Activity:* **Arts and crafts (threading)***10 minutes***Description**

- Party necklace

Objectives

- To have fun helping their child do an arts and crafts activity
- To guide their child in doing a task
- To develop their child's fine motor skills

Procedure

- Give each child a piece of shoelace licorice.
- Help the children to thread Froot Loops onto their piece of licorice.
- Tie the ends in a knot.

Notes

- The necklace can be eaten.
- **Beware of allergies.** Ask parents whether their child has food allergies.

- Put lots of cereal on the plates, since the children will probably eat as many Froot Loops as they thread.

Materials

- Shoelace licorice
- Froot Loops or a similar type of cereal
- A plastic plate for each child

Workshop 10B
APPENDIXES

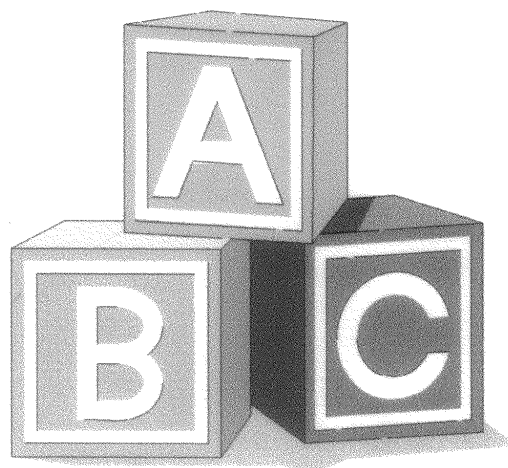
- Appendix 10B ⇒ Cover for the collection of songs and nursery rhymes
- Appendix 10C ⇒ Summary of the words and sentences for the portfolio

APPENDIX 10B



Songs and

Nursery Rhymes



Early Reading and Writing
Parent-and-Child Workshops (12 to 24 months)

APPENDIX 10C

✂ Words and sentences for the portfolio (distributed each week)

Week

Hello!

1

My name is _____

and this is my book.

As I left home, I saw ...

2 a ladybug.

2

3 I went to the grocery store.

3

4 I put my coat on.

4

5 I saw the clouds in the sky,

5

6 a white rabbit,

6

7 a pretty flower,

7

8 a big fish,

8

9 and a cuddly teddy bear.

9