2000

Read and Lead: Fostering Literacy through Cross-Age Tutoring (Facilitator’s Manual To Implement a National Literacy Corps)

Institute for Global Education and Service Learning

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Read and Lead
Fostering Literacy through Cross-Age Tutoring

Facilitator's Manual
To Implement A National Literacy Corps

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Read and Lead:  
Fostering Literacy through Cross-Age Tutoring

Facilitator's Manual

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INTRODUCTION

What are Read & Lead and the National Literacy Corps?

Congratulations on choosing the Read & Lead Facilitator’s Guide for your cross-age tutoring program! This guide is designed to help you facilitate a National Literacy Corps in your own school, after school program, organization, or community. The National Literacy Corps began in Philadelphia high schools in 1991. Since that time the National Literacy Corps model has been implemented in schools across the country and in England. The National Literacy Corps was recognized as an exemplary model at the President’s Summit on America’s Future in April 1997. Since 2000, the model has been modified for successful implementation in middle and upper elementary grades as well as an innovative model for college work study, after school, and community based programs. Hundreds of AmeriCorps members have used these resources to train youth as Leaders, to break the cycle of illiteracy in local communities.

Read & Lead, the National Literacy Corps cross-age tutoring model incorporates civic engagement and work place readiness skills into an effective literacy based service-learning model. Good citizens are literate, well informed, and know how to address a problem in their community. To be ready for the world of work young people must be able to work well with others, take a leadership role when necessary, and plan and carry out the steps required to reach a final goal. As such, program participants in the National Literacy Corps study literacy as a community issue and design a service-learning project to meet a community need. At the same time, youth who may themselves be “at-risk” engage in a one on one relationship to increase the literacy level of a young child.

IGESL Mission

The Institute for Global Education and Service Learning (IGESL) is a non-profit training organization that creates service-learning programs and initiates activity-based education in collaboration with schools and organizations across the country and around the world. IGESL goals are:

- Design and implement programs that infuse service-learning methodology and brain-based learning theory into schools and communities to promote education reform.
- Construct and lead interactive trainings for youth and adults that target community needs through service-learning education.
- Advance service-learning methodology through research, partnership, and publication of educational materials specific to literacy, citizenship, school and community safety and preparedness, and human need.
Brain-Based Learning Theory

Brain-based learning is the creation of a learning environment that places the brain in optimal conditions to learn. If we are using an instructional strategy that readily meets the needs of how our students learn, then students will be learning in a meaningful way that they will retain. If our students are connected to and emotionally involved in their community and school through meaningful, experiential experiences, true learning is the result. Brain-based learning theory is effectively expressed in service-learning methodology because it can be applied to the following statements about learning:

1. People learn what is personally meaningful to them.
2. People learn when they accept challenging but achievable goals.
3. Learning is developmental.
4. Individuals learn differently.
5. People construct new knowledge by building on their current knowledge.
6. Much learning occurs through social interaction.
7. People need feedback to learn.
8. Successful learning involves the use of strategies - which themselves are learned.
10. Learning is influenced by the total environment.


In addition, the activities outlined in this particular Read & Lead manual are designed to help meet the following needs of the learning brain:

Challenge: This means imbedding the learning in problem-solving and critical thinking via relevant projects and complex activities.

Feedback: Must be specific, timely, multi-modal and learner controlled in order to promote neural patterns.

Novelty: New and different experiences increase recall and grabs attention.

Movement: Every 20 minutes blood pools in our seat and in our feet! In order to re-circulate the blood, we have to get up. It takes a fit body to supply the massive oxygen needs of the brain. Higher concentration of oxygen in the blood enhances cognitive performance.
Water: Water is essential for the electrical transmissions occurring in the brain and for maintaining the electrical potential in our body. It also assists with oxygen distribution to the brain.

Humor: Oxygen and glucose are the fuels that the brain needs to operate. When we laugh, we get oxygen in the bloodstream, so the brain is better fueled. Laughter also releases endorphins.

Music: The human brain is significantly wired for music. While the research into this extremely exciting area of brain research is still exploding, we do know that many learning styles are enhanced by the addition of music to the environment.

By adhering to the Read & Lead framework, incorporating the suggested "leader prep activities", and following the Read & Lead session format you will be providing students with "brain friendly" learning experiences and helping Leaders to create similar experiences for their young Reader buddies.

What is service learning?

Service learning is a method of teaching that enriches learning by engaging students in meaningful service to their schools or communities through careful integration with established curricula. Service-learning projects can easily be integrated into Social Studies, Economics, History, Performance Arts, Communications, English or any other curriculum area.

The National Community Trust Act of 1993 defines service-learning as:

A teaching methodology

- Under which young people learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs that are coordinated in collaboration with the school and community;
- Is integrated with specific learning objectives and provides structured time for youth to think, talk, or write about what they did and saw during the actual service activity;
- Provides young people with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities;
- Enhances what is taught in school by extending student learning beyond the classroom and into the community; and
- Helps foster a sense of caring for others.
The following chart demonstrates how the Read & Lead model incorporates the elements identified by the National Youth Leadership Council as essential to providing a high-quality service-learning:

<table>
<thead>
<tr>
<th>SERVICE LEARNING COMPONENT</th>
<th>READ &amp; LEAD PROGRAM</th>
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<tbody>
<tr>
<td>PREPARATION/PLANNING</td>
<td>&quot;Leader prep&quot; is essential to a good cross-age tutoring program. Leaders can spend time before they begin tutoring and then each week during the process preparing for and reflecting on their Read &amp; Lead sessions.</td>
</tr>
<tr>
<td>MEANINGFUL SERVICE</td>
<td>In addition to providing a valuable service to younger students through tutoring, students can address illiteracy in their community through a variety of direct, indirect, and advocacy projects.</td>
</tr>
<tr>
<td>REFLECTION</td>
<td>Activities for ongoing and varied reflection are identified throughout this manual. Activities include opportunities for students to read, write, talk, and do things reflecting on their service.</td>
</tr>
<tr>
<td>PARTICIPANT VOICE</td>
<td>After creating several post reading activities students have a voice in selecting activities each week, selecting books to read, and identifying additional service-learning projects and activities.</td>
</tr>
<tr>
<td>GENUINE NEED</td>
<td>Teachers are encouraged to have students assess literacy statistics for their community and state and compare them to national standards. Also, students can research the correlation between illiteracy and incarceration, effects of parents literacy level, etc.</td>
</tr>
<tr>
<td>CONNECTION TO LEARNING</td>
<td>Students meet learning objectives for reading and language arts as well as gaining valuable research skills. Leadership skills are developed and organizational strategies enhanced.</td>
</tr>
<tr>
<td>DIVERSITY</td>
<td>Being involved in a cross-age tutoring program can help students understand the challenges of those that learn differently from themselves. Research into literacy statistics can help dispel myths and increase understanding of others.</td>
</tr>
<tr>
<td>PARTNERSHIPS</td>
<td>A cross-age tutoring program cannot function without partnerships between teachers and schools. In addition programs can and should partner with local libraries, literacy councils, higher ed institutions, and other agencies in the community that address literacy issues.</td>
</tr>
<tr>
<td>ASSESSMENT</td>
<td>Rubrics are included to assist in assessing the leadership, planning, and reflection skills gained by students.</td>
</tr>
<tr>
<td>EVALUATION</td>
<td>Evaluating the pre and post reading level of students helps build support for cross-age tutoring programs. Teachers, students, and partners can also be surveyed to assess program impact.</td>
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What does cross-age tutoring look like?

Based on the premise that individuals retain 90% of what they are taught when they teach it to someone else, cross-age tutoring is a highly effective way to promote literacy. The National Literacy Corps is a cross-age tutoring model that connects older students from upper elementary, middle, high school, or college with younger students from kindergarten through third grade. Since this is more than a literacy-tutoring program, we do not use the term "tutors." Rather, we have adopted the terms Leaders and Readers, which indicates a deeper commitment to each other. Furthermore, the Leaders acquire more than basic tutoring skills; they also attain skills necessary to becoming leaders in their schools and communities.

The older students, or Leaders, strengthen themselves as learners by developing essential competencies in literacy. The Leaders serve as reading tutors, mentors, and become positive role models, powerful communicators, fluent readers, respectful citizens, and community brokers.

The K-3 students, or Readers, experience a partnership that is personal and meaningful. They receive important individualized instruction. Participating in this reading experience increases motivation and enhances affective development. The one-on-one tutoring model strengthens language skills and critical thinking ability in both the Readers and Leaders.

Lead and Read Session Formats

There are two components of the Lead and Read program. The first is a weekly Leader Preparation session, in which the Leaders acquire effective tutoring skills, plan activities for upcoming reading sessions, and reflect upon their previous reading sessions. The second component is a weekly block of time during which Leaders and Readers come together for the Lead and Read program. It is the facilitator's responsibility to plan these blocks of time, find an elementary school in close proximity, arrange for any necessary transportation, and maintain continuous contact with the partner Reader coordinator. Aside from this initial groundwork, however, most of the work will be the responsibility of the Leaders themselves. One of the highlights of this program is that it is student-run, with an emphasis on student initiative in all activities. Considering this fact, it is essential for Leaders to have ample time during the school day to engineer their Read and Lead sessions and seek counsel from their peers and facilitator.
We recognize the need for choice-driven and individualized learning, this program is most effective when there is an underlying structure to both the Leader and Reader sessions. Within these structures there are many opportunities to promote student choice and ownership. Examples of such structures are:

**Leader Session**
- **Opening Activity:** designed to wake up the brain (e.g. lateral puzzles, group chant, quote, poem activity).
- **Preparation Stations or Planning**
  - **Preparation Stations:** 2 to 3 stations focused on the OSRAC theme compliment the brain’s natural attention span while helping prepare Leaders for various aspects of the Read & Lead session. (Activity suggestions are included in every unit.)
  - **Planning:** Time is given for Leaders to plan a new Reader session or reflect on the a previous session with the facilitator and other leaders (what worked, challenges, ideas for going forward)
- **Closing Reflection:** synthesis of that session’s activities in the form of reflection (e.g. small group activities, observations or comments, journaling).

**Reader Session - OSRAC**
- **Opening:** the first step in establishing a meaningful personal relationship
- **Selecting:** the Reader selects a book or the Leader explains his/her purpose for selecting the book to be read
- **Reading:** a set amount of time spent reading and can be done by Reader, Leader, or both
- **Activity:** a game or other post-reading activity for reading comprehension or skill reinforcement
- **Reflection:** joint reflection by means of discussing the story, discussing the activity, or planning the next session.
Leader Competencies

Five Leader competencies have been identified for development through hands-on service-learning experiences both in the classroom and in the community. These competencies can be used to evaluate the program and each Leader's performance.

The Literacy Corps competencies are:

- **Prove It!** Prove responsibility as a leader by respecting others, working inside and outside of class, and working as a team.
- **Communicate It!** Interact positively and actively communicate reading goals with Reader, teacher, and community members.
- **Spark It!** Foster a love of reading by displaying motivation and enthusiasm during the Read and Lead session.
- **Engineer It!** Successfully plan, prepare, and implement a Read and Lead session.
- **Reflect On It!** Critically think about and evaluate the Read and Lead session using a reflection journal, Leader Rubric, or other reflection activities.

Setting up a Project Folder

A challenge of service-learning projects is in effectively evaluating and grading each student's performance. With new educational guidelines for meeting project requirements, many forms of assessment are often necessary. Facilitators will provide specific, immediate feedback to students throughout the program, but it is also beneficial for students to engage in self-evaluation. Having students keep a project folder throughout the service-learning experience helps to provide them with a sense of participation, ownership, and accomplishment. It is also a valuable tool to assist facilitators and students in identifying strengths and areas for improvement.

Project folders should be located in an area of the classroom that is easily accessible to both students and facilitators. Items in the project folder can include journals, essays, artwork, letters, group work, research data, newspaper articles, maps, anecdotal records, audio or videotapes, photographs, lesson plans, and Leader rubrics. The facilitator may require that some pieces be placed in the project folder, but others should be selected by the students. All items should be dated and can be accompanied by a short caption or description. The folder icon throughout this manual will indicate suggested activities to include in the project folder.
How to use this manual

This manual is designed to be user-friendly. Included in every unit are suggestions for station activities, reflection ideas, and evaluation rubrics. These suggestions are purposely diverse; some may be more appropriate for a fifth-grade Leader Class while others would work better with a group of high schoolers or teen parents in a family literacy program. Facilitators are encouraged to pick and choose activities that are appropriate for their particular group of Leaders or adapt them as needed. Leaders may also enjoy the option of choosing their own activities.

This manual focuses on the development of Leader Sessions throughout the entire program. The manual intentionally omits Reader Class activities because those activities will be determined by the progression of the Leader Class through the curriculum. Each Leader, over time, will be able to assess the abilities of individual Readers and choose appropriate activities.

Part I of this manual has a focus on team-building activities, leadership development, and awareness of the issue of illiteracy in a community. This is designed so that all Leaders feel comfortable and confident; the absence of any perceived threat will greatly enhance learning. Furthermore, it helps them to see themselves as part of a larger team, whether that team is a family, a class, or an entire community.

Part II focuses on specific tutoring skills necessary to acquire before meeting the Readers. Highlighted is the need for both pre- and post-reading activities, how to make reading interesting, how to incorporate a variety of children's literature, and how to identify key components in different types of children's literature.

The units in Part III are designed to improve the Leaders' oral and written communication skills by means of the production of an original work to share with the Readers. These units foster creativity, an important part of the learning process that allows Leaders to add their own twist to the program. Each Leader Class will have the option of creating collections of poetry, writing fables, or designing interactive reading games. These projects can be done individually, in small groups, or with the entire class.

Part IV allows program participants to connect all of the lessons they have learned in the classroom to real life situations in their community through a culminating literacy service-learning project. Leader Classes may choose to do a service-learning project either with or without their Reader Classes. The project should have a literacy focus and meet a real community need. Upon completion of the project, a celebration brings a sense of closure and recognition to all program participants.

The Lead and Read Program is easily integrated into any curriculum. Although this manual provides many options for implementation into classrooms and community organizations, its underlying structure has been carefully organized to complement the brain's natural learning orientation. Lead and Read provides participants with the tools necessary to become community leaders and lifelong learners.

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Before You Start –
Logistics of Cross-Age Tutoring Program

Find Two Interested Teachers or Two Groups of Youth: When setting up a cross-age tutoring program, it is best to have classes or groups that are at least four grades apart. The older students are known as the Leaders and the younger students are the Readers.

Set Time For Leader Prep Session: Leader Prep is the time set aside each week to teach Leaders the necessary skills for working with Readers and to have Leaders reflect on the progress of their tutoring sessions. Determine the best day and time for a Leader Prep Session, we suggest setting aside 45 minutes to 1 hour every week. You should plan on facilitating 3 to 4 Leader Prep Sessions before Leaders start working with Readers.

Set Time For Read and Lead Session: Read and Lead is the time set aside each week for Readers and Leaders to come together and read. We suggest that a Read and Lead Session take place for at least 30 minutes once a week. Both groups must work collaboratively to determine the best day and time for a Read and Lead Session.

Determine A Location: To have a successful Read and Lead Session, look for a place where students can read quietly and comfortably. Work with teachers or program staff to determine the best location to have the Read and Lead Session. Questions to consider: Is there enough room to have the whole Leader class in the Reader class at one time? Could some of the Leaders and Readers go to another area?

Secure Books: Both Readers and Leaders will get bored quickly if they have to read the same books week after week. Make sure there are a lot of books on hand, at a variety of reading levels.
PART I:

BECOMING LEADERS
UNIT I: Team-Building

Objective: Work effectively in a variety of group settings, with people from diverse backgrounds.

Ideally, team-building activities would be part of an intensive training or ropes course away from school. However, if you do not have community space or transportation is too complicated, these activities can certainly be done in the classroom. The key to this unit is helping Leaders to understand the importance of team cooperation and full participation of all individuals. Leaders should be able to value diversity and recognize various strengths in other team members. They will ultimately work together to generate an original Group Code of Ethics.

OPENING ACTIVITY: Cross-lateral Movement

Cross-lateral activities wake up the brain by increasing the flow of oxygen and activate both hemispheres by means of movement. Several studies suggest that specific, applied physical activity can change the physiological and mental “stuck” states. The secret is doing brief stand-up movements that cross arms or legs over (the body’s center meridian) from one side of the body to another. These work by forcing the left and right hemisphere to interact vigorously with each other. That leads to better quality thinking and better quality learning. Examples include:

- While seated, draw an imaginary circle with your right leg and a figure eight with your left leg.
- As though you are reeling in fish with a fishing rod, rotate your right hand in circles toward your body and then start rotating your left hand away from your body.
- Pat your left hand on your right shoulder; pat your right hand on your left shoulder; repeat several times.
- Stand and take a deep breath. Reach across the body and pat yourself on the back. Now switch hands and pat the other side of the back.
- Stand and reach behind your body and touch your opposite heel as you lift it. Alternate, switching to touch the opposite heel.
- Stand and reach behind your body and touch your opposite heel as you lift it. Alternate, switching to touch the opposite heel.
- Stand and touch or pat the opposite thigh. Alternate.
- Extend your hand straight in front, making a “thumbs up” sign. Now, move thumb upward towards the right and around in a sideways “8” or infinity sign. Cross the “X” of the 8 front and center. Do this 5-10 times, and switch hands.
- Stand and “swim” in place doing freestyle stroke with one arm and the backstroke with the other for 120 stokes. Switch and alternate directions.
Stand and rub your stomach with one hand in a circular motion while you pat your head with the other hand. Switch and alternate hands.

To learn more about the benefits of movement and learning read Smart Moves

MAIN ACTIVITIES

A variety of group activities are provided to develop:

1. Effective Group Strategies:
   • Recognition of Group Roles
   • Establishment of Ground Rules
   • Participation of Everyone
   • Development of Listening and Hearing Skills
   • Accepting the Ideas of Others

2. Democratic Process
   • Open Discussion
   • Consensus
   • Voting and Elimination

3. Shared Vision
   • Group Code of Ethics
Activity One:  
**Group Roles: Working Together in Groups**

**Focus:** Everyone has a role when working within a group. We have the power to decide whether the role we assume is positive or negative. Once we are aware of the effects our behaviors have on the group process, we can make better choices about how we interact.

**There's No "I" in Team**

**Materials:** photocopied sets of "Role cards" (from the following page), blank paper, and pens or markers

Prepare one set of "Role cards" for each group with a different role and definition on each card:

- **LEADER - LION:** makes sure the group finishes the task, tries to get everyone involved, and leads by example
- **ENCOURAGER - DOVE:** acts as the peacemaker, is supportive of the group members, and helps to solve problems
- **TEAM PLAYER - ANT:** joins in and helps out, is a hard worker, and puts the needs of the group before his/her own needs
- **HINDERER - MONKEY:** fools around, chatters a lot, and stops the group from working
- **PASSIVE PLAYER - TURTLE:** goes into his/her shell and does not say or do anything, refuses to participate, and acts like a warm blob taking up space

✓ The Leaders should be divided into groups of at least 5.
✓ Give each Leader in the group a different role card and instruct them to act out the role described on the card throughout the entire activity.
✓ The group should brainstorm at least three different types of teams (e.g. sports team, news team, McDonalds staff team, neighborhood clean-up team, Sea World team of trainers). Group members should then pick 1 team to illustrate with pens or markers. (You may replace this activity with any easy task; this is only a cover activity for the discovery of group roles.)
✓ Give the groups 15 minutes to work.
✓ Remind Leaders not to reveal their roles yet.
✓ At the end of the activity, allow the Leaders to discuss what happened, who was helpful, who was not, etc. See if they can guess each other's roles based on their behavior during the activity.
✓ Have the Leaders reveal the roles they were portraying and the positive or negative effects on the group.
✓ Emphasize the choice to be a positive group member.
LEADER - Lion
Makes sure the group finishes the task, tries to get everyone involved, and leads by example.

ENCOURAGER - Dove
Is the peacemaker, is very supportive of group members, and helps to solve problems.

PASSIVE PLAYER - Turtle
Goes into her/his shell and does not say or do anything, refuses to participate, and acts like a warm blob taking up space.

TEAM PLAYER - Ant
Joins in and helps out, is a hard worker, and puts the needs of the group ahead of his/her own needs.

HINDERER - Monkey
Fools around, chatters a lot, and stops group from working.
Activity Two:
Effective group strategies: Establishment of Ground Rules

Focus: This is an excellent method to use to let Leaders see what happens when there are no rules for conduct and courtesy. It causes a lot of noise and generates laughter, but Leaders soon get tired of shouting. It can lead quite naturally to something quieter. Neither player hears the other, there is no interaction, no dialogue, and therefore no relationship. This exercise emphasizes that without a give and take of attitude and position in an argument or dispute, there can be no direction or useful teamwork.

Talking Down

☑ Partners sit close together and face each other.
☑ Holding eye contact the whole time, talk to each other at the same time about a given topic, for a given period (30 seconds to 1 minute).
☑ Keep talking at all costs and try to make the other person dry up.
☑ No physical contact must be made, but expressive talk may be used.
☑ Players should not hear a word that their partners are saying but must concentrate on their own stories.

A good starting topic is “Everything that happened to you from the time you woke up this morning.” Other suggestions are:

• Tell your favorite fairy tale with as much expression and animation as possible.
• Be a traveling salesman trying to sell some kind of product.
• Persuade the other person of a belief you hold most dear – soap box style.

“Discussion is an exchange of knowledge; argument is an exchange of ignorance.”
Robert Quillen
Activity Three:
Effective Group Strategies: Participation of Everyone

Focus: This always produces a very rich discussion and evaluation. The facilitator can ask, is it right to adapt to different company? Should we always be ourselves? What is "ourselves"? How do we make people different from ourselves feel at home or comfortable with us? What were the differences both observed and felt within that range of situations? When were you most yourselves and when least? Why? And... does it matter?

We Are Many

✓ Leaders work in groups of 3; 2 Leaders role play and 1 observes.
✓ Role play the various characters, quickly, over a range of situations.
✓ Observe how we behave differently over the course of a day with the range of people with whom we come in contact. Is there a consistency behind all of those contacts?
✓ Each group should appoint an observer to write down examples of our adaptability and our consistency.
✓ 1 player takes the central role (School student or Parent) throughout this activity while the other players act out the remaining roles.

School student -
✓ With parent at breakfast time
✓ With a brother or sister who wants to borrow some of your clothes
✓ With your teacher who wants to see you about your work
✓ With your friend to plan what you will do tonight
✓ With the principal who has called you into his/her office because of reports of lateness and laziness

Parent -
✓ With son or daughter at breakfast time
✓ With a vendor who overcharges
✓ With a coworker while you are at your part-time teaching job
✓ With a special visitor (your boss, the minister, a prim and proper aunt) you are entertaining for dinner
✓ With your boss whom you are asking for a favor
✓ With your son or daughter who broke curfew and comes in 2 hours late
Activity Four:

Effective Group Strategies:
Development of Listening and Communication Skills

Focus: The idea is to have the Leaders communicate with each other in a way similar to the children's game "Telephone". They must use good verbal communication skills and ask evocative questions. The speaker realizes how clearly he/she must speak and think about what he/she is going to say before saying it. The other Leaders realize how to ask for specific details to accomplish a task. Repeat the activity and rotate the roles to allow the Leaders to develop effective communication skills.

Look, Move, Create

✓ In the hallway area or an area where others cannot see what is happening, hang up a pre-designed poster with several pictures of simple objects (i.e. a flower, a cat, the sun, moon, stars) created with a variety of materials (i.e. construction paper, newspaper, feathers, pipe cleaners). The amount of time allotted for the activity should be considered when determining the complexity of the poster.
✓ Leaders divide into groups of 4 to 6. Each group has a supply of the materials needed to recreate the poster.
✓ Volunteers are needed from each group to be a LOOKER and a MOVER. The rest of the people in the group are the CREATORS.
✓ The person who is the LOOKER quickly moves to the hallway, studies the picture, and describes to the MOVER, who is waiting in the classroom, what is on the poster. The LOOKER may not enter the room and the MOVER may not look at the poster.
✓ The MOVER runs back into the classroom and describes what he/she was told to the CREATORS who then recreate the picture. The MOVER may not point or use his or her hands when describing the poster to the CREATORS. However, the MOVER may go back and forth as many times as necessary.
✓ The MOVERS and CREATORS can ask clarifying questions, but the LOOKER can only relay information about the poster.
Activity Five:
Effective Group Strategies: Acceptance of Ideas of Others

Focus: It does not matter how stereotyped or superficial the responses are initially, it is the cumulative effect and the awakening of interest that are important in the wider social implication. At the end of the activity, Leaders will choose the candidate they believe should have the heart. The outcome of the role play, who is chosen to have the heart, depends on what the Leaders perceive as important. For example, if the Leaders look from the perspective of a hospital board member who needs money for the hospital, they may choose a candidate who has a large income. If they look from the perspective of a parent whose children depend on them, they may choose the candidate with the most dependents.

Role Play: You Have To Have A Heart!
✓ Hand out a copy of the You Have To Have a Heart! worksheet, found on the next page, to everyone.
✓ Without any class discussion, have the Leaders individually choose which candidate will receive the heart.
✓ Identify 3 to 5 Leaders to play the roles of hospital board members. Instruct these individuals to ask interview questions such as:
   The board was given background information on your life, but could you tell us something more about yourself?
   Why do you feel you deserve the heart?
   How will you give back to the community if given a second chance at life?
✓ Identify 5 Leaders to play the roles of heart candidates. Instruct these Leaders to be creative in acting out each of the roles. Encourage them to go beyond the given description and create a character who will convince the board to give him/her the heart.
✓ After the interview process, allow time for the board to discuss which candidate they would like to choose and present their decision to the entire group.
✓ Discuss other opinions the group had. Include the different perspectives that were taken and the rationale behind those perspectives as mentioned above in the focus.
You Have to Have a Heart!

Scenario: You are one of the members of the City's Hospital Board and must make a crucial decision. Individually you must choose the heart candidate from the descriptions below. After the board interviews each candidate, they must come to an agreement about who receives the heart. An important rule that the board always observes is that before you are allowed to express an opinion, you must validate the thoughts or feelings of another board member, even if they differ from your own (i.e. "I understand that you are frustrated, but I think...").

Step 1: Individually choose the heart candidate.
Step 2: Your facilitator will assign the 5 roles and identify board members.
Step 3: The Interviews! Feel free to take notes.

Remember, there is only 1 heart! All of the following heart candidates are in need and will not survive without intervention:

1. Gina Mutti -
   Age: 61
   Occupation: suspected of underworld involvement (mafia)
   Description: married, 7 children, extremely wealthy, will donate a very large sum to the hospital following the operation

2. Selena Santos -
   Age: 23
   Occupation: "B" average student
   Description: single, studies hard, helps support poor family, aspires to be a policeman when he graduates

3. Anne Walker -
   Age: 45
   Occupation: housewife
   Description: widow, supports 3 children, small income, no savings

4. Eddie Johnson -
   Age: 35
   Occupation: famous actor
   Description: divorced, wife has custody of both children, donates to create shelters for the homeless

5. Howard Townsent -
   Age: 55
   Occupation: California State Senator
   Description: married, 1 child, recently elected, financially well-to-do
Activity Six: 📚

Effective Group Strategies:
Using Democratic Process to Develop a Group Code of Ethics

Common values shared by a group of people are called "ethics." Some organizations establish a "code of ethics" to guide the conduct of their members. Below are some common examples of codes.

The Boy Scout Law

A Scout is:
Trustworthy
Loyal
Helpful
Friendly
Courteous
Kind
Obedient
Cheerful
Thrifty
Brave
Clean

WEST POINT HONOR CODE

"A Cadet does not lie, cheat, or steal, or tolerate those who do."

Encourage Leaders to find examples of other codes in our society (e.g. the 10 Commandments, McDonnell Douglas Corp., and other businesses and organizations). Check out http://csep.iit.edu/codes/codes.html for one of the most extensive lists of codes of ethics. Have Leaders share the codes they find with the class.
Creating a Group Code

Encourage Leaders to put their knowledge of democratic process to practice in the development of a group code of ethics. Have Leaders write down 3 to 5 values they feel are important for being in a class or working in the community. With a partner or small group, Leaders openly discuss their choices and together, pick out 3 values that they think are most important. The Leaders write these 3 values on half sheets of paper. Each group then chooses 1 or 2 they feel are most important and tapes them to the board. Next, ask the group if any of the values are similar. Once they reach a consensus, rearrange the cards into categories on the board. Use voting and process of elimination to narrow down the choices to about 5 categories. Ask if the group has anything to add that is not already represented. After the values are categorized, have the group construct its own code of ethics.

Keep these things in mind when creating a group code:
- Keep it brief
- Keep it general, not detailed
- State it positively (You should... or We will...)

Allow Leaders to record the group code in their journals and create a code to be posted in the classroom.

"The ultimate value of life depends upon awareness and the power of contemplation, rather than upon mere survival."
Aristotle
ASSESSING GROUP WORK

Consider having Leaders observe each other during group work and fill out the following checklist.

**Observation Checklist for Group Work**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Observed By: Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Peer</td>
</tr>
</tbody>
</table>

Please check the behaviors you observed during group work.

<table>
<thead>
<tr>
<th>Criteria</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>On task</td>
<td></td>
</tr>
<tr>
<td>Made a suggestion</td>
<td></td>
</tr>
<tr>
<td>Gave an answer</td>
<td></td>
</tr>
<tr>
<td>Said something positive</td>
<td></td>
</tr>
<tr>
<td>Helped with materials</td>
<td></td>
</tr>
<tr>
<td>Read aloud</td>
<td></td>
</tr>
<tr>
<td>Followed verbal directions</td>
<td></td>
</tr>
<tr>
<td>Physically part of group</td>
<td></td>
</tr>
<tr>
<td>Worked cooperatively</td>
<td></td>
</tr>
<tr>
<td>Listened to others</td>
<td></td>
</tr>
<tr>
<td>Helped clean up</td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments:

________________________________________________________________________
________________________________________________________________________

Observer’s Initials

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REFLECTION:
After each activity, select a few of the following reflection suggestions for Leaders to complete. Allow time for them to discuss their responses and how their group skills change over time.

WRITING:

- Respond to some of the following questions in your journal:
  - Who were the leaders of your group? Encouragers? Hinderers?
  - Did everyone in the group participate?
  - What role do you usually take on during group work?
  - What could your group do differently to work as a team?
  - How well did your group listen and take opinions?
  - How did the group decide on the outcome of the activity?
  - What are some important ground rules to establish before working with a group of people?
  - What are the roles of the leaders?
  - What are the roles of the team members?
  - Explain why all group roles are important and make the group function as a "real" team.
  - What do you think of the class code of ethics?
  - Do you think you can live by the class code of ethics?

READING:

- Find books or articles to read about working in groups and team-building camps or activities.

TELLING:

- Talk to representatives of local businesses about their focus on teamwork in staff trainings.

DOING:

- Create a picture or poem about teamwork.
- Role-play different members of the community in various situations.
- Create a collage that represents the group, reflecting the strengths, interests, goals, and heritage of each member equally.
UNIT 2: Leadership

Objective: Understand leadership and be able to identify leaders and role models at local and national levels.

Leadership is an essential component of the Lead and Read program because students will be serving not only as tutors, but also as community role models. Activities in this unit can help Leaders acknowledge their weaknesses and appreciate their strengths. They will be able to channel their natural leadership energies in positive ways to effect change within their schools and communities.

OPENING ACTIVITY: Whodunnits?
Whodunnits require students to utilize both critical thinking skills and creativity. The following are examples of fun, simple puzzles that your group can solve together. Read the problem and have the Leaders ask yes or no questions to get to the answer. More of these puzzles can be found at www.rinkworks.com/brainfood, www.puzz.com, and www.stheno.demon.co.uk/puzzles.

- Romeo and Juliet were dead in the middle of the room. All that surrounded them was a pool of water and some broken glass. How did they die? (Romeo and Juliet were goldfish, and their goldfish bowl was knocked over.)
- A man pushes a car up to a hotel and tells the owner he's bankrupt. What's happening? (It's a game of Monopoly.)
- A dead man is found face down in the desert with a pack on his back. What happened? (He jumped out of an airplane, but his parachute failed to open.)
- Jason is lying dead. He has an iron bar across his back and some food in front of him. Why did he die? (Jason is a mouse caught in a trap.)
- You are walking along in a field and find two lumps of coal and a carrot. How did they get there? (Some children built a snowman there. The snow has melted, leaving only coal for eyes and a carrot for the nose.)
- Joe wants to go home but can't because the man in the mask is waiting for him. Why? (It's a baseball game, and the catcher has the ball.)
MAIN ACTIVITIES

A variety of group activities are provided to develop the following:

1. An understanding of leadership characteristics
   - Character Traits
   - Responsibilities

2. Examples of leaders
   - Popular Culture
   - History
   - Local Community

Preflection:

Think about famous leaders...
Can anybody be a leader?

What are some responsibilities of leaders?

How do leaders act?

What are some words that describe GOOD leaders?

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________

What does a "good leader" look like? What do you see her/him doing?
What does a "good leader" sound like? What do you hear her/him saying?

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Activity One:
Leadership Characteristics: Leader Trait Poster

As a class or in small groups, brainstorm the characteristics/traits of a good leader. Create a poster to hang up in the classroom that can be referred to as needed.

Discussion prompts:
- Are there any physical characteristics associated with leaders?
- Can anybody be a leader?
- What are some responsibilities of leaders?
- How do leaders act?

The result should be a poster that looks something like the one on the right.

Activity Two:
Leadership Characteristics: Picture That!

Have Leaders work in small groups or by themselves to come up with a physical depiction of a leader. When drawing, have them exaggerate the body parts that good leaders use (i.e. big hands for giving or helping, big heart for caring, big ears for listening). Have Leaders provide captions for the different body parts that explain their choices.
Activity Three:
Leadership Examples: Leader Scavenger Hunt

Instruct Leaders to find as many of the following items as possible. Give points for each item and provide a reward for the individual with the highest total points. It is okay to choose multiple examples from suggested categories (i.e. 7 historical leaders equals 70 points). Use the following suggestions to develop your own list that suits your particular group.

- Picture of a leader from history (10 points)
- Picture of a leader from sports (10 points)
- Picture of a community leader (10 points)
- Picture of a leader from the entertainment industry (10 points)
- Picture of a leader from a culture other than your own (10 points)
- Picture of a young leader (10 points)
- Quote about leadership (15 points)
- Website address of a leadership site (5 points)
- Dictionary definition of leadership (5 points)
- Newspaper article about a leader or leadership (20 points)
- Magazine article about a leader or leadership (20 points)
- Advertisement promoting leadership (15 points)
- Name of a leadership organization (10 points)

NOTE: These categories are intentionally vague so that Leaders are encouraged to define for themselves who they consider to be leaders. Some categories may overlap (i.e. a 15-year-old Olympic team captain can be both a young leader and a leader from sports), but however you choose to award points, be consistent.
Activity Four:
Principles of Leadership: Small Group Discussions

Allow time for Leaders to discuss the following Principles of Leadership and how each specifically applies to their role as Literacy Leaders.

- **Know yourself and seek self-improvement** - This can be accomplished through self-study, formal classes, reflection, and interacting with others.

- **Be technically proficient** - As a leader, you must know your job and have a solid familiarity with the tasks of others.

- **Seek responsibility and take responsibility for your actions** - Search for ways to guide your group/organization to new heights. When things go wrong, they always do sooner or later -- do not blame others. Analyze the situation, take corrective action, and move on to the next challenge.

- **Make sound and timely decisions** - Use good problem solving, decision making, and planning tools.

- **Set the example** - Be a good role model for others. They must not only hear what they are expected to do, but also see. *We must become the change we want to see* - Mahatma Gandhi

- **Know your people and look out for their well-being** - Know human nature and the importance of sincerely caring for your workers.

- **Keep others informed** - Know how to communicate with not only peers, but also other key people.

- **Develop a sense of responsibility in your group** - Help to develop good character traits that will help them carry out their responsibilities.

- **Ensure that tasks are understood, supervised, and accomplished** - Communication is the key to this responsibility.

- **Train as a team** - Although many so called leaders call their group, organization, department, section, etc. a team; they are not really teams...they are just a group of people doing their jobs.

- **Use the full capabilities of your group/organization** - By developing a team spirit, you will be able to employ your group, organization, department, section, etc. to its fullest capabilities.
Activity Five: Learning from Leaders

Encourage students to think about leadership and service by responding to one of the following quotes or others that you and the students might find. Provide students with a variety of ways to respond including writing, drawing, or their choice.

- "Never doubt that a small group of thoughtful, concerned citizens can change world. Indeed it is the only thing that ever has." - Margaret Mead
- A good leader is not the person who does things right, but the person who finds the right things to do. --Anthony T. Dadovano
- Alone we can do so little; together we can do so much. --Helen Keller
- Do not follow where the path may lead. Go instead where there is no path and leave a trail. -Anonymous
- "When rejecting the ideas of another, make sure you reject only the idea and not the person." - Author Unknown
- Leadership is getting someone to do what they don't want to do, to achieve what they want to achieve. - Tom Landry
- "Leadership is a combination of strategy and character. If you must be without one, be without the strategy." - Gen. H. Norman Schwarzkopf
- "As we look ahead into the next century, leaders will be those who empower others." - Bill Gates
- Leadership is practiced not so much in words as in attitude and in actions. - Harold Geneen
- In matters of style, swim with the current; In matters of principle, stand like a rock. - T. Jefferson
- I don't know what your destiny will be, but one thing I know: The ones among you who will be really happy are those who have sought and found how to serve. — Albert Schweitzer
REFLECTION:
After each activity, select a few of the following reflection suggestions for Leaders to complete. Allow time for discussion.

WRITING:
- Respond to some of the following questions in your journal:
  - How do the leadership characteristics you brainstormed compare with your own personality traits?
  - What is your personal definition of leadership?
  - Who are your role models? Have your opinions of them changed?
  - What new leaders did you discover?
  - Who were some unexpected leaders you discovered?
- Write a brief biography about someone you considered to be an unexpected leader.

READING:
- Check out a book, article, or website about leadership another person in the group discovered.
- Further research a leader who is new to you.

TELLING:
- Give a three-minute speech about the leader who most impressed you.
- Present your scavenger hunt results to the group.
- Share your list of leadership traits with a community leader and ask him/her for feedback.

DOING:
- Arrange scavenger hunt items into a visual representation (i.e. scrapbook, illustrated poem, collage).
- Invite a leader from your community to speak to the group about their role as Leaders and the importance of being a leader.
UNIT 3: Community Awareness

Objective: Recognize, appreciate, and support vital elements of the community.

It is important to understand that each person has an impact on the community, and the first step to effective community service is learning more about the community students will serve. Through the activities in this unit, students will appreciate the need for such service and identify individuals who will benefit from it.

OPENING ACTIVITY: That's a Fact!
The following activity is a great way to get every group member to practice sharing information with one another. Find a list of statistics relating to issues of local or national concern; cut statistics into strips and give one to each group member. Leaders can take turns reading their statistics aloud. Ask them each to comment on which statistics were surprising, disheartening, or scary. Issues you may want to focus on can include literacy, homelessness, employment, education, health care, or crime.

Consult the following:
- Your school district's website or literature
- Non-fiction books about current issues
- Chamber of Commerce
- Zoning Board
- Tenant Association
- Census information website at www.census.gov
MAIN ACTIVITIES:
A variety of group activities are provided to develop community awareness.

Activity One:
Community Awareness: Defining Community

Using a flip chart or chalkboard, have Leaders brainstorm definitions of community and examples of different types of communities. Discuss the following as communities: family, neighborhoods, churches, schools, other public institutions and environments. Talk about different age and socioeconomic communities, as well as ethnic minorities and immigrant communities.

Activity Two:
Community Awareness: Action News

Have Leaders pair up and role play a news report. Have one person play the reporter and the second be the concerned citizen. If you would like to have them play specific citizens, consider the following: youth counselor, gas station owner, elementary reading specialist, utility company manager, City Council member, school principal, minister of a local church, bank manager, public library director, and corner grocery store owner. The topic will change every 2 minutes and only 1 partner may speak at a time. Allow students to switch roles between interviews.

While the following suggestions are very general, students may wish to incorporate specific local events into their reports.

- Illiteracy in our community
- Homelessness in our community
- Unemployment in our community
- Crime in our community
- Recycling in our community

You should continue until each person has been able to talk about 3 or 4 topics. Other topics you may wish to consider are child abuse, drop-outs, poverty, drugs, hunger, AIDS, senior citizens, race relations, schools, teen pregnancy, and gang violence.
Activity Three: 

Community Awareness: Community Walkabout

To increase awareness of the community, allow Leaders to go out (in pairs or small groups if possible) and record their observations. Investigators should take their journals and record all they see, hear, feel, and think about the community they will be working in, including notes about the businesses, government agencies, schools, churches, parks, non-profit organizations, and housing units they see. It may help them to divide their observations into 2 categories: assets and needs. Students can also take a camera and create a photo essay.

Sample Chart:

<table>
<thead>
<tr>
<th>Assets</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 garbage cans</td>
<td>Recycling bins</td>
</tr>
<tr>
<td>Mural on 1 building</td>
<td>Graffiti on 2 buildings</td>
</tr>
<tr>
<td>Public library</td>
<td>Few daycare centers</td>
</tr>
<tr>
<td>Large park</td>
<td>Broken glass on sidewalk</td>
</tr>
<tr>
<td>Basketball hoop in park</td>
<td>Hoop is missing a net</td>
</tr>
<tr>
<td>3 churches</td>
<td>3 abandoned houses</td>
</tr>
</tbody>
</table>

Activity Four:

Community Awareness: Utopian Community

Draw a visual representation of what you consider to be an ideal community. Consider the following elements:

- Who are the people in your ideal community?
- What do the buildings/houses look like?
- How are the basic needs met (i.e. air, water, shelter, food, clothing)?
- Are there many natural resources?
- How does your community govern itself?

Provide captions for the major elements in your drawing, explaining your choices.
REFLECTION:
After each activity, select a few of the following reflection suggestions for Leaders to complete. Allow time for discussion.

WRITING:
- Respond to some of the following questions in your journal:
  What is your definition of community?
  What are the greatest needs in your community? Assets
  What are some key components of your ideal community?
  How does your ideal community compare with your actual community?
  Name at least three local community organizations.

- Write a newspaper article based on interviews with concerned citizens.
- Write a letter to a local community organization asking for information on their programs.

READING:
- Scan newspapers and magazines for stories about your community.
- Further research one or two community issues.

TELLING:
- Give a three-minute speech about the community issue about which you feel most passionately.
- Present your neighborhood walkabout results to the group.
- Have a local community member who is actively involved with community issues speak to your group.

DOING:
- Make a large map of the area surrounding your school or organization, recording significant landmarks, assets and needs. Indicate sites that you visited and potential areas for service.
- Rent a video about a famous leader to watch with your group.
- Take pictures of your community and create a photo essay.
Objective: Understand the importance of literacy and its impact on the entire community.

Often, those who read well cannot comprehend the struggle of those who are illiterate. Having trouble with reading and writing means you cannot, among other everyday things, order a meal, fill out important forms, write a check, read your mail, or communicate effectively. For many, illiteracy means isolation and confusion. People who are illiterate make up a large percentage of our community’s population. For this reason, it is important to understand literacy as a community issue.

OPENING ACTIVITY: Visual Puzzles

Visual puzzles promote creative thinking and are a great way to warm up your brain. Give Leaders the puzzles and let them work in small groups or on their own to figure out the meanings. Encourage them to think outside the box in order to solve the puzzles.

Examples:

<table>
<thead>
<tr>
<th>+VERB</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>PpOpD</td>
<td>Peas in a Pod</td>
</tr>
<tr>
<td>bitMORE</td>
<td>A little bit more</td>
</tr>
<tr>
<td>BONbNET</td>
<td>Bee in a bonnet</td>
</tr>
<tr>
<td>MbYeWhOiRnKd</td>
<td>Behind in my work</td>
</tr>
<tr>
<td>THE WEATHER</td>
<td>Feeling under the weather</td>
</tr>
<tr>
<td>FEELING</td>
<td></td>
</tr>
<tr>
<td>INJURY</td>
<td>Add insult to injury</td>
</tr>
<tr>
<td>+INSULT</td>
<td></td>
</tr>
</tbody>
</table>
MAIN ACTIVITIES

A variety of group activities are provided to develop an understanding of literacy issues and their effect on the community.

Activity One:

**Literacy Awareness: Read Between the Lines**

Have Leaders gather literacy statistics to share with the class from the following categories:

- Your City, State, and/or School District
- Literacy vs. Income
- Literacy vs. Welfare
- Literacy vs. Crime (Substance Abuse, Violence, etc.)

Encourage them to check websites, periodicals, reference books, and non-profit organizations.

Create a visual display that can be presented to other classes or the entire school.

***The following information is provided as an example of the kinds of data available regarding literacy. This data is from the 1990's so students will want to find more current statistics. The sources are included to give some ideas about where to begin the search.***

**90 Million Americans Lack Basic Literacy Skills**

A study conducted by the U.S. Department of Education in the 1990's found that half the adult population does not possess the most basic level of reading ability. (1)

Here are some consequences of low literacy skills:

- **Poverty** - 43% of adults at the lowest level of literacy proficiency live in poverty; among adults with strong literacy skills, only 4% live in poverty. Adults with the lowest literacy skills earn a median income of $240 per week, compared to $681 for those with the highest skills. (2)

- **Welfare** - 70% of mothers on welfare have reading skills in the lowest two proficiency levels. This fact is particularly alarming considering that a mother's literacy level is one of the most significant predictors of a child's future literacy ability.

- **Employment status** - Adults at the lowest level of literacy proficiency work an average of 19 weeks per year, compared to 44 weeks per year for those at the highest level. American businesses lose over $60 billion in productivity each year due to employees' lack of basic reading skills.
• **Crime** - 7 in 10 prisoners perform at the lowest two literacy skill levels.

**Access to Books is Essential to Reading Development**

- 61 percent of low-income families have no books at all in their homes for their children. While low-income children have—on average—roughly four children’s books in their homes, a team of researchers recently concluded that nearly two thirds of the low-income families they studied owned no books for their children. (3)
- **Children in low-income families lack essential one-on-one reading time.** A recent report by the Packard and MacArthur Foundations found that the average child growing up in a middle class family has been exposed to 1,000 to 1,700 hours of one-on-one picture book reading. The average child growing up in a low-income family, in contrast, has only been exposed to 25 hours of one-on-one reading. (4)
- The most successful way to improve the reading achievement of low-income children is to increase their access to print. Communities ranking high in achievement tests have several factors in common: an abundance of books in public libraries, easy access to books in the community at large and a large number of textbooks per student. (5)
- The only behavior measure that correlates significantly with reading scores is the number of books in the home. An analysis of a national data set of nearly 100,000 United States school children found that access to printed materials—and not poverty—is the "critical variable affecting reading acquisition." (6)

**Children in Poverty are the Most at Risk and the Hardest to Reach**

- The rate of children growing up with low literacy skills is a national problem. Over one million children drop out of school each year, costing the nation over $240 billion in lost earnings, forgone tax revenues, and expenditures for social services. (7)
- 35.6 million Americans—40% of them children—are currently living below the poverty line. (8) Children from low income families are less likely to attend pre-kindergarten programs, more likely to have trouble with their schoolwork and more likely to repeat grades in school. (9)
- **Children from low-income families enter school at a disadvantage.** On average low-income children have far fewer literacy and language experiences at home than their classmates. Low-income children are 35% more likely than children from middle income families and 50% more likely than children from high-income families to be seven years old or older and still in the first grade. (10)
- The gap between children from low and high-income families on reading comprehension scores is over 40 points. Children from low-income families, on average, score 27 points below the mean reading level score for all students. Students from wealthy families score 15 points above the average. (11)

**Footnotes**


Activity Two:
Literacy Awareness: Dear Reader

Have everyone read a letter on illiteracy, such as the letter on the following page from a "scarcely literate woman" in Jonathon Kozol's Illiterate America. Engage Leaders in a discussion about the letter and have them write their own letters in response, considering their own education and illiteracy in their community.

Discussion questions:

- What is the writer saying in this letter?
- The writer says she has a spelling problem. What other problems do you see?
- How do you think the writer was able to graduate from high school without being able to spell? How was she able to graduate as a surgical technician. What does this say about the writer and her attitude? What does it say about society?
- Describe the fears and concerns the writer has for herself and for her child.
Dear Reader

A few nights ago I happen to chuch the last 10 min of your show. And I think you were talking about people like me. You keep talking about reading AND writing. Well I have a spelling problem. I say spelling because when you try to fine help in spelling you don’t fine it in a writing class.

Since grade school my teacher would say you need to leard to spell. AND yet they never been able to teach me. So they’ll say maybe youwld learn next year. I took English and writing classes and they don’t teach you anything.

So as the years gone by the more one has to hide once problem as you mention. As one try to fine ways to improve.

When I finish hight school I thought I wasn’t gooa enife fo colledge. But I didn’t want to be a nobody—They say education is the way to anything. So I went to college AND found there were quite a lot of other people like me. But getting through college wasent easle. Some time you have to repeat a class. I repeated classes 3 times be for giving upon making it.

You hear people say no you cant take this because you don’t make the grades. You never make it. But I keep trying because I want to be a better person. Im not ready to settle down to a factory job. I have hight intrest. I know I can do the job—but the spelling trows a lot of problem.

I’m 33 now and finly have made a go. But the walls are up agent. And this time I don’t think I can go around them. What I’m I to do. I still have some engeny left. But running out. Im afraad to run out—I don’t know if I can settle for noting.

What’s the problem—I finly graduated as a surgical Tech. I can do the job well I know what Im doing. But If I have to put anything down on papper Im lost. I repeated my medical term 3 times because of spelling. And work very hard to make it through my testes. Now Im agraduate it is best that one take ther certification test. Im afraad to take it and would prefer not too. The chances of getting this job would be to take this test. But not for me. It cost$200 to take it on top of other things. One still can get a job with out it but very slim now days. Even thought times are hard they still ask to take it.

I feel its just another way to block us out. We belive in ourself we try to improve there mist teaching—we suffer not putg money after money in to try to improve ourself. But that’s all we do is spend what little we have in hope for a dream.

People like us belong in a factory or cleang or table jobs. But Im not happy with these job. Sure there perfet one don’t have to prove introlet. But its not for me—I finly found some thing after two other major. But the walls are up.…. The school has a spelling class that I would like to take. But the timeng hasn’t been right at the moment. Im not sure this class will teach me what I need.…. The teaching system is importion—I came to you as a child—you fail me I come as an adult—you still fail me I bring my child to you—For I can not teach than I ask please do not do to them what you have done to me—we are crying teach me I have some thing to offer but first I need to leard.
Activity Three:
Literacy Awareness: It's All Greek to Me!

Instruct Leaders to translate "Gloopy and Blit" or a piece of writing from another language. Looking at foreign words or symbols gives one a hint of what it is like to be illiterate. This activity should lead to a discussion in which Leaders voice their frustration, confusion, and realizations.

Gloopy and Blit

Gloopy is a borp.
Blit is a lof.
Gloopy klums like Blit.
Gloopy and Blit are floms.

Ril had poved Blit to a jonfy.
But he had not poved Gloopy.
"The jonfy is for lofs,"
Blit bofd to Gloopy.
"You are a borp."

Gloopy was not klorpy.
Then Blit was not klorpy.

Point out that the story offers readers clues, and this is how some people fool everyone into thinking they are highly literate. Those who cannot read at all, however, fail to recognize the clues.

Cryptograms, a type of puzzle that can often be found in the daily newspaper, are another fabulous exercise for decoding seemingly nonsensical codes.
Activity Four:  
**Literacy Awareness: In Another Person's Shoes**

Brainstorm to create a list of some of the things Leaders would not be able to do if they were illiterate. For example:

- Order off the menu at a restaurant
- Read a map for directions
- Read warning labels on toxic products
- Follow recipes for cooking or baking
- Read notes from friends

Once Leaders have had a thoughtful discussion about everyday life as an illiterate person, have them write a story or an informational pamphlet to share illiteracy issues with others.

**REFLECTION:**

After each activity, select a few of the following reflection suggestions for Leaders to complete. Allow time for discussion.

**WRITING:**

- Respond to some of the following questions in your journal:
  - How did you learn to read?
  - If you knew someone was hiding a reading problem, how would you help?
  - What was your reaction to the statistics shared by your peers? Were you surprised by those related to your community? How do those regarding income, welfare, and crime fit your community?
  - Did you have a difficult time reading the letter from "a scarcely literate woman"?
  - Do you know people like the "scarcely literate woman"? Do you think someone you know might be hiding a literacy problem?
  - What kinds of things would an illiterate person have trouble doing?
  - How can a person with reading problems decipher language? What kinds of clues exist?
  - How did it feel to look at foreign words/symbols? What was your first thought?
  - Do you think you are a good reader? What about your peers?
  - How can you improve your own reading and make yourself a lifelong learner?

- Write an informative newspaper article on how you think you
learned to read. Outline the steps you took.

READING:
- Check out a book, article, or website about literacy issues or organizations that combat illiteracy.
- Research the methods that people use to learn how to read.

TELLING:
- Give a three-minute speech about someone you know who struggles with reading and writing.
- Take "Gloopy and Blit" home and let a relative or friend give it a try. Mention the discussion from class.
- Share your literacy statistics with another group to which you belong. Observe their reactions.
- Invite a local literacy organization to make a presentation to the group.

DOING:
- Volunteer to work with a literacy organization on a project.
- Do a survey of your neighbors to find out how often they read and what type of reading material they prefer.
- Perform a skit demonstrating how everyday tasks would be different if you were illiterate.
PART II:

TAKING ACTION
UNIT 5: Tutoring Strategies

Objective: Become familiar with the way children learn to read and the importance of using positive feedback and encouragement to foster a passion for reading.

Before students begin exploring tutoring it is often helpful to spend some time examining some basic ideas about “how children learn to read”

13 Core Understandings About Learning To Read
Building a Knowledge Base in Reading by Jane Braunger and Jan Patricia Lewis

1. Reading is a construction of meaning from written text. It is an active, cognitive, and affective process.

2. Background knowledge and prior experience are critical to the reading process.

3. Social interaction is essential to learning to read.

4. Reading and writing develop together.

5. Reading involves complex thinking.

6. Environments rich in literacy experiences, resources, and models facilitate reading development.

7. Engagement in the reading task is key in successfully learning to read.

8. Children’s understandings of print are not the same as adults understandings.

9. Children develop phonemic awareness and knowledge of phonics through a variety of literacy opportunities, models, and demonstrations.

10. Children learn successful reading strategies in the context of real reading.

11. Children learn best when teachers [and tutors] employ a variety of strategies to model and demonstrate reading knowledge, strategy, and skills.

12. Children need the opportunity to read, read, read.

13. Monitoring the development of reading processes is vital to student success.
There are a number of methods used for tutoring children, and the best method depends on the individual child. This unit covers various strategies that are easy for Leaders to learn and fun for both Leaders and Readers to use. The Reader Session should follow a simple format every time:

I. **Opening**: Greet your Readers in a friendly way, talk about school, family, life...make a connection with them!

II. **Select**: Help your Readers select an appropriate piece of children's literature or explain why you chose the book

III. **Reading**: Whether the Leader or Reader is reading, be sure to use a variety of reading strategies and ask questions.

IV. **Activity**: Leader and Readers work together on a literacy activity that is both fun and focused on what they read.

V. **Closing**: Discuss with your Readers what they did well and what they want to work on next time.

The following tutoring strategies will aid the Leaders in guiding their Readers through the reading and activities sections. Some activities are designed for initial tutor training, while others can be used throughout the year. Choose those that best suit your Leaders at any given time.

**OPENING ACTIVITY: I'm Having a Party**

Act out a party scene: 1 person plays the host and waits for the guests to arrive. The guests, meanwhile, each receive (or come up with) a character to play at the party. They must remain in character throughout the party scene, thereby allowing the host to figure out each character. Characters can range from the obvious to the bizarre. Examples are:

- Barbie
- Jekyll and Hyde
- Batman
- Cheerleader with laryngitis
- Mary's lost lamb
- Senile fairy godmother
- President

- Superman
- Elvis Presley
- Angry mobster
- Valley girl
- Hippie
- Santa Claus
- Opera singer
INITIAL LEADER TRAINING
At your first training session, it is important to cover the logistics of the cross-age tutoring program.

**EXPECTATIONS**

1. *What can Leaders expect when they begin tutoring?*
   - Who will determine the Readers they will tutor?
   - Where will the tutoring take place?
   - How will Leaders get to the tutoring site?
   - What is the attendance policy?
   - How long will tutoring sessions last?
   - How often will Leaders tutor?

2. *What will be expected of Leaders?*
   - Follow the Reader Session format (Opening, Selecting, Reading, Activity, Closing) each time (see the appendix for a Leader’s OSRAC guide)
   - Keep journals updated with various reflection pieces
   - Keep portfolios updated with required and optional materials
   - Be prepared for both the Leader Session and Reader Session
   - Behave appropriately and with a positive attitude
   - Act as positive role models for Readers
   - Demonstrate responsibility
   - Demonstrate commitment to the program

**TROUBLESHOOTING**

1. *Have Leaders develop a good rapport with Reader school personnel so that they can provide assistance throughout the year.*
   - Provide support with disciplinary issues
   - Help handle Readers’ intellectual and psychological development
   - Help assess reading levels
   - Provide materials and other resources for reading activities, special literacy events, celebrations, etc.
FEEDBACK

1. Leaders
   - Observations by facilitators
   - Self-Assessment (rubrics, reflections, questionnaires)
   - Reports from Reader teacher

2. Readers
   - How often should Leaders report Readers' progress to the Reader teacher?

3. Other Parties (i.e., parents, counselors, administrators)
   - Are Leaders expected to keep any other parties informed of their Readers' progress?
Consider using the following guidelines developed by the Institute for Global Education and Service Learning.

**National Literacy Corps Guidelines**

**Introduction of Leaders**
1. The Literacy Corps facilitator must escort the Leaders to the elementary school/preschool/Head Start and introduce them to everyone (principal, assistant principal, main office personnel, cooperating teachers) with whom they will come in contact.
2. Classroom policies should be clearly outlined for the Leaders. Give Leaders clear instructions on where tutoring will occur and what recourse to use should problems arise.
3. Leaders have been informed of the need for confidentiality regarding the Reader's academic issues.

**Attendance Procedure**
1. A sign-in procedure, identification, security clearance, and a record of attendance must be established. The Literacy Corps facilitator delineates policies concerning attendance at Reader Sessions. Leaders should be required to make a phone call to the elementary school in the morning to notify the teacher/main office of an absence.
2. Literacy Corps facilitator collects attendance records from the elementary school and maintains a strict policy to ensure that tutors do not abuse their liberties.

**Elementary Teacher's Supervision**
1. Leaders have a tutoring plan prepared when they come to tutor and will not look to the elementary teacher for books or plans. However, the teacher may suggest strategies for meeting special needs of the Reader (letter/sounds, specially selected books, writing, spelling, etc.)
2. The elementary teacher must provide feedback on the Leader's performance to the Literacy Corps facilitator. Feedback is given through channels that both individuals are comfortable with (i.e. short checklists, brief phone conversations, visits to the elementary school, fax notes).
3. Encourage trust and friendship between the Leader and the Reader.
4. Should problems arise, the elementary teacher should intervene. Conferences with the Literacy Corps facilitator may be needed to address problems.
Consider giving Leaders the following questionnaire prior to their service. While you may set some of the criteria, the Leaders should set their own goals. Leaders may reassess and change their goals as needed.

### Pre-Service Questionnaire

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do I want to tutor?</td>
<td></td>
</tr>
<tr>
<td>How do I feel about working with young children?</td>
<td></td>
</tr>
<tr>
<td>3 things I hope to get out of this program are:</td>
<td></td>
</tr>
<tr>
<td>Why are these goals important to me? How will they help me?</td>
<td></td>
</tr>
<tr>
<td>What are the skills I hope to refine?</td>
<td></td>
</tr>
<tr>
<td>How do I feel about community service?</td>
<td></td>
</tr>
<tr>
<td>In 10 years I see myself.....</td>
<td></td>
</tr>
</tbody>
</table>

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Tutoring Tips

1. Arrive on time and ready to go!
2. Know and follow any rules at the Reader's school.
3. Introduce yourself to your Reader. Learn his/her name quickly.
4. Be friendly to your Reader.
5. Be a responsible role model for your Reader.
6. Choose a book that is appropriate for your Reader.
7. Give your Reader your undivided attention during your entire session.
8. Be positive and encouraging with your comments.
9. Help your Reader feel comfortable and relaxed while reading.
10. Understand your Reader's strengths and limitations.
11. Help your Reader, but do not do the work for him/her.
12. Be patient, even if your Reader struggles.
13. Don't let your Reader struggle to the point of frustration.
14. Let your Reader know it's okay to make mistakes.
15. Do not hesitate to ask for help if you need it.
16. Set goals with your Readers.
17. Help your Readers stay focused on the task.
18. When reading aloud, read loudly and clearly.
19. Ask questions about the pictures.
20. Ask questions about the plot.
21. Relate the story to your Readers' experiences.

The above tutoring tips may be helpful to give to your Leaders. Above all, encourage friendship and trust between Leaders and Readers. That connection promotes positive growth for both Leaders and Readers.

The remainder of this unit is set up in a format that parallels the Reader Session format. The time spent on each section should vary according to the group's strengths and weaknesses. (see Appendix A for a reproducible Student Guide to the OSRAC format)
I. Opening

Greet Readers in a friendly way—talk about school, family, and life—make a connection with them!

It is important to get better acquainted with Readers, not just in the beginning of the program, but every time they meet.

<table>
<thead>
<tr>
<th></th>
<th>READER</th>
<th>LEADER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>My favorite color is</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I like to go</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>What I like best about myself is</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I wish</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>I'd like to have my picture taken with</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>I feel bad when</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>I am happiest when</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The title of the last book I read was</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>I'd like to know</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>What gets me into trouble most is</td>
<td></td>
</tr>
</tbody>
</table>

How many of your answers are the same?
II. Selecting

Help Readers select an appropriate piece of children's literature or explain why you have chosen a specific book to share with them.

Picking the right children's literature for Readers is very challenging at first. The more time you spend with your Readers, the easier it will be to figure out their reading level and choose the literature that is most appropriate for them.

Selection of Literature Type

Reading children's literature is the most effective way to become familiar with the range of books that exist. Go to the library and collect a variety of children's books. Group them into specific categories: pattern books, repetitive books, books that rhyme. This background information will help to choose the type that is best suited for particular Readers in the future.

Selection of Reading Levels

How can Leaders tell if books are easy, medium or hard for their Readers?

Criteria:

- How long and complicated are the sentences? The more complex the sentence construction, the more difficult the book.
- How difficult is the vocabulary? If the Reader is stuck on more than five words per page, the book is too hard.
- How involved is the plot? If the story is complex rather than simple, the book is not very easy.
- Still unsure? Ask the Reader's teacher for assistance in selecting books from the appropriate level of difficulty.
The chart below can also help identify the reading level of a children's book. When selecting books to read with a Reader or that the Reader will read to the Leader, refer to this chart. If the book is too difficult select a book from the level before.

<table>
<thead>
<tr>
<th>K</th>
<th>One word (labeling)</th>
<th>Familiar object cued by picture.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One phrase or sentence per page</td>
<td>Sentence pattern repeats. One word changes per page.</td>
</tr>
<tr>
<td></td>
<td>1 or 2 sentences per page</td>
<td>Pattern repeats with 1 or 2 changes per page. First sight words (25-40).</td>
</tr>
<tr>
<td>1</td>
<td>1-3 sentences per page</td>
<td>Less pattern support. Basic sight words (30-60). Blends.</td>
</tr>
<tr>
<td></td>
<td>1-3 sentences per page</td>
<td>Little or no pattern support. Sight words (50-100) &amp; rhyming / word families.</td>
</tr>
<tr>
<td></td>
<td>3-6 sentences per page</td>
<td>Longer stories. Large type. Pictures still tell story. Compound words, endings.</td>
</tr>
<tr>
<td>2</td>
<td>Print smaller</td>
<td>Pictures part of every page. Regular 3-syllable words.</td>
</tr>
<tr>
<td></td>
<td>1st chapter books / difficult picture books</td>
<td>Pictures every so often. Harder 3-syllable words from everyday speech.</td>
</tr>
<tr>
<td>3</td>
<td>Easy chapter books</td>
<td>Few or no pictures. Some words not familiar from everyday speech.</td>
</tr>
<tr>
<td>4</td>
<td>Longer chapter books</td>
<td>Few or no pictures. Increased challenge in vocabulary, syntax, and concepts.</td>
</tr>
</tbody>
</table>

**Important Note - When the Leader is reading they should select a book above the level the Reader can read on his own. The Reader will enjoy the story and can develop comprehension at a higher level than he can read independently.**

Soon Leaders will feel confident choosing a book ahead of time. This will allow for plenty of practice and preparation during the Leader Sessions.
III. Reading

Whether the Leader or Reader is reading, be sure to use a variety of reading strategies and ask questions.

The bulk of the Reader Session should be spent reading. This section only deals with the basic skills of using meaning, structure, and visual cues to enhance the reading experience. However, even a Leader who has a perfect tutoring strategy can be boring after too long. For this reason, the entire next unit is devoted to making reading more interesting. Please consult suggestions and activities in that unit routinely.

Pre-Reading Questions

Before reading any book, Leaders should ask their Readers questions based on the cover:
- What is the title?
- Who is the author?
- Who is the illustrator?
- What do you think the story will be about?

Reading Aloud

As a rule of thumb, observe the following sequence:
- First, read TO the Reader
- Then read WITH the Reader
- Then let the Reader read ALONE

As Leaders become more comfortable with the reading levels of their Readers, they can make smart choices about when those Readers are ready to start reading alone. They must be patient and let the Readers signal when they are ready to read independently.

Reading aloud well is a skill that requires practice and patience to develop. Spend plenty of time in Leader Sessions practicing diction and volume. Suggested activities include:
- Read a children's story aloud in front of the group for peer evaluation
- Record yourself reading on a tape and play it back for self-evaluation

Keeping the Readers Interested

It is often tough to keep Readers engaged during a long Reader Session. The following tips may help your Leaders keep their Readers focused on and interested in the story.
**Tips for Reading Aloud**

- Read with inflection. Use your goofiest voice, your deepest voice, your squeakiest voice.
- Count the words on each page that start with the letter "A."
- Have the Readers touch their noses or snap their fingers every time they hear you read the character’s name.
- Make sound effects to accompany the story (i.e. knocking, growling).
- Use different voices for each of the different character’s dialogue.
- Have the Reader imitate actions in the story.
  - If you were a frog, how would you swim?
  - Show me how you would brush your fur if you were a fox.
- Find any words on the page that rhyme.

**Reading Strategies**

There are many things Leaders can say besides "Sound it out" when their Readers are stuck on a new word. Teach them to use the following strategies for reading new or difficult words.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reread</td>
<td>Go back and read the word again.</td>
</tr>
<tr>
<td>Sound</td>
<td>Sound out part of the word.</td>
</tr>
<tr>
<td>Look</td>
<td>Look at the pictures.</td>
</tr>
<tr>
<td>Rhyme</td>
<td>Think of a word that rhymes.</td>
</tr>
<tr>
<td>Cover</td>
<td>Cover part of the word to make a smaller word.</td>
</tr>
<tr>
<td>Stop</td>
<td>Stop if the word doesn’t make sense.</td>
</tr>
<tr>
<td>Skip</td>
<td>Skip the word and come back to it later.</td>
</tr>
</tbody>
</table>
Asking the Right Questions

It is very important to ask Readers questions on every page of the story to make sure they are following the action and understanding the plot.

Ask questions about the pictures:
- Who is that?
- What are they doing?
- What do you think is going to happen?

Ask questions about the story/plot:
- What just happened
- Why did they do that?
- Why did that happen?
- Do you like to do that?
- Did that ever happen to you?

Ask questions about the setting:
- Where does this story happen? How do you know?
- What kind of place is it? What is it like there?

Praise your Readers for every correct answer. If your Readers answer incorrectly, never make fun or say “that’s wrong.” Try to give a hint or ask another question that might elicit the same answer. If Leaders do not know the answers, they should be honest and tell Readers they need to ask the teacher.

Role Play

Role play can often help Leaders improve their Reader Sessions over time. Vary the roles and the situations and allow them to practice possible outcomes in a safe environment. Role play engages emotions and gets the kinesthetic part of Leaders involved so that the lesson can be recalled more easily later. Possible situations you may want to have Leaders role play are:
- Reader does not know what he/she is supposed to be doing
- Leader sees a lot of bruises on the Reader
- Reader is really struggling with the selected literature
- Reader is not able to pronounce certain sounds correctly
- Leader is feeling sick during the Reader Session
- Reader is feeling sick during the Reader Session
- Reader seems to be “reading” the selected literature from memory
- Reader is acting up during the Reader Session
- Reader is being very rude and irritable
Consider giving each Leader a role from this Reading Group Roles activity. Ask them to pair up and perform skits for the group. They may want to switch partners a couple of times so that the group can see how an Irritated Leader would act with a Curious Reader, with a Hyperactive Reader, or with a Dream Reader.

### Reading Group Roles

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURIOUS READER</td>
<td>This child has a question about every word and picture on the page. He/She continues to interrupt the flow of the story.</td>
</tr>
<tr>
<td>HYPERACTIVE READER</td>
<td>This child has a hard time staying focused and seated. He/She distracts all others in the group during reading time.</td>
</tr>
<tr>
<td>DREAM READER</td>
<td>This child is hanging on every word that is read. He/She answers questions creatively and shows evidence of comprehension.</td>
</tr>
<tr>
<td>IRRITATED LEADER</td>
<td>This Leader had a terrible morning and is taking out frustration on Readers in the form of criticism and an angry voice.</td>
</tr>
<tr>
<td>BORING LEADER</td>
<td>This Leader reads in a monotone voice that can put even the most energetic Reader to sleep.</td>
</tr>
<tr>
<td>MODEL LEADER</td>
<td>This Leader engages the Reader throughout the entire story. He/She asks stimulating questions and gives the Readers lots of encouragement.</td>
</tr>
</tbody>
</table>
IV. Activity

Leaders and Readers work together on a literacy activity that is both fun and focused on what they read.

NOTE: Unit 6 deals specifically with post-reading activities. Regardless of the activity Leaders choose, they should help Readers make meaning of the literature by asking comprehension questions. The following is a list of questions that are general enough to be adapted to almost any piece of children's literature.

Post-Reading Questions

- Read 2 sentences from the story. Which sentence has more words?
- What letter is at the beginning of your name? Can you find that letter 3 times in the story?
- What is a period? Can you find 4 periods in the story?
- What is a question mark? Can you find 2 question marks in the story?
- A person who writes stories is called an author. Who is the author of this story? Is the author a man or a woman?
- What does the author do to make this story interesting?
- Drawings in a book are called illustrations. Which illustration is your favorite?
- Pick an illustration and describe what the character is thinking.
- Pick an illustration in the story and explain what is happening.
- Where does the story take place? How can you tell?
- When does the story take place? What season is it? How can you tell?
- If this were a story you had written, what would you title it? Tell me why.
- What is your favorite part of the story? Tell me why.
- How does the story begin? How does the story end?
- Tell me 3 things that happen in the story, in the order in which they occur.
- Is there any part of the story that reminds you of something that happened to you?
- Describe 3 ways you are like the main character from the story.
- Tell me 3 things you learned about the main character in the story.
- Who is your favorite character in the story? Give me 3 reasons.
- If you could be any character in the story, who would you be? Tell me why.
- If the main character of the story had 3 wishes, what do you think those 3 wishes would be?
- Do you think other people would like this book? Tell me why.
V. Closing
Discuss with your Readers what they did well and what they want to work on next time.

There are several things Leaders can do for a closing with their Readers. They may want to reflect with their Readers on the following topics:

- My favorite activity that we do together is...
- Something that I would like to do with you in the future is...
- I like it most when you...
- The most helpful thing you did for me today was...
- The thing you did best today was...
- The thing we should work on next week is...
- My favorite thing we have read so far was...

Leaders can also discuss with their Readers what activity they will do or what goal they plan to achieve the next time they meet.

Reading Log
Encourage Leaders to keep a record of all the children's literature their Readers have read. This will be important to share with the Readers’ teachers and parents. It will also help the Readers keep track of what they have read and encourage them to add to that growing list.

<table>
<thead>
<tr>
<th>DATE</th>
<th>WHAT DID YOU READ?</th>
<th>LEADER’S NAME</th>
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Project Sustainability

There are several things that Leaders can do to ensure their Readers read at home, both during the program and after the program has ended. The more involved the Reader's family is, the more likely it is for Readers to become lifelong learners and passionate readers.

- **Bag-A-Book** - The Bag-A-Book is a way of ensuring that the Reader reads quality literature at home on a regular basis. Readers can "check out" books and put them in a designated Bag to take home. A log is kept inside the Bag for family members to record books they read with the Reader. Watching the list grow is a source of satisfaction for everyone. The Leader must encourage the Reader to take care of the books and to return them promptly.

- **Public Library** - Encourage your Readers to get library cards. The public library is a fantastic resource for the Reader's entire family. This is a more viable option if the Leaders do not have access to children's literature for the Bag Book.

- **Parent Post Card** - The Post Card is a tool for communication between the Leader and the Reader's family. On the Post Card should be positive remarks about the Reader, suggested reading and writing activities, Literacy Corps announcements, drawings and photographs. Have Readers deliver this Post Card to their parents or drop it in the mail.

"Give me a lever long enough, and a fulcrum strong enough, and single-handed I can move the world."
Archimedes
REFLECTION:
After each activity, select a few of the following reflection suggestions for Leaders to complete. Allow time for discussion.

WRITING:
- Respond to some of the following questions in your journal:
  - How has your opinion about learning how to read changed?
  - What part of the Reader Session do you most enjoy? Why?
  - What type of Leader do you consider yourself to be?
  - What tutoring strategies would be useful that are not included?
  - How does tutoring make you feel about yourself?
  - What part of the Reader Session do you think your Readers like most?
- Write a brief biography about one of your Readers

READING:
- Check out a book, article, or website about tutoring.
- Further research one aspect of tutoring (i.e. phonics, reading comprehension, word games).

TELLING:
- Present the tutoring strategies you have learned in the form of a thirty-second television commercial or radio advertisement.

DOING:
- Make a tutoring video, modelling all of the tutoring strategies you found helpful.
- Review tutoring strategies in the form of a game show.
Objective: Gain exposure to a number of activities in order to design and engineer personalized tutoring sessions.

One of the most important aspects of a tutoring session is reading comprehension. Because children learn in different ways, thus unit provides Leaders with various reading activities designed to stimulate the brain and enhance comprehension. Play and brain-based activities are essential parts of the learning process, and the following activities embrace this ideology in order to help both Leaders and Readers find the learning style that suits them best.

OPENING ACTIVITY: Improv Games
Improvisation is a fun-filled blast of creativity that warms up bodies and brains. Similar to role playing, which is a major part of this unit and the next, improv games allow Leaders to explore emotions and possibilities while thinking on their feet (always a valuable skill when working with young children!). Try some of the following activities with your group. You might find some hidden talents!

- **Molding:** Have Leaders stand together. Yell out different words, one at a time, and instruct everyone to strike a pose that reflects each word in a somewhat abstract manner. Examples are blue, metal, cold, spring, time, etc.

- **Alphabet Soup:** Give 2 to 3 Leaders a conversation topic for a scene and a letter with which to begin. The person who starts must begin his/her sentence with the letter, and the next person must begin his/her sentence with the next letter. The scene continues like this until all letters have been used, even "x" and "z"! Example: The topic is an upcoming dance, and the letter is "k."

  Person 1: "Know who you're taking to the dance?"
  Person 2: "Lots of people come to mind, but I'm not sure."
  Person 1: "Maybe Melissa?"
  Person 2: "No. What do you think about Robin?"
  Person 1: "Oh, I was planning on asking her."
  Person 2: "Precisely." (Continue until reaching "k" again.)
MAIN ACTIVITIES:
A variety of group activities are provided to develop a repertoire of good reading activities for each Leader to use in Reader Sessions.

Activity One:
Reading Activities: Words and Images

Pictures are an important part of learning to read because they give clues and make reading more interesting. A simple game to enhance the connection between pictures and words is to make two sets of matching cards: one set with pictures of items and the other set with the names of the items. Spread them out on the table and have the child match the images with the words. For even more fun, play a game of Concentration!

Have Leaders make their own cards starting with everyday images: hat, car, dog, cat, baby, shoe, bus, ring, etc. They should start at the easiest level. Depending on the reading level of their Readers, the can begin increasing the difficulty of the cards. To make this a more meaningful activity, have the Leaders choose books that they want to use in their next Reader Session and instruct them to make cards that go along with the more difficult vocabulary words from the books.

Activity Two:
Reading Activities: Weaving Webs

This activity is a great way to show new readers the ways in which words are related. Going back to the discussion about community in Unit 3, write the word “community” on the board and ask the students to think about different types of communities. Begin making a web with these words, connecting them all to community. Move on to characteristics of communities, roles of community members, roles communities can play, etc. Try other words such as literature, leadership, school, etc.

When Leaders use Weaving Webs in their Reader Sessions, they can focus on new words that their Readers found in the reading for the day. With Weaving Webs, Readers can expand their vocabulary and improve their reading comprehension.
Activity Three:
Reading Activities: Word Families

Multi-syllabic words that are difficult for new readers have root words that can help children read more easily. Identifying root words allows new readers to connect small, already known words to big, seemingly confusing words. This activity shows Leaders how to help their Readers identify root words and make word families.

Have students work in pairs or small groups to look through picture books and pick out words that might be hard for their Readers. They should identify roots in longer words, write them on cards, and put words with the same roots into word families.

- Act: Acting, Actor, Action
- Local: Locally, Location, Locator, Locate
- Celebrate: Celebrating, Celebration, Celebratory, Celebrity
- Compete: Competition, Competitor, Competitive

During a Reader Session, Readers and Leaders can do Word Families for the story or poem they read. This will help the Readers with words they found difficult when reading. Readers can go back to those pages reread the words to show what they

Activity Four:
Reading Activities: Chain Story

This activity provides good writing practice, which is an essential part of literacy. Leaders should work in pairs or small groups to write new stories by taking turns writing sentences. Either suggest a topic or just let them write. When writing a chain story with their Readers, Leaders should let their Readers begin the story and treat it as a sequel to the children's literature read during the session. Remember: 2 brains are better than 1!

Activity Five:
Reading Activities: To Whom It May Concern

Have Leaders write letters to various people such as their Readers, the Readers' teachers, favorite authors, fictional characters. Instruct them to mention the relationship between literacy and community, reading and leadership, etc. This will prepare them to help their Readers write letters to authors, illustrators, and characters in response to the children's literature that they read in their sessions.
Activity Six: 
Reading Activities: Menus and Movie Posters

New readers do not have to rely on books alone to learn to read. Everyday items such as signs, posters and menus are helpful reading material, also. Leaders can practice this activity with books they are currently reading. They can choose to do a menu or movie poster based on a book or poem. Below are questions to consider.

Menus:
- What food does/would the main character eat?
- Are any of the characters unhealthy, super healthy, ill, overweight, trying to gain weight, especially fond of desserts or something particular, vegetarian, etc.?
- What is the main character’s culture? Is he/she Jewish, Muslim, African American, Southern, Latino, Italian, Cajun/Creole, Indian, Asian, Tribal, etc?
- Can you find a restaurant name that reflects the book in some way?

Movie Poster:
- What is the plot?
- What is the lesson or moral of the story?
- Who are the main players?
- Is it an adventure, a love story, a drama, a comedy, etc.?
- Who would you cast as the stars?
- What is the setting?

Leaders can then help their Readers make menus or movie posters for their books, etc. 

---

**The Gray Wolf**
Pigs in a Blanket
Eggs with Bacon or Sausage
Ham and Cheese Omelet
BLT & Pork Rinds
Tavern Ham Sandwich & Chips
Canadian Bacon Pizza
Honey Baked Ham
Pork Chops & Potatoes
Roasted Hog’s Head & Salad
Special: Pickled Pig’s Feet

---

**THE THREE LITTLE PIGS**

A suspenseful story of street smarts and tail-curling action!

Starring Jason Alexander, Roseanne Arnold, Danny DeVito

And Jack Nicholson as the Wolf

Starts Friday at all theatres!
# Activity Seven: Reading Activities: Story Board

There are simple questions that can be asked after any story being read to check for basic comprehension. One way to keep the post reading questions fresh is to create a Story Board - while it can be used several weeks in a row, focusing on 2 or 3 of the topics each week will help the Leader gauge the comprehension ability of the Reader.

Create this simple post reading activity with a manila folder and the Story Board headers below:

- Illustrate the setting. (time and place)
- Find a cause-effect relationship in the story.
- Find 2 fact and 2 opinion statements from the story.
- Main Idea - The story is mostly about...
- Summary - The best summary of this story is...
- Identify a feeling or emotion from the story and the event that caused it (Illustrate the feeling or emotion)
- Create an original sentence with an unfamiliar vocabulary word
- Name 3 events from the story in order (sequenced)

Allow enough space under each header so that after reading a story the Leader or Reader choose the 3 areas to focus on for that session.

** This is a great tool to make for parents to use after sharing a story with the Reader at home!
REFLECTION:
After each activity, select a few of the following reflection suggestions for Leaders to complete. Allow time for discussion.

WRITING:
- Respond to some of the following questions in your journal:
  - What was your favorite reading activity? Why?
  - What do you think Readers will enjoy most?
  - What are some activities you used when you were learning to read?
  - Why do you think play is such an important part of learning?
  - Why does the Literacy Corps use reading activities that stimulate creative impulses in children? Does creativity matter?
  - What are your thoughts on the Lead and Read game? What do you like or dislike? How would you make it better?

- Look at your menu or movie poster and use it to write a film or restaurant review.

READING:
- Check out a book, article, or website about the relationship between play/creativity and learning development.

- Do some research and find other fun reading activities to add to your collection.

TELLING:
- Give a three-minute persuasive speech on why play and creativity are essential to the learning process.
- Set up a debate with your fellow Leaders. Topic: Play and Creativity in Learning.
- Acting as a news anchor in front of the class, announce the opening of a new restaurant or the showing of a new film based on your menu or movie poster. Be descriptive and entice your audience!

DOING:
- Make a collage with your words and images, word families, webs, letters, menus, and movie posters.
- Practice some of the reading activities with your sibling, cousin, or neighbor. Take notes on their responses and share them with other Leaders.
- Design your own post-reading activity with feedback from teachers, Readers, and fellow Leaders.

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UNIT 7: Making Reading Interesting

Objective: Learn creative techniques to make reading children's literature more enjoyable.

A good Reader Session is more than just getting through the story and the activity. Children are easily distracted because of their curiosity and it takes a lot of creativity keep them focused. Leaders need to rely on various techniques that will engage Readers and make the Reader Session a pleasure for everyone involved. This unit describes techniques that are easy to learn and fun to use.

OPENING ACTIVITY: Vocal Exercises

The following tongue twisters will prepare Leaders for reading aloud with confidence and using different voices. They also teach diction and volume control. Instruct Leaders to breathe deeply, punch consonants, and consider character voices. They can read any of the following tongue twisters using different volumes, tempos, or character voices.

Suggestions: Audible whisper, inside voices, outdoor voices, high speed, slow motion, cheerleader, funeral guest, cowboy, football coach, valley girl, robot, child, grandparent, British royalty, mob boss, French artist, etc.

- Betty's brother, Billy, blew bubbles badly.
- Craig crocodile crawled 'cross crooked crawling creepies.
- Dimpled David dawdled during dinner.
- Freddie's friend Fran fries frogs.
- Gorgeous Gloria got good grades gladly.
- Hungry Harry happily had hamburgers.
- Lucky Louie liked licking lollipops lazily.
- My mama makes marvelous meatballs.
- Peter Piper picked a peck of pickled peppers.
- Sleepy Slick slipped on a slimy, slippery sled.
- Sneaky Snoopy snatched snowman's snazzy sneakers.
- Veronica visited very vicious volcanoes.
- Yippy yanked young Yolanda's yucky yellow yoyo.
- Zany Zelda zapped Zeke's zebra.
MAIN ACTIVITIES:
A variety of group activities are provided to develop and refine skills for reading aloud.

Activity One:
Reading Aloud: Voice Play

There are certain tips to remember when reading aloud. Leaders should speak in a loud, clear voice and use inflection. Voice Play focuses on varying speech for different characters and applying emotion to reading. The vocal exercises above are a good introduction to voice play, but Leaders need practical application in order to fully prepare for Reader Sessions. After each of the main activities, Leaders should work in pairs to practice their new techniques while reading children's literature.

Gather poems, articles, and brief excerpts of other works for everyone to read aloud. Write different characters on strips of paper and put them in a bowl or hat. Refer to the suggestions listed in the opening activity. Have Leaders come up one at a time to pick a character out of the hat, pick reading material from the pile, and read to the class in the appropriate voice. They may practice in pairs ahead of time if needed. This activity generates lots of laughter!

Activity Two:
Reading Aloud: Sound Play

Sound effects are a simple way to draw Readers into the world of literature and make reading more enjoyable. Bring in a box full of different objects (instruments, rocks, a box of paperclips, a paper towel roll, vial of sand, a bottle of water, keys, paper, zippers, aluminum, foil, etc.). Put Leaders into pairs or small groups and give each group a few items from the box. Their job is to read a children's book and find a way to use the objects to create pertinent sound effects. For example, a paper towel role can be used to blow wind through while reading The Three Little Pigs. After they have practiced, they can perform for the entire group.
**Activity Three:**  
**Reading Aloud: Movement Play**

Speaking is not the only way to tell a story. Sometimes actions are louder than words. This activity stresses the importance of body language and movement when reading aloud.

- Write the names of well-known fairy tales and fables onto strips of paper and put them in a bowl or hat.
- Put Leaders in groups and have each group pick a tale from the hat.
- The group's job is to use pantomime to convey the story to the audience. No talking or mouthing the words!
- When finished, see if the other groups can guess the tale. If so, the performers did a good job telling the story with their bodies and will delight their Readers.

**Activity Four:**  
**Reading Aloud: Playing with Feelings and Emotions**

This is another great exercise to help your Leaders practice expressing emotion while reading aloud.

- Create a deck of Feeling/Emotion Cards. (See sample cards below)
- Have Leaders all pick one card from that deck.
- Every Leader should say the same sentence (i.e. "These pretzels are making me thirsty") in a voice indicating their specific feeling/emotion.
- The rest of the group has to guess which feeling/emotion is being used.

**Sample Cards:**

<table>
<thead>
<tr>
<th>Hopeful</th>
<th>Ecstatic</th>
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<tbody>
<tr>
<td>Shy</td>
<td>Exhausted</td>
</tr>
<tr>
<td>Sneaky</td>
<td>Suspicious</td>
</tr>
<tr>
<td>Disgusted</td>
<td>Sad</td>
</tr>
<tr>
<td>Surprised</td>
<td>Nervous</td>
</tr>
<tr>
<td>Flirtatious</td>
<td>Angry</td>
</tr>
<tr>
<td>Happy</td>
<td>Tired</td>
</tr>
</tbody>
</table>
Activity Five:
Reading Aloud: 20 Questions

While Voice Play, Sound Play, and Movement Play may keep a Reader's attention, they do
not ensure reading comprehension. Understanding a story is more than just enjoying the
reading. Pre-reading, reading, and post-reading questions are necessary. Unit 6 covers
post-reading questions in greater detail. This activity helps Leaders figure out what kind
of pre-reading and reading questions to ask their Readers.

Give Leaders children's books to read. Have them, on their own, make a list of pre-
reading and reading questions that they would ask their Reader. Then have them switch
books with someone else and make another list of questions. At the end, Leaders who
used the same books should get together and compare their questions.

Tips on Questions:
- Pre-Reading Questions are based on the cover:
  - Predictions about the characters
  - Predictions about the story
  - Open-ended questions about illustrative details on the cover
- Reading Questions are asked on every page:
  - Questions about the plot and setting
  - Questions about the text
  - Questions about the illustrations
  - Predictions about the next page
  - Predictions about the ending
  - Questions that relate the story to real life
- Post-Reading Questions are based on the entire work:
  - Open-ended questions about plot comprehension and sequence
  - Open-ended opinion questions
  - Questions about author/illustrator

Activity Five:
Reading Aloud: Story Hour

When Leaders have practiced each technique and feel more confident about their ability
to read aloud, have them read a children's picture book in front of the group, using all of
the techniques. In order to provide feedback, make a checklist for the other Leaders to
mark for each person. The checklist can include diction; volume; tempo; voice play; sound
play; movement work; emotion; pre-reading, reading, and post-reading questions; etc.
In addition to having the group rate each Leader's performance, Leaders may wish to fill out a self-assessment questionnaire like the following example.

### Reading Aloud Survey

**My Performance:** (1 - lowest, 4 - highest)

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<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Did I use a clear voice?</td>
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<tr>
<td>Did I use funny voices or different voices for each character?</td>
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<tr>
<td>Did I read with emotion?</td>
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<tr>
<td>Did I point out the illustrations?</td>
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<tr>
<td>Did I ask the child any questions about the story?</td>
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**My Confidence:** (1 - lowest, 4 - highest)

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<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Do I feel confident about reading aloud?</td>
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<tr>
<td>Am I scared or nervous about reading aloud?</td>
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<tr>
<td>Do I like reading?</td>
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<tr>
<td>Do I practice on my own?</td>
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<tr>
<td>How important is reading to me?</td>
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<td>How often do I read for pleasure?</td>
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<td>Once per month</td>
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</tr>
<tr>
<td>Less than once per month</td>
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REFLECTION:
After each activity, select a few of the following reflection suggestions for Leaders to complete. Allow time for discussion.

WRITING:
- Respond to some of the following questions in your journal:
  - How has your ability to read aloud changed due to this unit?
  - What kind of effect did this unit have on your confidence?
  - What are some other ways you can make reading more enjoyable?
  - Which technique do you do best? Which one is the hardest for you?
- Make a list of effective pre-reading, reading, and post-reading questions that you can use with your Readers.
- Write a new version of a fairy tale from a different character's perspective (i.e. the witch retells "Hansel and Gretel" or the stepmother retells "Cinderella").
- Rewrite a short children's story with cues for sounds and gestures.

READING:
- Further research reading techniques and ways in which you can make your Reader Sessions pleasurable.
- Look through your textbooks to see what kind of questions are listed in each chapter or unit. How do they help you understand what you read?

TELLING:
- Give a three-minute speech about how the techniques in this unit raised your confidence about reading and speaking in front of people.

DOING:
- Play charades with your family or friends using the movement play you learned in this unit.
- Get some friends together to perform a skit for younger kids or audition for a play. Use the techniques you learned in this unit.
PART III:
GETTING CREATIVE
UNIT 8: Poetry

Objective: Be able to incorporate poetry into Lead and Read sessions and create original poems.

The ability to put thoughts onto paper and share ideas is a meaningful part of literacy and leadership. Poetry is a positive outlet for overwhelming emotions. This unit, along with Units 9 and 10, provide Leaders with a way to refine their skills and share their special talents through a product that benefits Readers and Leaders. Once they become comfortable with poetry, Leaders should be encouraged to incorporate poems into their Reader Sessions, whether it is famous children's poetry (e.g. Dr. Seuss, Shel Silverstein, Eloise Greenfield) or poems that they have written. Listening to and reading material that includes rhyme, rhythm, and repetition helps children master the sounds and structures of their language. Furthermore, the Readers' ability to make rhymes and play with words is one of the most reliable indicators of how well they are getting control of the language.

OPENING ACTIVITY: Preposterous Poetry

Like the tongue twisters in Unit 7, these short poems, meant for vocalizations, can be used for ongoing reading aloud practice. These short poems are a fun way to warm up the voice and get those creative juices flowing!

- **Betty Botter:** Betty Botter bought some butter
  But she said this butter's bitter
  If I put it in my batter
  It will make my batter bitter
  So she bought some better butter
  Better than the bitter butter
  And she put it in her batter
  And it made her batter better.

- **Pink Pug Puppy:** If you saw a pink pug puppy
  Playing ping pong with a pig
  Or a great gray goose
  A-golfing with a goat
  Would you think it half as funny
  As a big, brown Belgian bunny
  Blowing bubbles with a bishop in a boat?
MAIN ACTIVITIES:
A variety of group activities are provided to enrich poetry comprehension and interpretation and promote the creation of original poems. These simple exercises provide Leaders with a smooth transition from reading silly children's poetry to writing their own.

Activity One: 📀
Understanding Poetry: Wacky Words

Provide Leaders with examples of silly children's poetry such as those by Shel Silverstein or Dr. Seuss. Encourage them to focus on an image related to the poem, illustrate it, and share it with their Reader.

Activity Two: 📀
Understanding Poetry: Poetry Forms

This activity lets Leaders work with some of the shortest forms of poetry: Acrostic, ABC, and Haiku. Have Leaders write at least one of each and share them with the group.

- Acrostic: When put together, the first letter in each line form a word. Names are good for this type of poem.
  Rainbows
  Encourage
  All
  Day
- ABC: Beginning with any letter of the alphabet and continuing to the next, this form has 1 word per line.
  Animals
  Bring
  Creative
  Dancing
- Haiku: This is an unrhymed form with a total of 17 syllables (5,7,5).
  The moon glows softly
  Through sister's bedroom window
  I long to touch it
Activity Three: Understanding Poetry: Song Lyrics

Music is an ideal way to help young people enjoy poetry. Comparing rap and song lyrics to literature shows Leaders how they can use poetry to express themselves. Gather song lyrics that interest Leaders and let them read over the lyrics silently. Play the music or ask a talented Leader to sing or rap. Let Leaders compare the work of different musicians/composers. Encourage them to write their own short song or rap based on a common fairy tale such as "Little Red Riding Hood" or "The Billy Goats Gruff." If needed, suggest a simple tune such as "Twinkle, Twinkle Little Star" or "Yankee Doodle."

Activity Four: Understanding Poetry: Poetry Pieces

This activity gives Leaders the opportunity to take classic poetry and put it into their own words. Such an approach makes confusing rhetoric and abstract ideas easier to understand, thereby allowing Leaders to relate the poetry to their own lives. Rephrasing is also the first step in writing one's own poetry.

Pick several well-known poems and divide them into stanzas on strips of paper, creating pieces of poems. Put Leaders in groups and assign each group a poem, giving each member a piece of the poem to put into their own words. Have Leaders read their pieces to their small groups, rewrite them on their own, and then piece them back together to create a new poem.

Activity Five: Creating Poetry: Found Poems

Found poems are a collection of lines taken from varied sources (e.g. newspapers, magazines, advertisements, labels, crossword puzzle clues, or junk mail) and reshaped as an original poem. For example:

<table>
<thead>
<tr>
<th>Original Source:</th>
<th>Found Poem:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEST TASTE</td>
<td>Consumed by Pepsi</td>
</tr>
<tr>
<td>If consumed by date on bottle</td>
<td>Consumed by Music</td>
</tr>
<tr>
<td>Drink Pepsi</td>
<td>Taste your music...</td>
</tr>
<tr>
<td>Collect Points</td>
<td>Bottle your taste</td>
</tr>
<tr>
<td>Choose Your Music</td>
<td></td>
</tr>
</tbody>
</table>

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Found Poems (continued)

Directions

1. Find interesting prose from various materials.
2. Select a section of the prose that looks workable. Highlight words or phrases that interest you.
3. On scratch paper, arrange the words you underlined. Rearrange them until you achieve the desired effect. Cut out words and change punctuation, but don't add any of your own words.
4. When making the final copy, arrange the words creatively.
   A. Try line breaks, splitting sentences between 2 or 3 lines instead of keeping them on the same line.
   B. Pay attention to rhythm; try reading your poem aloud.
   C. Experiment with the whole page, spacing out words or running them together.
   D. Put the words in any shape, keeping in mind the subject of the poem.
   E. Use different fonts, sizes, and colors if you wish.
5. When you are finished, find a title for your poem.
6. Either include the original words or document where you found them.

Activity Six: Creating Poetry: Whose Line is it?

Make a pile of cards with suggested topics for poems. Use the suggestion card to write a poem or song of at least 10 lines with an original title. The suggested topics are not required, but should help Leaders get started.

The following examples help focus Leaders on a specific setting, person or idea:

- At the checkout counter
- At the Laundromat
- At the barbershop
- In an elevator
- Waiting for a bus
- Sitting on the porch
- Courage
- Circles
- Hollywood
- The sun
- The moon
- Music
- Your grandmother
- Romeo and Juliet
REFLECTION:

After each activity, select a few of the following reflection suggestions for Leaders to complete. Allow time for discussion.

WRITING:
- Respond to some of the following questions in your journal:
  - To what new types of poetry were you exposed? Did you have any favorites?
  - When you did Poetry Pieces, did the idea of the poem change?
  - Which version did you prefer? Could you relate to it?
  - Compare and contrast different types of poetry (e.g. nursery rhymes, song lyrics, sonnets).
  - Who are your favorite poets? Why?

READING:
- Find five new examples of your favorite type of poetry.
- Further research one or two poets.

TELLING:
- Read some of your poetry aloud to the group.
- Share your poetry with friends and family.

DOING:
- Turn your poems into a compilation by arranging them in a handmade book. (See Unit 9 for book production suggestions.) Share it with your Reader.
- Add some artwork to your poetry.
UNIT 9: Fables

Objective: Be able to incorporate fables into Lead and Read sessions and create original fables.

Fables are a great form of children's literature that can be used to generate discussion of community values. Leaders can use their knowledge about fables to produce their own books focusing on morals and community values. These books can then be shared with Readers for feedback and further development.

OPENING ACTIVITY: Free-writing
Write for 5 minutes straight (without lifting your pen!) about 1 of the following topics:
- What was your favorite story as a child? Why did you like it so much?
- Describe a perfect day, from when you wake up until when you go to bed.
- Describe your ideal community.

MAIN ACTIVITIES:
A variety of group activities are provided to improve understandings of fables and promote the creation of original fables.

Activity One:
Understanding Fables: What’s the Moral?

Have Leaders read familiar fables and pick out the moral. This prompts great discussion of community values. Some fables you may wish to consider are:
- The Boy and the Nuts
- The Grasshopper and the Ants
- The Farmer and the Stork
- The Boy Who Cried Wolf
- The Turtle and the Hare
- The Wolf in Sheep’s Clothing

Most of the above fables were selected from Aesop’s Fables because they are very familiar. You can also encourage Leaders to find fables from other cultures on the internet or in the local library.

Have Leaders write the moral of the fable in one short sentence. For example, the moral of The Boy and the Nuts is “Don’t be greedy.”
Activity Two:
Creating Fables: Once Upon a Time...

This exercise will help Leaders get started on their own stories by providing them with the opening line. Have Leaders make up their own story beginnings or give them several choices from the following story starters:

- My best day ever started when...
- The biggest mistake I ever made was...
- Today was going fine until...
- I woke up to a loud noise and looked out the window to see...
- I felt something lumpy in my pocket and reached in to find...
- There was a strange smell coming from my locker and...
- This dog was barking at me and clearly wanted me to follow so I did and...
- My finger smelled like fruit punch so I licked it and...
- When I woke up this morning, everything was slanted so I...
- One morning I woke up, looked in the mirror, and couldn’t believe...
- At school, everybody was laughing at me when I walked down the hall because...
- Ever since I was struck by lightning I’ve been able to...

Activity Three:
Creating Fables: That’s Good—that’s Bad

Give Leaders a set amount of time to tell an original story. Each line should be tailored around a “That’s Good” or a “That’s Bad” response.

Provide them with an example, such as:

“I woke up this morning and went into the kitchen and saw a new box of my favorite cereal. (That’s Good!). When I opened the refrigerator I realized that the milk jug was empty. (That’s Bad!). I remembered that there was a store just a block away. (That’s Good!). When I got to the store, I realized I had forgotten my money. (That’s Bad!)....”

The group responds with “That’s Good” or “That’s Bad” in chorus. Make sure each Leader gets a turn as the storyteller.
Activity Four:
Creating Fables: Drafting Fables

Based on one of the morals discussed in Activity One, have Leaders write new fables. They may wish to incorporate characteristics from their own community or of their ideal community. However, no matter what setting they choose, the Readers should be able to understand the moral and somehow relate it to their own lives. Leaders may want to consider making the Reader the main character in the story.

Activity Five:
Creating Fables: Roll the Presses

There is more to books than just the story. The following suggestions should help Leaders develop an appreciation for the processes involved in writing, illustrating, printing, and binding books:

- Invite a local author to visit your group and discuss how a story is written, from the idea all the way through completion.
- Invite an artist or illustrator to visit your group and demonstrate different types of illustrations used in books.
- Visit a printer or book manufacturer and learn about all of the steps involved in producing a finished book (e.g. printing, collating, binding, and cutting).
- Have Leaders explore book lingo by finding definitions for the following terms: novel, fiction, non-fiction, author, illustrator, preface, table of contents, chapter, binding, jacket, copyright, publisher, bibliophile, trade book, manuscript, soft-bound, hard-bound, call number, folio, bibliography
Activity Six:
Creating Fables: Hot Off the Presses

Record fables or other original stories in a handmade book to share with your Readers, including illustrations, title page, page numbers, and an author bio.

- Materials. Books can be made out of just about any materials, including: folders, cardboard, cloth, construction paper, cardstock, or paper bags.
- Design. Consider all of your options. You may want to incorporate some of the following: things from nature, computer graphics, freestyle drawings, quotes, fonts of different sizes and styles, illustrations with different art materials (e.g. pencil, pen, markers, crayons, charcoal), different shapes, photographs, and food items.

Share your finished books with your Readers and see what they think!

REFLECTION:

After each activity, select a few of the following reflection suggestions for Leaders to complete. Allow time for discussion.

WRITING:
- Respond to some of the following questions in your journal:
  - What is your favorite fable?
  - What were some of the most common morals in the fables you read?
  - What was your reaction to the fables?
  - What challenges did you face when producing your own fable/story?
  - How did your Readers react to your finished book?
- Write a review of a fellow Leader's book.

READING:
- Find examples of fables from three other cultures.
- Read books from at least two fellow Leaders and offer feedback.

TELLING:
- Ask friends and family members what fables they have heard.
- Present your book to the group.

DOING:
- Act out your fable/story with your Readers.
UNIT 10: Game Design

Objective: Be able to design and engineer a new post-reading game to incorporate into Lead and Read sessions.

Play allows our brains to exercise flexibility and promotes good mental health. It allows for pretending and experimentation in a safe context. Games promote socialization skills in the forms of listening skills, self-regulation, taking turns, and observing certain rules. Playing a game successfully often requires critical thinking and problem-solving skills. By designing a new post-reading game, Leaders will investigate Reader needs, research play and games, and plan and design an original game. As a result, the Readers will have another tool to make meaning of literature they are reading in a fun and exciting manner.

OPENING ACTIVITY: Child’s Play
In making games for children, it is helpful to remember what being a kid is all about. The following activities let Leaders be kids again:

- Hop on one leg or skip around the room for at least 1 minute
- Sing a children’s song with 3 other people
- Laugh out loud for 1 minute without stopping
- Play Patty-Cake with a partner

MAIN ACTIVITIES:
A variety of group activities are provided to improve understanding of play and games and to promote the creation of an original reading game.

Activity One:
Understanding Games: Take a Poll

Work with your Leaders to develop a list of things you like about games. Based on your discussion, develop a poll for your Readers. You may wish to consider some of the following questions:

- What is your favorite game?
- How many players do most games require?
- Does a game have to have a winner?
- What do you like most about your favorite games?

Consider polling family members, teachers, friends, or neighbors.
Activity Two:  
Understanding Games: Research and Fieldwork

Encourage Leaders to research play theory and games by checking out the following sources:

- Play theory and Childhood Development in the Psychology section at your local library
- Computer games and video games at a local arcade
- Board games in a local toy store

Have Leaders use their observations to start listing characteristics they would like the game to have. They should start thinking about size, shape, game rules, materials and objectives.

Activity Three:  
Creating a Game: Get it Together!

Once your Leaders have an idea what the game will be about, have them start to sketch a rough design of the reading game and outline all of the materials they will need to produce it. Encourage them to consider the following points:

- Does your game need a board?
- What makes your game fun?
- How many players are required?
- What are the game rules?
- Do you need any game pieces or question cards?
- What materials will you need?
- What age group is your game intended for?
- Is there a theme to your game?
- What is the name of your game?
- What is the object of the game?
- When does the game end?
- How can you use the game in your Reader Sessions?
- Will your game meet the needs of your Reader? Any Readers?
- Who might want to use your reading game?
- Can schools use your game? Community organizations? Businesses?

Work as a team to develop an action plan for how you will go about producing this game. Consider who will be responsible for specific duties.
**Comprehension Question Cards**

Use these cards as part of the game or on their own to check for understanding after reading a story. Use the last 2 cards to create original questions!

| Describe where the story takes place. | Which character do you wish were part of your family? Why? |
| Tell about the most exciting part of the story. | How could the story end differently? |
| Tell something you did not like about the story. | What did you think about the ending? |
| Describe the problem in the story. How was it solved? | What other books have you read that are like this one? |
| Would you like to live where the story takes place? Why or why not? | What questions do you have about the story? |
| What part of the story would you read to a friend? | What do you think might happen next? |
| What kind of stories do you like best? Why? | Who do you think was the most interesting character in the book? Why? |

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Activity Four:
Creating a Game: Game Day

When producing the finished game, encourage Leaders to ask for help from various sources. Local businesses or community organizations may have materials or money they can donate. Have them ask Readers and other children as well as teachers and community members for feedback. Take advantage of the skills and strengths of each Leader. Be creative and resourceful and you are guaranteed success!

REFLECTION:
After each activity, select a few of the following reflection suggestions for Leaders to complete. Allow time for discussion.

WRITING:
- Respond to some of the following questions in your journal:
  - How did Readers feel about games?
  - What were the most common things that kids liked about games?
  - How does your new game compare to other games being sold in stores today?
  - Will other people be interested in using your game to promote literacy and a love of reading?
- Write a newspaper, magazine, or TV advertisement for your new product.

READING:
- Further research one or two child psychologists.
- Scan newspapers and magazines for stories about popular games.

TELLING:
- Pretend you are a newscaster and report the release of your exciting new reading game and its effect on the community.
- Ask local community organizations or shelters if they have a need for your game.

DOING:
- Produce copies of your game for people in the community.
- Play your game with five children and compare your results with other Leaders.

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PART IV:
COMMUNITY PROJECT
UNIT 11: Service Project

Objective: Implement effective decision-making and problem-solving strategies to select a literacy service-learning project and engage in meaningful service for the class, school, or community.

Prior to initiating a service project, Leaders should review the community values and morals discussed in other units. Since the Leaders have been serving as literacy advocates throughout the duration of this program, the service-learning project should have an emphasis on literacy. They should work as a team to decide upon a project that meets a real community need. To become community experts they should spend some time assessing literacy needs, issues and statistics.

Leaders should try to involve their Readers in the project, whether by asking for their feedback or involving them in the actual service. Time and resources will determine the project. Some easy projects that both Leaders and Readers can participate in are special literacy events at the Reader school (i.e. book drive, read-a-thon, book swap, family reading fair), creating a tutoring guide for future Leaders, and creating a scrapbook to share with the community as a sort of advertisement.

OPENING ACTIVITY: Juggling Resources
This activity is designed to help Leaders work as a team to manipulate available resources in order to meet a specific goal. Remind them to think outside of the box!

- **Materials.** 2 balloons per Leader
- **Directions.** Form groups of 4-7 Leaders. Each Leader is to blow up two balloons. As a team, the Leaders must keep all of their balloons in the air for six minutes. Each time a balloon hits the ground, it is counted as a demerit, but the balloon must be picked up and tossed back into play. Each team is allowed only 3 demerits. However, if a group acquires 3 demerits, they may start the game over and play until the time is up.

Note to facilitators: Have Leaders discuss this activity and relate it to resource development. The quickest way to accumulate demerits is to try to juggle your own balloons independently. It is only when the team works together, whether it is by tying multiple balloons together or by locking arms in a pinwheel formation to form a net, that they can reach the desired outcome.
MAIN ACTIVITIES:
The following activities are designed to guide Leaders through a literacy project, from conception to completion.

Activity One:

Literacy Project: Resource Pyramid

Have Leaders develop a group directory of resources that will be helpful in any literacy project. Consider giving them the following outline:

Things I'm good at that other Leaders do not know:
- Writing letters
- Tying knots
- Telling jokes

Possible partnerships with community organizations:
- Book Club
- YMCA/YWCA
- Homeless Shelter
- Community Theatre

Possible partnerships with local institutions:
- Library
- Art Museum
- JFK Elem. School
- Nursing Home
- Parks Commission

Suggest that Leaders who have difficulty finding community organizations or institutions consult the yellow pages and the internet. If they are still having difficulty, they may consult friends, family members, and neighbors. Some community organizations have their own resource lists and can direct Leaders to organizations and institutions that focus on similar issues.

Once all Leaders have completed their individual resource pyramids, have the entire group work together and compile them into a classroom directory. If they do not already have them, encourage Leaders to identify a contact person at those organizations and institutions who may prove helpful over the course of the service-learning project.
Activity Two:
Literacy Project: Investigate!

Leaders should review the data from Unit 4, conduct some research, and then use the following methods to generate a list of at least 10 literacy project ideas.

Walkabout Review observations from your community walkabout in Unit 3. What were the needs and assets?

Media Search Scan the newspapers, listen to the radio and watch the TV news for stories about literacy in your community. Record all of your observations. Keep in mind the different definitions of community.
   * How do illiteracy rates in our nation compare with those in other nations?
   * Have there been any recent changes in funding for reading programs within your school district?
   * Does your community provide adequate literacy resources for all of its children?

Guest Speakers Invite your new contacts from different community organizations and institutions to come speak to your group for a few minutes. Find out what they consider to be the vital literacy-related issues in your community.

Field Trip Go to one of the community organizations or institutions that your group identified for a site visit. See what kind of literacy programs or supplies they offer. What is their approach for battling illiteracy?

Interview Interview people in the community to find out what they want or need in relation to literacy.

Interview Tips
1. Prepare questions that cover all of the information you need.
2. Be able to explain the purpose of your visit or phone call.
3. Introduce yourself politely.
4. Speak clearly when asking questions. If you do not understand a person's answer, ask for an explanation.
5. Record your information on a tape recorder or in a notebook.
6. Ask if the person you are interviewing has any other information about literacy in your community. Do they have contacts you may not have identified?
7. Be sure to thank the person you interviewed.
Activity Three:
Literacy Project: Picking a Project

After completing Activity Two, Leaders should have a list of potential literacy project ideas. Create a group list of the top areas of interest from the first choice of every Leader. Their individual interests may range from organizing a book drive for a local elementary school, to recording books for the blind, to establishing a library in a local homeless shelter. However, the group should build consensus and decide upon 1 or 2 projects on which to focus. Allow Leaders to discuss their individual choices and make sure everyone in the group understands them.

- List the top projects on chart paper.
- Rank the projects according to their value in the battle against illiteracy in your journal (5=most valuable, 1=least valuable).
- On 5 small post-it notes, record the numbers 1-5. Stick each post-it on the chart next to a project idea.
- When all post-its have been placed, add up the total for each need. Those with the highest totals are the ones your group feels are most important.

Facilitator's Note: You may also want to have Leaders use this same exercise to assess the feasibility of their top projects. They should consider what resources they will tap, the sustainability of their project, and the timeline.

Activity Four:
Literacy Project: On a Mission

A mission statement gives your group a clear picture of its desired outcome. It helps to guide Leaders toward achieving goals and objectives. Once they have decided upon a literacy project, the mission statement will keep your Leaders focused and give purpose to your actions.

A group mission statement may look something like this:

Our group will work together to create change by (statement of action) which will (result) and help individuals to (how individuals will benefit).

Post the mission statement where all Leaders can see it. Have all Leaders record a copy of the mission statement in their journals.
Activity Five:
Literacy Project: Creating the Action Plan

Creating a plan of action may be as important a part of the service-learning experience as the activity involved. Through action planning, the Leaders learn how to prepare to meet the need, to perform the service required, and to reassess the situation for follow-up action. Doing an action plan is different from the previous research done about the project as it leads the Leaders to become actively engaged.

Sample Action Plan

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Person Responsible</th>
<th>Materials Needed</th>
<th>Contact Person</th>
<th>Start Date</th>
<th>Completion Date</th>
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Activity Six:
Literacy Project: Getting Things Done

The following are suggestions for Leaders to keep in mind throughout the service project.

Thinking Positively Often, service projects can seem overwhelming. It is important to get in the right frame of mind by addressing your concerns and fears before going out to perform the service. Break into groups to discuss your fears. Try to come up with positive responses to each of the following frequent fears:

1. We are too young.
2. We will not be taken seriously.
3. It will be too hard.
4. We won't know what to do.
5. The problem is too big for us to make a difference.
Spread the Word Contact the media (television, radio, and newspapers) with press releases to let the community know what the group is doing. Design local news bulletins, newsletters, web pages, etc., to let the larger community know what your group is planning to do. Invite local officials to your work site or event. Have a community day or an open house and invite community members and the media to come and see, learn about and help with your project. Enlist the aid of people who have contacts in the public relations or marketing sector to help you launch your project or celebrate its completion.

Documentation Anything that documents your project can be used to create a portfolio or display about your literacy project: newspaper clippings, photographs, video tapes, audio tapes, plans and written records (letters of recognition, signatures from agencies and sponsors).

REFLECTION:
After each activity, select a few of the following reflection suggestions for Leaders to complete. Allow time for discussion.

WRITING:
- Respond to some of the following questions in your journal:
  - What was your personal contribution to the project?
  - What problems did you experience? How did you overcome them?
  - Do you think you can make a "real" difference?
  - How will you continue to serve your community?
- Write a note for future literacy project participants. Include resources, frustrations, and suggestions for improvement.

READING:
- Read about different service-learning projects across the nation.

TELLING:
- Prepare a speech to share your experience with your Readers and others.

DOING:
- Videotape your project for future Leaders to use.
- Create a photo essay to give to a local museum.
UNIT 12: Project Closure

Objective: Reflect on and celebrate the group's efforts to enhance the unity and commitment of all partners in the service-learning experience.

FINAL REFLECTION

❖ PLANNING AND PREPARATION PHASE

Before you began tutoring, what were your expectations for your Readers?
Before working with your Readers, what fears, objections, or concerns did you have about being a Leader in the National Literacy Corps?
What problems did you face at the beginning of the program? How did you deal with these problems?
How did you get prepared to work with your Readers?

❖ PROJECT PHASE

Once the program started, what were the major problems that you encountered as a Leader?
What were some of your favorite activities to include in Reader Sessions?
Did you work on special projects that you are proud of? Explain what you did and why you are proud of your accomplishment.
What changes in your Readers did you notice over the course of the program?

❖ OUTCOMES

How can you use your experiences as a Leader in your personal life in the future?
What were the most important, positive outcomes for you? For your Readers?
Were there any negative outcomes for you or your Readers? If so, what were they?
Would you like to continue to tutor for children in the future?
If you could do the program over again, what three changes would you make?
LEADER RECOGNITION
It is important to celebrate the efforts of Leaders over the course of the entire program, not just after they have completed their project. After all, their scheduled tutoring sessions are certainly meeting a community need.

- Recognize Leaders publicly, either with community bulletin boards, articles in the local newspaper, or at an award ceremony
- Ask Readers to make thank-you cards for their Leaders
- Make certificates for your Leaders to acknowledge their effort

PLANNING A CELEBRATION
Celebration is important to the closure of the service-learning project. It is the act of completion, finalization of the project, shouting to the world “we are finished!”

Celebration is an acknowledgment of an accomplishment—a job well done. A celebration can include outside guests or political figures, a party or event, or doing a service for others. It can be a luncheon, a book signing, a pep rally, or a field trip. It can include the Leaders as well as the recipients of the service, family members and local officials. The important thing is to match the celebration to the Leaders and the service.

SETTING UP A SERVICE FAIR DISPLAY
Invite other groups or classes who have done service projects to share their success by participating in a service fair. Prepare a display for the project(s) completed throughout the year. You may use the following guidelines:

1. Prepare a three-panel poster board display that best demonstrates the project in action, and shows what the project was able to accomplish. Use whatever materials are needed to document the service: photos, letters of support, newspaper clippings, reports, etc. The total display should be no larger than 4’ by 3’.
2. Prepare a handout that explains the project.
3. Act as ambassadors for the project and be ready to explain what was done, how it was done, and why. Mingle with other service learners.
PART V:

ASSESSMENT & EVALUATION
LEADER ASSESSMENT

Assessment is an important part of monitoring student progress towards achieving program goals. A good way of doing this is through continuous assessment and review. This process should be frequent and involve the Leaders themselves, encourage them to participate in self-evaluation of their own strengths and areas in need of improvement. Documentation of these evaluations should be included in the Leaders' portfolios so they are able to see their growth throughout the year.

Leaders can be assessed by the facilitator and themselves, using the Leader Rubric (for assess Read & Lead sessions), the Evaluating Student Mastery of Competencies (to assess overall program goals), and the Reflection Rubric (to assess individual reflection tasks). All provided three of those tools are included in this manual! Similar evaluative tools should be used to assess oral presentations and products derived from reflection sessions. These evaluation tools can be developed by the facilitator or the class.

PROJECT EVALUATION

It is also important to assess the success of the project through evaluations by the Leaders, facilitator(s), recipients of the service, and members of the community involved in the project. One good tool is the Evaluating the Project form provided in this manual. Allow individuals to develop additional surveys specific to their project to aid in the evaluation process within the community.
LEADER RUBRIC

Leader: _______________________

Reader: _______________________

Date: _______________________

Evaluated by: Self Teacher Other: _______________________
(circle one)

Directions: Please circle **one** numbered description per category that most accurately describes the leader’s performance during the Lead and Read session.

<table>
<thead>
<tr>
<th>Leader Traits</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>I behaved like a leader by doing <strong>all</strong> of the following: using positive language, having a good attitude, respecting others, and arriving on time.</td>
<td>I behaved like a leader by doing <strong>three</strong> of the following: using positive language, having a good attitude, respecting others, and arriving on time.</td>
<td>I behaved like a leader by doing <strong>two</strong> of the following: using positive language, having a good attitude, respecting others, and arriving on time.</td>
<td>I did none of the following: use positive language, have a good attitude, respect others, and arrive on time.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<th>2</th>
<th>1</th>
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<tr>
<td>I greeted my reader by name and asked <strong>three</strong> personal connection questions.</td>
<td>I greeted my reader by name and asked them <strong>two</strong> personal connection questions.</td>
<td>I greeted my reader by name and asked them <strong>one</strong> personal connection question.</td>
<td>I did not greet the reader.</td>
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</table>

<table>
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<th>Pre-Reading Questions</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>I asked my reader at least <strong>three</strong> pre-reading questions.</td>
<td>I asked my reader at least <strong>two</strong> pre-reading questions.</td>
<td>I asked my reader only <strong>one</strong> pre-reading question.</td>
<td>I did not ask my reader any pre-reading questions.</td>
<td></td>
</tr>
<tr>
<td>Reading Questions</td>
<td>I talked about the pictures and asked at least three questions during the story.</td>
<td>I talked about the pictures and asked at least two questions during the story.</td>
<td>I did not talk about the pictures and I only asked one question during the story.</td>
<td>I did not talk about the pictures, and I did not ask any questions during the story.</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Reading Techniques</td>
<td>I used all three of the following to make the story interesting: voice play, sound effects, movement.</td>
<td>I used two of the following to make the story interesting: voice play, sound effects, movement.</td>
<td>I used one of the following to make the story interesting: voice play, sound effects, movement.</td>
<td>I only used my regular reading voice.</td>
</tr>
<tr>
<td>Post-Reading Questions</td>
<td>I asked my reader at least three post-reading questions.</td>
<td>I asked my reader two post-reading questions.</td>
<td>I asked my reader only one post-reading question.</td>
<td>I did not ask my reader any post-reading questions.</td>
</tr>
<tr>
<td>Activity</td>
<td>I had an activity planned for my Lead and Read session and brought all necessary materials.</td>
<td>I had an activity planned for my Lead and Read session, but I did not have some of the materials.</td>
<td>I sort of had an idea for the activity, but I did not bring materials.</td>
<td>I had no idea what the activity was going to be, and I had no materials with me.</td>
</tr>
<tr>
<td>Reflection</td>
<td>My reader and I reflected by doing all of the following: discussing the story, discussing the activity, planning our next session.</td>
<td>My reader and I reflected by doing two of the following: discussing the story, discussing the activity, planning our next session.</td>
<td>My reader and I reflected by doing one of the following: discussing the story, discussing the activity, planning our next session.</td>
<td>My reader and I did not reflect on our session.</td>
</tr>
</tbody>
</table>

Comments:
# Evaluating Student Mastery of Competencies

<table>
<thead>
<tr>
<th>Student Name</th>
<th>School Name</th>
<th>Date</th>
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<tbody>
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</table>

**Evaluated by:** Self Facilitator

## Prove It!

<table>
<thead>
<tr>
<th>COMPETENCY/OBJECTIVE</th>
<th>EVIDENCE OF MASTERY</th>
<th>NEVER</th>
<th>2</th>
<th>3</th>
<th>ALWAYS</th>
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</thead>
<tbody>
<tr>
<td>Actively participates</td>
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<tr>
<td>Accepts ideas of others</td>
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<td>Listens actively</td>
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<tr>
<td>Follows ground rules</td>
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<tr>
<td>Effectively assumes a variety of group roles</td>
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</tbody>
</table>

**OVERALL ABILITY**

## Communicate It!

<table>
<thead>
<tr>
<th>COMPETENCY/OBJECTIVE</th>
<th>EVIDENCE OF MASTERY</th>
<th>NEVER</th>
<th>2</th>
<th>3</th>
<th>ALWAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively communicates with Readers' teachers</td>
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</tr>
<tr>
<td>Actively communicates with Readers' parents</td>
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<tr>
<td>Compiles specific information about local resources</td>
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<tr>
<td>Acts as a Leader inside the classroom</td>
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<tr>
<td>Acts as a Leader outside of the classroom</td>
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</table>

**OVERALL ABILITY**

## Spark It!

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<thead>
<tr>
<th>COMPETENCY/OBJECTIVE</th>
<th>EVIDENCE OF MASTERY</th>
<th>NEVER</th>
<th>2</th>
<th>3</th>
<th>ALWAYS</th>
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</thead>
<tbody>
<tr>
<td>Reads with emotion</td>
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<tr>
<td>Incorporates gestures into reading</td>
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<tr>
<td>Incorporates sound effects into reading</td>
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<tr>
<td>Uses a variety of voices while reading</td>
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<tr>
<td>Asks questions while reading</td>
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</tbody>
</table>

**OVERALL ABILITY**
<table>
<thead>
<tr>
<th><strong>COMPETENCY/ OBJECTIVE</strong></th>
<th><strong>EVIDENCE OF MASTERY</strong></th>
<th><strong>NEVER</strong></th>
<th><strong>2</strong></th>
<th><strong>3</strong></th>
<th><strong>ALWAYS</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Engineer It!</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Regularly greets Readers</td>
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<td></td>
<td>Reads a piece of children's literature with Readers</td>
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<td></td>
<td>Carries out a reading activity with Readers</td>
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<td></td>
<td>Closes Reader Session with some form of reflection</td>
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<td></td>
<td>Prepares for upcoming Reader Sessions</td>
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<td></td>
<td><strong>OVERALL ABILITY</strong></td>
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<tr>
<td><strong>Reflect On It!</strong></td>
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<tr>
<td></td>
<td>Evaluates Reader Sessions for improvement</td>
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<td></td>
<td>Reflects routinely in the Leader journal</td>
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<td></td>
<td>Uses a variety of reflection forms</td>
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<tr>
<td></td>
<td><strong>OVERALL ABILITY</strong></td>
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</tbody>
</table>
Reflection Rubric

Name: ___________________________ Date: ____________
Evaluates by: ___Teacher ___Self ___Peer ___Other _________
Reflection activity being evaluated: ________________________

<table>
<thead>
<tr>
<th>Reflection Goal</th>
<th>3 Exemplary</th>
<th>2 Some Evidence</th>
<th>1 Little Evidence</th>
<th>0 No Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Development</strong></td>
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<tr>
<td>What you learned about yourself.</td>
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<tr>
<td>What impressed you while participating in this project.</td>
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<tr>
<td><strong>Connecting to Others</strong></td>
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<tr>
<td>What you learned about others, those you provided the service with and for.</td>
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<tr>
<td><strong>Citizenship Development</strong></td>
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<tr>
<td>What you learned about your community, and your responsibility to do something about community problems.</td>
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<tr>
<td><strong>Understanding</strong></td>
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<tr>
<td>The skills, knowledge, and concepts you learned, or gain a better understanding of, through the service.</td>
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<tr>
<td><strong>Application</strong></td>
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<tr>
<td>How you can use what you’ve learned from this service to other areas.</td>
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</tbody>
</table>

Comments: ____________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
_____________________________________________________________________
Evaluating the Project

School: ___________  Project: ___________
Evaluated by: ________Student __________Facilitator ________Other (_____________)

<table>
<thead>
<tr>
<th></th>
<th>NOT AT ALL</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>TO A HIGH DEGREE</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT PARTICIPATION</strong></td>
<td></td>
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<tr>
<td>Students were involved in the selection of the project.</td>
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<tr>
<td>Students were involved in designing the project.</td>
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<tr>
<td>Students were involved in implementing and carrying out the project.</td>
<td></td>
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<tr>
<td><strong>RELEVANCE OF PROJECT</strong></td>
<td></td>
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<tr>
<td>The project met a &quot;real&quot; community need.</td>
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<td>The project offered opportunities for students to demonstrate active participation in the community.</td>
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<td>Elements were built into the project to sustain the efforts that have been made.</td>
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<tr>
<td><strong>COMMUNITY INVOLVEMENT</strong></td>
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<tr>
<td>Partners from the community were involved in one or more stages of the project.</td>
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<tr>
<td>Community members had opportunities to assess the impact of the project.</td>
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<td></td>
</tr>
</tbody>
</table>
Appendices

Appendix A: Read & Lead Student Guide 113
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Read & Lead
Student Guide

Tools and Tips for a Great Cross-Age Tutoring Session

Leader: _______________________
Class/School: _______________________
Reader: _______________________

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An Ideal **Read & Lead** Literacy Corps Session

- **Opening**
  - Greet the Reader, chat a little, "What's up, What's new" etc.

- **Selecting**
  - The Reader chooses a book that is new and isn't too hard OR the leader explains why he chose the book they are about to read.

- **Reading**
  - The Leader reads OR they read together OR the Reader reads the book and the Leader follows along.

- **Activity**
  - Some activity that involves the content of the story of the selected book and checks for comprehension or builds skills.

- **Closing**
  - End the session with a reflection on the work completed that day and explore options for later sessions.
Opening a Read & Lead Session...

Why have an opening activity?
It is important to get to know your Reader buddy, not just at the beginning of the program, but every time you meet! It also gives you an opportunity to make sure your reader’s brain is ready to learn!

Getting Acquainted Activities
1. Create a collage together. Use old magazines and cut out words and pictures that you and your reader like.
2. Write your name down the side of a piece of paper. Use each letter to write a word or sentence that describes you. Then help your Reader to create his/her own name poem.
3. Bring three objects that are really important to you. Explain their significance to your reader. Ask the Reader to bring three special objects to the next session.

Get to know you” prompts:
Compare your answers with your readers and have a short discussion...
  - My favorite color is...
  - I like to go...
  - I am happiest when...
  - The animal I feel most like today is...
  - I wish...
  - I’d like to meet...
  - I like books about...

Quick wake up your brain activities...
  * Do you know where your collarbone is? Just below your collarbone, there are arteries that bring blood to your brain. Massage this area to bring blood to your brain for better reading.
  * While walking in place, bring your knees up high while touching alternately with your hands. (Right hand to left knee, and left hand to right knee.) Walk in place for fifteen seconds.
  * Grab your left ear with your right hand and your nose with your left hand. Switch so your left hand is grabbing your right ear and your right hand has your nose. Do it fast five times!
  * Do some head rolls to relax for reading. Lean your head way back then roll your head to your right, all the way until your head is back where you started. After five rolls to your right, do five to the left.
Selecting A Book...

Help your Reader choose an appropriate piece of children's literature.

Picking the right children's literature for your Reader is very challenging at first. The more time you spend with your Reader, the easier it will be to figure out his/her reading level and choose the literature that is most appropriate.

Selection of Literature Type
Reading children's literature is the most effective way to become familiar with the range of books that exist. Go to the library and collect a variety of children's books. Group them into specific categories: pattern books, repetitive books, books that rhyme. This background information will help you to choose the type that is best suited for your particular Reader in the future.

Selection of Reading Levels
How can you tell if books are easy, medium or hard for your Reader?

Criteria:
- How long and complicated are the sentences? The more complex the sentence construction, the more difficult the book.
- How difficult is the vocabulary? If the Reader is stuck on more than five words per page, the book is too hard.
- How involved is the plot? If the story is complex rather than simple, the book is not very easy.
- Still unsure? Ask the Reader's teacher for assistance in selecting books from the appropriate level of difficulty.
Reading Tips for Leaders:

- Make sure your Buddy can see the pictures. Sit side by side with your Buddy and ask him or her to hold the book open in front of himself or herself for you to read.

- Read in a strong, smooth voice that will hold your Buddy's attention.

- Read loudly and clearly so that your Buddy can hear every word.

- Read with expression & enthusiasm.

- Change your voice when the character changes.

- Let your Buddy examine pictures as soon as you turn to them & before you read what is on the page.

- After you read a page, but before you turn to the next page, let your Buddy predict what will happen next.

- Let your Buddy turn the pages when he or she is ready.

- If your Buddy starts to tell you about something the story reminds him or her of, listen patiently and express interest. However, do not let your Buddy go on so long that you get off the track of the story you are reading. Gently return their attention to the book by pointing to a picture or asking a question about the book.

- Be smiling, cheerful & upbeat!

- If your Buddy becomes distracted, stop reading and wait for him or her to refocus his or her attention.

**IMPORTANT**: Before you read aloud to your Buddy, make sure that you are comfortable with the book and have read it to yourself.
Activities for Post-Reading...

Activity 1
"Movie Poster" Create an advertisement or a movie poster for the book. The "ad" can include a review of the book and recommendations to other readers. The ad should also address: The plot; the main characters; What type of story it is? Romance, action, comedy, etc.; What stars might be cast in the Movie version of the book.

Activity 2
"Flashcards" Keep track of words the Reader had difficulty with while reading the story. Write the problem words on separate 3x5 index cards. The Leader and Reader can work together to find the definitions of the words. Write the definitions on the back of the cards. Practice with the flash cards until the Reader has mastered the words. Save the flashcards to practice vocabulary.

Activity 3
"Name-Write" Choose a character's name from the story and write it out vertically. For every letter of the character's name, write an adjective that starts with the same letter that also describes that character. Example: JOE—Jolly, Open, Excellent.

Activity 4
Create a story "Word-Match" game. From the story just read, the Reader chooses a picture or word and recreates the picture on a 3x5 index card. The Leader can write the word that describes the picture on another index card. Practice matching the correct pictures and words on the index cards created.

Activity 5
"First letter words" The Reader or Leader chooses and writes a word from the story on a piece of paper. Then the Leader or Reader writes as many words the Reader can think of that start with the same letter as the chosen word in 30 seconds. An example: The Reader can call out the words as the Leader writes them, or the Reader can write the words him/herself.

Activity 6
"Name that Tune" The Reader and Leader work together to write a song about the story. Use the tune of a familiar song (Mary Had A Little Lamb) or create an original rap. Include characters, setting, plot, and other events.

Activity 7
"Make A Board Game" Use a folder to create a board game that focuses on reading comprehension. Create question cards with generic questions that can apply to any story.
Closing a Read & Lead Session...

Closing the reading session gives you a chance to reflect on:

- What the Reader learned
- What went well during the session
- What activities the Reader likes
- What you should plan for the next session

Here's an easy format for closing your session...

<table>
<thead>
<tr>
<th>What?</th>
<th>What did you actually, physically do during this session?</th>
</tr>
</thead>
<tbody>
<tr>
<td>So what?</td>
<td>So what did you think while you were doing it? How did you feel?</td>
</tr>
<tr>
<td>Now what?</td>
<td>Now what did you learn? What will you do differently in the next session?</td>
</tr>
</tbody>
</table>
# Read & Lead

## LESSON PLAN

**During my reading session I will...**

**Opening**
- Greet your reader in a friendly way
- Talk about school, family, etc.
- Make a connection
- Get to know one another

**Selecting**
- Help your reader choose an appropriate piece of children's literature.
- If you're unsure, ask the teacher for help

**Reading**
- Be sure to use a variety of reading strategies
- Ask questions
- Make reading fun!

**Activity**
- Work together with your Reader on an activity that is fun and focused on what they read

**Closing**
- Discuss with your Reader what they did well
- Talk about what they want to work on next time

Leader Name: ___________ Reader Name: ___________ Date: ________

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Appendix B: Suggested Reading for Readers

Animals
Hey Get Off Our Train - John Birmingham
Island Baby - Holly Keller
Nilo and the Tortoise - Ted Lewin
Washing the Willow Tree Loon - Jacqueline B. Martin
Ducks Disappearing - Phyllis Reynolds Naylor
I Met A Dinosaur - Jan Wahl

Community Safety
Smoky Nights - Eve Bunting
Why Did It Happen? Helping Children Cope With A Violent World - Janice Cohn
Oasis For Peace - Laurie Dolphin
Sami and the Time of Troubles - Florence Parry Heide and Judith Heide Gilliland
Just One Flick of Danger - Marybeth Lorbicki

The Elderly
Dancing with Dziadziu - Bartoletti, Susan Campbell
Sunshine Home - Eve Bunting
Abuelita's Heart - Amy Cordova
Papa Lucky's Shadow - Niki Daly
Wilfred Gordon McDonald Partridge - Mem Fox
The Old, Old Man and the Very Little Boy - Kristine L. Franklin
Gramma's Walk - Anna Hines Grossnickle
Grandpa's Song - Tony Johnston
Sunsets of Miss Olivia Wiggins - Lester Laminack
A Window of Time - Audrey O. Leighton
Chicken Sunday - Patricia Polacco
Mrs. Katz and Tush - Patricia Polacco
The Old Woman Who Named Things - Cynthia Rylant
Sachiko Means Happiness - Kimiko Sakai
Stranger in the Mirror - Allen Say
Somebody Loves You, Mr. Hatch - Eileen Spinelli

Environment
Someday a Tree - Eve Bunting
The Great Kapok Tree - Lynne Cherry
A River Ran Wild - Lynne Cherry
The Shaman's Apprentice - Lynne Cherry
Miss Rumphius - Barbara Cooney
The Boy on the Beach - Niki Daly
The Summer Sands - Sherry Garland
Brother Eagle, Sister Sky - A Message from Chief Seattle - Susan Jeffers
The Great Trash Bash - Loreen Leedy
Pearl Maskowitz's Last Stand - Arthur A. Levine
And Still the Turtle Watched - Sheila MacGill-Callahan
The Wartville Wizard - Don Madden
A House By the River - William Miller
The Wump World - Bill Peet
The People Who Hugged Trees - Deborah Lee Rose
Dear Children of the Earth - Schim Schimmel
The Gift of the Tree - Alvin Tresselt
Just a Dream - Chris Van Allsburg

Family
Jamela's Dress - Niki Daly
Miss Viola and Uncle Ed Lee - Alice Faye Duncan
Are You My Mother? - P.D. Eastman
The Patchwork Quilt - Valerie Flournoy
Tanya's Reunion (Sequel to above) - Valerie Flournoy
Miss Tizzy - Libba Moore Gray
Uncle Jed's Barbershop - Margaree King Mitchell

Gardening
The Chalk Box Kid - Clyde Robert Bulla
Jack's Garden - Henry Cole
City Green - DyAnne DiSalvo-Ryan
The Green Truck Garden Giveaway - A Neighborhood story and Almanac - Jacqueline B. Martin
Carlos and the Cornfield - Carlos y la Milpa de Maiz - Jay Romero Stevens
The Garden of Happiness - Erika Tamar

Hunger and Homelessness
Mr. Bow Tie - Karen Barbour
A Train to Somewhere - Eve Bunting
Fly Away Home - Eve Bunting
Sam and the Lucky Money - Karen Chinn
Uncle Willie and the Soup Kitchen - DyAnne DiSalvo
The Homeless Hibernating Bear - Kid's Livin' Life
I Can Hear the Sun - Patricio Polacco
The Can-Do Thanksgiving - Marion Hess Pomeranc
Home - A Collaboration of Thirty Thousand Distinguished Authors and Illustrators of Children's Books to Aid the Homelessness - Michael Rosen ed.
Food Fight - Poets Join the Fight Against Hunger with Poems to Favorite Foods - Michael Rosen ed.
Immigration
A Very Important Day - Maggie Rugg Herold
The Morning Chair - Barbara M. Joosse
The Whispering Cloth - A Refugee's Story - Pegi Deitz Shea

Literacy
The Wednesday Surprise - Eve Bunting
La Mariposa - Francisco Jimenez
Amber on the Mountain - Tony Johnston
Edward and the Pirates - David McPhail
Tomas and the Library Lady - Pat Mora
Thank You Mr. Falker - Patricia Polacco

Special Needs
Be Good to Eddie Lee - Virginia Fleming
The Storm - Marc Harshman
Ian's Walk - A Story about Autism - Laurie Lears
Rugby and Rosie - Nan Parson Rossiter
Talking to Angels - Esther Watson

Other Important Issues
Martin Luther King Jr. - David Adler
Eagle Song - Joseph Bruchac
Summer Wheels - Eve Bunting
Cat Up a Tree - Ann Hassett and John Hassett
Sweet Clara and the Freedom Quilt - Deborah Hopkinson
Nobody Owns the Sky: The Story of "Brave Bessie Coleman" - Reeve Lindberg
Pink and Say - Patricia Polacco
Tikvah Means Hope - Patricia Polacco
Top and Bottoms - Janet Stevens
Appendix C: Suggested Reading for Leaders

**Animals**
Come Back, Salmon: How a Group of Dedicated Kids Adopted Pigeon Creek and Brought It Back to Life - Caroline Arnold
Backyard Rescue - Hope Ryden
The Silent Spillbills - Tor Seidler

**Community Safety**
Just One Flick of the Finger - Marybeth Lorbiecki

**The Elderly**
The War with Grandpa - Robert Kimmel Smith
The Cay - Theodore Taylor
A Begonia for Miss Applebaum - Paul Zindel

**Environment**
Waterman's Boy - Susan Harpe

**Gardening**
Seedfolks - Paul Fleishman

**Hunger and Homelessness**
The Hundred Dresses - Eleanor Estes
The King of Dragons - Carol Fenner
Lives Turned Upside Down - Homeless children in their Own Words and Photographs - Jim Hubbard
Darnell Rock Reporting - Walter Dean Myers
Orphan Train Rider - Andrea Warren

**Immigration**
Stranger at the Window - Vivien Alcock
Tae's Sonata - Haemi Balgassi
Lupita Manana - Patricia Beatty
Children of the River - Linda Crew
The Clay Marble - Minfong Ho
Quilted Landscape - Conversations with Young Immigrants - Yale Strom

**Literacy**
Just Call Me Stupid - Tom Birdseye
Just Juice - Karen Hesse
All Joseph Wanted - Ruth Yaffe Radin

**Special Needs**
My Name is Brian - Jeanne Betancourt
Seeing Things My Way - Alden Carter
Crazy Lady - Jane Leslie Conly
The Alcorn People - Ron Jones

**Other Important Issues**
The Kid's Guide to Social Action: How to Solve the Social Problems You Choose - and Turn Creative Thinking into Positive Action - Barbara Lewis
Kids with Courage - Barbara Lewis
Number the Stars - Lois Lowry
### Appendix D: Language Development Process

<table>
<thead>
<tr>
<th>Years</th>
<th>Receptive</th>
<th>Expressive</th>
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</thead>
</table>
| 0-1   | - Responds to name, “no,” “bye”  
|       | - Understands 3-4 words (bottle, blanket, etc.) | - Babbling  
|       |       | - Imitation of sounds |
| 1-2   | - Expectation that objects have names  
|       | - Knows body parts; can follow directive  
|       | - Looks at things pointed out  
|       | - “No” has behavioral significance  
|       | - 120-275 words | - First words  
|       | | - One word sentences  
|       | | - Asks for simple need  
|       | | - 10-12 words |
| 2-3   | - Understands simple sentences  
|       | - Responds to commands  
|       | - Recognizes functions of objects  
|       | - 400-800 words | - Sort phrases  
|       | | - 2-3 words sentences  
|       | | - Names body parts, objects  
|       | | - Refers to self by name  
|       | | - Pronouns beginning  
|       | | - 200-400 words |
| 3-4   | - Can follow simple directions; can understand simple questions and plurals, pronouns, adjectives, prepositions  
|       | - Can group objects in simple categories: animals, toys  
|       | - Can identify objects, parts of objects, and use of objects in pictures | - Syntax resembles adult syntax  
|       | | - Can tell how objects is used  
|       | | - Voices physical needs: hunger, pain, etc.  
|       | | - 3-4 words sentences  
|       | | - 500-1,000 words |
| 4-5   | - Can follow two-stage command  
|       | - Understands sentences with dependent clauses  
|       | - Understands more complex questions  
|       | - Understands comparison (age 3-6)  
|       | - Concept of numbers  
|       | - 2,000 words | - Speaks in complete sentences  
|       | | - Can relate experience in sequence  
|       | | - Can refer to past events  
|       | | - Can answer who, what, where |
| 5-6   | - Unlimited vocabulary  
|       | - Can follow three-stage command  
|       | - Understands that an object has more than one quality  
|       | - Understands story sequence concepts: right/left, weight | - Sentences linguistically correct  
|       | | - Answers how and why  
|       | | - Can discuss: coin differences, animals, times of day, address |
Appendix E: Characteristics of Successful Readers

I. Attitude and Style:
- Willingness to take risks
- Ability to tolerate failure
- Independence, ability to be self-aware (self-monitoring)
- Ability to focus and concentrate
- Perseverance
- Flexibility

II. Awareness of Reading and Language conventions:
- Print has meaning
- Directionality
- Punctuation
- Multiple meanings
- Metalinguistics - what words do
- Distinction of words, letters
- Directionality of print and page
- Understanding of syntax

III. Other Cognitive Traits:
- Ability to predict and infer
- Ability to verify using context or word meaning
- Ability to revise in light of new information, be flexible
- Ability to analyze and generalize:
  - Important for word attack skills, (segmenting and blending, applying phonic rules) and for comprehension understanding of linguistic concepts:
    - Spatial
    - Temporal
- Receptive and expressive vocabulary
- Ability to screen out the irrelevant
- Ability to make connections, bring own associations to content

IV. Perceptual Abilities:
- Auditory memory and auditory discrimination
- Visual discrimination and visual memory for letters and words
- Ability to see parts and whole

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Appendix F: Tips for Working with Middle and High School Students

Middle School

Encourage critical thinking. Although it may be tempting to tell the student everything you know about a given subject, resist the urge to do the work yourself. Instead, explain your own thinking process and help your students build their own academic skills.

Write and write and write some more. Students must write for a variety of purposes, so additional work on grammar, sentence structure, and punctuation may be needed. A tutor can harness the power of creativity. In your next session, experiment with poetry or try writing a screen play.

Teach academic success skills. Many students need explicit instructions on how to organize material, take notes, and study for tests. A tutor can help a student gain mastery in these areas by explaining and modeling. Bring your datebook to sessions to show how you organize your time.

Become an advocate. In addition to questioning students about schoolwork, making direct connections with classroom teachers helps you give and receive valuable feedback. Help your students figure out what to do when they have questions or concerns in class.

Set attainable goals. It is imperative to set goals so that the session stays on task and results in concrete accomplishments. Reflect on the progress made (and ask the student involved to do the same!).

High School

Be a sounding board. Whether assessing different career paths or contemplating college choices, high school students need to discuss the pros and cons of choices to help determine direction in their lives. Encourage your students to become future-oriented in their thinking. And respect their individuality and their confidences.

Model the service ethic. Too often, youth feel alienated. Demonstrating ways to become involved may help them to establish a positive role in their families, schools, and communities. Don’t be afraid to talk about your own volunteer work.

Know your learner. (And help them to know themselves.) Research and experience show that individualized learning, tailored to a student’s learning style, can raise self-confidence and skills. Reading and discussing topics of personal interest help develop the habit of lifelong learning

Ask for help when you need it. No one expects you to be an expert on everything. Collaborating on research is much more valuable than launching into a lecture. Simply stating “I don’t know,” and investigating questions together might give you an opportunity to introduce your student to the wonders of Internet-based research.

Adapted from LEARNS-Linking Education and America Reads through National Service

http://www.nwrel.org/learns
Appendix G: NATIONAL LITERACY CORPS EVALUATION RESULTS 1992-1999

The National Literacy Corps operates out of the Institute for Global Education and Service Learning, an international organization that promotes service learning in schools and communities. The National Literacy Corps initiated its first cross-age tutoring program in a Philadelphia high school in 1991 and evaluation studies of the program have been conducted in Philadelphia, Pennsylvania; in Seattle, Washington; in Jackson, Michigan; and in Birmingham, England. All of the studies except the first evaluation (conducted in 1991-1992 at Lincoln High School in Philadelphia, PA) analyzed participants' gains against a comparison group.

<table>
<thead>
<tr>
<th>GRADE POINT AVERAGE</th>
<th>ATTENDANCE AND BEHAVIOR</th>
<th>ATTITUDE</th>
<th>LANGUAGE PROFICIENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Secondary School Students</strong></td>
<td>• GPA increase greater than comparison group</td>
<td>• Improved attendance</td>
<td>• Increased motivation toward studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Decrease in suspensions and other disciplinary actions</td>
<td>• Higher positive self-esteem</td>
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<tr>
<td></td>
<td></td>
<td>• Acceptance of responsibilities of a role model</td>
<td>• Higher achievement orientation</td>
</tr>
<tr>
<td><strong>Elementary School Students</strong></td>
<td>• Readers are eager to begin work</td>
<td>• Teachers report Readers read more books outside class</td>
<td>• 2nd graders reading at grade level increased from 57% to 80%*</td>
</tr>
<tr>
<td></td>
<td>• Readers are volunteering to read aloud</td>
<td>• Teachers report Readers are more willing to improve their reading</td>
<td>• Teachers report stronger verbal communication skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Teachers report Readers improved in oral reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Teachers report Readers increased self-esteem</td>
</tr>
<tr>
<td><strong>Special Education Student Leaders</strong></td>
<td>Leaders in special education classes showed greater gains than did regular education Leaders compared against a control group.</td>
<td>Leaders in special education classes showed greater gains than did regular education Leaders compared against a control group.</td>
<td>Given the “struggle” (teacher's terminology) in getting special education students to take writing and reading tests, the different pattern in scores (especially the reading score decline for comparison students) suggests a higher level of effort by Leaders at the end of the academic year. Classroom observation suggests this may be an effect of the tutoring experience, the result of a great deal of emphasis being placed on the importance of effort, problem solving, and “not giving up.”</td>
</tr>
</tbody>
</table>

* Study conducted in Birmingham, England school with 88% of children whose first language is not English and 60% of children entitled to free meals.
Appendix H: IGESL Training Information

The Institute for Global Education & Service Learning (IGESL) offers a variety of trainings to individuals and organizations who are interested in establishing, improving, or expanding a service learning initiative.

Training is available to teachers, youth, administrators, community based organizations, school districts, and National Service Programs. IGESL uses interactive methods to demonstrate the implementation of service-learning programs in a variety of settings. These brain-based activities support and strengthen teacher implementation and student achievement. Trainings can be presented over the course of several days and in full or half-day formats. We are also available to make presentations to staff, parents, community groups, school boards etc. We can work with you to develop customized training or presentation to meet your school or organization’s needs.

General Workshops

Introduction to Service Learning - Presents the basic elements and principles of effective service learning and how to implement a successful service learning initiative. The differences between service learning and community service are clearly identified. The role of youth voice, curricular integration, reflection and more are demonstrated. Workshops for adults, youth, or both are available.

Advanced Service Learning - For those who have already had a basic introduction to the elements of service learning this training involves more in depth exploration of connecting service to the curriculum and creating authentic assessment tools for service learning. An overview of service learning as a youth prevention strategy is also provided.

Reflection - Processing or reconstructing the service experience makes the connection to learning. Effective reflection occurs throughout the service-learning process and spans a variety of learning styles. In addition to exploring the theory and rationale of reflection, this workshop illustrates various forms of reflection and the learning outcomes derived from the experience. It will move service learning practitioners beyond the current common reflective practices used in the field.

Evaluation - Trains teachers in ways to investigate the impact of service learning on students, communities, and schools. Explores a variety of assessment methods currently in use and provides step-by-step guidance in planning for program evaluation. Strategies to foster student-initiated evaluation are also shared.

To learn more about training opportunities for your school or organization please contact us at:
institute@igesl.org (215) 945-8118
Thematic Workshops

School and Community Safety through Service Learning - The service learning process is used as a means for examining and addressing the prevention, preparedness, and response strategies in place for families, schools, and communities. Connecting school and community safety issues to the curriculum make them more relevant and meaningful for students.

Promoting Active Citizenship - Demonstrates how service learning promotes young people as community resources and as problem solvers to promote civic education and an understanding of the democratic process. Strategies provided develop the skills students require to investigate and evaluate the needs of their community, identify areas for action, and establish partnerships, while they design and implement service learning projects.

Intergenerational - Offers strategies for initiating student-senior partnerships. Workshop includes age awareness and sensitivity exercises for all ages. A variety of intergenerational projects are highlighted with particular emphasis on researching and writing the oral history of a community or group.

Literacy - Provides a model for establishing a successful cross-age literacy and leadership service-learning program. Includes the philosophical base, educational impact, administrative mechanics, and training of students, teachers, and community partners. Hands-on interactive methods are provided for promoting readers and leaders.

Character Education - The connection between service and character is a natural one. Service learning has been recognized as an effective way to develop citizenship, responsibility, and many other positive character virtues, making it possibly the most powerful character education program you can implement. This workshop focuses on how to successfully put character education into action through service learning.

Understanding Brain-Based Learning - Service learning is one of the best strategies for incorporating what we know about how the brain learns. This workshop explores the basics of brain-based learning including what our brains need, how they make meaning, and strategies for making learning memorable.

Sustaining Your Service Learning Initiative - The responsibility for sustaining service-learning programs does not lie with one individual. All stakeholders: students, teachers, parents, and the community are crucial to ensuring service learning develops from a “great project” to an effective, long-lasting instructional methodology. This workshop assists schools and districts in elements critical to sustaining and enhancing an effective service program.

To learn more about training opportunities for your school or organization please contact us at:

institute@igesl.org (215) 945-8118
## Glossary of Terms

**Action** - the meaningful service performed by students for their class, school, and community.

**Advocacy** – telling leaders about a community need to help solve the problem (includes writing letters, making phone calls, appearing before a town council).

**Areas of Service**:
- **education** (tutoring, literacy programs, and other activities to augment educational goals),
- **citizenship** (addressing service & social issues, advocating causes to political entities),
- **environmental** (clean-ups, creating habitats, measuring pollution levels, and constructing outdoor classrooms),
- **human services** (intergenerational & oral history projects, assisting people with special needs, and special centers).

**Assets** – the positive aspects of a community.

**Brainstorming** – a pooling of ideas, facts, impressions, attitudes; utilizing the knowledge, imagination and outlook of each group member as a resource and a tool for stimulating creative thought. Students are encouraged to express ideas freely with holding judgement for later.

**Celebration** – the recognition that students and communities deserve for a job well done, can be personal, small group, or large group.

**Community Issue** – a need or problem in a community.

**Consensus** – collective agreement that everyone in a group can agree upon and live with.

**Community Partners** – people in the community that can assist, advise, and mentor students during the service learning experience.

**Community Resources** – organizations and businesses in the community that provide services to people.

**Critical Thinking** – examining data for credibility and practical value. It includes categorizing, analyzing, inferencing, and synthesis.

**Cross-Age Tutoring** – A peer tutoring model in which Leaders facilitate learning for Readers that are at least three years younger than them.

**Democratic Process** – The gathering of information through open discussion, fact-finding and research as a team, class or small group. Answers and conclusions are reached through consensus, voting and majority rule to promote decision-making.

**Direct Service** – doing hands on work to solve a community problem (actually building, teaching, painting or serving food).

**Ethics** – common values shared by a group of people.

**Indirect Service** – being involved in the capacity building to solve a community problem (recruiting & training volunteers, collecting food).

**Journal** – a notebook kept by the student to record observations, feelings, ideas, (including answers to questions posed by the facilitator).

**Leader** – Individuals that serve as reading tutors, positive role models, and community brokers.

**Mission statement** – a statement reached through consensus that identifies for students and everyone involved in a specific project the broad goal. The content guides the people involved in the project toward achieving the goals and objectives outlined. Mission statement’s help the ‘team’ stay focused and gives purpose to their actions.

**Needs** – areas that require improvement.

**Outcomes** – the actual service.
| **Policy** | a principle, plan, or course of action taken by a government, organization, or individual (to solve a problem). Policies are often translated into law by government action. |
| **Portfolio** | a collection of student work (essays, artwork, data collected, videos, letters, awards) that is compiled throughout the service experience and used for evaluation by facilitator and student as well as for documentation of service. |
| **Preflection** | purposeful focus on specific ideas or questions before a learning experience. |
| **Public Opinion** | what people in the community think and feel about an issue |
| **Reader** | An individual that seeks a mentor for guidance through the learning process. |
| **Reflection** | processing or reconstructing the service experience and making the connection to learning. It is ongoing and can take one of four forms: writing, doing, telling, and reading. |
| **Service Learning** | a teaching methodology that enables students to learn and develop through active participation in thoughtfully organized experiences that meet actual community needs. The service is integrated into the academic curriculum and is coordinated with the school and the community. |
| **Values** | personal expressions of what is important to an individual or group. |
Reflection Resources Available From

Multiple Intelligence Reflection Cards:
Help your students enhance their reflective element of their service-learning experience. These Reflection cards are designed to be used by students to enrich reflection while incorporating youth voice and reinforcing the wealth of learning that takes place during service-learning. The cards are color coded to easily identify each multiple intelligence. Each card also identifies the best time to use the activity - before, during, or after the service experience as well as the level of difficulty - easy, average, and challenging. We believe using these cards will help students develop and reinforce intellectual competencies, while promoting creativity, and increasing their motivation to learn in ways that are more challenging, interesting, and fun!

Student Reflection Field Guide:
The field guide for student reflection was created in an effort to help students engaged in service learning to reflect on the personal, social, and academic learning they experienced. Reflection prompts presented in the field guide represent a variety of learning styles, are designed to be used before/during/ and after service, and to meet a variety of learner needs to assist youth in addressing the varied benefits of reflection. The field guide allows middle and high school students to explore qualities of leadership and character while providing opportunities for sharing through presentations, lessons, and other activities included in this guide.

A How To Guide to Reflection: Adding Cognitive Learning to Community Service Learning Programs
One of the first resources on reflection, this book explores basic reflection in service-learning — examining how service to the community is blended with academic learning in schools—that, in turn, promotes more meaningful forms of learning.

Order Form

Name: ____________________________
Address: ____________________________
Phone: ____________________________

Reflection Cards $25/set X _____ = _______
Student Field Guide $20 each X _____ = _______
How To Guide $15 each X _____ = _______

Subtotal _______
Shipping & Handling _______
Total _______

Payment Method

○ Check Enclosed (Payable to the Institute for Global Education and Service Learning - Federal ID number available upon request.) Check # _______ Amount $ _______

○ Institution Purchase Order #: ____________________________

Please attach a copy of the approved purchase order.

Mail to: Institute for Global Education & Service Learning
2222 Trenton Rd.
Lower Left Suite
Levittown, PA. 19056
Fax: (215) 945-1818

Shipping & Handling
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$30.01-$75.00 $5.95
$75.01-$115.00 $8.95
$115.01 + Up $10.95
Complete the order form and send it to the address below with your payment. Faxes are accepted with a purchase order number.

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<td>Service Learning Trainer's Toolkit</td>
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<td>Motivational Elements in Service Learning: Meaningful Service, Reflection, Recognition and Celebration</td>
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- $75.01 - $115.00: $8.95
- $115.01 & Up: $10.95

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