SUMMER SLIDE WORKSHOP

Training for summer camp staff
June 2015

Brought to you by:

Event supported by Crime Prevention Ottawa
AGENDA
JUNE 23, 2015

- Introduction – Summer Slide
- Practical Tips for Reading with Children
- 10:05 ---- Break -----
- Using the Lit Kit
- Evaluating the kit
- Wrap-Up
WHY IS READING IMPORTANT OVER THE SUMMER MONTHS?

To stop the summer slide and set kids up for success!
WHAT IS THE SUMMER SLIDE?

- **Summer slide** describes the phenomenon of loss of academic skills that many children experience over the summer months.
  - On avg. children lose just over one month of skills in math, reading and language arts¹
  - Loss is even more exaggerated for low income children (avg. 3 months behind their peers in reading skills)¹
  - Loss is cumulative!²

WHAT CAN WE DO?

- Provide high quality summer programming that integrates literacy and encourages reading
  - While ensuring access to books and resources is important, it’s not enough; children are more likely to take advantage of these when guided and engaged¹
  - The number of books a child reads during the summer month is positively related to their future success academic and otherwise²

Reading Is Sooo Delicious!

Why and How

a presentation by

Sarah Campbell

Ottawa Public Library

613-580-2424 x32119
Inspire

Life long learning = love of reading
What is literacy? UNESCO

The United Nations Educational, Scientific and Cultural Organization defines literacy ...

"ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts.

Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society."
Literacy

... throughout history and across societies, has encapsulated a varying range of skills and erudition, but its antonym, ‘illiteracy’, has always been synonymous with disadvantage.
ALA ~ Every Child Ready to Read
http://everychildreadytoread.org/

Build a lifelong interest in reading.

Children who are read to become better readers and perform better in school, according to the National Center for Education Statistics.

Reading to children helps them with language and speech development. It expands their vocabulary and teaches them how to pronounce new words. (If you pronounce words correctly!)

Reading to older children helps them understand grammar and correct sentence structure and appreciate the rhythm and melody of language.

Reading time is bonding time.

Being read to builds children's attention span and helps them hone their listening skills.

Curiosity, creativity and imagination are all developed while being read to and children learn how to express themselves clearly and confidently.
Our research reveals record numbers of children enjoy reading every day

20 May 2015

A record number of children enjoy reading and there has been a dramatic increase in the number of children who read every day, according to our latest research.

Findings from our fifth annual survey of 32,000 children and young people aged between eight and 18 show that enjoyment of reading and frequency of reading are both at their highest levels for nine years.

This follows a series of major campaigns and initiatives including Bookstart, the Summer Reading Challenge, the Young Readers Programme and our National Literacy Trust Hubs, which have combined with the advocacy of a succession of powerful Children’s Laureates to create momentum to encourage children to read more from a young age.

Children and young people who read daily outside class are five times more likely to read above the expected level for their age compared with young people who never read outside class.

The key findings from the research, Children’s and Young People’s Reading in 2014, are:

- Levels of reading enjoyment continue to improve. 54.4% of children and young people enjoy reading either very much or quite a lot. 35.5% only enjoy reading a bit and 10% do not enjoy reading at all.

- Levels of daily reading also continue to increase – dramatically. Between 2013 and 2014 there was a 28.6% increase in the number of children and young people who read daily outside class, rising from 32.2% in 2013 to 41.1% in 2014.

The gender gap is still a marked issue

The research shows that whilst there has been a sharp increase in the number of children and young people who read outside class on a daily basis in the last year, girls have edged further ahead than boys. The gap between the proportion of girls and boys who enjoy reading has also increased:

- Almost half (48.5%) of girls say that they read outside class on a daily basis compared with over a third of boys (36.8%). (This compares with 36.6% of girls and 28.2% of boys in 2013).

- 6 in 10 (61.6%) girls enjoy reading either very much or quite a lot compared with 47.2% of boys (compared to 58.8% of girls and 47.1% of boys in 2013).

Nearly one child in four thinks their parents don’t care if they read

The research shows there is still more to do to raise awareness among parents of how important their engagement is for their child’s literacy development, particularly among the most disadvantaged children. In the research, one child in four (24.3%) surveyed agreed with the statement “my parents don’t care if I spend any time reading”. This increases sharply among pupils who receive free school meals with almost one third (31.5%) agreeing with the statement, compared to 23% of pupils who do not receive free school meals.

Parental engagement with a child’s literacy development is a key contributor to their success. Children who receive free school meals tend to have lower literacy attainment than their peers, pointing to an even greater need for parents in this demographic to encourage their children to read, and to act as reading role models for their children.
Unless there is a special problem, speaking our mother tongue is something we do so effortlessly and unconsciously that we are unaware, not only of the extremely complex cognitive processes that underlie the act of speaking, but also of the incredibly precise mechanics involved in articulating our words correctly.

The Science of Words by George A. Miller

Words are the building blocks of language

knowing a word is to learn its definition and how to use it
learning how to use it is a matter of learning the contexts in which it can occur
- hearing and seeing the word is the best kind of practice

Shared vocabulary is part of the glue that holds people together and allows them to create a shared culture.
Context
determines the syntactic family
to which an individual word belongs in a given phrase or sentence.

Here, SQUARE is successively (clockwise from top) a verb, an adjective, an adverb and a noun.
Words ... thousands of words, each word with its own sound, its own spelling, its own meaning, its own role, its own use, its own history.

Speaking & understanding are reciprocal processes
- they link sound & meaning ... we need to speak clearly
  rider/writer, hardy/hearty, Plato/playdough, wader/water, pardy/party, innerduce/introduce
  seeding/seating, winner/winter, Trono, lugxury – there is no g!,

Form & intonation are important
acoustic properties of ‘hello’ uttered by different people may be different in meaning, therefore
  “boys will be boys”  Ah Ha!  Jeff Mack

Significant differences are created by vowels
  “The nut is not neat, Newt”  the vowels must be articulated clearly

Speech perception + speech production are closely linked
if speakers do not hear words clearly, they find it extremely difficult to develop the kind of precision required to generate discriminally different words
Speaking clearly ... within context

Children learn *substitution strategies* through dictionaries, unless they hear words used in a sentence correctly, they will not really know the meaning of the word.

E.g. bread is difficult

*I was meticulous about falling off the cliff.*

Def’n meticulous: very careful

*I relegated my pen pal’s letter to her house.*

Def’n relegated: send away

*That news is very tenet*

Def’n tenet: true

The ability to recognize words ... is acquired through *reading* and, like most learned abilities, it improves with practice. The more times a word is encountered, the more familiar it becomes and the faster it can be recognized.
What are we saying?

www.youtube.com/watch?v=M2YwCgtvnNg
Before you share books with children

- Choose wisely
  - Read the book through to see if the text flows
  - If the text is appropriate for your group, and for your purpose
    - Pursue paths – author, illustrator, subject, … extension activities, games

Relax

- show that you enjoy reading … *if you are not enjoying the book … stop*
  
you are a mentor for the children – be aware of the message you are sending

Practice reading the book … at least 3 times for a short book

… or practice the skill of scanning ahead for longer books

… you need to speak with the right expressions, emphasis, voice …

If you don’t know the meaning of a word,

  discuss contextual clues, guess, then look it up with the children

*Rub-a-Dub Sub* by Linda Ashman
Prepare your audience
Outline expectations - paying attention, being polite, respectful

- You are in control
  - smile  make eye contact with everyone

- Song or clap to set tone stage for reading
  - wait for everyone to settle comfortably  cluster
- Can everyone see?  comfort levels vary
- Does everyone have wiggle room?

- Talk about the book / theme / purpose / encourage comments
  - **WOW!** factor
During programs first ... make sure *you* are comfortable

Introduce your story

Hold book comfortably so you can turn pages easily and so all can see

Tell title and author ... read the blurbs

Use your voice dramatically .. reflect the text

Pace your reading to create or emphasize the drama in the story

Watch your audience - make sure they are engaged

Respond to child’s reactions

Read again?
ENABLING ADULT

You are here

Reading
time to read
hearing it done
doing it yourself

Selection
availability
accessibility
presentation

Response
enjoy it again
formal talk
book gossip
Life long reading = life long learning

Give your group something to think about, ponder, do, sing, create, play with, tell people about ...

The reading experience should go on ... and on ... and on ...
Enjoy!
Help everyone to enjoy!

Children need to learn to love it first
then they will learn to do it.

You're never too old, too wacky, too wild, to pick up a book and read to a child.

-Dr. Seuss
THE LIT KIT

Presented by:
Julia Kurzawa – OCYI Growing Up Great

Special thank you to G. Coulhart for the cover art!
WHAT IS THE LIT KIT?

- Simple and adaptable tool for summer program staff to integrate reading and literacy in new ways in their summer program!
LIT KIT CONTENT

- **Includes...**
  - **Guidebook** full of ideas for games and crafts for children ages 4-6 & 7-12
  - **CD** with templates of the activities & crafts for printing
  - OPL suggested **book list** based on age, reading level & theme
  - **Tips** for overcoming challenges and supporting children struggling with reading
  - **Box** with some of the materials for the activities and crafts
GUIDEBOOK ORGANIZATION

1. Introduction
   ▪ Why summer literacy is important
   ▪ Overview of the Lit Kit
   ▪ Reading with Children

2. General Activities
   ▪ Divided by age

3. Themed Activities
   ▪ Divided by theme and age

4. Teaching Tips
   ▪ General Tips
   ▪ Identifying and working with struggling readers
HOW TO USE THE GUIDEBOOK TO SUPPORT LITERACY

Children need to develop **5 key literacy skills** in order to become competent readers.

1. Reading
2. Writing
3. Decoding
4. Vocabulary building
5. Storytelling

Each activity supports at least one key literacy skill...

Look for the symbols at the top of each activity!
ACTIVE PLAY IN LITERACY

Literacy is more than just reading books!

Many of the activities support literacy through active play...

Look for this symbol to find out which activities support active play!
COMPLIMENTING READING WITH THE LIT KIT

• Remember that the activities and crafts in the toolkit should be used with books not instead of books.
• Books include picture books, novels, comics, factual texts and more!
• Consult the OPL book list included in the kit for ideas.
ACTIVITIES

General Activities

- Quick games to pick up and use anytime – during transitions, end of the day, etc.
- Ex. word hunts, waterchalk art, rhyming games, etc.

Themed Activities

- Crafts & games designed to be easily integrated in existing programming
- Common themes such as: CSI, animals & insects, superheroes and more!
LET’S TRY ONE!
Power Charades!

How does this activity support literacy?
SCENARIOS
SCENARIO #1

You have a group of active and loud 4-6 year olds. You have tried reading books together but the children talk loudly and do not listen.

How can you encourage the group to listen?

- Find out what topics they are interested in
  - Attention grabbing game
  - Use an interactive or LOUD book
  - Build reading time into the schedule
SCENARIO #2

You are working with youth (12-16) and want to integrate literacy into their programming.

Identify which activities you could use from the Lit Kit and how you would adapt these to suit an older age group.
SCENARIO #3

A group of kids (8-10y) are performing a skit for the talent show. The kids are all practicing reading their lines when you notice that Amir is quietly mumbling his parts and stumbling over the words.

What could be the problem? How can you help?
TIPS & TRICKS

1. Teach literacy in a variety of ways (games, crafts, posters, songs, books, etc.)
2. Adapt the activities to meet the needs of all children.
3. Create a rotating book bar.
4. Have signs, posters and books available for the children to read.
5. Have fun with literacy!
TAKE AWAY MESSAGES

You can make a big difference....

• By providing kids with a positive space to play and learn
• By promoting a love of reading
• By offering support when a child is struggling
• By engaging them in literacy activities that will help prepare them for school, work and life
Before

Homework?! I can't believe Miss Andrews gave us homework over summer vacation!

It's not homework. It's a summer reading list. It's supposed to be fun.
PARTING IS SUCH SWEET SORROW, BUT WHILE WE CANNOT DELAY THESE APPROACHING DAYS OF LEISURE, I MUST LEAVE ASSURED...

THAT YOU AND I EQUALLY WILL SURVIVE THIS DREADFUL SEPARATION.

SCHOOL LIBRARY
QUESTIONS?
EVALUATIONS

1. Workshop evaluation
2. End of Summer Evaluation (Lit Kit)
FOLLOW-UP DURING THE SUMMER

- On-site visits
- Email communication
- End of summer evaluation

Your contacts during the summer:
- Nicole (NiMiller@cheo.on.ca)
- Sarah
- Isabelle
- Clare
CAMP CONTEST!

There will be a camp contest around using literacy in creative ways – stay tuned for details and prizes!
REMEMBER TO...

- Complete the **workshop evaluation** at your table
- **Stay tuned** for details around the camp contest!
- Share your **feedback and success stories** with info@growingupgreat.ca
Thank you!

A special thank you to Crime Prevention Ottawa for supporting this event.

Contact us: info@growingupgreat.ca