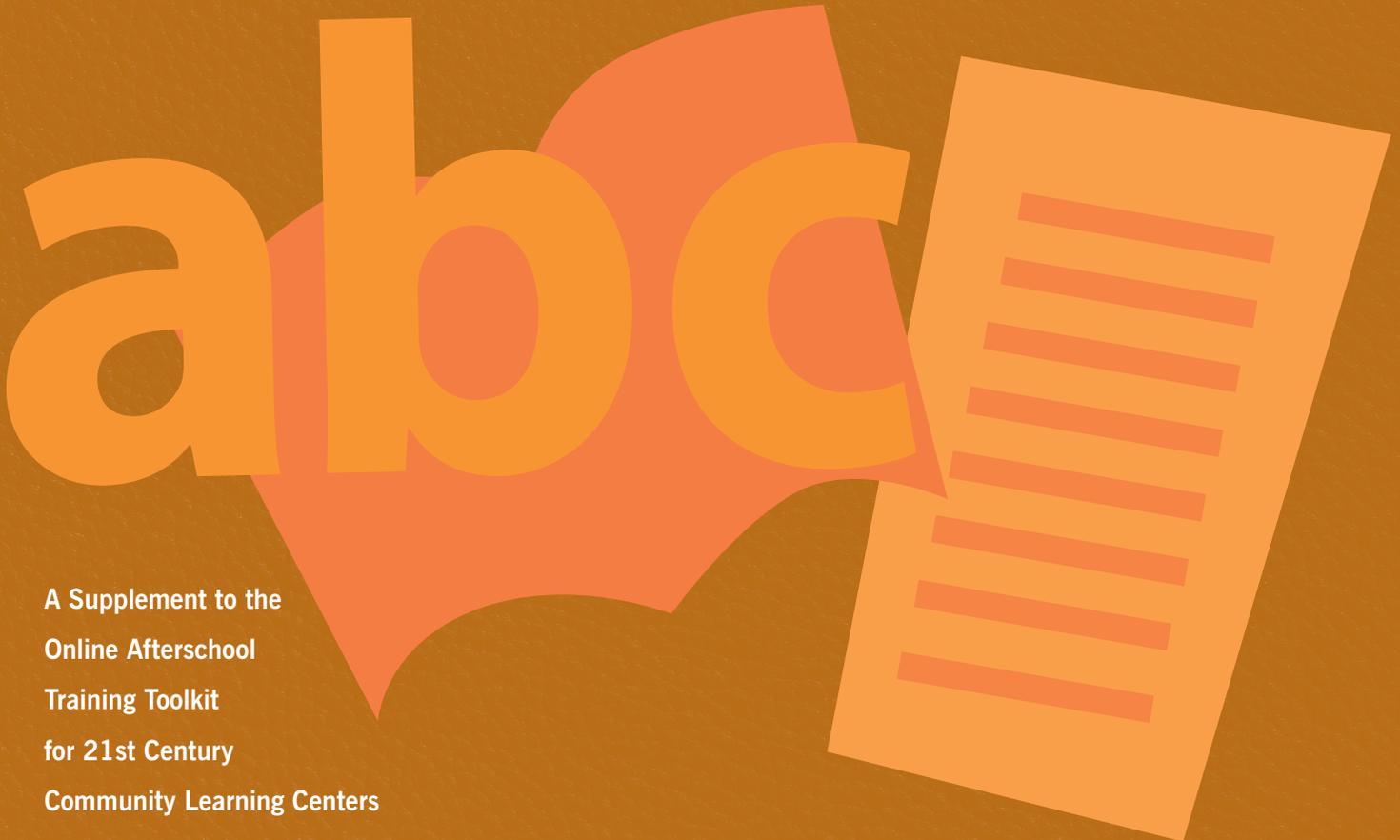


LITERACY IN AFTERSCHOOL



An Instructor's Guide to the **AFTERSCHOOL TRAINING TOOLKIT**



A Supplement to the
Online Afterschool
Training Toolkit
for 21st Century
Community Learning Centers
www.sedl.org/afterschool



Produced for the U.S. Department of Education by the National Partnership for Quality Afterschool Learning.

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An Instructor's Guide to the **AFTERSCHOOL TRAINING TOOLKIT**

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The Eighty-Yard Run	9–12	Four to five 30-minute sessions	36
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Creating Student Advertising	9–12	Four sessions, 60 minutes each	52

Lesson	Grade Level(s)	Duration	Page
Practice 4: Writing			57
My First Book	K–2	60 minutes (or multiple sessions)	62
Recycling	3–5	60–75 minutes	66
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Introduction

The Afterschool Training Toolkit

If you work in afterschool, you most likely know the challenge of offering afterschool academic enrichment that will boost student performance during the regular day-school while making sure activities are engaging enough to keep students coming back. Through a contract with the U.S. Department of Education, the National Partnership for Quality Afterschool Learning has developed tools to help you meet this challenge. National Partnership staff visited 53 afterschool programs, nationwide, that had evidence suggesting they had a positive effect on student achievement.

Based on this research, the National Partnership developed the Afterschool Training Toolkit (www.sedl.org/afterschool/toolkits), an online resource that is available to afterschool professionals to help them learn how to offer engaging educational activities that promote student learning. The toolkit is divided into sections that address six content areas: the arts, math, science, technology, homework help, and the content area for this guide, literacy. Like the other content areas in the toolkit, literacy is taught through promising practices, or teaching techniques with evidence suggesting they help students learn important academic content.

The six promising practices in student achievement in literacy identified in the Afterschool Training Toolkit are as follows:

- *Book Discussion Groups and Literature Circles*
- *Read Aloud*
- *Story and Literature Dramatizations*
- *Writing*
- *Family Literacy Events*
- *One-on-One and Small-Group Tutoring*

When used with the Afterschool Training Toolkit, the lessons in this instructor’s guide will help you master these promising practices. Once you become proficient at these practices, you should be able to use them to develop other literacy lessons.

This instructor’s guide will help you

- understand how to use the literacy section of the Afterschool Training Toolkit;
- use literacy to offer fun lessons that help students learn in afterschool;
- motivate students to participate in afterschool; and
- use the lessons to become a more effective afterschool instructor.

Before you begin, you should know that this instructor’s guide is not a manual for starting an afterschool literacy program. However, you do not need to be a literacy expert to use this guide. You can learn more about literacy in the resources section at the end of this guide. These lessons will show you how to lead literacy activities that support student learning and integrate literacy into afterschool activities.

About Literacy in Afterschool

Literacy skills include speaking, listening, reading, and writing—the essential communication skills students need to succeed, both in school and the world beyond. Students need confidence in their ability to communicate effectively and to think critically in all aspects of their lives.

Early elementary students engage in speaking, listening, and writing activities to build fundamental reading skills. Upper elementary students use their literacy skills to learn—to solve math problems, conduct science projects, and explore the social sciences. Lacking fundamental literacy skills, students will struggle throughout their school years.

Afterschool is the perfect time to integrate speaking, listening, reading and writing—building confidence in all four literacy skills. Students enjoy choosing lively, interactive, and fun activities that require all facets of language communication. This toolkit provides innovative and research-based activities that will increase student motivation in language-based subjects. Sharing stories aloud, discussing favorite books, creating advertisements, and acting out stories will create engaged communities of literacy learners.

How to Use This Instructor’s Guide

This guide will help you master promising practices in literacy for afterschool through the following steps:

- Watch video clips to see real afterschool programs using the promising practices from the National Partnership’s online Afterschool Training Toolkit.
- Teach the sample lessons included in this instructor’s guide to your students.
- Integrate literacy into student activities in afterschool.
- Reflect on the student lesson.

Video Clips

The Afterschool Training Toolkit (www.sedl.org/afterschool/toolkits/) includes video segments taken from outstanding afterschool programs across the United States. Watching these video segments allows you to observe afterschool instructors in action as they use promising practices in literacy. Take notes on what you see, and think about ways that you can use these practices in your afterschool program.

Lessons

After you watch each video that illustrates a practice, you will find sample lessons that use the same practice. You can teach as many of these lessons as you think are appropriate to your students, depending on their grade levels and skills and time available in your afterschool schedule.

Reflection

After each lesson, you will find a series of questions addressing the preparation, student engagement, academic enrichment, and classroom management of that lesson. The purpose of the reflection is to allow you to be intentional in your instruction—to think about what aspects of a lesson worked well and what changes you might want to make for future lessons. Reflection is an important part of becoming a successful instructor and will help you apply what you learned from one lesson to another.¹

¹McEwan, E. K. (2002). *Ten traits of highly effective teachers*. Thousand Oaks, CA: Corwin Press, Inc.

Reflection [Sample]

Preparation

- Did the lesson planning help you feel prepared as you began to teach?
- What did you learn about lesson planning?

Although I was already instinctively using a lot of the recommended techniques for reading aloud, consciously planning what I was going to emphasize before, during, and after reading our selection gave the activity more focus.

I spent more time than usual really familiarizing myself with the text and the song lyrics. This was good in some ways because it allowed me to develop targeted comprehension questions to ask at key points in the story. One drawback is that I realize I enjoy discovering a new story as much as the students do! Also, I really believe in student choice and in letting them select the book sometimes, even if it's one I don't know. I'll need to practice finding the balance between keeping things fresh and student-centered while still being intentional with preparation.

Student Engagement

- What did you notice about student engagement as you were reading the story aloud?
- Were you satisfied with the level of student engagement?
- What changes can you make to increase student involvement?

Story time is always a favorite activity in our classroom and—aside from the normal afternoon fidgets—the level of engagement was pretty high for this activity. Involving students by asking questions that create suspense—“What do you think will happen now?”—especially seems to hold their attention.

Making connections between what's happening in the story and what they may have experienced in their own lives was also a great way to keep students involved, although a couple of times students became so caught up in sharing their own stories we started to stray away from the book a little bit. I like to encourage that kind of dialogue, but when time is so limited, I also want to keep us on task.

One thing I notice is that some kids are naturally more vocal and participatory than others. You'll get the same four or five students raising their hands or responding every time, while the shy ones hang back, even though they may have a great answer. I need to find ways to draw out the quieter kids and make participation more balanced. I also wonder about alternative ways for kids to share, like having them hold a “talking stick” or write down an answer and hold it up instead of raising their hands or calling it out.

Enrichment

- What topics related to the story could students continue to explore that might extend learning?
- What variations of the review activity could you do?

Something that really worked about this activity was that it allowed for lots of different learning styles. Reading the book, along with listening to the song “Summertime” and then providing materials for students to construct dioramas or write and sing their own songs, gave kids the chance to tap into their creativity in exciting ways.

I knew a lot of my students enjoy music and movement, but I wasn’t aware how effective that could be as a learning tool, especially for new vocabulary! And the kids who love to paint and draw really got into their dioramas, actually creating miniature worlds with lots of detail. One way to enhance the review activity even more could be to combine the different creative products of the kids and have them develop their own musical production—maybe with a painted summertime mural as a backdrop, with the kids performing their summertime songs and dances, or acting out their version of the story.

There are many different directions we could go to deepen enrichment with this text. We could explore more music from Gershwin or Billie Holiday, or watch clips from the musical Porgy and Bess. We could also visit a museum or the historical society to learn more about that period in time and view large-scale dioramas up close.

Academics

- How did this lesson support other academic content areas like science, math, or social studies?
- What changes could you make to strengthen academics while still keeping the activity fun?

The first time I read this story aloud my main goal was to support literacy learning for my students by modeling fluency and building vocabulary. But I realized how much potential tie-in this story has with American history and social studies, particularly the struggles and accomplishments of African Americans during this time period. I’d love to align this lesson with what the day-school teachers are covering in this area, especially during Black History Month or around Martin Luther King Jr. holiday celebrations.



Practice 1

Book Discussion Groups and Literature Circles

What Is It?

Book Discussion Groups and Literature Circles uses stories to engage students in discussions about what they're reading. Lively discussions give students a chance to ask questions and voice their opinions while building reading and analytical skills.

What Is the Content Goal?

The goal of *Book Discussion Groups and Literature Circles* is to engage students in literature through stories and topics that interest them. As students connect the ideas in stories to the issues in their own lives and the world around them, they also build higher-level thinking skills.

What Do I Do?

Choose a book or story that students are interested in reading. Ask them for their suggestions or for topics they would like to explore, or talk to their teachers to extend what they're learning in day-school. If you have many students with different reading levels, you may want to form small groups. Develop questions and model a discussion so that students understand how to analyze what they're reading. Be sure to talk about listening and respecting each other's opinions.

After you have modeled a discussion, students can take turns leading and facilitating future discussions. You can give roles to other members of the group, such as writing a summary, keeping a list of new vocabulary, and recording questions and key points during the discussion. Encourage students to write down their own questions, reflections, or favorite quotes as they read. For students who are less comfortable speaking in a group, writing will help them prepare for discussions and develop their ideas more fully.

Why Does It Work?

Letting students choose their own books based on topics that interest them increases their incentive to read. Discussions engage students, and asking students for their opinions encourages participation, a sense of ownership, and an acceptance of different perspectives.

Enhancement for English Language Learners

A primary way that English language learners (ELLs) become more proficient in English is through frequent, meaningful interaction with native English speakers. When conducting small-group book discussions or literature circles, group students with varying proficiency levels. Ask students to choose roles within the group (e.g., recorder, facilitator, reporter) and then rotate the roles so that all students have a chance to practice reading, writing, speaking, and listening. See the list of roles for book discussion groups (Handout 1) on page 16.

All students, especially ELLs, benefit from exposure to learning strategies and study skills. Provide students with graphic organizers, list-making techniques, learning logs, or other tools that will help them formulate their reactions and questions as they read.

Provide students with a wide variety of multicultural, multilingual literature so they can select books that relate to their own unique backgrounds and interests.

Getting Started



If you have participated in a book discussion group or literature circle yourself, use the reflection guide below to think about your experiences.

Next, explore the following online resources to familiarize yourself with models and characteristics of effective book discussion groups and literature circles:

- *Literature Circles: Getting Started* from the National Council of English Teachers (www.readwritethink.org/lessons/lesson_view.asp?id=19)
- An overview from the Literature Circles Resource Center, Seattle University College of Education (www.litcircles.org/Overview/overview.html)
- A definition of literature circles from the Walloon Institute and Stenhouse Publishers (www.literaturecircles.com)

For more information about the research behind this practice, see pages 24–27 in *Literacy in Afterschool Programs: Literature Review*, located online in the Afterschool Training Toolkit at www.sedl.org/afterschool/toolkits/literacy/pdf/AST_lit_literature_review.pdf.

Reflection Guide: Book Discussion Experience and Skills

What have I done with book discussion groups?	
Have I participated?	How often?
What was good about it?	What was not so good?
Communication is good when . . . (social skills)	Discussion is interesting when . . . (thinking skills)



Lesson 1

Relatives

After reading a story aloud, students engage in a discussion about what was read, what it means, and the connections they can make between the literature, their own lives, and the world around them.

Grade Level(s):

K–2

Duration:

30 minutes

Student Goals:

- Read for a variety of purposes
- Recognize fluent, expressive reading
- Make connections between literature, students' own lives, and the world around them
- Comprehend, interpret, and engage in literature through discussion
- Listen, ask questions, and respect others' opinions



Imagine This!

A small group of second graders gather expectantly in an elementary school classroom. Several hundred books crowd the many bookshelves. The students wait anxiously to receive the books they selected at their local bookstore last week. Clearly these are children whose excitement about reading is growing; given a choice this afternoon of three different activities, they opted to come to this print rich classroom and participate in literature circle.

What You Need

- ☐ *The Relatives Came* by Cynthia Rylant (New York: Bradbury Press, 1985)

Getting Ready

- Review the story in advance, noting key themes and any new vocabulary words.
- Jot down any potential discussion questions.

What to Do

- Review the book title and cover with students, inviting any predictions.
- Read *The Relatives Came* aloud, pausing to ask questions and introduce any new vocabulary.
- After reading, ask students the discussion questions, or use comments that came up during the reading to generate questions for discussion.
- Questions may include: Have your relatives ever come to visit? Where did they come from? How did they travel? Where did they sleep? What did you do together? Does your family go to visit relatives? Why do you think people travel so far to visit relatives?
- Through questioning and modeling, help students connect the story to their own lives and to universal themes.
- To model connections, you might say: “I remember one summer when my two cousins from Texas came to stay. . . .” Or, “I wonder why some people don’t visit their relatives so often. . . .” In general, model the types of connections that you want children to make in the discussion.
- Some children will make connections easily and engage in discussion readily; others will need more prompting. Support student participation by asking open-ended questions and modeling your own connections as shown above.

Outcomes to Look for

- Student engagement and participation
- Comments and answers that reflect an understanding of the story, key themes, and word meanings
- Students take turns talking and listening and respect others' opinions
- Comments and answers that reflect students' ability to connect the literature to their own lives and the world around them



Teaching Tip

This activity easily lends itself to a culminating activity that can also be an opportunity for family involvement. Consider extending the lesson by having students write, paint, draw, or act out their own stories about a visit to or from relatives. Then invite families to a literacy event showcasing student work. For ideas about how to create a family literacy event, see pages 75–91 in this guide.

Reflection

The questions below are prompts to help you record your ideas, but you can also write additional observations about the lesson that the questions do not cover.

Preparation

- How well did the lesson planning help you prepare for this activity?
- What can you do to feel more prepared?

Student Engagement

- What did you notice about student engagement during different parts of the lesson?
- How satisfied were you with the level of student engagement?
- How could you increase student involvement?

Enrichment

- What topics related to this activity could students continue to explore that might extend learning?
- What variations or adaptations of this activity could you experiment with?

Academics

- How did this lesson support other academic content areas like math, science, or social studies?
- What changes could you make to strengthen academics while still keeping the activity fun?



Lesson 2

A Midsummer Night's Dream

After reviewing key themes and new vocabulary, students read a short story, a book, or a play together.

Grade Level(s):

6–8

Duration:

55 minutes

Student Goals:

- Read with understanding and respond thoughtfully to the text
- Connect literature to oneself and the world
- Participate in a discussion, giving everyone a chance to speak
- Listen, ask questions, and respect others' opinions



Imagine This!

Fairies inhabit your classroom, which has been turned into woodland on a midsummer's night. A wedding is about to take place. Your students are discussing the play within a play that will be performed at the wedding. They are reading Shakespeare and understanding it!

What You Need

- ❑ Copies of Shakespeare's original script of *A Midsummer Night's Dream* or a contemporary adaptation such as Lois Burdett's *A Midsummer Night's Dream for Kids* (Ontario, Canada: Firefly Books, 1997)
- ❑ Chart paper for listing main characters and key vocabulary

Getting Ready

- Review selection and identify key themes and any new vocabulary.
- List main characters and vocabulary words on chart paper.
- Come up with three or four discussion questions.

What to Do

- Introduce key themes and new vocabulary.
- Introduce main characters and practice pronouncing their names.
- Have students take turns reading the selection out loud.
- Discuss reading selection, emphasizing connections to students' lives and the world around them. For example: *Do you think this would ever happen to you? Why or why not? What would you do if you were in this character's position?*

Teaching Tip

Student-centered, collaborative learning is one of the strengths of this practice, but in the beginning stages of a book discussion group, students will need guidance about the various roles that lead to good discussion. Provide students with a mini-lesson on possible discussion roles, and allow them to rotate assignments, practicing a range of roles. Once students have internalized these roles, they will adopt them spontaneously in a free-form discussion. You can use the handout provided on page 16 to help students guide discussion. The National Council of Teachers of English also offers suggestions for discussion roles at www.readwritethink.org/lesson_images/lesson19/lit-circle-roles.pdf.

Outcomes to Look for

- Fluency in reading aloud
- Pronunciation that demonstrates understanding of what's being read
- Comments and answers that reflect an understanding of literature, themes, and vocabulary
- Comments and answers that reflect students' ability to make connections to themselves and the world
- Full participation in discussion, listening, taking turns speaking, and showing respect for others' opinions

Handout 1: Roles for Book Discussion Groups

Your Role	Your Notes
<p>Leader</p> <p>As discussion leader, you facilitate conversation by asking for reports, encouraging responses, and mediating differences as the discussion evolves.</p>	
<p>Summarizer</p> <p>Summarize the targeted part of the reading selection early on in the discussion, including main events, characters, and key points.</p>	
<p>Connector</p> <p>Find out how this reading passage connects to the external world—when was it written, by whom, what’s like it in the world, your experience, etc.</p>	
<p>Questioner</p> <p>List the questions that this reading inspires you to ask—about characters, the plot, the author, the setting, what might happen—all aspects that make you wonder.</p>	
<p>Visualizer</p> <p>Draw any picture about the reading selection that comes to mind. In discussion, don’t tell the group what your drawing shows or means until they discuss what they see or what it might mean.</p>	
<p>Highlighter</p> <p>Select one or two key passages in the reading selection that contain core meanings; identify and define new words, concepts, or terms that are key to understanding the selection.</p>	

Reflection

The questions below are prompts to help you record your ideas, but you can also write additional observations about the lesson that the questions do not cover.

Preparation

- How well did the lesson planning help you prepare for this activity?
- What can you do to feel more prepared?

Student Engagement

- What did you notice about student engagement during different parts of the lesson?
- How satisfied were you with the level of student engagement?
- How could you increase student involvement?

Enrichment

- What topics related to this activity could students continue to explore that might extend learning?
- What variations or adaptations of this activity could you experiment with?

Academics

- How did this lesson support other academic content areas like math, science, or social studies?
- What changes could you make to strengthen academics while still keeping the activity fun?



Lesson 3

What Is Manga?

Japanese *manga* (comic books) and American graphic novels provide teen readers with opportunities for cross-cultural learning, development of discussion skills, and practice with essential comprehension strategies.

Grade Level(s):

8–12

Duration:

Four to five 30–40 minute sessions

Student Goals:

- Practice social skills for a good discussion—listening to others, contributing in turn, questioning, forming opinions, and negotiating positions
- Learn to apply research-based comprehension skills to popular fiction—analyzing formats, questioning, connecting to experience, visualizing, forming predictions, making judgments, etc.



What You Need

- ❑ Description of good discussion process and behaviors (www.litcircles.org)
- ❑ Information on manga (Japanese comic books) characteristics and culture (<http://en.wikipedia.org/wiki/manga>)
- ❑ Sets of manga in translation and American graphic novels for discussion groups

Getting Ready

- Investigate resources and advice for planning literature circles—see the Getting Started section on p. 9 for online resources.
- Lead a discussion to determine students' exposure to Japanese manga and American graphic novels (who's read what, what's popular?).
- Distribute information about manga and discuss or chart what students already know and want to learn about the formats and topics in both Japanese and American graphic novels.
- Working with what students want to know and their own book recommendations, locate book sets for use in literature circles.

Teaching Tip

One of the biggest challenges related to book discussion groups is finding enough sets of books and materials for the whole group. Begin by enlisting students to help with the search. If they choose the material, they may also be motivated to help find copies. Working with students, consider these strategies to find multiple copies of reading materials:

- Partner with schools and classroom teachers with a history of book discussion work to share materials.
- Use staff and student library cards to check out multiple copies of popular books.
- Look online for works that are available to download.
- Seek contributions toward sets of books or magazines from local bookstores.
- Ask students to provide personal copies of their favorite books to create sets.
- Purchase used copies of popular youth fiction online, often for a 75% reduction in price.
- Conduct routine searches at garage sales and used book sales.
- Arrange for one-time use of photocopied selections of short fiction (fewer than 2,500 words) and poems (fewer than 250 words), acknowledging the author and publisher (fair use for educators under copyright law).

What to Do

- Allow students to form groups based on their preferred type of graphic novel, American or Japanese in translation.
- Introduce discussion skills and behavior (see discussion role guidelines from Lesson 2 in this practice) to guide the groups.
- Schedule a series of regular meetings, allowing half of the time for reading and half for discussion.
- Work with students to develop goals for these meetings (what they want to learn and achieve).
- As students read, have them use sticky notes to mark the sections they want to talk about.
- Monitor groups during each meeting, coaching students if they have difficulties (such as staying on task or deepening the discussion) or asking a successful group to model for others.
- Work with students to develop extension activities (drawing a manga episode, writing reviews, interviewing elders about favorite graphic novels, etc.).

Outcomes to Look for

- Student engagement and enjoyment in sharing responses to the popular fiction they have selected
- Evidence of good discussion skills (taking turns, listening attentively, generating questions, negotiating differences, etc.)
- Ability to apply comprehension skills independently and with peers
- Interest in extension activities and further learning

Reflection

The questions below are prompts to help you record your ideas, but you can also write additional observations about the lesson that the questions do not cover.

Preparation

- How well did the lesson planning help you prepare for this activity?
- What can you do to feel more prepared?

Student Engagement

- What did you notice about student engagement during different parts of the lesson?
- How satisfied were you with the level of student engagement?
- How could you increase student involvement?

Enrichment

- What topics related to this activity could students continue to explore that might extend learning?
- What variations or adaptations of this activity could you experiment with?

Academics

- How did this lesson support other academic content areas like math, science, or social studies?
- What changes could you make to strengthen academics while still keeping the activity fun?



Practice 2

Read Aloud

What Is It?

Reading aloud is a group reading activity that models fluent reading, provides exposure to new concepts and literature, and enhances students' listening, comprehension, and critical-thinking skills.

What Is the Content Goal?

The goals of *Read Aloud* are to engage students in reading; to model fluent, expressive reading; and to build important literacy skills such as comprehension. Asking questions before you begin and as you read can keep students engaged. Questions and answers can also help you determine if students are understanding what's being read.

What Do I Do?

With younger children, *Read Aloud* entails an afterschool teacher reading to students. Older students can take turns reading aloud. Whatever the grade level, choose books that are appropriate for your students, with engaging story lines that tap students' interests. Ask students for their ideas and talk to their day-school teachers to get suggestions.

Before you begin, ask questions about the cover and title of the book. What do the cover and title suggest about the book? Pre-reading discussion helps activate prior knowledge. While you are reading aloud, use expression to bring the story and characters to life. Pause to ask questions and check student engagement. When the story ends, ask students to share their opinions. What did they like the most? Why? What, if anything, surprised them? Could they relate to the characters?

Why Does It Work?

Research indicates that reading aloud is the single most important activity for reading success. It builds students' interest in reading, helps them develop understanding, and exposes all readers to great books. Reading aloud is an ideal activity for the afterschool setting because it can be done in a large group, in a small group, or one-on-one.

Enhancement for English Language Learners

Students reading in their first language have already learned 5,000–7,000 words before they begin formal reading instruction. In contrast, English language learners (ELLs) whose parents are not fluent in English typically do not have large vocabularies in the second language. When introducing new vocabulary prior to a read aloud, be aware that ELL students may be unfamiliar with words that their native English-speaking peers readily identify. Acting out words, using props, and using a “word wall,” where vocabulary words, definitions, synonyms, etc., are displayed, will help all students broaden their vocabulary.

Lengthy instructional conversations between instructors and students are a powerful tool in aiding reading comprehension, an area in which ELLs often struggle. Struggling readers are often given remedial instruction instead of being exposed to authentic texts and challenged to think critically or inferentially about stories. When conducting a read aloud, pausing frequently to model “think alouds” and higher-order questioning strategies will increase engagement and help develop students' understandings of more complex concepts.

Getting Started



Go to the *Read Aloud* practice in the Afterschool Training Toolkit for Literacy (www.sedl.org/afterschool/toolkits/literacy/pr_read_aloud.html) and locate the video.

Before viewing the video, use the reflection guide on the following page to write down what you are currently doing before, during, and after reading to enhance literacy learning for your students. Next, click on the video.

As you observe the read-aloud session on the video, note what the teacher on the video does during each of these phases of reading to add to your list.



Reflection Guide: Strategies for Before, During, and After Reading Aloud

Before Reading . . .	During Reading . . .	After Reading . . .

Comprehension Guide for Read-Aloud Conversations

Thinking Strategy	Description	Questions
Mental process that good readers use	What the mental process entails	Questions that promote this thinking strategy
Activate prior knowledge	Recall previous experience and knowledge, making connections with text content, meaning, and style.	What has happened in your life that is like this story? What have you read about or seen that relates to this topic?
Analyze formats	Predict characteristics and content of a book based on a review of formats—organization, graphics, and presentation of the text.	Based on the title, cover, table of contents, headings, charts, tables, and pictures, what do you think this book is about? Can you predict what will be in each section?
Visualize	Identify and describe mental pictures and images that occur to the reader as the text is read.	What pictures and images pop into your head? Can you imagine what the scene/person/item looks like?
Form predictions	Apply growing knowledge of author and content to predict story developments or upcoming content.	What clues hint at what will happen next? Based on the information we've read, what else will the author(s) discuss?
Make inferences	Combine analysis of the text with what you know of the world to form educated guesses about meaning.	What is the characters' relationship, based on how they're acting? How will information in this graph influence public choices?
Generate questions	Wonder about text—what's the purpose, why this detail, what's missing, and what remains to be learned?	What questions do you have about what's coming up in the story? Does the chart on this page make you wonder about anything?
Monitor understanding	Identify points of confusion about the text and analyze why they occur.	Where did you lose track of what's happening in the story? Are there terms/ideas you don't understand on this page?
Fix confusion	Apply fix-up strategies for areas of confusion so that reading can continue.	Can you reread that passage and look for clues about what's confusing you? What words do you need to know more about to move on?
Synthesize content	Identify main ideas, summarize content, identify contrasts, and make comparisons.	Can you summarize the main points of this passage in a few sentences? How are the main characters in each story the same? How are they different?

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RESOURCES



Lesson 1

Newcomers

This lesson is one example of how you can implement a read aloud. After reviewing the book cover, title, key themes, and new vocabulary, read the book aloud. Pausing to ask questions throughout the story engages students in the literature. A follow-up activity prompts students to extend what they know, apply it in writing or drawing, and make connections to their lives and to the world.

Grade Level(s):

2–3

Duration:

55 minutes

Student Goals:

- Read for a variety of purposes
- Read different kinds of literature
- Use different strategies to comprehend, interpret, and appreciate texts
- Use language, writing, and art to show understanding



Imagine This!

You have new students in your class, and they are welcomed enthusiastically by your current students. To make your newcomers feel welcome, your current students share their stories of being new to the class or the area. In a short period of time, all of your students act as if they have known each other for years!

What You Need

- ❑ *Marianthe's Story: Painted Words/Spoken Memories* by Aliki (New York: Greenwillow Books, 1998)
- ❑ *Going Home* by Eve Bunting (New York: HarperTrophy, 1998)
- ❑ Crayons, markers, and paper

Getting Ready

These books allow children to explore the experience of being new to a place or situation and to share their own stories about being newcomers. As you plan the read-aloud, think about your own experience as a newcomer to share with children. Review each story, noting key themes and new vocabulary. Jot down questions to generate discussion and prepare for activity.

Teaching Tip

What do you do if you ask a question while reading to students, and there's no answer? Many young readers are just beginning to learn how to think about stories. Providing models of your thoughts by demonstrating an answer or "thinking out loud" will put students at ease and help them develop good reading comprehension strategies. You can use the Comprehension Guide on p. 27 for ideas on what questions promote various thinking strategies.

What to Do

- Review the title and cover of *Marianthe's Story*, inviting students' predictions.
- Read *Marianthe's Story* aloud, pausing to ask questions and introduce any new vocabulary.
- Share an experience or story of being a newcomer and invite children to share theirs.
- Review the title and cover of *Going Home*, inviting students' predictions.
- Read *Going Home* aloud, pausing to ask questions and introduce any new vocabulary.
- Reread these lines from *Marianthe's Story*. "People were leaving our poor village. They were going to a new land, hoping for a better life." This will emphasize the connection between the two books.
- Ask students to find the connections and similarities between the two stories.
- In *Marianthe's Story*, Mari, the main character, shares her life story through art. Invite students to create drawings depicting their experiences as newcomers. Students can share and explain their pictures to the group.

Outcomes to Look for

- Student engagement and participation
- Comments and answers that reflect an understanding of the stories, key themes, and new word meanings
- Comments, answers, and drawings that reflect students' ability to connect the stories to their own lives and the world around them



Teaching Tip

This lesson could also be taught as a series of read alouds of books relevant to your students' home cultures that address the topic of moving to a new place. The culminating activity can be extended to become a community involvement event, such as creating a mural about the newcomers to your area or planning a welcoming event for newcomers at the afterschool site.

Reflection

The questions below are prompts to help you record your ideas, but you can also write additional observations about the lesson that the questions do not cover.

Preparation

- How well did the lesson planning help you prepare for this activity?
- What can you do to feel more prepared?

Student Engagement

- What did you notice about student engagement during different parts of the lesson?
- How satisfied were you with the level of student engagement?
- How could you increase student involvement?

Enrichment

- What topics related to this activity could students continue to explore that might extend learning?
- What variations or adaptations of this activity could you experiment with?

Academics

- How did this lesson support other academic content areas like math, science, or social studies?
- What changes could you make to strengthen academics while still keeping the activity fun?



Lesson 2

Who Am I Without Him?

This lesson, designed for girls, is another example of how you can implement a read aloud. Students select a text they want to read and work with on an ongoing basis. Although the group meets four times a week, this read-aloud activity occurs once a week. The instructor reads a chapter from the text each week, gradually working through the entire text.

Grade Level(s):

6–8

Duration:

60–90 minutes (once a week on an ongoing basis)

Student Goals:

- Practice reading fluently and expressively
- Make connections among literature, students' lives, and their world
- Apply a wide range of strategies to comprehend, interpret, and appreciate texts
- Use spoken and written language to communicate effectively



Imagine This!

A group of about 10 adolescent girls gather in a circle. Each girl has a copy of the book *Who Am I Without Him? Short Stories About Girls and the Boys in Their Lives* and a note card with questions and comments they jotted down while reading the story for the week. As the instructor convenes the group, she asks for one or two students to comment on the story and how it relates to their lives. There are some giggles as the girls begin talking about boys in the story and then about boys at their schools. Later the conversation becomes more serious as the students broach another topic in the story: interracial relationships. Once the discussion has ended, the instructor gives the students a writing prompt to help them begin writing in their journals.

What You Need

- ❑ A copy of the text *Who Am I Without Him? Short Stories About Girls and the Boys in Their Lives* by Sharon Flake (New York: Hyperion, 2005) for each student
- ❑ A journal and pen/pencil for each student

Getting Ready

Ask your students to choose a book they want to read. In this example, the class chooses *Who Am I Without Him? Short Stories About Girls and the Boys in Their Lives* by Sharon Flake. This is a good choice for middle school girls, but you and your students may choose any book that everyone agrees to read. Read the book yourself, making notes of key themes, any new vocabulary, and possible discussion questions for each chapter.

Teaching Tip

Current research points to a gender gap in literacy between boys and girls. Achievement data show that boys tend to struggle in language arts classes compared to girls and that they score lower on state and national reading assessments. If you decide to implement this lesson in your classroom, consider designing a parallel read-aloud activity for boys. You can learn more about the different literacy needs of boys at www.learnnc.org/lp/pages/676. You can find ideas about which books appeal to them at Guys Read, a literacy program that recommends books boys say they like (www.guysread.com).

What to Do

- Each week, ask students to read a chapter and write notes on a note card about the narrator and characters, including any questions and thoughts the chapter raises.
- After students have read the assigned chapter independently, read the chapter aloud or let students take turns reading aloud. During the read aloud, pause to ask questions, invite predictions, or introduce new vocabulary. Questions may include: What is Erika's dilemma? Why is it a dilemma? What do Erika's fellow students think of her? How do you know?

- Ask students to pause and jot answers in a journal to share later or pair and share (discuss their response to the question with a partner).
- After reading and discussing the chapter, give students a choice of two writing prompts and ask them to write in their journals for approximately 15 minutes. Writing prompts may include: What would you do if you were Erika? How do you feel about Erika having feelings for someone of a different race?
- When the students finish, collect the journals. Before the next meeting, read journals and respond to entries in writing so that they can hear your thoughts.



Teaching Tip

Students who don't have experience with keeping a journal may need practice and encouragement in writing to prompts for an extended period. One way to help students overcome resistance to writing is the freewrite technique. The ground rules of this practice are to write continuously, for a specified period of time, whatever comes to mind after the prompt is given. Emphasize that during freewriting, we kick out our inner critic and—for the moment—don't worry about grammar, punctuation, or spelling. When you first introduce the practice, start with very small (2–3 minute) increments of time and build to longer sessions.

Outcomes to Look for

- Student engagement and participation
- Comments and answers that reflect an understanding of the stories, key themes, and new word meanings
- Comments and answers that reflect students' ability to connect the stories to their own lives and the world around them

Reflection

The questions below are prompts to help you record your ideas, but you can also write additional observations about the lesson that the questions do not cover.

Preparation

- How well did the lesson planning help you prepare for this activity?
- What can you do to feel more prepared?

Student Engagement

- What did you notice about student engagement during different parts of the lesson?
- How satisfied were you with the level of student engagement?
- How could you increase student involvement?

Enrichment

- What topics related to this activity could students continue to explore that might extend learning?
- What variations or adaptations of this activity could you experiment with?

Academics

- How did this lesson support other academic content areas like math, science, or social studies?
- What changes could you make to strengthen academics while still keeping the activity fun?



Lesson 3

The Eighty-Yard Run

Considered one of the best American short stories, Irwin Shaw's "The Eighty-Yard Run" provides an account of a young football hero's finest moment from the perspective of the player 15 years later. This dynamic tale provides excellent material for an adolescent read aloud, addressing key components of high school culture: football and first love. The story also provides a picture of Depression-era events, life in New York City, and a marriage over time. For adolescents, read-aloud sessions will have greater impact if they relate the story to their own experiences. For students of different cultural backgrounds, frame questions that allow for cultural comparisons (i.e., different sports, courting, and marriage customs).

Grade Level(s):

9–12

Duration:

Four or five 30-minute sessions

Student Goals:

- Practice expressive reading of descriptive passages and dialogue to develop fluency
- Make connections between students' lives and events of past generations
- Identify similarities and differences in American culture and other cultures, past and present
- Comprehend and interpret the effect of events and choices on a marriage
- Use spoken and written language to communicate about great literature

Imagine This!

A group of students are studying the Depression in the day-school history class. To help them imagine this period in American history, their afterschool instructor has them read a short story that takes place during the Depression. The students also research the author who has written the short story. Soon the room is filled with charts and illustrations showing the students' understanding of the Depression and how it affected Americans.

What You Need

- ❑ Articles or books about the Great Depression that have several illustrations of the era. The Modern American Poetry site has a photo essay on the Great Depression (www.english.uiuc.edu/maps/depression/photoessay.htm).
- ❑ Brief accounts of Irwin Shaw's life, available in books and online
- ❑ Copies of "The Eighty-Yard Run" from *Short Stories: Five Decades* by Irwin Shaw (Chicago: University of Chicago, 2000)
- ❑ List of discussion questions for the story found at www.unl.edu/sbehrend/html/sbsite/StudyQuestions/ShortStoryQuestions.htm

Getting Ready

Divide the class into small groups. Ask each group to review a different set of pictures about the Great Depression and list their key observations on a piece of chart paper. Then ask each group to review a different short biography of Irwin Shaw and list key events from his life on a different piece of chart paper. Post biography lists on one side of the room and Depression observations on the other to fuel a whole-group discussion about the writer's life and times. Assign teams made up of staff and students and ask them to prepare and read specific sections of the story with expression (three voices: narrator, husband, and wife).

Teaching Tip

While we often think of reading aloud as an activity that is only appropriate for younger students and beginning readers, this practice can be a powerful technique for engaging older students as well. Read alouds help adolescent readers increase fluency, deepen comprehension, and gain confidence in public speaking. Key to successful adolescent read alouds is finding a text with themes that are compelling and relevant to teen readers and/or letting students select their own stories.

What to Do

- Over four sessions, read “The Eighty-Yard Run” aloud.
- At the end of each section, ask students to share observations about “that was then/this is now” and predict what might happen next in the story.
- After you have finished reading the story, work with the class to generate ideas for a contemporary story following a similar plot line: 15 years after great success as a youth, a person revisits the scene of that success and reflects on ways later events have challenged his or her career and relationships.
- Allow small groups or individuals to create their own stories if interest is high.
- Compare contemporary student versions of these plots with “The Eighty-Yard Run.”

Outcomes to Look for

- Student engagement in the story as both listeners and readers
- Ability to make connections between student lives and culture with a story from a different generation and perhaps different cultures
- Increased student interest in and knowledge of American history during the Depression
- Insight into the impacts of economic pressures and work choices on marriage over time

Reflection

The questions below are prompts to help you record your ideas, but you can also write additional observations about the lesson that the questions do not cover.

Preparation

- How well did the lesson planning help you prepare for this activity?
- What can you do to feel more prepared?

Student Engagement

- What did you notice about student engagement during different parts of the lesson?
- How satisfied were you with the level of student engagement?
- How could you increase student involvement?

Enrichment

- What topics related to this activity could students continue to explore that might extend learning?
- What variations or adaptations of this activity could you experiment with?

Academics

- How did this lesson support other academic content areas like math, science, or social studies?
- What changes could you make to strengthen academics while still keeping the activity fun?



Practice 3

Story and Literature Dramatizations

What Is It?

Story and Literature Dramatizations give students an opportunity to act and explore characters, bringing literature to life. Acting out characters' parts engages students while building critical reading skills.

What Is the Content Goal?

The goal of *Story and Literature Dramatizations* is to engage students in literature by reading, discussing, and presenting a poem, story, or play. By studying a plot and roles, students build an understanding of characters, motivation, and storytelling.

What Do I Do?

Choose a poem, short story, or play that will really engage students. Ask students for their ideas, or talk to their teachers to find out how to connect to the day-school curriculum. Review the story, plot, and characters, then assign roles or let students decide. Ask students to think about their role, discuss what makes each character convincing, and encourage them to really take on that character. Students aren't required to memorize lines unless they choose to.

Why Does It Work?

Afterschool provides the perfect setting for dramatizations. After a day of sitting in classes, students can move around and act things out while building literacy skills. While some programs mount full-scale theatrical productions, there are any number of ways that dramatization can be integrated into afterschool activities through finger puppets, rhymes, reader's theater, or songs.

Enhancement for English Language Learners

This practice is especially effective for English language learners because it employs multiple learning modalities (physical, visual, auditory, etc.) that have been shown to reinforce language learning. Repeated readings of a script and practicing line delivery build fluency and expressiveness in English, and the collaborative nature of the practice provides essential opportunities for interaction. Pantomime and follow-up discussions can be very effective for the integration of language and meaning.

Many students who are learning English may not have the same background knowledge related to text structure and content as native English speakers. For example, they may be unfamiliar with the format of a theatrical script, or with a fairy tale that is traditional in this culture (such as *The Three Little Pigs*). When choosing texts for this activity, select from a variety of culturally relevant texts, gauge students' levels of background knowledge, and provide additional explanation and instruction where needed.

Getting Started



Go to the *Story and Literature Dramatizations* practice in the Afterschool Training Toolkit for Literacy (www.sedl.org/afterschool/toolkits/literacy/pr_story_lit.html) and click on one of the videos.

As you observe the story and literature dramatization session on the video, use the before, during, and after writing prompts to write down your ideas about how you might incorporate this practice into your teaching.

BEFORE YOU WATCH THE VIDEO, write down what you already know about story and literature dramatizations. Think about your own experience with dramatic readings or plays that you have participated in or observed. What aspects of the experience might help build literacy skills and contribute to success in school?

DURING THE VIDEO, consider the following:

How does the instructor work with the students to lay the groundwork for the activity and get them started?

What academic skills like math, social studies, writing, etc., are students reinforcing while they participate in the activity? Note specific examples.

AFTER YOU WATCH THE VIDEO, write what modifications you might need to make to teach this lesson in your own class.

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Lesson 1

Freeze Frames

Students work collaboratively in small groups to depict a scene or an event from a story in this quick, spontaneous activity.

Grade Level(s):

3–8

Duration:

30 minutes

Student Goals:

- Apply a wide range of strategies to comprehend, interpret, and appreciate texts
- Use dramatization to communicate stories and events
- Work collaboratively in small groups
- Present a snapshot of a story or event



Imagine This!

You look across the room, and not only are your students not fidgeting, they aren't moving at all. One group is frozen, standing perfectly still, creating a picture and telling a story, while the other students try to guess the meaning of the group's freeze frame.

What You Need and Getting Started

No special materials or preparation are required. This activity can be conducted using any book or story that students have read or are reading. It can also be conducted using social studies content, such as a historical event that students are studying.

What to Do

- Divide students into small groups.
- Ask each group to pose to create a picture of a specific event from their text.
- Ask each group member to take part in the picture and say, "Ready, action, FREEZE!"
- Ask the observing students to report and interpret what they see. If those who created the picture have details to add, they can fill them in.
- Go around the room until all groups have had a chance to present their frozen picture.

Outcomes to Look for

- Student engagement and participation
- Small group collaboration, with all group members participating equally
- Presentations, comments, and questions that reflect an understanding of stories, events, key themes, and characters

Teaching Tip

This activity can be used to extend student engagement in many other ways. Some examples include:

- After a read aloud, students retell the story by creating freeze frames from the action: beginning, middle, and end (builds comprehension).
- Before a field trip, students create freeze frames of what they think they will see or experience (creates anticipation: helps students make predictions).
- Prior to a writing activity on a theme like good citizenship, students create freeze frames of citizenship in action (engages students in topic: provides vocabulary and experiential framework).



Reflection

The questions below are prompts to help you record your ideas, but you can also write additional observations about the lesson that the questions do not cover.

Preparation

- How well did the lesson planning help you prepare for this activity?
- What can you do to feel more prepared?

Student Engagement

- What did you notice about student engagement during different parts of the lesson?
- How satisfied were you with the level of student engagement?
- How could you increase student involvement?

Enrichment

- What topics related to this activity could students continue to explore that might extend learning?
- What variations or adaptations of this activity could you experiment with?

Academics

- How did this lesson support other academic content areas like math, science, or social studies?
- What changes could you make to strengthen academics while still keeping the activity fun?



Lesson 2

Shakespeare Club

Students memorize a part in *A Midsummer Night's Dream*, create costumes and a set, and build literacy skills in a fun, engaging way.

Grade Level(s):

5–9

Duration:

45 minutes, 2 days per week

Student Goals:

- Read and learn about the life of William Shakespeare
- Read and understand a Shakespeare play
- Study characters
- Help create a costume and set
- Practice reading, memorizing, and presenting a play



Imagine This!

The school auditorium is full of excitement as students and parents take their seats in preparation for the show. The student performers are busy backstage making last-minute adjustments to their costumes and double-checking their lines. The lights are dimmed, the crowd goes silent, and the Shakespeare play begins. Third, fourth, and fifth graders from an inner-city elementary school who have been studying Shakespeare's life and work for the past 9 months as part of the afterschool program make up the dynamic cast. This year, the Shakespeare Club has chosen *A Midsummer Night's Dream*. They have auditioned for selected parts, memorized their lines and movement on the stage, and even created the costumes and set (with some help from parents and community volunteers). While having fun preparing for the performance, these young Shakespeareans are also developing valuable literacy skills that will be helpful off the stage as well as on. The students know their hard work has paid off when the audience breaks into wild applause.

What You Need

- Copy of *A Midsummer Night's Dream* for each student
- Costume materials and accessories for characters
- Set materials, as needed
- Space for performance

Getting Ready

Read and review the play, identifying the setting, main characters, themes, and plot. Make a list of any new vocabulary words, and create a set of questions for review. Develop a workable schedule for practicing and presenting the play.

Teaching Tip

There are numerous online resources to help you make Shakespeare accessible, relevant, and exciting in your classroom. In Search of Shakespeare (www.pbs.org/shakespeare/educators/lessonplans.html), a site sponsored by PBS, offers professional development ideas, free lesson plans for all grade levels, extensive resource lists, and a multimedia digital library. Web English Teacher provides a Shakespeare page (www.webenglishteacher.com/shakespeare.html) with lesson plans and activities for individual plays, as well as links to background information about Shakespeare and his times.

What to Do

- Introduce the play and its author.
- Review the setting, main characters, theme, and plot.
- Engage students in a discussion of the plot and characters.
- Hold an audition for parts, and let students choose roles for stage management, costume, and set design.
- Rehearse the play by having students read it through multiple times and work to memorize their lines.
- Have students create the set and the necessary costumes.
- Have students perform the play for fellow students and parents.

Outcomes to Look for

- Student engagement in the story, characters, and plot
- Expressive, fluent reading
- Reading and comments that reflect an understanding of literature and characters
- Creative set design and costumes
- Collaboration among students
- A presentation that reflects a knowledge and understanding of the play

Reflection

The questions below are prompts to help you record your ideas, but you can also write additional observations about the lesson that the questions do not cover.

Preparation

- How well did the lesson planning help you prepare for this activity?
- What can you do to feel more prepared?

Student Engagement

- What did you notice about student engagement during different parts of the lesson?
- How satisfied were you with the level of student engagement?
- How could you increase student involvement?

Enrichment

- What topics related to this activity could students continue to explore that might extend learning?
- What variations or adaptations of this activity could you experiment with?

Academics

- How did this lesson support other academic content areas like math, science, or social studies?
- What changes could you make to strengthen academics while still keeping the activity fun?



Lesson 3

Creating Student Advertising

Teenagers analyze how advertisements work as they develop, create, and enact media advertising that expresses their own voices and values.

Grade Level(s):

9–12

Duration:

Four sessions, 60 minutes each

Student Goals:

- Learn to analyze common communication strategies used by the media to influence teen choices
- Identify messages that teenagers consider important
- Collaborate with peers to create a media ad, applying advertising techniques to the message
- Experiment with the integration of sound, movement, language, and visual elements to affect communication



Imagine This!

Your students are crowded around the television, watching commercials. At the end of each advertisement, they clap and cheer. Although you don't normally want your students watching TV in afterschool, in this instance you share their enthusiasm. The students are watching advertisements they created!

What You Need

- ❑ Audio visual equipment for viewing taped or live TV ads and Web site videos
- ❑ Samples of print ads from teen magazines
- ❑ Video or DVD copies of sample television ads targeting teens
- ❑ Tip sheet on writing advertising copy such as the following:
 - www.associatedcontent.com/article/60659/five_basic_tips_for_writing_advertising.html?cat=3
 - www.articlesbase.com/business-articles/five-tips-for-writing-ad-copy-that-sells-381648.html
 - www.selfgrowth.com/articles/Konradt1.html

Session 1: Analysis and Preparation

What to Do

Working with students:

- View the “Analyzing Media” video (video 2) in the *Writing* practice section of the toolkit Web site (www.sedl.org/afterschool/toolkits/literacy/pr_writing.html).
- Browse teen advertising in magazines and on the Web, noting characteristics that create impact.
- Watch television ads, discussing the messages and ways they are crafted.
- Ask what techniques are consistently used by media advertisers to influence teen decision-making. Can students use these techniques for messages they think are important?
- Distribute copywriting tip sheets and review characteristics of good copywriting.

Session 2: Developing an Advertisement

What to Do

- Assign students to groups of 3–5 members.
- Have groups identify one message they agree is important to a teen audience.
- Have students develop a 60-second ad in which everyone in the group has a role, and which is designed to effectively communicate this message.

Session 3: The Finishing Touches

What to Do

- Have groups integrate musical backgrounds, sound effects, minimal costumes, and props.
- Then have students rehearse and refine the enacted advertisement.

Session 4: Presentation Day!

What to Do

- As a whole group, have students present their ads and discuss how they differ from commercially produced ads.
- Have each group identify the powerful and effective aspects of each presentation, and consider ways to improve each one, using feedback sheets with category titles such as: What I Liked, What I Have Questions About, and Ideas You Might Consider.

Outcomes to Look for

- Understanding of the common techniques used by the media to influence teen choices
- Ability to identify messages that are important to teens
- Increased skill in working collaboratively
- Understanding and application of the principles of copywriting and media communication
- Ability to integrate language, sound, movement, and visual elements to craft a message



Teaching Tip

Let your students take their dramatization to the next level by creating a video. If your program doesn't have a video camera, try to borrow one from a school or business. A local business might even be willing to donate a camera to your afterschool program. Once you have your camera, visit YouthLearn (<http://youthlearn.org/learning/activities/multimedia/video.asp>) for a complete explanation of student video production as well as its place in reading and writing education.

Reflection

The questions below are prompts to help you record your ideas, but you can also write additional observations about the lesson that the questions do not cover.

Preparation

- How well did the lesson planning help you prepare for this activity?
- What can you do to feel more prepared?

Student Engagement

- What did you notice about student engagement during different parts of the lesson?
- How satisfied were you with the level of student engagement?
- How could you increase student involvement?

Enrichment

- What topics related to this activity could students continue to explore that might extend learning?
- What variations or adaptations of this activity could you experiment with?

Academics

- How did this lesson support other academic content areas like math, science, or social studies?
- What changes could you make to strengthen academics while still keeping the activity fun?



Practice 4

Writing

What Is It?

Writing activities can include learning and practicing new vocabulary, journal writing, conducting interviews, and developing storylines. The best writing activities go hand in hand with reading activities because this approach helps to further develop language skills.

What Is the Content Goal?

The goal of *Writing* is to help students to see themselves as writers by tapping into their interests and experiences and allowing them time to practice writing in a supportive environment. Students need strong writing skills to succeed academically and in the world beyond school.

What Do I Do?

There are a variety of ways to capitalize on children's enthusiasm for writing and communication. Journal writing, writing workshops, newsletter production, or pen-pal projects are all good options for afterschool. When working with very young students, invite them to tell you a story about a topic of interest. Write down each story and read it back to them. For beginning writers, ask students to choose words or characters from stories they are reading. Even if they are not sure of correct spellings, encourage students to sound out words and try to write them out and illustrate their meanings. Encourage students to keep word banks for future writing projects.

For a large group of students, older students, or for students with different skill levels, journaling, letter writing, and interviewing can engage students in literacy activities in topics of their choice. Ask for student volunteers who are willing to read drafts of their writing, and then have their peers review and offer helpful suggestions. Encourage students to revise their work, just like in a writer's workshop. Finally, display and celebrate completed student work.

Why Does It Work?

Afterschool programs provide a perfect opportunity for students of different levels and abilities to write informally. Engaging activities and regular practice tend to increase students' desire to write. Writing plays an important role in learning. Through writing, students form and develop ideas, make sense of their own experiences, and present their understanding in relevant ways. Creating and sharing written work provides an opportunity for students to tell their stories, see themselves as authors, and begin to understand the qualities of good writing.

Enhancement for English Language Learners

For English language learners (ELLs), writing ability is closely tied to literacy experiences in their native language. Students with minimal literacy in either their home language or in English may need to be taught about the practical purposes of written language. For ELLs with literacy in the primary language, transfer of writing ability is influenced by the similarities and differences between writing systems, such as alphabetic (e.g., Spanish) and logographic (e.g., Japanese). Some ELLs may be literate in alphabetic writing systems that use letters and print conventions that are very different from English, such as Arabic or Thai. Explicit instruction in writing conventions and text structures is crucial for ELLs learning to write fluently in English.

Getting Started



Go to the *Writing* practice in the Afterschool Training Toolkit for Literacy (www.sedl.org/afterschool/toolkits/literacy/pr_writing.html) and click on one of the videos.

As you observe the writing session on the video, jot down your ideas in response to the following questions:

What can we tell about student or community characteristics?

What are the successful elements of the writing the students are doing?

How can this project be extended using effective instructional strategies?

Using “Tailoring a Writing Project” on the following page, brainstorm about a writing project you could do at your afterschool site that would be a good fit with your students and community.

Tailoring a Writing Project

Engaging Your Students, Parents, and Community

Characteristics of students	Characteristics of community	Project description
<p>Middle and high school students</p> <ul style="list-style-type: none"> • Show high level of excitement at annual Thanksgiving Day game. • Invent chants and activities to provoke rivalry with neighboring school. • Engage many sectors of the school (through pep rallies, parades, etc.) in pre-game activities. 	<p>Aberdeen, WA</p> <p>A rural town with an intense football rivalry with the neighboring town. The annual Thanksgiving Day game engages the entire community (parades, rallies, parties, and game attendance), providing rich memories for graduating students, parents, and grandparents for more than a century.</p>	<p>The Thanksgiving Day Football Games</p> <p>Students interview residents about memories of games over a 75-year period. Students compare and refine interviews and stories, research games for story accuracy, and collect pictures. Finally, the group publishes a book, which becomes a community best seller.</p>
<p>Spanish-speaking students, 7–9 years old</p> <ul style="list-style-type: none"> • Immigrated from many different countries or cultures. • Share Spanish language. • Share challenge of learning English. • Travel to country of origin to see relatives. • Receive gifts or objects from distant family members. 	<p>Medford, OR</p> <p>A small city with relatively recent and large influx of immigrants, primarily from South America. Community members are learning to understand and integrate new residents into the social fabric. Many long-time residents lack knowledge of the diverse backgrounds of individual newcomers because “they all speak Spanish.”</p>	<p>La Alfombra Mágica</p> <p>Students begin riding the magic carpet to each other’s countries. What would they see? Then each writes and illustrates a circle-of-life wheel in layers: 1) a poem about their past, present, and future; 2) four important events; and 3) four significant objects. The wheels are displayed for parents and community members.</p>
Characteristics of your students	Characteristics of your community	Description of your project





Lesson 1

My First Book

After reading a story and reviewing the elements of a book, students develop ideas and create their own books with a cover, storyline, and illustrations.

Grade Level(s):

K-2

Duration:

60 minutes (or multiple sessions)

Student Goals:

- Understand the process of writing and illustrating a book
- Develop an idea for a book
- Create, write, and illustrate a book based on students' own ideas



Imagine This!

Colorful, handmade books line the walls of your classroom. Your students are leading their parents through the room, stopping at the book the student wrote. He or she then reads the book aloud or shows off the illustrations that tell a story.

What You Need

- Chart paper
- White paper for making books
- Colored construction paper for covers
- Colored pencils, markers, or crayons
- Stapler

Getting Ready

Select a book based on students' interests. Review the story and note the author, illustrator, plot, and any new vocabulary. Use chart paper to list the elements of the book (cover, story, pictures) and who does each job (publisher, author, illustrator). You may want to sketch icons for each element, such as an outline of the book, text, and a picture.

What to Do

- Begin by reviewing the title and cover, inviting students' predictions.
- Read the book aloud, pausing to ask questions.
- After the read-aloud, review the elements of the book (cover, story, illustrations) and who does each job (publisher, author, illustrator).
- Using the list on chart paper, draw lines or arrows to match the element with the person who does each job.
- Ask questions such as: What do writers do? How do you think they get ideas for stories? Which do you think comes first—the story or the pictures? Do you like to write? Have you ever written a book before? Would you like to? Make the key points that writing is a process, and that good writers write what they know and care about.
- Explain to students that they are going to make books of their own.
- Ask students to choose a color for the cover. Then help them make books by taking one sheet of colored paper and several sheets of white paper, folding them in half, and stapling down the seam.
- Ask students to choose an idea for their book. It can be related to the read-aloud book, or simply something that's important or interesting to them.
- Next, students should write (as appropriate) and illustrate their book. Each student can write a title on the cover and should include his or her name as the author.
- When students feel their books are complete, display them, or create an opportunity to share them with parents, teachers, and other students.

Outcomes to Look for

- Student engagement and participation
- Comments, questions, and answers that reflect an understanding of each element of a book, and who does each job
- Ability to generate an idea, a story, and illustrations
- Final presentations that reflect an understanding of how books come together



Teaching Tip

Students (and adults) of all ages are often thrilled at the chance to meet an actual writer or artist. Make this lesson an opportunity for community engagement by tapping into literary resources in your area. Check with your local library or independent bookstore to find out if there are any children's book authors or illustrators who will be giving talks or readings. See if they might be willing to visit your classroom for a reading or Q&A session about their work.

Reflection

The questions below are prompts to help you record your ideas, but you can also write additional observations about the lesson that the questions do not cover.

Preparation

- How well did the lesson planning help you prepare for this activity?
- What can you do to feel more prepared?

Student Engagement

- What did you notice about student engagement during different parts of the lesson?
- How satisfied were you with the level of student engagement?
- How could you increase student involvement?

Enrichment

- What topics related to this activity could students continue to explore that might extend learning?
- What variations or adaptations of this activity could you experiment with?

Academics

- How did this lesson support other academic content areas like math, science, or social studies?
- What changes could you make to strengthen academics while still keeping the activity fun?



Lesson 2

Recycling

Students read or listen to a story or poem, discuss how it relates to themselves and their world, and create a new piece of writing of their own.

Grade Level(s):

3–5

Duration:

60–75 minutes

Student Goals:

- Learn how waste and recycling affect the environment
- Read and understand a related story
- Make connections between literature, students' own lives, and the world around them
- Write a poem and begin to understand the conventions of poetry



Imagine This!

A group of older elementary students are clustered around their instructor, sitting cross-legged on the floor of this urban classroom. They listen enthusiastically to a rhythmic read aloud of *The Giving Tree*. Next, they giggle and groan as they listen wide-eyed to an audio recording of a poem about a girl who never took the garbage out. “Can you imagine that?” one child exclaims. The story obviously entertains the children, but as the instructor leads them in a discussion of the texts, it is clear that the children have also made some connections. The children discuss the meaning of both texts with a particular emphasis on taking care of the environment and recycling. The activity culminates with the children writing a poem of their own, using their interest in recycling to develop their literacy skills.

What You Need

- The Giving Tree* by Shel Silverstein (New York: HarperCollins Publishers, 2003)
- Audio recording of the poem “Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out,” also by Shel Silverstein. The poem can be found on the CD *Where the Sidewalk Ends* (Sony). Check your library for a copy or you can download the MP3 file from Amazon.com.
- Paper
- Pencils
- Sample poems

Getting Ready

- Review the text and audiotape.
- Identify key themes and any new vocabulary.
- Collect examples of poems.
- Develop a rubric for poems.

What to Do

- Read *The Giving Tree* aloud.
- As you read, ask questions about the story’s characters and meaning.
- After you read, engage students in a discussion about how trees are used.
- Play an audio recording of the poem “Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out.”
- Ask students what they think the poem means, and what different words and phrases suggest to them.
- Ask students about recycling in their own homes and school: Do you recycle? What types of things do you recycle? What happens to recyclable items when you recycle them? What effect does recycling have on the overall environment? What happens to items when they are not recycled?

- Discuss the difference between stories and poems (using the two examples from the lesson).
- Provide a couple of examples of other poems for students to read.
- Review the rubric for writing a poem.
- Ask students to write their own poem about recycling and taking care of the environment.
- When students are finished, ask them to read their poems aloud.

Outcomes to Look for

- Active, attentive listening
- Comments, questions, and answers that reflect an understanding of the story and poem and an ability to connect them to students' own lives and the world
- Written work that reflects the criteria you developed for writing a poem

Teaching Tip

Consider teaching this activity as one in a series of lessons introducing students to poetry and exploring its various forms. ReadWriteThink, hosted by the International Reading Association (IRA) and the National Council of Teachers of English (NCTE), provides free lesson plans on a variety of literacy topics, including poetry. One thematic unit, "Compiling Poetry Collections and a Working Definition of Poetry," introduces poetry forms and craft elements over several sessions. Students explore poetry about everyday topics and create their own collection of favorite poems. To learn more, visit www.readwritethink.org/lessons/index.asp.

Reflection

The questions below are prompts to help you record your ideas, but you can also write additional observations about the lesson that the questions do not cover.

Preparation

- How well did the lesson planning help you prepare for this activity?
- What can you do to feel more prepared?

Student Engagement

- What did you notice about student engagement during different parts of the lesson?
- How satisfied were you with the level of student engagement?
- How could you increase student involvement?

Enrichment

- What topics related to this activity could students continue to explore that might extend learning?
- What variations or adaptations of this activity could you experiment with?

Academics

- How did this lesson support other academic content areas like math, science, or social studies?
- What changes could you make to strengthen academics while still keeping the activity fun?

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Lesson 3

Writing and Sharing Community Stories

Students interview community members for personal stories on a shared theme. They write, publish or perform, distribute, and even sell this collection at community events.

Grade Level(s):

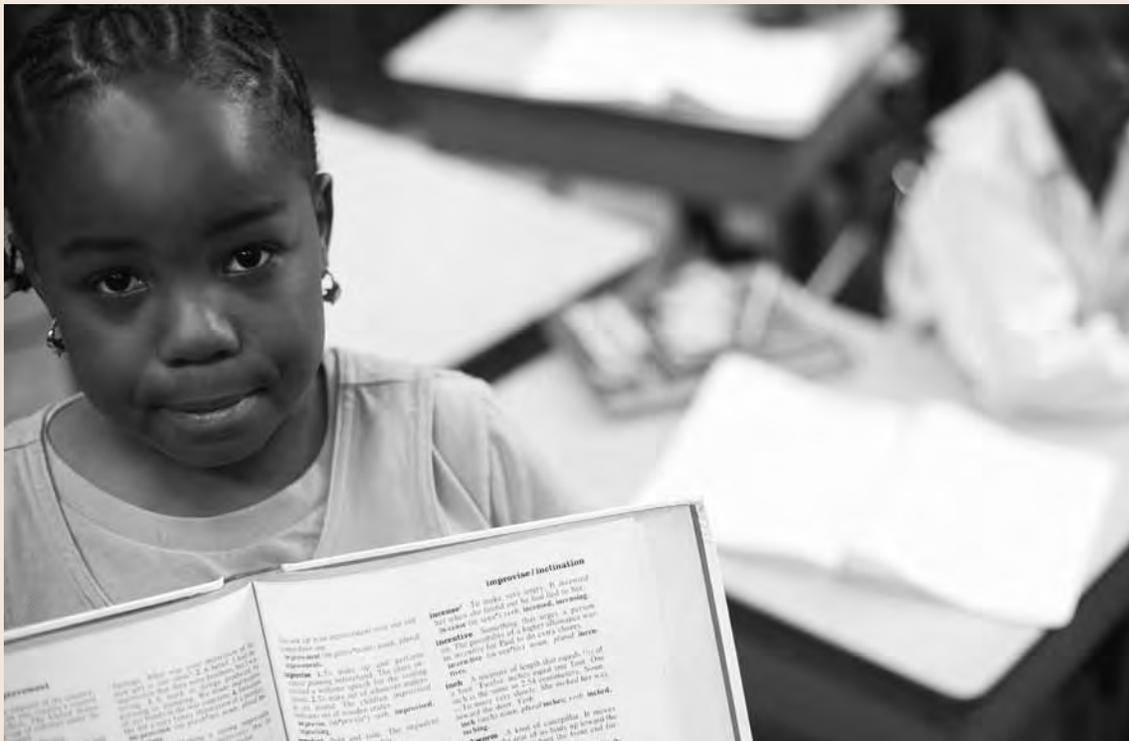
9–12

Duration:

Multiple sessions of 30–60 minutes

Student Goals:

- Generate student and community engagement in an afterschool writing project
- Inspire students' use of writing to explore and express community culture
- Expose students to a complete publication and performance process—conception, research, draft composition, revision, publication design, and rehearsal for performance
- Create an identifiable product or event that will connect afterschool achievements with the community



Imagine This!

Students and invited guests fill your classroom. The classroom is buzzing with activity and talking. The students aren't just idly chatting; they are interviewing their invited guests, learning about their lives. Flashbulbs light the room. Your students are taking pictures of their guests to highlight the oral histories. By the end of the session, your students have published an oral history.

What You Need

- ❑ Tip sheet about conducting oral history interviews: The Learning Page at the Library of Congress, (<http://memory.loc.gov/learn>)
- ❑ Description of characteristics of good oral history and nonfiction writing (<http://essayinfo.com/tips>)
- ❑ Information about possible publishing options and available resources (photocopy, desktop, print shop, etc.)

Getting Ready

- Review classroom examples of this activity online at Tapestry of Tales (www.nwrel.org/tapestry/)
- Work with students to identify a topic that engages and unifies the diverse cultures in the community—everyone has a story.
- Prepare a list of interview questions that will elicit good stories and more details about the topic.

Teaching Tip

Today's students are more tech-savvy than ever, and this is especially true for adolescents. Older students will be more motivated and engaged if there are opportunities to incorporate technology in this project at all stages. Consider combining this activity with the “Digital Storytelling” lesson in the technology section of the Afterschool Training Toolkit (www.sedl.org/afterschool/toolkits/technology/pr_developing.html). You can find more ideas for digital storytelling projects at Digital Underground Storytelling for Youth (<http://oaklanddusty.org>), a collaborative project bringing together individuals and organizations to learn, work, and play together through technology-based literacy activities.

What to Do

- Select quality oral history essays written by students and read them aloud (for examples, see the What You Need and Getting Ready sections on page 71).
- Share characteristics of good oral history writing. For example, explain to students what brings stories to life.
- Using an oral history guide, invite one interviewee to your site and conduct a demonstration interview.
- Ask each student to briefly interview a few community members of different ages about the selected topic, checking that diverse community cultures are represented.
- Discuss information from these interviews (age, culture, interest, perspective), working with each student to identify the best candidate for a full interview.
- Have students conduct interviews, using a list of questions, taking notes, and tape recording them if possible.
- Ask students to prepare outlines, drafts, and revised write-ups of the interviews.
- Have students work with peers to polish each essay, using a writing rubric.
- Have the publication team prepare a final manuscript (desktop formats, pictures, etc.). You may also want your students to prepare and rehearse a presentation for a community performance. Include photos of the interviewees in the manuscripts, if possible.
- Distribute publication or carry out the performance, with special invitations or recognition for interviewees.

Outcomes to Look for

- Students' enthusiasm for writing and engagement with the community through the project
- Students' knowledge and application of interview skills
- Improvement in student writing through the draft and peer review process
- Students' ability to sustain a writing project through the stages of conception, research, composition, revision, publication, and performance
- Enthusiastic community feedback about the final product

Reflection

The questions below are prompts to help you record your ideas, but you can also write additional observations about the lesson that the questions do not cover.

Preparation

- How well did the lesson planning help you prepare for this activity?
- What can you do to feel more prepared?

Student Engagement

- What did you notice about student engagement during different parts of the lesson?
- How satisfied were you with the level of student engagement?
- How could you increase student involvement?

Enrichment

- What topics related to this activity could students continue to explore that might extend learning?
- What variations or adaptations of this activity could you experiment with?

Academics

- How did this lesson support other academic content areas like math, science, or social studies?
- What changes could you make to strengthen academics while still keeping the activity fun?

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RESOURCES



Practice 5

Family Literacy Events

What Is It?

Family Literacy Events are special scheduled times when parents and caregivers are invited to visit and participate in activities at their child's afterschool program. Events may include workshops on homework or parenting issues; student presentations, musical activities, or plays; or exhibits of student work. These events may be led by afterschool staff, local experts, or community organizations.

What Is the Content Goal?

The goal of *Family Literacy Events* is to encourage parent and caregiver involvement in the afterschool program. This can be done by highlighting student work and providing helpful tools and tips for families to support students' reading and writing needs.

What Do I Do?

In order to plan successful events, you should invite a group of parents to participate in all stages of the planning process, from sharing ideas to implementation. The families in your own community and school are your best resource for understanding what will entice others to attend. Whenever possible, offer food and child care at your events. It's a welcoming gesture, and on a practical level, it makes it possible for more parents to participate. Look for opportunities to exhibit student work, showcase student talent through presentations, and have parents visit different rooms to meet afterschool staff. Aim for a few family literacy events each year to encourage family involvement and familiarity with the afterschool program. Use the event planning checklist on page 78 to plan your activity.

Why Does It Work?

At family literacy events, students can practice language and literacy skills when they talk about or demonstrate what they are learning. Parents and caregivers have the opportunity to increase their own skills as they support their children's learning. Participating in a festive, hands-on event can help families feel more comfortable with doing literacy activities at home, a practice shown to improve children's language arts and reading skills. These events can also help afterschool staff to communicate with parents about their child's reading and writing progress.

Enhancement for English Language Learners

There is much evidence that links parental involvement with student success. Yet many parents of English language learners (ELLs) are not yet fluent enough in English themselves to support their children's literacy development. To address this issue, a number of afterschool programs have successfully partnered with organizations that serve adult ELLs. Collaborations like these provide opportunities for adult family members to acquire English language and literacy skills while empowering them to become more involved in their children's education.

When planning family literacy events, you will want to include on your committee parents and caregivers from different cultural and language backgrounds. Ask all committee members to serve as liaisons or interpreters, and encourage them to recruit participants in their communities. Provide promotional materials and invitations in the languages spoken in your community, and expand outreach efforts to include phone calls or in-person contact. It is important to offer transportation and child care for the event whenever possible as a lack of these services can be a major barrier to participation for many families.

Getting Started

Review the general description of the practice listed above. Then visit the Northwest Regional Educational Laboratory's Web site (www.nwrel.org/learns/tutor/sum2003/sum2003.html) for additional information about planning family literacy events and examples of several different types of literacy activities for families.

As you consider implementing this activity at your site, you can use the checklist on the following page to help with your planning.



Event Planning Checklist

<input checked="" type="checkbox"/>	Task	Questions to Consider
<input type="checkbox"/>	Define the event	What is the hook or theme? Does it respond to real community needs and interests? How will it build literacy skills and family connections? How will you involve families in all stages of the planning process?
<input type="checkbox"/>	Create an agenda or a list of activities	What and how many activities will you offer?
<input type="checkbox"/>	Assign responsibilities	Who will do the following: <ul style="list-style-type: none"> • provide the literacy expertise and guidance? • set up the space? • greet and sign in participants? • lead activities? • provide refreshments? • stay and clean up?
<input type="checkbox"/>	Create and distribute invitations or flyers	Who will design and produce them? Are they culturally inclusive? Into how many languages should they be translated? How many will you disseminate? How?
<input type="checkbox"/>	Generate publicity	Who will write a press release? What other outlets are there to increase publicity? Can someone act as an event photographer? If so, will you need photo releases?
<input type="checkbox"/>	Secure necessary space and equipment	Where will the event take place? Will you need audio-visual equipment? How will you accommodate special needs (e.g., translators, accommodations for physical disabilities)?
<input type="checkbox"/>	Locate supplies	What supplies will each event require? Who will bring what? Can any local businesses or organizations make donations?
<input type="checkbox"/>	Plan event evaluation	How will you measure event success? Will you distribute a survey? Who will design, collect, and compile it? Will there be a reflection or discussion at the end of the event? How will this link with other activities to follow?
<input type="checkbox"/>	Perform follow-up tasks	Who will capture post-event reporting (e.g., to the press, project administration, partners)? Who will write thank-you letters? What is the bridge to the next family literacy activity?

Checklist available in pdf form: www.nwrel.org/learns/tutor/sum2003/part6.html





Lesson 1

Connecting Families Through Folk Stories and Fairy Tales²

Parents are asked to write down a folk story or fairy tale from their childhood in their primary language. Students then rewrite the story in English, adding illustrations.

Grade Level(s):

K–5

Duration:

Varies

Student Goals:

- Promote cross-cultural awareness and appreciation among students, families, and staff
- Strengthen connections between home and the afterschool program
- Increase student and family engagement
- Familiarize students with the elements of the fairy tale and folk story genre



² Adapted from Stuczynski, A., Linik, J., Novick, R., Spraker, J., Tucci, P., & Ellis, D. (2005). *Tapestry of tales: Stories of self, family, and community provide rich fabric for learning*. Portland, OR: Northwest Regional Educational Laboratory.

Imagine This!

Your room is filled with illustrations of gremlins, fairies, and magic beans. Each picture illustrates a story from a different cultural tradition. Parents and children work together to create these stories and illustrations while improving their English skills.

What You Need

- Fairy tales and folk stories from various cultures, including students' countries of origin
- Blank books made of stapled sheets of paper
- Invitations translated into students' home languages
- Crayons, markers, and construction paper
- Student worksheet divided into six panels

Getting Ready

- Familiarize students with the fairy tale and folk story genre by reading and comparing stories from around the world.
- Identify key elements of fairy tales, including structure, plot, theme, and literary conventions such as rhythm and repetition.
- Identify translators and parents within the community who can serve as contacts for connecting with families of English language learners.

What to Do

- Send letters home to parents in their first language, asking them to share their favorite fairy tale or folk story and to write it down in the book provided.
- Follow up with letters and calls to families to encourage everyone's participation.
- If needed, use translators and other parents to make some of these contacts.
- Have students write down the parents' story in English and illustrate it in their own book.
- Arrange for parents to come to the classroom and read their story aloud in their home language, while their child presents the story in English. Presentations may be scheduled over several weeks.

Teaching Tip

Incorporating cross-cultural materials and perspectives into the classroom promotes students' self-image, enhances relationships with teachers and peers, and leads to a more meaningful learning experience. Below are just a couple of the many Web sites where you can find resources for incorporating multicultural activities into your teaching.

The Teacher's Corner at the Multicultural Pavilion (www.edchange.org/multicultural) is helpful for gaining background information, conceptualizing ideas about multicultural education, and developing lesson plans that integrate these ideas into various subjects. It also contains reviews of multicultural children's literature suitable for K–12 students.

The Global Schoolhouse (www.gsn.org) is a highly interactive site with lots of activities developed for teachers to use with K–8 students. Through participation in the global schoolhouse, students have an opportunity to learn about the world and communicate with children from other countries or other parts of the United States.

- Have students take notes during presentations by creating storyboards on their worksheets with words and illustrations.
- As a culminating event, stage a reader's theater student performance of one of the shared stories, and invite parents and siblings to attend.

Outcomes to Look for

- Diverse cultures are represented in student-parent presentations
- Improved communication and relationships between families and program staff
- Majority of parents and students participate in the project
- Students demonstrate understanding of key elements of fairy tales through worksheets, presentations, and comments

Reflection

The questions below are prompts to help you record your ideas, but you can also write additional observations about the lesson that the questions do not cover.

Preparation

- How well did the lesson planning help you prepare for this activity?
- What can you do to feel more prepared?

Student Engagement

- What did you notice about student engagement during different parts of the lesson?
- How satisfied were you with the level of student engagement?
- How could you increase student involvement?

Enrichment

- What topics related to this activity could students continue to explore that might extend learning?
- What variations or adaptations of this activity could you experiment with?

Academics

- How did this lesson support other academic content areas like math, science, or social studies?
- What changes could you make to strengthen academics while still keeping the activity fun?



Lesson 2

Parent University

Parent University is a monthly event designed to get parents and caregivers invested in the school community, providing tips and tools for families.

Grade Level(s):

K–12

Duration:

90 minutes

Student Goals:

- Involve parents in the school/afterschool community
- Engage parents in their child’s literacy development
- Invite communication between home and school
- Give parents ideas for reading and writing activities they can use at home



Imagine This!

Parents, caregivers, and students circulate in your classroom. They enjoy drinks and snacks, and learn that some of them are neighbors. Once the speaker is announced, all participants sit and listen attentively. At the end of the evening, the parents thank you for organizing the event and helping them learn more about their children's afterschool program.

What You Need

- Nametags
- Pens
- Welcome sign
- Paper products
- Utensils
- Parent directory
- Books to recommend, student work, or any displays

Getting Ready

- Gather and identify a core group of parents to help plan.
- Identify the topic for the event, based on parent interest.
- Secure an expert or presenter, and create an agenda.
- Assign tasks (greeters, child care, publicity, etc.) and reserve necessary space, equipment, child care, and food.
- Once the key elements of the event are in place, create and distribute flyers to generate publicity.

What to Do

- Set up a welcome table with name tags.
- Provide social time to build community and to let participants enjoy refreshments.
- Welcome participants, and introduce staff and speaker.
- Present the topic.
- Allow time for follow-up activities, questions, or discussion.
- Wrap-up: Thank participants for coming and conduct an event evaluation.

Teaching Tip

Even if you have only one computer, use it as a learning station at which students use their writing skills to develop a brochure to promote Parent University. Word processing or publishing software needed for such a publication is found on most computers and is easy for students to learn to use. Then, the night of the event, reserve the computer lab for students to show their parents how they used the computer to develop the document. Check out the complete brochure publishing lesson plan at About.com (http://desktoppub.about.com/od/lessonplans/l/aa_brochure.htm).

Outcomes to Look for

- Parent responsiveness, attendance, and engagement
- New ideas from parents
- Parent and student engagement
- Increased parent involvement and communication

Reflection

The questions below are prompts to help you record your ideas, but you can also write additional observations about the lesson that the questions do not cover.

Preparation

- How well did the lesson planning help you prepare for this activity?
- What can you do to feel more prepared?

Student Engagement

- What did you notice about student engagement during different parts of the lesson?
- How satisfied were you with the level of student engagement?
- How could you increase student involvement?

Enrichment

- What topics related to this activity could students continue to explore that might extend learning?
- What variations or adaptations of this activity could you experiment with?

Academics

- How did this lesson support other academic content areas like math, science, or social studies?
- What changes could you make to strengthen academics while still keeping the activity fun?



Lesson 3

Creating Star-Quality Job Seekers

This project helps young adults identify their strengths, present them in interviews, and develop good résumés as they seek their first jobs.

Grade Level(s):

9–12

Duration:

2 hours, with additional planning and follow-up time

Student Goals:

- Involve parents, community partners, and students with the afterschool program
- Provide functional literacy training to parents, students, and siblings
- Create connections between community employment services and community job seekers
- Improve job-seeking skills in the afterschool community



Imagine This!

Your students arrive at your workshop unsure of what the word *résumé* means. They leave the workshop not only knowing what the word means but having created one that highlights their skills. They are now ready to find their perfect summer or afterschool job.

What You Need

- Applicants with diverse characteristics (age/experience/cultural backgrounds, etc.)
- Worksheets for listing experience, education, training, activities, and service
- Fact sheets providing tips and resources appropriate for each learning station
- Access to computers for final production of résumés

Getting Ready

- Identify a planning group, including partners, students, and parents.
- Use knowledge of community and parents to plan a recruitment strategy (promotion, perks, prizes, day care, etc.).
- Find volunteers to run stations including: 1) uncovering your assets; 2) tailoring the content to your personal goals; 3) presenting yourself in interviews; 4) writing a good résumé; 5) selecting a format; and 6) writing a cover letter.
- Working as a group, plan presentations, activities, materials, and coaching strategies for each station.
- Assign tasks for event hospitality and refreshments.
- Set an event date and carry out the recruitment and publicity plan.

Teaching Tip

Family involvement and support are key factors in students' educational success. For ideas about how to create family involvement events around other themes and content areas, check out these related practices in the math and science sections of the Afterschool Training Toolkit:

- “Family Connections” (www.sedl.org/afterschool/toolkits/math/pr_math_events.html) describes methods for engaging family and community support and enthusiasm for math in afterschool, including parent workshops, family nights, or family visits to the program.
- “Engaging Families and Communities” (www.sedl.org/afterschool/toolkits/science/pr_engaging.html) involves parents in afterschool science programming and makes the most of community-based partnerships and resources.

What to Do

- Welcome participants with a sign-in sheet and name tags, and provide information about the event agenda.
- Provide all attendees with a brief introduction of the goals for the event, information about what a good résumé can or cannot do, a description of each learning station, and an introduction to the station coaches and hosts.
- Allow time for participants to visit each station for mini-sessions of about 15 minutes. Signal shift times.
- Assemble the entire group for refreshments, final giveaways (such as résumé paper or free consultation), information about follow-up, and opportunities for questions.
- Collect an evaluation survey to gather feedback on the effectiveness of the format and the usefulness of the information for each activity.
- Provide handouts that list community resources for further learning.
- Work with student follow-up teams to create electronic files and to edit, polish, and print copies of submitted résumés for participants.

Outcomes to Look for

- Attendance and participation from families and the community
- Participants' increased knowledge and skills of asset identification, interviews, and résumé preparation
- Well-prepared résumés for students and extended family members
- Interest in related follow-up events, such as more in-depth job interview instruction
- Evidence that new skills have met with success (through follow-up surveys and feedback from organizations)

Reflection

The questions below are prompts to help you record your ideas, but you can also write additional observations about the lesson that the questions do not cover.

Preparation

- How well did the lesson planning help you prepare for this activity?
- What can you do to feel more prepared?

Student Engagement

- What did you notice about student engagement during different parts of the lesson?
- How satisfied were you with the level of student engagement?
- How could you increase student involvement?

Enrichment

- What topics related to this activity could students continue to explore that might extend learning?
- What variations or adaptations of this activity could you experiment with?

Academics

- How did this lesson support other academic content areas like math, science, or social studies?
- What changes could you make to strengthen academics while still keeping the activity fun?



Practice 6

One-on-One and Small-Group Tutoring

What Is It?

One-on-One and Small-Group Tutoring entails working with students on a particular reading or writing skill. It can take the form of one-on-one or small groups, with attention focused on building students' strengths, or helping them improve skills in areas that challenge them.

What Is the Content Goal?

The goal of *One-on-One and Small-Group Tutoring* tutoring is to assess and work with students' individual strengths, weaknesses, and interests through fun afterschool activities.

What Do I Do?

Connect with day-school teachers to identify tutoring needs. Try to make sure that students meet with the same tutors at the same time, day, and place from week to week. Encourage tutors to incorporate a wide range of literacy activities into the tutoring sessions. For example, discuss with students what they are currently reading, use drawing and writing activities, act out stories, or play literacy games. Recruit a school reading specialist, teacher, or retired teacher to provide tutors with the support they need to reflect on their work with students.

Why Does It Work?

Tutoring is most effective when it is tied to the day school. This allows students to practice and reinforce what they are learning in the classroom. Students who are behind grade level in reading or other subjects benefit from the focused attention of regular tutoring. Research indicates that one-on-one tutoring may be the most effective afterschool activity for improving academic achievement.

Enhancement for English Language Learners

To best support ELL students, tutors should have a general understanding of the factors that influence second language development and make every effort to identify individual students' varying levels of background knowledge and English language proficiency. Because ELLs draw on competencies and experiences in their primary language as they learn English, tutors should also determine whether the primary language has a Roman alphabet and written form, and if the student can fluently speak, read, and write in his or her native language.

Tutors should learn as much about the student's cultural background as possible, and use instructional approaches that actively value students' cultures and home languages. This will help to forge meaningful connections between literacy practices at school, home, and in the community.

Getting Started



Go to the *One-on-One and Small-Group Tutoring* practice in the afterschool training toolkit for literacy (www.sedl.org/afterschool/toolkits/literacy/pr_tutoring.html) and click on the video.

BEFORE YOU WATCH THE VIDEO, write down what you are currently doing in your tutoring practice, keeping the following categories in mind:

- Connection to the day school
- Tutoring strategies and materials
- Student engagement

DURING THE VIDEO, use the tutor observation notes and planning tool on the following pages to write down your observations and add to the strategies you are already using.

1

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Tutor Observation Notes and Planning Tool

Tutoring practices I am currently using (Complete before video)
Connecting to the day school
Tutoring strategies and materials
Student engagement

My plan for connecting to the day school	
1.	
2.	
3.	
4.	
5.	
New activities, strategies, and materials I plan to use in my tutoring sessions	
1.	
2.	
3.	
4.	
5.	



Lesson 1

One-on-One Tutoring

Students receive one-on-one tutoring that targets areas of reading and writing where they need support, or enrichment activities to enhance their strengths.

Grade Level(s):

K-2

Duration:

Ongoing 15- to 20-minute sessions

Student Goals:

(may include any of the following)

- Practice decoding specific letters and their sounds
- Practice reading aloud, either sight words or guided reading
- Practice reading for comprehension
- Practice making letters and writing words



Imagine This!

Your kindergarten students have arrived at afterschool. You met earlier with their day-school teacher and know that the students learned a few new words today. You select one student that the teacher told you is struggling with his literacy learning. Using flash cards, you review the new words with the student. He remembers the words and uses them appropriately. After 15 minutes, you are ready to tutor the next student.

What You Need

- Checklist or form for day-school teachers to identify specific texts, skills, and activities
- Books or other text materials as needed
- Letter tiles
- Literacy games
- Blank paper for writing and drawing
- Pens, pencils, crayons, or markers

Getting Ready

- Meet with day-school teachers to find out which students can benefit from tutoring during afterschool hours, the specific support students need, and how tutoring can support day-school learning.
- Develop a diagnostic checklist or needs assessment form to highlight students' specific needs and skills (decoding, word fluency, sight words, comprehension, language experience, etc.).
- Plan activities for each student based on his or her needs.

Teaching Tip

Sponsored by the Corporation for National Service, the LEARNS project offers numerous free resources for enhancing your tutoring skills, including Web-based tutor-training modules, a literacy assessment tool, and a variety of fun games and word activities. Visit www.nwrel.org/learns for more information.

What to Do

- Ask the day-school teacher to fill out the needs assessment form to help you identify each student's needs and relevant activities.
- Schedule 15- to 20-minute tutoring sessions for each student.
- Use games and fun activities to engage students and maintain a sense of play during afterschool.
- Encourage students in each activity, and praise them for their accomplishments.
- Communicate students' progress with the day-school teacher, regularly updating the diagnostic checklist.

Outcomes to Look for

- Student engagement and interest in reading and writing activities
- Gradual improvement in specific skill areas such as sight word recognition, decoding letters, reading fluency, and comprehension
- General improvement in reading and writing activities

Reflection

The questions below are prompts to help you record your ideas, but you can also write additional observations about the lesson that the questions do not cover.

Preparation

- How well did the lesson planning help you prepare for this activity?
- What can you do to feel more prepared?

Student Engagement

- What did you notice about student engagement during different parts of the lesson?
- How satisfied were you with the level of student engagement?
- How could you increase student involvement?

Enrichment

- What topics related to this activity could students continue to explore that might extend learning?
- What variations or adaptations of this activity could you experiment with?

Academics

- How did this lesson support other academic content areas like math, science, or social studies?
- What changes could you make to strengthen academics while still keeping the activity fun?

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Lesson 2

Small-Group Tutoring

Students receive tutoring that targets areas of reading and writing where students need support, or enrichment activities to enhance their strengths.

Grade Level(s):

K–2

Duration:

Ongoing 15- to 20-minute sessions

Student Goals:

(may include any of the following)

- Practice decoding specific letters and their sounds
- Practice reading aloud, either sight words or guided reading
- Practice reading for comprehension
- Practice making letters and writing words



Imagine This!

A small group of first and second graders sit at a classroom table with their tutor, who is also their day-school teacher. In fact, all tutors in the afterschool program at this K–5 school are day-school teachers, and the students have been selected based on low reading scores. The students and tutor are obviously comfortable with one another and get right to work. During the tutoring session, the tutor asks students to take turns reading from the selected text. They pause to discuss challenging words they encounter as well as the meaning of the text. Today there is particular focus on the author's purpose.

What You Need

- Checklist or form for day-school teachers to identify specific texts, skills, and activities
- Books or other text materials as needed
- Letter tiles
- Literacy games
- Blank paper for writing and drawing
- Pens, pencils, crayons, or markers

Getting Ready

- Meet with day-school teachers to find out which students can benefit from tutoring during the afterschool hours, the specific support students need, and how tutoring can support day-school learning.
- Develop a diagnostic checklist or needs assessment form to highlight students' specific needs and skills (decoding, word fluency, sight words, comprehension, language experience, etc.).
- Develop a grouping plan based on reading levels and needs, and plan activities for each small group based on students' needs.

Teaching Tip

If your afterschool program has access to a computer lab, remember that the Internet offers a variety of free, interactive games and activities that help students practice specific reading and writing skills. Add a projector and an interactive whiteboard so that a small group of students can work on their spelling, phonics, and other literacy skills with their tutor. See Online Literacy Activities at www2.boardman.k12.oh.us/bdms/golubic/onlineliteracy.htm.

What to Do

- Ask the day-school teacher to fill out the needs assessment form to help you identify each student's needs and relevant activities.
- Schedule 15- to 20-minute tutoring sessions for each student or group.
- Use games and fun activities to engage students and maintain a sense of play during the afterschool hours.
- Encourage students in each activity, and praise them for their accomplishments.
- Communicate students' progress with the day-school teacher, regularly updating the diagnostic checklist.

Outcomes to Look for

- Student engagement and participation
- Increased interest in reading and writing activities
- Gradual improvement in specific skill areas such as sight word recognition, decoding letters, reading fluency, and comprehension
- General improvement in language-related activities

Reflection

The questions below are prompts to help you record your ideas, but you can also write additional observations about the lesson that the questions do not cover.

Preparation

- How well did the lesson planning help you prepare for this activity?
- What can you do to feel more prepared?

Student Engagement

- What did you notice about student engagement during different parts of the lesson?
- How satisfied were you with the level of student engagement?
- How could you increase student involvement?

Enrichment

- What topics related to this activity could students continue to explore that might extend learning?
- What variations or adaptations of this activity could you experiment with?

Academics

- How did this lesson support other academic content areas like math, science, or social studies?
- What changes could you make to strengthen academics while still keeping the activity fun?

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Lesson 3

Analyzing Textbook Formats

Students learn how to recognize different structures and formats for nonfiction; use common features to find information; read graphs, charts, and illustrations; and navigate through several texts to locate information on one focused topic.

Grade Level(s):

9–12

Duration:

One to three 15- to 30-minute sessions

Student Goals:

- Learn strategies for comprehending textbooks and other nonfiction texts
- Analyze characteristics of various nonfiction formats
- Understand the functions of headings, subheadings, graphs, illustrations, etc.
- Learn how to locate and use specific features (index, glossary, table of contents)
- Formulate questions and develop strategies for seeking specific information in nonfiction texts



Imagine This!

You walk into your afterschool center and find your students surrounded by books. They are actively reading their school textbooks, taking notes, and comparing information in the other books they have on the table. You stop to ask them what they are studying, and they are so engrossed that they have to force themselves to stop reading and answer your question.

What You Need

- ❑ Sample school textbooks and related nonfiction books, ideally on a topic the student selects
- ❑ Description of how to use a K-W-H-L chart (Handout 2) and modifications: www.exploratorium.edu/ifi/
- ❑ K-W-H-L chart (Handout 2)

Getting Ready

- Ask the student you are tutoring about upcoming themes or topics in science, social studies, or math in his or her day-school classes.
- Work together to identify one topic, and establish a question or focus that captures the tutee's interest (for example, "Why did it take so long for the United States to allow women to vote?").
- Assemble the school textbook and three or four additional nonfiction books on this topic.
- Look for exciting formats with pictures, graphs, and illustrations.

Teaching Tip

All students benefit from explicit instruction in learning strategies and study skills. Demonstrating different learning techniques and giving students a chance to practice will help them become independent learners. Graphic organizers are one tool students can use to classify information, problem-solve, and increase content comprehension. Besides the K-W-H-L chart, there are numerous examples of graphic organizers available at the following sites:

Houghton Mifflin Education Place
(www.eduplace.com/graphicorganizer/)

ABC's of the Writing Process
(www.angelfire.com/wi/writingprocess/specificgos.html)

S.C.O.R.E. Language Arts
(www.sdcoe.k12.ca.us/score/actbank/torganiz.htm)

What to Do

- Conduct a guided tour of each book, pointing out different features and asking the student to describe their purposes.
- Review each table of contents to determine how ideas are organized (compare/contrast, sequence of events, problem/solution, process, cause/effect, random).
- Identify and practice using other features that locate information (index, headings and subheadings, pictures and graphs, glossaries).
- Coach the student in ways to interpret illustrations, graphs, and other visual displays, working with an appropriate graphic organizer to track important information.
- Fill out three categories of the K-W-H-L chart with the student—what the student knows about the topic, what he or she wants to know, and how he or she will learn it (using many texts).
- Carry out the K-W-H plan and complete the L column with the information the student learned.

Outcomes to Look for

- Student identifies organizing principles of nonfiction
- Student uses organizing features of nonfiction to find information
- Student reads and interprets visual displays
- Student designs and carries out a research plan using a range of nonfiction texts

Handout 2: K-W-H-L Chart

K What I Know	W What I Want to Know	H How I'll Learn It	L What I Learned



Reflection

The questions below are prompts to help you record your ideas, but you can also write additional observations about the lesson that the questions do not cover.

Preparation

- How well did the lesson planning help you prepare for this activity?
- What can you do to feel more prepared?

Student Engagement

- What did you notice about student engagement during different parts of the lesson?
- How satisfied were you with the level of student engagement?
- How could you increase student involvement?

Enrichment

- What topics related to this activity could students continue to explore that might extend learning?
- What variations or adaptations of this activity could you experiment with?

Academics

- How did this lesson support other academic content areas like math, science, or social studies?
- What changes could you make to strengthen academics while still keeping the activity fun?

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Guidelines for Afterschool Literacy Enrichment

What the Research Says

Research indicates that afterschool literacy activities benefit students most when staff:

- Target texts and integrate skills
- Identify standards, assess needs, and define goals
- Incorporate real world activities
- Consider student choice, grade, age, and skills
- Assess student progress
- Are provided with ongoing staff training

Target texts, integrate skills

Create a rich environment of texts—magazines, picture books, fiction, and non-fiction—that speak to student interests and culture. The National Reading Panel identifies five early literacy skills: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. A balance of listening, speaking, reading, and writing about rich and intriguing texts will provide students with opportunities to practice these specific skills.

Identify standards, assess needs, define goals

Each state establishes standards for literacy instruction at various grade levels, targeting skills and content to improve academic outcomes. Observing student needs and consulting with day-school teachers will help you understand state standards and identify appropriate learning goals for your student population.

To see state standards for English Language Arts, go to <http://edstandards.org/standards.html#state>.

Incorporate real-world activities

Explore the world beyond the classroom with literacy activities. Engage reluctant readers with directions for cooking, carpentry, or games. Talk and write about experiences after field trips or during science experiments. Interview community members about themes—work, family traditions, or history—and make books. Afterschool programs can make literacy feel less like a requirement and more lively and useful in real life.

Consider student choice, grade, age, and skills

Ask students about their favorite books and topics, what interests them and why. Consult with classroom teachers and librarians to identify texts that address student grade, age, and skill levels appropriately. Use this research to plan fun, engaging, and doable activities that will reinforce day-school curriculum and goals.

Assess student progress

Frequent informal assessment—staff and students sharing feedback about progress—will lead to growth in literacy skills. Establish learning goals that address student needs; then use journals, rubrics, displays, performances, and informal notes to frame positive discussions about student use of strategies, risk-taking, growing skills, strengths, and areas for improvement.

Provide ongoing staff training

Though the literature on afterschool literacy programs is limited, one study³ found that, although many programs have literacy materials available, very few conduct planned literacy activities that are intentionally linked to student outcomes. Program directors in this study also report that few resources are available to support planning and development of effective literacy programs. The literacy toolkit materials, including this guidebook, have been designed to meet that need.

Literacy standards

We encourage you to review the Standards for the English Language Arts, sponsored by the National Council of Teachers of English (NCTE) and the International Reading Association (IRA). In addition, the Web sites for both organizations (www.reading.org, www.ncte.org) have a wealth of useful information relating to literacy and literacy instruction.

Literacy for English Language Learners

Despite limited research on literacy for English language learners (ELLs) in afterschool programs, available evidence strongly suggests that the practices outlined in the Toolkit will support English literacy development for culturally and linguistically diverse students.

Read alouds offer students who are less proficient in English the chance to hear appropriate oral pronunciation and fluency modeled. Writing activities allow ELLs to practice written language skills and boost comprehension. Book discussion groups, literature circles, and story and literature dramatizations provide crucial opportunities for interaction between native and non-native English speakers, while engaging students in higher-order thinking skills and helping them make connections to their own background experiences.

One-on-one tutoring can provide ELLs with much needed academic support as well as foster positive adult youth or peer relationships. And family literacy events have proven to assist English learning students and families with building proficiency while strengthening connections between home and school.

Before implementing these practices in the afterschool setting, practitioners should be aware of the complex factors influencing second language development, and make every effort to

³ Spielberger, J., & Halpern, R. (2002). *The role of after-school programs in children's literacy development*. Chicago: University of Chicago, Chapin Hall Center for Children.

identify individual students' varying levels of background knowledge and English language proficiency. At a minimum, educators should ask the following questions:⁴

- What is the student's native language?
- Does this language have a Roman alphabet? Does it have a written form?
- Can the student fluently speak, read, and write the language?
- How well does the student speak English?
- How old is the student?

Afterschool providers must also attempt to incorporate culturally responsive practices into their programming. Successful programs hire staff members that reflect the cultural and linguistic backgrounds of their students, and provide employees with training in cross-cultural awareness and techniques for working with culturally and linguistically diverse students.

⁴ Antunez, B. (2002). *Implementing Reading First with English language learners* (Directions in Language and Education No. 15). Washington, DC: George Washington University, National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs.

Lesson Planning Template

Date:

Name:

School:

Title of Lesson:

Grade Levels:

Duration:

Learning Goals:

Materials Needed:

Preparation:

What to Do:

Outcomes to Look for:

Self-Evaluation (after conducting the activity):

Additional Resources

General Literacy Resources

- Armbruster, B. B., Lehr, F., & Osborn, J. (2001). *Put reading first: The research building blocks for teaching children to read, kindergarten through grade 3*. Washington, DC: National Institute for Literacy.
- Braunger, J. & Lewis, J. P. (1997). *Building a knowledge base in reading*. Portland, OR: Northwest Regional Educational Laboratory.
- Curtis, M. & Longo, A. (1990). *When adolescents can't read: Methods and materials that work*. Cambridge, MA: Brookline Books.
- Fountas, I. & Pinnell, G. (1996). *Guided reading*. Portsmouth, NH: Heinemann Press.
- National Research Council. (2000). *Starting out right: A guide to promoting reading success*. Washington, DC: National Academy Press.
- Novick, R. (2002). *Many paths to literacy: Language learning and literacy in the primary classroom*. Portland, OR: Northwest Regional Educational Laboratory.
- RMC Research Corp. (2001). *Put reading first: Helping your child learn to read. A parent guide. Preschool through grade 3*. Washington, DC: National Institute for Literacy.

Online Resources

- Bank Street College of Education Guide to Literacy for Volunteers & Tutors
www.bankstreet.edu/literacyguide
- Center for the Improvement of Early Reading Achievement
www.ciera.org
- The Children's Literature Web Guide
www.acs.ucalgary.ca/~dkbrown
- Federal Resources for Educational Excellence (FREE)
www.ed.gov/free/index.html
- FunBrain
www.funbrain.com
- Institute for the Development of Educational Achievement
<http://idea.uoregon.edu>
- International Reading Association
www.reading.org
- LEARNS
www.nwrel.org/learns

National Institute for Literacy

www.nifl.gov

RAND Reading Study Group

www.rand.org/multi/achievementforall/reading/readreport.html

Reading Rockets

www.readingrockets.org

SEDL Reading Resources

www.sedl.org/reading

Teaching Reading, K–2, A Library of Classroom Practices

www.learner.org/channel/libraries/readingk2

Webtime Stories

www.kn.pacbell.com/wired/webtime

Background Resources for Activities

Practice 1: Book Discussion Groups and Literature Circles

Books

Daniels, H. (2002). *Literature circles: Voice and choice in book clubs and reading groups*. Portland, ME: Stenhouse Publishers.

Daniels, H., & Steineke, N. (2004). *Mini-lessons for literature circles*. Portsmouth, NH: Heinemann Press.

Hill, B. C., Noe, K. S., & Johnson, N. J. (2001). *Literature circles resource guide*. Norwood, MA: Christopher-Gordon.

Raphael, T. E., Florio-Ruane, S., George, M., Hasty, N., & Highfield, K. (2004). *Book club plus! A literacy framework for the primary grades*. Newark, DE: International Reading Association.

Raphael, T. E., Kehus, M., & Damphousse, K. (2001). *Book club for middle school*. Newark, DE: International Reading Association.

Raphael, T. E., Pardo, L. S., & Highfield, K. (2002). *Book club: A literature-based curriculum*. Newark, DE: International Reading Association.

Samway, K. D., & Whang, G. (1995). *Literature circles in a multicultural classroom*. Portland, ME: Stenhouse Publishers.

Web Sites

All America Reads (AAR)

www.allamericareads.org/pdf/wyw/strategies/single/during/liteirel.pdf

EduScapes

<http://eduscapes.com/ladders/themes/circles.htm>

Practice 2: Read Aloud

Books

Fox, M. (2001). *Reading magic: Why reading aloud to our children will change their lives forever*. New York: Harcourt.

Hahn, M. L. (2002). *Reconsidering read-aloud*. Portland, ME: Stenhouse Publishers.

Laminack, L. L., and Wadsworth, R. M. (2006). *Reading aloud across the curriculum: How to build bridges in language arts, math, science, and social studies*. Portsmouth, NH: Heinemann Press.

Serafani, F., and Giorgis, S. (2003). *Reading aloud and beyond: Fostering the intellectual life with older readers*. Portsmouth, NH: Heinemann Press.

Trelease, J. (2001). *The read-aloud handbook* (4th ed.). New York: Penguin Books.

Web Sites

United Through Reading Read Aloud Resources
www.read2kids.org/readaloud.htm

International Reading Association's Read, Write, Think
www.readwritethink.org

Literacy Connections: Reading Aloud
www.literacyconnections.com/ReadingAloud.html

Read Aloud America
www.readaloudamerica.org/booklist.htm

RIF (Reading is Fundamental) Reading Planet
www.rif.org/readingplanet/content/read_aloud_stories.msp

Practice 3: Story and Literature Dramatizations

Books

Manley, A., and O'Neill, C. (1997). *Dreamseekers: Creative approaches to African American experience*. Portsmouth, NH: Heinemann Press.

O'Neill, C. (1995). *Drama worlds: A framework for process drama*. Portsmouth, NH: Heinemann Press.

Saxton, J., and Miller, C. S. (2004). *Into the story: Language and action through drama*. Portsmouth, NH: Heinemann Press.

Smith, J. L., and Herring, D. (2001). *Dramatic literacy: Using drama and literature to teach middle-level content*. Portsmouth, NH: Heinemann Press.

Swartz, L. (2002). *The new drama themes*. Portland, ME: Stenhouse Publishers.

Wagner, B. J. (1999). *Dorothy Heathcote: Drama as a learning medium* (rev. ed.). Portsmouth, NH: Heinemann Press.

Winner, E. and Hetland, L. (2000, Fall/Winter). The arts and academic achievement: What the evidence shows. Executive Summary. *The Journal of Aesthetic Education*, 34.

Web Sites

The Peace Journey: Using Process Drama in the Classroom
www.readwritethink.org/lessons/lesson_view.asp?id=269

Kennedy Center Theatre Lessons
www.artsedge.kennedy-center.org/teach/les.cfm

Practice 4: Writing

Books

- Atwell, N. (2005; 2002). *Naming the world and lessons that change writers* (a mini-lessons book bundle). Portsmouth, NH: Heinemann Press.
- Fletcher, R., & Portalupi, J. (1998). *Craft lessons: Teaching writing K–8*. Portland, ME: Stenhouse Publishers.
- Gallagher, K. (2006). *Teaching adolescent writers*. Portland, ME: Stenhouse Publishers.
- Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools*. A report to the Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.
- MacArthur, C. A., Graham, S., & Fitzgerald, J. (Eds.). (2006). *Handbook of writing research*. New York, NY: Guilford.
- McCarrier, A., Fountas, I. C., & Pinnell, G. S. (1999). *Interactive writing: How language and literacy come together, K–2*. Portsmouth, NH: Heinemann Press.
- Stuczynski, A., Linik, J. R., Novick, R., Spraker, J., Tucci, P., Ellis, D. (2005). *Tapestry of tales: Stories of self, family, and community provide rich fabric for learning*. Portland, OR: Northwest Regional Educational Laboratory.

Web Sites

- Annenberg Media Video on Demand Professional Development for Teachers of Writing
www.learner.org
- Corporation for Educational Technology
www.thewritingsite.org/resources/default.asp
- The Knowledge Loom: Elementary Literacy, Education Alliance, Brown University
<http://knowledgeloom.org/elemlit/index.jsp>
- National Council of Teachers of English: The Writing Initiative
www.ncte.org/prog/writing
- National Writing Project
www.writingproject.org/encourage/helping.csp
- Scholastic Teacher Center
<http://teacher.scholastic.com/writeit/userguide.htm>
- Teachers and Writers Collaborative
www.twc.org/about

Practice 5: Family Literacy Events

Books and Articles

- Jordan, G. E., Snow, C. E., & Porche, M. V. (2000). Project EASE: The effect of a family literacy project on kindergarten students' early literacy skills. *Reading Research Quarterly* 35(4), 524–546.
- Neuman, S. B., Caperelli, B. J., & Kee, C. (1998). Literacy learning, a family matter. *The Reading Teacher*, 52(30), 244–254.

Web Sites

It's All in the Family: Planning High-Quality Family Literacy Events
www.nwrel.org/learns/tutor/sum2003/sum2003.html

National Center for Family Literacy
www.famlit.org

Practice 6: One-on-One and Small-Group Tutoring

Books and Articles

- Abt Associates Inc. (2001). *AmeriCorps tutoring outcomes study*. Washington, DC: Corporation for National Service.
- Elbaum, B., Vaughn, S., Hughes, M. T., & Moody, S. M. (2000). How effective are one-to-one tutoring programs in reading for elementary students at risk for reading failure? A meta-analysis of the intervention research. *Journal of Educational Psychology*, 92(4), 605–619.
- Fashola, O. S. (1998). *Review of extended-day and after-school programs and their effectiveness*. Report 24. Center for Research on the Education of Students Placed at Risk, Johns Hopkins University.
- Lauer, P. A., Akiba, M., Wilkerson, S. B., Apthorp, H. A., Snow, D., and Martin-Glenn, M. (2003). *The effectiveness of out-of-school-time strategies in assisting low-achieving students in reading and mathematics*. Aurora, CO: Mid-continent Research for Education and Learning.

Web Sites

LEARNS
www.nwrel.org/learns

Tutoring Our Youngest Readers: Focusing on Five Major Reading Strategies
www.nwrel.org/learns/tutor/win2002/win2002.htm

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This resource was developed with the support of the U.S. Department of Education as part of the National Partnership for Quality Afterschool Learning project. It was designed to support 21st Century Community Learning Center instructors who wish to create quality learner-centered environments for their afterschool programs.

The content of the Afterschool Training Toolkit is based on more than 4 years of research and observations at 53 afterschool programs with evaluation data suggesting an impact on student learning. The content also draws from a review of relevant research studies and the experience and wisdom that each of the developers brought to the project. The collective experience of the developers includes afterschool programming, professional development, educational research, program development, program management, and direct instructional experience with students.

The developers believe that these practices and materials will help afterschool leaders and educators create high-quality programs that will motivate, engage, and inspire students' learning and participation.

We extend our appreciation to our site schools and thank the parents of the children in these classrooms for allowing us to showcase their children at work in the toolkit videos.

U.S. DEPARTMENT OF EDUCATION

Technical Assistance and Professional Development for
21st Century Community Learning Centers



This guide to the Afterschool Training Toolkit was created with the support of the U.S. Department of Education for the use of 21st Century Community Learning Centers. Used with the online Afterschool Training Toolkit, this guide will give you the resources you need to build fun, innovative, and academically enriching activities that not only engage students but also extend their knowledge in new ways and increase academic achievement.



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