



Reading Counts



The High/Scope Preschool Program

Laura Perry
Team Leader - Head Start/Preschool programs

The High/Scope program is a program used in Livingston County and other preschool programs. Teachers and volunteers in the classroom can foster the students' growth by encouraging the use of literacy through implementation of the four sections of the High/Scope wheel, which focuses on active learning and makes the High/Scope program unique. **Active learning**, which is the center of the wheel, includes providing interesting materials, providing opportunities to manipulate those materials, allowing child choice, supporting language from the child, and providing adult support. The High/Scope wheel, which also includes the following:

- **Adult-Child Interaction:** encouragement, problem-solving approach to conflict. Adult encouragement strategies include comments, acknowledgements, playing as a partner, and others.
- **Learning Environment:** organization of areas, materials, and storage (e.g. labeling each box with a picture and name of the materials that are stored in that box, such as markers, glue, and scissors)

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Jamie Mullaney with student, Curtis, at Geneseo Central

A Child's Perspective

Kim Dunham
Team Leader - Geneseo Central Schools

America Reads and America Counts provide valuable assistance to the classrooms of Livingston County. The tutors work one on one or in small groups with students in need of remediation or enrichment in the areas of reading and mathematics. This experience provides the tutors with important hands on practice in the classrooms as well as needed support to the classroom teachers. The true recipients of the positive aspects of America Reads and Counts are the students who receive the additional assistance and support. When asked if they liked working with a tutor this is what some students from Geneseo had to say:

- "My tutor helps me with the hard homework; she explains stuff so I can understand it".
- "I really like the math games; they are more fun than the worksheets".
- "I like reading time when someone is there to help out with the big words".
- "My tutor brings fun books for use to read together, and then we talk about them".
- "Writing is easier when someone is there to help with the spelling, I can just write down my ideas".
- "It is nice to work with someone who is there just to help me".

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High/Scope

- Daily Routine: Plan-Do-Review, Small-Group Time, Large-Group Times (e.g. "What area are you going to play in today? Can you point to that area? What do you plan to play with in that area?")
- Assessment: teamwork, daily anecdotal notes, daily planning, child assessment (e.g. Teachers at centers observe a child playing and note development, for example in letter recognition and in social interactions.)

Head Start programs help preschool aged children develop in the areas of language and literacy. The approach is developmental in that it aims to guide young children to read and write in the same ways that they acquire language. Daily routines and activities, including opportunities for students to explore language sounds (such as rhymes, alliteration, and syllables) engage children in literacy-rich environments and scaffold their development. The program addresses these areas of development, and offers strategies for advancement.

- Talk with others about personally meaningful experiences: Be available, encourage interaction, talk with all children, and establish a climate in which children feel free to talk.
- Describe objects, events, and relations: Listen to and encourage talk, let children be the leaders.
- Have fun with language: Listen to and make up stories and poems. Read stories and rhymes.
- Write in various ways: Accept scribbling, drawings, invented spellings, and emergent forms of writing.
- Read in various ways: Read storybooks, signs and symbols, and one's own writing.
- Dictating stories: Adults write stories as the child dictates it, in the child's own words.

Source: High/Scope Educational Research Foundation (1996).

Special Thanks: Thank you to Peg Cox, Livingston County Director, Head Start for consultation



Good Writers are Good Readers



Jillian Haller
Team Leader - Dansville Central Schools

It is important for children to not only be active readers, but they must also be active writers. As children write they develop word knowledge which will help them in their reading abilities. Students of all grade levels should participate in writing activities everyday. Keep in mind that you are not looking for perfection in the student's writing. Take a writing sample from the first week you tutor and the last week. You will see the quality of their work increase over time as they write more frequently. Here are some tips and ideas to get your students writing:

Have children write about topics in which they are interested.

- Have the children keep a writing notebook or folder where he/she writes down topics and ideas throughout the day.
- At the end of the day, have the children write down anecdotes that happened throughout the day. Many authors get ideas from what happens to them or the people around them.
- Have the children read a book they are interested in and write an alternative ending or a sequel.

Let children write everyday and have many different writing options.

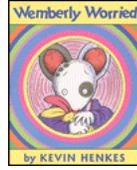
- Have a writing table or center set up for younger children. Include markers, crayons, pencils, unlined and lined paper. Have words, their names and the alphabet on the table.
- Have younger children dictate stories to you.
- Have the children write in a daily journal.
- Have older children write letters and notes to you at the beginning or end of the day stating what they did the night before or how their day went.

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Book Review

Wemberly Worried

Jamie Mullaney
Team Leader - Livonia Central Schools



Wemberly Worried, another one of Kevin Henkes' brilliant creations lives up to the same quality of standards that we have seen in other popular works such as *Owen* and *Lilly's Purple Plastic Purse*. This book from cover to finish demonstrates a well balance of vivid artwork and creative thought expressed through simple dialogue. Henkes' approach to childhood dilemmas reaches out to a universal audience with the help of one little overanxious, worrisome, brown-eyed mouse. Readers will initially take notice of the book's zany cover, but it is the pages underneath that truly unlock the magic contained in this story.

The book instantly touches the hearts of adults and children alike, as Wemberly is introduced to the audience with delicately innocent features and a shaggy-stuffed sidekick named Petals. The reader has an immediate idea of the content level and age appropriateness that the author intended to reach. By page two of the book, children find themselves able to relate to Wemberly's nighttime worries as she enters her parent's bedroom afraid of the dark. All of Wemberly's concerns throughout the story find a way to remind even the oldest readers of their own childhood inhibitions. However, it is her final and biggest worry, in which Henkes wanted to save the heights of emotion for. The always-fearful first day of school can find its connection to most if not all of the readers.

Henkes uses more than just the text to narrate this story. His artwork on each page speaks as much volume as any words he has written down. The growth of Wemberly's anxiety is orchestrated through page design with growing type size, followed by the complement of illustrations. Henkes also uses his pictures to reinforce a feeling of security and trust with the bright and shining colors. The school is painted with flowers, ducks, and banners meant to assure both Wemberly and the reader that there is nothing to "worry" about. Further inspection of the artwork shows a brilliant use of subliminal messages of positive reinforcement. This is seen on the grandmother's ever-changing sweaters that display positive messages (such as "go with the flow") as well as metamorphic wallpaper.

Henkes is inventive with his fine black pen and watercolor paints that were used for the full-color art throughout the story. These pictures allow even the youngest audience to follow with complete understanding of the meaning of the story, even if they are unable to read. They provide many details that create a mood and setting for each worry dwelled upon

The first illustration begins the story by Wemberly worrying about everything. The background provides the necessary setting by including a dark cloud to set the mood. A yellow tone is used much when Wemberly's parents and teacher are reassuring her. Wemberly finally copes with her fear as she finds a fellow worrier-Jewel. From then on the background displays a clean, white-cut page to represent that her worries have ended.

Henkes leaves nothing undone in *Wemberly Worried*. The oversized, durable, pages allow for large print (using usherwood as a text type) and easy to follow illustrations to fit comfortably together. The jacket design grabs the reader's attention with hypnotic lines designed to create the similar confused mood surrounding Wemberly, and ends with bright smiles in the last five pages of the storybook. The end page truly gives the readers a sense of Wemberly's accomplishment in overcoming her own fears and self concerns as Henkes draws the book to a cheerful close. A great theme is depicted in which young children can relate to Wemberly and the subject of going off to school for the first time, being reassured that they have nothing to worry about. Parents along with educators can use this book to help children work through their list of worries. As children are exposed to *Wemberly Worried*, they are given the opportunity to reflect on their own troubles of apprehension along with entertainment through the luminous illustrations, filled with emotion.



Jamie Mullaney and student, Kari, read "Wemberly Worried" at Geneseo Central.

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Good Writers

- Have story starters and journal joggers to get the children started.

Value writing

- Allow a significant amount of time for the children to write.
- Write at the same time the children are writing.
- Model and share your writing with the children. - Allow the children to share their writing, but do not force them to share.
- Publish the children's writing.
- Have a writing portfolio for each child where he/she decides what work is included.

America Reads/America Counts awarded \$3000 grant!

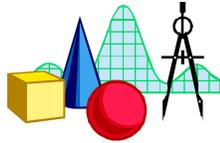
The America Reads/America Counts program at SUNY Geneseo is happy announce that we have been awarded \$3000 as part of the nationwide "Learn and Serve" initiative.

The grant received is one of 12 awarded by Albion Central Schools. The America Reads/America Counts program was selected for the award because of its strong initiatives in service learning. Our tutors fulfill a genuine community need by helping children with language and math literacy. At the same time, the participating tutors learn much about working in classrooms, their own teaching strategies and how to apply classroom knowledge.

The grant money will be used to provide tutors with supplies and resources needed for their tutoring sessions as well as purchasing some additional resources for training and lesson planning. We are truly excited about the possibilities offered by this grant!

Having Fun with Math

Erica Chesebro
Team Leader - Avon/Perry Central Schools



Many times children do not like math because they don't know when they will use the information. It is important for children to have a concrete example of how they will apply their knowledge. Following are a list of activities to use with various age groups.

Fractions (grade 1) – Introduce the concept of fractions by using food (real if appropriate) that can be shared. The children can use the food to divide equally amongst a set number of people. (A Hershey's candy bar works well because it can easily be broken into equal proportions.)

Adding (grades 2-3) - Give each child a grocery store ad that states the price of each item. From the paper, have each child make a list of ten items that they would like to purchase and the price of the items. Next, have them find the total price of the items on the list and the change they would receive if they paid with a \$20.00 bill.

Graphing (grade 5) – Have students keep track of the time the sun rises and sets each day (can be found in the local newspaper) by plotting it on a line graph posted in the classroom. After adequate data has been obtained, ask the students if the days are becoming longer or shorter? Ask them why this happens.

Tutors Wanted!

Tutors are needed for the Spring semester 2003. Are you interested in tutoring children in reading or math and do you have a desire to make a difference in the lives of young people? Please consider joining the America Reads/America Counts programs at SUNY Geneseo!

To tutor in the **K-6 program**, you must have the following qualifications:

- Have completed *any* of the following courses: EDU 213, EDU 214, MATH 140, MATH 141, SPED 366.
- Must have access to reliable transportation.
- Tutors who are Work-Study eligible may be paid for their tutoring. Volunteers are always welcome!

For the **pre-school** program:

- No class prerequisites required. On-campus placements are available.
- Must make a commitment to volunteer for the entire semester. As little as 1 hour per week is ok.
- Pre-school assignments on campus are on a volunteer basis only.

Interested? Contact Andrea DiGiorgio at 245-5734 or digiorgi@geneseo.edu. You can also sign up at the Volunteer Fair on 2/5/03 in the College Union Ballroom.