

Speaking Notes

Ice breaker

Turn to the person next to you and find out their name, and what school they go to.

Tell us about your favourite teacher or mentor and why

Role of the library

- not a school, our role is to support learning not to teach directly.
- Mission “ a friendly gateway to learning...”
- Example, the summer reading club programs don't teach or support homework, they have fun activities related to books, we talk about and promote different books, we don't ask kids to figure out the plot or characters in a book
- Privacy
- Intellectual freedom
- There is no such thing as a bad question, a value of helping people/answering their questions

Goals of this program

- to encourage a love of books and reading, to develop positive attitudes about reading, to promote reading as a fun activity

- I will be looking to you to help me find as many fun ways as possible to make the experience fun for children.
- With each child the other goal will be to have an extra time for the child to practice reading
- To encourage the idea that children should choose books and topics that are interesting to them
- personal goals for the teens?

Questions

How will the reading buddies program work

- Main goal is to make sure that everyone but especially the little buddies have a good experience
- I have ideas/guidelines which I will describe
- But also interested in your ideas/suggestions, there may be times that I have to say no to your suggestions but I want input, glad that some of you have been in buddy programs before. Working together
- My responsibilities will be to support you in anything you need to make it a good experience, and I will be giving you guidance throughout
- I will be asking you to take on responsibility for some of the details of running the program such as set up, keeping the supplies and games tidy, and attendance taking, etc. on top of the biggest responsibility which is to be a buddy.
- each of you will be paired up with 2 students each day.
- You will work with the same students for the program
- You will start 15 minutes early this is to choose books, talk over any issues with me, etc.

- **Check in procedures** – help take attendance when required for the little buddies
- be available to work with two buddies if necessary
- ask any questions, choose new books, etc
- Each child will have a folder where you can keep the books they may be rereading, and notes about their progress
- These should be kept in your boxes
- you should be thinking about how things are going with each child, what types of books they like, what level reading you think they are at, ways to make the program better, concerns that the child or parent has or that you are having
- **For each session**, get comfortable with the child, chat with them for the first few minutes, etc. the social buddy aspect of the session is very important and the fun and enjoyment of being together definitely helps with the learning as well.
- Each session is a combination of listening/encouraging the children to read, playing games, giving out stickers and prizes and talking to the parents at the end
- reread some books, so keep certain books from the last session to try again, have these books be “easy” for the child, probably the readers so they feel successful
- Have some new books to show the child, that you have chosen from the library for them based on your understanding of what sorts of books they like, these can be books that they can read on their own, or that you read to them or that you read together.
- Play a game
- Hand out stickers based on reading one book, or one chapter and perhaps give out extras for learning a hard new word or any other new skill you notice
- **During the first session** you will be getting to know each other, tell the child something about yourself, tell them about your favourite book when you were their age
- fill out a getting to know you form.
- From this form you should be getting an idea of what sorts of books they might like based on their interests
- Also during this session we want to start to get an idea of what reading level they are at.
- Use a reading evaluation sheet with the two levels of reading on it.
- We are not teachers so this will not be an accurate testing. Today I will be showing you books at three different levels that you can use to read with the kids during the first session that will help you get an idea of what type of books they can read on their own
- Choose and read a short, interesting book to the child
- During that first session I will probably be talking with the parents as well to understand their concerns

Any questions

Expectations for the teens

- be on time for the start of each prep session
- work with the child and bring any concerns to me right away so we can work on them quickly

- privacy of what happens in the sessions
- think about what will work best for the child, make notes after each session so that you are prepared for the next session, try to challenge yourself to learn more and improve with each session
- have fun!

How to Handle Unexpected Things

- running away
- upset
- distracted
- anything else

Techniques

How to help a child while they are reading

- Pause, prompt and praise (see handout)
- Don't necessarily tell them to sound it out (does that make sense, look at the pictures, try that again)

Other tips,

Shared reading

- share the reading, read one page and have the child read the other page.
- read most of the book and let the child read the part that repeats (example I'll huff and I'll puff and I'll blow your house down)

Talking about the pictures (also called dialogic reading)

- good for younger readers, and to test comprehension and get quiet kids to talk
- talk about the pictures, and encourage the child to talk and think
- for example to teach new words ask what questions, "what is the dog doing?" Then repeat what the child says and add to it ie I think you're right, the dog is digging under the fence to go find his friend
- or to develop comprehension skills ask open ended questions such as "what's going on here? Tell me what you see on this page? Then ask what else do you see? What is happening over here? Then add another piece of information and have the child repeat it
- this technique can be used when you are looking at a book together that the child is interested in but that is too hard for them to read on their own
- the technique can also be used when you are reviewing or introducing a new book
- lets try it in groups, choose a book and first one person is the young reader and then switch

Introducing a new book

- look at the cover and title of the book with the child, say something like "here's our new book, the title of this book is?... and pause to give the child time to read it

- with you. have the child predict what the book will be about “what do you think this is going to be about?”
- hold the book and go through each page of the book encouraging the child to talk about the pictures and make further predictions
 - point out one or two difficult words that come up in the book “look, there’s the word telephone” or “because” or whatever word you think might be hard for the child

How to choose books

- use the samples provided during the first session to get a sense of how well the child can read, read each of the levels from easy to difficult,(hand out the books for the teens to look through, get them to choose which 1st 2nd and 3rd level books they want to use and put them in their boxes)
- then go through the library’s collection of readers and other easy books to choose something you think is close, have 2 or 3 choices in case one doesn’t work
- ask for suggestions!

Library tour

- how to use Dynix, get them to look for one nonfiction book they could use for the interest part
- where the books are
- Safety orientation

Creating a welcoming space (break into groups)

- make this room more welcoming, have posters saying reading buddies in general and one with room for all 22 kids profiles/getting to know you sheets.
- Do a poster of expectations
- rearrange the furniture, consider bringing other furniture into the space
- if time sort the reader collection into beginner, emergent and early reader

Brainstorm “How to Help a Distracted Kid”

- in groups, using the white boards, come up with ideas