



Children's Best for Achievement
After School Literacy Program
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Note that this is not a complete version of the curriculum.





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Children's Best for Achievement After School Literacy Program

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Curriculum Guide



Welcome to the Children's Best for Achievement After School Literacy Program

The Children's Best for Achievement After School Literacy Program (BEST Program), a structured program for 1st through 3rd graders with a focus on literacy, personal development, and parent involvement, was developed by Grail Family Services (GFS) in 2000. Since its inception, the program has served primarily children who attend schools in the Mayfair neighborhood of East San José.

Need for the Children's Best for Achievement Program

The Mayfair neighborhood, located in East San José, is a predominantly Latino community, with 80% of residents reporting to be of Hispanic origin. The majority of parents in the community are immigrants with limited English skills and limited formal education. And while the Bay Area as a whole has enjoyed much prosperity, the Mayfair neighborhood has been largely left out of the economic gains, with 25% of residents living below the poverty line. These circumstances make it challenging for parents to support their children's academic activities.

Standardized test scores in literacy for children residing in the Mayfair community are well below the national average. Less than a quarter of children in first through third grades are scoring at the proficient level or above in English language arts. Children are expected to have learned to read well by the end of third grade, so that they can make the transition from learning to read to reading to learn as they enter fourth grade (Snow, 2002). According to the American Federation of Teachers (1999) "Any child who doesn't learn to read early and well will not easily master other skills and knowledge, and is unlikely to ever flourish in school or in life." Therefore, GFS identified a need to increase the literacy level of 1st, 2nd, and 3rd grade children in the community to lay the foundation for future academic success.

Development of the Children's Best for Achievement Program

After identifying the need, GFS took carefully calculated steps to design the program. First, GFS conducted a survey of other after school programs in the community. They found that most other programs had high student-to-instructor ratios, no parent involvement, and were run on a drop-in basis without a structured curriculum. None of the programs had a specific focus on literacy skills. Next, GFS spoke with key stakeholders including parents, children, teachers, and school administrators. These stakeholders provided valuable ideas about what type of program would meet their needs and what kinds of activities they would like to see children participate in. Finally, GFS reviewed statewide standards for literacy to understand the key skills that children need to master for literacy competency.

These efforts helped GFS to develop the framework for the Children's Best for Achievement After School Literacy Program. Based on its research, GFS developed the curriculum with a focus on three main areas: (1) enhancing children's literacy skills, (2) providing opportunities for



personal development, and (3) enhancing parents' support for their children's academic activities.

The curriculum works to increase children's literacy skills by developing fluency, strengthening comprehension skills, and promoting a love of reading. Once children have mastered the basics of letter recognition, matching sounds to letters, and decoding, the most critical skill they must master is that of comprehension, so that they can use and act upon the information they receive from text. Many readers can fluently read the words on a page, but afterwards are not able to recall what they have read nor understand its meaning (Robb, 1995), and this does them little good in the real world. The BEST Program places a strong emphasis on developing comprehension skills.

Providing opportunities for personal development is an important part of the curriculum due to its role in enhancing self-esteem and providing new learning opportunities for low-income children who often lack exposure to a diversity of experiences. The program encourages children to develop discipline, self-respect, and to believe in themselves and their abilities. This in turn leads to increased self-esteem and better academic results.

The program's strong focus on enhancing parents' support for their children's academic activities was a direct outgrowth of requests for parents to increase their knowledge and learn new skills that would allow them to play a more active and effective role in this area. Additionally, much of the research demonstrates the importance of parental involvement on improving outcomes for children's academic success. "Parental involvement makes a difference in children's academic success" (Davis, 2000) and sends children the message that academics are important that that the work children do is worthy of adult attention. The BEST Program works to address this critical issue.

In addition to making decisions about the curriculum, GFS also made a conscious effort to target 1st, 2nd, and 3rd graders scoring between the 30th and 60th percentiles on standardized tests for literacy. This decision was made due to the fact that children in this 30-60 percentile range were not doing well enough to be up to standard, but were not doing poorly enough to qualify for special intervention programs through the schools. Therefore, these children had few opportunities to receive specialized services and programs to address their literacy needs, and were essentially falling through the cracks.

During the first and second years of the program, the Children's Best for Achievement After School Literacy Program was piloted at GFS's community center. During the third year, the program was taken off-site to San Antonio Elementary School. During the fourth year, GFS ran the program simultaneously at both San Antonio Elementary School and at GFS. In future years, GFS hopes to offer the program at even more sites so that more children can benefit.



Program Goals and Objectives

GFS has identified the following goals and objectives for the Children's Best for Achievement After School Literacy Program:

Goal #1: Improve children's basic literacy skills

- Objectives:**
- Increase reading fluency
 - Increase reading comprehension skills
 - Increase listening comprehension skills

Goal #2: Increase children's motivation for reading

- Objectives:**
- Increase amount of time children spend reading independently
 - Increase children's interest in being read to

Goal #3: Increase children's self-esteem

- Objectives:**
- Increase children's feelings of self-worth
 - Increase children's feelings of self-efficacy

Goal #4: Increase parents' participation in their children's literacy education

- Objectives:**
- Increase parental skills related to reading to their children
 - Increase amount of time parents spend reading with their children



Curriculum Overview

The Children's Best for Achievement After School Literacy Program serves 1st, 2nd, and 3rd grade children scoring between the 30th and 60th percentiles on standardized tests in literacy. The program has three main areas of focus: (1) enhancing children's literacy skills, (2) providing opportunities for personal development, and (3) enhancing parents' support for their children's academic activities. The curriculum incorporates best practices in after school programs and is structured to meet the unique needs of children and families in the Mayfair community of East San José.

Program Structure

The BEST Program is an eight-week program that meets four days per week for two hours each day. In order to maintain program quality and ensure enough individual attention for each child, the program accepts a maximum of 15 children for each session. These 15 children are served by a dedicated program facilitator as well as by volunteers. GFS strives to maintain a ratio of one adult for every five children in the classroom.

The program includes activities in the following areas:

- *Homework help:* 30 minutes of each day are dedicated to homework
- *Literacy skills enhancement:* for about 15 minutes each day, children read individually, practice reading out loud in small groups, or are read to by an adult; children develop their writing skills through various exercises as well as by writing a paragraph once a week; children play games with a literacy focus
- *Personal development activities:* according to the theme for each week, children participate in activities designed to build self-esteem and provide exposure to new concepts
- *Computers:* children use computers in ways that build literacy skills by writing stories, conducting Internet searches, and using literacy software
- *Library visits:* children visit the library on a regular basis to select books to read at home
- *Parental involvement:* parents attend the program once a week to learn new ways of sharing books and to spend quality time reading with their children; additionally, parents are asked to complete a small assignment at home with their children each week that strengthens the parent-child bond and reinforces what the children are learning in the program
- *Snacks and free time:* children are provided a short break in the middle of the program to eat a small snack and enjoy free time activities



Weekly Themes

Each week of the program focuses on a different theme that guides the types of activities that the children engage in. The reading, writing, and personal development activities, in addition to the parent/child homework assignment, all revolve around the theme for the week.

The eight weekly themes of the program are:

Week 1: Meeting My Classmates

Children become comfortable with their program classmates and facilitator. Children learn the structure of the program and adjust to the routine of the program.

Week 2: Who am I?

Children explore their strengths, unique qualities, and feelings.

Week 3: My Family is Special

Children learn that each family is different and each family is special. Children identify special qualities about their own families.

Week 4: My Rich Culture

Children explore the meaning of culture, identify aspects of their own culture, and learn about different cultures.

Week 5: Getting to Know My Community

Children identify the meaning of community, and discuss important qualities of the communities they belong to.

Week 6: I Care About My Environment

Children learn about the importance of the environment and identify ways they can live harmoniously with the environment.

Week 7: I Have Dreams for My Future

Children dream big and set goals for their future.

Week 8: I am Proud of My Accomplishments

Children reflect on their accomplishments over the weeks of the program and prepare to finish the program.



Evaluation of the Children's Best for Achievement Program

GFS places a high priority on evaluating the Children's Best for Achievement After School Literacy Program. Only by evaluating a program is it possible to tell that the program's goals are being met. Evaluating can also point to areas for improvement in the program curriculum. GFS's evaluation efforts have assisted the organization to refine the curriculum and make changes that enhance the learning experience for the children.

Since the program's inception, GFS has partnered with the Anthropology and Sociology Department at Santa Clara University to have students interns assist with evaluating the Children's Best for Achievement Program. Principally, the evaluation efforts have focused on changes in children's literacy skills (program goal #1), changes in children's interest in reading (program goal #2), and parent participation (program goal #4). Santa Clara University has helped to develop evaluation tools, implement them, and interpret the results.

Results from the most recent evaluation of the program in 2003-2004 demonstrated important gains for children in the target areas of reading fluency, reading and listening comprehension, and motivation for reading. Gains were seen among the parents in their participation with their children and their ability to effectively engage their children while reading.

Specifically, the 2003-2004 evaluation report prepared by Behnke et al. noted that 100% of participants increased their reading comprehension scores, and the average increase was 2.7 points on a 20 point scale. 84% of participants increased their listening comprehension scores, and the average increase was 5.0 points on a 20 point scale. Additionally, 74% of participants showed an increase in reading speed; on average, children's reading speed increased by 22%.

The evaluators were also able to gather data from the Developmental Reading Assessment (DRA), a standardized reading assessment tool used by teachers in Kindergarten through grade 3 in all Alum Rock Union School District elementary schools. GFS was able to obtain DRA data for all San Antonio students who participated in the BEST program as well as their classmates who did not participate in the program. Analysis of the data shows that students who participated in the BEST program increased their DRA scores by 12.5 levels over the course of the year, while students who did not participate in BEST only increased their scores by 9.7 levels. This translates to almost a 30% greater increase in score for students who participate in BEST compared to those who do not.

In the area of interest in reading, the evaluators found encouraging changes in behaviors that are indicative of a child's interest in reading. For example, at post-test compared to pre-test, children were more likely to engage in positive reading behaviors such as moving lips while reading, and less likely to engage in negative reading behaviors such as just looking at pictures and turning pages. Furthermore, at post-test students read more books with few and some words, and fewer wordless books.



Lastly, data on parent involvement show that 75% of families attended at least half of the Parent-Child Reading Time sessions, and 99% of families completed at least half of the Parent-Child Homework Assignments. Parents were also more likely to ask their children questions about the text at the end of the program compared to at the beginning.

While these results are very encouraging, GFS continues to strive for excellence. GFS uses the results of its evaluation efforts to make changes to the curriculum, update the evaluation tools, and make changes to our program and our recruiting methods to best reach those children who are most likely to benefit from the program.



Role of the Program Facilitator

The Children's Best for Achievement Program Facilitator wears many, many hats! In addition to being skilled at working with children, the facilitator must work closely with the children's parents and with volunteers. The BEST Program Facilitator doesn't just plan and implement the program, but also works to evaluate it as well. This multi-faceted role requires someone with plenty of energy, good people skills, organization skills, and lots of creativity.

Logistics

The BEST Program Facilitator must take care of numerous logistical details. Among these are:

Developing lesson plans: Based on the activities in the curriculum, and keeping in mind the level of the children in your program and your volunteer count for each day, the facilitator must develop lesson plans that clearly spell out the activities for each day, how much time will be spent on each activity, and what materials are needed for each activity. See Appendix C for sample lesson plans for week 1.

Setting up classroom environment: Generally the facilitator will run the BEST Program in a room that serves other purposes at other times of the day. Therefore, the facilitator will need to ensure that he/she arrives early enough to set up the room appropriate for the children. This may mean setting out nametags, setting out pencils, crayons, scissors, etc., writing up the day's agenda, preparing the snack, and setting out books, among other things.

- ☛ Facilitator Tip: Make nametags for each of your students and develop your own seating chart. This will make it easier for everyone to learn names, and allow you to separate kids who do not work well together.

Data tracking: For reporting and evaluation purposes, it is very important that the facilitator keep track of numerous statistics, such as children's attendance in the program, parent attendance at Parent-Child Reading Time, and completion of Parent-Child Homework Assignments. Other items that may also need to be tracked include children's library visits, number of paragraphs written, or other items per funder reporting requirements.

- ☛ Facilitator Tip: Keep a daily attendance record that lists children's attendance as well as parent attendance and turned in homework. Other items may also be noted such as whether the children visited the library or wrote a paragraph.

Program evaluation: Evaluation of the program is very important to know if we are reaching our goals and meeting the needs of our clients. The facilitator must coordinate interns and other resources to ensure that various aspects of the program are being evaluated and that the data is collected properly and analyzed for results.



Working with Volunteers

In order to maintain a 1 adult to 5 students ratio in the classroom at all times, it is necessary to secure the help of volunteers. Volunteers can include the parents or relatives of children in the program, or they can include outside volunteers such as college students who are looking for experience working with children. The facilitator is responsible for:

Recruiting volunteers: GFS has been fortunate to have the support of Santa Clara University's Arrupe Center as a main source of volunteers for our programs. The facilitator will be responsible for determining volunteer need and ensuring the volunteer opportunities are posted with the Arrupe Center or other volunteer matching organizations. One excellent recruiting resource is Volunteer Match at www.volunteermatch.org.

Training volunteers: In order to get maximum help and effectiveness from volunteers, it is necessary to provide them with quality training. GFS provides our BEST Program volunteers with training in the areas of reading books with children, talking to children in ways that build self-esteem, and how to handle common discipline problems. The volunteer training session also serves as a volunteer screening tool. If the facilitator feels that a particular volunteer is not appropriately matched with the BEST program (for reasons of interest, maturity, criminal background, or otherwise), the facilitator should approach that volunteer and suggest that he/she choose to volunteer elsewhere. See Appendix D for complete volunteer training materials.

Supervising volunteers: Volunteers need constant supervision. For safety reasons, at no time should a volunteer be left alone in the room with the children were you cannot see or easily access them. Additionally, some of your volunteers may not have experience working with children, and will require guidance, supervision, and mentoring from you to improve their work with the children. The facilitator should provide ongoing feedback to volunteers that highlights both the positive and the areas for improvement, so that volunteers can continually improve in their ability to work with the children.

- ☛ Facilitator Tip: If you must provide constructive criticism to a volunteer, do it discreetly when no one else can hear. First praise something that the volunteer is doing well, and then offer a suggestion to help them improve. For example, "Maya, I really like your enthusiasm when reading to the children. I think you will have better success getting them to pay attention, however, if you try asking them to raise their hands rather than yelling at them when they talk out of turn."
- ☛ Facilitator Tip: One challenge volunteers face is that they often don't know when a child legitimately needs assistance, and when a child is simply asking for help to avoid putting in effort. Sometimes, volunteers inadvertently foster dependency and laziness on the part of the children by not pushing them hard enough to attempt to solve their own problems. The facilitator needs to notice when this might be occurring and steer the volunteers and children away from this harmful behavior.



Working with Parents

Recruiting and orienting families: The first contact the facilitator will have with the parents is likely to come during the recruitment cycle. When recrecruiting families, it is important to speak openly and honestly with parents about the program – the program's goals, who it is meant to serve, and what role the parent is expected to play. If the program is not a good fit for that family and/or the family cannot commit to participate in all of the parent participation components, the facilitator must explain to the family that this program is not a good match and must not accept that family in to the program.

Involving parents: The BEST Program's philosophy is that the more parents get involved, the better! In order for their children to participate in the program, parents have to commit to attending a parent orientation, attending Parent-Child Reading Time once per week, completing weekly Parent-Child Homework Assignments, and attending the program graduation. The facilitator's role is to maintain constant communication with parents about these events and assignments and to follow up with parents to make sure they are meeting their participation commitments. Additionally, the facilitator should make sure parents know that they are welcome to attend the program on any day that they wish in order to observe or to help out. When parents do agree to come, the facilitator should ensure that the parent has a meaningful role to play, and provide the parent with appropriate guidance for carrying out that role.

Communicating with Other Stakeholders

Teachers: At minimum, the facilitator should alert teachers that their students are attending the program. It may be appropriate at some point to communicate with a teacher about additional challenges or questions you may have about a particular child.

School Administrators: Generally, communication with school administrators will take place through the BEST Program Administrator, not the BEST Program Facilitator. Communication with a school administrator may occur when a specific and serious concern needs to be brought to the attention of the school, which may have resources to help. For example, the school may be able to refer a family that is having severe communication problems to counseling, or may be able to refer a child with severe learning problems to special testing.

Program Administrators: Before the facilitator makes any communication with teachers or with school administrators, the Program Administrator should first be notified and consulted. The Program Administrator will also collect attendance and other data tracking records from the facilitator, and should be notified if there are specific problems with a child or with a family.

Working with children

And perhaps most importantly, the BEST Program Facilitator has to carry out his/her work with the children in the program. This work includes:



Modeling a love of reading: The attitude that the facilitator communicates about books and reading will be very apparent for all of the children, and will affect their attitudes toward books and reading. The facilitator must show enthusiasm for reading, read books with feeling and emotion, and get excited about reading. The facilitator should communicate the message to children that reading is not a chore or something you must do as a punishment, but it is something to be enjoyed and is a treat and reward.

Setting high standards and demanding excellence: The surest way to get poor performance is to expect poor performance. Likewise, if you want excellent performance, you must set high standards and demand excellence from your students. The facilitator must communicate high expectations to the students and create an environment where everyone is motivated to achieve. High expectations should be set not just for academic performance in the classroom, but also for effort, behavior, and interactions with peers. When high expectations are set and children are able to meet them, this helps to build true self-esteem.

Accommodating children's different learning styles: Children learn in different ways; some learn best by working individually, while others prefer to work in partnership; some learn best by seeing, others by hearing, and others by doing. The facilitator must recognize that all children have different learning needs and strive to identify how the children in his/her program work best so that those needs can be accommodated when possible.

- ☛ Facilitator Tip: For a child who is easily distracted by working next to other students, you might wish to separate them to the side, but do so in a way that does not feel punitive. For example, "Diana, I notice that it is difficult for you to concentrate on your homework when working at this table. Would it be easier for you to get your homework done if you came to this table and worked by yourself?"

Attending to children's emotional needs: Equally important to attending to children's academic needs is attending to children's emotional needs. At times, the facilitator may find him/herself consoling a sad child, helping two angry children solve their argument, or comforting a child who is disappointed because his/her parent has not yet shown up to Parent-Child Reading Time. In order to fulfill this role, the facilitator must be attentive to the children's emotional needs and willing to listen to their concerns and help the children find constructive solutions.

Classroom management: One of the biggest challenges the facilitator may face is classroom management. The facilitator is responsible for devising systems for getting children's attention, rewarding good behavior, and keeping order in the classroom.

- ☛ Facilitator Tip: When trying to quiet a noisy classroom, raise your hand in the quiet sign, and then praise those children who follow suit. This is much more effective than trying to punish or get the attention of those who are still busy talking. For example, "Please raise your hand when you are quiet. Thank you very much to Mark for raising his hand. And thank you to Karla for being quiet as well."



Reading with Children

Since building literacy skills is one of the most important goals of the BEST Program, time is built in to the program on a daily basis for children to read individually, read with a partner or in a small group, or be read to by an adult. The BEST Program Facilitator should vary the instructional methodology so that all of these methods are used on a regular basis.

When reading with children, either by reading to them or listening to them read out loud, there are many things one can do to make reading both more enjoyable and more educational.

Ways to make reading fun

By far, children who enjoy reading are more likely to spend time reading. And children who spend time reading are more likely to be better readers. Therefore, the BEST Program has identified increasing children's interest in reading as one of its goals. To do this:

Get the children involved: Let children choose books they are interested in reading. Let the children touch the books, turn the pages, and discover the pictures.

Right level: Provide the children with books appropriate to their level of reading so that they can feel successful when they read. Save harder books to be read aloud to the children.

Give praise: Since praise builds confidence and self-esteem in children, when they are praised while reading they will learn to associate reading with feeling good.

Things to do before reading a book

Keep in mind the following important details when selecting a book and when starting to read:

Book selection: In choosing books to read, consider the audience – their age, developmental level, emotional level, and interests.

Title, author, illustrator: Before you begin to read, always announce the name of the book (title) and the author and illustrator, no matter how many times you have read the book before. Remind the children that the title is the name of the book and tells us what the story is about; the author writes the words and the illustrator draws the pictures.

Front cover: The first time you read a book, have the children look carefully at the illustration on the front cover. Ask them, "What do you think this book is about? Why do you think so?"

All eyes up here: Begin reading only after you have the children's attention and their eyes are focused on you.



Things to do while reading

When reading with children, either individually with one child or aloud to a group of children, there are so many things you can do to make the story more interesting and to engage the children in critical thinking.

Get the children involved: If you are reading a picture book, make sure the children can see the pictures easily. Seat the children in a semi-circle around you. To encourage involvement, invite a child to turn pages for you when it is time.

Let them try: When reading one-on-one or in a small group, take turns reading aloud. Do not interrupt to correct mistakes that do not change the meaning of the text. Praise their efforts.

Ask questions: Engage the children by asking lots of questions. Ask them to predict what will happen next, why a character might have taken a specific action, or to connect events in the story with another book, a movie, or with their own lives.

Talk it through: Allow children time to comment on what they see and hear in the story. When the book presents a new word or idea, help the children to understand it by providing definitions or examples.

Bring it to life: Read with enthusiasm, but read slowly and pronounce words clearly. Change your voice and the pace that you read the story in order to make the story more interesting for the child. Whenever possible, add a third dimension to the story. For instance, if you are reading *Blueberries for Sal* by Robert McCloskey, have a bowl of blueberries ready to be eaten, or when reading *Ruby the Copycat* by Peggy Rathman have the children get up and hop after reading the story.

Things to do after finishing a story

Just because the book is over doesn't mean the conversation is!

What happened: After reading a book, talk about the story. Discussing the pictures and the main ideas in a book helps to develop understanding.

My favorite part: Encourage children to share with you their favorite part of the story, and to put it in their own words (rather than showing you in the book).

Deeper discussion: If the story lends itself to further discussion, take advantage of the opportunity. Can you relate something in the story to their children's lives? If so, start a discussion that builds connections between the text and the children. Was something in the story very similar to another story the children read? If so, have them compare and contrast.



Curriculum

Note that this is not a complete version of the curriculum.



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Parent Orientation



Parent Orientation

Objectives

- All necessary paperwork will be taken care of
- Parents will understand the program goals and activities
- Parents will understand the parent participation component of the program

Materials

- Parent Orientation Agenda (*master included on next page*)
- Pen or pencil – 1 per family
- “Welcome to the BEST After School Literacy Program” handout – 1 per family (*master included on next pages*)
- GFS Household Intake Form – 1 per child
- GFS Individual Enrollment Form – 1 per child
- BEST After School Literacy Program Registration Form – 1 per child (*get from GFS*)
- Parent Pre-Questionnaire – 1 per child (*see appendix D*)
- Library Card application – 1 per child (*if applicable*)
- GFS Program sign-up binder

Time

1 hour

Methodology

Arrive to the orientation site at least 30 minutes before the orientation is to begin. Prepare all of your materials including handouts, writing utensils, paperwork forms, and visuals for your presentation.

As parents arrive, invite them to find a comfortable seat. You may wish to have some parents begin filling out paperwork while waiting for others to arrive.

Once all of the parents have arrived, begin welcome them and do introductions. Describe the details of the Children's Best for Achievement After School Literacy Program for them. Allow time for parents to ask questions. Also make parents aware of the opportunities that are available to them through other programs offered by GFS. Lastly, give parents more time to finish filling out paperwork.

As parents leave, remind them about the start date of the program. Make sure they have your contact information and invite them to contact you if they have any questions.



Week 1: Meeting My Classmates

Literacy Enhancement Objectives

- Program Coordinator will assess children's reading and writing skills
- Program Coordinator will assess children's attitudes toward reading
- Children will complete their homework assignments

Personal Development Objectives

- Children will meet their classmates and learn to relate to positively to others
- Children will identify their strengths

Parental Involvement Objectives

- Parents will participate in a joint reading session with their child
- Parents will complete at-home assignment jointly with their child



Suggested Books for Week 1

Bootsie Barker Bites by Barbara Botner

Cap It Off With a Smile: A Guide For Making and Keeping Friends by Robin Inwald

Darlene by Eloise Greenfield

David Gets in Trouble by David Shannon

David Goes to School by David Shannon

Don't Make Me Laugh by James Stevenson

Don't Need Friends by Carolyn Crimi

Friends at School by Rochelle Bunnett

Grandfather Counts by Andrea Cheng

Grody's Not So Golden Rules by Nicole Rubel

Hello, Hello! by Mirian Schlein

Hi by Ann Herbert Scott

How to be a Friend: A Guide to Making Friends and Keeping Them by Laurie Krasny and Marc Brown

I Hate Rules! by Nancy E. Krulik

Imogene's Antlers by David Small

Making Friends by Sarah Leveté

No, David! by David Shannon

The Brand New Kid by Katie Couric

The Day Jimmy's Boa Ate the Wash by Trinka Hakes Nobel

Will I Have a Friend? by Miriam Cohen



Week 2: Who am I?

Literacy Enhancement Objectives

- Children will learn to select books appropriate for their reading level
- Children will write clear, coherent sentences
- Children will be able to follow simple directions to accomplish a task
- Children will complete their homework assignments

Personal Development Objectives

- Children will identify their strengths
- Children will identify their different emotions

Parental Involvement Objectives

- Parents will participate in a joint reading session with their child
- Parents will complete at-home assignment jointly with their child



Suggested Books for Week 2

Hooray for You!: A Celebration of "You-Ness" by Marianne Richmond

I Like Me! by Nancy Carlson

I Was So Mad by Mercer Mayer

I'm Gonna Like Me: Letting Off a Little Self-Esteem by Jamie Lee Curtis

It's Okay to Be Different by Todd Parr

Just Because I Am: A Child's Book of Affirmation by Lauren Murphy Payne

Leo the Late Bloomer by Robert Kraus

Life Doesn't Frighten Me At All by Maya Angelou

Lily's Purple Plastic Purse by Kevin Henkes

Stand Tall, Molly Lou Melon by Patty Lovell

Stay Away from the Junkyard! by Tricia Tusa

The Araboolies of Liberty Street by Sam Swope

The Way I Feel by Janan Cain

Today I Feel Silly: And Other Moods That Make My Day by Jamie Lee Curtis

When I Feel Angry by Cornelia Maude Spelman

When I Feel Good About Myself by Cornelia Maude Spelman

You are Special, Little One by Nancy Tafuri



Week 3: My Family is Special

Literacy Enhancement Objectives

- Children will stop, think about, and retell information from a reading passage
- Children will improve oral and silent reading
- Children will write clear, coherent sentences and paragraphs that develop a central idea
- Children will complete their homework assignments

Personal Development Objectives

- Children will identify special characteristics of their own families
- Children will learn more about their own family backgrounds

Parental Involvement Objectives

- Parents will participate in a joint reading session with their child
- Parents will complete at-home assignment jointly with their child



Suggested Books for Week 3

A Birthday Basket for Tía by Cecily Lang

All Families are Different by Sol Gordon

All Kinds of Families by Norma Simon

A Mother for Choco by Keiko Kasza

Con Mi Hermano / With My Brother by Eileen Roe

Darcy and Gran Don't Like Babies by Jane Cutler

Do I Have a Daddy? by Jeanne Warren Lindsay

Families are Different by Nina Pellegrini

I Have a Sister/My Sister is Deaf by Jeanne Whitehouse Peterson

I'm a Big Brother by Joanna Cole

I'm a Big Sister by Joanna Cole

In My Family / En Mi Familia by Carmen Lomas Garza

Lots of Dads by Shelly Rotner & Sheila M. Kennedy

My Very Own Room / Mi Propio Cuartito by Amada Irma Pérez

Over the Moon: An Adoption Tale by Karen Katz

The Daddy Book by Todd Parr

The Kissing Hand by Ruth E. Harper

The Mommy Book by Todd Parr

The Wolf's Chicken Stew by Keiko Kasza

Who's in a Family? by Robert Skutch



Week 4: My Rich Culture

Literacy Enhancement Objectives

- Children will stop, think about, and retell information from a reading passage
- Children will improve oral and silent reading
- Children will write clear, coherent sentences and paragraphs that develop a central idea
- Children will complete their homework assignments

Personal Development Objectives

- Children will understand the concept of “culture”
- Children will be able to identify the basic components of their own culture

Parental Involvement Objectives

- Parents will participate in a joint reading session with their child
- Parents will complete at-home assignment jointly with their child



Suggested Books for Week 4

An American Face by Jan M. Czech

Apple Pie Fourth of July by Janet S. Wong

Araboolies of Liberty Street by Sam Swope

Barrio: José's Neighborhood by George Ancona

Brown Honey in Broomwheat Tea by Joyce Carol Thomas

Cherry Pies and Lullabies by Lynn Reiser

Children Just Like Me by Susan Copsey

Going Home by Eve Bunting

Hairs / Pelitos by Sandra Cisneros

Hush! by Minfong Ho

In My Momma's Kitchen by Jerdine Nolen

Jingle Dancer by Cynthis Leitich Smith

Mrs. Scott's Beautiful Art by Alice K. Flanagan

My Tata's Guitar by Ethriam Cash Brammer

Night Owl and the Rooster by Charles Reasoner

On Mother's Lap by Ann Herbert Scott

¡Qué Montón de Tamales! by Gary Soto, translated by Alma Flor Ada

The House With No Door by Brian Swann

The Magic Feather by Lisa Rojany

Traditional Native American Arts and Activities by Arlette N. Braman



Week 5: Getting to Know My Community

Literacy Enhancement Objectives

- Children will make and support predictions about a reading passage
- Children will improve oral and silent reading
- Children will write clear, coherent sentences and paragraphs that develop a central idea
- Children will complete their homework assignments

Personal Development Objectives

- Children will understand the concept of “community” and will identify roles played by different community members
- Children will get to know their community better

Parental Involvement Objectives

- Parents will participate in a joint reading session with their child
- Parents will complete at-home assignment jointly with their child



Suggested Books for Week 5

Armadillo's Orange by Jim Arnosky

Barrio: José's Neighborhood by George Ancona

Community Helpers from A to Z by Bobbie Kalman

Everybody Brings Noodles by Norah Dooley

Garbage Collectors by Paulette Bourgeois

Grandpa's Corner Store by DyAnne DiSalvo-Ryan

Me on the Map by Joan Sweeey

Night on Neighborhood Street by Eloise Greenfield

On the Town: A Community Adventure by Judith Caseley

Police Officers by Paulette Bourgeois

Postal Workers by Paulette Bourgeois

Somebody Loves You, Mr. Hatch by Eileen Spinelli

Stars in the Darkness by Barbara M. Joose

The Last Dragon by Susan Miho Nunes

Weslandia by Paul Fleischman

What is a Community?: From A to Z by Bobbie Kalman

What Zeesie Saw on Delancey Street by Marjorie Priceman

Yard Sale! by Mitra Modarressi



Week 6: I Care about My Environment

Literacy Enhancement Objectives

- Children will make and support predictions about a reading passage
- Children will improve oral and silent reading
- Children will write clear, coherent sentences and paragraphs that develop a central idea
- Children will complete their homework assignments

Personal Development Objectives

- Children will understand what the “environment” is
- Children will identify ways they can protect the environment

Parental Involvement Objectives

- Parents will participate in a joint reading session with their child
- Parents will complete at-home assignment jointly with their child



Suggested Books for Week 6

Aani and the Tree Huggers by Jeannine Atkins

Children of the Earth Remember by Schim Schimmel

Dear Children of the Earth: A Letter from Home by Schim Schimmel

Fernando's Gift / El Regalo de Fernando by Douglas Keister

Great Trash Bash by L. Leedy

Judy Moody Saves the World! by Megan McDonald

Just a Dream by Chris Van Allsburg

Mother Earth by Nancy Luenn

One Less Fish by Allan Sheather

Our Big Home by Linda Glaser

Panda Bear, Panda Bear, What Do You See? by Bill Martin

Precious Water: A Book of Thanks by Brigitte Weninger

Recycle!: A Handbook for Kids by Gail Gibbons

The Garbage Monster by Joni Sensel

The Great Kapok Tree: A Tale of the Amazon Rain Forest by Lynne Cherry

The Tree by Dana Lyons

The Water Hole by Graeme Base

Where Once There Was a Wood by Denise Fleming



Week 7: I Have Dreams for My Future

Literacy Enhancement Objectives

- Children will independently put into practice the reading strategies they have learned
- Children will improve oral and silent reading
- Children will write clear, coherent sentences and paragraphs that develop a central idea
- Children will complete their homework assignments

Personal Development Objectives

- Children will have a basic understanding of the goal setting process
- Children will identify goals for their short-term and long-term futures

Parental Involvement Objectives

- Parents will participate in a joint reading session with their child
- Parents will complete at-home assignment jointly with their child



Suggested Books for Week 7

Bradley Is Caught!: And Other Really Good Reasons to Persevere by Sandy Silverthorne

D.W. Flips by Marc Brown

Hard Working Wheels by Chum McLeod

I Have a Dream, Too! by Jean Alicia Elster

Mrs. Mooley by Jack Kent

Oh, The Places You'll Go! by Dr. Seuss

Papa, Please Get the Moon for Me by Eric Carle

¡Sí, Se Puede! / Yes, We Can! by Diana Cohn

The Carrot Seed by Ruth Krauss

The Little Engine that Could by Watty Piper

The Little Red Ant and the Great Big Crumb by Francico X. Mora

Try, Try Again by Brian Jones

Where the Big Fish Are by Jonathan London

Wonder Goal! by Michael Foreman



Week 8: I am Proud of My Accomplishments

Literacy Enhancement Objectives

- Children will independently put into practice the reading strategies they have learned
- Children will improve oral and silent reading
- Children will write clear, coherent sentences and paragraphs that develop a central idea
- Children will complete their homework assignments

Personal Development Objectives

- Children will identify accomplishments that make them feel proud of themselves
- Children will prepare a presentation for their parents to demonstrate their accomplishments

Parental Involvement Objectives

- Parents will complete at-home assignment jointly with their child
- Parents will participate program graduation to celebrate with their child



Suggested Books for Week 8

Amazing Grace by Mary Hoffman

Barbie: Be Proud of Yourself by Louise Gilkow

Chicken Soup for Little Souls: The Goodness Gorillas by Jack Canfield

I'm Proud by Elizabeth Crary

Olivia Saves the Circus by Ian Falconer

Proud by Fred Penner

Proud Rooster and Little Hen by Carl Sommer

Proud to be a Poonini by Dave Sindrey

The Berenstain Bears and the Bad Habit by Stan and Jan Berenstain

The Berenstain Bears and the Prize Pumpkin by Stan and Jan Berenstain

The Little Engine that Could by Watty Piper

Tony's Hard Work Day by Alan Arkin



Graduation



Graduation

Objectives

- Children will celebrate their accomplishments in the program
- Parents will celebrate their children's accomplishments in the program

Materials

- Pens/pencils and extra evaluation forms for parents who have not turned them in
- Eating utensils, plates, cups, napkins
- GFS Programs flyer – 1 for each family
- Diplomas – 1 for each child
- Folders with all of kids' work – 1 for each child
- Any materials the children will need for their presentation to the parents

Time

1.5 hours

Methodology

Arrive to the graduation site at least 15 minutes before the parents are expected to arrive in order to set up chairs for the children and chairs for the parents. Prepare tables where parents can place food they have brought. Make sure you have all materials you will need.

As parents arrive, invite them to set down any food they have brought and to find a seat. Ask any parents who have not returned all of the evaluation materials to fill out the forms while waiting for other parents to arrive.

Once the parents are seated, provide the parents with an overview of what the children have accomplished in the program and share information about GFS programs and other ways they can stay involved. Thank everyone who has helped for their support.

Have children share their accomplishments with their parents, either by reading their "I am Proud of Myself" essays or by performing a puppet show sharing what they've done. Then, distribute to each child his or her portfolio of work from the program and invite the children to sit with their parents to show them their work.

When families are done looking through their children's work, distribute diplomas to the children, calling their names one-by-one. After the last diploma has been handed out, invite the families to a celebration feast. At the end of the day, make sure to leave the room as clean as you found it.



Appendices



Appendix A: Bibliography

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Appendix B: Resources

California Department of Education
<http://www.cde.ca.gov>

California Department of Education: Academic Performance Index (API)
<http://www.cde.ca.gov/ta/ac/ap/index.asp>

California Department of Education: Standardized Testing and Reporting (STAR)
<http://www.cde.ca.gov/ta/tg/sr/>

National Association for Self-Esteem
<http://www.self-esteem-nase.org>

National Institute for Literacy
<http://www.nifl.gov/>

Reading Recovery Council of North America
<http://www.readingrecovery.org/>

Reading Rockets
www.readingrockets.org



Appendix C: Sample Lesson Plans for Week 2

Monday

Time	Activity	Materials
30 min	Homework Time (Take attendance)	Pencils, Attendance list
15 min	Literacy Games	
5 min	Introduce 3 Fingers Method	Book
15 min	Practice 3 Fingers Method	
15 min	Snacks and Free Time	Snacks
15 min	Feel the Music	Paper, crayons, CD, stereo
20 min	Feeling Faces	"Feeling Faces" worksheet
5 min	Clean up & Goodbye; Remind Parents of Parent-Child Reading Time	Note to parents

Tuesday

Time	Activity	Materials
30 min	Homework Time (Take attendance)	Pencils, Attendance list
10 min	Literacy Games	
15 min	I am Unique, You are Unique	Worksheets
5 min	Clean up, set up room for Parent-Child Reading Time	
15 min	Snacks and Free Time	Snacks
40 min	Parent-Child Reading Time	Book to read out loud
5 min	Explain Parent-Child HW Assignment & Goodbye	Copies of assignment, Copies of note for parents

Wednesday

Time	Activity	Materials
30 min	Homework Time, Collect Parent-Child HW Assignment (Take attendance)	Pencils, Attendance list
15 min	Literacy Games	
15 min	Story Time	Read aloud books
15 min	Snacks and Free Time	Snacks
40 min	My Autobiography: Kids will write a paragraph	Pencils, paper
5 min	Clean up & Goodbye: Talk to any parent whose child did not turn in Parent-Child HW Assignment	

Thursday

Time	Activity	Materials
30 min	Homework Time (Take attendance)	Pencils, homework checklist
15 min	Snacks and Free Time	Snacks
35 min	Group 1: Literacy Games on Computers Group 2: Picture Memory Game (15 min), Circle Stories (10 min) & sing songs (10 min)	Literacy software, Word search puzzle, pencils
35 min	Group 1: Picture Memory Game (15 min), Circle Stories (10 min) & sing songs (10 min) Group 2: Literacy Games on Computers	Literacy software, Word search puzzle, pencils
5 min	Clean up & Goodbye; Remind parents there is no program on Fridays	