



MAKE READING COME ALIVE



4-H Literacy Service Project



National Alliance for Secondary Education and Transition Standards

3.2 Youth understand the relationship between their individual strengths and desires and their future goals, and have the skills to act on that understanding.

- 3.2.2 Youth develop individual strengths.
- 3.2.3 Youth demonstrate the ability to set goals and develop a plan.

3.3 Youth have the knowledge and skills needed to practice leadership and participate in community life.

- 3.3.1 Youth learn specific knowledge and skills related to leadership, and explore leadership styles.
- 3.3.4 Youth engage in experiential learning and have opportunities for genuine leadership, taking primary responsibility for developing plans, carrying out decisions, and solving problems.
- 3.3.5 Youth participate in service to others in their community, their country, and their world.
- 3.3.6 Youth identify and use resources in their community.

National Alliance for Secondary Education and Transition (2010). *National standards and quality indicators: Youth development and youth leadership*. Retrieved from <http://nasetalliance.org/youthdev/index.htm>.



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Part I:

4-H Literacy Service Project Introduction

Goal:

To prepare you as a youth volunteer in literacy activities to support a child's learning to read that result in a quality community service effort.

Objectives:

As a youth volunteer, you will:

- Identify a target group with whom to serve as a reading volunteer.
- Create a literacy service project plan.
- Learn the basics of read-aloud and shared reading strategies.
- Chart and monitor your progress.
- Reflect on your service experience.

Requirements:

As a youth volunteer, complete the following project checklist

Project Checklist

Date Completed	
	Identify a target group with whom to serve as a reading volunteer (p. 8).
	Complete all Tell Me More Activities found throughout the project book (p. 6, 8, 10, 13, and 14).
	Create a service project plan (p. 18-19).
	Learn the basics of read-aloud and shared reading strategies through a workshop or reading the information provided in the project materials (p. 7-12).
	Complete two lesson plans that could be used in a read-aloud setting (p. 23).
	Chart and monitor your progress (p. 18-19).
	Reflect on the service experience by completing at least one Learning by Doing Report (p. 27-30).
	Reflect on the service experience by completing at least one Learning by Doing Reflection Activity (p. 31-32).
	Create an exhibit that reflects your experience (p. 33).



Part II: Reading Partner Basics

Being a reading partner is a privilege and a big responsibility.

It incorporates these factors:

- Child-centered
- Sensitivity and Respect
- Caring
- Enthusiasm
- Encouragement
- Commitment

It is volunteering in schools, church programs, child care programs and afterschool programs to create opportunities to read, and then creating art and writing stories based on books.

Why Read with Children?^{1,2,3}

- Reading is the foundation for all learning and a critical building block for a child's successful future. Children who are poor readers often have a difficult time in school.
- Good reading skills enable a child to be successful in the classroom and in life.
- Reading enriches a child's life and sparks the imagination that develops an individual's creativity.
- Reading with children can help build their self-esteem and motivate them to succeed.
- It has been proven that children reading on grade level by third grade are more likely to graduate high school, and then either continue their education or get a job.
- What can you learn and share about literacy data in your state or area from the KIDS COUNT website through the Annie E. Casey Foundation?

Why Do Some Children Have Little Opportunity to Practice Reading?

- Some are from single-parent families, and the parent is overwhelmed with other responsibilities.
- Some come from a family that has little access to reading material.
- Some adults in their lives may have never learned to read.

For these children, volunteers in schools can make the most of their time by creating opportunities to read, and then creating art and writing stories based on those books.



Tell Me More About You . . .

Your Reading Experiences

1. What was your favorite childhood book? _____

2. What types of books did you enjoy reading as a child? (e.g. humor, mystery, science fiction, poetry)

3. What is your best childhood reading memory? _____

4. Who did you like to read to you as a child? Why? _____

5. What do you like to read now? _____

6. Where is your favorite place to read? Why? _____

7. If you were not able to read, how would you feel? _____

8. Becoming a good reader takes lots of practice. What are three things you have done that required practice?

9. If you can remember, what were some of the first words you learned to recognize?



Before You Begin

Understand How a Child Learns to Read⁴

- Literacy begins at birth and emerges through a gradual process.
- Children first learn to use verbal forms of language – listening and speaking – and then begin to explore and make sense of written forms – reading and writing.
- Reading is a process of creating meaning from written text. Reading involves complex thinking, problem solving, and emotional response.
- We use many skills to make meaning, sounding out/phonics, recognizing sight words, interpreting a picture, understanding story patterns, and using comprehension skills.
- Children learn a great deal about written language by simply talking and listening.
- Reading and writing develop together.
- Writing and art support children's motivation to read, their reading skill, and their understanding of the story or event.



Remember the Key Factors of Being an Effective Reading Partner⁵

- A reading partner can be anyone, but the key is to be **EFFECTIVE!**
- **Be child-centered** – Create an environment and set aside time so that you are not distracted and can fully focus on the child.
- **Be sensitive and respectful** – If a child is uncomfortable with a book, it is all right to change the book. Notice when the child is having difficulty reading a passage and adjust the strategy.
- **Be caring** – Children are not interested in how much they can learn from you until they know how much you care.
- **Be realistic about how much a child can read** by himself/herself and how much you will need to read.
- **Be enthusiastic** – Your enthusiasm sets the stage for the motivation to read. Share your love of reading with the child.
- **Be encouraging** by helping the child recognize success. This builds confidence and the motivation to read more.
- **Be committed** to reading with a child regularly.

Get to know about the children you will partner with . . .

Introduce yourself. Simply letting children know you care about them helps you build a strong foundation.

Get acquainted. Have a conversation or do an activity to help you know more about the child's life.

Use these ideas as conversation starters:

- What does the child like or dislike?
- Do they have brothers or sisters? Pets? Other family members – aunts, uncles, cousins, grandparents?
- What kinds of activities do they like? Active types – games, sports? Quiet Activities?
- How does the child feel about reading? Share your feeling about reading. Share what you have in common with the child!

Discuss future sessions. It is important to let the child know you will be reading with them again.

Tell Me More . . .

Where to find children to read with as a reading volunteer:

Energy Express Child Care Center school and Kin

Babysitting Kindergarten Programs

Who do you plan to read with?

Family Members

Afterschool Programs

1. _____
2. _____
3. _____



Reading with Children

As a reading partner you will use two strategies: shared reading and read-aloud.

Shared Reading: Shared reading can be used with both beginning readers and children who are already reading. Different shared reading strategies may be used, depending on the child's interests and reading abilities. Remember to choose a book and one or more strategies that are age- and skill-level appropriate.

Read-Aloud: You can read-aloud when you are reading with a group of children or when a child is tired and just wants to listen to the story. A good read-aloud engages listeners and children who already read well. Read-alouds can entertain younger and older children and motivate them to read on their own.

About Shared Reading with Children

Use shared reading with children when:

- You are reading with a child one-on-one.
- A child shows signs of wanting to become more involved with reading the story.
- You want to increase a child's involvement with a story.
- You want to create a positive environment focused on the child to increase confidence in reading.

Shared Reading Strategies^{6,7}

Picture Reading: Before reading a story or book, guide a child in interpreting the illustrations. When does the story take place? What time of day is it? What time of year? Who are some of the story's main characters? What are they like? How does the picture make you feel? This also works for wordless books as the child is guided through the illustrations to tell the story.

Sighting: Before reading a page, ask a child to find the smallest word on the page and the largest, find a period, count the question marks, count the number of sentences, read the first word on a page, find a word that begins with a particular letter, etc. Then, read the story.

Discovery Reading: A reading partner guides a child through a familiar or predictable book, asking the child to fill in repeated phrases.

Echo Reading: A reading partner reads a section to a child, and the child then reads the same passage to the reading partner.

Unison Reading: A reading partner and a child read the same passage aloud at the same time.

Whisper Reading: A reading partner reads into a child's ear while he or she reads aloud, and then they change roles.

Stop and Go: A reading partner and child take turns reading. It may be fun to have a signal when switching readers.

Solo Reading: Child reads to a reading partner.



Tell Me More . . .

Match each strategy with the correct description

Solo Reading

A reading partner and child take turns reading.
It may be fun to have a signal when switching readers.

Sighting

Before reading a story or book, guide a child in interpreting the illustrations.

Whisper Reading

A reading partner reads a section to a child, and the child then reads the same passage to the reading partner.

Unison Reading

Discovery Reading

Reading partner and a child read the same passage aloud at the same time.

Picture Reading

Stop and Go

A reading partner guides a child through a familiar or predictable book, asking the child to fill in repeated phrases.

Echo Reading

Reading partner reads into a child's ear while he or she reads aloud, and then they change roles.

Child reads to a reading partner.

Before reading a page or passage, ask a child to find the smallest word on the page and the largest. Then, read the story.

Tips for Being a Shared Reading Partner (One-on-One)⁸

Selecting a Book

- Let the child choose a book he/she likes.
- Choose a book that is on or close to the child's reading level.
- Before you begin, become familiar with the book and practice reading it.

While Reading

- **Sit close.** This builds a bond with the child and makes it easier for him/her to see the pictures.
- **Preview the book.** Talk about the book before you start reading it. Have the child discuss the cover of the book. Share the name of the author.
- **Point to words.** Children learn that words have meaning and that written words can be spoken.
- **Have good eye contact** before and during reading.
- **Use expression** in your voice. When appropriate, try using dramatic voices for characters, making sound effects, and changing your tone of voice to fit the plot.
- **Predict.** Ask the child to say what he/she thinks will happen next.
- **Answer questions.** Encourage questions. Take the time to answer them. Asking questions means that the child is very interested in the book.
- **Be patient** and accepting of undeveloped "listening muscles." Some children sit and listen quietly, and others are more active.
- **Be flexible.** Don't be afraid to change books if the child does not like it.



After Reading

- **Discuss the story.** Ask questions like "What was the story about?" "What was your favorite part?"
- **Encourage rereading and retelling.** Some children enjoy reading the same book again. Next time, you could involve him/her in telling the story.
- **Extend the reading.** Do a writing and/or art activity to encourage the child to explore the book you read.

Tips for Reading Aloud to Children⁹

You can read aloud when you are reading with a group of children or when a child is tired and just wants to listen to the story.

Read-Aloud Tips:

- **Preview books.** Do not be caught off guard by inappropriate or difficult words.
- **Have a ready supply of books.** The book you selected may not be working with your audience or take as long as planned.
- **Use books covering a range of reading levels.** Younger children can listen to more difficult books than they can read. Older children enjoy pictures too.
- Make sure **ALL children can easily see the pictures.** Share the pictures when reading.
- **Establish eye contact** with children. This helps to engage children in the read-aloud.
- **Set the mood** by allowing the group time to settle down, and then help the children focus by introducing the book or discussing where you left off in a book you have been reading in sections.
- **Invite the children into the book** by talking about the author, the illustrator, the dedication, the title, other books by the same author and/or illustrator, and so forth.
- **Explain unusual vocabulary** ahead of time to avoid interrupting the flow of the story.
- **Use a lot of expression.** Try dramatic voices for characters, making sound effects, and changing your tone of voice to fit the plot.
- **Use props.** Bring in a stuffed animal mentioned in the book, use puppets, and wear simple costumes or masks to enhance your presentation of the book.
- **Be patient and tolerant.** Some children have not developed their “listening muscles” yet and may find it difficult to sit still and listen.
- **Set aside time to discuss** what you have read after each read-aloud.
- **Plan writing and/or art activities** to encourage children to explore the book.
- If possible, **make the book available for children** to read or look through later.
- **Do not be afraid to change books** if a selection is not received well.
- **Avoid books with too much dialogue** and too many characters. They are difficult to read aloud and listen to.
- **Practice.** Practice. Practice.



Tell Me More . . .

Think about what you have learned

Answers can be found on pages 9 through 12.

1. List three shared reading strategies that you plan to use when you read with a child.

2. When reading with a child, how can you help him/her to feel comfortable?

3. What does it mean to ask children to predict when reading?

4. What can you do to keep listeners focused on the story?

5. What can you do if children do not like a book you are reading aloud?

6. What are three things you can do before your read-aloud session to make sure everything goes well?



Reinforce the Reading Experience

- Connect Reading with Writing
- Connect Reading with Art

Connecting Reading with Writing

Creating their own written words, based on the books they have read, helps children make connections between reading and the written word.

When children write about what they read, they:

- Remember more.
- Are more willing to ask questions.
- Are more willing to participate in discussion.
- Retain information longer.
- Are more aware of their own learning.

Tips for Writing

- Set the stage by selecting a suitable location.
- Children need reasons to write. Have the children write about something familiar to them that relates to the book.
- Offer a variety of writing materials; children like to experiment and explore different textures and colors of pens and paper.
- Be creative – use a variety of writing activities. Examples of writing activities include journals, letters, notes, labels, lists, names, stories, play scripts, and books. See Resources Section, p. 40, for a full description.

Bookmaking

Creating books is a fun way to encourage children to read, write, and make art. Children can make or “publish” books that include their drawings, stories, and poems. Books can be sewn, glued, stapled, or folded. They also can be big or small, long or short, or three-dimensional. (See the Resources Section for instructions for making books, p. 37-39.)

Tell Me More...

What ideas do you plan to use for writing activities? _____

Connecting Reading with Art

Connecting children to books through art and writing is a fun way to increase learning. Art offers children hands-on opportunities to express themselves.

- Meaningful art experiences provide children with freedom of choice, thought, and feeling.
- When children create art based on what they have read, they are able to freely interpret a story or event.

Tips for Art

- Art should be connected to reading and writing activities.
- Expressive art is not a worksheet, a coloring sheet, or a “canned” craft project.
- Simply provide a variety of materials and allow the child to create.

Art Supplies

There is no need to spend money on art supplies. Children’s art can be made using inexpensive materials found around the home, such as egg cartons, paper bags, paper towel tubes, magazines, cereal boxes, buttons, beads, wrapping paper, newspaper, yarn, fabric, socks, etc.

See suggested art supplies and found objects in the Resources Section, p. 41.



Part III. Developing Your 4-H Literacy Service Project

In this section, you will develop your service plan and report on what you did. Your 4-H Literacy Service Project will include the following activities:

- Literacy Project Plan and Activities – Complete chart by describing at least three activities (p. 18-19).
- Create two lesson plans (p. 23) – sample lesson plans can be found on p. 21-22.



Sample Literacy Project Plan and Activity Chart

Describe at least three activities – examples are provided.

What I Will Do	When and Where	Resources Needed	Lesson Plan Completed? (p. 23)	Learning by Doing Report Completed? (p. 27-30)	Date(s)	Total Hours Involved
Example: One-on-One Reading	Every Monday in July Energy Express	Books for older group	No	Yes	July 5	2 hours
Example: Book-making	Summer reading program at library June 28, 10 a.m.	Paper, string, markers	Yes	No	June 28	1 hour



My Literacy Project Plan and Activity Chart

Name: _____

County: _____

Describe no less than three activities.

What I Will Do	When and Where	Resources Needed	Lesson Plan Completed? (p. 23)	Learning by Doing Report Completed? (p. 27-30)	Date(s)	Total Hours Involved



Four Example Lesson Plans

Lesson plans help you to be prepared for reading with children and to plan quality reading experiences. These sample plans will help you develop your own on p. 23.

Sample Lesson Plan 1

Book: *The Very Hungry Caterpillar* by Eric Carle

Location: Energy Express site

Age Group: 1st - 3rd graders, eight children

Shared Reading Strategies Used: Echo Reading

Writing Activity: Make a recipe of your favorite foods. Make a dinner invitation and a dinner menu. List who you will invite to your dinner and tell why.

Art Activity: Draw your favorite food. Make a dinner menu using photos from magazines.

Supplies Needed: Book, markers, crayons, paper, and magazine pictures

Sample Lesson Plan 2

Book: *Nate the Great Goes Down in the Dumps*

Location: Library Summer Reading Program

Age Group: 3rd and 4th graders, age 10, five children

Shared Reading Strategies Used: Picture Reading, Stop and Go

Writing Activity: Divide children into two teams. Children will use index cards to make a series of clues for a scavenger hunt. Each team will trade clues, and complete the other team's scavenger hunt.

Art Activity: Decorate a box with found objects, paint, markers, and other art materials. Discuss what children will collect in their boxes.

Supplies Needed: Book, boxes, paint, markers, index cards, glue, and found objects



Sample Lesson Plan 3

Book: *Stand Tall, Molly Lou Melon*

Location: Daycare Center

Age Group: Preschoolers, ages 3 and 4

Shared Reading Strategies Used: Picture Reading; Sighting; Unison Reading

Writing Activity: Children will tell something they are great at doing. List on easel paper and use unison reading to review completed list.

Art Activity: Children will draw a picture of their family. Discuss with children the things that make each family member unique.

Supplies Needed: Book, easel pad, markers, drawing paper, pencils, and crayons

Sample Lesson Plan 4

Book: *Leo the Late Bloomer*

Location: Babysitting

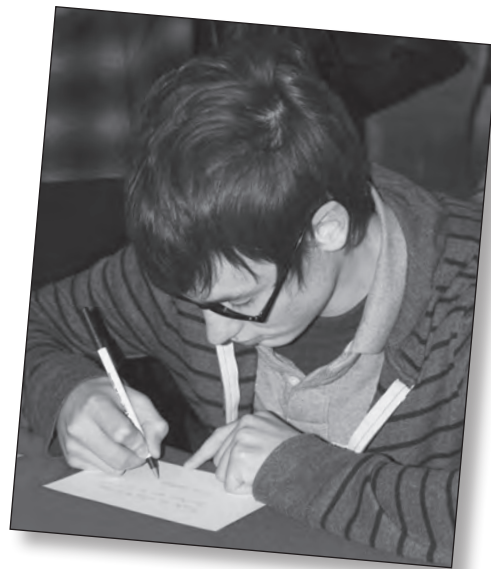
Age Group: 4- and 6-year-old, two children

Shared Reading Strategies Used: Picture Reading; Sighting

Writing Activity: Practice writing letters and names, just like Leo did in the story.

Art Activity: Tiger masks – use a paper plate to design a tiger mask. Draw and color a tiger pattern. Cut out holes for the eyes (adult help). Use a hole punch to make a hole on both sides of the mask. Loop string through each hole and tie. Tie the two pieces of string together so that children can wear masks

Supplies Needed: Book, paper, pencils, paper plates, crayons and/or markers, scissors, hole punch, and string



My Lesson Plan 1

Name: _____

Book: _____

Location: _____

Age Group: _____

Shared reading strategies used: _____

Writing activity: _____

Art activity: _____

Supplies needed: _____

My Lesson Plan 2

Name: _____

Book: _____

Location: _____

Age Group: _____

Shared reading strategies used: _____

Writing activity: _____

Art activity: _____

Supplies needed: _____





Part IV. Reflection on Your Service

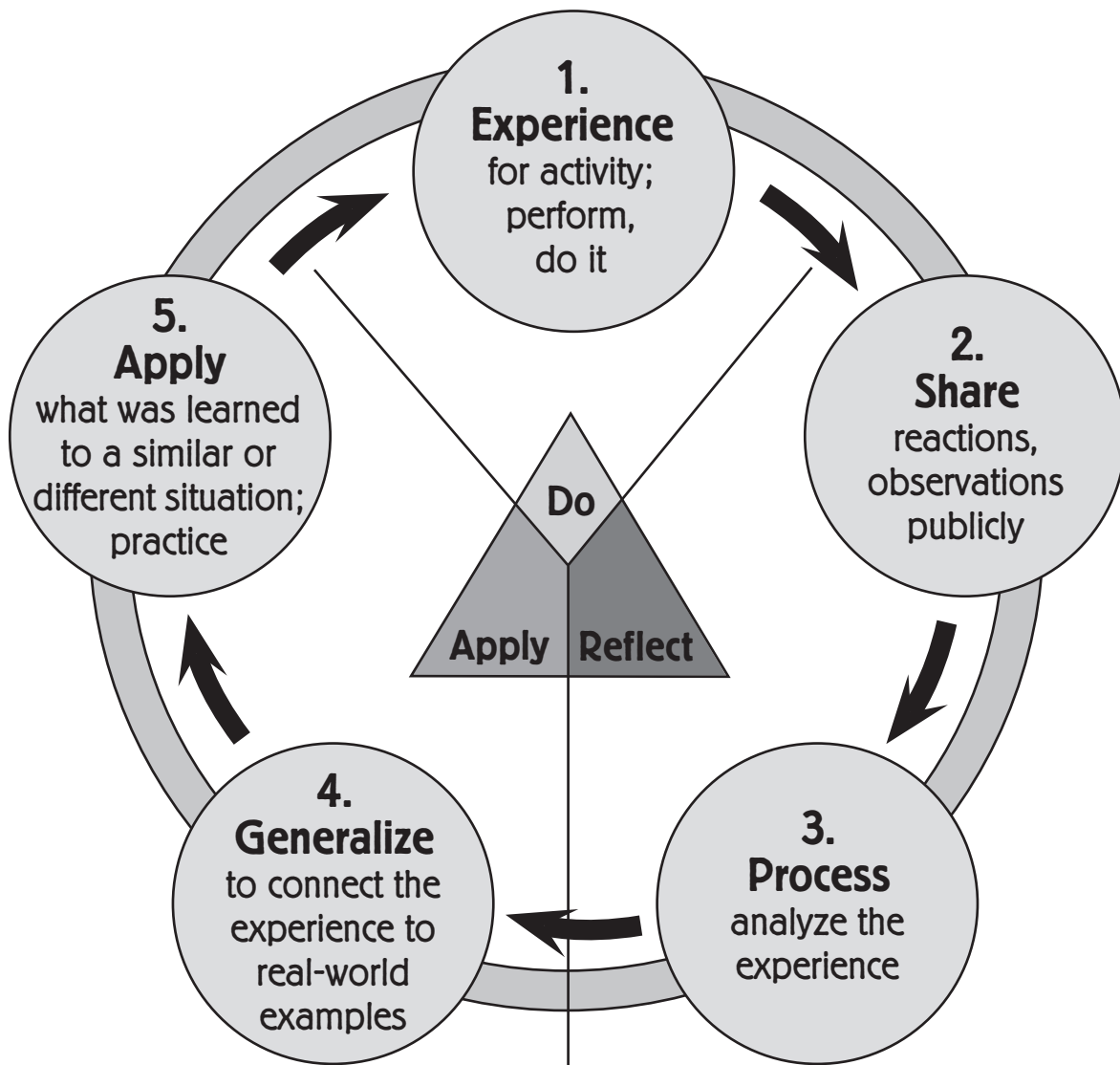
In this section, you will reflect on what you have learned.

1. ☐ Review the Experiential Learning Model on page 26.
2. ☐ Fill out one Required Learning by Doing Report (p. 27-28) – second report is optional (p. 28-29).
3. ☐ Complete one Required Reflection Activity of your choice (p. 31-32).
4. ☐ Produce one Required 4-H Project Exhibit (p. 33).



1. Connection with the Experiential Learning Model

The experiential learning model is a method for processing what we have learned. As you work through the steps when reading with a child, you can then apply what you learned to the next reading experience.



Adapted from the University of Minnesota Extension Service 4-H Youth Development's Guide for "Questions for Guiding Experiential Learning" Copyright 2005.

2. Required Learning by Doing Report

Name: _____

1. **Experience.** With whom did you read? _____

2. **Share.** Describe results of experiences and reactions.

- What did you do? _____
- What did you learn? _____
- What surprised you? _____

3. **Process.** Identify common themes and discover what life-skill was important.

- What did you learn about yourself? _____
- How did others help you? _____
- Circle the life-skills you developed during this activity in the box below.^{10,11,12}

HEAD	HEART	HANDS	HEALTH
Thinking Learning to learn Decision-making Problem solving Critical thinking Service learning	Relating Communications Cooperation Social skills Conflict resolution Accepting differences	Giving Community service volunteering Leadership Responsible Contribution to group	Living Healthy lifestyle choices Stress management Disease prevention Personal safety
Managing Set goals Planning/organizing Wise use of resources Keeping records Resiliency	Caring Concern for others Empathy Sharing Nurturing relationships	Working Marketable/useful skills Teamwork Self-motivation	Being Self-esteem Self-responsibility Character Managing feelings Self-Discipline

4. **Generalize.** How can you use what's been learned in real life and the larger world?

– continued –



- What similar experiences have you had?

- What advice would you give to someone who wants to learn these life-skills?

5. **Apply.** How will you use what you have learned in other parts of your life or in your next volunteer reading experience?

- Using the skills you have identified above, please describe activities or situations when you might use them.
- In what ways will this experience influence your actions, feelings, or thoughts in the future?



2. Optional Learning by Doing Report

Name: _____

1. **Experience.** With whom did you read? _____

2. **Share.** Describe results of experiences and reactions.

- What did you do? _____
- What did you learn? _____
- What surprised you? _____

3. **Process.** Identify common themes and discover what life-skill was important.

- What did you learn about yourself? _____
- How did others help you? _____
- Circle the life-skills you developed during this activity in the box below.^{10,11,12}

HEAD	HEART	HANDS	HEALTH
Thinking Learning to learn Decision-making Problem solving Critical thinking Service learning	Relating Communications Cooperation Social skills Conflict resolution Accepting differences	Giving Community service volunteering Leadership Responsible Contribution to group	Living Healthy lifestyle choices Stress management Disease prevention Personal safety
Managing Set goals Planning/organizing Wise use of resources Keeping records Resiliency	Caring Concern for others Empathy Sharing Nurturing relationships	Working Marketable/useful skills Teamwork Self-motivation	Being Self-esteem Self-responsibility Character Managing feelings Self-Discipline

4. **Generalize.** How can you use what's been learned in real life and the larger world?

– continued –



- What similar experiences have you had?

- What advice would you give to someone who wants to learn these life-skills?

5. **Apply.** How will you use what you have learned in other parts of your life or in your next volunteer reading experience?

- Using the skills you have identified above, please describe activities or situations when you might use them.

- In what ways will this experience influence your actions, feelings, or thoughts in the future?



3. Reflection Activities (Choose One Activity)

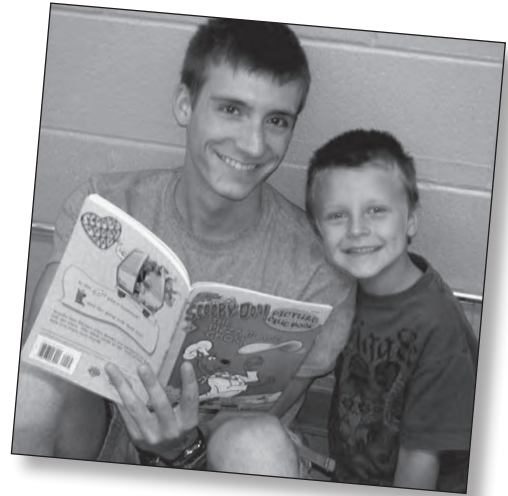
Below are five reflection activities that will help you think about your service efforts as a reading partner. Choose at least one. Any of the activities below may be displayed as your 4-H exhibit.

A. Perspective Writing

This exercise will reinforce empathy. Think of a child with whom you have read who made an impression on you. Write a journal entry from the perspective of that child. Consider what this child thinks of the time you have spent together and what the child thinks of the books you have read together.

B. Five Senses Poem

Fill in the blanks with the smells, sounds, sights, touch, and taste of your experience. If this reflection activity is used as your 4-H project exhibit, the poem should be displayed on poster board.



Smell

Sounds

Sounds

Sights

Sights

Sights

Touch

Touch

Taste



C. Pearls of Wisdom

Create a poster or display listing five things that you learned from your experience that you would like to share with others who are new to the experience.

1. _____
2. _____
3. _____
4. _____
5. _____

D. Reflective Collage

Divide a large sheet of paper in half. Label one side **BEFORE** and the other side **AFTER**. Cut out images from magazines to represent how you felt **BEFORE** the experience and **AFTER** the experience. How are the two collages the same? How are they different?

E. Write a Journal

This provides an opportunity to capture your experiences and record what you have learned. The following questions will help guide your journal entries as you describe your experiences and what they meant to you. What are key experiences you want to remember about being a reading partner? What is the most significant idea or insight you have discovered as a result of this activity? Describe at least one action that you are going to do that is new or different as a result of this experience?

(Insert a sheet of paper)



4. 4-H Project Exhibit

Check the box that indicates your selected exhibit.

- ☐ **Poster or Display:** Create a poster or display that will show others the different reading strategies you have learned about during this project.
- ☐ **Scrapbook:** Create a scrapbook of your activities with photos, sample books created, sample art, and writing activities created by participants.
- ☐ **Book:** Create a book (See the Resources Section for instructions about making books p. 36-39.)
- ☐ **One Reflection Activity:**
 - ☐ **Perspective Writing**
 - ☐ **Five Senses Poem** (displayed on poster board)
 - ☐ **Pearls of Wisdom** (displayed on poster board)
 - ☐ **Reflective Collage** (displayed on poster board)
 - ☐ **Journal**



Part V. Resources

In this section, you will find useful resources to help you with planning and implementing your service project.

- A. Video: *Connecting Children to Reading*
- B. Book Lists
- C. Making a Book
- D. Descriptions of Writing Activities
- E. Art and Found Objects Supply Lists

A. Video

The video *Connecting Children to Reading* is available to borrow from your WVU Extension Service Office. Volunteers and children model reading partner strategies. The video also discusses the importance of reading with the youth and how a positive learning environment affects educational growth.

B. Book Lists

Younger Children (Grades K-3)

A Bad Case of Stripes – David Shannon

A Chair for My Mother – Vera Williams

A Color of His Own – Leo Lionni

Blueberries for Sal – Robert McCloskey

Swimmy – Leo Lionni

Caps for Sale – Esphyr Solbodkina

Charlotte's Web – E.B. White

Curious George – H.A. Rey

Goodnight Moon – Margaret Wise Brown

Green Eggs and Ham – Dr. Seuss

Ira Sleeps Over – Bernard Waber

Make Way for Ducklings – Robert McCloskey

My Many Colored Days – Dr. Seuss

Oh, the Places You'll Go – Dr. Seuss

Rainbow Fish – Marcus Pfister

Runaway Bunny – Margaret Wise Brown

Stellaluna – Janell Cannon

The Cat in the Hat – Dr. Seuss

The Kissing Hand – Audrey Penn



The Little Engine That Could – Watty Piper

The Lonely Firefly – Eric Carle

The Napping House – Audrey Woods

The Relatives Came – Cynthia Rylant

The Snowy Day – Jack Ezra Keats

The Story of Ferdinand – Munro Leaf

The Velveteen Rabbit – Margery William

The Very Hungry Caterpillar – Eric Carle

The Very Quiet Cricket – Eric Carle

There's a Nightmare in my Closet –
Mercer Mayer

Thundercake – Patricia Polacco

When I was Young in the Mountains –
Cynthia Rylant

Where the Wild Things Are – Maurice Sendak

Aunt Flossie's Hats –
Elizabeth Fitzgerald Howard

If You Give a Pig a Pancake – Laura Numeroff

*Alexander and the Terrible, Horrible,
No Good, Very Bad Day* – Judith Viorst

Older Children (Grades 4-6)

A Series of Unfortunate Events –
Lemony Snicket

Anne of Green Gables series –
L.M. Montgomery

Babysitter Club series – Ann Martin

Black Beauty – Anna Sewell

Boxcar Children series – G.C. Warner

Charlotte's Web – E.B. White

Chronicles of Narnia – C.S. Lewis

Encyclopedia Brown series – D. Sobol

Hatchet – Gary Paulsen

Heidi – Johanna Spyri

Indian in the Cupboard – I.R. Banks

Julie of the Wolves – Jean Craighead George

Little House on the Prairie series –
Laura Ingalls Wilder

Missing May – Cynthia Rylant

Misty of Chincoteague – M. Henry

Number the Stars – Lois Lowry

Old Yeller – F. Gipson

Ramona series – Beverly Clearly

Sarah, Plain & Tall – Patricia MacLachlan

Souder – William Armstrong

Tales of a Fourth Grade Nothing – Judy Blume

The Great Kapok Tree – Lyne Cherry

The Important Book – Margaret Wise Brown

The Secret Garden – Frances Hodgson Burnett

The Wizard of Oz – Frank Baum

Where the Red Fern Grows – Wilson Rawls

When I was Young in the Mountains –
Cynthia Rylant

Sources: www.teachersfirst.com/100books.cfm
bookwizard.scholastic.com/tbw/homePage.do

C. Making Books

Making a book celebrates and preserves children's efforts and contributions.

Books can be authored and illustrated by an individual child or by groups of children.

There are many ways to turn children's writing into books. The possibilities are endless!

- Children can make or "publish" books that include their drawings, paintings, stories, and poems.

Books can be made with inexpensive and readily available materials.

- Books can be sewn, glued, or folded, or they may be three-dimensional.
- They can be big or small, long or short.

Publishing books is a powerful way to celebrate children's writing.

- These books can be displayed in a way that invites children to pick them up and read them often.

Children's books should be read, discussed, and shared with children's families.

- So avoid taping a child-created book to a wall, because it restricts children from picking it up and reading it.



Simple Instructions for Making Books

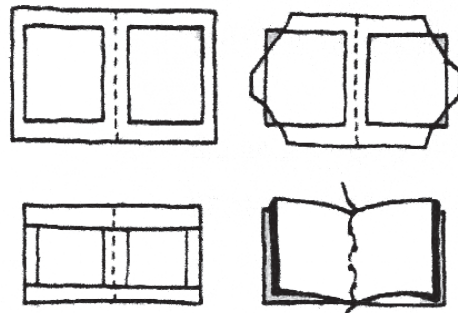
Hardcover Sewn Books

Sewn books with hardcovers are more permanent than some other books children can make. Follow these simple steps to use scraps of cardboard, fabric, wallpaper, decorative paper, and a needle and sturdy thread (or yarn) to create hardcover sewn books:

1. Cut two rectangular pieces of cardboard of the same size.

2. Cut a rectangular piece of fabric or decorative paper at least an inch larger on all sides than the combined dimensions of the two pieces of cardboard. This will be your cover material.

3. Place the cover material face down. Glue the cardboard pieces to the cover, side by side, leaving enough space between the two pieces to accommodate the pages of the book.

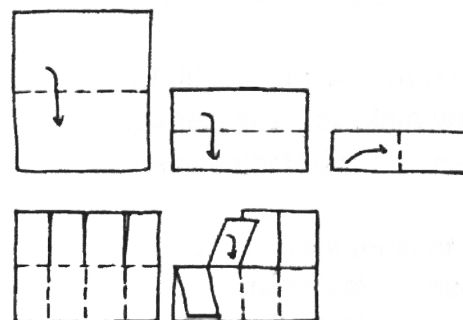


4. Fold the corners of the cover material over the corners of the cardboard and glue.
5. Fold the sides of the cover material over the sides of the cardboard and glue.
6. Cut paper slightly smaller than the inside of the open book cover and fold in half. These will be your pages.
7. Sew in and out through all pages along the fold. Knot on the outside of the fold. Tie off thread or yarn on the outside of the fold.
8. Place the sewn pages in the cover, gluing the first and last pages to the cover to create endpapers.

Flip-Flop Books

One sheet of 8½" x 11" or 12" x 18" paper can be used to make a flip-flop book.

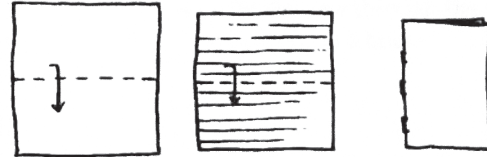
1. Fold the sheet of paper in half.
2. Fold again in the same direction.
3. Fold again in the other direction.
4. Open the paper back up and cut along the three folds on one side of the center fold.
5. Fold the cut pieces down at the center fold and crease. Cut pages will flip up



Fold-and-Staple Books

Making fold-and-staple books is easy if you have access to a long throat stapler.

1. Fold sheets of lined or plain paper in half.
2. Fold a slightly larger sheet of construction paper in half to serve as the book cover, and sandwich the folded lined paper inside the folded construction paper.

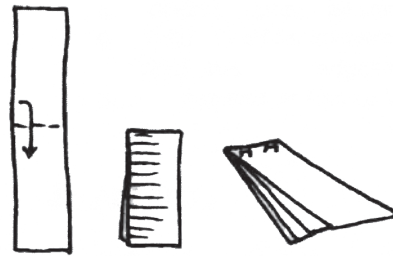


3. Keeping the sheets lined up along the corner fold, unfold all the pages and use a long-throat stapler to staple down the center fold.

Slim Jim Fold-and-Staple Books

Slim Jim fold-and-staple books can be made using a regular stapler.

1. Cut lined or plain writing paper into $4\frac{1}{4}'' \times 11''$ strips.
2. Cut a $4\frac{3}{4}'' \times 24''$ strip of construction paper.
3. Fold the strip of construction paper over lined or plain paper to serve as the book cover.
4. Staple near the fold.



Simple Sewn Books

Children can also make simple sewn books using a variety of papers including newsprint, construction paper, lined or plain writing paper, and any other decorative papers you may have on hand. Once you have selected the papers, follow the steps below.

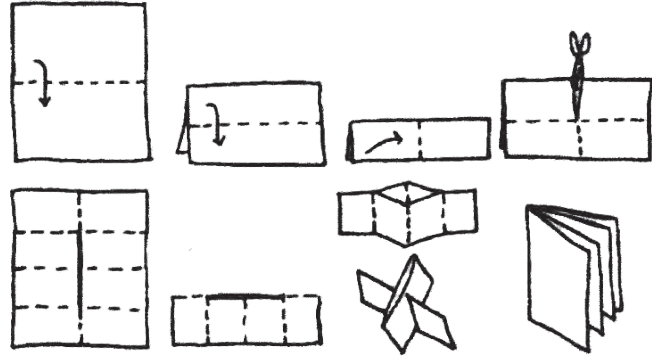
1. Place a sheet of heavier paper on the bottom of a stack of sheets of writing or drawing paper. Fold the stack in half so that the heavier sheet of paper becomes the book cover.
2. Measure along the fold and divide the length into four equal parts, making a dot with a pencil at each interval.
3. Using a needle and sturdy thread or yarn, sew through the center dot from the outside of the book cover, leaving a 4-inch tail on the outside. Come up from the center through one of the end dots. On the outside, cross over to the other end dot and sew through it to the inside.
4. Finally, sew through the center dot again, ending on the outside. Knot the ends of the string or yarn and tie them in a bow.



One Sheet Books

One sheet of 8½" x 11" or 12" x 18" paper can be used to make a book.

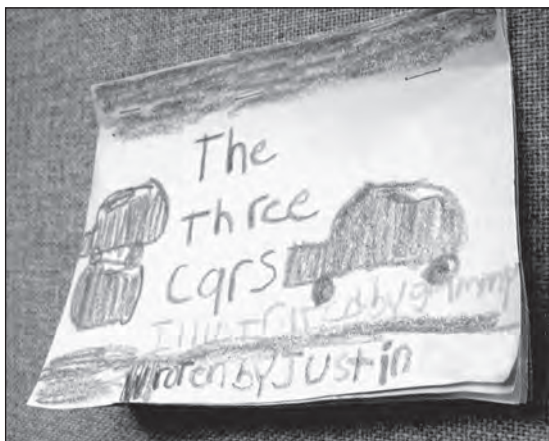
1. Fold a sheet of paper in half.
2. Fold again in the same direction.
3. Fold again in the other direction.
4. Open the paper back up to a half sheet and cut through the fold in the middle to the center.
5. Open the paper all the way up to a full sheet.
6. Fold in half lengthwise.
7. Push the other edges together.
8. Crease center fold to form a book.



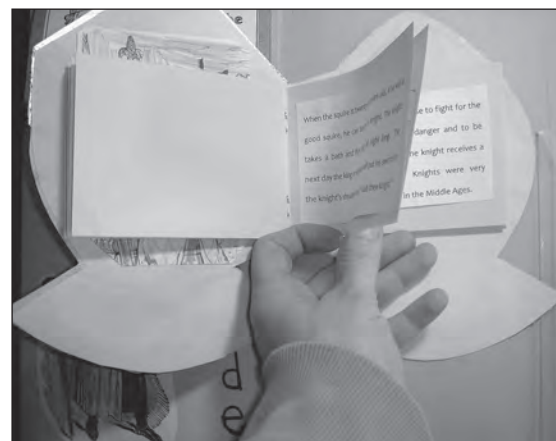
Shaped Books

Shaped books tell readers what the stories or poems inside are about before they ever open the book.

1. Help children make a pattern for the shape.
The simpler the shape, the easier it will be to recognize.
2. Use the pattern to cut a set of pages from lined or plain paper and a cover from construction paper.
3. Decide how you want to fasten your book (staples, brass fasteners, or thread/yarn).
4. Punch holes and use brass fasteners or sew with sturdy thread or yarn.



Example of a fold-and-staple book.



Example of a shaped book.

D. Descriptions of Writing Activities

Writing allows children to make connections between what is important to them and the written word. When children write, they become more active readers, writers, and learners!

It is important to encourage children to be creative with their writing. Workbooks, skill sheets, and writing assignments (write ten sentences with the word “cat”) are not the kinds of writing that offer meaningful opportunities for children to be creative.

Following Are Descriptions of Different Writing Activities That Will Encourage Creativity

Journals	The child uses a notebook to write what he/she thinks about a book or to describe how a book relates to his/her life.
Letters	The child writes a letter to a friend or family member. The letter could tell about a recently read story or a favorite story.
Notes	The child writes a thank-you note to a friend, family member, or someone who helped him/her.
Labels	The child creates labels for an art project or objects that relate to the story.
Lists	Pick a category that easily emerges from the selected book and write a list of all items in that category (e.g., a list of all of the animals in the story).
Names	Create a family tree and have the child write each person’s name.
Stories	The child may first verbally tell a story, and then the reading partner can help him/her write it down.
Play Scripts	Turn the selected story into a play. The child and reading partner can write the script together and act out the play. This works well with a small group of children.
Books	The child can create his/her own book based on the theme and events in the story read. Let him/her substitute real life events for similar events in the story. See directions for making books on pages 36-39.

More Ideas For Writing Activities That Encourage Creativity

Greeting Cards	Autobiographies	Clues	Advertisements
Invitations	Biographies of characters	Predictions	(posters/billboards)
Postcards	in a story	Interview Questions	Newsletters
Recipes	New endings to stories	Instructions –	Newspaper Articles
Menus	Scripts for plays,	“How to” guide	Brochures
	commercials, and		
	puppet shows		



E. Art and Found Objects Supply List

Art Supplies

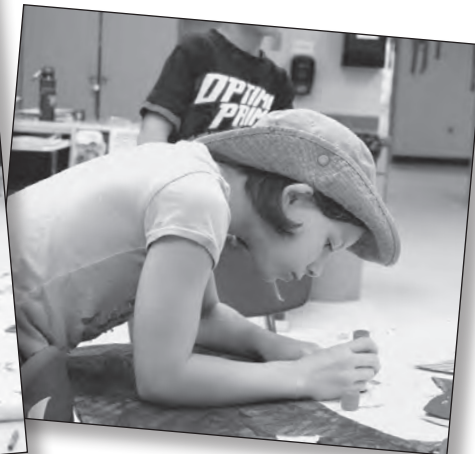
Chalk
Construction paper
Crayons
Drawing paper (unlined)
Glue
Index cards
Markers (fine and broad tip)
Newsprint paper

Notebook paper
Paint
Paint brushes
Pencils
Scissors
Sidewalk chalk
Stapler and staples
Tape

Found Objects

Buttons and beads
Boxes
Clothesline, clothespins
Cotton balls
Cupcake paper liners
Empty cereal, cracker, shoe boxes
End rolls of newsprint
Feathers
Flour (papier-mache)
Foam egg cartons
Large appliance boxes
Magazines with child-friendly pictures
Newspapers
Packing material (foam peanuts, etc.)
Paper bags
Paper plates

Paper towel tubes
Plastic buckets with lids (ice cream, etc.)
Plastic containers (yogurt, margarine, etc.)
Plastic grocery bags
Plastic rings from soft drink packs
Sand
Shower curtain or old sheets
Socks and pantyhose
String, thread, yarn
Textured fabrics
Toilet paper tubes
Used file folders
Wood scraps
Wrapping, freezer, or butcher paper
Wrapping paper tubes
Wallpaper sample books





Part VI: 4-H Literacy Service Project Score Sheet

A. 4-H Literacy Portfolio Project Book (Total 20 points)

- Project Checklist Chart, p. 3 (4 pts) _____
- Your Reading Experiences Questions, p. 6 (4 pts) _____
- List of Places for Read-Aloud, p. 8 (4 pts) _____
- Reading Strategies Matching Activity, p. 10 (2 pts) _____
- Think About What You Have Learned Activity, p. 13 (4 pts) _____
- Writing Activities Ideas, p. 14 (2 pts) _____

B. Complete Project Service Plan (Total 40 points)

- Planning and Activity Chart, p. 18-19 (10 pts) _____
- Simple Lesson Plans, p. 23 (10 pts) _____
- Required Reflection Report, p. 27 (10 pts) _____
- Required Reflection Activity, p. 31-32 (10 pts) _____

C. Exhibit Score – see page 33 (Total 20 points)

- Check the box that indicates your selected exhibit. _____
- ☐ Poster or Display
 - ☐ Scrapbook
 - ☐ Book
 - ☐ One Reflection Activity: _____

D. Activity Record (Total 20 points) _____

Total Project Score: _____

Judge's Comments: _____





Sources

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- ¹²Iowa State University Extension and Outreach 4-H Youth Development, Curricula Alignment. Retrieved from: <https://www.extension.iastate.edu/4h/sites/www.extension.iastate.edu/files/4h/4hvolunteers/4H-4013J%20Experiential%20Learning%20Model.pdf>.

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Name _____

Club _____

County _____

Address _____

Age _____ Years in 4-H _____ Date Project Completed _____



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