

NOTE TO EDUCATORS

The activities in this resource aim to provide learning opportunities for both literacy and ESL students. The final decision as to which activities are completed, and how, is left to you and the students.

Note: You will need to support the students by reading through the directions with them as they work through the exercises in the worksheets.

PAGES	CONTENT	PURPOSE
2–4	Teacher’s Pages Pre-reading Discussion Post-reading Discussion	Activate students’ background knowledge Set a purpose for reading Develop comprehension skills Make connections with the text
5–8	Reproducible Worksheets	Develop knowledge of letter name and sound relationships Develop word recognition strategies Develop vocabulary and writing skills
9–10	Language Experience	Provide familiar, meaningful text that is predictable and easy to read Establish the link between spoken and written words
11	Answer Key	

BEFORE READING THE STORY**1. Share Ideas**

Print the following questions on the board:

What do you do in your spare time?

What are you good at?

What makes you happy?

What job would make you happy?

Why?

Have the students move into pairs. Read the questions out loud. Encourage the students to share their ideas with one another using the questions as prompts. After students share their ideas, ask if anyone would like to share their ideas with the group as a whole. This will provide more confident students with an opportunity to speak in front of larger groups.

2. Preview the Book**Choose Option A or B:**

Option A: Tell the students that they are going to read about Val. Explain to the students they are going to preview the book in order to get an idea of what the book is about. Read the title out loud to the students. Give the students time to look at the front cover. Ask, “What do you learn about Val from the photo and the title?” Then direct the students to the back cover. Read the text out loud to the students. Give the students time to look at the back cover. Then ask, “What do you learn from the photo and text?”

Option B: Print the following on the board:

True or False?

- (a) ____ Val is shy with children. (c) ____ Val is thinking about a job.
(b) ____ Val volunteers at a (d) ____ Val likes children.
 daycare centre.

Direct the students to the photo on the front cover of the book. Say, "This is Val." Ask questions to elicit information about the photo (e.g. What do you see in the photo? What is Val doing?). Explain new vocabulary as necessary. Direct the students to the title of the book. Read the title out loud. Explain new vocabulary as necessary. Then read statements a and b out loud to the students. Have them determine if the statements are true or false. Have the students give a reason for their responses.

Then direct the students to the back cover of the book and preview the photo and text, as you did with the front cover. Read statements c and d out loud. Have the students determine if the statements are true or false. Encourage the students to give one reason for each response.

3. Predict the Content

Print the following statements on the board. Tell the students they are going to guess what might happen in the book. Then read each statement out loud. Have the students mark the statements probably (P), maybe (M), or probably not (PN). Have the students compare and give reasons for their responses.

- | | |
|---------------------------|--|
| (a) ____ Val makes lunch. | (c) ____ Val helps children learn. |
| (b) ____ Val has a baby. | (d) ____ Val learns something about herself. |

AFTER READING THE STORY

1. Remember Details

Have students move into pairs. Have them work together to remember as many details as possible from *Daycare Centre*. Have the students as a group share the details they remember. As students agree on details, print the details on the board. (*Note: The details can be left on the board as support for students as they work through the student activities on pages 5 to 8.*)

2. Check Comprehension

Choose Option A or B:

Option A: Print the following questions on the board and read them out loud. Have the students discuss the questions as a group or in pairs.

- (a) Val thinks she wants a job in child care.
How does she find out for sure?
- (b) What words describe Val's volunteer job?
- (c) Do you think Val will go back to school? Explain why or why not.
- (d) Would you like to work with Beth? Explain why or why not.

Option B: Print the following statements on the board and read them out loud. As a group or in pairs, have the students determine whether the statements are true or false. Have the students give one reason for each response.

- (a) ____ Val volunteers because she loves children.
- (b) ____ Val's volunteer job is easy.
- (c) ____ Val will probably go back to school.
- (d) ____ I would like to work with Beth.

3. Discussion: Beyond the Story

Have the students discuss the following questions as a group or in pairs:

- (a) Would you like to volunteer at a daycare centre? What would be your favourite jobs to do in a daycare centre? Your least favourite jobs? Explain why.
- (b) Some people volunteer at their child's school. How would volunteering at a school be the same as volunteering at a daycare centre? How would it be different? How would you go about getting a volunteer job at a school?
- (c) Val knows that school means time and/or money. How did you prepare for going back to school? For example, did you have to think about child care for your children? Did you have to change your schedule? How did you find a program? Who did you look to for support?

1. Letter Names

Look at the sentences on pages 10, 15 and 21.

Find words that begin with the letter **h**.

Copy the words on the lines.

2. Letters and Sounds

Listen. Your teacher will read the words you copied in #1.

What sound does the letter **h** make?

Read the words with your teacher.

Think of three more words that begin with the sound /h/.

Your teacher will print the words on the board.

Copy the words.

3. Word Family

(a) Say these words: sad
 had

These words belong to the **ad** word family.

(b) Read these sentences. Circle the words in the **ad** word family.

1. The girl is sad.
2. A fad does not last.
3. His dad works every night.

(c) Print words that belong to the **ad** word family.

_____ sad _____

4. Matching

Read the sentences. Copy the sentences under the correct picture.

1. School means time.

2. School means money.

3. The children wash their hands.

4. They go for a walk.



(a) _____

(b) _____



(c) _____

(d) _____

5. Predict Words

Read each sentence.

Say a word that makes sense.

Print the word. Your teacher will help you with spelling.

- (a) Val _____ children.
- (b) School means _____ .
- (c) Beth _____ at the daycare.
- (d) The _____ is sad.
- (e) Val helps the children _____ .
- (f) The children _____ their hands.

6. Scrambled Sentences

Put the words in order so they make a sentence.

Print each sentence on the line.

- (a) job / Val / wants / a _____
- (b) talks / a / Val / child / with _____
- (c) Val / takes / break / a _____
- (d) the / Is / shy / child _____ ?
- (e) child / the / sad / Is _____ ?
- (f) is / volunteer / Beth / not / a _____

7. Sentence Frames

Read the first sentence.

Complete the other sentences with your own words.

(a) They go for a walk

_____ for a walk.

_____ for a walk.

_____ for a walk.

_____ for a walk.

(b) I help my children learn.

I help my children _____ .

I help my children _____ .

I help my children _____ .

I help my children _____ .

Look at the sentences again.

Which words do you want to remember?

Add these words to your word bank or dictionary.

LANGUAGE EXPERIENCE APPROACH

Step 1: Start a Discussion

Possible prompt: Ask the students to think about what makes a good boss.

Step 2: Record the Students' Words

Print the students' responses on the board, using their exact words (e.g. He should explain everything good.). Print clearly. Say each word as you print it.

Step 3: Read the Text

Read the student-generated text out loud to the students, pointing to each word as you read. Then read each sentence, inviting the class to read along with you. Finally, read each sentence out loud, inviting the student who contributed the sentence to read along with you. Always point to each word as you read.

The purpose of using the **Language Experience Approach** is to help students establish the link between spoken and written words and to develop reading skills through using their own words.

Note: Educators and ESL students may not be comfortable working with text that contains non-standard English forms. A flexible approach is recommended. The extent to which you choose to make corrections unobtrusively while recording should reflect the needs and concerns of the students.

Step 4: Use the Student-generated Text

(a) Sight Words

Have students choose three words they would like to remember. Have them add the words to their personal dictionary or word bank.

(b) Cloze

Cover highly predictable words (one per response) with paper and tape. Read the text back to the students. Stop when you reach a covered word and ask students to predict a word that makes sense and sounds right. Check their predictions by uncovering the word.

(c) Review Phonics and Word Families

The target letter and sound for *Daycare Centre* was **h /h/**. Have students find and copy the words that start with the letter **h**. Repeat the process for the word family **ad**, if applicable.

(d) Copying

Have students copy the language experience text. Copying the text provides practice in both printing and in learning the letter-sound relationships.

(e) Frame Sentences

Choose one sentence from the language experience text. Print the sentence on the board. Underline one word and ask the students to substitute the word with their own words. Print the sentence frame again to record each student's response.

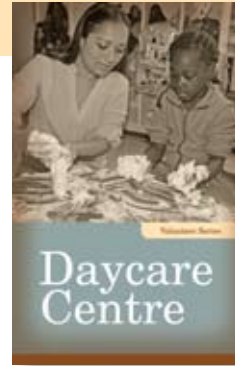
Example:

He should explain everything.

He should *remember* everything.

He should *study* everything.

He should *laugh at* everything.



ANSWER KEY

Teacher's Pages

After Reading the Story

2. Check Comprehension:

Option A: (a) Val volunteers to find out if a job in daycare is the job for her. (b) Students will have different answers. (c) Possible answers: Yes, because she loves children. She enjoys her volunteer job at the daycare centre. She knows for sure she wants a job in child care, so she will work hard to get a job. (d) Students will have different answers.

Option B: (a) False. Val volunteers to find out if a job in daycare is the job for her. (b) False. Val's volunteer job keeps her very busy. She has a lot of responsibility in her job. She needs important skills such as knowing how to talk with children. (c) True. Val loves children. She enjoys her volunteer job at the daycare centre. She knows for sure she wants a job in child care, so she will work hard to get a job. (d) Students will have different answers.

Worksheets

1. **Letter Names:** helps, hands, how

2. **Letters and Sounds:** Students will have different answers.

3. **Word Family:** (b) 1. sad 2. fad 3. dad (c) Possible answers*: had, fad, dad, bad, cad, lad, mad, pad, tad, glad, grad

4. **Matching:** (a) The children wash their hands. (b) School means money. (c) They go for a walk. (d) School means time.

5. **Predict Words*:** (a) loves, likes, volunteers with, works with (b) time, money (c) works, is (d) girl, child (e) play, be happy, dress (f) wash

6. **Scrambled Sentences:** (a) Val wants a job. (b) Val talks with a child. (c) Val takes a break. (d) Is the child shy? (e) Is the child sad? (f) Beth is not a volunteer.

7. **Sentence Frames:** Students will have different answers.

**Other answers are good if they make sense.*