

# "More Reading Materials for Stage 1 Learners": a project funded by the National Literacy Secretariat, 2004-2005

## To adult literacy coordinators and practitioners:

You have received a package of reading materials at an **upper stage one level**, as described in the Manitoba "Record of Achievement Manual, Certificate in Literacy and Learning, Stage 1". The books are intended for adults who have already acquired the reading skills and knowledge of a beginning and mid-stage one learner. The purpose of the books and accompanying worksheets is to provide meaningful text that can be read and enjoyed by adult stage one learners.

## THE BOOKS AND ACTIVITY PACKAGE:

The books were graded by the Edward Fry "Graph for Estimating Readability". The books have readability levels ranging from grade 2.0 to grade 2.5. In some cases the readability level is at or close to 2.5 because some proper names have more than one syllable. Those had to be counted as multi-syllable each time they appeared in the stories. Repetition of the names should make them easily recognizable, therefore reducing the difficulty level slightly.

Before attempting to read the books and complete all or some of the worksheets, the learners should have a fairly good grasp of beginning and mid stage 1 level reading. (Refer to the "Stage 1 Reading Skills Continuum" in the "Record of Achievement Manual" as mentioned above.) By the time the learners are at an upper stage 1 level, they should be fairly proficient in the skills outlined in "word recognition and graphic knowledge", and "grammatical awareness". They should have some proficiency in the skills outlined in "reading comprehension and textual awareness". The five books and the worksheets give extensive practice in the latter.

Note: Learners can use some of the pages in the activity package to complete assignments for their stage books. **Reading** activities are mentioned most often, but suggestions are also given for including **Document Use, Writing, and Oral Communications** activities. Instructors and learners can decide if any of the activities could be used as a **practice assignment or an assignment to be put into their stage books**.

Remind learners that they need to use a different text for each task they complete.

\*\*\*\*\*

For information, write Pat Neuman, 337-11th Street, Morden, MB. R6M 1L7; call (204) 822-6017; e-mail [plneuman@mts.net](mailto:plneuman@mts.net)

\*\*\*\*\*

### **Reading the five books**

- Learners should understand - title, table of contents, chapter.
- Learners should understand - punctuation, quotations, paragraphs.
- Learners must be able to recognize words that indicate direct speech, and must understand the implied emotions; for example, "said, asked, shouted, cried". A complete list is given on the first worksheet for each book. These words are repeated in other books.
- Learners should continue to use strategies to figure out words they do not recognize - re-reading, reading ahead, using context clues, using phonics, using word families, and so on.
- Learners should continue to work with strategies such as: skimming, scanning, setting a purpose for reading, and so on.
- Learners should continue to develop strategies to predict text. Some of the strategies are mentioned below in a separate section. (Many learners have difficulty with this concept in stage 2. Extensive work at the stage 1 level will better prepare learners for the work in stage 2.)

### **Using reading strategies to predict text:**

- Look at the title of the book. What ideas do you get from it?
- Look at the table of contents. Can you guess what the book will be about?
- Flip through the book to look at the pictures. What ideas do the pictures give you about the story? Why do you think so?
- What do you already know about this topic?
- Read the first paragraph of the first chapter. What do you think the story will be about? Why do you think so? (Repeat for any or all chapters.)
- After reading the first chapter, can you tell if the predictions were correct? Why do you think so? (Repeat as desired.)
- After reading any chapter, can you predict what the next one will be about?
- After reading a chapter (or the whole story), can you tell which predictions were correct, which were not correct, and why you think so?

### **Using the worksheets**

- The worksheets follow the same pattern for each story. Once learners understand the requirements, they can work more independently.
- For each story, worksheet 1 suggests vocabulary to be checked. (Chapter and page numbers are given for the words.) Some students may not need much practice. Many words are repeated in other books, so will not be "new" words for every book.
- Worksheet 1 also gives a list of ideas and concepts to discuss before learners read. Tutors/instructors will likely need to facilitate the discussions.
- Worksheet 2 requires sentence answers for "who, what, where, when, why, how" questions. Worksheet 2 sometimes has a question about the "main idea".
- Worksheet 3 gives practice in retelling the story. Sometimes learners are asked to give their ideas in sentences, sometimes in phrases. Writing in phrases will require practice; however, writing in phrases is a useful tool for many tasks.

# WORKSHEET 1 FOR "MAMA'S SONG"

**Before reading the book, know these words.**

\*Chapter 1

factory, page 2  
own, owned, 3  
nice, nicer, nicest, 3  
through, 5  
sparkle, 5  
tuck (into bed), 5  
(horse and) buggy,  
6 hide,  
hid, hiding, 8

\*Chapter 2

marry, (get) married, 11  
excited, 11  
scared, 11  
captain (of a ship), 13

\*Chapter 3

hospital, 18  
orphanage, 18  
orphan, 19

\*Words to show speaking: "said, said (to himself or herself), asked, called, shouted, thought"

**Before reading the book, think about or talk about these questions.**

- \* Where do you think the "Old Country" is? Could the words mean different places to different people?
- \* Many years ago, what kind of work did children do?
- \* Many years ago, there were very rich people and very poor people. Is it the same now? Is it different?
- \* What do you think a "winter logging camp" was?
- \* What do you know about the bad flu in 1918 and 1919? Where could you find out more?

## **Stage 1**

If you are working in your stage 1 book, look at the reading assignments. Think about using your work in "Mama's Song" for reading assignments. You might also do an assignment in "Document Use" or "Oral Communications".

## WORKSHEET 2 FOR "MAMA'S SONG"

After reading the book, answer the questions. Use complete sentences.

1. Who are the seven people in the book?

---

2. Look again at pages 1 and 2. Tell what the pages are about. Use one or two sentences.

---

3. Where does the first chapter happen? (Page 1)

---

4. When does the story happen? (Page 1)

---

5. Why did Martin and Josie want to go to a new country? (page 10)

---

6. Why did Emma and Ruth have to go into an orphanage? (Page 17 and 18)

---

7. Scan chapter 4. How did Martin find the girls?

---

**This page can be used as a stage assignment: Stage 1, Reading Text, Assignment 1: Find detail in text.**

# WORKSHEET 3 FOR "MAMA'S SONG"

After reading the book, retell part of the story in your own words. You and your teacher can decide how many of the chapters you should do. Use sentences for this question. You might write 1, 2, or 3 sentences for a chapter. Chapter 1 is done.

## Chapter 1

Peter and Martin Louka, John, Anna and Josie Staiko lived in the old country.  
Peter and Martin worked in John's factory.  
Martin and Josie met many times.

## Chapter 2

---

---

---

## Chapter 3

---

---

---

## Chapter 4

---

---

---

This question can be used as a stage assignment: Stage 1, Reading Text, Assignment 2: Retell what you have read.

\*\*\*\*\*

1. Use reference material to find out all you can about influenzas ("flu"). See if you can find out something about the world flu epidemic of 1918 to 1919.  
**This can be used as a stage assignment: Stage 1, Document Use, Assignment 6: Use reference books to find information.** (Note that you can use other reference materials besides "books".)
2. Have a conversation with one other person who has read the book "Mama's Song". Talk about what the people were like. Talk about what happened. Tell why you liked (or didn't like) the book. If the book made you think of some other things, talk about them. Be sure both of you tell some things and ask some questions.  
**This can be used as a stage assignment: Stage 1, Oral Communications, Assignment 1: Have a conversation with one person.**

# WORKSHEET 1 FOR "HOPES AND DREAMS"

**Before reading the book, know these words.**

\*Chapter 1

broken, page 1  
dreams, 1  
daughter, 1  
factory, 2  
strange (look), 5

\*Chapter 2

forgive, 6  
hospital, 6  
orphanage, 6

\*Chapter 3

porch, 9  
terrible, 9  
through, 10  
sparkle, 10  
tuck (into bed), 10

\*Chapter 4

(horse and) buggy, 12  
chimney, 13  
whispered, 16

\*Chapter 5

business, 24

\*Words to show speaking: "said, said (to himself or herself), shouted, asked, yelled, cried, screamed, sang, whispered, answered, thought"

**Before reading the book, think about or talk about these questions.**

- \* Where do you think the "Old Country" is? Could the words mean different places to different people?
- \* Many years ago, how did parents feel if their children went away to a different part of the world? Is it the same or different now? Why?
- \* Sometimes people keep some things to themselves; that is, they don't tell someone about something. Could this be a good thing or a bad thing? What do you think?
- \* Many years ago, how did letters get from one part of the world to the other? Did people send, or get, many letters? Why do you think so?
- \* Tell about a "dream" you have had when you were sleeping.
- \* Tell about a "dream" you have for the future.

## **Stage 1**

If you are working in your stage 1 book, look at the reading assignments. Think about using your work in "Hopes and Dreams" for reading assignments. You might also do an assignment in "Writing"

or "Oral Communications".

## WORKSHEET 2 FOR "HOPES AND DREAMS"

After reading the book, answer the questions. Use complete sentences.

1. Who are the seven people in the book?

---

2. Look again at page 5. Tell what the page is about.

---

3. Where does the last chapter happen?

---

4. Skim page 5. Why do you think John didn't tell Anna about the letter when he got it?

---

\*\*\*\*\*

Scan page 12. In Your own words, tell what the page is mostly about. That is the main idea. Write one or two sentences to tell the main idea of page 12.

---

---

Tell what helped you decide on the main idea.

---

---

The question about "main idea" can be used as a stage assignment: Stage 1, Reading Text, Assignment 3: Understand the meaning of text.

# WORKSHEET 3 FOR "HOPES AND DREAMS"

After reading the book, retell part of the story in your own words. You and your teacher can decide how many of the chapters you should do. Use phrases to answer this question. You might write 1, 2, or 3 phrases for a chapter. Chapters 1 and 4 are done for you.

## Chapter 1

- sad and lonely Peter
- John, Anna miss their daughter
- didn't show the letter to Anna

## Chapter 2

---

---

---

## Chapter 3

---

---

---

## Chapter 4

- in Canada
- looking for Martin and Josie
- John and Anna at Martin and Josie's

## Chapter 5

---

---

---

This question can be used as a stage assignment: Stage 1, Reading Text, Assignment 2: Retell what you have read.

\*\*\*\*\*

1. Think about a letter Martin and Josie could write to Martin's father, Peter. Do you think Peter would be able to read it, or would somebody read it to him? Why do you think so? Write the letter.  
**This question can be used as a stage assignment: Stage 1, Writing, Assignment 3: Write journals, logs, and friendly letters.**
2. Think about the whole story. What did you enjoy about the story? What else could you say about the story? Tell your ideas to one other person. Answer the person's questions.  
**This question can be used as a stage assignment: Stage 1, Oral Communications, Assignment 2: Give information to someone in person or on the phone.**

# WORKSHEET 1 FOR "THAT'S THE WAY I LIKE IT"

**Before reading the book, know these words.**

\*Chapter 1

hockey, page 3  
basketball, 3  
piano, 3  
recess, 4  
projects, 4  
science, 5

\*Chapter 2

problem, 6  
complained, 6  
(hockey) season, 6  
enough, 7  
terrible, 9  
boring, 10  
whined, 10  
toilet, 11  
complaints, 11

\*Chapter 3

thought, 12

\*Chapter 4

giggled, 22  
sleepyhead, 23

\*Words to show speaking: "shouted, yelled, said, whined, went on (page 14), answered, complained, asked, giggled, laughed, smiled (page 26)"

**Before reading the book, think about or talk about these questions.**

- \* What are some of the problems families have?
- \* How do families try to fix the problems?
- \* What does this mean: "Laughter is the best medicine"?
- \* How can laughter help solve problems?

## **Stage 1**

If you are working in Your stage 1 book. look at the reading assignments. Think about using Your work in "That's the Way 1 Like It" for reading assignments. You might also do an assignment in "Writing" or "Oral Communications".

## WORKSHEET 2 FOR "THAT'S THE WAY I LIKE IT"

After reading the book, answer the questions. Use complete sentences.

1. Who are the people in the book?

---

2. What was the big problem? (Chapter 2)

---

3. Where does the story happen?

---

4. Why do Mom and Dad want to fix the problem? (Page 14)

---

5. How do Mom and Dad try to fix the problem? (Chapter 3)

---

\*\*\*\*\*

Think about what happens in the whole story. That is the main idea. Write one or two sentences to tell the main idea of the story.

---

---

Tell what helped you decide on the main idea.

---

---

The question about "main idea" can be used as a stage assignment: Stage 1, Reading Text, Assignment 1: Find detail in text.

## WORKSHEET 3 FOR "THAT'S THE WAY I LIKE IT"

After reading the book, retell part of the story in your own words. You and your teacher can decide how many of the chapters you should do. Use phrases to answer this question. You might write 1, 2, or 3 phrases for a chapter. Chapter 1 is done.

### Chapter 1

- the big Mudd family
- kids like some things
- don't like some things

### Chapter 2

---

---

---

### Chapter 3

---

---

---

### Chapter 4

---

---

---

This question can be used as a stage assignment: Stage 1, Reading Text, Assignment 2: Retell what you have read.

\*\*\*\*\*

1. Think about family problems. What kinds of problems are there? How do families try to fix the problems? Think about one or more problems. Tell how the problem or problems could be fixed. Brainstorm your ideas, then write your ideas in a story.  
**This can be used as a stage assignment: Stage 1, Writing, Assignment 4: Write about ideas and experiences.**
2. Ask another person about a problem their family had. Give the person some time to think about it. Ask the person to tell you about it. Ask questions.  
**This can be used for Stage 1, Oral Communications, Assignment 3: Get information from someone in person or on the phone.**

# WORKSHEET 1 FOR "VOICE LIKE AN ANGEL"

**Before reading the book, know these words.**

\*Chapter 1

voice, page 1  
angel, 1  
grocery, 1  
customers, 1  
carpenter, 1  
spare (time), 1  
college, 1  
fussy (baby), 2  
settled (down), 2  
noticed, 6

\*Chapter 2

pre-kindergarten, 7  
speech therapist, 11

\*Chapter 3

humming, 15  
tune, 15

\*Chapter 4

excited, 19

\*Chapter 5

spread (your wings), 23  
holidays, 26

\*Words to show speaking: "said, said (to herself or himself), thought"

**Before reading the book, think about or talk about these questions.**

- \* Babies and small children learn to do things at different times. What are some of those things?
- \* Some babies are born one or two months early. What are some of the problems those babies might have?
- \* Do you know of a child who learned to do things a long time after other children? Talk about it.

## **Stage 1**

If you are working in your stage 1 book, look at the reading assignments. Think about using your work in "Voice Like An Angel" for reading assignments. You might also do an assignment in "Writing" or "Oral Communications".

## WORKSHEET 2 FOR "VOICE LIKE AN ANGEL"

After reading the book, answer the questions. Use complete sentences.

1. Who are the six people you read about in chapter 1?

---

2. Who else do you read about in chapter 2? (two people)

---

3. What was Angela's problem?

---

4. Why do you think Angela didn't start to talk?

---

5. How did the teacher help?

---

6. How did the speech therapist help?

---

\*\*\*\*\*

Think about what happens in the whole story. That is the main idea. Write one or two sentences to tell the main idea of the story.

---

---

Tell what helped you decide on the main idea.

---

---

The question about "main idea" can be used as a stage assignment: Stage 1, Reading Text, Assignment 1: Find detail in text.

## WORKSHEET 3 FOR "VOICE LIKE AN ANGEL"

After reading the book, retell part of the story in your own words. You and your teacher can decide how many of the chapters you should do. Use phrases for this question. You might write 1, 2, or 3 phrases for a chapter. Chapters 1 and 3 are done.

### Chapter 1

- Gwen and Bob's work
- three children
- Angela not starting to talk

### Chapter 2

---

---

---

### Chapter 3

- Angela said first words
- Angela humming and singing

### Chapter 4

---

---

---

### Chapter 5

---

---

---

This question can be used as a stage assignment: Stage 1, Reading Text, Assignment 2: Retell what you have read.

\*\*\*\*\*

1. Why do you think Angela didn't start talking sooner? Think about all the things that helped her start talking. Could this really happen? Brainstorm your ideas. then write your ideas in a story.  
**This can be used as a stage assignment: Stage 1, Writing, Assignment 4: Write about ideas and experiences.**
2. Have a conversation with one other person who has read the book "Voice Like An Angel". Talk about the people in the book. Talk about why Angela didn't start talking. Talk about how she got started talking. Tell why you liked (or didn't like) the book. Be sure you and the other person both tell some things and ask some questions.  
**This can be used as a stage assignment: Stage 1, Oral Communications, Assignment 1: Have a conversation with one person.**

# WORKSHEET 1 FOR "ONE WOMAN'S COURAGE"

**Before reading the book, know these words.**

\*Chapter 1

kindergarten, page 2  
fighting, 3  
shouting, 3  
courage, 4  
teenagers, 5  
married, 5 waitress, 6  
thought, 7  
factory, 7

\*Chapter 2

enough, 8  
tomorrow, 8

\*Chapter 3

slammed, 13  
work share, 14  
worse, 15  
medicine, 15  
(my) fault, 17  
temper, 17  
shook, 18  
shelter, 18

\*Chapter 4

shaking, 20  
used clothes, 25  
furniture, 25

\*Words to show speaking: "told, said, said (to herself or himself), thought, asked, answered, cried, shouted"

**Before reading the book, think about or talk about these questions.**

- \* What is "courage"? Think of times other people have had courage.
- \* What is "abuse"?
- \* What different kinds of abuse are there?
- \* Who abuses whom?
- \* Why do you think abused people often think it's their fault?

## **Stage 1**

If you are working in your stage 1 book, look at the reading assignments. Think about using your work in "One Woman's Courage" for reading assignments. You might also do an assignment in "Document Use" or "Oral Communications".

## WORKSHEET 2 FOR "ONE WOMAN'S COURAGE"

After reading the book, answer the questions. Use complete sentences.

1. Scan page 9. What happens on page 9 that gives you a clue (hint) that Todd might have a problem?

---

2. Scan page 10. What happens on page 10 that gives you a clue that Todd might have a problem?

---

3. What problems come up on pages 14 and 15?

---

4. Scan page 20. Why does Beth decide to go to the shelter?

---

5. Who helps Beth start a new life?

---

6. What do you think Beth and Lori's life will be like now? Why do you think so?

---

**This question can be used as a stage assignment: Stage 1, Reading Text, Assignment 1: Find detail in text.**

## WORKSHEET 3 FOR "ONE WOMAN'S COURAGE"

After reading the book, retell part of the story in your own words. You and your teacher can decide how many of the chapters you should do. Use phrases for this question. You might write 1, 2, or 3 phrases for a chapter. Chapters 1 and 3 are done for you.

### Chapter 1

- Beth and Jean friends growing up
- abuse at Beth' s home
- Todd not very nice to people

### Chapter 2

---

---

---

### Chapter 3

- Todd mad at Beth and Lori
- Todd loses job
- Todd and Beth fight

### Chapter 4

---

---

---

This question can be used as a stage assignment: Stage 1, Reading Text, Assignment 2: Retell what you have read.

\*\*\*\*\*

1. Use reference materials to find information and telephone numbers that people can call if they are being abused. Write down the information you find.  
**This can be used as a stage assignment: Stage t, Document Use, Assignment 6: Use reference books to find information. (Note that you can use other reference materials besides "books".)**
2. Find one (or two) people who can tell you about help for abused people. Ask what kinds of help there are. Ask the person if they know anyone who was abused. Ask what that person did about the problem.  
**This can be used as a stage assignment: Stage t, Oral Communications, Assignment 3: Get information from someone in person or on the phone.**