

There are many ways you can assist a participant in the SARAW program enhance their literacy skills. Skills that are relevant to the participant and help him or her in daily life are skills that will remain for life. In this chapter, we will explore some real-life activities that can aid a SARAW participant in becoming more literate. We will examine some teaching techniques, how to use the newspaper, and how to write letters, lists and messages.

In this section, we will look at other teaching techniques you may use to help improve literacy skills. Some of the following techniques have become the cornerstones of other literacy programs. You can try each one using the WRITE program in SARAW.

Language Experience Story



The Language Experience story is just what the name says - a story that uses the participant's own language and his or her experiences. Sounds simple and it is. Language Experience quickly demonstrates the connections between thoughts, spoken words and written language. Many non-readers or unsuccessful readers have trouble making this connection so you can help them do so by using Language Experience. It also helps you learn more about the participants when you use material and language that are relevant to them. Using the Language Experience approach, you can also help the learner to read things that are already in his or her environment like: church bulletins, raffle tickets, prescriptions, letters, birthday or other cards etc. Language Experience means using anything that is meaningful to the learner. The following is an outline of how to use Language Experience with SARAW participants. Note: this method is adapted from:

Tutor: A Collaborative Approach to Literacy Instruction, Literacy Volunteers of America (LVA), Follet Publishing Co., 1993.

Pre-writing Discussion

Talk with the participant before the writing begins. Talk about anything of interest to the participant. You might talk about their home life, what happened the day before, what their thoughts are on a subject, a favorite pet, anything. If you and the participant have trouble deciding what to talk about, don't hesitate to suggest something. Bring a magazine article, a picture, a newspaper story. Or talk about what was on the news the night before, what the government is doing or even the weather.

Give the participant time to talk. If he or she is hesitant, don't worry about some quiet time. Ask open-ended questions and give plenty of quiet time before you ask another.

Writing

Now the task of writing begins. If you're working with a beginning student, you may type their words directly onto the WRITE program of SARAW. However, be sure to encourage even the lowest level reader to try writing themselves. If you have a participant who recognizes letters but has trouble forming words, talk about something of interest and then work on a story sentence by sentence. You might even want to write the story down on a piece of paper and then use that to assist the participant to write by calling the words, then sounding them out letter by letter. Be sure to use the language of the participant. If he/she says, "we're gonna go to work today." make sure you use the word "gonna" instead of "going to". Remember the connection between spoken and written language comes from the recognition that they are one and the same. So, please keep the language the same, even if it's grammatically incorrect. As the participant progresses, he or she may ask for help making writing more grammatically correct. This would be the time to correct grammar.



Read the Story

Read the story back to the participant telling them that what you are reading is what they have just said. Ask them if the story says what they want it to say. Read the whole story. (You may want to print a copy for yourself and the student and then read from the screen) Point to each word as you read. It is also important for you to read naturally using phrases instead of single words.



Reread the first sentence, then ask the participant to read the sentence with you. Continue to point out each word. If the participant gets stuck on a word, supply it. Read the sentence until the participant feels comfortable with it.

If learning goes quickly, use as much of the story as possible. Because the sentences will be in context, the participant will be able to relate them to one another and therefore learn them quickly.

Words to Learn

Ask the participant to choose three words that mean something to him or her (i.e. stay away from articles, and other words that don't evoke an image). Write these words on separate pieces of paper or cards or have the participant write them if possible.

Have the participant look at each card. You say the word and ask the participant to repeat it. Ask the student to point to each word (from the cards) on the screen and say the word. Then mix up the cards and ask the participant to do it again.

Reread the story

By rereading the story, you return the words that you've taken out of the context of the story back to it. Both you and the participant can read the story together, or you can read it or the participant can read it.

If possible, give the participant a copy of the story and the word cards to practice at home. You could ask them to think of other words from the story that they'd like to learn.



Teaching Sight Words

It is useful to teach sight words in a language experience exercise. However, you can teach sight words using anything including a newspaper article, brochure, etc. As long as there is a context to place the word in. Here is a quick and easy way to teach sight words.

- Ask the participant to pick out words that he/she would like to learn from appropriate material (language experience story, or other meaningful material).
- Type (or have the participant type) the material onto the SARAW WRITE program.
- Type each word underneath the material using a column list format. You may want to write the words on cards to reinforce kinesthetic learning.
- Read the entire selection.
- Ask the participant to pick a word card, read the word (you can assist if he/she has trouble doing this) and point to the correct word in the context material. If the participant has trouble doing this, assist him/her then ask that it be performed again.
- Repeat this with each word until the participant can recognize each word without the context of the material, and can place it within the context of the material.
- Read the entire selection.

Example

When I was a young boy, I used to go the store for my mother and buy groceries. In the winter I would take them home on the toboggan.

young
groceries
would

store
winter
toboggan

Journals

Journals can be useful for many levels of writers. By giving participants the opportunity to write in a “safe, protected” place, you make them more comfortable with the writing process. Participants in the SARAW program can use the WRITE section to write their journal entries. For a more beginning writer, each entry can be saved as one document. A more experienced writer may want to save each day’s journal entry as a separate document.

Treat the journal like a diary. Participants should be encouraged to write anything they want in the journal without fear of correction or judgement on your part. Journals can also be private havens for participants to express feelings and secrets. In no way should a journal be corrected, unless the participant invites you to look at his/her work and assist in editing etc. But even this should be discouraged. The journal’s focus should be on thoughts and emotions not spelling and grammar. The goal here is to get the participant comfortable with the transfer of his/her thoughts onto the screen. Encourage the participant to write in his/her journal often and to record the date with each entry.

Dialogue Journals

Dialogue journals are a little different from journals because your participation is necessary for the exercise to work. A dialogue journal is a conversation on the computer. Both you and the participant write questions and answers to each other on the WRITE program. Remember to write about topics that are relevant and meaningful to the participant. Even here you do not want to edit the participant’s work, however, you can model a correct usage in your next message to the participant.

Variation

A variation you can use to the dialogue journal is the story telling activity that most of us remember from childhood. One person begins telling a story. After a few sentences, the next person continues with the story and so on... You can end up with an extremely entertaining story. This activity can be modified for the SARAW program. Both you and the participant can write a story together. One of you starts by writing one or two sentences. The other person writes the next sentence and so on. This exercise can be fun for both instructor and participant because you can be as creative and goofy as you like. For a more challenging variation, you can write a story together where the person writing the sentence has to use the last word of the previous sentence as the first word in his/her sentence.

Scrambled Language Experience Stories (or Stories from READ)



A good way to learn how to sequence using context is to use scrambled stories. You can scramble language experience stories, short stories from the newspaper (that have been read before), or even the READ stories that you've used in previous lessons can be scrambled. Just remember to only scramble the word order, not the letter order.

See example below, taken from a story in the READ section:



**holiday Jewish a Hanukkah is. called Hanukkah is
Lights the of Festival. Each together families night,
get. the menorah candle light They a on. They food
exchange gifts and special eat.**

Here is the original:

Hanukkah is a Jewish holiday. Hanukkah is called the Festival of Lights. Each night, families get together. They light a candle on the menorah. They exchange gifts and eat special food.

As you may notice, in the above example, we scrambled words within sentences. We kept the punctuation and capitalization true to the original passage.



You could also scramble sentence order within a longer passage.



Each night, families get together. Hanukkah is a Jewish holiday. They light a candle on the menorah. They exchange gifts and eat special food. Hanukkah is called the Festival of Lights.

To use this exercise with a low-level reader, use sentences from their language experience stories, or sentences with words in them that they would understand. For instance, make up sentences about the town or city you live in, teach the sentence to the participant, then scramble the sentence and have them unscramble it.

Animal Idioms

This is a fun word activity that can be used with almost any SARAW participant. These idioms are easily recognizable, but can be challenging too. Be sure the participant knows that the words he or she is looking for have to do with animals and that these are sayings that they use everyday. You can modify the activity by asking the participant to think of a few animal idioms that he or she may use, writing them down, then moving on to the activity.

Easy

holy ____
 lone ____
 lame ____
 hush _____
 _____ love
 cool ____
 top ____
 _____ up
 bum _____
 black _____

dead _____
 ____ house
 ____ fink
 white _____
 talk _____
 _____ song
 _____ feed
 _____ bumps
 can of _____
 high _____

Advanced

_____ tears
 holy _____
 quiet as _____
 red _____
 guinea ____
 cook your _____
 _____ seat
 _____ eye
 quick as a ____
 cold _____

Medium

Map Reading

A good skill to have is map-reading. Whether the participant is interested in just knowing better where things are in his or her city, or he/she wants to be able to plan a vacation across the country or abroad, map reading can come in handy.



The SARAW participant can learn many skills from map-reading including:

- alphabetization
- directions
- calculating distances
- recognizing bodies of water and other landmarks
- navigating from point A to point B
- understanding symbols

You might want to start with a city or provincial map because many of the street names or community names will be familiar to the participant. You could also create maps of a familiar place like a:



- shopping mall
- library
- museum
- park

Following are some possible activities. Use your creativity to come up with more.

Possible Activities

1. Write your street name on the WRITE Program. Find your street on a city map. Write down the five street names closest to your street. In the WRITE program, alphabetize the street names.
2. Using the WRITE program and a city map, figure out how to get from your house to your favorite shopping mall. Use direction words like North, South, East and West in your directions.
3. Using a map of the province, find three places that you recognize besides your home-town. Calculate the distances from your home-town to each of the three places using the distance calculator on the map.
4. Using a map of the province, find a town that is close to: mountains (or hills), a river, a lake, a National Park. Write down the name of each town or city and the name what it is close to.

Family Trees

Another activity that uses information that might be of interest to the SARAW participant is a family tree. A low-level participant might begin with a family tree that includes only the immediate family, while a more advanced participant might create a family tree that includes the extended family for 3 or more generations by talking to family members and researching family history.

The information needed for a family tree is:

names (first name & last)
date of birth
marriage date
date of death

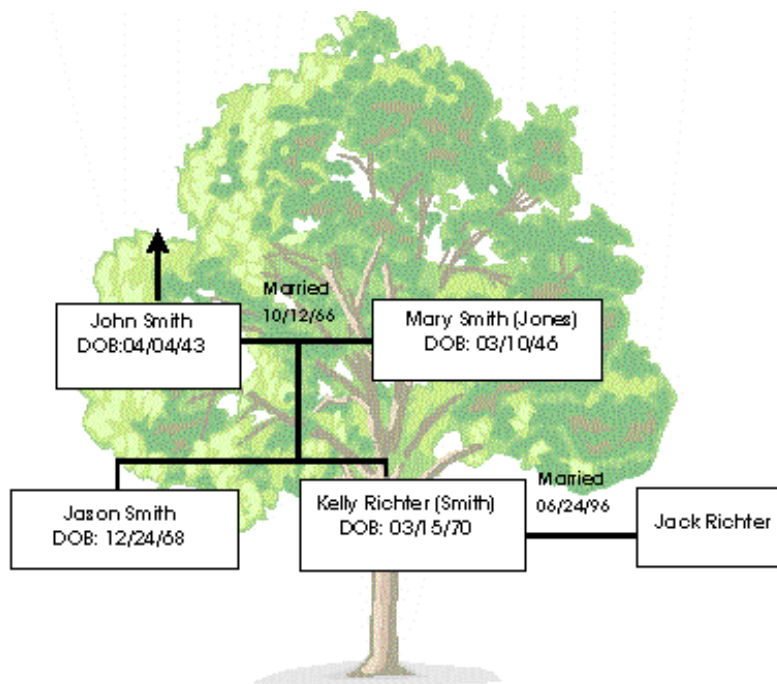
How to Collect Information

Participants may not know this, but they already have a wealth of information about their family trees. Personal memories and stories they've heard from others have created a collection of genealogical information. This information probably already includes names, birthdates and birthplaces of close relatives along with other information. To start growing a family tree, all participants need to do is record the facts they already know. It doesn't matter how few or how many facts they start off with, because even the smallest amount of information can eventually grow the largest tree if this sort of exercise piques their interest.

In addition to memories, participants may have or know about photo albums, scrapbooks, family Bibles and other family keepsakes and memorabilia. These are excellent places to look for information about their families. Other places may include:

autograph books	letters
books (look for inscriptions)	newspaper clippings
certificates (from schools or jobs)	pictures (look at the back)
Clothing and hats	resumes
cookbooks	school papers (report cards may have parent's signatures)
diaries and day books	scrapbooks
photo albums	sewing samplers, quilts and other handmade items
important papers (wills, titles, deeds)	trunks and chests
jewelry (anything that may have an inscription or indicate membership in an organization)	yearbooks

If the participants have the proper materials, or computer programs, they can construct a family tree that looks like this:



Because family trees need information that is mostly familiar to the participant, this exercise can be most effective. Participants learn how to place information in a certain order, they may learn the spellings of other family member's names and by researching older generations, they can learn more about their family history. This leads us into the next section of this chapter, Family Histories.

Family History

Family histories tell the story of a family from the beginning (or as far back as a person can find information). A family history can even be about one generation if that is the level that the participant is working from. By using the information gathered in the family tree, the participant can now begin working on a family history. It should include information that is already recorded on the family tree such as birth dates, marriage dates and death dates, but it should also include personal information about a person, special events that happened in their lives, work a person might have done; anything that tells the "story" of the family.

Instead of just places and dates, family histories give details to make people real. For example, a family history could include a story about an uncle who was a moonshiner in the 1920's, a relative who fought and was decorated in a World War, a grandmother who was active in the suffragette movement or even a great aunt who chewed tobacco and had spittoons all over the house!

Here are some reminders for participants. Family Histories should include:

**Date information: birth dates,
marriage dates, death dates**

**personal information: what the
person looked like, what kind of
person he or she is, what might
have been special about that
person, what type of work he or
she did or what made that
person unique**

**special events, descriptions of
weddings, how people died**

A family history should:

**follow date order: go back as far
as you're able and start from
their stories**

**follow logical order: if you're
writing about one person, finish
writing about him/her before
moving on to the next**

In order to be comfortable reading and writing, one must read and write. Use whatever is of interest to the learner. There are great sources of printed material out in the world, what we have to figure out is how to use them.

In this section we will demonstrate how to use such printed material as: newspapers, magazines, flyers, and even song lyrics in your lesson plans. Please note that the actual exercises will be directed to the learner, while the notes will be directed to you, the instructor or tutor.

Newspapers

Newspapers give us a wealth of information. Because they include stories on a variety of topics, there will surely be something of interest to participants in a literacy program. The obvious choice for teaching reading and writing skills is the stories themselves. But the newspaper has many other useful tools. Try using the flyers, the classified ads, pictures, sports stats, letters to the editor, the horoscopes, or even the obituaries. One of these is sure to pique the interest of a literacy learner. Just make sure the newspapers are current. In the next few pages, we will give you tips on how to use each section of the newspaper and some sample exercises you may want to try or modify.



Please note: some of the activities in this chapter are adapted from Newsable: Adult Basic Literacy Experience, written by Ruth Cairns, M.A. and Harvey Robson, M.Ed. This resource is available through the National Adult Literacy Database (NALD).

Stories

Newspaper stories are useful because they are written on a variety of topics, they vary in length, they sometimes come with pictures and always come with a headline making it easier to figure out what the story is about. Also, newspaper stories are written for approximately a Grade 8 to a Grade 9 reading level. You may have to adapt, or rewrite a story in plain language, but for the most part, any level of learner can get some learning from a newspaper story.

Exercise 1

Directed Reading and Thinking Activity

Look through the newspaper for a picture that interests you or a headline you can read. Talk about what you think the story will be about from the picture and/or headline. The instructor or tutor can add a short story to the computer while you are thinking about the story. If it's a longer story, it's probably necessary for you to choose a story in one lesson, and the instructor should add it to the SARAW program for the next lesson.

Read (or have SARAW read) the story. Pick out three words you don't know. Look them up in the dictionary or have the tutor explain them to you.

Note to the tutor/instructor: give the learner 10 questions to answer about the story, including the three vocabulary questions, fact and inference questions. (*Please see chapter 1 for more information on the DRTA*)

Exercise 2

1. Choose a story from the newspaper. Read the story and look up any words you don't know (tutor can help with this). Rewrite the story in your own words using the SARAW WRITE program.
2. Choose an opinion column that you disagree with. Write a column from the opposite point of view.
3. Read some book, music and movie reviews. Notice the words the writers use. Notice how each review is organized. Write a review of a CD you liked (or hated), a book you liked (or hated) or a movie you liked (or hated). Remember to give reasons why you feel the way you do.
4. Find a headline that you like. Don't look at the story. Write the story you think should go with the headline. Go back and compare.
5. Write a new headline for a story.
6. Choose a story. Find the five w's in the story (who, what, where, when and why). Write them down using SARAW's WRITE program.

Exercise 3

1. Become a reporter. Write a story about the SARAW class. Think about why you're in the class and what you hope to get from it. Use these ideas to write the story.
2. Interview your tutor, instructor or someone in the class. Ask them questions about their background, why they're in the class, how they heard about it and what they hope to learn. Use this information to write a story.

Photographs

Pictures are an important part of the newspaper. They give us a better understanding of the people and events happening in the news. Photographs can help us understand what a story is about too. Even if a person can't read, they can usually use the picture to discover meaning. In that way, photographs can be even more powerful than words. The following exercise uses photographs found in the newspaper.

Exercise 1

1. Find a picture in the newspaper that interests you. Talk with your tutor about what is happening in the picture and why you find it so interesting. Make a list of reasons why you chose this picture using the WRITE program. Finally, write a caption for the picture and compare it to the original caption.
2. Choose a picture from the newspaper that has people in it. Think about what you think they might be saying. Write a conversation for your picture.
3. Find a picture that has a community or political leader in it. Read the story that goes along with it. Write down four questions that you have from your reading.
4. Choose a picture of a person that you might want to meet. Write down the reasons why you want to meet this person.

The Sports Section

The sports section can be the “hook” for a student who may hate reading, but loves sports. Sports sections usually use a lot of pictures and smaller stories making it easier for the reader to understand. They also usually include some opinion columns that may elicit an instant emotional reaction. The following exercises use the sports section of the newspaper.

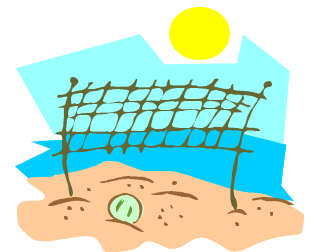
Exercise 1

Find a sports picture. Read the caption under the picture. Talk about what is going on in the picture. Write a story to go with the picture.

1. Choose a sports story. Read the story (or have the tutor read it). Write down the following:



the sport
the main players
the winner
where the game was played
when it was played



2. Choose two sports that interest you. Write a list of words that you identify with the sports. From this list, write a story about the sports.
3. What sports figure do you admire the most. Write a paragraph telling why you admire that person.
4. Choose a story that interests you. Write a new headline for that story.
5. Look at the Sports pages. Make a list of the sports you see mentioned on each page.

Classified Ads

The Classified Ads section of the newspaper contains a diverse amount of information. There are things to buy and sell, employment opportunities, sales, obituaries, real estate and birthdays. All parts of the Classified Section of the newspaper are short, using fairly plain language and short phrases. Each ad can be used on its own, or they can be used together.

Exercise 1

1.

Note to tutor/instructor: prepare a chart with a list of headings found in the Classified Ads (kinds of merchandise for sale and services available). Help the participant look through the Classified Ads and find examples of each heading (add new ones if you need to).

Write the examples of each heading on the WRITE program using a new page for each heading.

2. Look through the Classified ads for something that you would love to have. Imagine you bought it. Write about what happened after you took it home.

Exercise 2

Car Ads and other things for Sale

1996 Intrepid, 3.3L, loaded, very good shape,
clean, 87,000 km, \$15,000, taxes paid.
Call 555-1212.



1.

Note to Tutor/Instructor: prepare in advance a chart with scrambled parts of two car ads (including: make of the cars, prices, year made, number of kilometres etc.).

You and the tutor discuss and decide which fact goes with which car. Write each ad out as you think it would go.

2. Write a classified ad to sell a car. Remember to include the make of car, price, year made, number of kilometers and a brief description. Please use good punctuation and capitalization, but write in phrases.
3. Write an ad to sell your tutor or instructor's car.
4. Think of something you'd like to sell. Write a for sale ad for it. Each word will cost you 25 cents. Figure out how much your ad will cost and write the cost underneath it.
5. Go through the classified ads and find words that help sell the item (words like: cheap, mint condition, beautiful, etc.). Make a list using the WRITE program.
6. You have \$2000.00 to spend. Go through the Classified Ads and find things that would furnish your new house. Copy each ad onto the WRITE program. Try to spend as close to the \$2000.00 as possible.



Exercise 3

Employment Opportunities

Office Clerk Required. Retail. Must be willing to work Thursday nights and Saturdays. Must be polite, neat, and clean. Must be able to work with the public. Previous office experience an asset. Apply in person with resume. NO PHONE CALLS. Apply to Art's Furniture, 1000 Jones Rd, Ottawa.

1. Choose an ad for a job you might like to have. Write a list of all the skills and qualities you think would be necessary for this job.
2. Write an Employment ad to hire someone to do attendant care or to tutor you in reading and writing.
3. Write a list of all the qualities you think you have that an employer would be looking for.
4. Find a job you think you could do. Write a cover letter to the employer describing why you think you could do the job.
5. Write a resume. Your tutor or instructor can help you with the words and format of a resume.

Exercise 4

Garage Sales

Elm View Yard Sale. Many antiques and Coke collectibles.
Sat. noon - 4 and Sun. noon - 5pm. 2202 Robinson Street.

1. Using a map of your community, look through the list of garage sales, decide which you would like to attend, write each address on the WRITE program, then plot your course on the map (writing directions from place to place on the WRITE program).
2. Think of some things you have at home that you would like to sell. Write an ad for your garage sale.
3. Write down all the garage sales in your area. Then write down what kinds of things they're selling at these sales.

Exercise 5

Real Estate

Lakegarden. Character home for sale, AAA condition, gleaming hardwood floors, original woodwork, eat-in kitchen and sunroom. Vendor anxious. Priced to sell.



1. Use a map of the community and the real estate ads to find out which area of the city offers what type of accommodation. Where are the most apartments? Where are the most expensive homes? Where are the cheapest houses? Which areas are commercial and which are residential. Make a list of what area has what type of accommodations.
2. Look at some real estate ads. Notice what kind of words they use to describe the home for sale. Create an ad to sell the home of your dreams.

Food Flyers

Food flyers include a wealth of learning opportunities for literacy students. Even if they don't do their own shopping, everyone needs to know the cost of food. Following are activities using food flyers.

Exercise 1

1. Create a shopping list of 5 items. Look through the flyers and find the lowest prices for each item. On the WRITE program, write your list of 5 items, the lowest price for each item and the name of the store selling the item.
2. Find an ad for food. Think about why you chose this ad: colour, logo, picture, layout, etc. Write down what information you think should be in a food ad (store name, location, hours, products, prices).
3. Pick a flyer and write a list of all the things in the flyer that you think that no home should be without. Then write a list of items in the flyer that you think are luxury items.
4. Name as many products as possible using the pictures from the food ads writing them down in the WRITE program, then match the picture with the key word.
5. You have \$100 to spend for a two person family for one week. Create a shopping list on WRITE. Look through the flyers and pick out the products you need. Compare the prices between name brands and store brands. Put



the price for each item beside it on your list. Add up your total purchases and see how close you come to \$100.00.

Magazines

Using magazines would be a lot like using newspapers. Magazines have many pictures and advertising that could help generate writing ideas. They have opinion columns that could be used, longer stories that might be useful for a more advanced reader. You can choose almost any exercise from the newspaper section and adapt it for magazines.

Cartoons

Cartoons can also be used for learning literacy skills. You can find cartoons in newspapers (strip and editorial cartoons), in magazines, in books, comics, etc.

Exercise 1

1. The tutor will find a cartoon strip and cut out the words. Discuss what you think is happening in the cartoon. Number each box. For each number write a part of a conversation using the WRITE program. Look back at the original words and compare them to the new ones you made up.
2. Find an editorial cartoon that interests you. Write down your ideas about what makes the cartoon funny. Finally, write down the issue you think the cartoon is about.
3. Choose a cartoon. Describe what is happening in each part of the cartoon. Write down what you think would happen in the “next” frame.

Song Lyrics

Song lyrics can also stimulate learning. By taking something the learner is familiar with, you make learning easier and a whole lot more fun.

Exercise 1



1. Listen to the words of your favorite song. Write down the words to the song if you can. If not, your tutor can look at the CD or cassette cover and write the words for you.
Find the words that rhyme and write them out using the WRITE program.
You and your tutor can look up any words you don't know. Write the definition of the words and then write a sentence using each word.
Write a paragraph about what the song is about.
Write down the chorus of the song (ask if you don't know what the chorus is).

Other Activities

There are many other activities that you can use to make learning more enjoyable. Following is a list of these activities. Each one can be modified to use the WRITE program of SARAW:

Crossword puzzles:

there are many crossword puzzle books on the market catering to every level of reader. Find one that matches the level of the participant in the program. You may have to modify the clues if necessary. The participant can list the clue on the WRITE program, then write the correct answer beside it. You would have to write the word into the actual puzzle if the learner couldn't perform this task.

Word Find games:

same principle of the crossword puzzle. When the words are found, they can be written in a list using the WRITE program.

Boggle and other word games:

some libraries carry word games like Boggle. Play the game as the rules say. You may play with the participant, or two or more participants can play together. You may want to allow for extra time (i.e. ten minutes) instead of what the game calls for and each participant can write their words on the WRITE program. Hint: you may want to turn down the volume of SARAW while playing this game.

Scrabble (or Scrabble Junior):

could be played as the rules suggest. Modification: the participant could spell out his or her word on the WRITE program and the tutor could place the letter tiles. For low level readers, you could limit the game to two, three and four letter words.

As we become an electronic society, writing seems to become less important. But knowing how to write things like lists, letters and messages is still necessary.

Lists help you remember things, organize your days and even your thoughts. For example, lists may help you remember what you need at the store. They may help you remember things you may need to finish in a day. They may help you plan for a vacation. If you can use lists effectively, you will remember most of what you need to.



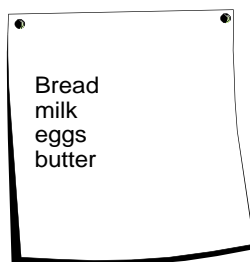
Letters are also very important. You might want to write a letter to a friend or family member who lives far away. It sounds easy, but unless you know how to write with a purpose, write clearly, format and edit your work, your friend may not be able to understand what you have written. Letters are also important for another reason. You might want to write a letter to order merchandise, to complain when something you bought doesn't work, to raise an important issue in a newspaper, or even to compliment someone who has given you good service. It is important to know how to write a formal letter so that you will be taken seriously.

Finally, writing messages sounds simple enough, but if you can't write a clear and understandable message, the person you're writing it for may not be able to understand what you are trying to say. Writing messages is important in the workplace and at home. If someone counts on you to remember to tell something to someone else, writing a message is the most effective way to remember.

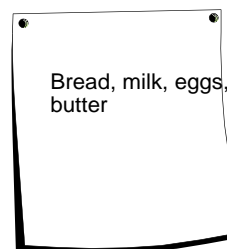
Lists

Lists are groups of things people write down to help them remember and organize their lives. You might make a list of the foods you need to buy when you go grocery shopping, or a list of appointments you have during the day, a list of questions to ask during a job interview or while hiring someone to do a job, or even a list to help you get ready for a trip. Finally, you might make a list of directions to help you or someone else find a location or to help someone do a job.

There are two kinds of lists: column lists and line lists. In a column list, you write the words one underneath the other. In a line list, you write the words on the same line using a comma to separate them. Look at the two lists below:



Column list



Line list

Exercise 1

1. Using the WRITE program in SARAW, write a column list of your favorite foods.
2. Write a column list of things you do every day.
3. Write a line list of your friends.
4. Write a line list of restaurants you like to eat in.

Exercise 2

1. Write a shopping list for the grocery store.
2. Write a list of your job duties at work.
3. Write a list of things you would need to take to go away for a week.
4. Write a list of ingredients you would need to make spaghetti with meat sauce.

Exercise 3

1. You're organizing a going away party for a friend. Make the following lists:
 - Write a list of all the people you would invite.
 - Write a list of all the food, drinks and decorations you would buy.
2. Two of your friends offer to help. Write a list of things you want each of them to do.

A list of directions is helpful when someone doesn't know the city very well. Here is a list of helpful hints when writing directions:

- A. Start your directions where the person will be starting from.
- B. Make your list a series of steps. Make sure they're short and easy to understand.
- C. Each time you change direction, write on a new line.
- D. Make sure your directions are written in the order they should be followed.
- E. Use landmarks in your directions like: a well known place or a building that is unusual.
- F. Once you're done writing, re-read your directions to make sure they're easy to understand.

Example

Pat invited Kevin over for coffee. He lives in the south part of town on Gordon Road and she lives downtown on Scarth Street. Pat gives Kevin directions to her apartment.

First, turn left on Albert Street. Drive until you see Victoria Avenue.
Turn right on Victoria Avenue. You'll pass city hall and a park.
Scarth Street is right after the park. Turn left on Scarth Street and park your car.
Walk across 12th Avenue at the lights and you'll come to a no-traffic street. My apartment is directly above a store called the Bookend on your right.. Look for a door marked 9C.

Exercise 4

1. You have a friend coming in from out of town, but she doesn't know how to get to your house. She's coming into town from the east. Write a list of directions that would help her find your house.
2. Write a set of directions from your home to your doctor's office.
3. Write a set of directions from your favourite shopping mall to your home.

Letters

Even though the telephone and computers are easier and faster to use than a letter, sometimes letters are still the most effective way to communicate with someone else. You may send Christmas and birthday cards to friends and family. Isn't it nicer to get a card that has a letter in it? Writing friendly letters helps us keep in touch with family and friends who may live far away and people feel special when they receive mail.

Business or formal letters are also important. Sometimes a business you may be dealing with does not have a telephone number that you can call if you have a complaint. How do you get your complaint to the company? You have to write a letter. Also, sending a letter can be better than phoning when you want to have a record of what you've written to a company, a boss, a newspaper editor or wherever you write the letter.

Friendly Letters

Friendly letters are just that: letters to friends and family. However, friendly letters can have more than one purpose. You write friendly letters to let people know what is going on in your life and to ask questions about other's lives. You can also write letters of thank-you for gifts and letters of acceptance or regret if you're invited to something.

One thing to remember about writing friendly letters is just that: they are friendly. Write a friendly letter as if you were speaking to the person. Use language that you would use in speech. Ask questions like you would if you were talking to the person. Here is a list of things to remember when you're writing a friendly letter:

- *Think about what you want to write about.* Pick a few things to write about and focus on them. Give the person news about yourself. Write about anything that's been going on in your life or what's been going on in the place where you live. You may give specific news of events or a funny situation or some more general information about yourself and your family.
- *Ask questions about the person you're writing to.* This will help them reply quickly if they have something specific to write about.
- If the person has written to you before, *answer any questions* that they may have asked in the last letter.



Now that you know what kinds of things to write in your friendly letter, here is a list of things you have to have in your letter:

- ✓ Date
- ✓ Heading (your return address)
- ✓ Greeting: In a friendly letter, you usually use *Dear...* but you could use *Hello...* or *Hi...*
- ✓ Body: this is the meat of your letter. It includes the purpose of your letter.
- ✓ Use good sentences (both short and long for variation). Each separate thought should be in its own paragraph.

Closing: this is where you tell your friend that you're saying good-bye. The closing may include:

Affectionately yours,
Fondly,
Yours truly,
Signature: your name

Examples

January 27, 1999	(Date)
2213 Hill Avenue Regina, Saskatchewan S4S 2V4	(Heading)
Dear Melissa,	(Greeting)
I was excited to receive your letter last week. How are you enjoying living in Vancouver? Regina is still the same, snow, snow snow. But we did have some warmer weather than we did last year, thank goodness.	
There's nothing much new here but I finally got a new wheelchair. You should see it. Does it ever go!	
Your two cats are doing fine at my place. They seem to miss you though. Marty stopped eating for awhile, but now he's settled right down. He even caught a mouse last week!	
Sorry, I have to run now. Please write soon.	
Affectionately yours,	(Closing)
Neil	(Signature)



(Date)	January 27, 1999
(Heading)	2213 Hill Avenue Regina, Saskatchewan S4S 2V4
Dear Melissa,	(Greeting)
I was excited to receive your letter last week. How are you enjoying living in Vancouver? Regina is still the same, snow, snow snow. But we did have some warmer weather than we did last year, thank goodness.	
There's nothing much new here but I finally got a new wheelchair. You should see it. Does it ever go!	
Your two cats are doing fine at my place. They seem to miss you though. Marty stopped eating for awhile, but now he's settled right down. He even caught a mouse last week!	
Sorry, I have to run now. Please write soon.	
(Closing)	Affectionately yours,
(Signature)	Neil

As you can see, both letters are the same in content. They are only formatted a little differently. The one on the left is a block style letter with everything lining up on the left hand side and no paragraph indents. The one on the right is the indented style of letter with the date, heading, closing and signature on the right hand side of the page and the paragraphs indented. Either kind is acceptable.



Punctuation and Capitalization

Both punctuation and capitalization are very important. Each makes your letter easier to understand. Here are some rules to follow when you are writing a friendly letter.



Heading

-  Capitalize street names
Cameron Street
-  Put a comma between the city and the province
Regina, Saskatchewan

Greeting

-  Capitalize each word in the greeting
Dear Melissa
-  Use a comma after the greeting
Dear Melissa,

Closing

-  Capitalize only the first word in the closing
Yours truly
-  Use a comma after the closing
Yours truly,

Remember to use proper punctuation and sentence structure in the body of your letter. If you don't, the reader may not be able to understand what you are trying to say.

Exercise 1

Make corrections to this letter. Corrections include punctuation, capitalization .

June 24 1999

3244 baron street
rosetown sk
s0r 3k3

dear Julie

thank you for your recent letter. I received it last week I'm glad to hear you've started to get out of the house an injury like yours might make it very hard to get out and do things. It's also hard to live in a small town with a disability most of the buildings are old and hard to make accessible everything is okay here I've been working a lot of hours so i find it hard to find time to do anything fun but the money is great on a bit of a sad note though, we had to put down my dog Fuzzy. He was 17 years old and had gotten cancer so the vet suggested he be put down to end his suffering it was hard to do, but i didn't want him to suffer any longer. How's your cat
i hate to say goodbye so quickly but I'm writing on a break at work and want to mail it before my break ends. Take care and write soon

love

Jeremy

Exercise 2

1. Write a letter to a friend about work or a hobby.
2. Write a thank-you letter to an aunt for a birthday present.
3. You've been invited to a party. Write an acceptance letter.

Formal or Business Letters

Formal letters are written to people you don't know personally. You may use a formal letter to write to a doctor if you have questions about an illness, or a company if you have a complaint about their product or you want to order something from them. The most important thing to remember about writing a formal letter is that you must be clear and brief. Writing with a purpose is very important when writing a formal letter. Get to the point in the first two or three sentences of the letter.



The format of the formal letter is the block style. Everything runs down the left hand side of the page. The only information you need to include in a formal letter that does not go into a friendly letter is an inside address (where you're sending the letter), a colon (:) after the greeting and room for your signature with your full printed name underneath. See the sample letter below:

	(Date)	January 29, 1999
	(Heading)	Suite 100, 2445 13 th Avenue Regina, Saskatchewan S4P 0W2
Dr. Brown Medical and Dental Building 1223 Rose Street Regina, Saskatchewan S4T 2K2	(Inside Address)	
Dear Dr. Brown:	(Greeting)	
Thank you for your advice regarding Muscular Dystrophy. It was very informative. You suggested I contact you again if I was interested in learning more about the disease. I have decided to do some further research on the subject. Could you please send me some additional information, or a list of titles that I could find on my own?		
I appreciate any assistance you could give me and I thank you for your time.		
Sincerely,	(Closing)	
R.Eber	(Signature)	
Roger Eber	(Name)	

Exercise 1

1. Write a letter to a company asking for information about a product.
2. Write a letter to the editor of a newspaper, complaining about something in the news.
3. Write a letter to your MLA about disabilities issues.

Exercise 2

100% Money Back Guarantee

If Glean does not whiten your teeth like the ad says,
we'll refund your money, no questions asked.

Send inquiries to:

Glean
Box 1402
Ottawa, ON
K2A 5B4

Write a letter to the above company, asking for a full refund. Remember to include the reason why the product didn't work for you, a request for a full refund, the purchase price plus shipping.

Messages

A message is something written to someone about something. You might write a note to someone you live with, a memo to someone at work or an announcement if you're looking for something or wanting to sell something.

The most important thing to remember about messages is that the person you're writing them for has to understand what you're trying to say. You want to keep a message short, but you also need to have all the necessary information. For a message to do its job, it must explain the four W's:

Who: who is the message written to?

What: what is the message about?

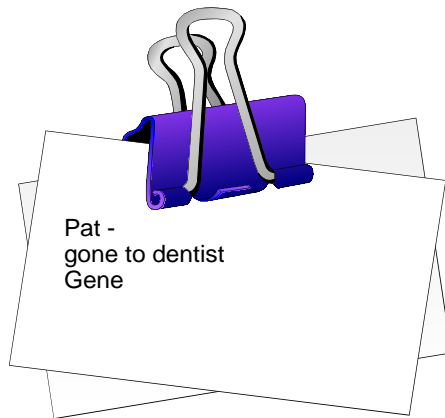
When: time and date (sometimes this isn't necessary)

Where: location (sometimes this isn't necessary)

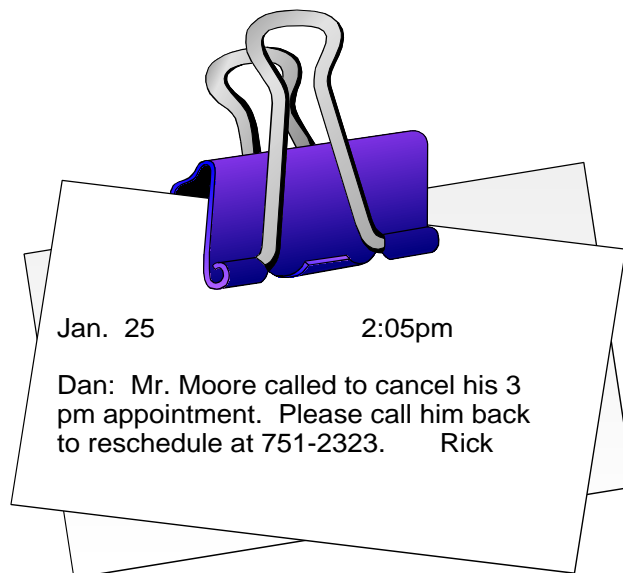
Example



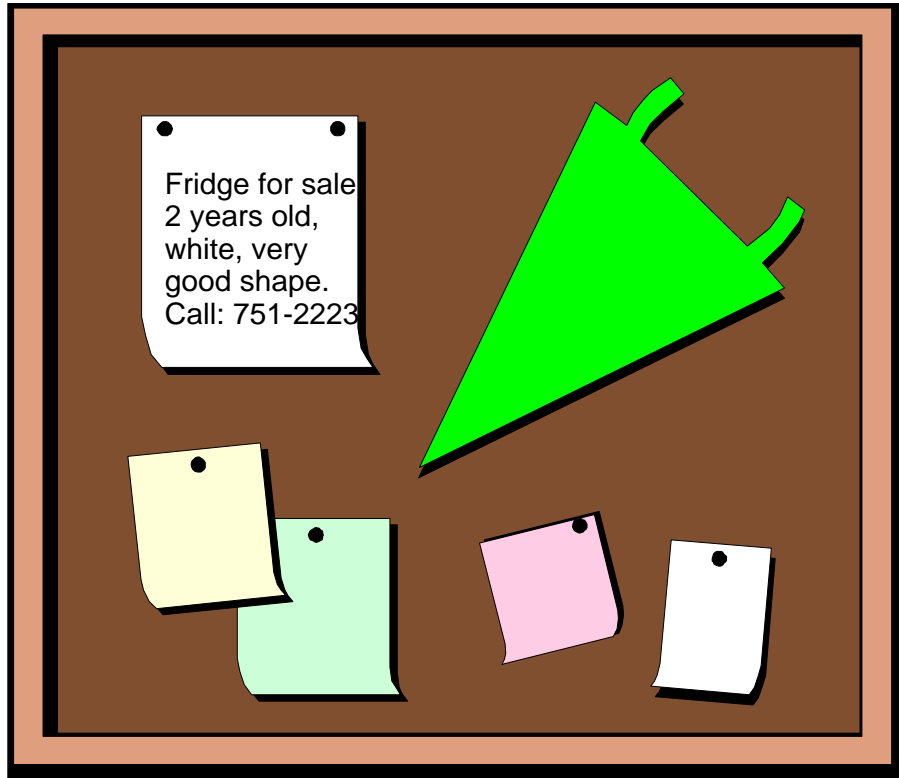
When writing a message, you don't have to use a full sentence, you can use a phrase to make the message short. However, you should still use capitalization and punctuation marks to make the message easier to understand.

Phrase*Sentence*

A message written at work may need to include some more information. The time and date of the message are important because they let the person know when the message was written. If you're taking a telephone message, the name of the caller and the telephone number are also important.

Example

An announcement or notice is a message written for many people to see. You might write a notice if you're looking for something you lost or you might write a want ad for a newspaper to sell something. Remember that announcements are written using phrases not sentences. A notice is very short and only contains important information. For example:



Exercise 1

1. Write a telephone message for a friend.
2. You want your partner to make supper while you're out. Write a message telling him/her what you want prepared for supper.
3. Write a note for your worker, telling her why you must cancel an appointment.

Exercise 2

Are the following messages easy to understand? If the answer is no to any of them, make the necessary corrections.

1. All staff: call me with any complaints you've taken today.
2. Found! Set of keys in the Sherwood Mall Parking Lot. Describe please. Call: 777-3334.
3. Julie, pick me up. Cathy
4. Bob: don't forget your doctor's appointment today at 1:30. Love Jill.

Exercise 3

Write messages for the following:

1. Faye wants to sell her dining room set. It has eight pieces and she'd like to sell it for \$900. Her phone number is: 777-4443.
2. Jackie wants to sell her diamond ring. It is a pear shaped diamond solitaire with a white gold band. She's selling it for \$1400. Her phone number is : 522-4444.
3. A client phones your boss to set an appointment for a meeting. Her name is Claire Jervais, she called at 9am on June 24th, and would like to meet with your boss on Tuesday at 4:30 pm.
4. You are on the board of an organization. You need to call an emergency meeting.