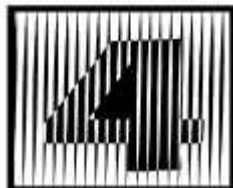


Section 4

More Literacy Activities

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Section 4

More Literacy Activities

4.1 Introduction

The 38 literacy activities described in this Section are organized according to six different categories:

Reading Activities

Directed-Reading Thinking

Readings by Learners

Appropriate Texts

Writing Activities

Spelling Dictations

Copying Text

Cloze Exercises

E-Mail Accounts

Story Starters

Tracing Sheets

Memo Blank

Sentence Writing

Personal Information

Greeting Cards

Cartoon Balloons

Numeracy Activities

Dice Addition

Numeracy Vocabulary

Tracing Sheets

Numeral Flashcards

Keypad Counting

Numeracy Tables

Calculator Usage

Currency Activities

Currency Flashcards

Counting By...

Cheque Blanks

Basic Budget

Phonics Activities

Listen & Circle

Beginning, Middle or End?

You Say, I Say

Tongue Twisters

Circle Sounds

English Sounds

Pronunciation Bingo

Poetry Sounds

Other Activities

Reader's Theatre

Visiting the Library

Poetry Scaffolds

Like Letter Loops

Decision Tree

Try the activities described in the SARC Supplementary Tutor Handbook, too!

4.2 Reading Activities

READING ACTIVITIES

Activity: Directed Reading-Thinking Activity

The Directed Reading-Thinking Activity is described in Section 2 of this *Handbook*. Some examples are provided in the following pages.

STORY ONE

Special Olympian Kelly McRuvie

There are many Special Olympians here at Cosmo that have enjoyed a spectacular year in their respective sports. There is one athlete, Kelly McRuvie, however, that stands out. After last year's national speed skating event Kelly was chosen as one of only two athletes from Saskatchewan that would represent Team Canada at the Special Olympic World Games that were held earlier this month in Anchorage, Alaska. At these Games Kelly performed very well, earning two gold medals in the 777 m and 1000 m and a silver medal in the 500 m. Congratulations on a job well done Kelly. We are all very proud of you.

**Kelly Pasloski, Golf Shipping and Receiving
Cosmopolitan Industries (Saskatoon)**



Quoted from:

Kelly Pasloski, "Special Olympian Kelly McRuvie," in *The Cosmo Communicator*, Vol. 21, Issue 3 (March 2001), p. 1.

Background:

- ➔ **Cosmo:** Cosmopolitan Industries is located in Saskatoon. It is a member of the Saskatchewan Association of Rehabilitation Centres. Cosmo provides programming and opportunities – both vocational and recreational – to the people it serves. Work skills are taught through the provision of services and development of products. Cosmopolitan’s two largest initiatives are its Waste Reduction Initiative and Golf Division.
- ➔ **Speed Skating:** These skaters can go fast! Speeds can reach 48 km/h in sprint races. The ice surface is a skating oval of 400 metres or 111 metres. Speed skaters wear tight uniforms to reduce wind resistance. Protective equipment like helmets, kneepads, and gloves are worn. They wear skates that have longer blades than those of hockey players, so they can make better contact on the ice. The blades can be up to 45 cm long. Skates are different for long-track and short-track skating.
- ➔ **Special Olympics:** The Special Olympics is an international program of year-round sports training and athletic competition for more than one million children and adults with disabilities. There are Special Olympics programs in nearly 150 countries. In Saskatchewan there are 22 participating communities (8 Zones), with 1,500 registered athletes and 500 registered volunteers. The Special Olympic oath is: “Let me win. But if I cannot win, let me be brave in the attempt.”
- ➔ **2001 Games:** The 2001 Special Olympics World Winter Games were held in March in Anchorage, Alaska, USA. Nearly 7000 people from more than 80 countries were in Alaska for this international sporting event.



Vocabulary:

Some words from the story that can be reviewed prior to reading are:

- | | |
|--------------------|---------------------|
| ➔ Special Olympian | ➔ Team Canada |
| ➔ spectacular | ➔ Anchorage, Alaska |
| ➔ respective | ➔ performed |
| ➔ athlete | ➔ medals |
| ➔ national | ➔ congratulations |



Vocabulary can be examined after reading the story, too.

Discussion:

Here are some questions that you can discuss along with your learning partner:

- ① Have you participated in Special Olympics? What sport(s) did you compete in? Do you know others involved in Special Olympics?
- ① What sport did Kelly McRuvie participate in? What are some other winter sports? What are some summer sports?
- ① How many athletes from Saskatchewan participated in the Special Olympic World Winter Games?
- ① Why is everyone at Cosmopolitan Industries proud of Kelly? Are you proud of her?
- ① How many medals did Kelly McRudie win at the competition? What do the different medals stand for?



STORY TWO

Person in a View

This month, I'd like to introduce to you Irene Suru. Irene moved to Kindersley in September 2000 with her twin sister Margaret. Previously, she had lived for a short time with her brother in Kerrobert and, before that, in Penticton, BC. Irene was born on July 1st, 1949 in Spiritwood, SK, and wants you to know that she was born first, having a 15-minute head start on her sister Margaret!! She has 3 older brothers, Steve, Joe, and Lloyd. Steve lives on a farm in Kerrobert, Joe lives in Penticton and Lloyd lives in Rocanville, SK. Her school days were spent in Kerrobert. In 1975, Irene and Margaret moved to Penticton with their parents and lived there until coming back to Saskatchewan in 1999. Irene has 4 nieces and 3 nephews and also some great nieces / nephews. Her favourite colour is blue and she likes movies such as "The Sound of Music", "Mary Poppins", and "Grease". You will always hear Irene singing if the radio is on and she seems to know all the hit tunes. She also likes Neil Diamond, The Eagles and The Rolling Stones. In 1990, Irene, Margaret and their Mom took a Pilgrimage Tour to Yugoslavia and took in some sights in London, England. Irene likes to play ping-pong, basketball and volleyball. One of her hobbies includes latch hook, which she says is fun to do. On Tuesdays she enjoys bowling and takes in floor hockey on Thursdays. Irene resides at Group Home 1 with her sister Margaret. It's great to have you here!!

Jacqui DeLong
West Central Industries (Kindersley)

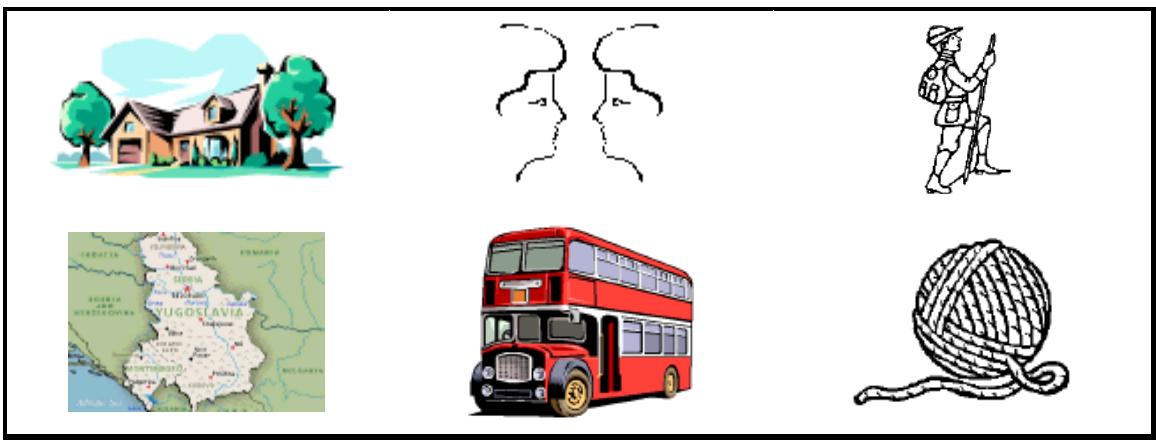


Quoted from:

Jacqui DeLong, "Person in a View," in *Let's Talk Central*, Vol. 9 (January 2001), p. 10.

Background:

- ➔ **Group Home:** Group Homes are staffed, family-style homes which provide care, supervision and some training for adults with mental disabilities. Non-profit corporations throughout the province operate homes. Residents usually attend activity centres or sheltered workshops during the day. Most of Saskatchewan's Group Homes accommodate from six to eight residents.
- ➔ **Twin:** Identical twins are born at (almost) the same time. They look very much alike in appearance, so that they are difficult to tell apart. They may dress the same, adding to the confusion!
- ➔ **Pilgrimage:** A pilgrimage is a special trip that a person or a group takes to a special place of religious importance, in order to participate in prayers, processions, chants or other activities.
- ➔ **Yugoslavia:** Yugoslavia is a country in southeastern Europe. It is in an area known as the Balkans. Its capital is called Belgrade.
- ➔ **London, England:** London is a large city in Europe. It is located in England and is the capital of the United Kingdom, an island nation. The city has 7 million people and is important for finance, industry, and culture.
- ➔ **Latch Hook:** Latch hook is a hobby where people create rugs by attaching pieces of yarn onto a mesh canvas. Hobbyists use a special hand-held tool, the latch hook.



Vocabulary:

Some words from the story that can be reviewed prior to reading are:

- | | |
|------------------------|----------------------|
| ➔ basketball | ➔ month |
| ➔ bowling | ➔ Neil Diamond |
| ➔ floor hockey | ➔ Pilgrimage Tour |
| ➔ great nieces/nephews | ➔ ping pong |
| ➔ group home | ➔ The Eagles |
| ➔ head start | ➔ The Rolling Stones |
| ➔ introduce | ➔ twin |
| ➔ latch hook | ➔ volleyball |
| ➔ London, England | ➔ Yugoslavia |



Review vocabulary after reading the story, too!

Discussion:

Here are some questions that you can discuss along with your learning partner:

- ② What is special about Irene's birthday?
- ② Irene has a twin sister and three brothers. Do you know any twins? How many people are in your family?
- ② Irene lives in a group home with her sister. She used to live with different members of her family. Where do you live?
- ② What are Irene's favourite movies? What are your favourite movies?
- ② What are Irene's favourite bands? What are your favourite bands?
- ② What are Irene's favourite sports? What sports do you play?



STORY THREE

PURRR Recycling...

We are no longer SARCAN Recycling; we are now called PURRR Recycling. Staff at SARCAN Unity discovered a cat in a trailer under some pallets, and couldn't get the cat out. They called Saskatoon Processing to report the cat. They said it might be dead or alive and that the cat had appeared wild. During the trailer switch at Unity, the cat apparently jumped ship from his hideout and into the new warm, empty trailer, because Saskatoon Processing did not find the fugitive.

However, when the next truck from Unity arrived at Processing, staff opened the trailer, and yes, there was a cat inside, very much alive, stinking to high heaven and wilder than heck. When someone caught the cat, it clawed right through his glove, forcing him to drop it.

The cat escaped. Freedom again! It then hid in the beer trailer. Staff moved pallets out of the beer trailer to capture the creature but it escaped again! The SPCA (Society for Prevention of Cruelty to Animals) was called to rescue the cat. It was finally cornered in the small lunchroom and taken to the SPCA.

Sadly, the cat was quite ill as a result of his extended adventure, and has gone where all good cats go.

SARCAN Unity



Quoted from:

"PURRR Recycling," in *The SARCAN Spirit*, Vol. 3, No. 8 (April 1999), p. 3.



Background:

- ➔ **SARCAN Recycling:** SARCAN Recycling runs 71 depots across Saskatchewan to collect ready-to-serve beverage containers for recycling. It is the recycling division of SARC, the Saskatchewan Association of Rehabilitation Centres. Many employees are people with disabilities.
- ➔ **Pallet:** A square, wooden base made of planks used to store or help ship products. Pallets are used, for example, to move and ship cases of carefully stacked, empty beer bottles (in cases).
- ➔ **Saskatoon Processing:** This refers to the SARCAN Processing plant, where the collected beverage containers are prepared for shipment to the recycling companies. There is a processing plant in both Saskatoon and Regina.
- ➔ **SPCA:** The Society for Prevention of Cruelty to Animals is an organization that promotes caring attitudes toward animals. Education programs are conducted in schools and the wider community. The SPCA helps to enforce animal protection laws. They also provide animal care services in the community, such as shelters.
- ➔ **Beer Trailer:** A semi-trailer used to transport pallets of empty beer bottles from depots to a processing plant.



Vocabulary:

Some words from the story that can be reviewed prior to reading are:

- | | |
|-----------------|-----------------------------|
| ➔ adventure | ➔ recycling |
| ➔ corner | ➔ rescue |
| ➔ extended | ➔ Saskatoon Processing |
| ➔ freedom | ➔ SPCA |
| ➔ fugitive | ➔ “stinking to high heaven” |
| ➔ hideout | ➔ “where all good cats go” |
| ➔ “jumped ship” | ➔ “wilder than heck” |
| ➔ pallet | |



Vocabulary can be reviewed before and after reading.

Discussion:

Here are some questions that you can discuss along with your learning partner:

- ② Why did the writer choose the title?
- ② How many times did the cat escape? Why was the cat so hard to catch?
- ② Did you ever have a pet? Do you want one? What kind?



Activity: Readings By Learners

Section 9 provides 35 readings written by adult learners. Most have been labelled as having an intellectual / developmental disability. The writings are on subjects that many adult learners can relate to.



readings 1-35

These readings can serve as appropriate texts for learners and tutors to work on. Learners may also want to write their own texts, using the readings in Section 9 as models. If others can do it, why can't they?

Activity: Appropriate Texts

Appropriate published reading materials for learners with intellectual / developmental disabilities are often in short supply. There are several titles, however, that would be worth obtaining to use in your work with learners. Here is a listing, in no particular order:



Cindy Crichton. *Reader's Theatre for the Mentally Challenged*. Olds, AB: Project Read Soon (The Mountain View Society of Alberta), 1997.



Darlene Stevens and Terrie Moar. *People Reading Series*, including *Instructor's Manuals*. Selkirk, MB: Continuing Education Department, Lord Selkirk School Division, 1995.



Darren Crawford and Angele Hubert. *The Challenges of Literacy and Employment*. With *Facilitator's Notes* by Susan Devins and Maureen Sanders. Edmonton, AB: PROSPECTS Literacy Association, 1995.



Debbie Baker. *A Plain Language Guide in Reading, Writing and Math*. Kentville, NS: Partners in Employment Outreach, Spring 1998.



Jean Bennet, Richard Jaccoma, and Lee Weinstein (eds.). *So Far: Words from Learners*. Markham, ON: Fitzhenry & Whiteside, 1997.



Lynda E. McPhee. "My Turn to Cook!" Tisdale, SK: Cumberland Regional College Literacy Program, 1996.



Roehrer Institute. *The Right to Read and Write: A Straightforward Guide to Literacy and People with a Mental Handicap in Canada*. Toronto: Roehrer Institute, 1990.



Job Shadow Series of Readers. Edmonton, AB: PROSPECTS Literacy Association, 1995.

<http://www.nald.ca/CLR/Shadow/prospect.htm>



Robert Collie. *Getting Along*. (The New Start Reading Series). Toronto: East End Literacy Press, 1985.

Section 8 also provides a list of publishers of educational and other materials that may be appropriate for learners with intellectual / developmental disabilities.






4.3 Writing Activities

WRITING ACTIVITIES

Activity: Spelling Dictations

An activity that can be done regularly with individuals or groups is spelling dictations. The words tested should be the ones that have already been studied. This activity can be customized to the skill level of the learners:

General Skill Level		Modifications
➔ “Advanced”		➔ The learner can write the entire word, as dictated.
➔ “Intermediate”		➔ The learner can write the letter of the initial consonant of the word.
➔ “Beginning”		➔ The learner can copy the words from the blackboard when corrections are being done.

Testing situations may be very uncomfortable for learners with intellectual / developmental disabilities, since they may have had negative prior schooling experiences. The tutor may want to try this activity only after the learner has become comfortable in the new learning situation.



Source:

Catherine Janossy, *A Needs Survey & Program Description: Program Delivery for the Developmentally Challenged Adult in Grey, Bruce and The Georgina Triangle*. Walkerton, ON: The Walkerton & District Literacy Council, pp. 49-50

Activity: Copying Text

The learner can simply copy the text from an appropriate written work into an exercise book. Copying can help learners to:

- ➔ Form letters and words
- ➔ Recognize words
- ➔ Practice writing upper and lower case letters
- ➔ See the correct usage of punctuation
- ➔ Be comfortable holding a pencil
- ➔ Feel like writers



The readings in Section 9 or the Dolch words in Section 10 can be used for this copying exercise.

**Activity: Cloze Exercises**

Cloze exercises require that learners fill in missing words from a written passage. The activity tests a learner's reading comprehension, since they must draw on context clues, general understanding, and background knowledge. New vocabulary can be reinforced.

This exercise is most effective if the learner has composed the written passage or if it is a passage the learner is very familiar with.

Creating a Cloze Activity Sheet:

- ★ **Select a Passage:** Choose a written passage that is geared toward the learner's interests and current reading level. A passage that the learner has composed can work well for this activity.
- ★ **Choose Words to Replace with Blanks:** Try to leave important parts of the passage intact in order to allow the learner to establish some context. Examples are the first sentence of a paragraph, or the first and last paragraph of a story. Replace every 7th to 9th word with a blank space. Avoid replacing numbers, colours or proper names. Make a word list of the words replaced by blank spaces.
- ★ **Rewrite the Passage:** Using a blank paper and pencil or a word processor, write out the modified passage, including the blank spaces. Double-space the lines of the passage. The word list can appear below the passage. The words can be placed in alphabetical or random order.

Carrying Out the Activity:

- ★ **Read the Passage:** The learner can begin by reading the entire passage silently. If necessary, the tutor can read the passage aloud. The word list, if any, can be read, too.
- ★ **Fill in the Blanks:** The learner can re-read the passage, filling in the blanks as he or she goes along. Reference can be made to a word list, if one is provided.
- ★ **Check the Answers:** The learner and tutor can go over the correct answers together. Attention can be given to words that caused some difficulty. If the learner gets at least the half the answers correct, the tutor can be confident that the passage was at an appropriate level. The tutor can ask the learner to read the corrected passage aloud.


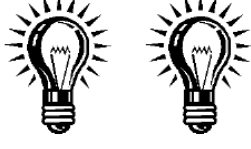



Source:

Laubach Literacy Ontario. *Training Post – Providing Training Resources to Volunteer Tutors and Literacy Tutors in Ontario.* (Web Site)

[<http://www.trainingpost.org/1-2-over.htm>]

This activity can be customized to the skill level of the learners:

General Skill Level	Modifications
<p>➔ “Advanced”</p> 	<p>➔ The learner can fill in the blanks without the aid of a word list. Passages can be longer, and can have more blank spaces, which can appear more often.</p>
<p>➔ “Intermediate”</p> 	<p>➔ The learner can fill in the blanks with the help of a word list. Passages can be shorter, with fewer blank spaces. The passage may need to be read aloud while the learner follows along.</p>
<p>➔ “Beginning”</p> 	<p>➔ This exercise can be done orally to make it easier for the non-reader. Short passages with very few blanks and a word list can be used. Alternatively, a choice of two different words could appear after each blank.</p>

Some Ideas:

- 💡 This activity can be done as a group dictation exercise. The passage can be read aloud, while the learners write down the missing words. A pause after each sentence will allow the learners time to write the word(s). Doing the activity in this way challenges listening and comprehension skills. Learners will have practice writing new vocabulary.
- 💡 The cloze passage can be put on an overhead transparency. A group of learners can provide the answers, while the tutor writes them on the overhead. Learners with lower skills can be asked to fill in the blank. Other students can be asked to spell the word before it is written.

Examples:

The following examples are created from learner writings from Section 9.

The House is Fixed

The builders fixed up the basement and then they
_____ up the bedrooms. The _____ are painting
the walls and putting down the smooth edge.

When the _____ dry, they will lay the carpet
underlay. Soon we will clean out the _____
and put the vans in it.

Robert Almas
Invergarry Learning Centre (Surrey, BC)

Word List

builders**garage****fixed****walls**



Donald's Morning

Donald gets up at 7:00. He washes his _____ and his face. He shaves with his _____.

Then Donald makes his bed. _____ makes coffee and lets his _____ Tiger out. Donald makes toast. On Sunday Donald makes bacon.

Donald brushes his _____ and his _____.

Donald Briggs
Cypress Hills Ability Centre (Shaunavon, SK)

Word List

hair	Donald	razor	teeth
cat	hands		

This activity can be used with individual words, too.

worksh__p ➤ worksh**o**p

bo__ling ➤ bow**l**ing

Activity: E-Mail Accounts

A literacy activity that can be successful with learners with intellectual / developmental disabilities is setting up e-mail accounts for them. This can be done quickly, easily and inexpensively through a web-based e-mail provider, such as Hotmail, Canada.com, Yahoo, and others. With only one machine with Internet capabilities, several learners can take turns accessing their accounts.

Learners can compose messages to their tutor or to other learners, or they can write others in the community and beyond, such as friends and relatives. Rehabilitation Centres, Associations for Community Living, and/or literacy programs may want to set up “pen pal” arrangements with each other, too. Try the following web site: [www.penafriend.com].

The tutor can help learners with salutations, closings, correct message format, and which buttons to click.

Advantages:

- ➔ **Expanded Options:** Learners are able to expand their writing options by recounting their experiences using a new format. Learners will be able to communicate with others whom they may not otherwise reach.
- ➔ **Practical:** Instead of practising writing in isolation, learners are using their skills for a real reason.
- ➔ **Motivation:** Learners will be motivated to practice writing simply because they are using the computer.
- ➔ **Immediacy:** E-mail allows learners to send messages and receive responses in a much shorter time period compared to surface mail. This will keep them interested in the activity and in practising their writing.
- ➔ **Added Learning:** Through learning how to compose an e-mail message, learners will learn and practise other computer skills, such as keyboarding, using the mouse, and using the spell checker.



Activity: Story Starters

It is sometimes difficult for a learner to decide what to write about, especially when asked to write fiction. To make such compositions easier, the tutor can provide the first part of an existing story, and then ask the learner to finish it.

Two examples of beginning sentences are:

- ➔ One day I went fishing...
- ➔ One cool fall day...



Brenda Galbraith and Jodi Doka, two learners from Kipling Industries, each wrote a story using one of these “story starters.” Their writings can be found in Section 9 of this *Handbook*.

Other beginning sentences to try:

- ➔ It was a dark and stormy night...
- ➔ My name is...
- ➔ If I had a million dollars...
- ➔ My favourite pet...



This activity can be modified in a few ways:

- ➔ Depending on the skill level of the learner, the tutor may want to provide a title only, an opening sentence, or the entire first paragraph.
- ➔ The learner and tutor can exchange story beginnings to complete.
- ➔ The same story can be exchanged after each sentence is written! These stories usually turn out strange and very funny.

**Source:**

“Tutor Tips,” in *Tutor Topics: A Newsletter for Volunteer Tutors at Frontier College*.
Vol. 1, No. 5 (March 1999), p. 4.

[<http://www.frontiercollege.ca/english/public/newslet/tutor/march99/page4.htm>]

Activity: Tracing Sheets

Learners who are learning the alphabet can be assisted by using tracing sheets to form the letters. Tracing sheets are provided in Section 10. Upper-case letters, lower-case letters and numbers are included. Arrows serve as guides for the direction one's pencil must go to form the letter or number.

When writing with the assistance of tracing sheets, you may want the learner to focus on groups of letters that are formed similarly.

Lower Case Letters**Small Letters**

Straight	l	v	w	x	z
Circular	o	a	c	e	s
Combined	r	n	m	u	

Tall Letters

Straight	l	t	k
Circular	b	d	
Combined	h	f	

Letters Extending Below the Line

Straight	y	
Circular	p	g
Combined	j	q



Upper Case Letters

Strokes

Straight Stokes	E	F	H	I	L	T		
Slant Stokes	A	K	M	N	V	W	X	Y
Circular Stokes	C	G	J	O	Q	U	S	

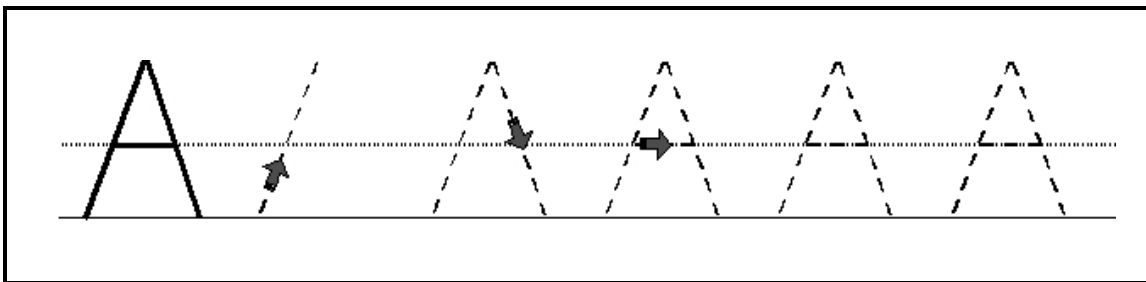


Source:

Linda Johansson, Kathy Angst, Brenda Beer, Sue Martin, Wendy Rebeck & Nicole Sibilleau, *Canadian Language Benchmarks 2000: ESL for Literacy Learners*. Ottawa, ON: Centre for Canadian Language Benchmarks, 2000, p. 5.
[\[www.language.ca\]](http://www.language.ca)

Special attention should be devoted to teaching the alphabet. People with intellectual / developmental disabilities sometimes find it difficult to distinguish between letters, especially those that have similar shapes.

Lower case letters may be easier to learn because they have more distinctive shapes.





Activity: Memo Blank

A photocopier-ready “Memo Blank Worksheet” is provided in Section 10. Learners can practice their writing through writing memos, either as reminders to themselves or as messages to others. The learner and tutor may want to write out memos based on situations they make up, such as the landlord coming to do repairs.

**Activity: Sentence Writing**

Another writing activity can be writing sentences based on chosen key words. The key words can be words important to the learner, whether they are social sight words, names of important people, or work-related vocabulary.

A “Sentence Writing Worksheet” is provided in Section 10. Each sheet has spaces for three new sentences. An example appears below:

	Key Word: <u>Fire Extinguisher</u>
Sentence:	<u>The shop fire extinguisher is</u>
	<u>near the large overhead</u>
	<u>door.</u>

Activity: Personal Information

Filling out various forms independently is an important literacy skill for learners to possess. The learner and tutor can use the “Personal Information Worksheet” provided in Section 10 as the basis for learning this skill. The worksheet asks several categories of information. Actual forms (time cards, library card application, OH&S concern form, census form, etc.) should be used for teaching as well.

**Activity: Greeting Cards**

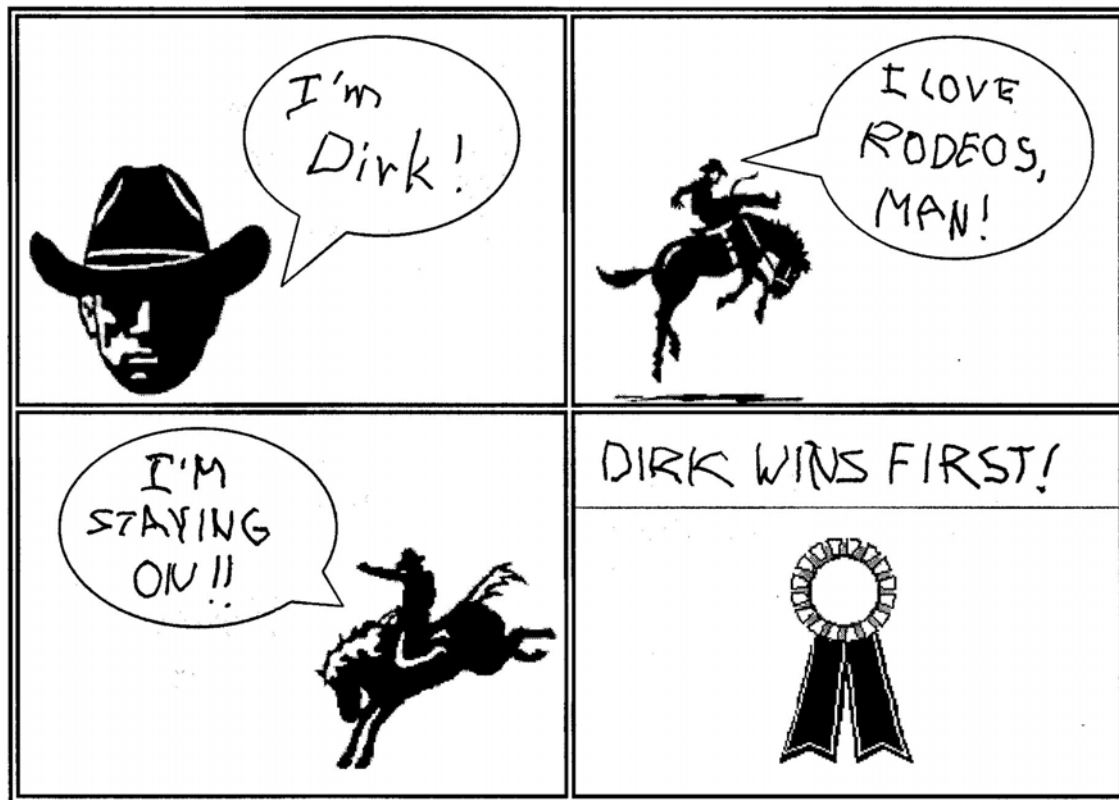
Learners and tutors can practise writing through sending greeting cards to friends and family.

- ➔ This is a good activity for less-experienced writers, as less writing is required than writing entire letters.
- ➔ Learners can practise addressing envelopes.
- ➔ This activity can be done in coordination with the “Monthly Calendar Sheets” activity described in Section 3. Cards for birthdays, anniversaries, and so on can be made out and mailed in time for special events.
- ➔ The cards can be homemade, making use of the learner’s own artwork or photographs or using the computer!



Activity: Cartoon Balloons

Filling in the word balloons to cartoon strips can be a fun writing activity. Comics can be photocopied, and the word balloons can be blanked out with liquid paper. They can then be enlarged with the photocopier, ready for the learner to fill in.



Cartoons that feature adult characters and a lot of action are easier to relate to and easier to provide text for.

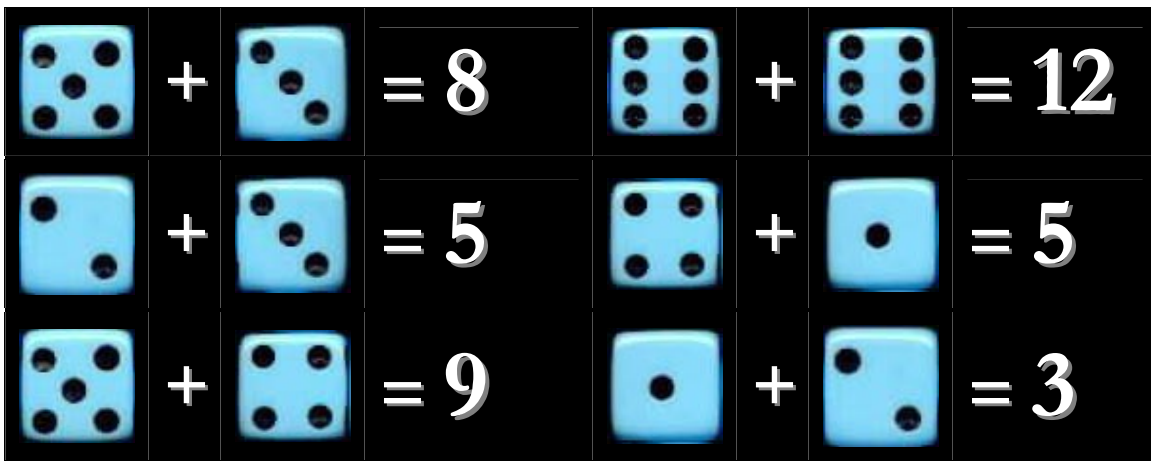


4.4 Numeracy Activities

NUMERACY ACTIVITIES

Activity: Dice Addition

Dice can be a fun way of learning addition skills. The sums will not be higher than 12 if only two dice are used, so this activity should be less intimidating for learners with lower skills. Games involving dice can also be played, which will make “dice addition” seem like a very applicable literacy activity in the eyes of learners.



Activity: Numeracy Vocabulary

It is important that learners understand numeracy vocabulary, including mathematical functions and the link between numbers and number names.

Two sets of flashcards could be created, one with number names and the other with the corresponding numbers:

Number Names

Twenty-Five

Numbers

25

The learner could match the flashcards with number names to the correct number flashcards. Also, each set of flashcards could be mixed up, and the learner could be asked to put them in numerical order.

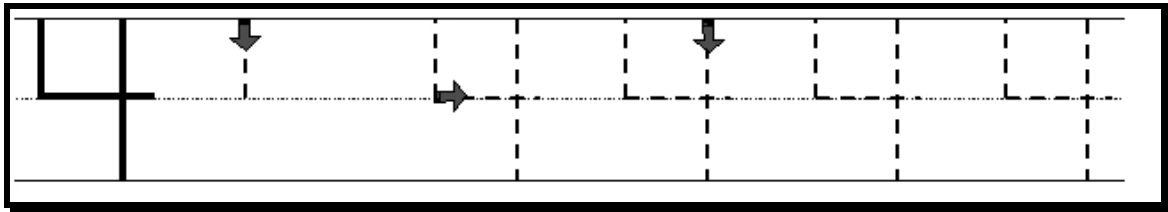
A “Flashcard Blanks” master sheet is provided in Section 10. A “Written Numbers Chart” also appears in Section 10. It can be copied for learners to study or refer to.

Other Numeracy Vocabulary:

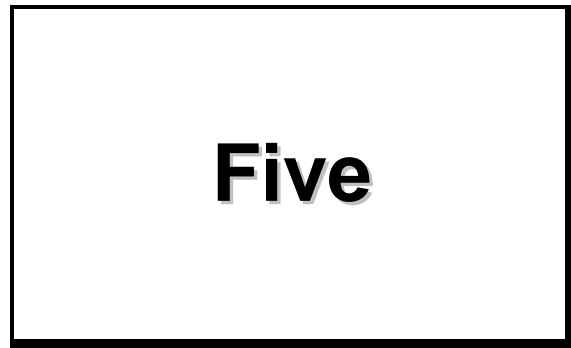
Add	Minus	Subtraction
Subtract	Number	Division
Equals	Mathematics	Divide
Plus	Addition	Multiply
Times	Positive	Negative

Activity: Tracing Sheets

Learners who are learning the numbers may find tracing sheets helpful. Section 10 provides a set of numeral tracing sheets (0-9). Arrows serve as guides for the direction one's pencil must go to form the number.

**Activity: Numeral Flashcards**

Numeral flashcards master sheets are provided in Section 10. The numbers zero to nine are included. The learner and tutor can do drill exercises to learn the digits.

**Activity: Keypad Counting**

Teaching number recognition in the context that numbers will be seen can be effective for learners. As such, Section 10 includes keypads for a telephone, computer keyboard, and calculator.

Activity: Numeracy Tables

Three charts focusing on mathematics are included in Section 10. The charts can be photocopied for use with learners.

Descriptions:

- ➔ **Addition:** This is an addition table for the numbers zero to ten. Some equations are given on the page.
- ➔ **Subtraction:** This is a subtraction table for the numbers zero to ten. The positive numbers are highlighted; the negative numbers appear above. Some equations are given on the page.
- ➔ **Multiplication Table:** This is a times table for the numbers zero to ten. Some equations appear on the page.

Activity: Calculator Usage

Although it is helpful for learners to grasp mathematical concepts, the tutor may want to also teach calculator usage. Most people, regardless of their level of numeracy skills, will pull out a calculator before they pull out a pencil to do mathematics.



Learners can use the calculator to check their paper and pencil mathematic work. A small pocket calculator can be carried at all times. The tutor and learner may want to use the calculator in a real-world situation, such as at the grocery store.

The calculator keypad from Section 10 may be helpful in teaching calculator skills.

4.5 Currency Activities

CURRENCY ACTIVITIES

Activity: Currency Flashcards

Flashcard drills can be used to teach learners to recognize Canadian money. (Actual coins should also be used, especially with tactile learners).

Section 10 provides a set of Canadian coin flashcards and Canadian paper money flashcards. The picture of the money appears on one side, and the written descriptions are on the other side.



\$2.00
Two Dollar Coin
“Toonie”



\$5.00
Five Dollar Bill
“Five”

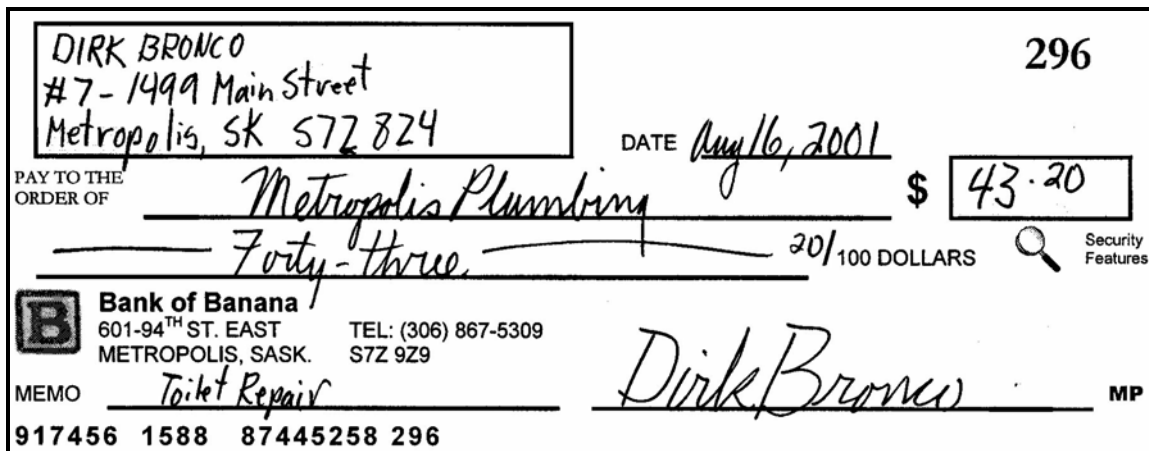
Activity: Counting By...

Being able to count out currency, either coins or bills, is an important skill for learners to master. Section 10 provides a chart that shows counting by ones, twos, fives, tens and twenty-fives. The chart may help learners practice counting out money.



Activity: Cheque Blanks

An important banking skill is being able to fill out a personal cheque. A cheque blank worksheet is provided in Section 10 that will allow learners and tutors to work on this activity. Being able to bank independently is an essential skill for learners wanting to thrive in the community.



The “Written Numbers” chart in Section 10 can be used to help fill in the amount line on the cheque blanks.

The learner and tutor can work on completing other banking forms, too.

Activity: Basic Budget

A very basic budget form is provided in Section 10 to help teach financial planning concepts. The form is divided between income and expenses categories, where items and values can be filled in. This form can be used for daily, weekly, or monthly budget exercises.

A good resource for teaching budgeting is:

★ Wellington County Literacy Council. *The Budget Workbook*. Walkerton, ON: Wellington County Literacy Council, 1998.

This is an everyday guide to managing money. The learner will be able to complete interesting and practical exercises.



4.6 Phonics Activities

PHONICS ACTIVITIES

Activity: Listen & Circle

Learners can be given prepared word lists, such as the example below:

1.	Run	Fun	Bun
2.	Name	Main	Man
3.	First	Fist	Fits
4.	Burger	Burn	Burglar

The tutor can say one of the words in each list, and ask the learner circle the correct word.

Modifications:

- ➔ The words can be similar sounding (rhymes).
- ➔ The words can be spelled similarly.
- ➔ The words lists can contain important sight words or survival vocabulary.
- ➔ More advanced learners can have longer word lists, with more difficult words.



Activity: Beginning, Middle or End?

Learners can be asked to identify where a specific sound appears in a word. For example, the tutor can ask, “Where do you hear the *sh* sound in the word *washing*? Is it the beginning, the middle, or the end?”

This activity will help learners develop their listening skills, as well as help them learn the sounds of the English language.

Beginning?**Middle?****End?****Activity: You Say, I Say**

The tutor can read a word from a word list, and ask the learner to repeat the word. Listening and pronunciation skills are being used.

- ➔ The tutor and learner can take turns leading this activity.
- ➔ The tutor can add dramatic expressiveness when the word is spoken. This will work well with words such as *quiet*, *roar*, *squeak*, and so on.
- ➔ The tutor can choose words with sounds that the learner has difficulty making. The sound should appear in different places in the words that are chosen.
- ➔ Sound can be learned in the context of actual words.



Activity: Tongue Twisters

Tongue twisters may help learners develop voice projection and pronunciation skills. An example is:

Sandy smelled the sickly slop.

“One of the techniques we used at the start of every session was a tongue twister. We used sentences like; “Bobby bought a box of budgies.” These had a two-fold purpose. The first use was to build in success. As most people – even non-readers – will recognize their own name, I would develop a tongue twister for each reader. The second use was to help individuals pronounce certain letters. Sometimes if a person has a speech impediment, trying to learn phonics is very difficult. Tongue twisters enable the learner to practice making specific letter sounds. If I knew a specific person was having difficulties with a certain letter, I would develop a tongue twister using that letter. As you can imagine, I am now fairly good at writing tongue twisters! A participant reads the tongue twister and then the director asks, “What letter are we working on?” The participant identifies the letter and then the director asks, “What sound does that letter make?” The participant then makes the sound of that specific letter. For example, “B” makes the sound “buh.”

**Cindy Crichton**

Addressing Literacy Potatoes. Session presented at *Directions 2000 – Paving our Road to Inclusion*, Saskatchewan Association of Rehabilitation Centres (SARC) Annual General Meeting and Conference, Saskatoon, SK, June 2-3, 2000.



The tutor and learner can brainstorm words that begin with a certain letter, and from that word list, develop the tongue twister. Repeating the tongue twister over and over will challenge pronunciation skills.

Some Tongue Twisters:

Chef Susan showed how a super soup should be!

Big Bobby bought a box of brown biscuits and bagels!

A fly and a flea flew into a flapping flag and fell flat!

**Betty brought Bambi blue bags bursting
with billions of beverage bottles for bucks!**

Why would we want to weave words so weirdly?

Gangs of grey geese grazed gaily on the green grass!

Andrea announced another ancient aunt's anniversary.



Activity: Circle Sounds

“Circle Sounds” worksheets are provided in Section 10. The learner has to look at the picture, determine what the word is, and circle the letters that make a particular sound. The worksheets are divided into four categories:

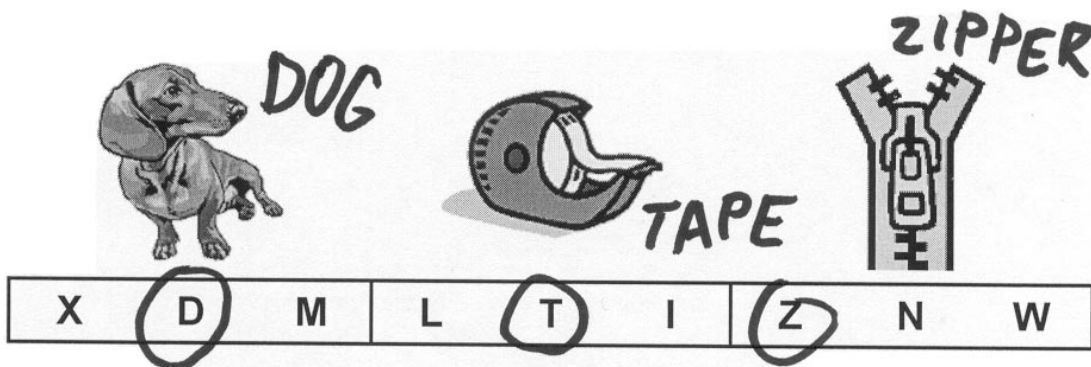
Beginning Consonants	Ending Consonants
Initial Clusters	Final Clusters

For example, the learner may be asked to circle the letters that stand for the initial cluster sound of the word *shovel*. She would circle “SH.”

More advanced learners may wish to write the words on the worksheets, too.

For less advanced learners, the tutor may want to do this exercise orally as the learner goes through the worksheet. For example, the tutor can ask, “What is the ending sound of the word *can*?”

Completed Example for Initial Consonant Sounds:



Activity: English Sounds

Section 10 includes two charts that list the sounds of English (vowels, diphthongs, consonants). The phonetic symbol is given for each sound of English. For each distinctive sound, some sample key words are given. The tutor can have the learner practise these and other key words in order that they improve in making the sounds of English.

Activity: Pronunciation Bingo

The first step in this activity is to choose a large list of words that sound similar. Examples are: *bass, bat, back, put, pat, pit, cop, cup, cap*, and so on. Each word can be written on a card, until you have a large stack. The “Flashcard Blanks” sheet in Section 10 can be used to make these cards.

The next step is to fill in blank bingo cards with 24 words each from the large list. A blank bingo page is provided in Section 10. A few different cards (5-6) will be enough to play this game with several players.

From the stack of word cards, a word will be read aloud. If the correct word appears on the learner’s card, she will cover the word with a token, such as a penny. The middle space is a free space. When a learner makes a horizontal, vertical or diagonal line, he can call out “Bingo!” and win.

More advanced learners can read out the words for the game.



Activity: Poetry Sounds

Reading and writing poetry allows learners to think about and practice the sounds of the English language.

- ➔ **Flexibility:** Many forms of poetry employ simple structures. Newer writers may be more comfortable with this style of writing than with writing stories or paragraphs.
- ➔ **Syllables:** Certain poetic forms have rules about the number of syllables each line is allowed. For example, haiku poems are three lines with 17 syllables in total. By writing these poems, learners can understand and practice counting syllables in words and lines. Syllables are the next largest unit of spoken language after sounds.
- ➔ **Rhymes:** Using rhymes in poetry shows the learner that by substituting the beginning sound of one word, another rhyming word can be created. Learners can expand their vocabulary by creating rhymes of words they have already mastered.
- ➔ **Rhythm:** Listening to poetry can help learners appreciate the rhythm and intonation of the English language. It can help with expressiveness, too. When a poem like a limerick is read, the learner can clap out the beat.

Word magnet sets are often sold in educational toy stores or you can make your own and use words that are meaningful to the learners. By combining different words and phrases, poetry can be created on the refrigerator!

Some of the readings in Section 9 are poems written by adult learners:

"I Love Myself"	"My God"
"My Sister Will Sing"	"Love Is"
"Someday"	"Dreams"

4.7 Other Activities

OTHER ACTIVITIES

Activity: Reader's Theatre

Drama can be a great way to teach literacy skills, especially with a group of learners. When performing Reader's Theatre scripts, the learners read their parts aloud. Roles are assigned according to the skill levels of the performers. Parts with less (and less complex) dialogue can be chosen by less advanced learners. More advanced learners can take on more difficult roles, as well as develop and perform their own scripts.

“Reader's Theatre is a wonderful way to encourage readers to develop their confidence by reading aloud. They always have the script in front of them. They practice it so much that they know it very well. As the instructor, I am there to help them with difficult words or with their interpretation of the part. Reader's Theatre enables them to explore how they as the character interpret the part. They rely solely on their voices to do this.”



Debbie Baker

A Plain Language Guide in Reading, Writing and Math. Kentville, NS:
Partners in Employment Outreach (Spring 1998), p. 2.5.

A Reader's Theatre script entitled “Is it Cold Enough for You?” is provided in Section 10. Enough photocopies can be made for each learner/performer.



“In 1990, I worked in the rehab field and started to volunteer with a literacy program. I soon discovered that the individuals I supported in my job were falling through the cracks when it came to accessing tutoring in the community. The literacy program in our community had a waiting list for individuals with disabilities to access a one-on-one tutor. The problem was getting volunteer tutors to work with individuals with special literacy needs. At this time, I had the opportunity to receive training in Reader’s Theatre techniques. I realized that with some adaptations, a Reader’s Theatre program would be beneficial to the learners in our community who were not being accepted in the literacy program. The mandate of this Reader’s Theatre group was two-fold: 1) to give literacy opportunities to disabled adult learners in a group setting, and 2) to do this utilizing only two volunteer tutors. In 1991, under the umbrella of the literacy program in Olds, a volunteer assistant and myself started a Reader’s Theatre program with 7 participants. This group has grown to 21 participants, who not only have increased their literacy knowledge but now perform Reader’s Theatre in Olds as fund raisers as well as having performed in an Edmonton inclusive elementary school. They have also performed at the Kiwanis Music Festival and have won awards for innovative script development.”



Cindy Crichton
C.C. Consulting, Olds, AB
(May 30, 1999)

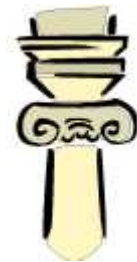


Activity: Visiting the Library

Although many adults with intellectual / developmental disabilities have lower literacy skills, the public library can still be an important resource for them. Information is available in a variety of formats, the library is a friendly learning environment, and reading role models can be observed. It is a great location to hold tutoring sessions with a learner. Adult literacy and English as a Second Language (ESL) materials are often available for the learning pair to use.

Some thoughts:

- ➔ People with intellectual disability do want to use books.
- ➔ People with intellectual disability do want to use public libraries.
- ➔ Support to all concerned will be a vital element for meaningful use of public libraries.
- ➔ The range of tastes according to topics and types of materials is as wide among people with an intellectual / developmental disability as it is in the general library-using public.
- ➔ Different people need different types and levels of support.
- ➔ The social aspect of using a library and library materials is an important component for most people.
- ➔ Many people enjoy discussing their reactions to libraries and library materials.

**Source:**

Scilla Wordsworth & Helen Delany, *Public Libraries and Adults with Developmental Disabilities – Opportunities to Use Generic Services or Opportunities for the Personal Development of All Concerned? A Report on the Library Access Programme*. Midland (Perth) Western Australia: Narkaling, Inc., April 1994.

Activity: Poetry Scaffolds

Section 10 contains a “Poetry Scaffold” worksheet. It is designed for creative writing on the subject of a “place.” See the discussion in Section 2 about “scaffolding.” Here is an example created by tutors at a training event:

“At the Zoo”

I go to the zoo to enjoy the day.
 I take lots of pictures along the way.
 I see the animals eating the hay.
 I watch the monkeys at play.
 Elephants trumpet and lions roar.
 We eat cotton candy and ice cream galore.
 I love the zoo because it's not a bore.

The “Sense Word List” worksheet in Section 10 can be used as a poem scaffold, as well. Each row (or combined rows) can serve as a separate “sense poem,” with the topic as the title. Here are two examples:

Title:	Babies	Babies
Look:	Cute	Pudgy, Smiles
Feel:	Soft	Heavy, Tired
Smell:	Powdery	Fresh, Poopy
Sound:	Laughs	Cooing, Crying

**Adapted from:**

Karen B. Moni & Anne Jobling, “LATCH-ON: A Program to Develop Literacy in Young Adults with Down Syndrome,” in *Journal of Adolescent and Adult Literacy*, Vol. 44, No. 2 (September 2000), p. 46.

Activity: Like Letter Loops

This activity will help learners to distinguish between letters that are similar in shape and appearance. In Section 10, a worksheet entitled “Like Letter Loops” is provided. Each strip features a letter pair, where the letters look alike. The two lines alternate the letters randomly. (The final strip uses two similarly shaped words). The learner can be asked to circle one or the other of the letters.



As preparation for this activity, the tutor and learner can develop visual memory clues that will help in distinguishing the letters. For example, since “b” comes before “d,” we can remember that the line is on the left of the loop for “b” and on the right of the loop for “d.”



More advanced learners can be asked to come up with a word that begins with each letter as they move along each line. The learners may also say the sound the letter makes aloud as they move along each line.



Source:

Shelby McClintock. *Idea Book for Volunteer Tutors*. State College, PA: Mid-State Literacy Council, 1994, pp. 6-8.

Activity: Decision Tree

Many adults with intellectual / developmental disabilities are dependent on others in many respects. Many are not yet comfortable or experienced in making decisions for themselves. This activity is not only an opportunity for learners to practice writing, but it allows them to practice decision making, logical thought, and creative thinking.

A “Decision Tree” worksheet is included in Section 10. It is divided into four columns.



Decision 1: In the first column, the learner can write in a general decision. For example, the learner may want to plan a special trip or vacation.



Decision 2: In the second column, the learner can write in more specific options. The worksheet has space for three decisions. For example, the learner may want to visit a museum, a horse race, or a zoo.



Decision 3: In the third column, the learner can make some choices regarding the options pencilled into the second column. For example, in regards to visiting a museum, the learner may want to go to the Mendel Art Gallery or the Saskatchewan Sports Hall of Fame.



Outcomes: In this fourth column, the learner can consider some of the advantages and disadvantages of each option listed in the third column. For example, an advantage of going to the Mendel Art Gallery is that it is within walking distance of the learner’s home.



ONE – TO – ONE ACTIVITIES

Ask the student to write or dictate a description of what the world's most perfect house, car, store, etc. would look like. Drawings can accompany the description.

Bring in an object related to the individual's goal and ask them to describe it.

Have the student compile a list of adjectives for a special holiday, season, animal, etc. Write the list out and write a story, poem, etc. using the adjectives.

Come up with descriptions of five things in the room.

Have the individual write or dictate what a perfect day would be for him/her. This is a great way to learn about the student.

Discussion periods between the tutor and the student are valuable to increase vocabulary. You might discuss seasonal changes, local news, world news... it's unlimited.

Another good way to learn about the student is to take turns writing or discussing:

I am happy when...

I cry when...

I whisper when...

I get scared when...

I get sleepy when...

I get angry when...

I talk loudly when...

I get hungry when...

I feel like laughing when...

Remember to respect the individual's feelings – he/she may not want to discuss some of these things.

Discuss and write a lot of things that are different and alike. Find out what makes them different and alike, e.g. a quarter and a dime; careers, animals, fruits, etc.

Write an ad to sell various items. Use an actual newspaper as a guideline.

Choose approximately 10 new words and discuss their meaning with the student. When this is completed, look up the words in the dictionary to check and discuss understanding. Use the words in sentences. Try and write a story using them. Complexity depends on the student's level.

Cut out pictures from magazines – collect them into a small booklet. When an extra activity is needed, ask the student to choose a picture, write a caption and a short story about the picture.

Build as many two to three syllable words as possible from a one-syllable word. The student may dictate the words to the tutor or write them him/herself. A dictionary could be used to find additional words.

e.g. blow blowout
 bag bagpipes

Ask the student to write his/her name out on a large piece of paper, leaving plenty of room between letters. Ask him/her to list under each letter a specified number of words which begin with that letter and which he/she can find in a reader, dictionary, etc.

Collect pictures of faces in a small booklet. Describe what their personality, occupation, appearance, etc. might be like.

Involve the student in rhyming words – make sure he/she understands the concept of rhyming.

Bring in a box of pictures (perhaps from the newspaper). Have the student reach in and pull one out and discuss or write about it.

Encourage the student to tell about his day. If the question “what did you do today?” elicits a “nothing,” delve deeper into the little experiences. Did you eat breakfast, talk to a friend, go for a walk, etc. From these small experiences, a conversation can grow and for an adult who may have had a boring day, the hours may become more meaningful. Great way to expand vocabulary.

The tutor can begin to tell or read a story and ask the student to complete it.



Literacy Council of Lincoln

Training Manual for Tutors of Developmentally-Challenged Adults.
Beamsville, ON: Literacy Council of Lincoln, September 1994, pp. 51-53.

On tactile learners:

“They’ll enjoy activities that link rote learning to physical actions, e.g., poems or word plays that have hand motions to go with them, marching out a beat while counting.”

“Let learners draw or cut out pictures to illustrate the lesson.”

“Cut outs of letters, or magnetic letters are helpful tools, or a tray of sand or cornmeal for the learner to write in with his/her finger.”

On computers:

“There are computer programs that read to learners, too. We use SARAW (speech-assisted reading and writing).”

On newspapers:

“Plain Language newspapers are available for early readers, too.... We do an activity with newspaper articles. Each student (or pairs of students) chooses an article. They read it and then have to make up questions for other students that begin with *Who...*, *What...*, *When...*, *Where...* Then the questions and the article are given to another student (or pair), to be answered.”

On games:

“One of our favourites is ‘Scattergories.’ We choose 6 categories per game. We make them up together. Usually they are things like – a man’s name, a town or city, something you can eat, a name of a plant (tree or flower), words that relate to dogs, things that are white, etc. For each round we choose a letter (use the Scrabble tiles or just ask, “Sue, what is the first letter of your mom’s name?” etc.). Then learners think of a word that begins with that letter for each category and write it down. At the end of the round, players are asked what they had for each category. If their answer is unique (and the group agrees it is acceptable), the person scores a point.”



Lisa Hammett Vaughan

Coordinator, Community Employment Services
The Flower Cart (New Minas, NS)

“Ideas, Ideas, Ideas!

Keep it functional and practical to meet the learner’s needs.

- ➔ Bus schedule
- ➔ Read the T.V. Guide
- ➔ Read flyers
- ➔ Read the newspaper
- ➔ Write a letter
- ➔ Use the phone book
- ➔ Read maps
- ➔ Use coupons
- ➔ Read menus
- ➔ Visit the library
- ➔ Record stories on a tape recorder

Have fun learning together!”



John Pennington & Angela Tessier

Going Shopping... From a Literacy Perspective! Winnipeg, MB: Association for Community Living – Manitoba (August 1994), p. 5.



“We have used books on tape successfully with this population as well as software such as Attainment’s *Dollars and Cents, Making Change* which works well if a person wants to have a job working with money such as a cashier. Another piece of software that works well is Math for Everyday Living which deals with ordering from a menu, figuring out the meal cost, reading a pay check and much more related to everyday life skills.

Another approach is Language Experience, which works great with all levels of adult learners. We created a picture writing file that has pictures and several questions to stimulate the imagination and creative juices. The students then, based on their level of competence, either write or dictate a story. This is then printed out and used for reading, vocabulary, spelling, etc. With the added dimension of choosing from a great selection of clip art, students love to take home their creations with the clip art they have chosen to go along with their story. Calendars are a great source for pictures, as well as *Clickart 125, 000* from Broderbund for the picture-writing file.

Tape recorders and books on tape work well, too. Books on tape by The Smartreader Recorded Books, Inc... and the *Kaleidoscope* series of books and tapes (New Readers Press) are good. The *Smartreader* series is really great because one side is recorded at 85-90 WPM and the second side is recorded at 140-150 WPM. Books on tape give our students added independence and added reading practice. These result in increased self-esteem.

Another approach is to use role-playing and a variety of situations such as making an appointment, going on a job interview, etc. We have used this approach successfully.”



Jackie Hamlett

Adult Learning Center

Message on the National Institute for Literacy’s

NIFL-LD Electronic Discussion Group, January 1999.

<http://novel.nifl.gov/nifl-ld/1999/0012.html>

