

# **MeredithREADS**

## **Handbook**



**2009-2010**

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# Welcome To MeredithREADS!

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Welcome to the MeredithREADS Family! You have chosen to join over 80 students, faculty, staff, and alumnae currently serving as MeredithREADS Literacy Volunteers. MeredithREADS is an extraordinary volunteer service opportunity that allows you to make a difference in the life of a young child. As a volunteer, you are an intervention and a solution to helping combat illiteracy in our community. Your work as a MeredithREADS volunteer is of utmost importance!

According to the National Institute for Literacy, 90 million American adults lack basic reading skills. MeredithR.E.A.D.S. (Reaching, Educating, and Developing Students) is a campus-wide service opportunity that has been working for over 6 years to combat this statistic.

MeredithREADS Literacy Volunteers complete a two-hour training with Motherhead, Inc, and work at a partner elementary school or childcare center, with the same child/children once weekly during the academic year. Using multicultural children's books and the Motherhead curriculum, volunteers share stories aloud and lead related hands-on activities with children for one or two hours weekly per semester, on site at the school.

Meredith partners with Motherhead, Inc. to provide curriculum, resources, and training for all participants in the MeredithREADS Literacy Program. The Motherhead/MeredithREADS partnership is designed to provide positive early experience with books and to help children become better readers and thinkers.

**Congratulations on choosing to make a difference in the lives of children through your commitment to MeredithREADS!**

# MeredithREADS's Mission

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In keeping with Meredith College's mission to "develop in students the knowledge, skills, and values necessary to lead responsible lives of work, citizenship, leisure, learning, and service," the MeredithREADS Literacy Program engages students, faculty, staff, and alumnae in addressing the literacy needs of the wider community. MeredithREADS is a sustainable model literacy program that provides enriched service and leadership opportunities for students, faculty, staff, and alumnae and helps participants attain their full learning potential as ethical leaders, opening the way to a lifetime of learning and exchange for both groups.

## Goals of MeredithREADS

- To provide literacy support for children and adults, helping them to experience the joys and rewards of reading
- To support teachers, parents, caregivers, and librarians in their work of helping children learn to read well and independently
- To help foster a campus culture that supports the Vision 2010 priority to educate engaged global citizens and leaders, by involving members from all parts of the campus community, including alumnae, in an outreach effort that encourages recognition of the needs of others and a commitment to service
- To represent Meredith on both the regional and the national levels, attracting students, creating partnerships, and promoting recognition of the college's mission and character
- To serve as a personalized, transformative, and continuing learning experience designed to help attract and retain a strong student body
- To increase campus members' literacy involvement, enabling MeredithREADS to serve larger numbers of the wider community

## Motheread

A committed partner in MeredithREADS since its inception, Motheread, Inc. is a national, non-profit literacy development organization headquartered in Raleigh. Since 1987, Motheread has been helping adults share books with children in ways that promote both a love of reading and school success. Sharing books with even the youngest of children stimulates their ability to understand and appreciate language, helping them build reading and critical thinking skills. The Motheread instructional model and curricula have been adopted for use with children and adults in a wide variety of settings, including family literacy, Head Start, Title I, Even Start, parent education, community-based, Parents as Teachers, library, Adult Basic Skills, and correctional.

# Why Volunteer?

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In a democracy, all people should have equal access to economic and social power. Literacy is a terrific tool for promoting both community awareness of and action on issues that reduce people's access to such power. Through community education at the local level, we can catalyze long-term public action to break down structural barriers that prevent full and effective participation in society.

People take action in their community in a number of ways, including crime prevention, fighting discrimination, voter registration, and other types of organizing. Through literacy work that meets learners' needs and interests, learners become empowered to seek their aspirations and hopes. Learners develop the ability to work for personal and social transformation, and acquire the confidence to change the conditions that affect themselves and their communities.

It is difficult to reach consensus on exactly what social justice means. Being fair, choosing and standing for what is right, and creating equal opportunity for all are three ways that one can define social justice. Literacy programs can advance individual skills and create a more just society by choosing a teaching philosophy that reflects justice issues and practices. By sharing power in the tutor-learner relationship and addressing real issues from learners' life experience, you can create a teaching environment that is one of fairness, relevance, and justice.

# Volunteer Expectations

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## Paperwork

- Complete the WCPSS Volunteer Registration forms by September 18 so that you may be placed in a school. These forms can be completed only at a WCPSS school.
- When you begin volunteering, give your cooperating teacher the Meredith Calendar and letter of introduction, which should contain your contact information. These forms are included in the back of this handbook.
- Request a school calendar from your site so that you will be aware of the school's academic calendar.
- Each time you volunteer, sign the MeredithREADS sign-in sheet at your placement site as well as the school's visitor log.
- At the end of the year, please complete the MeredithREADS survey, which is included in this handbook.

## Attendance Policy

As a MeredithREADS volunteer, your work is very important. Most likely you will be working with a child who is used to instability. An important part of the MeredithREADS program is providing stability to these children. Therefore, if you need to be absent from a story-sharing session, you must call the school as soon as possible (see school information page for telephone number) to let the Volunteer Coordinator at the school and the classroom teacher know of your absence so that the child will be informed. In the MeredithREADS program you will build a close-working relationship with your child. You want the child to know that you are an adult who is dependable, reliable, and caring. *For this reason, if a volunteer fails to call or show up for three story-sharing sessions, that child will be placed with another volunteer.*

# Volunteer Timeline

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<i>MeredithREADS 2009-2010 Trainings</i>	Sept 16 and 17
<i>Complete WCPSS Volunteer Registration</i>	by September 18 (if possible)
<i>Begin Volunteering in Schools</i> (based on when background check is completed)	week of Oct. 1
<i>Mid-Year Reflection</i> 10:00am in the Commons Room, Jones Chapel	Nov. 24
<i>Last Day of MeredithREADS for Fall Semester:</i>	Dec. 11
<i>MeredithREADS resumes</i>	Jan. 11
<i>Second Semester MeredithREADS Training</i>	End of Jan
<i>Celebrate Reading Festival</i> 11:00-1:00pm in the Courtyard	April 30

# Working with ESL Children

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## English as a Second Language

English as a Second Language (ESL) in the United States is precisely what the name implies: American English for people who speak and understand another language. ESL tutoring sessions are taking place all across the country in places like schools, churches, community centers, and college campuses.

## How do I approach ESL?

*Use a participatory approach.* A participatory approach emphasizes learner-centered teaching methods that focus on learners' needs, goals, learning styles and preferences, while respecting the learners' culture and experiences.

*Understand Second Language Acquisition.* Language acquisition (i.e., the process of learning a second language) takes place most effectively when input is meaningful and interesting to the learner, when it is not grammatically sequenced, and when it is comprehensible. The learner must always be challenged, but never frustrated. Tutors should communicate in a way so that the learner understands the message at all times, even if she does not know all the words. Comprehension is accomplished through the use of gestures, examples, illustrations, experiences, and caretaker speech.

Caretaker speech is a way for the tutor to use natural language with the learner, but it differs from the language one would use with a native speaker of English. Caretaker speech consists of strategies for making the message understood:

- Use a somewhat slower rate of speech.
- Use a more distinct pronunciation.
- Use shorter, less complex sentences.
- Use repetitive phrases and sentences, especially at first.
- Check frequently to make sure the learner understands what is being said.
- Reinforce the message with visuals and gestures.
- Provide scaffolding for learner by embellishing the learner's one-and two-word responses into complete utterances in a natural, conversational manner.

# Working with ESL Children (cont.)

*Create an environment that is comfortable and language rich.* Make sure learners feel comfortable and know that it is all right to take risks and make mistakes. This will remove anxiety, or the level of fear or frustration, that a learner experiences when confronted with a learning task. This anxiety, fear, or frustration may prevent a student from learning or accomplishing the learning task. If there is high anxiety level, a student may be unable to focus on learning. Create a comfortable learning environment that will encourage participation and develop trust with the student.

## Tips for working with ESL children:

- Do not automatically correct a child's speech when a mistake is made, instead, provide an appropriate model for them to follow.
- Recognize and honor the native language of the English language learner. Your interest in their home language benefits both your teaching and your relationship with the child.
- Be patient with children's responses. Make sure you give each learner enough time to think and consider what they want to say.
- Speak slowly and clearly, without distorting the natural sound of the language. Remember, it is not necessary to speak louder at the same time.
- Avoid idioms unless you can clearly explain them. For example, do not use expressions like, "raining like cats and dogs," unless you want the expression to be central to the lesson.

## References

- Curtain, H., & Pesola, C.A. (1994). *Languages and Children. Making the Match*. White Plains, NY: Longman.
- Haynes, L. (1999, October). *ESL techniques for respecting diversity*. Chapel Hill, NC: Presented at the SCALE Literacy Summit.
- Malinowski, Barbara. (1989, October). *Getting the students to talk*. English Teaching Forum.

# Celebrate Reading Festival

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Each year the MeredithREADS program culminates in the Celebrate Reading Festival. The children from the elementary schools, their family members, and partner school faculty are invited to Meredith's campus for this event. The festival will include storytelling, games, face-painting, balloon animals and a pizza lunch. Each child will leave the event with a book of his/her choice. All MeredithREADS volunteers are encouraged to attend this event.

Celebrate Reading Festival  
April 30, 2010  
11:00-1:00 P.M.  
in the Belk Courtyard



# MeredithREADS Contact Info

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Tabitha Underwood  
Assistant Director  
Office of Student Leadership and Service  
202 Cate  
919-760-8357  
[tabithau@meredith.edu](mailto:tabithau@meredith.edu)  
[volunteerservices@meredith.edu](mailto:volunteerservices@meredith.edu)

**Motheread, Inc.**  
Contact: Julie Renaud  
3924 Browning Place, Suite 7  
Raleigh, NC 27609  
919-781-2088  
[jrmotheread@bellsouth.net](mailto:jrmotheread@bellsouth.net)

# School Contact Information

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**Brooks Museums Magnet Elementary**

Contact: Kathryn Elise Sabino  
ksabino1@wcpss.net  
700 Northbrook Dr  
Raleigh, NC 27609  
919-881-1361

**Fred Olds Elementary**

Contact: Joi Gibson-Robinson  
Jgibson-robinson@wcpss.net  
204 Dixie Trail  
Raleigh, NC 27607  
919-856-7699

**Lacy Elementary**

Contact: Sara Morgan  
smorgan@wcpss.net  
1820 Ridge Road  
Raleigh, NC 27607  
919-571-6834

**Maureen Joy Charter School**

Contact: Virginia Meldahl  
vmeldahl@joycharter.org  
1955 W Cornwallis Road  
Durham, NC 27705  
919-493-6056

**Pleasant Union Elementary**

Contact: Kayla Perry  
kperry@wcpss.net  
1900 Pleasant Union Church Road  
Raleigh, NC 27614  
919-870-4230

**Powell Elementary**

Contact: Melissa Hart  
mhart@wcpss.net  
1130 Marlborough Road  
Raleigh, NC 27610  
919-856-7737

**Stough Elementary**

Contact: Meredith Furr  
mfurr@wcpss.net  
4210 Edwards Mill Road  
Raleigh, NC 27612  
919-881-4949

**Underwood GT Magnet Elementary**

Contact: Christine Greene  
cagreene@wcpss.net  
1614 Glenwood Avenue  
Raleigh, NC 27608  
919-856-7663

**Washington Elementary**

Contact: Jan Kidwell  
jkidwell@wcpss.net  
1000 Fayetteville Street  
Raleigh, NC 27601  
919-856-7983

**Wiley Elementary**

Contact: Judith Goyer  
jgoyer@wcpss.net  
301 St. Mary's Street  
Raleigh, NC 27605  
919-856-7734

# Directions to the Schools

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All directions start at Meredith College.

## **Brooks Museums Magnet**

1. Turn **Right** onto Hillsborough St
2. Take the ramp onto I-440 E Inner Beltline
3. Take **Exit 7** for US-70/Glenwood Ave
4. Turn **Left** at Glenwood Ave
5. Turn **Right** at Blue Ridge Rd/Lead Mine Rd/Leesville Rd
6. Turn **Right** at N Hills Dr
7. Turn **Right** at Northbrook Dr
8. End at 700 Northbrook Dr on your left

***Estimated Time: 9 minutes***

## **Fred Olds Elementary:**

1. Turn **Left** onto Hillsborough Street
2. Turn **Left** onto Faircloth Street (at Applebee's)
3. Take an immediate **Right** onto Clark Street
4. Follow until the end and take a **Left** onto Dixie Trail
5. End at 204 Dixie Trail on your right

***Estimated Time: 3 minutes***

## **Lacy Elementary:**

1. Turn **Right** onto Hillsborough Street
2. Merge onto I-440 N Inner Beltline
3. Take **Exit 5**, Lake Boone Trail
4. Turn **Left** onto Lake Boone Trail
5. Turn **Right** onto Ridge Road
6. End 1820 Ridge Road

***Estimated Time: 4 minutes***

## **Maureen Joy Charter School:**

1. Turn **Right** onto Hillsborough Street
2. Merge onto I-440 N Inner Beltline
3. Take **Exit 4**, Wade Avenue
4. Turn **Left** toward I-40 W
5. Merge onto Raleigh-Chapel Hill Expressway
6. Raleigh-Chapel Hill Expressway becomes I-40W
7. Merge onto NC-147 N **Exit 279B** toward Durham/Downtown
8. **Exit 12B** toward US-15/Downtown
9. Stay **straight** to go onto Jackie Robinson Drive/Willard Street
10. Turn **Right** onto S. Roxboro Street
11. Turn **Right** onto Old Oxford Road
12. Turn **Right** onto Belvin Avenue

13. End 320 Belvin Ave  
***Estimated Time: 31 minutes***

**Pleasant Union Elementary:**

1. Turn **Right** onto Hillsborough Street
2. Merge onto I-440 Outer Beltline toward Apex
3. Merge onto US-1S
4. Merge onto SE Cary Parkway toward Cary
5. Turn **Right** onto Hampton Valley Road
6. End 1413 Hampton Valley Road

***Estimated Time: 19 minutes***

**Powell Elementary:**

1. Turn **Left** onto Hillsborough Street
2. Turn **Left** onto Oberlin Road
3. At the next light turn **Right** onto Clark Ave (Cameron Village will be on your left)
4. Clark Avenue becomes Peace Street
5. After passing Peace College, turn **Left** onto Person Street
6. Turn **Right** onto Glascock Street (Food Lion is on the left)
7. Turn **Left** onto Marlborough Road
8. End 1130 Marlborough Rd, school is on the right

***Estimated Time: 14 minutes***

**Stough Elementary:**

1. Turn **Right** onto Hillsborough Street
2. Merge onto I-440 N Inner Beltline
3. Take **Exit 5**, Lake Boone Trail
4. Turn **Right** onto Lake Boone Trail
5. Turn **Right** onto Blue Ridge Road
6. Stay straight onto Edwards Mill Road
7. End at 4210 Edwards Mill Road

***Estimated Time: 8 minutes***

**Underwood GT Magnet:**

1. Turn **Left** on Hillsborough St
2. Turn **Left** at Faircloth St
3. Turn **Right** at Wade Ave
4. Take the ramp onto Cole St
5. Turn **Left** at Glenwood Ave
6. End at 1614 Glenwood Ave on your right

***Estimated Time: 8 minutes***

**Washington Elementary:**

1. Turn **Left** onto Hillsborough Street
2. Turn **Right** onto Gormon Street
3. Turn **Left** onto Western Blvd

4. Cross S. Saunders Street
5. Turn **Right** onto Fayetteville Street
6. End at 1000 Fayetteville Street on your right
7. Park in front of school in loop

***Estimated Time: 8 minutes***

**Wiley Elementary:**

1. Turn **Left** onto Hillsborough Street
2. Turn **Left** onto E. Park Drive
3. Turn **Right** onto College Place
4. Turn **Left** onto St. Mary's Street
5. End 301 St. Mary's Street

***Estimated Time: 6 minutes***

# Appendix

# History of MeredithREADS

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In spring of 2002, with the leadership of Meredith Alumnae Association President Deb Smith, the “Meredith in the Community” Alumnae Association Task Force presented the College’s first hallmark Community Project, entitled, MeredithREADS. MeredithREADS was named a hallmark Project. According to Webster, ‘hallmark’ means, “an official mark or stamp indicating a standard, a special indication of genuineness, good quality.” MeredithREADS stands for Reaching, Educating, and Developing Students at Meredith College.

MeredithREADS is based upon the multi-year success of Raleigh’s own Motherhead, Inc. literacy program. Motherhead is national in scope. Meredith’s partnership with Motherhead, Inc. provides multicultural children’s books, curriculum, resources, and training to all participants in the MeredithREADS literacy program. MeredithREADS volunteers work one-on-one or with a small group of children from infancy through elementary school who need more exposure to literacy. The Meredith College and Motherhead, Inc. partnership was established in 2000 to train tutors to help meet the AmericaREADS Challenge, a nationwide effort to ensure that all children can read independently by the end of third grade.

According to the National Institute for Literacy, 90 million American adults lack basic reading skills. MeredithREADS, a campus-wide service opportunity, is working to combat this statistic. MeredithREADS attacks a critical problem in our society: illiteracy among women and their families, crossing socio-economic lines and locations.

The MeredithREADS Alumnae Task Force findings stated, “The Task Force fomented a project that is more than merely exclusive to our Alma Mater. It can reach highly desirable positioning. We can bring the amazing strengths of our Alumnae to the fore within a project of immense importance to the Community At Large. Through MeredithREADS, we have the potential to set a vital standard of what Meredith women, alumnae, and students can do for the community. Meredith women are strong volunteer leaders.”

# Motheread Story Titles

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## **PRESCHOOL**

- Abiyoyo
- Anansi the Spider
- The Carrot Seed
- Corduroy
- The Enormous Turnip
- Good Morning, Chick
- Goodnight Moon
- Hairs • Pelitos
- Half a Moon and One Whole Star
- Hush!
- I Went Walking
- It Looked Like Spilt Milk
- Joseph had a Little Overcoat
- Just Us Women
- Leo the Late Bloomer
- Little Gorilla
- The Little Scarecrow Boy
- Margaret and Margarita/Margarita y Margaret
- On Mother's Lap
- Pablo's Tree
- Peek – A – Boo!
- Peter's Chair
- Pigs Aplenty, Pigs Galore!
- Quick as a Cricket
- The Relatives Came
- The Runaway Bunny
- Sam Who Never Forgets
- Sip, Slurp, Soup, Soup/Caldo, Caldo, Caldo
- The Squiggle
- Ten, Nine, Eight
- The Three Billy Goats Gruff
- Two Mrs. Gibsons
- Umbrella
- The Very Hungry Caterpillar
- Where the Wild Things Are
- Yoko

## K - 2

- Abuela
- Angel's Kite/La Estrella de Angel
- Baby Rattlesnake
- A Birthday Basket for Tia
- The Bossy Gallito/El Gallo de Bodas
- Bringing the Rain to Kapiti Plain
- The Cat in the Hat
- A Chair for My Mother
- Chave's Memories/Los Recuerdos de Chave
- Chili-Chili-Chin-Chin
- Delicious Hullabaloo/Pachanga deliciosa
- Elbert's Bad Word
- The Empty Pot
- Everett Anderson's Goodbye
- Frederick
- Goggles!
- Goldilocks and the Three Bears
- Half-Chicken/Mediopollito
- Hooray, a Piñata!
- I Have a Friend
- Ira Sleeps Over
- I Wish I Were a Butterfly
- Jalepeño Bagels
- The Knight and the Dragon
- Love You Forever
- Mama, Do You Love Me?
- Mama Provi and the Pot of Rice
- Moon Rope/Un Lazo a la Luna
- Mr. Pak Buys a Story
- Nessa's Fish
- Night Driving
- Old Bear
- The Paper Crane
- She Come Bringing Me That Little Baby Girl
- Silent Lotus
- The Story of Ferdinand
- Tell Me a Story, Mama
- Tomás & Library Lady
- Wings: A Tale of Two Chickens
- With My Brother • Con Mi Hermano

### 3 – 5

- Alejandro's Gift
- Amelia's Road
- Amikoonse
- Anansi and the Moss-Covered Rock
- Bimwili and the Zimwi
- Brother Anansi and the Cattle Ranch/El Hermano Anansi y el Rancho de Ganado
- Carlos and the Cornfield/Carlos y la milpa de maíz
- Ceremony - In the Circle of Life
- Cherries and Cherry Pits
- Coyote Steals the Blanket
- Farmer Duck
- The First Strawberries
- Flossie and the Fox
- Follow the Drinking Gourd
- A Gift from Papa Diego/Un regalo de Papá Diego
- Grandfather's Journey
- The Harvest Birds/Los Pájaros de la Cosecha
- Heckedy Peg
- Horton Hears a Who!
- In My Family/En Mi Familia
- The Invisible Hunters/Los Cazadores Invisibles
- John Henry: An American Legend
- The Jolly Mon
- Josefina
- The Legend of the Bluebonnet
- Liang and the Magic Paintbrush
- Liza Lou and the Yeller Belly Swamp
- The Lizard and the Sun/La Lagartija y el Sol
- Ming Lo Moves the Mountain
- Mirandy and Brother Wind
- The Mud Pony
- Mufaro's Beautiful Daughters
- Nanabosho, Soaring Eagle and the Great Sturgeon
- Nine-In-One, Grr! Grr!
- The Patchwork Quilt
- Pedrito's Day
- Piggybook
- Raven
- The Rough-Face Girl
- The Star Maiden
- The Story of Jumping Mouse
- Sylvester and the Magic Pebble

- The Tale of Rabbit and Coyote
- The Talking Eggs
- Too Many Tamales
- Uncle Nacho's Hat/El Sombrero del Tío Nacho
- The Village of Round and Square Houses
- Why Mosquitoes Buzz in People's Ears
- Why the Tides Ebb and Flow
- Wiley and the Hairy Man
- The Woman Who Outshone the Sun/La mujer que brillaba aún más que el sol

Dear Cooperating Teacher,

I am looking forward to working with you this year through the MeredithREADS Literacy Program. Prior to coming to your classroom, I completed a two-hour literacy training with Motherhead, Inc. While working with a child in your classroom, I will be using the Motherhead curriculum to explore stories that are of the child's interest. I look forward to working with the same child every week during my scheduled volunteer time to share stories aloud and lead related hands-on activities with the child. I can either work with the child in your classroom or in the library if you prefer.

MeredithREADS was created in the year 2000 to work with children in the local community to build basic reading skills.

**MeredithREADS goals include:**

- ❖ Providing literacy support for children
- ❖ Helping children experience the joys and rewards of reading
- ❖ Supporting teachers, parents, caregivers, and librarians in their work of helping children learn to read well and independently.

I know that the college calendar often varies with the public school calendar. For this reason, I have attached a copy of the Meredith College calendar. The best way to contact me during the school year is to email me at \_\_\_\_\_ or to call me at \_\_\_\_\_. I am excited about embarking on this wonderful experience and look forward to working with you.

Sincerely,

**MeredithREADS Volunteer Commitment**

As a MeredithREADS Volunteer, I commit: to work with the program for the entire semester; to faithfully fulfill my obligation of completing my weekly story-sharing sessions with my assigned child; to notify the partnering school in advance if I am unable to attend; to participate in 1 to 2 Reflection Sessions per semester.

Volunteer Signature \_\_\_\_\_

Date \_\_\_\_\_