

DR. STIRLING MCDOWELL  
*Foundation*  
FOR  
RESEARCH INTO TEACHING



# TEACHING AND LEARNING RESEARCH EXCHANGE

## Summer Literacy Program

Lois Scandrett and  
Laurie Hellings

Project #124  
April 2005

This research was partially funded through a grant from the McDowell Foundation. However, the points of view and opinions expressed in project documents are those of the authors and do not necessarily reflect the views of the Foundation.

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Research Coordinator  
Dr. Stirling McDowell Foundation  
2317 Arlington Avenue  
Saskatoon SK S7J 2H8  
Telephone: 1-800-667-7762 or (306) 373-1660

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# Acknowledgements

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We would like to acknowledge and thank the following people and organizations:

- We are grateful to the Dr. Stirling McDowell Foundation for assisting in funding this research and providing the opportunity to implement a Summer Literacy Program.
- We appreciate the support given to us by Moose Jaw Public School Division #1.
- To Mr. Wayne Wolsfeld, the principal of Prince Arthur Community School, we appreciate the time, energy, and support you have given us and want to thank you for believing in the value and merit of our project.
- To Mr. Jeff Paulowicz, the Community School Coordinator at Prince Arthur School, we thank you for your understanding, support, and patience and your willingness to assist us in any way possible.
- The implementation of the Summer Literacy Program would not be possible without the funding provided by Murray GM in Moose Jaw. The dealership hosts a golf tournament for our school every year and allocated a portion of the funds raised to the nutrition portion of our Summer Literacy Program. Thank you for your continued support and belief in the power and potential of the children in our community.
- To Amanda Scandrett, thank you for providing us with ideas and music for the movement portions of our lesson plans. Your expertise contributed to exciting, motivating, and valuable lessons.
- The Summer Literacy Program would not be possible without the incredible support, encouragement and feedback provided to us by the parents of the students in the program. We appreciate their dedication and commitment to this project.
- Finally, to Joyleen Orescanin and Krista Seip, thank you for working on this project since its inception. Your knowledge, expertise and support made it possible for us to obtain a research grant. Your dedication to the organization and implementation of the Summer Literacy Program is greatly appreciated. We also thank you for pre- and post-testing the children in the program as well as interpreting the results of the testing for us. This project would not have been possible without your vision, commitment and encouragement, as well as your friendship and support!

- Lois Scandrett and Laurie Hellings

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# Research Question

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What are the effects of the Prince Arthur Community School Summer Literacy Program on the reading and writing levels of selected students?

# Purpose and Objective

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The purpose of this study is to examine the effects of a Summer Literacy Program on the reading and writing levels of selected primary students.

The objectives of this study are:

1. To determine the effects of the Summer Literacy Program on the English Language Arts reading and writing levels of primary students who are experiencing difficulties in these areas.
2. To evaluate individual student growth over the course of the program.
3. To make recommendations and adaptations for future implementations of the Summer Literacy Program.

# Our Team

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## ***LOIS SCANDRETT***

Lois has been teaching for twenty-three years at the kindergarten to grade five levels with language arts and children's literature as her focus and passion. She has taught five years at Prince Arthur Community School. She has been a presenter in the language arts curriculum renewal project. Lois's contributions to the Summer Literacy Program were enormous. She was instrumental in the conception, development, organization and implementation of the program. Lois contributed to the research portion of the project as well as the writing of the final research document. Her enthusiasm and passion for the program energized and motivated all of those involved in this project.

## ***LAURIE HELLINGS***

Laurie initially joined the Summer Literacy Program project in order to help students maintain their reading and writing levels during the summer months. Laurie was a contributing member of the team from the outset, assisting in the writing of the Summer Literacy Program, contributing to the research, as well as the writing of the final research document.

Laurie has been a primary teacher for the past three years at Prince Arthur Community School. She was the primary teacher representative on the community school council. In the past, she has been vice-president of the Moose Jaw and District Reading Council. The development and maintenance of students' literacy skills is her main focus of professional development.

## ***KRISTA SEIP***

Krista's main focus in the Summer Literacy Program was that of tester. She pre- and post-tested the children using standardized and non-standardized testing. She contributed to the writing of the final research project.

Krista taught grades 2, 3 and Resource at Prince Arthur Community School from 2000 to 2002. She is currently teaching Kindergarten to grade 8 Resource at Empire Community School in Moose Jaw and spends a large amount of time providing reading instruction.

## ***JOYLEEN ORESCANIN***

Joyleen's participation in the Summer Literacy Program was exclusively that of a tester. She pre- and post-tested the children using standardized and non-standardized measures. The vast majority of Joyleen's background has been in Special Education. She has been a resource room teacher for twelve years. Her education consists of a Bachelor of Education from the University of Saskatchewan and a Master's Degree in Curriculum and Instruction from the University of Regina. She has been an executive member of the Provincial and Local Reading Associations, making reading instruction a professional focus.

# Background to the Study

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We have been concerned with the number of students still in the very early stage of reading development at the end of the school year. These students were frequently identified early and were given resource help within the school year. However, during the summer months there appeared to be little or no maintenance or development of reading and writing skills.

We contend that the lack of on-going instruction over the summer months contributes to the decline in student's literacy skills. This contention is supported by our own observations and by research conducted by Cooper et al., which states, "Our review of 39 students indicated that achievement test scores decline over summer vacation. The loss equals about one month on a grade-level equivalent scale or one tenth of a standard deviation relative to spring test scores" (Cooper, Harris, Charlton, Lindsay, & Greathouse 1996, p. 229).

In the spring of 2002 we observed that after two years of inclusive guided reading instruction, significant increases in guided reading levels in grades 1 and 2 were detected from the beginning to the end of the school year. Increase in reading levels was significant enough that the primary teachers were invited to a meeting with the school board to explain the success of our reading program. The success of the program was based on daily, consistent literacy instruction, accommodating all learning styles, which provided several opportunities to interact with literature throughout the school day.

However, in the fall of 2002, we were not seeing the maintenance of these reading levels by all students. Students who had experienced challenges in the areas of reading and writing exhibited a decline in their guided reading levels. We wanted to determine if continued summer instruction and support, in the areas of reading and writing, could assist students with maintaining reading and writing skills and thus enable them to begin school in the fall at a level comparable to their literacy skills in June.

We developed a Summer Literacy Program. In our discussions with the parents and children, we referred to it as the Summer Reading Camp. The program included daily, individualized, 'hands-on' activities for participants based on the work of Howard Gardner. He originally defined seven types of intelligences – linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, and intra-personal. These are the seven intelligences on which we based our program. Gardner states that the development of all seven intelligences promotes "a deep interest in children and how their minds are different from one another and in helping them use their minds well" (Gardner, 1998).

The Summer Literacy Program was implemented for a six-week period in July and August, 2003. Initial goals of the program were:

1. To provide an opportunity for the children to continue reading and maintain reading and writing levels during the summer months.
2. To provide a safe, caring, supportive place for the children to be in the summer.
3. To create a program of high interest and creativity for the children.

The participants of the study were nine first and second grade students and one third grade student from Prince Arthur Community School. The ages of the students ranged from six to nine years. We chose students who were considered to be most at risk of losing literacy skills over the summer months. The students were chosen based on recommendations from their classroom teachers. Their individual literacy skills were tested by Krista Seip and Joyleen Orescanin using the Woodcock-Johnson Revised (WJ-R) and Benchmark (PM) assessment tool. Assessments were conducted both before and after the students participated in the program.

The six-week summer program was delivered by two University of Regina, Faculty of Education students. These students had both completed their extended practicum or internship.

## Demographic Information

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Prince Arthur Community School is located on the east side of the City of Moose Jaw, Saskatchewan. The school has approximately 260 students enrolled from pre-kindergarten to grade eight. The student body reflects a range of diverse needs and abilities. Daily life for many of these children is often coloured by apprehension and tentativeness, as they cope with social, emotional, and economic stresses. At this time, approximately 20% of the school population is identified as First Nations (voluntary declaration). Approximately 30% of the school population is designated as "special needs" according to criteria established by Saskatchewan Learning, and 30% of students are living below the "poverty line." It is noteworthy that Saskatchewan has the second highest rate of child poverty in Canada (23%), according to the National Council of Welfare, Minister of Supply and Services Canada (Spring, 1995).

Thus, our goal at Prince Arthur Community School is not just to be a learning community, but a safe haven and supportive environment for our students. The vision statement for the school is given below:

*We at Prince Arthur Community School believe in students, parents, staff, and community members working and learning lifelong together. In an atmosphere of pride, respect, trust, and open communication we will strive to achieve commonly developed goals and together educate our staff, our community, and our children.*

# Description of the Study Population

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In order to select children for the Summer Literacy Program, a student-selection criteria form was created by the teacher-researchers (see Appendix 1). It addressed four contributing factors to educational success:

1. **Attendance:** The number of absences and days late during the school year were calculated. If a child was absent a significant number of days during the school year, we concluded there would be missed days during the Summer Literacy Program.
2. **Behaviour:** The children needed to be able to cooperate with others and follow the classroom survival skills from the Interagency Social Skills Program (Battlefords Mental Health Centre, Child and Youth Services, August, 1994). These skills included listening, ignoring distractions, asking to talk, trying when it is hard, and accepting consequences.
3. **Student Commitment:** Students needed to demonstrate evidence of effort and commitment to their own learning. This evidence was gathered through the observations of the classroom teachers with respect to daily class participation and completion of tasks.
4. **Parent Involvement:** Parents completed consent forms and demonstrated commitment to the Summer Literacy Program by attending information meetings and demonstrating support.

The grade one and two teachers completed a student selection criteria form for each of their students. Based on this information, fifteen students were selected as potential candidates for the program.

We then explained the Summer Literacy Program to the fifteen potential candidates. This interaction created motivation and excitement for the program amongst the children. Next, we contacted each parent by phone (see Appendix 2). The program was explained to each parent or guardian. Finally, each parent was invited to attend a Summer Literacy Program information meeting.

A parent information meeting was held on June 5, 2003. At the meeting, we provided the background for the program, explained the structure and outline of a typical day, and stressed the importance of daily attendance and commitment to the program. If parents were interested and committed to having their child in the Summer Literacy Program, the necessary forms to be completed were available at the meeting. The session allowed parents to get any help they needed as well as ask any questions they may have had. For the teachers, it provided an opportunity to work with the parents to meet the needs of the child.

Based on parental response, consent, feedback, and support, ten children were selected for the Summer Literacy Program. Though ten children were selected, Mike\* did not attend, leaving nine children to participate in the program. Some information about these children, based on the aforementioned contributing factors to educational success, is given below.

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\* Student names throughout this report are fictitious.

## **TIFFANY**

1. Days absent during the school year – 14; lates – 9
2. Works well with other students
3. Quiet student and can be a "victim"
  - Works very slowly and pays attention to detail
4. Minimal parental involvement; however, grandmother attended parent information meeting

Other pertinent information:

- Began to enter the developing stage of reading at the end of grade one
- Guided Reading Level exiting grade one – 9

## **BYRON**

1. Good attendance during the school year (late one day)
2. Works well with other students; respectful of both students and adults
3. Demonstrates effort and commitment to own learning (good work ethic)
4. Strong parental involvement; parents very supportive of teachers and involved in child's learning (e.g., they read with child every night)

Other pertinent information:

- Came to Prince Arthur Community School partway through the school year
- Unsure of his abilities; lacks confidence
- Began to demonstrate signs of becoming a developing reader late in grade one
- Guided Reading Level exiting grade one – 3

## **LAVENDER**

1. Days absent during the school year – 5; lates – 4
2. Supportive of other students
3. Demonstrates strong commitment to own learning
4. Strong parental involvement; mother was often at the school and communicating with the teacher

Other pertinent information:

- Resource student
- Began to enter the developing stage of reading at the end of grade one
- Guided Reading Level exiting grade one – 6

## **KEVIN**

1. Days absent during the school year – 38 (due to illness and convalescence); lates – 4
2. Easily distracted but listening skills are improving
  - Refuses to write
3. Withdraws; hesitant about making mistakes

4. Strong parental involvement; parent was often at the school and communicating with the teachers

Other pertinent information:

- Doesn't enjoy reading
- Still in the emergent stages of reading
- Guided Reading Level exiting grade one – pre Level 1

## **CONRAD**

1. Days absent during the school year – 8; lates – 5
2. Works well with other students; respectful of students and adults
3. Easily distracted
4. Good parental involvement; parent attended the parent information meeting and other meetings requested by the teacher

Other pertinent information:

- Educational Psychologist conducted testing
- Guided Reading Level exiting grade one – 4

## **DOUG**

1. Days absent during the school year – 20; lates – 5
2. Extremely shy, timid student
3. Disassociates from peers, people and events in the school
4. Parental involvement poor; parent did attend information meeting, although daily school attendance is a concern

Other pertinent information:

- Began to enter the developing stage of reading at the end of grade two
- Guided Reading Level exiting grade two – 10

## **ISAAC**

1. Days absent during the school year – 14.5; lates – 5
2. Works well with other students
3. Demonstrates effort and commitment to own learning
4. Strong parental involvement; parent attended parent information meeting and was supportive of teachers

Other pertinent information:

- Began to enter the developing stage of reading at the end of grade two
- Guided Reading Level exiting grade two – 15

## **SHEENA**

1. Days absent during the school year – 4; lates – 0
2. Works well with other students
3. Demonstrates effort and commitment to own learning
4. Strong parental involvement; parents were willing to rearrange vacation if their child could attend the Summer Literacy Program

Other pertinent information:

- Oldest student selected for the program (exiting grade three)
- Long-term retention and application of information was a concern
- Guided Reading Level exiting grade three – 24

## **ERIC**

1. Days absent during the school year – 11; lates – 1
2. Works well with other students
3. Demonstrates commitment to own learning
4. Minimal parent involvement; parent did not attend parent information meeting

Other pertinent information:

- Resource student
- Very little retention over the summer between grades one and two; forgot sight words, letters sounds, etc.; dramatic drop in literacy skills over the summer from grades one to two
- Entered grade two as an emergent reader once again
- Guided Reading Level exiting grade two – 5

## **MIKE**

1. Days absent during the school year – 8; lates – 26
2. Easily distracted
3. Doesn't always put much effort into his work
4. Minimal parent involvement; parent did not attend parent information meeting

Other pertinent information:

- Arrived at Prince Arthur Community School partway through school year
- Began to become a developing reader at the end of grade one
- After being accepted into the Summer Literacy Program, attendance at school in June dropped dramatically
- Guided Reading Level exiting grade one -- 8

According to our General Guidelines for Guided Reading Levels, students should, on average, be at Level 10 exiting grade one, Level 20 exiting grade two and Level 30 exiting grade three.

# Summer Reading Camp

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## RATIONALE FOR THE STRUCTURE OF THE PROGRAM

When we decided to implement the Summer Literacy Program, we knew we had to create a program that was exciting, motivating, inquiry-driven and fast-paced. Since this was a program conducted in the summer, we knew we had to create a unique program unlike a traditional school day.

According to research by Cooper (2000), the following program characteristics are most closely related to improved achievement for summer literacy program participants:

- a) Small-group or individualized instruction
- b) Early intervention during the primary grades
- c) Parental involvement and participation
- d) Careful scrutiny for treatment fidelity, including monitoring to insure that instruction is being delivered as prescribed and monitoring of school attendance

Our Summer Literacy Program was designed to include these characteristics in the following ways:

- a) **Small-Group or Individualized Instruction.** Two instructors delivered the Summer Literacy Program to the ten children selected. We hired two people who had received their Bachelor's of Education Degrees in the spring of 2003. They provided the children with professional, quality instruction as prescribed by the program. The instructor/child ratio was 2:9.
- b) **Early Intervention During the Primary Grades.** We chose fifteen children who were most at-risk of losing literacy skills over the summer months. They were children who had just entered the developmental stage of reading in March, April, May, and June. Experience had shown us that children who entered the developmental stages of reading at the end of the school year were most at risk since they had had less time to practice and refine their literacy skills.
- c) **Parental Involvement and Participation.** Emphasis was placed on parental commitment to ensure daily attendance of the program. Preference was given to those parents who demonstrated interest in the background and rationale for the program. Parents frequently visited the program and provided input as to how their children were doing, as well as giving support and encouragement to the instructors. Unfortunately, the program was designed in such a way that parental participation was minimal. This area will receive increased emphasis in the Summer Literacy Program for 2004.
- d) **Careful Scrutiny for Treatment Fidelity.** In our initial discussion and planning, we decided that the following criteria needed to be part of the instructional day:
  - Provide a maximum of twenty minutes of intense instruction and exploration of themes per activity
  - Actively engage children in learning

- Cater to a variety of learning styles based on the Multiple Intelligences theory
- Provide choices to children
- Include science-based, motivating themes
- Provide children with a secure, warm, and stable environment
- Purposefully include movement activities based on the concept of Brain Gym (Dennison, Paul E. & Dennison, Gail, 1989).

Using these elements, we created an outline to be followed for each "theme based" day.

## PROGRAM ORGANIZATION AND OUTLINE OF A SUMMER CAMP DAY

Appendix 3 provides actual accounts of each of the following segments of the day. We call this "painting a picture", since it helps us visualize the day's activities.

10:00 a.m. Discovery Centre (20 minutes)

- Children went to the Discovery Centre immediately upon entering the building.
- The Discovery Centre gave the children a clue as to the theme of the day.
- The Discover Centre developed oral language capabilities within a meaningful context and concrete experiences.

10:20 a.m. Story/Song/Poem (15 minutes)

- Children were gathered together to hear or learn a song/story/poem with a follow-up assignment.
- This period provided a more specific focus of the daily theme for the children.
- These stories/songs/poems were shared with the children in a variety of ways (e.g., teacher reading, shared reading, echoing, or individual reading).

10:35 a.m. Assignment (15 minutes)

- Children were provided with choices of three assignments in order to accommodate a variety of learning styles as outlined in Gardner's original theory of Multiple Intelligences.
- Assignments were based on the story/song/poem of the day.

10:50 a.m. Movement (10 minutes)

- We felt it was very important that the children move, performing cross-body and full-body movements twice during the day.

- We wanted to provide the children with the opportunity to enjoy and use movement during the day so that they did not feel they were attending a "traditional" school program.
- This time included a variety of games, both traditional and non-traditional, movement exercises, dramatics, skill-building exercises such as skipping, using the parachute, kicking, and relay races.

11:00 a.m. Following directions using listening, viewing, representing or reading (15 minutes)

- With the children's interests in mind, we often included a treat or a snack in designing the Following Directions section of the program.
- Children developed reading or listening skills as they followed specific directions. The result was represented in the form of an object the child had created. Occasionally, children were presented with a model of a finished product to view and using the materials provided as well as their observation and communication skills reproduced the model.

11:15 a.m. Song/poem/chant (15 minutes)

- The song/poem/chant at this point in the day was utilized to provide a focus for the outdoor time as well as the assignment after lunch.
- We wanted the children to experience literature in a variety of ways as well as a variety of genres. Therefore we specifically included the songs/poems/chants section.
- Songs/poems/chants contain repetition and "language play involves having fun with the sounds of words, creating new words, and exploring and creating language patterns such as the use of rhymes and repetition. The benefits of language play are numerous including that rhymes, chants, and alliterations get incorporated naturally into children's oral language" (Saskatchewan Education, 2000).

11:30 a.m. Lunch/Outdoor Time (30 minutes)

- Adequate nutrition plays a vital role in a child's ability to learn. Without access to nutritious meals, children are more likely to become sick, miss school, have a shortened attention span, be more irritable, and have difficulty concentrating (Troccoli, 1993). We decided to include a free lunch in our Summer Literacy Program in order to meet the nutritional needs of the children involved over the summer. While many of our students receive free lunches from "Hunger in Moose Jaw" during the school year, they are not provided with this access and opportunity over summer vacation.
- Eating together provided a relaxed, informal, positive, nurturing venue of communication for our young learners. This allowed the children to use oral communication skills in an informal setting.
- As often as possible, lunch was enjoyed outdoors with an outdoor activity to follow.
- As the children were finishing their lunches, the instructors provided a challenge or task to complete.

- 12:00 p.m. Assignment (20 minutes)
- Based on the outdoor activity and/or the rhyme we created three choices of assignments again following Gardner's Theory of Multiple Intelligences.
- 12:20 p.m. Movement (10 minutes)
- We felt another whole-body movement activity should take place between their assignment and guided reading.
- 12:30 p.m. Guided Reading (20 minutes)
- Guided reading is an integral part of our balanced language arts program during the school year. We felt it was important that guided reading be a component of the Summer Literacy Program as well.
- 12: 50 p.m. Student Reflection (10 minutes)
- We included the student reflection practice for two reasons: 1) to have input and feedback into the value and enjoyment of the program for research purposes, and 2) to help guide future planning.
  - This time provided children with practice of their oral literacy skills for a specific purpose and to discriminate between what they find valuable and invaluable and why.
  - We provided five reflection practices to be implemented in rotation throughout the program.
    - 1) Children were given cards illustrating specific emotions. They were to choose a card that represented how they felt about the day. When it was their turn, the children shared their cards and stated a reason why they felt that way.
    - 2) Children recalled one interesting event of the day and shared that event with the others.
    - 3) On a scale from one to ten, children rated how they had enjoyed their day and in one or two sentences, they stated what they did or did not like about it.
    - 4) As a group, children were asked to vote "thumbs-up" for a good day and "thumbs-down" for a bad day. They were then asked individually to share one exciting moment of the day.
    - 5) Children were gathered in a circle and reviewed the events of the day. Each child chose a favourite event and told why it was memorable.
- 1:00 p.m. Students go home

Appendix Four provides you a detailed lesson plan based on these guidelines, which is taken directly from the Summer Literacy Program.

# Parent Response to the Summer Literacy Program

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The most exciting results of the program come from the parent survey and the parents' responses throughout the program. Throughout the program parents would stop and tell the instructors how excited their children were to be attending the camp. They would often tell the instructors what their children had learned and would enthusiastically educate their families when they got home.

When the program was near completion, each parent was asked to complete a survey. Appendix 5 includes a copy of the survey sent home. Also included in Appendix 5 is a compilation of the parents' responses to the survey. We were encouraged and energized with the positive and detailed responses!

## Research Methodology

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In order to assess student growth, pre- and post-tests with each child were necessary. The same test was administered each time, using different forms. Two testing methods were used: Guided Reading Benchmark books and the Woodcock-Johnson Revised. Pre-tests were completed on June 23, 2003, using the Nelson PM Benchmark tool and Form A of the Woodcock-Johnson Revised. Post-tests were completed on August 14, 2003, again using the Nelson PM Benchmark and Form B of the Woodcock-Johnson Revised. The two testing administrators, Joyleen and Krista, completed the testing.

Joyleen and Krista kept running records using the Nelson PM Benchmark tool to benchmark the Guided Reading Level of each child. Running records consisted of a sample of 100 words read orally by the children to determine their accuracy rates. The researchers then carried out a miscue analysis to establish reading strategies used by the reader.

Particular sections administered from both Form A and Form B of the Woodcock-Johnson Revised included the following subtests that increase in difficulty:

- **Test 22: Letter-Word Identification.** We chose the Letter-Word Identification test to determine the children's level of sight word knowledge. This subtest measures the child's reading identification skills beginning with identifying letters of the alphabet then moving to sight words.
- **Test 23: Passage Comprehension.** This test was chosen to give the researchers information about the children's reading comprehension. The Passage Comprehension subtest is somewhat similar to a cloze procedure where children's comprehension and vocabulary skills are used to respond by

pointing to a picture corresponding to a phrase. As the test proceeds, children must use a word to complete a statement.

- **Test 26: Dictation.** Dictation was chosen to display children's written abilities in spelling, punctuation, capitalization and usage. This subtest is administered as a traditional spelling test.
- **Test 27: Writing Samples.** Since writing is an important component of the Summer Literacy Program, we felt the need to assess the content of the children's writing. In this test, children respond, in written form, to a variety of instructions.

The standard scores of the pre-test and post-test of each child were used for comparisons. We compared these scores since standard scores accurately depict the child's achievement on each subtest, over time. Since the pre-test and post-test were administered in less than two months, it was necessary to use two separate forms so that the children were not familiar with the test when post-testing. Form A and B are two separate versions of the same test.

## Descriptions of Problems or Limitations with the Research

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Testing conditions varied from a positive pre-testing environment to unfavourable post-testing conditions. During the pre-test, children were dismissed from their classroom one at a time and were situated at a table adjacent to the testing administrator, in a quiet room located in the school with no disruptions. During the post-test, children were dismissed, one at a time, from the Summer Reading Camp where they were engaged in a painting activity, to be tested by a testing administrator. Due to janitorial work within the school building at that time, Joyleen and Krista were unable to use the classroom facilities and were forced to find a quiet corner of a hallway in one wing of the school, which unfortunately did not contain a table and chairs for the children to sit comfortably. There were numerous distractions during this time, including noise from workers and other children's activities.

# Summary of the Data

Student	WJ-R Subtest Name	Pre Summer Program Standard Score Form A	Post Summer Program Standard Score Form B	Pre Summer Program Guided Reading Benchmark Level	Post Summer Program Guided Reading Benchmark Level
Conrad	Broad Reading	76	77		
	Broad Written	66	51		
	Letter-Word I.D.	78	78		
	Passage Comprehension	78	78		
	Dictation	55	27		
	Writing Samples	72	72		
				4	5
Kevin	Broad Reading	88	76		
	Broad Written	93	73		
	Letter-Word I.D.	80	83		
	Passage Comprehension	96	75		
	Dictation	89	26		
	Writing Samples	95	94		
				Pre 1	2
Byron	Broad Reading	89	87		
	Broad Written	88	77		
	Letter-Word I.D.	94	94		
	Passage Comprehension	87	84		
	Dictation	58	35		
	Writing Samples	100	94		
				3	6
Sheena	Broad Reading	86	94		
	Broad Written	88	83		
	Letter-Word I.D.	82	98		
	Passage Comprehension	92	90		
	Dictation	89	90		
	Writing Samples	90	79		
				25	26
Isaac	Broad Reading	97	101		
	Broad Written	97	100		
	Letter-Word I.D.	99	99		
	Passage Comprehension	96	104		
	Dictation	92	101		
	Writing Samples	99	99		
				15	19
Tiffany	Broad Reading	113	101		
	Broad Written	97	107		
	Letter-Word I.D.	112	106		
	Passage Comprehension	114	96		
	Dictation	103	105		
	Writing Samples	95	107		
				9	11
Lavender	Broad Reading	99	102		
	Broad Written	92	112		
	Letter-Word I.D.	112	106		
	Passage Comprehension	87	98		
	Dictation	69	97		
	Writing Samples	106	120		
				6	8
Doug	Broad Reading	95	87		
	Broad Written	98	90		
	Letter-Word I.D.	95	90		
	Passage Comprehension	95	87		
	Dictation	93	93		
	Writing Samples	99	86		
				10	11
Adrian				5	5

# Test Results and Conclusions

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Results are inconclusive according to the pre-test and post-test of the Woodcock-Johnson Revised. We believe that this is due to the conflicting testing environments, as mentioned above. Further research in this area should ensure similar environments for more accurate data analysis.

Guided Reading levels, conversely, demonstrated maintenance or growth among all children. Guided Reading was a daily activity during the Summer Literacy Program, which could directly relate to the positive results.

## Conclusions and Recommendations

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Based on our formal and informal research data, we have drawn the following conclusions and recommendations from this study:

1. Two three-week, rather than one six-week summer program may be more effective. This revised format will assist in maintaining a high interest level for the duration of the program. It may also allow more parents to make a commitment to the program. Finally, by offering two three-week programs, twenty children would be able to participate and benefit from the Summer Literacy Program.
2. Treatment fidelity of the program needs to be maintained. For research purposes, the program needs to be delivered as prescribed. This need has to be taken into consideration when hiring the instructors for the Summer Literacy Program. The instructors must be able to deliver the program as it is written, and not omit activities due to time constraints or diverge from the program to pursue their own tangents.
3. We discovered that children who entered the developmental stage of reading from March to June demonstrated the most significant growth in guided reading scores. Therefore, when selecting children for the Summer Literacy Program, we need to focus on children who are entering the developmental stage of reading at the end of the school year.
4. From the parent survey we have concluded that, from the parents' point of view, the program was a success. Their responses indicated an increased interest and enjoyment in reading and an upsurge in confidence in their children. Furthermore, parents observed their children employing a variety of reading strategies and increased reading fluency.
5. Parental involvement and participation need to be a more active component of the Summer Literacy Program. Information sessions on how to read to your child and the value of doing so should be implemented in order to promote long-term success of the beginning reader. This should be an area of increased emphasis for the Summer Literacy Program in 2004.
6. There is a need to develop alternative evaluation methods that more accurately reflect and measure what has been taught. We need to consider learning styles when evaluating the children's success in the Summer Literacy Program.

7. Two instructors should be hired for the Summer Literacy Program, rather than one instructor and one assistant. This change would encourage collaboration between the two individuals delivering the program and also create wage parity.
8. There needs to be provision for adequate staffing, professional development opportunities, and time, to collect, analyze, and report the results from the research.
9. When approval has been given by board office to use the school facilities during the summer months, clear requirements and expectations need to be established with the custodial staff with respect to entry into the school and assignments of duties during the summer months. Expectations should be made clear at the program, school and school board levels.

## Further Recommendations

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1. Since feedback from both children and parents indicated the program was too long in duration, we will pilot a three week Summer Literacy Program in the summer of 2004. Once again, data will be collected and analyzed in order to determine if a program that is shorter in duration will still aid in maintaining the children's literacy skills over the summer months.
2. The possibility of a "year round" school year is an area for further research. School provides the one source of stability in many of the children's lives and having education available to the children during the entire year may provide academic as well as social gains. While the possibility of a year-round school year has been researched and even implemented in some divisions, specific research about our community and the children it serves would need to be designed and implemented.

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# Appendix 1

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## SUMMER LITERACY PROGRAM: TEACHER CHECKLIST FOR STUDENT SELECTION

\*Teachers: please complete all areas as best you can and return to the Summer Literacy Program Team as soon as possible. The questions regarding parent involvement may be left blank and completed following the dates indicated. Please feel free to add comments to this category when necessary.

STUDENT NAME:		COMMENTS:
<b>Attendance</b>		
Days Absent:		
Days Late:		
<b>Behaviour:</b>		
Works well with other students:		
Respectful of other students and adults:		
Knows and follows 6 ISSP classroom survival skills:		
<b>Student Involvement:</b>		
Evidence of effort and commitment to their own learning:		
Commitment shown on the child's part to attend daily and on time:		
<b>Parent Involvement:</b>		
Given full consent indicating commitment to the program:		
Parent Contract has been completed and signed by May 28th:		
Parent has attended the parent information meeting in May:		
<b>Current Guided Reading Level:</b>		
<b>Other tests administered by Ed. Psych/Resource Teacher?</b>		

# Appendix 2

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## INITIAL PARENT CONTACT FORM

<b>Student Name:</b>	<b>Student wants to be in the program: yes/no</b>
<b>Address:</b>	<b>Phone number:</b>
<b>Name of Parent Contacted:</b>	<b>Parent Response: yes/no</b>
<b>Parent will attend meeting on June 5th:</b>	<b>Can parent attend 3:30 meeting? yes/no</b>

The items below are points we wish to discuss with parents when they are initially contacted about the program. We will contact them either by phone or in person.

- Summer Reading Camp
- objective: to maintain student reading level over the summer
- 6 week program
- fun reading and writing program with lots of choice, students create, build, observe
- outdoor activities
- begins at 10:00 a.m. and ends at 1:00 p.m.
- parents need to be able to get their child to the program every morning at 10:00
- program is no cost to the parents
- lunch will be provided
- The Summer Reading Camp is developed by two teachers in Moose Jaw
- Since it's a research project, we would need permission for testing before and after program
- 15 students have been selected so far, 10 will be chosen from that group if parents wish to enroll their children
- Will you attend the parent meeting on June 5th? At the meeting we will discuss the program in more detail and we will have permission and information forms that we tell you about and help you fill in

# Appendix 3

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## "PAINTING A PICTURE"

### DISCOVERY CENTRE

The children walk in to discover an old log, crawling with insects, which has recently been lifted from its place on a creek bed and placed in an aquarium. There are magnifying glasses, blank word cards, pencils and markers scattered around the table outside the aquarium. Children are drawn instantly to the site where they immediately pick up the magnifying glasses and examine the log. Excitement builds as they notice spiders, ants and beetles. The instructor hands a child a marker and card and encourages him to write what he is thinking. Another child picks up a pencil and begins writing the words: spider, ant. Yet another child draws a spider, with instructor encouragement and the help of his magnifying glass, notices and includes eight legs. "What is our theme for the day?" "Bugs!"



### STORY/SONG/POEM/FOLLOW-UP

Children are drawn from the discovery center and gathered as a group. The poem "Little Red Bug" is written on chart paper in black and red marker. As the first two lines of the poem are the same for each stanza, this allows children to predict and join in the recitation of the poem. The instructor chants the poem as the children randomly join in. As the poem is recited, the children notice the rhythm of and rhyming words in the poem. The children observe that this is a counting poem from one to five before enthusiastically beginning their assignments based on the poem itself. Children study the word of the day that is "pulled" from the poem and located around the room.

## ASSIGNMENT

Choice One (Multiple Intelligences Learning Styles included Verbal/Linguistic, Spatial, Bodily Kinesthetic, and Intrapersonal): Three children are drawn to the centre containing red felt ladybug shaped cut-outs and black dots. The children read the poem together several times and decide how they are going to use the ladybugs and the black dots. One child reads the first stanza as the other children join and places a black dot on the ladybug.

*"Little Red Bug, oh so cute,  
Here's a black spot for your suit.  
Now you go and have some fun  
With your spot, your very first one"  
(Paprocki)*

The children read the next stanza together and another child places the second dot on the ladybug. The children continue taking turns reading the poem aloud and placing the dots on the ladybugs when needed.

Choice Two (Multiple Intelligences Learning Styles included Verbal/Linguistic, Musical, and Intrapersonal): Ladybug shapes are scattered around a table. On each shape there is a stanza of the ladybug poem with some shapes containing lines for the sixth stanza to be written. The two children who choose the writing centre are directed to read the poem and note the rhythm and rhyme. With help from an instructor, the two boys write a sixth stanza for the poem.

Choice Three (Multiple Intelligences Learning Styles included Logical/Mathematical, Spatial, Bodily/Kinesthetic): Another area of the room has the ladybug shapes scattered with the stanzas written on them as well. Four children are drawn to this area where they begin reading the stanzas and quickly discover that the poem is not in order. As a group, the children rearrange the ladybug shapes allowing them to read the poem in the correct order.

## MOVEMENT

Instructor puts soft, 'floaty' music on and begins:

*I am going to blow some bubbles. I would like you to sit very still as you watch the bubbles float through the air. Watch quietly where they land but don't reach up and try to touch them.*

The instructor blows bubbles for about a minute. During this time the other adult will recite the poem 'Soap Bubbles')

*What happens to the bubbles when they touch something? Now imagine you are inside of the bubbles. Your bubble is made of very strong bubble soap that does not pop easily. Stand up and reach all around you, feeling the bubble. Can you feel it above you? How about out the sides?*

Demonstrate reaching up and out to the side without anything getting in the way.

*It gives us our own personal space. While standing in your personal space bubble, can you move only your arms? How about just one arm? Reach very high with one arm and touch the top of your bubble. Can you move just one part of your body? Lie down in your personal space bubble and make yourself as large as you can be. Your bubble can change shape to fit around your new shape. Now your bubble is very large. Can you make your bubble very small? Can you make your feet reach up to the top of your bubble? How about your knee? Can it reach the top of your bubble?*

*Look at your friends in their personal space bubbles. All the space that no one is in right now is called everybody space. It's there for everyone to use. Remember how the bubbles were floating around the room. We're going to move around the room in our bubbles in everybody's space. We must be very careful not to let our bubbles touch someone else's bubble. Can you move backward through the room in your bubble? Can you crawl in your bubble? Now try jumping around the room. Keep your bubble safely around you. Show me other ways you can move around the room.*

*Imagine that the wind is gently blowing you in your bubble up, up, up into the sky. It's gently lifting you higher and higher. Sit down in your bubble and look through the bottom way down at the ground below.*

Let them know they will be asked to draw what they see. Be careful not to let this interfere with the flow of the lesson.

*As your bubble floats, gently rock back and forth. Lay down in your bubble now and feel it gently rocking you back and forth.*

## **FOLLOWING DIRECTIONS USING LISTENING, VIEWING, REPRESENTING OR READING**

The following direction activity was used on "Balloon Day."

A balloon and a page of sticky paper were placed in front of each child. The media centre containing the scissors, glue, crayons, markers, and rulers was within reach. The instructor presented five containers holding many different directions printed on strips of paper. Containers were marked: eyes, ears, mouth, nose and feet. When the children reached in the container marked 'eyes', they would find these directions:

*'Make big round eyes.'*  
*'Make angry eyes.'*  
*'Make the coloured part of the eye blue.'*  
*'Make small round brown eyes.'*

Each child was instructed to pull one attribute from each container and represent it on the sticker paper. With much excitement their unique balloon character was created as they read and produced the acquired attribute on the sticker paper, cut it out and placed it on their balloon.



## SONG/POEM/CHANT

A pocket chart contains the "Ladybug Rhyme" written on four sentence strips:

*"Ladybugs all dressed in red  
Strolling through the flower bed  
If I were tiny, just like you  
I'd creep among the flowers, too"  
(Fleming).*

The instructor begins reading and tracking the rhyme as a few students join in. Children and instructor read the rhyme together several times, quietly, loudly, sitting, standing, and clapping. After the students memorize most of the rhyme, the instructor cuts the rhyme apart, separating the words and handing them out to the children. Each child comes up and puts the words they hold from the rhyme in the correct order in the pocket chart as the poem is recited by the group.

## LUNCH/OUTDOOR TIME

As students recite the completed chant once more, the lunches arrive. Eagerly, the children take their lunches and their towels and run outside. The children set out their towels and joyfully devour their lunches! Children readily share and trade lunch items with each other and the sounds of laughter arise from their conversations. The instructors enter the conversation by issuing a challenge to the children: "Collect as many ladybugs as you can find!" The children quickly pack away any remaining lunch and dispose of their garbage to pick up a container and begin their search. After a few minutes of collecting, the children gather again to view and compare ladybugs. They check how many spots the ladybugs have and the differences in their colours.



## ASSIGNMENT

Choice One (Multiple Intelligences Learning Styles included Bodily/Kinesthetic and Intrapersonal): Some children navigate toward the play-doh centre to make a model of the ladybug they had collected earlier. Cards are lying about with questions such as: "Do you have the correct number of spots on your ladybug?" and "How many legs does a ladybug have?" After creating their ladybugs, the children are directed to write one fact about their ladybug and place it on a card beside their model.



Choice Two (Multiple Intelligences Learning Styles included Logical/Mathematical, Spatial, and Intrapersonal): A few children are directed towards the media centre. On the table there is a variety of drawing materials and supplies – coloured paper, pencils, markers. The children randomly pick up a piece of paper and start to draw a diagram of the ladybug they have captured. As they draw, the students label their picture and discuss what their ladybug looks like – the number of spots, colour, and the number of legs.

Choice Three (Multiple Intelligences Learning Styles Included Logical/Mathematical, Bodily Kinesthetic, and Intrapersonal): Plasticine, paper, and markers are set out on a small table. An instructor brings a jar of ladybugs to the table. Children are encouraged to choose two ladybugs. The instructor guides the children in pointing out similarities and differences between their two ladybugs. The children are eager to make a model of each ladybug and write a sentence describing one similarity and one difference between their two model ladybugs.

## GUIDED READING

As children complete their assignments, they eagerly get their guided reading books. The children choose a location to read, whether it be in the tent, inside a hockey net, or a cozy corner of the room. As the instructors move around the room and read with each child, individual excitement builds as the children feel proud of what they can read. The smiles on their faces reflect how successful they feel:

*"I read this book today with no mistakes!"  
I can move up to the next reading level!"*



## REFLECTION

The children sit around the table to discuss their thoughts and feelings about the day. One at a time, the children are asked to recall their favourite part of the day and why they like it. With smiles on their faces, the children reply:

*"Everything, because it is all fun!"*

*"Making t-shirts because they look cool and I get to wear it!"*

*"Reading because I love it and I am getting good at it!"*

The instructor tells the children they had an awesome day and it is time to go home! Hugging the instructors, the children leave the program for the day.



# Appendix 4

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## A DAILY LESSON PLAN TAKEN DIRECTLY FROM THE PROGRAM

### SUMMER LITERACY PROGRAM DAY 10 BALLOONS

9:00 Instructor prep time  
(reflection of previous day and preparation for today's materials)

10:00 Children arrive. Discovery Centre: Balloon Rocket Races (20 min)

**Multiple Intelligence Learning Style:** Verbal/Linguistic,  
*Logical/Mathematical*, Spatial, Musical, *Bodily/Kinesthetic*,  
*Interpersonal*, Intrapersonal

**Objectives:**

Children will see how the release of air causes the balloon to move forward.

**Materials:**

- String
- Drinking straws
- Deflated balloons preferably the long, narrow kind
- Clips
- Tape
- Markers that will write on balloons and not rub off (try window writers)

**Lesson:**

1. Secure 2 lengths of string, side by side, across the room.
2. Put a 4 to 6 inch piece of straw through the string before securing the string at one end.
3. When the children come in to the classroom, demonstrate how you blow up the balloon, clip the end, then tape the balloon to the straw, undo the clip and watch the balloon rocket fly across the room.
4. Children can have balloon rocket races.
5. They can use markers to draw on their inflated balloon. They can make rockets, spaceships, airplanes or whatever they wish.

10:20 Story, song, poem and follow-up: Harvey Potter's Balloon Farm (15 min)

**Multiple Intelligence Learning Style:** *Verbal/Linguistic, Logical/Mathematical, Spatial, Musical, Bodily/Kinesthetic, Interpersonal, Intrapersonal*

**Objectives:**

- Listen for meaning.
- Listen for enjoyment of the story.
- Listen for colloquialism.

**Materials:**

- Harvey Potter's Balloon Farm

**Lesson:**

1. Read the story to the children.
2. Note the different way of speaking. (colloquialism)
3. Discuss the story.

**Word of the day: magic (when an 'i' is after a 'g', the 'i' makes the 'g' say /j/)**

10:35 Assignment (15 min)

**Objectives:**

- Children will follow written directions to create a balloon design.
- Children will write a story about a balloon similar to the ones in the story.
- Children will create a song.

**Materials:**

- 2 or 3 cards, each card should have all of the questions on them (What shape is your balloon? What colour or colours? Is it a big or little balloon?)
- blank paper
- lined paper with a balloon frame

**Lesson:**

Explain the following activities to the students.

**Choices:**

**Multiple Intelligence Learning Style:** *Verbal/Linguistic, Logical/Mathematical, Spatial, Musical, Bodily/Kinesthetic, Interpersonal, Intrapersonal*

- Design a balloon that would grow on Harvey Potter's balloon farm.

The illustration should answer the questions on the card. They

don't need to write the answer to the questions as long as the illustration shows this.

**Multiple Intelligence Learning Style:** *Verbal/Linguistic, Logical/Mathematical, Spatial, Musical, Bodily/Kinesthetic, Interpersonal, Intrapersonal*

- If you could have any type of balloon in the entire universe, without any limits, what kind of balloon would you like to have? Give lots of detail. Does it do anything? Does it take you anywhere?

**Multiple Intelligence Learning Style:** *Verbal/Linguistic, Logical/Mathematical, Spatial, Musical, Bodily/Kinesthetic, Interpersonal, Intrapersonal*

- Alone, or with a partner, make up a song about Harvey Potter's Balloon Farm. Use the tune of a song you already know, like Old McDonald had a Farm or Mary Had a Little Lamb. Write down the words. Sing it!

10:50 Movement (10 min)

**Multiple Intelligence Learning Style:** *Verbal/Linguistic, Logical/Mathematical, Spatial, Musical, Bodily/Kinesthetic, Interpersonal, Intrapersonal*

**Objectives:**

- Get a balloon across the finish line by kicking and catching it until the finish line is reached.

**Materials:**

- inflated balloon for each child (some extras in case they break)

**Lesson:**

- Use a large area (gym or lawn).
- Decide on a start or finish line.
- Give each child an inflated balloon. Have players line up at the starting line.
- Children will kick the balloon forward, catch it and kick it again. Try not to let the balloon touch the ground. Try not to run with the balloon. (kick, run to catch it, stop and kick it again)
- This does not have to be a race, rather see if they can get from start to finish without the balloon touching the floor.
- Keep the balloons for the afternoon movement activity so you don't need to inflate so many balloons.

11:00 Following directions/ listening/ Viewing/ representing/ reading/writing (15 min) Balloon Characters!

**Multiple Intelligence Learning Style:** *Verbal/Linguistic, Logical/Mathematical, Spatial, Musical, Bodily/Kinesthetic, Interpersonal, Intrapersonal*

**Objectives:**

Children will read directions, creating a unique balloon character.

**Materials:**

- Sticker paper
- Directions on paper strips
- Media centre
- Inflated balloon for each child
- Containers marked 'eyes' 'ears' 'mouth' 'nose' 'feet'

**Lesson:**

1. Put direction strips in their corresponding containers.
2. Each child takes a direction strip from a container, (example: eyes) reads the direction and creates that attribute (eyes) on the sticker paper.
3. He/she cuts it out and places it on his/her balloon.
4. Child takes a direction slip from a different container (ears) and continues to create his/her balloon character.

11:15 Song/poem/chant (15 min)

**Multiple Intelligence Learning Style:** *Verbal/Linguistic, Logical/Mathematical, Spatial, Musical, Bodily/Kinesthetic, Interpersonal, Intrapersonal*

**Objectives:**

Show understanding of the poem.

**Materials:**

- 'Color Balloons' by Jean Warren  
([wysiwyg://8/http://www.geocities.com/mystorytime/colors.htm](http://www.geocities.com/mystorytime/colors.htm))
- the following made of paper or felt: yellow sun, green grass, blue sky, red apples on a tree
- yellow, green, blue and red balloons made of felt or paper
- a felt board (if using felt) or fun tac (if using paper)

**Lesson:**

1. Recite the poem with the children a few times as they follow on chart paper. You could have one child track the story on the chart paper as the others read it.

2. Show the background. Note the colours used.
3. Give four children the 4 balloons. As the group reads the 1st four stanzas, have the children with the balloons come up and place them in what they think is the appropriate place. (on the corresponding colour)
4. As you read the next 4 stanzas have four more children come up and remove the 'hiding' balloons.

11:30 Lunch/outdoor time (30 min)

**Multiple Intelligence Learning Style:** *Verbal/Linguistic, Logical/Mathematical, Spatial, Musical, Bodily/Kinesthetic, Interpersonal, Intrapersonal*

**Objectives:**

Play and discover

**Materials:**

- Balloons (If you are having the children inflate their own balloons, be sure to supervise and remind them of balloon safety.)

**Lesson:**

1. Play! What can you do with your balloon?
2. If you are having the children inflate their own balloons, be sure to supervise and remind them of balloon safety.

12:00 Assignment (20 min) Balloon Books and Poems

**Objectives:**

Children will respond in various ways to the 'balloon' stories and poems.

**Materials:**

- construction paper in red, yellow, green, blue
- media centre
- books and chart paper: The Balloon Tree or Harvey Potter's Balloon Farm or "Color Balloons"
- blank paper
- lined 'balloon' paper

**Lesson:**

Choices:

**Multiple Intelligence Learning Style:** *Verbal/Linguistic, Logical/Mathematical, Spatial, Musical, Bodily/Kinesthetic, Interpersonal, Intrapersonal*

- Read *The Balloon Tree* or *Harvey Potter's Balloon Farm* or "Color Balloons"
- They can read in partners but be sure there are no more than two children per book.

**Multiple Intelligence Learning Style:** Verbal/Linguistic, Logical/Mathematical, *Spatial*, Musical, *Bodily/Kinesthetic*, Interpersonal, Intrapersonal

- Make another background for the poem. It could be in a bedroom (school, restaurant). Think of places where the balloon can hide in the new location. Instead of the yellow sun, it could be a yellow \_\_\_\_\_. Instead of the green grass it could be a green \_\_\_\_\_. etc.

**Multiple Intelligence Learning Style:** Verbal/Linguistic, Logical/Mathematical, *Spatial*, Musical, *Bodily/Kinesthetic*, Interpersonal, Intrapersonal

- If you could grow anything on a farm, what would you grow? Write a story or illustrate your garden.

12:20 Movement (10 min) Balloon Pop!

**Multiple Intelligence Learning Style:** Verbal/Linguistic, Logical/Mathematical, *Spatial*, Musical, *Bodily/Kinesthetic*, *Interpersonal*, Intrapersonal

**Objectives:**

Players break other players' balloons before their own is broken.

**Materials:**

- inflated balloons
- string or yarn (2 to 3 feet) tied to the balloon

**Lesson:**

1. Select a large area (gym or lawn) and determine boundaries.
2. Tie the balloon to each child's ankle so there is at least 1 foot of string between ankle and balloon.
3. At a signal each player will try to break other players' balloons while protecting their own.
4. Breaking of balloons can only be done by stomping, not kicking.
5. If they kick or step on another player they are out.
6. They cannot grab or hold other players.
7. When their balloon breaks they can still help pop others' balloons.

12:30 Guided Reading (20 min)

12:50 Student Reflection (10 min)

1:00 Students go home

## MATERIALS FOR DAY 10

- String
- Drinking straws
- Deflated balloons preferably the long, narrow kind
- Clips
- Tape
- Permanent markers
- Harvey Potter's Balloon Farm by Jerdine Nolen
- 2 or 3 cards, each card should have all of the questions on them (What shape is your balloon? What colour or colours? Is it a big or little balloon?)
- blank paper
- lined paper with a balloon frame
- inflated balloon for each child (some extras in case they break)
- Sticker paper (in paper section of computer supply stores)
- Directions on paper strips for making eyes, nose, mouth, ears, feet in containers marked 'eyes' 'ears' 'mouth' 'nose' 'feet'
- Media centre (Student media centre contains their pencils, crayons, markers etc.)
- Inflated balloon for each child
- Poem 'Color Balloons' by Jean Warren  
([wysiwyg://8/http://www.geocities.com/mystorytime/colors.htm](http://www.geocities.com/mystorytime/colors.htm))
- the following made of paper or felt:: a yellow sun, green grass, a blue sky, red apples on a tree
- yellow, green, blue and red balloons made of felt or paper
- a felt board (if using felt) or fun tac (if using paper)
- Balloons construction paper in red, yellow, green, blue
- books or poem: The Balloon Tree by Phoebe Gilman or Harvey Potter's Balloon Farm or "Color Balloons"
- blank paper
- inflated balloons
- string or yarn (2 to 3 feet) tied to the balloon

## DAY 10 DIRECTIONS FOR BALLOON CHARACTERS

Nose: Make an oval shaped nose	Nose: Make a round nose
Nose: Make a big red nose	Nose: Make a triangle nose
Nose: Make an oval shaped nose	Nose: Make a round nose
Nose: Make a big red nose	Nose: Make a triangle nose
Nose: Make an oval shaped nose	Nose: Make a round nose
Nose: Make a big red nose	Nose: Make a triangle nose
Nose: Make an oval shaped nose	Nose: Make a round nose
Nose: Make a big red nose	Nose: Make a triangle nose
Mouth: Make a surprised mouth	Mouth: Make a closed mouth
Mouth: Make an open smile	Mouth: Make an open smile with teeth showing
Mouth: Make a grouchy mouth	Mouth: Make big round eyes
Eyes: Make the colored part of the eye blue	Eyes: Make small round eyes
Eyes: Make angry eyes	Eyes: Make yellow square eyes
Ears: Make big clown ears	Ears: Make green ears
Ears: Make tiny ears	Ears: Make cat ears
Mouth: Make a surprised mouth	Mouth: Make a closed mouth
Mouth: Make an open smile	Mouth: Make an open smile with teeth showing
Mouth: Make a grouchy mouth	Mouth: Make big round eyes
Eyes: Make the colored part of the eye blue	Eyes: Make small round eyes
Eyes: Make angry eyes	Eyes: Make yellow square eyes
Ears: Make big clown ears	Ears: Make green ears
Ears: Make tiny ears	Ears: Make cat ears

Mouth: Make a surprised mouth	Mouth: Make a closed mouth
Mouth: Make an open smile	Mouth: Make an open smile with teeth showing
Mouth: Make a grouchy mouth	Mouth: Make big round eyes
Eyes: Make the colored part of the eye blue	Eyes: Make small round eyes
Eyes: Make angry eyes	Eyes: Make yellow square eyes
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Mouth: Make a surprised mouth	Mouth: Make a closed mouth
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Ears: Make tiny ears	Ears: Make cat ears



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WHAT SHAPE IS YOUR BALLOON?

WHAT COLOUR OR COLOURS?

IS IT A BIG OR LITTLE BALLOON?



THE BALLOON THAT WOULDN'T POP!	I LIVE IN A BALLOON!
	I had a red balloon. It was always with me. One day some kids
	gathered around me and told me they were going to pop my
	balloon. They tried and tried but it wouldn't pop!

<p><b>THE BIGGEST BALLOON!</b></p>	<p><b>DREAM BALLOONS</b></p>
	<p>I invented dream balloons! Every time I rub my balloon right before I go to sleep</p>



# Appendix 5

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## SUMMER READING CAMP: PARENT'S PROGRAM EVALUATION FORM

**Please circle yes or no and on the lines provided, give as much information as you can to help us improve the program or to keep what works! Thank you so much for your comments and suggestions! It is not necessary to put your name on the form.**

1. Do you feel your child has benefited from the Summer Reading Camp?  
Yes No

If yes, in what ways do you feel it has helped?

2. Has your child enjoyed the Summer Reading Camp? Yes No

What were the parts your child seemed to enjoy the most and/or least?

3. The program was 6 weeks long. Do you think the program was too long, too short or just the right length of time?

Comments:

4. Lunch was provided. Do you think the lunch is a necessary part of the program? Yes No

Comments:

5. Any other comments or suggestions you have would be most helpful. Please use the back of the paper if necessary.

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*Thank you for your support throughout the program!*

# A COMPILATION OF PARENT RESPONSES REGARDING THE PARENT'S PROGRAM EVALUATION FORM

1. Do you feel your child has benefited from the Summer Reading Camp?  
Yes (7) No (0)

If yes, in what ways do you feel it has helped?

- a. My child is finding learning can be fun.
- b. My child's reading has improved greatly. He seems to be more interested in reading. He also seems to have calmed down and matured in a lot of ways.
- c. She seems to read better and is more interested in reading.
- d. I think that with her being the oldest, she felt good by reading to the other kids.
- e. She gained skills that allow her to look at a word and know what it is without sounding it out.
- f. My child has become a better reader and is starting to enjoy reading.
- g. He has been more excited to read and is trying to read to everyone now, his writing has gotten better, too.

2. Has your child enjoyed the Summer Reading Camp? Yes (7) No (0)

What were the parts your child seemed to enjoy the most and/or least?

- a. My child told me that he liked everything.
- b. He had a few days when I had to convince him to go to his class (because he didn't want to miss what we were doing at home) but he was always excited to tell me what he did in class. He really enjoyed learning about insects and the bubble theme.
- c. She really enjoyed learning about the different kinds of bugs.
- d. She enjoyed being there with [one of the instructors] and reading with the other children. She didn't like the bug activities.
- e. Learning on field trips.
- f. My child had a lot of fun in this program. He enjoyed the experiments as well as the one on one time spent with his teachers.
- g. The learning of the bugs and the field trips. They talked non-stop about all the activities. The only problem is they felt left out of things at home or chances to get away.

3. The program was 6 weeks long. Do you think the program was too long, too short or just the right length of time?

The right length of time (3) Too long (4)

Comments:

- a. The program kept her busy and interested in going to the reading camp. She really enjoyed her teachers.
- b. It gave them some holidays as well as something to do.

- c. The hours from 10-1 were really good; they had the rest of the day to do whatever. It is good the length of time but he seems to be getting restless and tired. Ready to sleep in longer and have the whole day to play.
  - d. It is very hard to get her to and from school while working. It is hard to coordinate with the sitter.
  - e. I feel that the program could have maybe been a week or so shorter than what it is.
  - f. I think if the program is three weeks it's just enough to keep them interested.
4. Lunch was provided. Do you think the lunch is a necessary part of the program?

Yes (4) No (2) Yes and No (1)

Comments:

- a. Yes, it gives the kids a break.
  - b. Yes, I send lunch with my kids all year to school, so this was a nice break for me. Not having to decide what to send each day was nice.
  - c. Yes, especially if it would stay the same length.
  - d. Yes, for some of the kids they needed this (to) learn to eat good meals and to learn veggies won't hurt them.
  - e. Yes and no, because she can always eat lunch at home.
  - f. No, lunch being provided was good but we could have fed our children when they got home.
  - g. No, I think we could have provided lunch. I felt that my child was wasting a lot of it because she didn't like it.
5. Any other comments or suggestions you have would be most helpful. Please use the back of the paper if necessary.
- a. I'm not sure if it would interfere with class too much, but there were a couple of things that I would have liked to have watched. If possible, could parents participate in some of the themes? I was very pleased with this program! Thank you for choosing my son to participate. I feel he is more prepared for grade 2. Thank you.
  - b. More reading because they seem to enjoy reading more.
  - c. I want to thank [the instructors] for all of their hard work. With their support it has helped my son get better and stay on even level. I think this program would help others like my child. Please try to have this next year.



**2317 Arlington Avenue  
Saskatoon SK Canada S7J 2H8  
Phone: 306-373-1660  
Toll Free: 1-800-667-7762  
Fax: 306-374-1122  
E-mail: [mcdowell@stf.sk.ca](mailto:mcdowell@stf.sk.ca)**

**[www.mcdowellfoundation.ca](http://www.mcdowellfoundation.ca)**