

NOTE TO EDUCATORS

The activities in this resource aim to provide learning opportunities for both literacy and ESL students. The final decision as to which activities are completed, and how, is left to you and the students.

Note: You will need to support the students by reading through the directions with them as they work through the exercises in the worksheets.

PAGES	CONTENT	PURPOSE
2–4	Teacher’s Pages Pre-reading Discussion Post-reading Discussion	Activate students’ background knowledge Set a purpose for reading Develop comprehension skills Make connections with the text
5–8	Reproducible Worksheets	Develop knowledge of letter name and sound relationships Develop word recognition strategies Develop vocabulary and writing skills
9–10	Language Experience	Provide familiar, meaningful text that is predictable and easy to read Establish the link between spoken and written words
11	Answer Key	

BEFORE READING THE STORY**1. Share Ideas**

Ask the students what the term *senior citizen* means? Ask the students to imagine their lives at the age of eighty. Print the following questions on the board:

What is good about being a senior citizen?

What fears do you have as a senior citizen?

Have the students move into pairs. Read the questions out loud. Encourage the students to share their ideas with one another using the questions as prompts. After students share their ideas, ask if anyone would like to share their ideas with the group as a whole. This will provide more confident students with an opportunity to speak in front of larger groups.

2. Preview the Book**Choose Option A or B:**

Option A: Tell the students that they are going to read about Sara and Jay. Explain to the students they are going to preview the book in order to get an idea of what the book is about. Read the title out loud to the students. Give the students time to look at the front cover. Ask, "What do you learn about Sara and Jay from the title and the photo?" Then direct the students to the back cover. Read the text out loud to the students. Give the students time to look at the back cover. Then ask, "What do you learn from the photo and text?"

Option B: Print the following on the board:

True or False?

- | | |
|--|--|
| (a) ____ Jay is a senior. | (c) ____ Sara is spending time with Jay. |
| (b) ____ Jay is talking about tea and cookies. | (d) ____ The apple is a gift for Sara. |

2. Check Comprehension

Choose Option A or B:

Option A: Print the following questions on the board and read them out loud. Have the students discuss the questions as a group or in pairs.

- (a) What does Sara get from Jay?
- (b) How does Sara help Jay?
- (c) How do you know Jay stopped painting?
- (d) Do you think Jay has a good life?

Explain why or why not.

Option B: Print the following statements on the board and read them out loud. As a group or in pairs, have the students determine whether the statements are true or false. Have the students give one reason for each response.

- (a) ____ Jay teaches Sara how to help seniors.
- (b) ____ Jay never stopped painting.
- (c) ____ Jay finds his paint set, so he starts to paint again.
- (d) ____ I think Jay has a good life.

3. Discussion: Beyond the Story

Have the students discuss the following questions as a group or in pairs:

- (a) What support do senior citizens get in your community?
Where can you find out about support for senior citizens?
- (b) Would you like to volunteer with seniors? Where might you find a volunteer job working with seniors?
- (c) Sara gives the gift of time. What other kinds of gifts do people give one another?

1. Letter Names

Look at the sentences on pages 13 and 17.

Find words that begin with the letter **m**.

Copy the words on the lines.

2. Letters and Sounds

Listen. Your teacher will read the words you copied in #1.

What sound does the letter **m** make?

Read the words with your teacher.

Think of three more words that begin with the sound /m/.

Your teacher will print the words on the board.

Copy the words.

3. Word Family

(a) Say these words: Jay
 play

These words belong to the **ay** word family.

(b) Read these sentences. Circle the words in the **ay** word family.

1. Jay lives alone.
2. You are in my way.
3. What did you say?

(c) Print words that belong to the **ay** word family.

_____ *Jay* _____

4. Matching

Read the sentences. Copy the sentences under the correct picture.

1. They play cards.

2. They have tea.

3. They talk.

4. They paint.



(a) _____

(b) _____



(c) _____

(d) _____

5. Predict Words

Read each sentence.

Say a word that makes sense.

Print the word. Your teacher will help you with spelling.

- (a) Jay _____ alone.
- (b) Sara _____ Jay on Mondays.
- (c) Jay talks about his _____ .
- (d) Jay _____ his paint set.
- (e) Sara _____ to paint.
- (f) The staff person _____ notes.

6. Scrambled Sentences

Put the words in order so they make a sentence.

Print each sentence on the line.

- (a) volunteers / seniors / Sara / with _____
- (b) visits / a / Sara / senior _____
- (c) talks / family / Jay / his / about _____
- (d) cards / they / play / Do _____?
- (e) have / they / Do / tea _____?
- (f) again / starts / Jay / paint / to / _____

7. Sentence Frames

Read the first sentence.

Complete the other sentences with your own words.

(a) He wipes off the dust.

He wipes off the _____ .

(b) I'm learning to paint.

I'm learning to _____ .

Look at the sentences again.

Which words do you want to remember?

Add these words to your word bank or dictionary.

LANGUAGE EXPERIENCE APPROACH

Step 1: Start a Discussion

Possible prompt: Ask the students to think about something special they liked to do in their childhood.

Step 2: Record the Students' Words

Print the students' responses on the board, using their exact words (e.g. I liked staying with my granny). Print clearly. Say each word as you print it.

Step 3: Read the Text

Read the student-generated text out loud to the students, pointing to each word as you read. Then read each sentence, inviting the class to read along with you. Finally, read each sentence out loud, inviting the student who contributed the sentence to read along with you. Always point to each word as you read.

The purpose of using the **Language Experience Approach** is to help students establish the link between spoken and written words and to develop reading skills through using their own words.

Note: Educators and ESL students may not be comfortable working with text that contains non-standard English forms. A flexible approach is recommended. The extent to which you choose to make corrections unobtrusively while recording should reflect the needs and concerns of the students.

Step 4: Use the Student-generated Text

(a) Sight Words

Have students choose three words they would like to remember. Have them add the words to their personal dictionary or word bank.

(b) Cloze

Cover highly predictable words (one per response) with paper and tape. Read the text back to the students. Stop when you reach a covered word and ask students to predict a word that makes sense and sounds right. Check their predictions by uncovering the word.

(c) Review Phonics and Word Families

The target letter and sound for *Senior Centre* was **m /m/**. Have students find and copy the words that start with the letter **m**. Repeat the process for the word family **ay**, if applicable.

(d) Copying

Have students copy the language experience text. Copying the text provides practice in both printing and in learning the letter-sound relationships.

(e) Frame Sentences

Choose one sentence from the language experience text. Print the sentence on the board. Underline one word and ask the students to substitute the word with their own words. Print the sentence frame again to record each student's response.

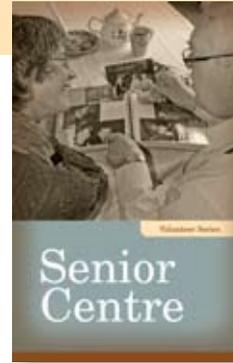
Example:

I liked staying with my granny.

I liked *singing* with my granny.

I liked *talking* with my granny.

I liked *visiting* with my granny.



ANSWER KEY

Teacher's Pages

After Reading the Story

2. Check Comprehension:

Option A: (a) Jay teaches Sara to paint. (b) Possible answers: Sara gives Jay a chance to remember how much he loved painting. She listens to Jay talk about his family and his life. She gives Jay friendship. (c) Jay says he was a painter a long time ago. Jay has to look for his paint set. His paint set is full of dust. (d) Students will have different answers.

Option B: (a) False. Jay teaches Sara to paint. (b) False. Jay says he was a painter a long time ago. Jay has to look for his paint set. His paint set is full of dust. (c) False. Jay teaches Sara to paint. At the same time, he learns how much he still loves painting. (d) Students will have different answers.

Worksheets

1. **Letter Names:** me, makes, mess
2. **Letters and Sounds:** Students will have different answers.
3. **Word Family:** (b) 1. Jay 2. way 3. say (c) Possible answers*: Jay, play, way, say, bay, day, Fay, gay, hay, Kay, lay, may, pay, ray, stay, sway, tray
4. **Matching:** (a) They paint. (b) They have tea. (c) They talk. (d) They play cards.
5. **Predict Words*:** (a) lives (b) visits, sees (c) life, family (d) gets, finds, wipes (e) learns, starts (f) takes, makes, files
6. **Scrambled Sentences:** (a) Sara volunteers with seniors. (b) Sara visits a senior. (c) Jay talks about his family. (d) Do they play cards? (e) Do they have tea? (f) Jay starts to paint again.
7. **Sentence Frames:** Students will have different answers.

**Other answers are good if they make sense.*