Those who attended the Winter Dinner in March were treated to a special event. Combining elements of research poster presentations and speed dating participants were able to hear presentations by five recent graduates. Each of the graduates had prepared a poster that highlighted their recently completed research project. As participants rotated around the room, the presenters explained the components of their research and shared the products that resulted from their study. Each of the project presentations is summarized below.

Reading Rocks!
A 14 minute DVD that provides entertaining training in traditional and nontraditional faces of family literacy
by
Carol Ainley Heath

Family literacy programs have been shown to positively influence parent involvement in their child’s literacy development. Furthermore, parent involvement positively influences family appreciation of literature and motivation to read. However, time, language, and attitude barriers adversely affect parent involvement in training opportunities. Research indicates parents and caregivers want to help their child be successful in school but many don’t know how. A surprising number of adults confide never having experienced being read to as a child. Parents benefited most from training opportunities where they were shown how to read to their child. How to get this information to time, work, or language challenged adults becomes the quest. Increasingly, videos and pictures are being employed for training purposes.

This project sought to provide motivating in-home training for parents or caregivers on practical ways to incorporate reading and writing into everyday life and to demonstrate, inferentially, how to read to a child, showing ways to make a rewarding experience. As a DVD it is easy and inexpensive to reproduce, and used at
(Continued from page 1)

all income levels. The film is short and family friendly, incorporating humor, and about 100 participants of all ages. It relies on inferential learning through moving pictures telling mini stories, and hopefully as such, avoiding language barriers. Seven simple, key concepts repeat throughout the body of the film in English and Spanish: read to me, read with me, let me read to you, read! Ask questions, make predictions, and relate it to personal experience. A (8 1/2 x 11 or 16x20) poster accompanies the program (reproduced on the right) to reinforce the main concepts.

First grade students, teachers, and adult CBET students gave it excellent reviews. According to parent reports, my first grade students love to watch it repeatedly. I hope to make it available on the internet soon.

Helping Children Cope With Emotional Stress:
A Tool for Bibliotherapy in the Classroom

By Robin Barry

The purpose of my project is to provide a booklet for teachers listing the specific needs and behaviors of children affected by trauma or disaster and to provide information on the use of bibliotherapy to help elementary students to cope emotionally and mentally.

To promote a process of communication, teachers can use bibliotherapy as a tool for combining literacy and language development to give a child the means for closure and acceptance of traumatic events in his or her life. In the most elemental description, bibliotherapy is defined as using books or literature to promote healing. The goal of bibliotherapy in the classroom is to use rich literature experiences to facilitate the healing process when children are exposed to emotional trauma and stress by aligning the literature selection with the emotional needs of the child. Children experiencing emotional trauma deserve the opportunity to work through debilitating feelings.

A well-designed bibliotherapy lesson teaches strategies for making a personal association to the characters or plot in the story. A teacher helps a child first to empathize with the character and then to understand that the character is solving a problem which may be similar to their own situation. Exposing children to the language of literature and the language of emotion through carefully designed instruction is vital because too often children do not have adequate language and vocabulary skills to effectively share feelings.

The three-phase lesson format of a pre-reading, during reading, and post-reading activity provides the foundation for a successful bibliotherapy lesson. However, bibliotherapy is inherently emotional in nature and teachers should consider some additional components when designing this type of literature based lesson. The overlying tenet for all steps in the procedure is in allowing adequate time for each part of the lesson.

First, teachers must activate the children’s background knowledge and pre-teach the vocabulary. Next, a story with a high level of character and plot predictability should be read to the children. The third recommended step is to allow time to process the actions of the characters and plot, as well as the emotional aspects of the theme. The fourth step is to guide the children through increasingly complex questions toward insight, acceptance and understanding. Fifth, and last in the process, is providing activities such as writing, dramatic play, or art to allow for personal expression and closure.

Bibliotherapy provides the opportunity for the sensitive, caring teacher to help children develop the coping and language skills necessary to be emotionally healthy individuals, giving them the chance to achieve personally and academically
The Letter Writing Campaign

By Steve Heermann

The Letter Writing Campaign is specially designed writing exercises to promote higher achievement at all proficiency levels. Students write friendly persuasive letters for a variety of purposes to connect with the community outside the classroom. There may be a request for a coupon from a restaurant for a free meal, or even to suggest a change in how a company does business. In some cases the students may even persuade a recipient to travel long distances to make a class visit. These writing opportunities give students first-hand experience, building a foundation for lifelong learning that shall impact their lives in a positive way. Unfortunately, schools have a tendency to over emphasize skills. However, with the Letter Writing Campaign, students learn to engage in meaningful exercises while developing their proficiency in writing. This approach to writing also encourages students to write to recipients for their own personal causes. For example, one of my students wrote to the postmaster so that her mother, a casual carrier for the U.S. Postal Service, could get her job back. One week after receiving the letter, the postmaster called their home and said, “Your daughter is an amazing girl and she convinced me to rehire you.” In this case, a student applied a lesson in writing to help improve her family’s way of life. The Letter Writing Campaign is an effective way to teach writing skills in a way that is meaningful to all participants.

Family Reading, Food, and Fun

By Julie BuzZard

The program, entitled, Family Reading, Food, and Fun consisted of five one to one and a half hour sessions. In each session, families participated in the four components of reading—listening, speaking, reading, and writing. Each session is composed of the following activities: opening, introduction of genre, introduction of reading strategy (based on California State Reading Standards), modeling of reading strategy, practice reading strategy, whole group discussion of reading strategy, writing activity, and book borrowing.

A different genre of literature was presented each week to enlighten families to different types of literature that are available in the library. Books of the featured genre were available for check out by the families at each session. The genres presented were fairy tales, folktales, non-fiction, and fiction. I tried to tie the food in with the theme of the evening. For example, families shared a favorite cultural food on the night we talked about folktales, and we decorated gingerbread cookies on the night we talked about fairy tales.

For the writing component, families worked on a family book. In each session they wrote about a different topic. In the end they had several pages filled with a description of their family and personal family experiences they chose to write about.

The goal of this program was to have an enjoyable evening for parents to interact with their children and teacher, while learning some reading strategies that are taught in school. Based on the many positive comments and student scores on the end of the year assessments, the program was a success.
Making Learning to Read Fun: A Resource for Implementing Reader’s Theater in Kindergarten, First, and Second Grade Classrooms

By Veronica Casas

Educators can supplement their existing language arts curricula with a fun and engaging method of literacy instruction called Reader’s Theater! My project was designed to provide teachers with the information, guidelines, and materials necessary to successfully implement Reader’s Theater in their classrooms.

As both an interpretative reading activity and a form of dramatic play, Reader’s Theater combines storytelling and dramatic elements while students are engaged in reading. The emphasis is placed on students reading scripts, including during performances, rather than on props, costumes, or acting (Millin & Rinehart, 1999). Research conducted on Reader’s Theater supports its use in the classroom as an effective method of developing fluency and comprehension, enhancing students’ reading motivation, and it can improve the literacy skills of students with reading difficulties.

Teachers can add balance to literacy instruction by using Readers Theater to supplement explicit-based methods. Its activities can provide students with a strategic vehicle to further develop and apply previously acquired reading skills. Teachers can also use Reader’s Theater to focus on specific English-Language Arts Standards.

Kathie Engstrom Named Outstanding Alumna for 2006

Kathie Engstrom (shown here receiving the award from Ash Bishop) was honored at the Winter Dinner as this year’s Outstanding Alumna. Kathie has been an active member of the College Reading community for three decades. Her accomplishments include developing and teaching undergraduate reading courses at CSUF and serving as Director of the 9 to 90 Reading Clinic at Fullerton College.

Kathie is currently a full professor of Reading at Fullerton Community College. She has served as department chair for many years. At Fullerton College, Kathie was instrumental in developing a transfer level critical thinking course and planning and developing the reading lab. Indicative of Kathie’s many talents, is her work with the math department. Beyond her responsibilities in Reading, Kathie taught math classes, incorporating her knowledge of reading into the math curriculum and made a significant difference for struggling students. She also served as an Academic Senator At-Large for Fullerton College.

The following changes need to be made in the Reading Educator’s Guild Directory:

Kathy Naylor has a new email address: kjntucson@comcast.net

On the executive board page, Jan Bagwell’s email address should be corrected to jbagwell@saddleback.edu Her other email address appears in the alphabetical list of members should be corrected to janbagwell@cox.net

Riki Belshe’s email should be corrected to rlbelshe@capousd.org

Any members who want to report a correction or change of any kind should contact Toni Chambers at toni39@pacbell.net.
Congratulations 2006 Scholarship Recipients

(1 to r)  Reading Educators’ Guild Award-Annette Letcher, Carolyn Brenneman Award-Carol McMillan, Lewis and Deborah Hancock Award-Victoria Moss, Dorothy C. Klausner Award-Sharon Alexander and Mindy Gatchell & Dr. Rosario Ordonez-Jasis is making the presentations

REG Chapter News

Capo Chapter – Capistrano Unified School District Teachers

The "CAPO Cohort" enjoyed two special events this past semester. We welcomed our latest graduates into the chapter with a special recognition dinner at the El Adobe restaurant in San Juan Capistrano. Over 28 graduates attended and celebrated their completion of their Master of Science degrees. They were recognized and honored by district personnel, Susan McGill, Debbie Morgan, and Jennifer Smalley. They enjoyed the keynote speaker, Dr. Ashley Bishop, who encouraged all in attendance to continue their pursuit of knowledge. Secondly, many of our members attended the Winter Dinner and enjoyed an evening of professional development and networking. They enjoyed the guest speakers and the senior projects that were presented and the dialogue that was sparked during dinner.

Three alumni from the first Capistrano Cohort were honored by their schools as Teacher of the Year for 2006. They are: Tracy Barquer at Hidden Hills Elementary, Brenda Dahlgren at Vista del Mar, and Laurie Hansch at Moulton Elementary.

Our chapter now has 60 members who are looking forward to the summer meeting during our Professional Development Academy in August. (Exact date and guest speaker forthcoming.) We look forward to many more worthwhile events to come!

For information regarding the Capo Chapter of REG contact Tracy Barquer (TLBarquer@capousd.org)

Newport-Mesa Chapter – Newport-Mesa Unified School District Teachers

The Newport-Mesa Chapter will have its first meeting on Monday, May 22, 5:30pm at May Garden Chinese Restaurant (1400 SE Bristol Street @ Santa Ana/Red Hill Streets) in Costa Mesa. The cost of the dinner meeting is $20. Dr Barbara Clark will be the keynote speaker. For information contact Dr. Julie Chan (jchan@nmusd.k12.ca.us)
Congratulations to JoAnne Greenbaum!

JoAnne Greenbaum was named Outstanding CSUF Faculty for 2006 by the Student Intercollegiate Athletic Department. Student athletes nominate faculty for the award and the final decision is made by a vote of the Student Athlete Advisory Committee. The award is made to a faculty member who has had a positive influence on student athletes in their academic endeavors. The Outstanding Faculty Award follows two years of being named Faculty on the Bench by the Men’s Basketball Team. JoAnne was presented with the award at a recent Women’s Softball game on campus. Over the years, JoAnne has worked with many student athletes in a variety of sports, including basketball, softball, baseball, gymnastics, wrestling, tennis, and track. She frequently attends the athletic events of her students encouraging them on the playing field as well as in the classroom. Go Titans! Go JoAnne!

Hancock Fund

The Hancock Fund was established to honor Dr. Deborah Osen-Hancock for her contributions to the field of reading and specifically to the Reading Department. The fund is solely for use by the CSUF Reading Clinic. Over the years, the fund has supplied books and technology for use by clinicians and students. REG would like to thank the following members for their generous contributions to the Hancock Fund during Fall Semester:
Janet Bagwell, Marisa Bowman-Small, Susan Burgess, Dr. Julie Chan, Denise Dale, Kathleen Engstrom, Dorothy Erick, Kathleen Hatchell, Margaret Hirsen, Leslee Milch, Dr. Ruth May Siegrist, Jennifer Smalley

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Literacy Project Katrina Update

Several months ago REG members received a letter regarding Literacy Project Katrina. REG has joined with the Reading Department to reach out to a school in New Orleans. Lake Forest Elementary School has been identified as a public school that is most in need of books. Due to Hurricane Katrina, Lake Forest Elementary lost its entire library collection.

Plans are being made to purchase books through partnerships with Scholastic Books and other publishers. Many generous donations have already been received, but we hope that members may want to contribute further. Restocking an entire elementary school library is an expensive endeavor even with publishing companies as partners.

Checks may be made out to CSFP Foundation - account #81003 with the specific designation of Project Katrina. Donations can be dropped off in the Reading Office (EC 531) or mailed to Literacy Project Katrina, Reading Department, PO Box 6868, Fullerton, CA 92834.

Thank you to those below who have already contributed and thanks in advance for those considering a contribution to this project. Contributors: Anna C. “Pat” Irot, Claudia Leyerle, Dixie Shaw, Dr. Deborah Hancock, Elvia Grajeda, Joyce Lim, Kathi Bartle Angus, Leslee Milch, Mr and Mrs. Hammer, Mr and Mrs. Monjaraz, Rebecca Cameron, Robin C. and Kenneth H. Barry
Commencement Reception
May 28
11:30am
Second Floor Patio
Education Classroom Building (EC)
CSUF

REG and the Reading Faculty will co-host a reception for the Class of 2006 and their families immediately following commencement. If you would like to help with the reception please contact Kathi Bartle Angus (kangus@fullerton.edu)

Items of Interest for REG Newsletter

We would welcome your submissions to the newsletter. Please send your article via email to lovett.gc@verizon.net. Please type “REG” on the subject line of your email.
Thanks, we’d love to hear from you!
Gena Lovett, Editor