

**Repeat Read  
Aloud In English**



***The ABC 1,2,3 Repeat Reading Aloud in the Library Programme***

**Adults repeat reading aloud together**

**[www.repeatreadaloud.co.nz](http://www.repeatreadaloud.co.nz)**

**Repeat Read Aloud Programme**



**Name of Library**

.....

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## Repeat Read Aloud in the Library Manual NZCC for the *ABC 1,2,3 Repeat Read Aloud Programme for Adults*

### Acknowledging with triple thanks the many cooperating working hands

#### 1. Our Libraries

With their warm space, helpful staff and wonderful range of quality books. Special thanks for the Library Advisor Multicultural Services, library managers and staff from top to bottom that enable our programme to run smoothly.

#### 2. Volunteer Readers &

With their precious time and open spirit offering one-to-one intensive tutoring and care, opening their hearts to learning about other cultures.

#### Language Learning Readers

With their enthusiasm to embrace the English language and New Zealand culture.

#### 3. Our Funders

With their cooperation and generosity: Community Organisation Grants Scheme (COGS); Massey Matters (Waitakere City); Lotteries.

With the funds to print

- The Kete-Community Journal we print every term.
  - Manuals and workbooks for the Library, the Volunteer Readers and Language Learners.
  - All other printed supporting material that we produce and photocopy such as attendance sheets, read aloud sheets, training documents, information sheets etc. More funding allows us to set up a new library with name badges, cameras, audio equipment and library bag and room rental where there is no library space for us to work in.
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## Repeat Read Aloud in the Library Manual NZCC for the ABC 1,2,3 Repeat Read Aloud Programme for Adult

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| C | <i>Community</i>       | Together             |   | <i>It has high expectations</i> | 3 |

## Repeat Read Aloud in the Library Manual NZCC for the ABC 1,2,3 Repeat Read Aloud Programme for Adult

### Join Joy-In: the joy of giving joy - sustaining community through reading together in libraries

Adults repeat reading aloud in libraries

Repeat reading aloud brings different cultures together in libraries for their mutual learning and benefit. **Repeat Read Aloud Programme for Adults** are run by Volunteers who give support in various ways such as:

- Volunteering to translate / interpret / read / collate, type up, edit
- Volunteering to give to and to compile the Kete-Community Journal.

Repeat Reading Aloud is a method based on sound research validating the efficacy of the extensive reading method:

1. All Language Learners whether they be adults, babies, children, secondary school students or university students, whether they be learning their own or another language, benefit from reading extensively.
2. Even with no language a person can learn a language starting from one-word one-page books and work up step-by-step.
3. Listening & pronouncing. Even when a person can read university level written English it does not follow that they are able to pick up spoken English, understand colloquial English or make themselves understood through spoken English. Reading aloud together one-on-one helps these skills tremendously.

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**It is together that we can promote sustainable communities – Repeat 'Join Joy-In'**

**Join Joy-In:** the joy of giving joy, in other words, sustainable communities. Sustainability is about setting up a continuous process of growth and learning. Sustainability means something that we can continue doing at no extra cost. Sustainability means for us being able to use the resources we already have in a more productive way. By bringing people together to share reading we can make better use of our library resources. By bringing people into the community through the library we can build our community even when we are strangers. Through repeat reading aloud together in this structured way, people can come to understand each other and build better community relationships.

### Languaging cultural literacy, changing attitude, shifting place

**We do not teach we read together**

The **Repeat Read Aloud Programme** is a community project. For this reason we are very careful about the language we use to describe what we do. For example we do not teach, we read. Because the basic skills we use are reading and speaking which can open up our people resources to more people than what we could provide if we were looking only for teachers.

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### Volunteer Readers and Language Learning Readers coming together to learn from each other

The ***ABC 1,2,3 Repeat Read Aloud Programme for Adults*** brings Volunteer Readers and Language Learning Readers together. We do not call them teachers and students because we are all learning about each other and our cultures in this shared reading process.

Learning is a dynamic vibrant activity. To keep learning as adults is like prolonging our time as children when learning is fun and effortless. As children we may have played by ourselves but more often than not we came together to play. Coming together in our differences is unpredictable and exciting. When we repeat read aloud together the Volunteer Readers enjoy learning about people from another culture just as much as the Language Learning Readers like reading the books.

### Sustainable resources

The New Zealand Culture Company started its work in Waitakere knowing the council's commitment to sustainability. In line with this commitment we welcome you to keep any of the papers we give you, we want you to keep them if you want to have them. However if the paper is not something you wish to keep, we encourage you to give it back to us so we can use it again. If you can think of any other way we can work in a frugal way that respects the fragile resources of mother earth or limited resources of our global economy please pass on your wisdom to us.

### Cultural literacy working through the steps of shifting attitude, changing place - to sharing our place

The ***ABC 1,2,3 Repeat Read Aloud Programme for Adults*** also serves to support cultural literacy for both the Readers and the Volunteers. The contributions to the Kete-Community Journal are particularly useful to grow cultural literacy in the community. A culturally literate community will be a competent community. A competent community knows how to come together and achieve

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progress. A competent community will be a confident community. A confident community knows they will make progress when they come together.

### The 1,2,3 How-To-Steps to repeat read aloud together

#### 1. Step one of the 1,2,3 method refers to listening to the Volunteer Reader

Step one refers to the Volunteer Reader reading to the Language Learning Reader and the Language Learning Reader listening to the Volunteer Reader.

In other words the Language Learning Reader is listening to the Volunteer Reader. The Volunteer Reader is reading to the Language Learning Reader. During the first reading, the Language Learning Reader may need to interrupt and ask questions to gain understanding or clarification. If this is happening two or three times per page, it is best to choose an easier book and start the process again.

Once the Language Learning Reader feels confident that they understand the book, they may ask the Volunteer Reader to read the book to them one more time. This ensures that the Language Learning Reader can understand the meaning and feel of the book when it is read to them uninterrupted. The Language Learning Reader can use this time to listen to the sound and flow of the language as read by a local speaker.

The listening to / reading to process is there to enable eyes, ears and mind to coordinate at the same time so that the reading becomes an internal experience, not just a rote repeat. That is why it is vital the book is easy enough. After the Language Learning Reader has achieved this stage, which can be repeated as many times as needed to make this possible, then go onto the next stage which is reading together in tandem.

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### 2. Step two of the 1,2,3 method refers to the Volunteer Reader reading with the Language Learning Reader

The reading together in tandem is achieved properly when the Language Learning Reader feels they can **read with** (not just keeping up with) the local speaker. Again this is repeated as many times as it takes for the Language Learning Reader to feel confident. That is, the Language Learning Reader, not the Volunteer Reader chooses when they are ready to move on to the next step. For them to become independent Readers using this process, it is important that the learning is student-driven not teacher-driven.

### 3. Step three of the 1,2,3 method means reading by yourself

The third step is when the Language Learning Reader **reads by** themselves under the supervision of the Volunteer Reader who can confirm and validate the language pronunciation etc. As with the other steps, this reading by yourself can be repeated as often as the Language Learning Reader deems necessary, until the Language Learning Reader is empowered to repeat the process independently without supervision.

## Finding books to support language learning

### Learn in a relaxed way

The New Zealand Culture Company Ltd encourages Language Learning Readers to learn in a relaxed way when learning is more able to be absorbed. We suggest reading books that are easy to read, with words within an understanding range. Reading young children's picture books (one sentence, one page) is a good place to start. Picture books come at many language levels. It can quickly be able to be worked out by a Language Learning Reader, how familiar colloquial, every day spoken language is. The pictures help one to see into another's mind and to bridge communication gaps. The stories give valuable context in the way a culture other than your own thinks.

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### Learn step-by-step

Young children's books generally do not use language levels so we advise Language Learning Readers to pick them up one at a time, open them and see if they are right for them. This takes time but is a worthwhile process. Bi-lingual books can be particularly helpful at this stage.

### Beyond the first language steps

When the Language Learning Reader is comfortable and familiar with children's picture books, NZCC Ltd encourages them to move onto other children's books step-by-step. Choose books about subjects the Language Learning Reader would like to read in their birth language, for example cookery, science, poetry, fiction etc.

### Language levelled books

*New Reader* books can, at the really low levels, have rather artificial language in that the language doesn't model the language used in the neighbourhood and everyday life in the community. However it is worth working through them because as they go up the levels the conversations become really useful.

The non fiction *New Readers* often have too much new vocabulary and non-colloquial sentences. Nevertheless, if the Language Learning Reader is familiar with the non-fiction topics in the birth language they may well be worth the effort.

Overall we encourage Language Learning Readers to read the same books as anyone else (authentic language) as soon as possible as their language style will be more natural (recognizable in neighbourhood living).

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### The multicultural section

The multicultural section is useful in offering

- picture dictionary support
- *New Reader* booklets which are graded for difficulty and the number of words used. They are labelled NR.
- books in the birth language
- CDs matched with books- reading aloud books spoken at different speed levels-invaluable for starting at a slow speed, repeating and speeding up as competence and confidence allows.

### Language programmes

The library has some complete language programmes all set with exercises and tapes or CDs. This structured style of learning really appeals to some Language Learning Readers. Encourage Language Learning Readers to look in the non fiction section of the library in the 400s which is where all language books are kept. Ask a Librarian for support. Volunteers can help the Language Learning Readers know the words they need to use to ask the librarians for help.

### Picture books

Picture books can be a pleasure to enjoy for both children and adults. They are particularly useful to illustrate the cultural meaning of the words which can support any dictionary definitions. Picture books can come with a few words or many words. Picture books can be found in the low and advanced language levels.

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### Cultivate library skills to source audio books & CDs

In the multi-cultural section there are books especially put onto CDs (i.e. book matched with a CD) for the process of practising pronunciation and listening skills.

Audio books can be found in different sections of the library e.g. CDs at the back of children's books, tapes with language learning text books, books made for the blind. Cultivate library skills to source the books at the appropriate language level; these are good just to listen to. Even more useful if they can be matched with the audio and the written words, i.e. listen and look together and read aloud.

### Movies

Movies are available on rental, they are useful to practice listening and looking at a language spoken in context. Be aware that movies can be watched and enjoyed even when the Language Learning Reader can't understand all the words. Language Learning Readers can repeat watch just like repeat reading, to reinforce understanding and learning. Movies are also helpful to become familiar with different accents.

### About librarians

Librarians are highly trained and there to assist you with many things including getting a library card, finding books and referring you to reading material.

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### Use the library respectfully

#### Coming together as a group

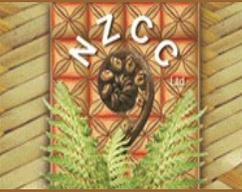
Where space allows we like to come together as a group for the first and last part of the time together. In this time we can share experiences and help each other, particularly with Interpreters and other helpers. It is the responsibility of the Volunteers to ensure that each participant is aware where the emergency exits are, should they need to evacuate. It is also important that our group does not interfere with the normal use of the library by other people. If for any reason the group is too large or cumbersome then it is our policy that we disband and continue working one-on-one.

#### Reading to a group by a Volunteer

When the group wants to participate in repeating a story together line by line with the benefit of a written script, we insist that we always abide by the law of copyright. In the case of repeat reading together of scripts NZCC Ltd gives permission to use only our own personally written stories in the Kete-Community Journals.. Where the librarian reads to us as a group the law may be different.

#### Reading one-on-one

One of the main activities of the *Repeat Read Aloud Programme* is reading one-on-one. This can be done quietly throughout the library always cooperating with the library staff.

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### Research on gratitude

In 1998, Dr Kerry Howells, when she was Assistant Professor of Philosophy at Bond University in Queensland established at her university an Integrated Learning course for students of different subjects. This course focuses on the learner rather than the subject.



The course combines learning techniques like mind mapping, memory skills and innermost attitude change. *“If the students are just taught about a principle of attitude change and are not asked to put it into practice and reflect upon it, I have discovered that the effects are often short-term and minimal. I therefore ask the students to practise daily over a week, one particular aspect of attitude change, to write a reflection in a journal twice during that week, and to record the changes it makes to their learning in their other subjects”*. The daily practise of innermost attitude change are:

- awareness
- learning is giving (not taking)
- gratitude
- treating materials preciously
- positive words
- deep listening.

Through the extensive evaluations the university runs on its courses the staff know that this Integrated Learning course is rated as one of the highest of any humanities subjects. Often the students write that they recommend every student in the university do this course. This is why the NZCC follows student-driven, practising attitude change, integrated learning that is based on giving and not taking.

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**Sample reading log**

| Book Title | Read / Listen to | Read with | Read by | Read 1 | Read 2 | Read 3 |
|------------|------------------|-----------|---------|--------|--------|--------|
|            |                  |           |         |        |        |        |
|            |                  |           |         |        |        |        |
|            |                  |           |         |        |        |        |
|            |                  |           |         |        |        |        |
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Aim to read ten million words & learn a language

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### Sample Tracking The Positive Chart

| <i>Date</i> | <i>You read fluently and with enjoyment</i> | <i>You pronounced the consonant blends clearly</i> | <i>You sounded out the vowels like a native speaker</i> | <i>You said the words with expression</i> | <i>You caught the rhythm and flow of the sentence</i> |
|-------------|---|--|---|---|---|
|             |   |  |   |   |   |
|             |   |  |   |   |   |
|             |   |  |   |   |   |
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Aim to read ten million words & learn a language

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## Repeat Read Aloud in the Library Manual NZCC for the *ABC 1,2,3 Repeat Read Aloud Programme for Adult*

**Kete - Community Journal, sharing our stories - the joy of community - at home on-line.**

*Let the true worth of everyone shine throughout the world.*



For four terms over seven weeks in a year, a Team of adults come together for a few hours in the library to repeat read aloud together. To celebrate this community the New Zealand Culture Company offers the Volunteer Readers and Language Learning Readers the opportunity to contribute to the NZCC Kete - Community Journal which gets published by IT's Accessible Trust on [www.repeatreadaloud.co.nz](http://www.repeatreadaloud.co.nz). The Kete, through reflections, comments and stories collects and holds the cultural learning and cultural pleasure that takes place during this time special time. We trigger the Kete contributions by repeating one of the Kete Themes to begin the Session when we meet.

This Kete - Community Journal gives the participants of the **ABC 1,2,3 Repeat Read Aloud Programme for Adults** a platform to express their initiative, offer their opinion or leave a memento behind of their work. It also gives NZCC Ltd a resource to photocopy unlimited numbers for repeat reading aloud as a group without infringing copyright law. Often each Language Learning Reader is offered a few hours a couple of days a week for one term only. Because NZCC want to cater for the maximum number of Language Learning Readers and take new Language Learning Readers each term, often the term can be done once like this. However the Volunteer Readers can repeat the Programme over and over. They tell us that they are continually learning every time they participate. **N.B. Kete woven with words** for: *collecting, publishing, photocopying, recording, telling our stories, sharing recipes, showing our work in photos, sharing our learning, translating, celebrating our languages, binding community by accessing the Kete from home on-line. Kete are published on [www.repeatreadaloud.co.nz](http://www.repeatreadaloud.co.nz) by the work of IT's Accessible Trust.*

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**Repeat Read Aloud in the Library Manual NZCC for the ABC 1,2,3 Repeat Read Aloud Programme for Adult**

**Session One's Kete Theme to repeat together**

*“Be absolutely grateful for everything day and night.”*

At the Team building (and reinforced in the first Session), a Team of Volunteer Readers will meet, set up the programme and support ten new Language Learning Readers to



- Repeat read aloud this Session's Kete Theme together.
- Be welcomed into the library.
- Begin a term's programme.
- Become familiar with the attendance protocol and emergency procedures .
- Learn the fundamentals of the **ABC 1,2,3 Repeat Read Aloud Method**.
- Be introduced to the Kete-Community Journal and the work of IT's Accessible Trust.

To start off Session One, after repeating the Session's Kete Theme together, both the Volunteer Readers and the Language Learning Readers will share in a gratitude practice to enhance learning and to create a positive vibration in which to work. They express out loud appreciation of the preciousness of the library, the books, the people and the environment. For about an hour the group will repeat read aloud together, with typed out scripts, a story or contribution from a previous Kete - Community Journal.

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## Repeat Read Aloud in the Library Manual NZCC for the ABC 1,2,3 Repeat Read Aloud Programme for Adult

### Session Two's Kete Theme to repeat together

*People from every walk of life need to join hands and work on cleaning up the environment.*

*We need to establish a society whose foundation is recycling (repeating).*

In Session Two practising the 4Rs, Reducing, Recycling, Repairing and Reusing and the sustainable practice of repeating will be discussed. We will



- Repeat read aloud the Session's Kete Theme together.
- Share tips on practicing the 4Rs.
- Read together, "**Think Like an Adult. Learn like a Child**".
- Practise choosing an appropriate book.
- Share experiences on gratitude. Contributions to the Kete - Community Journal will be encouraged for optional task exercises.

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**Session Three's Kete Theme to repeat together**

*A day begins with greetings. By exchanging greetings we can go through each day cheerfully.*

In Session Three we will

- Repeat read aloud the Session's Kete Theme together.
- Practise pronouncing each others names correctly.
- Consolidate the pronunciation practice (eg. through a rhythm and sound game).
- Read one-on-one using the **ABC 1,2,3 Repeat Read Aloud Method**.
- Share any experiences that arise from our optional task exercises.

Both Volunteer Readers and Language Learning Readers will practise smiling in the community and report back next time.



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## Repeat Read Aloud in the Library Manual NZCC for the *ABC 1,2,3 Repeat Read Aloud Programme for Adult*

### Session Four's Kete Theme to repeat together

*It is a challenge to train ourselves Cultivate self-reliance.*

In Session Four we can



- Repeat read aloud the Session's Kete Theme together.
- Discuss where all we come from.
- Encourage Language Learning Readers to ask questions.
- Read one-on-one using the **ABC 1,2,3 Repeat Read Aloud Method**.
- Share any experiences that arise from our optional task exercises.

Both Volunteer Readers and Language Learning Readers will be encouraged to train themselves to overcome a challenge this week.

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## Repeat Read Aloud in the Library Manual NZCC for the ABC 1,2,3 Repeat Read Aloud Programme for Adult

### Session Five's Kete Theme to repeat together

*Words have power to express a person's innermost attitude.*

In Session Five we can



- Repeat read aloud the Session's Kete Theme together.
- Share one or two things about ourselves.
- Perform a role play demonstrating the power of words.
- Encourage Language Learning Readers to read with expression. Discuss the difference tone makes to meaning.
- Read one-on-one using the **ABC 1,2,3 Repeat Read Aloud Method**.
- Share any experiences that arise from our optional task exercises .



Both Volunteer Readers and Language Learning Readers will be encouraged to recognise the vibrations of different types of words that contribute to the Kete- Community Journal.

|   |             |                      |  |                                 |   |
|---|-------------|----------------------|--|---------------------------------|---|
| A | Accessing & | Adults               |  | <i>It's easy</i>                | 1 |
| B | Building    | Repeat reading aloud |  | <i>It's fun (Join Joy-In)</i>   | 2 |
| C | Community   | Together             |  | <i>It has high expectations</i> | 3 |

**Repeat Read Aloud in the Library Manual NZCC for the ABC 1,2,3 Repeat Read Aloud Programme for Adult**

**Session Six's Kete Theme to repeat together**

*The way you project words has tremendous power to change not only your own destiny but also the destiny of others.*

In Session Six we can



- Repeat read aloud the Session's Kete Theme together and record on a recording device.
- Introduce the 'Tracking the Positive' chart.
- Identify encouraging words that empower and enhance learning.
- Read one-on-one using the **ABC 1,2,3 Repeat Read Aloud Method**.
- Share any experiences that arise from our optional task exercises.

Both Volunteer Readers and Language Learning Readers will be encouraged to write a positive experience to bring for the Kete-Community Journal next time.

|   |             |                      |  |                          |   |
|---|-------------|----------------------|--|--------------------------|---|
| A | Accessing & | Adults               |  | It's easy                | 1 |
| B | Building    | Repeat reading aloud |  | It's fun (Join Joy-In)   | 2 |
| C | Community   | Together             |  | It has high expectations | 3 |

**Repeat Read Aloud in the Library Manual NZCC for the ABC 1,2,3 Repeat Read Aloud Programme for Adult**

**Session Seven's Kete Theme to repeat together**

*“Do your best” is a golden rule to cherish.*

In Session Seven we can



- Repeat read aloud the Session's Kete Theme together & two nursery rhymes.
- Listen to the sound and rhythm of nursery rhymes.
- **“Think like an adult. Learn like a child.”**
- Read one on one using the **ABC 1,2,3 Repeat Read Aloud Method.**
- Use the language patterns in the nursery rhymes to construct every day sentences.
- Share any experiences that arise from our optional



task exercises.

Both Volunteer Readers and Language Learning Readers will be encouraged to write down a childhood memory to bring for the Kete - Community Journal next time.

|   |             |                      |  |                                 |   |
|---|-------------|----------------------|--|---------------------------------|---|
| A | Accessing & | Adults               |  | <i>It's easy</i>                | 1 |
| B | Building    | Repeat reading aloud |  | <i>It's fun (Join Joy-In)</i>   | 2 |
| C | Community   | Together             |  | <i>It has high expectations</i> | 3 |

**Repeat Read Aloud in the Library Manual NZCC for the ABC 1,2,3 Repeat Read Aloud Programme for Adult**

**Session Eight's Kete Theme to repeat together**

*People with various personalities & characteristics co-exist in the world.*

In Session Eight we can



- Repeat read aloud the Session's Kete Theme together.
- Introduce the Multicultural Collection and other useful collections in the library, a librarian may be available to give your Team a library tour in English or other languages.
- Have a go at repeat reading aloud in another language.
- Read one-on-one using the **ABC 1,2,3 Repeat Read Aloud Method**.
- Share any experiences that arise from our optional task exercises.

Both Volunteer Readers and Language Learning Readers will be encouraged to share the **1,2,3 Method** with others in their family and local community.

|   |                        |                      |  |                                 |   |
|---|------------------------|----------------------|--|---------------------------------|---|
| A | <i>Accessing &amp;</i> | Adults               |  | <i>It's easy</i>                | 1 |
| B | <i>Building</i>        | Repeat reading aloud |  | <i>It's fun (Join Joy-In)</i>   | 2 |
| C | <i>Community</i>       | Together             |  | <i>It has high expectations</i> | 3 |

**Repeat Read Aloud in the Library Manual NZCC for the ABC 1,2,3 Repeat Read Aloud Programme for Adult**

**Session Nine's Kete Theme to repeat together**

*Everyone has a valid opinion.*

In Session Nine we can



- Repeat read aloud the Session's Kete Theme together.
- Offer our opinions about the programme and fill out a feedback form.
- Encourage the Language Learning Reader we are working with to prepare an opinion about a book they have read.
- Read one-on-one using the **ABC 1,2,3 Repeat Read Aloud Method**.
- Share any experiences that arise from our optional task exercises.

Both Volunteer Readers and Language Learning Readers will be encouraged to bring a favourite book to share next time.

|   |             |                      |   |                                 |   |
|---|-------------|----------------------|---|---------------------------------|---|
| A | Accessing & | Adults               |  | <i>It's easy</i>                | 1 |
| B | Building    | Repeat reading aloud |   | <i>It's fun (Join Joy-In)</i>   | 2 |
| C | Community   | Together             |   | <i>It has high expectations</i> | 3 |

**Repeat Read Aloud in the Library Manual NZCC for the ABC 1,2,3 Repeat Read Aloud Programme for Adult**

**Session Ten's Kete Theme to repeat together**

*Learning is a gradual step-by-step process.*

In Session Ten we can



- Repeat read aloud the Session's Kete Theme together.
- Recognize that this programme is a step-by-step process.
- Offer opinions about a favorite book.
- Read one-on-one using the **ABC 1,2,3 Repeat Read Aloud Method**.
- Share any experiences that arise from our optional task exercises.

Both Volunteer Readers and Language Learning Readers will be encouraged to bring a favourite recipe from their culture to share next time.

|   |                        |                      |  |  |                                 |   |
|---|------------------------|----------------------|--|--|---------------------------------|---|
| A | <i>Accessing &amp;</i> | Adults               |  |  | <i>It's easy</i>                | 1 |
| B | <i>Building</i>        | Repeat reading aloud |  |  | <i>It's fun (Join Joy-In)</i>   | 2 |
| C | <i>Community</i>       | Together             |  |  | <i>It has high expectations</i> | 3 |

**Repeat Read Aloud in the Library Manual NZCC for the ABC 1,2,3 Repeat Read Aloud Programme for Adult**

**Session Eleven's Kete Theme to repeat together**

*Be the first to make efforts, if you wait for others then progress will be more difficult.*

In Session Eleven we can



- Repeat read aloud the Session's Kete Theme together.
- Take a group photo and farewell those whose last Session is today .
- Share a favorite recipe from our different cultures.
- Read sample food packets and recipes from the workbook.
- Read one-on-one using the **ABC 1,2,3 Repeat Read Aloud Method.**
- Share any experiences that arise from our optional task exercises.
- Inform the community of the work of IT's Accessible Trust. Support them to access community by contributing to their own Kete and having IT's Accessible Trust publish the Kete on-line.

Both Volunteer Readers and Language Learning Readers will be asked to bring a favourite song, poem, nursery rhyme or story from their culture to share with the group for our final Session next time.

|   |                        |                      |  |                                 |   |
|---|------------------------|----------------------|--|---------------------------------|---|
| A | <i>Accessing &amp;</i> | <i>Adults</i>        |  | <i>It's easy</i>                | 1 |
| B | <i>Building</i>        | Repeat reading aloud |  | <i>It's fun (Join Joy-In)</i>   | 2 |
| C | <i>Community</i>       | <i>Together</i>      |  | <i>It has high expectations</i> | 3 |

**Repeat Read Aloud in the Library Manual NZCC for the ABC 1,2,3 Repeat Read Aloud Programme for Adult**

**Session Twelve Kete Theme to repeat together**

*Whether your journey in life is fortunate or unfortunate is greatly determined by the way you use words.*

In Session Eleven A / Twelve we can



- Repeat read aloud the Session’s Kete Theme together.
- Bring something you are proud of – e.g. share a story, poem or song from your childhood or another culture.
- Have a group photo, goodbye-s and thank you-s.
- Organize your Kete.
- Be given starting dates and timetable for next term.

Thank you very much for your efforts and contributions. We look forward to seeing you next term. The Kete - Community Journal will be available first Session next term.

|   |             |                      |  |                                 |   |
|---|-------------|----------------------|--|---------------------------------|---|
| A | Accessing & | Adults               |  | <i>It's easy</i>                | 1 |
| B | Building    | Repeat reading aloud |  | <i>It's fun (Join Joy-In)</i>   | 2 |
| C | Community   | Together             |  | <i>It has high expectations</i> | 3 |

## Repeat Read Aloud in the Library Manual NZCC for the ABC 1,2,3 Repeat Read Aloud Programme for Adult

### Optional task exercises' summary

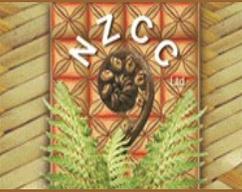
- A** Access community & reinforce language learning by reading books aloud that are enjoyable to read.
- B** Build community. Build multi-literacy. Share each other's culture through reading and talking together.
- C** Weave an on-line Kete-Community Journal sharing our learning with other communities at home on-line

|   |                        |                      |   |                                 |   |
|---|------------------------|----------------------|---|---------------------------------|---|
| A | <i>Accessing &amp;</i> | Adults               |  | <i>It's easy</i>                | 1 |
| B | <i>Building</i>        | Repeat reading aloud |   | <i>It's fun (Join Joy-In)</i>   | 2 |
| C | <i>Community</i>       | Together             |   | <i>It has high expectations</i> | 3 |

## Repeat Read Aloud in the Library Manual NZCC for the ABC 1,2,3 Repeat Read Aloud Programme for Adult

### More optional task exercises' summary

- 1 Read about gratitude and then write about your practice.
- 2 Jot down ways you reduce recycle and repair.
- 3 Practice smiling and greeting – what happened?
- 4 Train yourself, challenge yourself, how did it go for you?
- 5 List ways / words to positively talk to yourself and others.
- 6 How has projecting positive words changed your life?
- 7 Write down one way I practice doing my best.
- 8 Describe what makes you special.
- 9 Everyone has a valid opinion – What do you think?
- 10 Share with us something you are proud of (e.g. progress).
- 11 Share a favourite nursery rhyme, recipe or something.
- 12 Please finish our cultural journey together by putting in the Kete. Remember Waitangi Day Feb 6<sup>th</sup>.

|   |                        |                      |   |                                 |   |
|---|------------------------|----------------------|---|---------------------------------|---|
| A | <i>Accessing &amp;</i> | Adults               |  | <i>It's easy</i>                | 1 |
| B | <i>Building</i>        | Repeat reading aloud |   | <i>It's fun (Join Joy-In)</i>   | 2 |
| C | <i>Community</i>       | Together             |   | <i>It has high expectations</i> | 3 |

## Repeat Read Aloud in the Library Manual NZCC for the ABC 1,2,3 Repeat Read Aloud Programme for Adult

### Glossary of NZCC Terms

| NZCC Ltd prefers using                     | NZCC Ltd avoids using   |
|--|---|
| Volunteer Reader or Volunteer              | Teacher   |
| Language Learning Reader or Reader         | Student, Migrant, Immigrant,<br><br><i>note many of our Volunteers are migrants and many Readers have lived here for decades but continue to be isolated by language</i>  |
| Incoming communities, language communities | Migrants ( <i>many of our migrants are English speaking from birth. Many migrants have been here for decades. Many migrants are more educated than English speakers</i> ) |
| Receiving community (which is diverse)     | Them / us / other   |

|   |                    |   |                      |                                 |   |
|---|--------------------|---|----------------------|---------------------------------|---|
| A | Accessing & Adults |  | <i>It's easy</i>     | 1                               |   |
| B | Building           |   | Repeat reading aloud | <i>It's fun (Join Joy-In)</i>   | 2 |
| C | Community          |   | Together             | <i>It has high expectations</i> | 3 |

## Repeat Read Aloud in the Library Manual NZCC for the ABC 1,2,3 Repeat Read Aloud Programme for Adult

| <b>Multi - literacy</b>           | <b>Literacy means more than grammar</b>  |
|-----------------------------------|--|
| Communication literacy            | “Are you illiterate if you have no grammar?.” or “You are literate when you have grammar but you do not know how to get on with people living in your community.”  |
| Community literacy                | Meeting – reading with, working with, people in your local community. Knowing how to foster a community feeling of well being.   |
| Computer literacy                 | Accepting and coming to know and use the part that computer technology has to improve our lives.   |
| Cultural literacy                 | Having an inkling of culture we do not and cannot and will never know.   |
| Competence & confident competence | It is one thing to be competent and quite another to have confidence. When communities can become confident in their competence, when competencies are recognised and acknowledged, then communities can become not only multi-cultural but also multi-literate. |
|                                   |  |

|          |                                      |   |                                 |          |
|----------|--------------------------------------|---|---------------------------------|----------|
| <b>A</b> | <b>Accessing &amp; Adults</b>        |  | <b>It's easy</b>                | <b>1</b> |
| <b>B</b> | <b>Building Repeat reading aloud</b> |   | <b>It's fun (Join Joy-In)</b>   | <b>2</b> |
| <b>C</b> | <b>Community Together</b>            |   | <b>It has high expectations</b> | <b>3</b> |

## Repeat Read Aloud in the Library Manual NZCC for the ABC 1,2,3 Repeat Read Aloud Programme for Adult

|                                      |   |
|--------------------------------------|---|
| <b>Expanding literacy to</b>         | <b>Multi-cultural Multi-literate</b>  |
| Multi-cultural                       | Walking, working, reading aloud, thinking along the same lines (e.g. Kete Themes, Treaty of Waitangi, Road Rules) with or without understanding.  |
| Multi-literate                       | Including: communication literacy, community literacy, cultural literacy, computer literacy, confident competence.  |
| <b>Language &amp; library</b>        | <b>The language of library</b>  |
| Language as a living dynamic process | Language can be seen as static, as being definitively right or wrong. Literacy is not language per se. Language can be used as a construct to “put people in <u>their</u> place.” We encourage language to be used to communicate, to better understand and build community. “Welcome to my place, let's make it <u>our</u> place.” |

|          |                        |                             |   |                                 |          |
|----------|------------------------|-----------------------------|---|---------------------------------|----------|
| <b>A</b> | <b>Accessing &amp;</b> | <b>Adults</b>               |  | <b>It's easy</b>                | <b>1</b> |
| <b>B</b> | <b>Building</b>        | <b>Repeat reading aloud</b> |   | <b>It's fun (Join Joy-In)</b>   | <b>2</b> |
| <b>C</b> | <b>Community</b>       | <b>Together</b>             |   | <b>It has high expectations</b> | <b>3</b> |

## Repeat Read Aloud in the Library Manual NZCC for the ABC 1,2,3 Repeat Read Aloud Programme for Adult

| Appendices in the Training Manual  | Page | Appendix |
|--|------|----------|
| Want to start a programme? Three scenarios to inspire your initiative (Asian, Pasifika, Institutional languages)   |      | I        |
| Kete-Community Journal and group reading time: bringing multi-literacy together.   |      | II       |
| One- on-one quality. Name tags: The different colours. Name tags signed off  |      | III      |
| Join Joy-In - Project Planning: Prepare. Set up Teambuilding. Prepare for Sessions. Session overview. Evaluations. Kete.   |      | IV       |
| The Library Bag: The Office. What is in the Library Bag. How to use the Library Bag.   |      | v        |
| Teambuilding: Intro: Shared Team Goal; Types of Team tasks. Example Teambuilding Agenda.   |      | VI       |
| Treaty of Waitangi: reading aloud promoting cultural unity in diversity: celebrating one people.   |      | VII      |
| Why? " Why have 1,2,3? Why have a Teambuilding? Why repeat the Kete Themes before each Session? Why have a web page? Why have "Tracking the Positive Chart? Why is it so difficult?" |      | VIII     |

|   |                        |                      |   |                                 |   |
|---|------------------------|----------------------|---|---------------------------------|---|
| A | <i>Accessing &amp;</i> | Adults               |  | <i>It's easy</i>                | 1 |
| B | <i>Building</i>        | Repeat reading aloud |   | <i>It's fun (Join Joy-In)</i>   | 2 |
| C | <i>Community</i>       | Together             |   | <i>It has high expectations</i> | 3 |

## Repeat Read Aloud in the Library Manual NZCC for the *ABC 1,2,3 Repeat Read Aloud Programme for Adult*

|   |                        |                      |   |                                 |   |
|---|------------------------|----------------------|---|---------------------------------|---|
| A | <i>Accessing &amp;</i> | Adults               |  | <i>It's easy</i>                | 1 |
| B | <i>Building</i>        | Repeat reading aloud |   | <i>It's fun (Join Joy-In)</i>   | 2 |
| C | <i>Community</i>       | Together             |   | <i>It has high expectations</i> | 3 |