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## READ Saskatoon provides:

- free literacy tutoring to adults;
- free family literacy programs;
- free family literacy support and coordination to schools, community based organizations and businesses;
- training to groups interested in building their skills in adult and family literacy;
- group adult learning opportunities. Our holistic classroom connects adults into further education and skill enhancement programs;
- alternative points of accessing literacy supports. Our Good Book Bins, distributed throughout public waiting areas encourages families to choose a new or gently used book from the box and read it together. They can take the book home, bring back at the next visit, replace it with another, or keep it;
- an award winning workplace literacy model that supports lifelong learning on the job;
- research to the literacy community in Saskatoon, Saskatchewan and Canada.

## READ Saskatoon Annual Literacy Conference - Tutors, Learners and Families Welcome to Attend

Wednesday, June 1st, 2011

5:00–9:00 p.m.

Western Development Museum—2610 Lorne Avenue

Family meal style dining is designed to encourage conversation and making new friends. The food is brought to the table in serving dishes and we pass the food around the table, serving ourselves.

There'll be lots to eat and lots to enjoy!

### Agenda for evening

5:00 — Registration & Meet 'n' Greet

5:30 — Supper

6:00 — Guest Speaker

7:00 — Learning Session 1

7:45 — break

8:00 — Learning Session 2

8:45 — Wind up and closing

Tickets \$10 per person. You will be refunded your money signing in at the event.

Tickets available at READ Saskatoon at 652-5448.

**Register now. Room for only 60 people!**

## Winners of Story Telling Contest share their tales



### READ

**Saskatoon is a not-for-profit**

organization and fulfills its mission using funding derived solely through project grants and fundraising.

A Day out with Daddy  
By Alejandro Murrieta  
(5 years old)

It was a nice day, lots of snow surrounding our backyard and the little hills across from our house. I told my dad: "Hey daddy, today is a perfect day for sledding. So we put on all our winter stuff, snow pants, mittens, toque, two scarves and jacket (I come from a very warm country, so dad makes sure that before I go out. I took the sled, held my dad's hand and off we went, across the park and up the hill finding the perfect spot of our sledding day.

So there we were, standing on top of the hill. So I sat down on the sled, my dad at the back holding me tight, One, two, three, dooooooooooown the hill. This is so much

fun! Next we are all covered in snow. Doesn't matter. We are having fun. So up the hill again, same procedure, sit down, go!. Wooooooo! Watch out there is a little rock. We are going to fly, fly. My dad holds me tight on the snow and I see my sled. A small part is broken. Anyways, we did have fun. Probably next year that I turn six, I will be able to go on my own on the sled. I'm not scared anymore, but we will definitely need a new one.

Then we headed back home and since my dad had recorded everything on his blackberry my mom could see the whole movie at home. What a story!

A Story about a Cat Named Callie  
By Hermeline Maurice  
and Olivia

There was a cat with beautiful golden fur. Her name was Callie. But one day this cat went for a walk and walked far away from and home and wondered where she was. As she was walking she saw an old building so she decided to check it out if there was mice for her dinner. So she found three mice for her dinner, so she ate all the mice.

After that she kept on walking, until she met a man named Troy. Callie decided to follow Troy home. When Troy opened the door, the cat ran in quickly. Callie wondered where she was for a while. She decided to look around the house to see if she could find food for dinner. The

man found her in the living room,. He wondered what she was doing here. He gave her some food to eat. She decided to eat it. She liked it very much. After Callie ate, she fell asleep on the couch because she was very tired. The cat stayed with the man for a long time, her owner named Lucy decided to look for her cat. Lucy made posters.

Troy saw one of the posters and decided to call her. Then he did he found out that it was her cat, so he decided to buy a cat like hers. He had lots of fun with his new cat. He name the cat Melody. Lucy and Troy became friends and they lived happily ever after.

There is one word in the English language that can be a noun, verb, adjective, adverb, and preposition:

## UP

This two-letter word in English has more meanings than any other two-letter word, and that word is UP. It is listed in the dictionary as an [adv], [prep], [adj], [n] or [v]. It's easy to understand UP, meaning toward the sky or at the top of the list, but when we awaken in the morning, why do we wake UP? At a meeting, why does a topic come UP? Why do we speak UP, and why are the officers UP for election (if there is a tie, it is a toss UP) and why is it UP to the secretary to write UP a report? We call UP our friends, brighten UP a room, polish UP the silver, warm UP the leftovers and clean UP the kitchen. We lock UP the house and fix UP the old car.

At other times, this little word has real special meaning. People stir UP trouble, line UP for tickets, work UP an appetite, and think UP excuses. To be dressed is one thing but to be dressed UP is special. And this UP is confusing: A drain must be opened UP because it is stopped UP. We open UP a store in the morning but we close it UP at night. We seem to be pretty mixed UP about UP!

To be knowledgeable about the proper uses of UP, look UP the word UP in the dictionary. In a desk-sized dictionary, it takes UP almost 1/4 of the page and can add UP to about thirty definitions. If you are UP to it, you might try building UP a list of the many ways UP is used. It will take UP a lot of your time, but if you don't give UP, you may wind UP with (UP to) a hundred or more.

When it threatens to rain, we say it is clouding UP. When the sun comes out, we say it is clearing UP. When it rains, it soaks UP the earth. When it does not rain for awhile, things dry UP. One could go on and on, but I'll wrap it UP, for now...my time is UP!

Oh...one more thing: What is the first thing you do in the morning and the last thing you do at night? U-P! Did that one crack you UP? Don't screw UP. Tell everyone you know . . . or not . . . it's UP to you. Now I'll shut UP!

## Did you know you can book

### private space

for tutoring  
sessions at the  
following  
branches of the  
public library:

- Alice Turner
- Carlyle King
- Cliff Wright
- Frances Morrison  
(Main)
- Mayfair
- Rusty McDonald
- Library on 20<sup>th</sup> Street

Call the branch directly to learn about the procedures for booking your space!

# Prepositions: What are they and why are they important?

A preposition links nouns, pronouns and phrases to other words in a sentence. The word or phrase that the preposition introduces is called the object of the preposition.

A preposition usually indicates the temporal, spatial or logical relationship of its object to the rest of the sentence as in the following examples:

The book is **on** the table.

The book is **beneath** the table.

The book is leaning **against** the table.

The book is **beside** the table.

She held the book **over** the table.

She read the book **during** class.

In each of the preceding sentences, a preposition locates the noun "book" in space or in time.



A prepositional phrase is made up of the preposition, its object and any associated adjectives or adverbs. A prepositional phrase can function as a noun, an adjective, or an adverb. The most common prepositions are "beneath," "beside," "between," "beyond," "but," "by," "despite," "down," "during," "except," "for," "from," "in," "inside," "into," "like," "near," "of," "off," "on," "onto," "out," "outside," "over," "past," "since," "through," "throughout," "till," "to," "toward," "under," "underneath," "until," "up," "upon," "with," "within," and "without."

Each of the **highlighted** words in the following sentences is a preposition:

The children climbed the mountain **without** fear.

In this sentence, the preposition "without" introduces the noun "fear." The prepositional phrase "without fear" functions as an adverb describing how the children climbed.

There was rejoicing **throughout** the land when the government was defeated.

Here, the preposition "throughout" introduces the noun phrase "the land." The prepositional phrase acts as an adverb describing the location of the rejoicing.

The spider crawled slowly **along** the banister.

The preposition "along" introduces the noun phrase "the banister" and the prepositional phrase "along the banister" acts as an adverb, describing where the spider crawled.

The dog is hiding **under** the porch because it knows it will be punished **for** chewing up a new pair **of** shoes.

Here the preposition "under" introduces the prepositional phrase "under the porch," which acts as an adverb modifying the compound verb "is hiding."

The screenwriter searched **for** the manuscript he was certain was somewhere **in** his office.

Similarly in this sentence, the preposition "in" introduces a prepositional phrase "in his office," which acts as an adverb describing the location of the missing papers.

**READ**

**Saskatoon is a**

**community**

**leader**

in supporting

literacy activities

and lifelong

learning.

Extracted from:

<http://www.uottawa.ca/academic/arts/writcent/hypergrammar/preposit.html>

**Prepositions**  
**Fill in the right words that best**  
**complete the sentences**

He made his escape by jumping \_\_\_\_\_ a window and jumping \_\_\_\_\_ a waiting car.

- over / into
- between / into
- out of / between
- out of / into
- up to / out of

To get to the Marketing department, you have to go \_\_\_\_\_ those stairs and then \_\_\_\_\_ the corridor to the end.

- over / into
- between / into
- out of / between
- out of / into
- up / along

I saw something about it \_\_\_\_\_ television.

- in
- on
- at
- through

I couldn't get in \_\_\_\_\_ the door so I had to climb \_\_\_\_\_ a window.

- through / in
- between / into
- out of / between
- out of / into
- up / along

She took the key \_\_\_\_\_ her pocket and put it \_\_\_\_\_ the lock.

- over / into
- between / into
- out of / in
- by / on
- up to / out of

He drove \_\_\_\_\_ me without stopping and drove off \_\_\_\_\_ the centre of town.

- from / into
- towards / over
- along / up
- past / towards
- in / next to

I took the old card \_\_\_\_\_ the computer and put \_\_\_\_\_ the new one.

- out of / in
- out of / between
- out of / into
- up / along

I went \_\_\_\_\_ him and asked him the best way to get \_\_\_\_\_ town.

- from / into
- towards / over
- along / up
- by / on
- up to / out of

It's unlucky to walk \_\_\_\_\_ a ladder in my culture. I always walk \_\_\_\_\_ them.

- through / in
- out of / in
- under / around
- out of / into

The restaurant is \_\_\_\_\_ High Street, \_\_\_\_\_ the cinema.

- through / in
- out of / in
- under / around
- on / next to
- up / along

Sally left school \_\_\_\_\_ the age of 16 and went to work \_\_\_\_\_ a bank.

- through / in
- under / around
- in / next to
- at / in

He jumped \_\_\_\_\_ the wall and \_\_\_\_\_ the garden.

- over / into
- towards / over
- along / up
- by / on

He was driving \_\_\_\_\_ 180 miles per hour when he crashed \_\_\_\_\_ the central barrier.

- at / into
- out of / in
- under / around
- in / next to
- at / in

**READ Saskatoon**

**has been**

**providing**

a safe way for

people to learn for

over 30 years.

READ Saskatoon is

proud of its

operation, supports

its employees and

volunteers, and

cares about the

community of

Saskatoon.



# Things to do During the Spring Break

## READ

**Saskatoon is about more than words ...**

We have developed successful strategies to engage volunteers in the delivery of our mission and vision.

### Some fun activity suggestions for you and your family.

- Visit the Discovery Children's Museum at Market Mall.
- Mendel Art Gallery Free Craft Making every Sunday at 2 p.m.
- Go on a nature hike.
- Decorate Easter Eggs.
- Send a letter to a grandparent, aunt or uncle.
- Read a Book: books about rain: Raindrops by Sandy Gay, Rain Gear by Jean Parker Katz and The Little Cloud by Eric Carle.
- Snack Idea: Taste the Rainbow jar- fill a jar full of foods of different colors! Which color tasted best? Chocolate pudding with gummy worms in it- talk about



how worms come out of the ground when it rains.

- Try making a rain maker- use a cardboard tube filled with rice, beans or beads. Cover the ends with heavy tape or wax paper and elastic bands. Shake slow at first then fast! Indoor

Puddle Jumping (using pillows).

- Bean Bag Toss into a puddle ( hoola hoop, trash basket, laundry basket or make a ring out of string to throw a bean bag into)
- Mr Rainbow Says (Simon Says)

### Spring Cleanup

- Take a garbage bag to collect litter on a walk to a park in your neighborhood, or even on your playground. The litter should be discarded when you return home.

- Talk about what to recycle and what to throw away. Talk about why we should pick up litter even though it may not be ours. Discuss safety and germs. What is safe to pick up and the importance of washing hands after. What to do if you find a needle? Germs, graffiti, etc...

### What's Inside?

- Inside a large box, place many spring items. You may include a kite, an umbrella, a hat, a fishing pole, etc.



- Select an item without showing it.
- Describe the object and give clues about how the item can be used. Everyone

tries to guess and identify the item. Get them to ask questions not just guess answers. Example: What color is it? Do I wear it? Is it to play with ? Is it something I use?

## HOW TO VOTE IN THE MAY 2<sup>nd</sup> FEDERAL ELECTION

To vote in an election, you must be a Canadian citizen, 18 years of age or older, and be able to prove your identity.

To identify yourself, you can:

1. Show a **government-issued ID** that has your picture, name and address. For example: Driver's Licence, Provincial/Territorial ID Card, Ontario photo Health Card. OR

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2. Show **any two original IDs or documents** – at least one must show your address. For example: Health Card, SIN Card, Birth Certificate, Certificate of Indian Status, Certificate of Canadian Citizenship, Liquor Identification Card, Library Card, fishing/trapping/hunting licence, bank statement, utility bill, Statement of Government Benefits, letter from a public guardian or public trustee, Attestation of Residence, Letter of Stay, Admission Form or Statement of Benefits from a shelter or soup kitchen, residential lease agreement, government cheque or cheque stub. OR

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3. If you do not have the right type of ID, but you know someone who does (like your roommate or neighbour), that **person can vouch for you** if they have the right ID and are on the voter list. Both yourself and that person will be required to make a sworn statement before you vote.

### When are voting stations open?

Time zone	Polls open and close
Newfoundland time	8:30 a.m. – 8:30 p.m.
Atlantic time	8:30 a.m. – 8:30 p.m.
Eastern time	9:30 a.m. – 9:30 p.m.
Central time	8:30 a.m. – 8:30 p.m.
Mountain time (including Saskatchewan)	7:30 a.m. – 7:30 p.m.
Pacific time	7:00 a.m. – 7:00 p.m.

To find out what each political party wants to do if they are elected, visit their websites, including: [www.conservative.ca](http://www.conservative.ca); [www.liberal.ca](http://www.liberal.ca); [www.ndp.ca](http://www.ndp.ca); [www.blocquebecois.org](http://www.blocquebecois.org); [www.greenparty.ca](http://www.greenparty.ca).

For more information on how (and where) to vote in the federal election, please visit [www.elections.ca](http://www.elections.ca) or call 1-800-463-6868 (1-800-361-8935 for TTY).

**How can there be a literacy problem in Canada, when most adults can read and write?**

Many people misinterpret low literacy as illiteracy. In fact, very few Canadian adults are truly illiterate (unable to read or write). The main concern is regarding the millions who possess some literacy skills, yet who are below the

## Join us for Breakfast and a Workshop!

### Effective Feedback:

Improve Employee Engagement and Teamwork

**Where:** Ramada Hotel , 806 Idylwyld Drive, Saskatoon

**When:** May 26, 2011 - 8:00am to 10:30am

**Cost:** \$35 + GST



### Effective feedback

- Enhances morale
- Improves performance
- Provides clarity
- Strengthens teams
- Motivates employees for greater success.

**For more information contact: Dorothy Sawatsky 306 220 9166  
or Lynne Marr 306 384 5425**

READ Saskatoon READER, Volume 32, April, 2011

## Literacy Fact



In Saskatchewan,  
66% of people who  
are at the lowest  
level of literacy are  
employed.

- LITERACY in Saskatchewan  
Implications of Findings from  
IALSS 2003



Green is the colour  
Donations are the Game

We're all together and **literacy** is our aim!

Thank you TD Canada Trust for ensuring READ Saskatoon continues to  
provide free literacy services to adults and families.

