



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

It's more than words.



this issue

[READ 'n' Feed Celebrity Auction P.1](#)

[The Miseducation of the Doodle P.2](#)

[Upcoming Events at READ Saskatoon P.3](#)

[Sound Discrimination Activity P.4](#)

[Storybag highlights P.5](#)

[Letter to the Editor P.6](#)

[Seniors Computer Literacy Project P.7](#)

[Seeking Adult Learner Nominations P.8](#)

READ 'n' Feed Celebrity Auction

A celebrity auction supporting READ Saskatoon



+



=



Thursday, March 31st at 6:00 p.m.

Western Development Museum—2610 Lorne Avenue

Tapas style dining is designed to encourage conversation, mingling and making new friends. There'll be lots to eat and lots to enjoy!

Join Richard Brown, READ Saskatoon's host as we celebrate literacy, fun and friends.

Featuring Saskatoon's Glitterati:

U of S Huskies; Saskatoon Blades; Curtis Anderson — Shaw Television; Saskatoon writer Amy Jo Ehman; "Stiletto Vibe" - Club Mynx; Mike Lieffers - Canada's Wakeboarding Coach; Sensational Yogis Vincent Lu and Yohannes Petros ... and more!

Tickets \$35. Available at picatic.com and READ Saskatoon at 652-5448.

The Miseducation of The Doodle

By Sunni Brown



READ

Saskatoon is a not-for-profit organization and fulfills its mission using funding derived solely through project grants and fundraising.

In the winter of 1969, Virginia Scofield faced a daunting challenge. It was a recurring challenge—more like a nightmare—and she had already failed miserably at her first attempt. This particular obstacle was one that most people consider themselves lucky to never face: undergraduate organic chemistry.

At the time, Virginia was a biological sciences student at the University of Texas. Her career plan bumper sticker could have read “Ph.D. or Death!” as there was no alternate route to pursuing her doctorate. She had to learn, integrate, and retain organic chemistry’s masochistic detail, and time was not on her side.

Having exhausted traditional learning methods such as highlighting, note-

taking, and rote memorization, Virginia chose to unleash a powerful, primitive tool that ultimately turned out to be her saviour:

[The Doodle](#). Virginia

decided to draw rudimentary visual

representations of every concept in her Morrison and Boyd textbook. She

deployed a problem-solving technique that defied

conventional wisdom and all the academic advice she had received. And

the story has a happy ending. Not only did Virginia ace her organic chemistry final and eventually become Dr.

Scofield, she also became a celebrated immunologist, earning accolades for one of the biggest scientific

breakthroughs related to HIV transmission. She credits much of her success, then and now, to her world-turning decision to doodle.

So what exactly does it mean “to doodle?” If you

reference any standard

dictionary, it will offer up a variety of

disreputable definitions: To dilly-dally, to fiddle around,

to make meaningless marks, or to do something of little value,

substance, or import. But considering what doodling did for Dr.

Scofield and what it does for hordes of humans around the world, these definitions are nothing short of obnoxious.

People have been solving problems and making

sense of the world using simple visual language for over 30,000 years. A more appropriate definition is long overdue.

Doodling may be better described as ‘markings to help a person think.’ Most people believe that doodling requires the intellectual mind to shutdown, but this is one misrepresentation that needs correcting. There is no such thing as a mindless doodle. The act of doodling is the mind’s attempt to engage before succumbing to mindlessness. Doodling serves a myriad of functions that result in thinking, albeit in disguise. This universal act is known to:

- increase our ability to focus (especially when handling dull or complex subject matter),
- increase information retention and recall,
- activate the “mind’s eye,”

or the portions of the visual cortex that allow us to see mental imagery and manipulate concepts,

- enhance access to the creative, problem-solving, and subconscious parts of the brain, while allowing the conscious mind to keep working, and unify three major learning modalities: visual, auditory, and kinesthetic.

That last benefit of the doodle is no slouch. Learning experts assert that, for information to be truly integrated, it must incorporate at least two of the major learning modalities or it must incorporate one modality coupled with a strong emotional experience. For the doodle to offer up the possibility of all three



modalities and an emotional experience is an impressive feat for such an outwardly simple behavior. Lo and behold, this “useless act” is really a highly functional technique with broad applications for the way we work and the way we think. It’s no happy accident that Thomas Edison was a prolific doodler and also one of our most applauded inventors. Neither is it a coincidence that many of the most innovative companies use doodling and visual language to stay ahead of the curve.

To read the rest of the article, go to this link: <http://m.alistapart.com/articles/the-miseducation-of-the-doodle/>

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 20th Street

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

Upcoming Events at READ Saskatoon

- Freedom to Read Week — February 20–26
- Office closure — Mid-term break — April 13-17
- Volunteer Orientation — Wednesday, March 23, 6:30 to 9:00 p.m. — READ Saskatoon office
- Volunteer Orientation — Thursday, March 24, 1 to 3:30 pm — READ Saskatoon office
- Literacy Tutor Training — Saturday, March 26
- READ ‘n’ Feed Celebrity Auction — Thursday, March 31 — Western Development Museum
- Adult Homework Help—every Tuesday 3:30-5:30p.m. at the Library on 20th **EXCEPT** Feb. 22 & April 26
- Mavis’ birthday (It’s a big one) — April 28

Sound Discrimination Activity

If you would like to work on letter sounds, this is a great way to practice together. This exercise can be used for improving letter sound identification as well as pronunciation. Read the words in each exercise column to your learner: they will use the next page to circle “same” or “diff”, depending on the sound they hear. Look over their results together to find out what they heard. Remember this is not a test, just an exercise for fun. It’s also a great way to build vocabulary!



Exercise 1: L & R	Exercise 2: S & Z	Exercise 3: B & V
0) flight – fright	0) loose – lose	0) beer – veer
1) late – rate	1) price – prize	1) bile – vile
2) cord – cord	2) ceased – seized	2) best – vest
3) glass – grass	3) case – case	3) value – value
4) foal – four	4) singer – zinger	4) valid – ballad
5) frank – frank	5) cent – cent	5) marble – marvel
6) class – class	6) sunny – sunny	6) very – berry
7) clock – crock	7) seal – zeal	7) bowels – vowels
8) blight – bright	8) rice – rise	8) verses – verses
9) cramped – cramped	9) raising – racing	9) banished – vanished
10) breed – bleed	10) zones – zones	10) bubbles – bubbles
11) sold – sold	11) cores – course	11) vent – bent
12) blushed – brushed	12) silence – silence	12) voices – voices
13) clutch – crutch	13) sipped – zipped	13) bowl – vole
14) bowls – bowls	14) please – police	14) votes – boats
15) clashed – clashed	15) roses – roses	15) burn – burn

READ
Saskatoon is a
community
leader
 in supporting
 literacy activities
 and lifelong
 learning.

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.

Exercise 1:	Exercise 2:	Exercise 3:
0) same – different	0) same – different	0) same – different
1) same – different	1) same – different	1) same – different
2) same – different	2) same – different	2) same – different
3) same – different	3) same – different	3) same – different
4) same – different	4) same – different	4) same – different
5) same – different	5) same – different	5) same – different
6) same – different	6) same – different	6) same – different
7) same – different	7) same – different	7) same – different
8) same – different	8) same – different	8) same – different
9) same – different	9) same – different	9) same – different
10) same – different	10) same – different	10) same – different
11) same – different	11) same – different	11) same – different
12) same – different	12) same – different	12) same – different
13) same – different	13) same – different	13) same – different
14) same – different	14) same – different	14) same – different
15) same – different	15) same – different	15) same – different

Storybag Highlights

This month, why not borrow a Storybag from READ Saskatoon’s lending library to use with your learner and their family? Each Storybag contains a children’s book (minimum of six copies to be used by parents), props, puppets or back drop to retell the story, activities (colouring pages, games and crafts, non-fiction materials, snack ideas and activity suggestions related to the theme of the book) and parent handouts.

Storybags can be used for toddler ages to grade 8 and can be incorporated into any theme. They are a wonderful tool for families of all literacy levels to enjoy stories together and to help create stories to come alive. Just call the office to book a Storybag or view the available titles at: <http://www.readsaskatoon.com/pdfs/>



The True Story of the Three Little Pigs
by Jon Scieszka Great for Pre
Kindergarten to Gr 8. A fractured
fairy tale that proves there are two-
sides to every story.



Letter to the Editor January 24, 2011: Literacy Woes Need Strategy

READ
Saskatoon is
about more
than words ...
We have
developed
successful
strategies to
engage volunteers
in the delivery of
our mission and
vision.

The Star Phoenix recently published an article which discussed the literacy levels of youth in Saskatchewan. The article suggests that youth in Saskatchewan are scoring lower than their Canadian counterparts, with about 15% (1 in 6) not meeting what would be considered "baseline proficiency." While this statistic may be alarming, it comes as no surprise if one considers the literacy rates of adults in the province.

The International Adult Literacy and Skills Survey from 2003 shows that one in three adults in Saskatchewan do not have the literacy skills necessary to fully engage in society. Considering one in three Saskatchewan adults struggle with their literacy skills, it stands to reason that those adults who are parents could

have children who also struggle with literacy skills.

These statistics demonstrate the urgency needed for a focussed strategy supported by schools, families, communities, and governments. Schools recognize the need for higher achievement and are actively working to improve learning; they also stress the need for a holistic approach which involves collaborative support from families, communities, and government.

The response needs to be immediate in programming, accountability and practices based on sound research.

READ Saskatoon and the Saskatchewan Literacy Network have over fifty years of experience supporting literacy within family and community settings. Learning begins

at home, with parents as their children's first teachers and as crucial partners in their children's education within the school system. Creating a learning culture requires partnership between home, school, and community and means greater successes for children and parents. Within this partnership, parents at all levels of literacy can be involved in supporting success and addressing the identified gaps as reported.

More adult and family literacy programs offered within the school as well as community settings would benefit children and their families, schools and the province as a whole. Families benefit in terms of their health and well-being, fulfillment of personal goals, as well as improved school achievement, employment opportunities and skill levels. Schools benefit by enhancing attitudes towards learning, as well

as developing parental support and involvement in school. The province as a whole benefits as citizens are better prepared to actively contribute to their communities and economies.

These benefits will be realized only through deliberate, strategic, and focussed attention with schools, community organizations, and government coming together to address this alarming trend.

Sincerely,
Carm Michalenko,
Board Chair, READ
Saskatoon

Mark Williment,
President, Saskatchewan
Literacy Network

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

internationally-

accepted

standard for

coping in a

modern society.

Reading the Future
<http://www.ccl-cca.ca/ccl/reports/readingfuture/index.htm>

Collaborative Seniors' Computer Literacy Project

READ Saskatoon and the Saskatoon Public Library have a long history of working in close partnership, and the Seniors' Computer Literacy project is a great continuation of that relationship.

The Outreach Services Department of the Saskatoon Public Library serves seniors and people with disabilities. Outreach Services has received grant funding from the Government of Canada, through the New Horizons for Seniors Program, for a project entitled "Connecting Older Adults: Seniors' Computer Literacy". The Seniors' Computer Literacy project is all about giving seniors the tools they want and need, so that they can stay connected with family, friends, and community.

Using a mobile computer lab (laptops and a projector in a portable box), a Senior Trainer and an Assistant will travel out and do hands-on basic computer training for groups of seniors where they live and congregate.

This free computer training will occur in seniors' residences and seniors' centres around Saskatoon and will use laptops with wireless Internet. Training will focus on the basics, such as mouse, desktop, and Internet, and could even include tools like e-mail, Facebook, and Skype if the seniors in a group can already do the basics. Five seniors are able to take training at a time with the mobile lab.

READ Saskatoon is providing literacy support and project management

mentorship to this project. In addition to READ Saskatoon, other partners with the

Library in this project are the Community University Institute for Social Research (CUISR) and the Saskatoon Community Clinic. Gwen Schmidt from the Library is coordinating the project.

We are all very excited about the possibilities that this project can bring to older adults in Saskatoon, and especially to those who cannot easily travel to get to training. If you know a group of seniors who would benefit from this training, please call Gwen in Outreach Services at 975-7606 for more



Nominate your learner for the READ Saskatoon Adult Learner Award

Does your learner deserve a special award? READ Saskatoon is recognizing one adult learner who has shown extraordinary commitment to the learning process and their tutor. If you think your learner deserves special recognition, please write or e-mail us a letter highlighting the following facts:

- How your learner has challenged your preconceptions about learning;
- Examples of how your collaboration has benefited your learner and yourself;
- How your learner has achieved his or her goals;
- How your learner has exceeded your or their own expectations.

READ Saskatoon is committed to ensuring that learner anonymity and confidentiality is maintained. We ask that you ensure your learner is aware of the nomination. The award will be presented at our annual fundraiser, on March 31, 2011 *READ 'n' Feed Celebrity Auction*.



**Nomination Deadline
March 11, 2011 at 4 p.m.**

Mail your nomination to:
READ Saskatoon
Rigby-Wilcox Nomination
Committee

#304-1114 22nd Street West
Saskatoon, SK S7M 0S5

or email to:
info@READSaskatoon.com
or fax to: 652 4205

READ Saskatoon READER, Volume 32, February, 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.

