



Promoting and supporting literacy and learning since 1990

New Literacy Resources for Loan From the Provincial Literacy Resource Centre

Winter 2010

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Aboriginal Literacy

Fill it in: working with forms for Aboriginal students. By Christianna Jones and Kate Thompson. Owen Sound, Ont.: Ningwakwe Press, 2009.

This book is designed for Aboriginal adults and teens who want to learn about filling out forms. The workbook contains paper-based and internet forms that touch on work, personal and school life. A glossary of terms commonly used on forms is included.

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□ **Fire and water: original teachings and today's duties.** By Nancy Cooper. Owen Sound, Ont.: Ningwakwe Learning Press, 2005.

This resource is for literacy instructors or tutors of learners who are working at an intermediate level. This resource will encourage learners to be self directed learners and take initiative. It is assumed that the learner will be working individually with a tutor who is familiar with the skills and challenges of the learner, or with a group working on skills development.

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□ **Just reach out: back to high school transition guide.** By Fyre Jean Graveline, Michele Graveline and Amber Graveline. Owen Sound, Ont.: Ningwakwe Learning Press, 2009.

This guide is for high school students who are continuing through high school, returning to high school, or relocating to a new program outside of their home community. It is based on bringing Aboriginal ways of life, learning, and sharing into everyday life.

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□ **Squamish people of the Sunshine Coast.** By Barbara Wyss. Victoria, BC: Trafford, 2005.

This illustrated book weaves some of the history of the Squamish people as well as two tales from their cultural traditions. "The Two Sisters" tells the story of the daughters of a great chief who brings peace to long warring enemies. Their reward is to be remembered forever as two mountains known as the Two Sisters. "Mink and His Brother" tells the tale of the escape of two mischievous minks who get swallowed by a whale.

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Adult Learners

□ **Adult learning and the emotional self.** Edited by John M. Dirkx. San Francisco, CA: Jossey-Bass, 2008.

This issue of "New directions for adult and continuing education" contains articles that look at the role that emotion can play in the lives of teachers and adult learners. It looks at adult learning in a number of settings.

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□ **Building self-esteem with adult learners.** By Denis Lawrence. Thousand Oaks, CA: SAGE Publications, 2000.

This book shows tutors how to enhance self-esteem in their adult learners, particularly those doing literacy skills training. A structured program to raise students' self-esteem is included.

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□ **Exploring adult learning in the Fraser Region.** Prepared by the Fraser Region Consortium – Douglas College, Kwantlen Polytechnic University, Simon Fraser University and University of the Fraser Valley. [Surrey, BC]: Fraser Region Consortium, 2009. Also available online at http://www.kwantlen.ca/shared/assets/explore_adult_learning_in_fraser_region11209.pdf

This report synthesizes information about the enrollment patterns of adult learners. It provides background information for discussions among the four partners of the Fraser Consortium, but it is just a starting point for what needs to be a sustained conversation about serving adult learners.

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□ **The facilitator's guide: a comprehensive tool to help practitioners.** By the Centre for Education and Work. Winnipeg, MB: Centre for Education and Work, 2005.

Developed for literacy practitioners, this guide provides information, teaching ideas and resources for teaching literacy to students who have specific jobs in mind. It shows how to use assignments to develop skills required for particular occupations.

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□ **Smart moves: why learning is not all in your head.** By Carla Hannaford. Salt Lake City, UT: Great River Books, 2005.

This is a readable, research-based book on the body's role in thinking and learning. It includes information on the role of emotions in learning and some Brain Gym activities that optimize learning potential.

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□ Teaching literacy skills to deaf adults: a handbook of information, advice and worksheets for tutors with deaf students in their classes. By Patricia Neville. London: RNID, 2005.

This handbook of information, advice and worksheets for tutors with deaf students in their literacy classes was produced to suggest ideas to explore and encourage experimentation with a variety of visual approaches and help make use of students' linguistic skills.

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□ Teaching with emotional intelligence: a step-by-step guide for higher and further education professionals. By Alan Mortiboys. New York: Routledge, 2005.

This book looks at the emotional context of the teacher - learner relationship. It contains activities and checklists to help teachers develop skills in communicating and developing a relationship with learners.

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□ Teaching writing to visual, auditory, and kinesthetic learners. By Donovan R. Walling. Thousand Oaks, CA: Corwin Press, 2006.

This book emphasizes matching teaching method to learning style when teaching writing. It offers instructional strategies and sample lessons.

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□ Universal design for learning: a guide for teachers and education professionals. By the Council for Exceptional Children. Arlington, VA: Pearson, 2005.

This book provides educators with the basics of universal design for learning (UDL) and offers practical guidance on how it can be implemented in a classroom environment.

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□ Using humor to maximize learning: the links between positive emotions and education. By Mary Kay Morrison. Lanham, MD: Rowman & Littlefield Education, 2008.

The purpose of this book is to affirm, sustain, and encourage educators in the practice of humor not only as a personal tool to optimize a healthy lifestyle, but to maximize the benefits of humor in education. Each chapter of this book includes a study group format and practice ideas. These tools can facilitate an understanding of positive psychology and how it can contribute to a joyful learning environment that promotes collaborative relationships.

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□ Working from strengths: venturing towards strength-based adult education. By Peter Waterhouse and Crina Virgona. Adelaide, AU: NCVET, 2008. Also available online at <http://www.ncver.edu.au/publications/1956.html>

Developed for practitioners, this resource introduces adult literacy educators to the principles of strength-based practice, a technique that concentrates on the strengths, capacities and aspirations of individuals. The resource provides examples of key processes and techniques, as well as information about where to access additional resources relating to strength-based practice.

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Curricula & Tutoring Resources

□ Economic crisis: the change agent: adult education for social justice. Edited by Cynthia Peters. Boston, MA: New England Literacy Resource Center/World Education, 2009.

This issue of the Change Agent focuses on the 2009 economic crisis in the United States. Using clear language, it explains the roots of the crisis, tells how people are responding, gives voice to the unemployed and tells inspiring

stories of what we could do to create an economy that works for everyone. Use this issue of The Change Agent to teach math, grammar, writing, and critical thinking skills.

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The facilitator's guide: a comprehensive tool to help practitioners. By the Centre for Education and Work. Winnipeg, MB: Centre for Education and Work, 2005.

See full description under Adult Learners.

Fire and water: original teachings and today's duties. By Nancy Cooper. Owen Sound, Ont.: Ningwakwe Learning Press, 2005.

See full description under Aboriginal Literacy.

Driving Instruction

Final marks (VHS). By ICBC RoadSense. British Columbia: ICBC, n.d.

This VHS cassette takes students on an emotional journey, sharing the real-life stories behind some roadside markers and what they signify to the family, friends and community of each victim. The final result: students are left with a better understanding of the far-reaching impacts of the choices they make on the road.

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Life in the death lane: stories from the medical trenches (DVD). By ICBC RoadSense. British Columbia: ICBC, n.d.

This DVD contains a short introduction on motor vehicle accidents and fatalities in British Columbia, followed by two presentations to student audiences by Dr. Bruce Campana (emergency room physician) and Larry Campbell (former Chief Coroner of British Columbia). Some viewers may feel upset or nauseated by surgical scenes and talk of death and dying. Suitable for grades 8 to 12.

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RoadSense Tips (DVD). By ICBC RoadSense. British Columbia: ICBC, 2007.

This DVD contains more than 50 video tips from driver examiners who examine and discuss techniques and challenges of driving vehicles in B.C. Includes animations and demonstrations of critical driving maneuvers. Find the tips online at www.roadsense.com.

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Shift into safety (VHS). By ICBC RoadSense. British Columbia: ICBC, n.d.

This seven-minute video highlights different vehicle safety systems, including child restraints, seat belts, head restraints, air bags and anti-lock brakes. These systems have been designed to reduce injuries and fatalities or prevent crashes. The purpose of this video is to inform motorists of how to use the safety systems they have in their vehicles. To be used in conjunction with the ICBC publication "Best Practices: Vehicle Safety Devices".

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Early Literacy

Language and literacy: from birth... for life: research summary. By Rachael Millard and Michelle Waese. [Ottawa, ON]: Canadian Language & Literacy Research Network, 2007.

This resource kit is based on the latest research into how young children develop the ability to use language and to read and write. Child care practitioners play a vital role in fostering language and literacy skills. The kit is comprised of a summary of current research on language and literacy development in young children, and a CD-ROM featuring workshops, interviews and video clips of effective practice techniques. Portions of the resource kit are available freely online at <http://www.cllrnet.ca/knowledge/resourcekit>.

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Pathways: a profile to record the development and progress of young children who may have special needs. Written and compiled by

the Team for Children under Five with Learning Difficulties. Birmingham, U.K.: Visiting Teacher Service, 2002.

This workbook for developing a profile of the learning achievements of young children is intended for parents and early childhood educators. Part 1 covers the developmental skills which children usually acquire between birth and the age of three years. Part 2 covers the knowledge and skills usually acquired by children between the ages of three and four years.

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ESL Literacy

□ **Reading and adult English language learners: a review of the research.** By Miriam Burt, Joy Kreeft Peyton and Rebecca Adams. Washington, CD: Center for Applied Linguistics, National Center for ESL Literacy Education, 2003.

The purpose of this paper is to give practitioners, graduate students, researchers and policy makers information about what is known about how adult English language learners learn to read in English, what types of activities facilitate this process, and what research still needs to be done.

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Health Literacy

□ **BC seniors' guide: helping seniors live well.** By the Ministry of Healthy Living and Sport. [Victoria, BC]: Ministry of Healthy Living and Sport , 2009.

This guide is intended to be a useful resource, helping seniors access the services and supports that can make a difference in their lives.

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Instructional Materials & Learning Resources

□ **Activist series: workbook.** By Linda Kita-Bradley. Edmonton, AB: Grass Roots Press, 2009.

These workbooks aim to help beginner readers develop a strategy-based approach to reading and writing. Each unit focuses on three skill areas: reading comprehension, writing and word attack skills. The activities in these workbooks are based on the Activist Series biographies. Each workbook covers four biographies.

- Activist series: set 1:** Contains units for biographies about Mother Theresa, Louis Riel, Mahatma Gandhi and Eleanor Roosevelt.
- Activist series: set 4:** Contains units for biographies about Nelson Mandela, Jean Vanier, June Callwood and Harriet Tubman.

To borrow any of these resources, please email library@literacy.bc.ca

Economic crisis: the change agent: adult education for social justice. Edited by Cynthia Peters. Boston, MA: New England Literacy Resource Center/World Education, 2009.

See full description under Curricula & Tutoring Resources.

Just reach out: back to high school transition guide. By Fyre Jean Graveline, Michele Graveline and Amber Graveline. Owen Sound, Ont.: Ningwakwe Learning Press, 2009.

See full description under Aboriginal Literacy.

Learner stories: LaDS (Literacy and Disabilities Study). Produced by Bow Valley College and the Neil Squire Society. Calgary, AB: Bow Valley College, 2005. Also available online at <http://www.nald.ca/library/learning/study2/learner/cover.htm>.

Adults who attend programs that use the SARAW talking computer program wrote these stories. All of the stories except one were written by adults with disabilities. Each story is accompanied by an introduction to the author written by the learner's tutor or teacher or the coordinator of the program.

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Listen to me: talking survival. By Fay. Manchester, UK: Distributed by Grass Roots Press, 2001.

Gatehouse published this book as a vital part of the struggle to recognise and make public the long-term pain and distress heaped onto those who survive child sexual abuse. Here, the writer takes the story of a woman looking back on this experience and then goes on to show her coping with it as an adult. It is an account from which we can all derive hope, and begin to see a way through. Grade 4 readability.

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A song for carrying water and other stories from Somalia: Heesta marka biyaha la dhaaminayo iyo sheekooyin kale oo Somaali ah. By individual authors. Manchester, UK: Distributed by Grass Roots Press, 1997.

"Folk tales and reminiscences told in English and Somali by Somali women living in England" (from the back cover). Grade 2-3 readability.

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Squamish people of the Sunshine Coast. By Barbara Wyss. Victoria, BC: Trafford, 2005.

See full description under Aboriginal Literacy.

Working lives: the experiences of fifteen workers, from the 40's to the present day. By individual authors. Manchester, UK: Distributed by Grass Roots Press, 1997.

"A fascinating collection of writings from ordinary people's experiences at work from the 1940's to the present day. Each experience is unique and they range from amusing anecdotes to more serious accounts covering issues such as immigration and struggling to look after children while going out to work" (from back cover). Grade 3-4 readability.

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Learning Disabilities & Special Needs

Adult learning and the emotional self. Edited by John M. Dirkx. San Francisco, CA: Jossey-Bass, 2008.

See full description under Adult Learners.

Beyond F.A.T. city: a look back, a look ahead. (DVD) Workshop created and written by Richard D. Lavoie. Alexandria, VA: PBS video, 2004.

F.A.T--Frustration, Anxiety, Tension--three all-too-familiar feelings for the families of children with learning disabilities. It is the basis for a 1987 workshop simulating the children's daily experiences. Richard Lavoie, creator of the original F.A.T. City Workshop, reviews the history and philosophy of the project, the major trends and issues in the field of learning disabilities since 1987, and the challenges ahead for parents and educators.

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Building self-esteem with adult learners. By Denis Lawrence. Thousand Oaks, CA: SAGE Publications, 2000.

See full description under Adult Learners.

Handbook of learning disabilities. Edited by H. Lee Swanson, Karen R. Harris and Steve Graham. New York: Guilford Press, 2003.

This book reviews the major theoretical, methodological, and instructional advances in the field of learning disabilities from the 1980s to the early twenty first century. It includes information on the nature of learning disabilities, their relationship to basic psychological and brain processes, and how students with these difficulties can best be identified and treated. General principles of effective instruction and findings on how to support students in specific skill areas are both covered.

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How difficult can this be? Understanding learning disabilities: frustration, anxiety, tension: the F.A.T. city workshop. (DVD) Workshop designed and presented by Richard D. Lavoie. Alexandria, VA: PBS video, 2004.

Richard Lavoie presents a workshop simulation of the world of a learning disabled student. This programme directs a group of teachers, counsellors and parents to do exercises in such a way that they experience the

frustration, anxiety and tension that is the usual daily experience of a student with a learning disability. It includes a discussion of mainstreaming, discipline and self-concept.

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□ **“It gets in your brain...”: effective practices in adult literacy using speech assisted reading and writing (SARAW) with people with disabilities.** By Audrey Gardner. Calgary, AB: Bow Valley College, 2005. Also available online at <http://www.nald.ca/library/learning/brain/cover.htm>.

This guide offers activities, resources, and suggestions to help increase learning opportunities for adults with physical and/or intellectual disabilities. It is designed for instructors, tutors and coordinators in adult literacy programs, as well as support workers and coordinators in disabilities and rehabilitations programs and organizations.

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□ **LaDS: SARAW survey report : literacy and disabilities study.** By Audrey Gardner. Calgary, AB: Bow Valley College, 2005. Also available online at <http://www.nald.ca/library/research/study/final/cover.htm>.

This survey looked at different delivery models and educational settings where adults with disabilities use SARAW (Speech Assisted Reading and Writing). The report documents the methodology, findings and recommendations from the SARAW survey, which consisted of face-to-face and phone interviews with learners, tutors, instructors and coordinators. Two program case studies are included.

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□ **Landscape of literacy and disability.** By Ezra B.W. Zubrow, et al. Toronto, ON: Canadian Abilities Foundation, 2009.

This atlas maps literacy and disability in Canada as a way of looking at the complex, multi-directional relationship between them. One objective of the study was to get a clear picture of the characteristics of their relationship as a basis for policy initiatives.

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□ **Pathways: a profile to record the development and progress of young children who may have special needs**. Written and compiled by the Team for Children under Five with Learning Difficulties. Birmingham, U.K.: Visiting Teacher Service, 2002.

See full description under Early Literacy.

□ **Supporting learners with dyslexia in workplace learning**. By Rachel Davies and Heather Hardie. Leicester: National Institute of Adult Continuing Education, 2008.

This resource focuses on the issues affecting support for people with dyslexia engaged in workplace learning, such as confidentiality and flexibility, as well as suggesting support strategies, resources and assessment tools that may be of use to learners with dyslexia.

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□ **Teaching literacy skills to deaf adults: a handbook of information, advice and worksheets for tutors with deaf students in their classes**. By Patricia Neville. London: RNID, 2005.

See full description under Adult Learners.

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