

The National Center for Fathering
presents

R. E. A. D. to Kids

Reconnecting **E**ducation **A**nd **D**ads to Kids

Instructor Guide

by George R. Williams, M.S., MFT



National Center for Fathering
www.fathers.com

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Instructor Guide

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Table of Contents

BACKGROUND 5

About the Author	6
About the Director of Training	7

R.E.A.D. TO KIDS (R2K): Program Responsibilities..... 9

R2K Representative Responsibilities Overview.....	9
R2K Representative Responsibilities Details	11
Principal/School Coordinator Overview	21

R.E.A.D. TO KIDS: Instructor Guide 24

Instructor Preparation	25
Instructor Materials.....	25
Instructor Guide Format	25
Instructor Notes	26
Class Requirements	27

PREFACE 29

LESSON 1 – PRACTICE READING TO KIDS 33

L1-A: Father Involvement Education Survey..... 34

L1-B: R2K Bookmark Craft..... 37

Practice Reading to Kids..... 38

Introducing Reading	38
Practice Reading	39

L1-C: R2K at School Library 42

L1-D: Lesson 1 Wrap-up..... 44

L1-E: Pizza Talk & Listen Time! 45

LESSON 2 – PARTNERING WITH TEACHERS..... 47

L2-A: Round of Applause for Teacher 48

Partnering with the Teacher 49

Introducing the Teacher	49
Questions: To Ask Your Teacher	50
Questions: To Ask About Your Child.....	51

L2-B: Meeting the Teacher (Role-play)..... 52

L2-C: R2K at School Library 53

L2-D: Lesson 2 Wrap-up..... 54

L2-E: Pizza Talk & Listen Time! 55

LESSON 3 – PRESENCE AT THE SCHOOL..... 56

L3-A: R2K Calendar Craft..... 57

Presence at the School 58

Discussion Questions.....	58
About Presence	58
The Importance of Presence	58

L3-B: Lunch at School (role-play)... 60

L3-C: R2K at School Library 61

L3-D: Lesson 3 Wrap-up..... 62

L3-E: Pizza Talk & Listen Time! 63

LESSON 4 – PRACTICAL ICAN FATHERING SKILLS. 64

L4-A: Paper Airplane Craft..... 65

ICAN Fathering Skills 66

Involvement.....	66
Consistency.....	67
Awareness.....	67
Nurturance	68

L4-B: Airplane Distance Contest..... 69

L4-C: R2K at School Library 70

Instructor Guide

L4-D: Lesson 4 Wrap-up..... 71

L4-E: Pizza Talk & Listen Time! 72

**LESSON 5 – PLANNING
FUTURE INVOLVEMENT 74**

**L5-A: Father Involvement Education
Survey..... 75**

L5-B: Father & Child Letter Craft.. 76

L5-C: R2K at School Library 77

L5-D: Lesson 5 Wrap-up..... 78

Review for Fathers and Children 79
 For Fathers 80
 For Children..... 80

L5-E: R2K Graduation 80

L5-F: Pizza Talk & Listen Time! 84

APPENDIX 85

**R2K Recommend Booklists by Grades
..... 85**

Reading Internet Sites 88

BIBLIOGRAPHY 89

FORMS..... 90
 Recruitment..... 90

Background

Years of research have clearly shown that parental involvement contributes significantly to a child's educational success. When parents read with their children, help them with their homework, talk with their teachers, and participate in school or other learning activities these children are given a huge advantage.

Reading is foundational to our children's education. When parents help their children to read well they increase the likelihood of their children living well later in life. The doors of opportunity are opened with the key of reading. When a child reads poorly, this increases the likelihood of the child living poorly later in life. The doors of opportunity are often closed.

Parents are instrumental in helping to open those future doors. Yet for many, the term "parent" as it relates to education has come to be understood as the "mother." The Department of Education research (NCES 1997) revealed that fathers are equally important in the educational success of their children. Following are the findings of their research of father involvement of education:

- 2 times more A's
- 3 times less likely to have discipline problems
- less likely to repeat a grade
- more likely to enjoy school
- overall do better academically

This research study and many others confirm the importance of the role of fathers in the education of their children. The good news is that many fathers are involved in education. The bad news is that until we get 100% involvement, not enough fathers are involved.

The National Center for Fathering poll (NCF 1999) was commissioned to determine the current level of father involvement in education. Their poll revealed:

- Fathers are not practicing reading to their children. 40.2% have

Reader Guide

never read to their child.

- Fathers are not partnering with their children's teacher and have little knowledge about their learning environment. 40.9% did not know the name of their child's teacher.
- Fathers are only moderately present in their children's school. 32% never attended a class event or school meeting, 58% never volunteered and 77% never had lunch with their child.

R.E.A.D. to Kids is a research-based curriculum that is designed to improve father/father-figure involvement with their child's education at home and at school through practical fathering skills, the practice of reading, partnering with the teacher and their presence at the school. The program is for elementary school (K-6) children and their father/father-figures.

This curriculum was designed with four specific goals of the program:

- Dads practice reading to their children at least five (5) minutes a day, five (5) days a week.
- Dads partner with their child's teacher by visiting at least once a month.
- Dads are present at their child's school at least once a month.
- Dads will learn practical daily fathering skills they can use to help children at school and home.

At the end of the program these Dads are encouraged to form a support group to meet with other Dads at least once a month.

About the Author

George R. Williams is the executive director for the Urban Fathering Project (UFP) at the National Center for Fathering. The mission of UFP is to increase the well-being of urban children by creating an effective fathering outreach model that encourages and educates fathers to be actively and lovingly involved in the lives of their children.

George is actively involved in developing, delivering and evaluating fathering education and programming in various urban

Reader Guide

settings. He has spoken, taught and written on the subject of fathering at the state and national level.

George earned his Bachelor of Science degree in computer science from Kansas State University and Master of Science degree from Friends University in family therapy. He is a marriage and family therapist and a lifetime member of Psi Chi, the National Honors society in Psychology. He and his wife Trudy are the parents of three boys and a daughter.

About the Director of Training

Ron Nichols is the Director of Training for the National Center for Fathering. He designs and delivers father training workshops and presentations across the country for organizations including businesses, churches, civic groups, social service agencies, the military, hospitals and schools.

Ron's background includes over 25 years of experience in the training and development and human resources management fields. Ron attended Kansas State University, receiving degrees in Business Administration and Natural Resources Management. He and his wife Candie have five children.

Reader Guide

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Reader Guide

R.E.A.D. TO KIDS (R2K): Program Responsibilities

R2K Representative Responsibilities Overview

Key Task	How to Details	Tools/Resources
1. Contact school about R2K	A. Call Principal to set up a meeting	
2. Sell R2K Programs	A. Meet with Principal to sell R2K B. Be available to meet with another person or group the Principal designates	a) R2K Instructor and Reader Guide b) Principal overview handout c) National Center for Fathering magazine
3. Principal R2K Responsibilities	A. R2K school sign-up form B. Assign school coordinator	a) See above materials b) F1 - Participating School Acceptance form in forms section
4. R2K Recruiting	A. R2K pizza night B. R2K flyer given at events C. R2K Dear Dad letter sent home	a) Forms in R2K Instructor Guide
5. R2k Preparation	A. Facilities and books B. Crafts C. Five Lessons D. Refreshments	a) R2K Instructor Guide b) R2K Reader Guide c) Craft kit
6. R2K Program	A. Five lessons B. Serving refreshments C. Graduation	a) Craft kit b) Reader Guide c) Instructor Guide d) Pizza and drinks
7. R2K Reporting for each school	A. F1 - Participating School Acceptance B. F2 - Sign-in List C. F3 - Info. Sheet D. F4 - Pre/Post Surveys E. F5 -Trainer Activity Rpt	a) Forms in R2K Instructor Guide

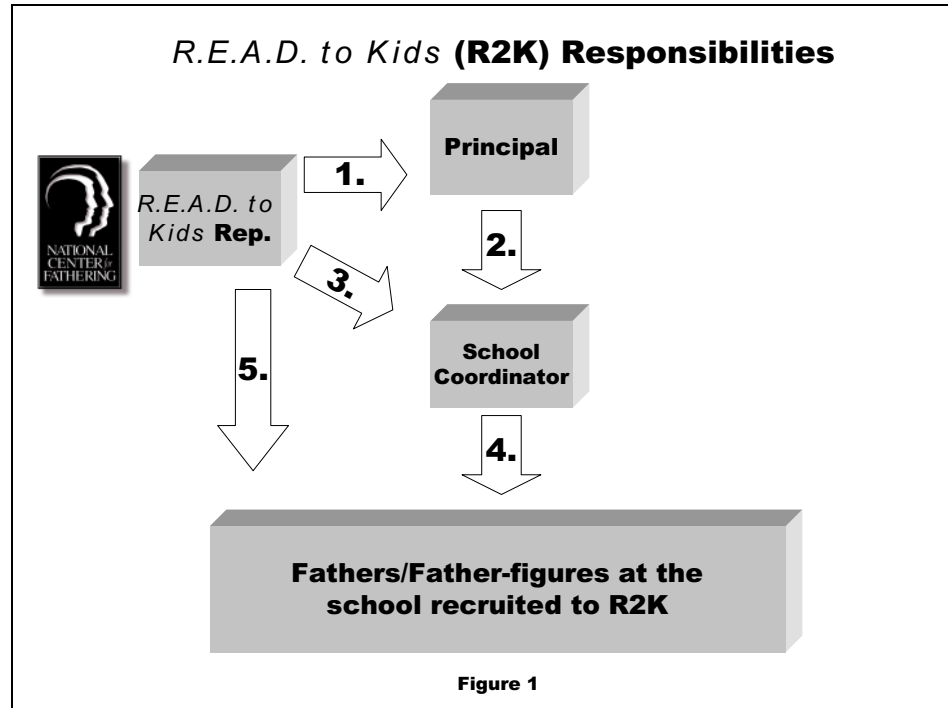
Reader Guide

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Reader Guide

R2K Representative Responsibilities Details

The R2K Rep is responsible for the implementation of the *R.E.A.D. to Kids* program at a school. Following is a diagram of the tasks and responsibilities of the people involved in the implementation of the program.



1. (See arrow 1. in figure 1) The R2K Rep makes contact with the school Principal to sell him/her on the vision of the program.

Contact School about R2K

- Contact the school using a “list of schools” resource to meet with the Principal.
- Make a copy of the Principal Overview in the form section of the instructor guide. You may optionally make copies of any NCF Magazine article to give to the Principal.

Sell R2K Program

Reader Guide

- Sell the program by meeting with the Principal and cover the principal overview, let the principal peruse the R2K Reader guide and copy of the NCF Magazine.
2. (See arrow 2. in figure 1) The Principal commits to the program by signing the Participating School Acceptance Form and will select a staff member at the school (teacher, librarian, after school program coordinator, etc.) that can be the School Coordinator, who is a liaison for the program.

Principal R2K Responsibilities

- Ask the Principal the questions, “If you could improve the school performance of the students at your school would you do it?” “If Watch D.O.G.S. and *R.E.A.D. to Kids* could do it would you allow your school to participate?”
 - The Principal fills out the Participating School Acceptance Form in the forms section.
 - The Principal assigns a staff person at the school to be the School Coordinator for the *R.E.A.D. to Kids* program. The Principal may brief the School Coordinator on the details of the program or defer that task to the R2K Rep.
3. (See arrow 3. In figure 1) The School Coordinator should have a passion for getting men involved at the school. It is not a requirement that the person be a man. The R2K Rep will work directly with the School Coordinator.
4. (See arrow 4. in figure 1) The School Coordinator is responsible for securing the library or other facility with access to library books. The School Coordinator may also assist in recruiting, contacting fathers, and helping with the refreshments.

School Coordinator R2K Responsibilities

Reader Guide

- The School Coordinator must ensure that the library or other facility with access to age appropriate books is secure. They need to determine if books are available for checkout or only used to read during the session.
 - The School Coordinator should help set the schedule for the five consecutive weeks of the program.
 - The School Coordinator should help recruit *the R.E.A.D. to Kids* fathers/father-figures for the program.
 - The School Coordinator can help or recruit help for the serving of the refreshments.
5. (See arrow 5. in figure 1) The R2K Rep will work directly with the School Coordinator. All communication with the school should flow through or from School Coordinator. The schedule must be set for the five consecutive weeks of the program. The R2K Rep is responsible for:

R2K Recruiting

The R2K Rep is responsible for recruiting the *R.E.A.D. to Kids* fathers/father-figures in the program. The dads can be invited through a variety of methods.

- At the Watch D.O.G.S pizza night the R2K program can be introduced.
- Booths and tables can be set up with flyers about the R2K program at all schools. The reproducible flyer is located in the forms section.
- Finally, a letter can be sent home addressed from the child to the father/father-figure about them coming out to the R2K Program. The reproducible letter is located in the forms section.

R2K Preparation Facilities and Books

Reader Guide

The ideal facility for the *R.E.A.D. to Kids* program is the school library. Most libraries can accommodate the number of fathers and children. In the library the families have access to the age appropriate books that are need for reading.

Some factors may prohibit the usage of the library. The library may be used for other meeting, not available or unable to be used without the librarian present. Other facilities can be used like a cafeteria, large classroom or gymnasium.

Whether in the library or other room the participants need to have access to books. Ultimately being able to check out books is best. This will allow the fathers to continue reading the book throughout the week. In some schools the librarian may not be available in the evening to check out books. One way to work around this is to have the fathers fill out a check out slip to place in the book and have the students check them out the next day.

The books do not have to be check out but should be available for the program. Other sources of books are the school donation programs, participants bring their own books or classroom books. Many public libraries have books to donate for programs like *R.E.A.D. to Kids*.

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R2K Preparation Crafts

Each instructor must assemble a craft kit to bring to each weekly lesson. The craft kit for a class of 30 father and child pairs will contain the following items:

Craft Kit Contents	
# of items	Items
30	Pencils
30	Scissors
30	Packages of eight color markers
60	Envelopes (this amount ready for each class)
30	Postage stamps (this amount ready for each class)
10	Single hole punchers
10	Staplers
10	Glue sticks
5 rolls	25 ft different color gift wrap ribbons

There is some type of craft activity in each lesson. Each of the crafts supports the lesson taught that week. Be sure to make the craft item to insure you can lead the men in doing so and show them an example.

Supplies needed for each lesson can be found as you review each lesson and the box on the left side of the page.

Reader Guide**R2K Preparation Lessons**

There are five weekly lessons. Each of the lessons differs from week to week. Following is a list of the five different lessons:

Week	Lesson Topics
1	Practice of Reading to Your Child
2	Partnering with Your Child's Teacher
3	Your Presence at Your Child's School
4	Practical ICAN Fathering Skills
5	Planning

To prepare for the lesson make sure you read through the whole lesson in the *R.E.A.D. to Kids* Instructor Guide. This is important to have ownership of the material to help you speak with authority. Try to keep any lesson modifications to a minimum.

R2K Preparation Refreshments

Make arrangements for pizza and drinks, pre-packaged drinks are the easiest to deal with and paper plates and/or napkins. Other types of food can be used but pizza allows for flexibility in the numbers and universality of acceptance in taste.

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R2K Program Lessons

It is highly important that you plan your lesson within the one-hour time frame. This table contains the estimated times of a typical weekly lesson.

Minutes	Activity
5	Lesson introduction
15	Craft activity
5	Group discussion of lesson
10	Instruction of lesson
10	Related activity
10	Reading to the children
5	Pizza
60	Total

The only exception to the time restraint may be on the fifth week of graduation night.

Success begins even before the first father and child come through the door. Make it a point in advance to make all feel welcomed and be excited about attending. Here are some tips regarding this point:

- Make the fathers feel welcomed by shaking firmly everyone's hand. Be sure to smile and introduce yourself.
- Get the children excited about their fathers being at the school. Say to them, "It is good to have your father/father-figure here! Let's cheer!"
- Keep the energy high in the class. If you are excited they will be excited.
- Encourage all the dads present to participation. Do not force them to, but in an encouraging way invite them to participate. Remember when fathers are working with their children they are participating.
- Don't exclude mothers who attend. Our intent is to reach out to the fathers but we must also welcome the mothers who in some cases have no male figures to stand in the gap.

Reader Guide

Most of the class is facilitated with a small block of 10 minutes of teaching. You should at least spend 30 minutes studying the Instruction section of each lesson to insure a master of the teaching material.

R2K Program Refreshments

Pizza time is the last activity of the session. The pizza can be brought in or ordered in. This serves as a time for Dads to make time to listen and take the time to talk.

R2K Program Graduation

The graduation event is a special time to recognize the fathers/father-figures for their participation in the program. For some men this could be the first time that they have completed something that relates to education. For others this may be the first time they receive a certificate for something. Still others, this may be the first time they participated in a program with their child.

Points to keep in mind when preparing for the graduation ceremony:

- Make this a special memorable time.
- Invite the whole family, administrators at the school and in the school district.
- Have a cake in addition to the pizza or in place of the pizza.
- Prepare the certificates for the Dad and the child. Certificates need to be copied and are located in the Form section of this instructor guide.
- Follow the graduation ceremony outlined in lesson 5.

Reader Guide**R2K Reporting**

The results for *R.E.A.D. to Kids* program need to be sent to our organization. Here are the four types of information we need to receive:

- F1-Participating School Acceptance form. This form is located in the Forms section. This is an agreement to participate in the Father Involvement in Education Project.
- The R2K sign-in sheet. This sheet is located in the Form section of the instructor's guide. This is the five-week sign-in sheet that lets us know how many sessions the fathers attended.
- The R2K information sheet. This sheet is located in the first lesson. Each participant turns this in with demographic and contact information.
- The Pre/post Involvement Survey. These sheets are located in the first and the last lesson. The participants should fill out these forms and tear them out of the Reader Guide. This lets us know how involved the fathers were prior to the training and any changes in their involvement after the training.

Reader Guide

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Principal/School Coordinator Overview

WHAT IS R.E.A.D TO KIDS?

R.E.A.D. (Reconnecting Education And Dads) *to Kids* is a research-based elementary school curriculum and program designed to improve father/father-figure involvement with their child's education through practical fathering skills, the practice of reading, partnering with the child's teacher and their presence at the school.

The *R.E.A.D. to Kids* curriculum was designed with four specific attainable goals:

- Dads practice reading to their children at least five (5) minutes a day, five (5) days a week.
- Dads partner with their child's teacher by visiting at least once a month.
- Dads are present at their child's school at least twice a month.
- Dads will learn practical on-going fathering skills they can use daily to help children at school and home.

The *R.E.A.D to Kids* program works as follows:

- The father/father-figure and child participate together.
- They meet in the school's library for only one hour a week for five weeks.
- Five lessons are covered on the Practice of Reading, Partnering with the Child's Teacher, Presence at the School, the Practical ICAN Fathering Skills, Planning Future Involvement.
- Interaction between the father/father-figure and child
 - Dads and children in the library checkout books and read together every week
 - Dads and children work on fun crafts that reinforce what is being taught
 - Dads and children share a meal together
- Dads and children participate in a graduation ceremony on the fifth week and receive a certificate

Reader Guide**WHY IS IT NEEDED?**

Years of research have clearly shown that parental involvement contributes significantly to a child's educational success. When parents read with their children, help them with their homework, talk with their teachers, and participate in school or other learning activities these children are given a huge advantage.

Reading is foundational to our children's education. When parents help their children to read well they increase the likelihood of their children living well later in life. The doors of opportunity are opened with the key of reading. When a child reads poorly, this increases the likelihood of the child living poorly later in life. The doors of opportunity are often closed.

Parents are instrumental in helping to open those future doors. Yet for many, the term "parent" as it relates to education has come to be understood as the "mother." The Department of Education research (NCES 1997) revealed that fathers are equally important in the educational success of their children. Following are the findings of their research of father involvement of education:

- 2 times more A's
- 3 times less likely to have discipline problems
- less likely to repeat a grade
- more likely to enjoy school
- overall do better academically

This research study and many others confirm the importance of the role of fathers in the education of their children. The good news is that many fathers are involved in education. The bad news is that until we get 100% involvement, not enough fathers are involved.

The National Center for Fathering poll (NCF 1999) was commissioned to determine the current level of father involvement in education. Their poll revealed:

- Fathers are not practicing reading to their children. 40.2% have never read to their child.
- Fathers are not partnering with their children's teacher and

Reader Guide

have little knowledge about their learning environment. 40.9% did not know the name of their child's teacher.

- Fathers are only moderately present in their children's school. 32% never attended a class event or school meeting, 58% never volunteered and 77% never had lunch with their child.

HOW IS IT IMPLEMENTED?

The *R.E.A.D. to Kids* representative (R2K Rep) is responsible for the implementation of the *R.E.A.D. to Kids* program at a school.

The tasks range from:

- selecting a school, selling the school Principal the program and getting a commitment from the Principal (R2K Rep, Principal)
- securing a staff person at the school to be the school coordinator of the program (Principal)
- ensuring the library or other facility with access to library books (School Coordinator)
- setting the schedule for the five consecutive weeks of the program (R2K Rep, School Coordinator)
- recruiting the *R.E.A.D. to Kids* fathers/father-figures for the program (R2K Rep, School Coordinator)
- securing and bring the craft materials for each lesson (R2K Rep)
- instructing the lessons (R2K Rep)
- arranging pizzas and drink (R2K Rep)
- conducting the graduation ceremony complete with certificates (R2K Rep)
- keeping track and reporting number of schools and dads who attend the sessions. (R2K Rep)

FREQUENTLY ASK QUESTIONS

What is the cost of the *R.E.A.D. to Kids* program to the school?

Cost varies from school to school. In many schools funding in

Reader Guide

advance has been secured to cover the costs that relate to the *R.E.A.D. to Kids* representative/instructor, curriculum, craft materials and refreshments.

What am I responsible for?

Principal

- Makes a commitment to do the program.
- Assigns a staff person at the school to be the school coordinator of the program

School Coordinator

- Ensuring the library or other facility with access to library books are available
- Involved in setting the schedule for the five consecutive weeks of the program
- Helps in recruiting the Read fathers/father-figures for the program

How are dads recruited to *R.E.A.D. to Kids*?

The dads will be invited through a variety of methods. Booths and tables can be set up at all school events to inform dads about the program. A great way dads can be recruited is through a pizza night. Finally, a letter can be sent home addressed from the child to the father/father-figure about attending.

Is the *R.E.A.D. to Kids* program for every school?

Yes, regardless of the demographics of an elementary school. Fathers need to be involved in their child's education and children want them to be involved.

<i>R.E.A.D. TO KIDS: Instructor Guide</i>
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This guide is meant to reflect our experiences for successful seminar delivery. We encourage you to personalize the wording, stories and illustrations, examples and transitions to your audience.

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Know your audience for their general needs which include: cultural background, family status, session timing, word choice and usage, exercise execution, emphasis of material, break timing, etc. Adapt the content, your approach and delivery to meet your audience's general background.

Instructor Preparation

- Review instructor notes and background information in the instructor guide. The wording, transitions and stories are provided as suggestions. Personalize by using your own wording and personal experiences or stories to provide emphasis and clarity.
- Plan the entire session in a one (1) hour time frame.
- Assemble and gather craft materials.
- Make arrangements for pizza and drinks.

Instructor Materials

- Order materials from NCF- (see order form in ordering information section).
- Instructor Guide
- Craft materials
- Pizza and drinks

Instructor Guide Format

Instructor dialogue

State: Anything the instructor says appears in this bold font and it will be indented. **Emphasize the statement if it appears in highlighted reverse text.**

Instruct: Instructions will appear in same bold font.

Ask: Do you understand? *Answers appear in italics.*

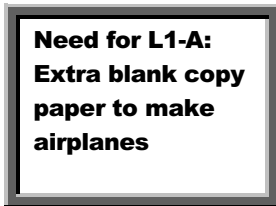
Transition: Next we will talk about instructor notes.

Reader Guide

Instructor Notes

Notes: Any tips, information and suggestions for instructor when conducting or preparing for program appear in this font.

SUPPLIES NEEDED



1. Box in left margin signals trainer supplies needed for the activity
2. Heading "Need for L1-A" represents Lesson 1 activity "A"



THE READ GUIDE (PARTICIPANT'S MANUAL)

1. Symbol quickly identifies Read Guide
2. Pg. ## represents the page number in the Read Guide
3. 9 Min. represents the estimated number of minutes for the activity
4. The actual contents of the Read Guide appears in this font
5. The answers are in **bold** and **underlined**

Reader Guide

DISCUSSION QUESTIONS



1. Symbol quickly identifies discussion questions
2. 9 Min. represents the estimated number of minutes for the activity

Class Requirements

In order for this class to be a successful experience the participant must comply with these four requirements.

1. Attendance – you have to be here to get anything out of the class
2. Participation –participate, don't vegetate or dominate.
3. Memory work – remembering the skills will help you to use them. Memorize the main idea and goal of each lesson.
4. Confidentiality – anything that is shared in this room needs to stay in the room. The only exception to this rule is any report of child or elderly abuse.

Reader Guide

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Preface

Supporting Education

Few would argue that education is one of our children's supporting pillars of success. Research reinforces that a child's academic performance is related to how they will do economically later in life. Yet many children will not perform well because our public school systems across this nation are in need of help. This is often a key bi-partisan issue in legislative campaigns.

Unfortunately the challenges of public schools in urban areas have been great and will take more than campaign promises to overcome. Over this past half century many of our children and youth have found their way despite hardships and increases in high school completion, grade point averages, college enrollment, degree completion and professional careers are felt in our communities. Yet the number of children who do not succeed remains notably high.

There are still signs of the struggle that exists. How many schools use teaching methods that match our children's individual learning styles? How many teachers share the same cultural background that aids in their understanding specific needs? How many of our children finish school with the ability to read at a functional level? How many have finished high school without dropping out? How many go on to college? The answer to these questions remains "not enough."

We need "real" solutions and not symptomatic or surface solutions, which often prove to be temporary. Our children and community have been impacted by those challenges. If anyone has an investment in the success of a school district it is the parents and members of the community, inclusive of all who serve, work, live or do business in that community.

Fathers in Education

As we look to overcome the challenges of school and the

Reader Guide

preparation of our children for life, we must not overlook an important resource: our parents. Many people share this responsibility for the education of our children, but who is primarily responsible? When primary responsibility and ownership is taken from those it appropriately belongs to, it weakens the system of accountability and healthy dependency.

When you look at the percentage of male teachers in the elementary school environment that number is a dismal 1.2%. Request the percentage of African-American male teachers and the number drops even further.

Why should this alarm us or interest us to change this? In 1997, the Department of Education found that when fathers are involved in education, children do better. The problem is that even though fathers can positively influence a child's education, many are not. Our own 1999 study revealed that 40% of fathers have never read to their child. We further found that 40% of fathers did not know the name of their child's teacher, and finally that 32% had never been to their child's school.

The point is not to blame our community of men or our fathers, but to ask and answer the question, "If it is known they can make such a difference why are not more of our men involved?" Fathers can make a difference, and given the opportunity they will make a difference.

Reconnecting Education and Dads to Kids

The goal of *R.E.A.D. to Kids* is to **Reconnect Education And Dads** to kids at home and at school. The journey you are about to embark on will help you as a father/father-figure become more involved in your child's life and education. This journey consists of strengthening the four areas of empowerment taken from the National Center for Fathering's education survey:

- Your **PRACTICE** of reading with your child
- Your **PARTNERSHIP** with the teacher
- Your **PRESENCE** at your child's school
- Your **PRACTICAL** fathering skills

Reader Guide

R.E.A.D. to Kids is more than a reading program. It is a time for father/father figure and child to spend a meaningful date together. The focus of the one-hour program is on the father/father figure and child relationship. They do a fun craft together that supports the program goal. They share a meal together while taking the time to listen and making the time to talk. They learn together about school involvement and read together.

This once a week for five weeks program takes place in the school library. Father's make a difference in their child's education by simply being involved. By participating in this program you have already placed a stake in each of these four areas. Continue on this path and your relationship with your child along with their future will grow!

Get Involved!

The research is in, but it does not tell half the story. It does not communicate the benefit and pleasure our children experience when their dad or father-figure show up at school. When they show up for events, eat lunch with them, volunteer in the classroom, go on a field trip, participate in SAC or PTA or participate together with them in the *R.E.A.D. to Kids* program it positively impacts their child. And when our children are happy, we are happy.

Our children are our most value natural resource. Education is the key to their success in life. Teachers and administrators are important to education, and so are mothers. But as a father, you too can make an immense difference for your children right where you are. Participating in father involvement programs at your school is important. It is not just about our own children but the children of the whole community. So let us all *R.E.A.D. to Kids!*

Reader Guide

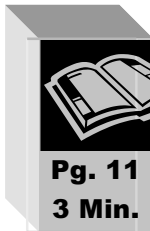
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Lesson 1 – Practice Reading to Kids

LESSON BACKGROUND

Many fathers are not reading to their children. In the national telephone survey, parents of school-aged children were asked, "How often do you read to your child?" The survey discovered that 40.2% of fathers never read to their children.

This lesson establishes the importance of reading and how fathers can begin the practice of reading to their children. This can facilitate their children's future success in life.



Lesson 1 Overview – Practice Reading to Kids

“One father is more influential than a hundred school teachers.” –17th Century English Proverb (Revised)

MAIN IDEA: Reading is the foundation of Education.

GOAL: I will read at least five (5) minutes, five (5) times a week to my child.

State: We will cover the following outline.

OUTLINE

1. L1-A: Education Survey
2. L1-B: R2K Bookmark Craft
3. Practice Reading Aloud Tips
4. L1-C: R2K at School Library
5. L1-D: Lesson 1 Wrap-up
6. L1-E: Pizza Talk & Listen Time!

Transition: Let's begin by getting some background information about you.

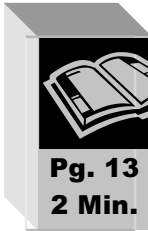
Lesson 1:

Supply Lists OVERVIEW

Following are the activities that need to be reviewed for supplies

1. **Bookmark**
2. **Practice Reading**
3. **Library Book Checkout**
4. **Pizza Time**

Reader Guide



L1-A: Father Involvement Education Survey

Note: This information is used to track the men's involvement with the R.E.A.D. to Kids program.

L1-A: Father Information Sheet

All information will be kept confidentially. Usage of information is for program purposes and statistical reporting only.

Name _____ Date _____

Address _____ Phone _____

Your age _____

Ethnicity (Please check one):

<input type="checkbox"/>	African American	<input type="checkbox"/>	Hispanic/Latino	<input type="checkbox"/>	Caucasian
<input type="checkbox"/>	Asian	<input type="checkbox"/>	Native American	<input type="checkbox"/>	Other _____

Highest level of education completed (Please check one):

<input type="checkbox"/>	None	<input type="checkbox"/>	High School	<input type="checkbox"/>	Bachelor's Degree
<input type="checkbox"/>	Grade School	<input type="checkbox"/>	Technical Degree	<input type="checkbox"/>	Master's Degree
<input type="checkbox"/>	Middle School	<input type="checkbox"/>	Associate Degree	<input type="checkbox"/>	Doctoral Degree

Relationship with your child (Please check one):

Are you the child's biological father?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Do you live with the child?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Are you married to the child's mother?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
How are you related to the child? (Write your answer below):				

Child's Name _____ Grade _____

School _____ Age _____

Reader Guide

Note: Read the survey questions because some men may not be proficient at reading and to insure that all finish together.

State: This survey seeks to evaluate fathers' involvement in their child's education. I am going to read some statements about fathers' involvement. Please indicate how often the stated activities occur.

Reader Guide

L1-A: Father Involvement Education Survey

Name _____

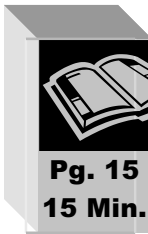
Date _____

Use the following scales and circle the number to answer the statements.

1=Daily 2=Weekly 3=Monthly 4=Bi-Yearly 5=Never (statements 1-13)					
1	2	3	4	5	RFP1 I walk or take my child to school.
1	2	3	4	5	RFP2 I visit my child's classroom.
1	2	3	4	5	RFP3 I have lunch with my child at school.
1	2	3	4	5	RFP4 I attend school meetings.
1	2	3	4	5	RFP5 I attend class events.
1	2	3	4	5	RFP6 I volunteer at my child's school.
1	2	3	4	5	RFP7 I read to my child.
1	2	3	4	5	RFP8 I help my child with homework.
1	2	3	4	5	RFP9 I praise and reward my child for good school work.
1	2	3	4	5	RFP10 I help my child in other activities like music, sports, etc.
1	2	3	4	5	RFP11 I meet with other dads for support.
1	2	3	4	5	RFP12 I discuss my child's progress in school with my child's mother.
1	2	3	4	5	RFP13 I communicate with my child's teacher.
1=Always 2=Sometimes 3=Never (statements 14-16)					
1	2	3			RFP14 I review and sign my child's report cards.
1	2	3			RFP15 I attend parent/teacher conferences.
1	2	3			RFP16 I attend school-based parents' organization meetings.
Answer "Yes" or "No" (statements 17-23)					
Yes	No				RFP17 I have helped my child complete a school project in the past 6 months.
Yes	No				RFP18 I have discussed school safety issues with my child.
Yes	No				RFP19 I am confident that my child is safe at school.
Yes	No				RFP20 I believe my child is getting a good education.
Yes	No				RFP21 I know the name of my child's teacher.
Yes	No				RFP22 I know the name of the school counselor.
Yes	No				RFP23 I know the name of my child's physician

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Reader Guide

**L1-B: R2K Bookmark Craft**

Note: The purpose of this craft is for fathers/father-figures and children to have fun making a bookmark together. This bookmark is also used in their weekly reading.

State: We are going to make a bookmark.

The bookmark will be used to keep your place in the book with your daily reading times together with your child.

Directions:

Feel free to draw outside the lines. You can make the bookmark in the shape of an object or use pictures and words to make it special.

1. Begin by cutting the L1-B: R2K Bookmark cutout. The bookmark cutout is located in the back of your book. You may cut the bookmark into a special shape or design.
2. At the top of the bookmark write the word "Dad" or if you are a father-figure, your name, the words "Reads to" and your child's name. Example: DAD READS TO TIM
3. Next make a design or draw a picture. You can relate it to reading. You can also write other words like "Reading is Fun" or "The Number One Reading Team."
4. Cover the side of the bookmark you write-on with the protective plastic and trim.
5. Punch a hole on the top of your bookmark.
6. Tie the gift wrap ribbon through the hole.
7. Congratulations you are finished!

Lesson 1:**Bookmark supply list**

- **White card stock strip (2 1/2 " x 8")**
- **Pencil**
- **Scissors**
- **Color markers**
- **Clear Contact Paper**
- **Single hole punch**
- **Gift wrap ribbon**

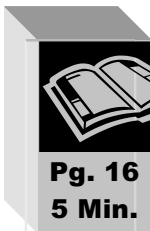
Practice Reading to Kids

Note: These questions are a way to engage the men in a discussion about reading. Welcome and encourage all to get involved including the children. Read the following questions to help guide the discussion.

**DISCUSSION QUESTIONS**

1. How important is reading to our children?
2. What are the barriers to reading to our children?
3. Would anyone like to share their experience of reading to your children or the barriers you face in reading to your children?

Note: Introduce the topic of reading with some important facts to base the motivation for reading on. This section is the teaching section and is designed to minimize the time of straight lecture and provides interaction through the fill in the blanks.

**Introducing Reading**

Reading is one of the most important academic skills your child can learn. Cheri Fuller in her book, *Unlocking Your Child's Learning Potential*, states, "90 percent of all school subjects require reading. (P.168)"

Because your child's success in school depends on reading it makes sense that the best way to help your child in education is to support reading because, *Reading is the Foundation of Education*.

The National Center for Fathering's 1999 Education poll revealed that Fathers are not reading to their children. 40.2% of fathers have never read to their children. This percentage is unacceptable. We must begin our father involvement at this foundation point. Read to your kids.

Reader Guide

Note: Some of us have had challenges in our lives that have been a barrier to our own reading ability. You can still help your child practice reading even if you cannot read. If you and your child cannot read, then you can make up a story from the pictures. When your child begins to read you can have them read to you. You can reinforce reading for your child.

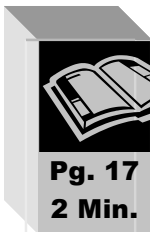
(It is never too late to learn to read!)

Practice Reading

One of the best ways for children to learn is to have something modeled for them. In other words, repeatedly showing them what they need to learn. So, if you want to help your child to develop their reading then you can practice reading to your kids. This practice boosts their reading skills, interest and their ability to understand.

This in turn will help them in other areas of school. But the benefits continue. They will make you a partner in your child's education. Reading to your kids will strengthen your relationship with your child.

Reading to your child is important!

**GETTING STARTED**

Here are some things to know before you get started reading to your child. Choose from the following list to fill in the blanks:

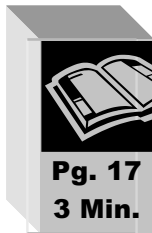
(Long, Time, Book, First, Place)

1. Set a specific **Time** to read and keep it. Mark the time on your calendar.
2. Make the **Place** comfortable and free from distractions.
3. Find the right **Book**. The librarian can help you find an age appropriate book.
4. Read the book **First**. Find out if it is a book that you and your child might enjoy. You can then concentrate on

Reader Guide

making the reading fun.

5. Avoid reading for too **Long**. If the book is not interesting, skip pages, stop reading the book or select another one.



READ-ALOUD TIPS

You are the reading model so here are some reading tips to use when reading to your child. Use the following list to fill in the blanks:

(Alive, Contact, Questions, Praise, Fun)

1. Reading is **Fun**. The fun starts before you begin reading. Have them guess what the book might be about. Let your enthusiasm be contagious. Enjoy your time together.
2. Reading is a **Contact** sport. Sit close or hold your child while you read to him/her. They should be able to interact through sight and touch with you and the book.
3. Make the book come **Alive**. Be dramatic or act it out when you read.
 - a) **Ad Lib** (Make it up): Use your child's name for a character in the story. Add parts to the story that will keep your child's interest.
 - b) **Voice**: Use the power of your voice to get and maintain interest. Use different voices for different characters. Change the tone of your voice from loud to soft. Change the pace of your voice from fast to slow. Pauses and silence can be used.
 - c) **Expression**: Use eye contact and lots of facial expressions. Remember that it's not just about the pictures and words you are reading, it's about YOU!
 - d) **Words**: Follow words with your finger as you read from left to right. This helps the younger child to see what it takes to read, and marks the place for the older child.

Reader Guide

e) **Pictures:** Children will be more involved if they can see the pictures so be sure to show the pictures throughout the story.

4. Ask and answer **Questions** about the story. Answer questions from your children, even if they interrupt. Asking questions keeps children involved in the book. It makes them think and express themselves. Ask questions such as, "What do you think will happen next?" "What would you do if you were..." "How do you feel about this story?"

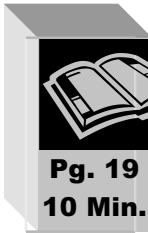
5. Give lots of **Encouragement**. Always say, "Good effort!" or "You really did well!" after a child reads. This will help them want to read more.

Lesson 1:**Practice reading
supply list****Model Reading**

- **Doll or stuffed animal**
- **Kindergarten or 1st grade level book with pictures.**

Note: If time allows, model the reading to the class using a very simple book with pictures. You can bring a stuffed animal to class to illustrate the content sport. As an instructor, do not have a child sit on your lap unless it is your own child! Try to model all the reading tips.

Reader Guide

**L1-C: R2K at School Library**

Note: This activity allows the fathers to begin working toward our reading goal beginning today!

The Library overview is optional but may be very useful to the fathers. It will help them help their children find an age appropriate book for the child. It will also help them feel more connected to the school to know something about the school. This option will throw off the time schedule but could be taken from the pizza time, which would then begin at the end of the hour.

Whether in the library or other room, the participants need to have access to books. Ultimately being able to check out books is best. This will allow the fathers to continue reading the book throughout the week. In some schools the librarian may not be available in the evening to check out books. Here are the two options to checking out a book.

Lesson 1:

**Library Book
Checkout supply list
5 Minute Library
Overview (Optional)**

- Librarian or someone who knows it well enough to introduce the library to the fathers
- Library books

1. *Option one (1) is to fill out a check out slip, which the librarian can use the next day to check out to your child. (In this option your child would bring the book home so you the father/father-figure can read to the child through the week.)*
2. *Option two (2) is to just read the book in the library and not check it out. (The father/father-figure will read a book at home through the week.)*
3. *If you do option one (1) we ask you to then return the book to the library the next week.*

Now it is time to Read to Kids at school! The school library is a great place to begin.

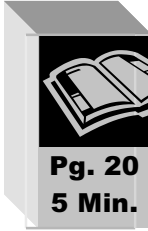
Directions:

1. Take a few minutes to find an age appropriate book together. A small list of recommended books is located in the back of this book under the **Appendix**.
2. Wait for the instructor to let you know when to begin reading aloud to your child (or have your child read to you aloud) for the next five minutes.
3. Don't forget to take time to look at pictures and to use the

Reader Guide

reading aloud tips.

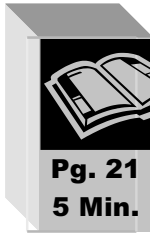
4. If the book selected is a book that can be read in less than 5 minutes then reread the book.
5. You may be able to make arrangements to checkout the book you have just read.
6. Make sure that this week you read five (5) minutes a day five (5) days a week. Other reading resources and booklists are available at your local public library and at the Internet sites located in the back of this book under the **Appendix**.



L1-D: Lesson 1 Wrap-up

Note: They need to memorize the goal and make a plan to read!

- ☐ **Reading is the foundation of education.**
- ☐ Children: Draw a picture of you and your father/father-figure reading together.
- ☐ Fathers: This week at home spend five (5) minutes a day reading to your child using read-aloud tips.
- ☐ Fathers: Write in the box below, "This week I will spend five (5) minutes a day, five (5) days a week reading to my child."



L1-E: Pizza Talk & Listen Time!

Note: If you follow the estimates only 5 minutes will be available for Pizza Time! You should be serving pizza at least five minutes before the class is scheduled to be over.

Lesson 1:

Pizza Time! Supply List

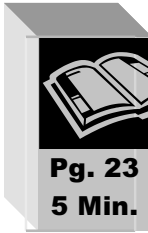
- Pizza and drinks
- Napkins and paper plates

Instructions: We need to always look for opportunities to make the time to listen and take the time to talk. Fathers/father-figures and children take turns one-on-one answering the following QUESTIONS:

1. What are your favorite things about reading?
2. How can you become a better reader?
3. Would you rather be smart, athletic or good looking? Why?

Reader Guide

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Lesson 2 – Partnering with Teachers

LESSON BACKGROUND

Many fathers have little knowledge about their children's learning environment. According to our national telephone survey, we found that less than half (40.9%) of fathers between the ages of 25 and 44 know the name of their child's teacher. Only 18.8% of the group know the name of their child's school counselor.

This lesson will give the father tips on how to get to know the teacher, what questions to ask, and give the father a reason to meet with the teacher. This will create a powerful partnership between the father and teacher for the benefit of his child.

Lesson 2 Overview – Partnering with Teachers

“Two are better than one.” – *Proverb*

Main Idea: Teachers are team mates in education.

Goal: I will visit my child's teacher at least once a month for an update.

State: We will cover the following outline.

OUTLINE

1. L2-A: A Round of Applause Craft
2. Partnering with Teachers
3. L2-B: Meet the Teacher (role-play)
4. L2-C: R2K at School Library
5. L2-D: Lesson 2 Wrap-up
6. L2-E: Pizza Talk & Listen Time!

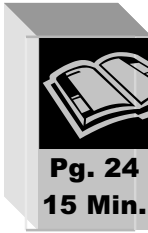
Transition: Let's begin by making a special gift that you can present to your child's teacher at your next meeting.

Lesson 2:

Supply Lists OVERVIEW

Following are the activities that need to be reviewed for supplies

1. A Round of Applause
2. Library book checkout
3. Pizza time!



L2-A: Round of Applause for Teacher

Note: This provides a reason for the father to meet with teacher to show appreciation.

A good way to begin this partnership is to show appreciation for what your child's teacher does. This is called gratefulness. Gratefulness is letting others know by our words and actions how they have benefited our lives.

The round of applause gives you a reason to meet with your child's teacher to present a thank you card of appreciation.

Directions:

1. Remove two color card stock paper pages from the back of this book and take turns tracing each pair of hands for the father/father-figure and child on them.
2. Cut out the hands and write a note of gratefulness on them.
3. Cut out the L2-A: Round of Applause cutout circle and write the words, "A Round of Applause for" Example: **A Round of Applause for Mrs. Smith.**
4. Staple the cut out of the father's hands at the wrist or palm on the right and left side of the circle. Staple the cut out of the child's hands at the wrist or palm on the top and bottom of the circle.
5. Present the round of applause to your child's teacher. You can say the following: *"I know how important it is for me to be involved in my child's education. I want you to know I appreciate you working with me to help my child succeed in their education. Thank you for the good work you are doing. You deserve a round of applause."* Present the round of applause.

Lesson 2:

A Round of Applause supply list

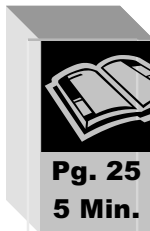
- 2 sheets of colored cardstock paper in the Reader Guide
- The circle cutout in the Reader Guide
- Pencil
- Color markers
- Scissors
- Stapler

Partnering with the Teacher



DISCUSSION QUESTIONS

1. How do we partner with our child's teacher?
2. How important is partnering with our child's teacher?
3. What are the barriers we face in partnering with our child's teacher?
4. Would anyone like to share their experience of reading to your kids or the barriers you face in reading to your children?



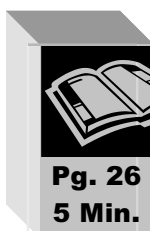
Introducing the Teacher

One study found that, for 64% of the parents surveyed, the number one concern in their children's education was the teacher.

Not every teacher will be perfect for your child. And sometimes it's easy for parents to get caught up in your children's negative or even hostile feelings toward their teacher. But as caring, involved fathers, we can do a lot to ease the tension and help our kids do their best with their teachers.

Fathers have little knowledge about their children's learning environment. Another study from the National Center for Fathering found that less than half (40.9%) of fathers between the ages of 25 and 44 knew the name of their child's teacher.

This shows us we are to begin by partnering with our child's teacher. We need to get to know the teacher.



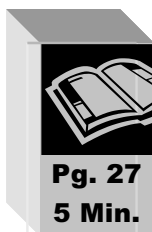
THE SEVEN P'S OF PARTNERING

Here are seven positive ideas to partner with your teacher.

Reader Guide

(Partner, Patient, Practical, Prompt, Praise, Problems, Personally)

1. Get to know the teacher **Personally**. Find out about their family. Establish a friendly relationship early, so your first meeting isn't regarding a problem.
2. Keep the teacher up-to date on **Problems** at home. She'll be better prepared if she knows about an illness, a divorce or death in the family.
3. Be quick to give the teacher **Praise**. When you notice the teacher do something well, send her a note to say "thanks." You'd be surprised how far one compliment will go.
4. Be **Prompt** in dealing with problems with the teacher. If your son or daughter is confused in some subject, notify the teacher and ask how you can help before it becomes a serious problem.
5. Be **Practical** about teacher expectations. Teachers today are under a tremendous amount of stress. Lower your expectations, and allow them to make a few mistakes. That does not mean lowering quality of education; it means be realistic.
6. Be **Patient** and don't jump to conclusions about the teacher. Sometimes children come home and tell you only the most sensational incidents-, which may have already been through two or three stages of gossip. Do your best to stay calm, listen and work out the problem in a constructive manner.
7. The teacher is a team mate you are **Partner** with. This may make the teacher one of the best your child has had.



Questions: To Ask Your Child's Teacher

Here are some questions you can ask about the teacher to get to know him/her better and tell about yourself. Notice that most questions involve teaching so as not to get too personal.

1. Where is your hometown?

Reader Guide

2. Where did you go to college?
3. How long have you been teaching?
4. What got you started in teaching?
5. What do you like about teaching?

Questions: To Ask About Your Child

Here are questions that can be asked about your child from the three performance categories of attendance, academics and attitude.

Attendance

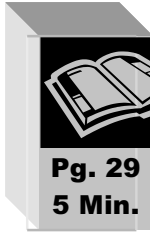
1. How is my child's attendance record for this month?
2. Has there been a problem with tardiness?
3. How can we work together to help my child's attendance?

Academics

1. How is my child doing overall?
2. Do they participate in all activities?
3. What are areas of strength for my child?
4. What areas do they need to improve on or you might have improvement?
5. How can we work together to help my child academically?

Attitude

1. Do they listen attentively?
2. Do they work well independently?
3. Do they accept responsibility?
4. Do they cooperate with other children?
5. Are they respectful of authority?
6. How can we work together to improve my child's attitude?

**L2-B: Meeting the Teacher (Role-play)**

Note: This gives the father practice in asking the questions in a non-threatening environment.

The purpose of this activity is to role-play meeting your child's teacher with the goal of getting to know them better. Another goal of meeting the teacher is to directly partner with the teacher to help your child.

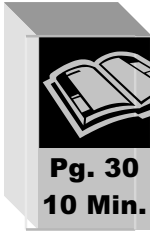
Directions:

In this role-play the father is the father and the child is the teacher. The father is meeting the teacher for the first time.

1. The father's goal is to first find out as much as he can about the teacher.
2. Next the father will try to find out as much as he can about how his child is doing in school.

Process Questions

1. What was it like to be the teacher?
2. Was it easier to find out about personal information or about your child? Why?
3. What can you learn from this role-play that might relate to your actual meeting with the teacher?



Lesson 2:

Library Book

Checkout supply list

- **Library books**

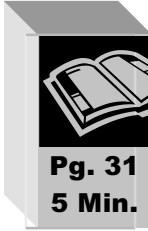
L2-C: R2K at School Library

Now it is time to Read to Kids! The school library is a great place to begin.

Directions:

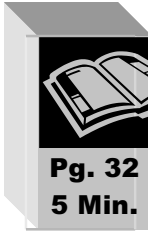
1. Take a few minutes to find an age appropriate book together. A small list of recommended books is located in the back of this book under the **Appendix**.
2. Wait for the instructor to let you know when to begin reading aloud to your child (or have your child read to you aloud) for the next five minutes.
3. Don't forget to take time to look at pictures and to use the reading aloud tips.
4. If the book selected is a book that can be read in less than 5 minutes then reread the book.
5. You may be able to make arrangements to checkout the book you have just read.
6. Make sure that this week you read five (5) minutes a day five (5) days a week. Other reading resources and booklists are available at your local public library and at the Internet sites located in the back of this book under the **Appendix**.

Reader Guide



L2-D: Lesson 2 Wrap-up

- ☐ **Teachers are teammates in education.**
- ☐ Children: Draw a picture of you and your father/father-figure meeting your teacher.
- ☐ Fathers: This week at home spend five (5) minutes a day reading to your child using read-aloud tips.
- ☐ Fathers: Write in the box, "This week I will visit my child's teacher to give him/her the Round of Applause."

**L2-E: Pizza Talk & Listen Time!**

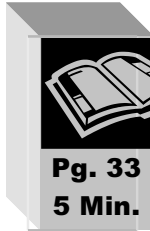
Note: If you follow the estimates only 5 minutes will be available for Pizza Time! You should be serving pizza at least five minutes before the class is scheduled to be over.

Lesson 2:**Pizza Time! supply list**

- **Pizza and drinks**
- **Napkins and paper plates**

Instructions: We need to always look for opportunities to make time to listen and take time to talk. Fathers/father-figures and children take turns one-on-one answering the following QUESTIONS:

- 1. What do you think or feel about your (my) teacher?**
- 2. How can you learn to like your (my) teacher more?**
- 3. If you could change one physical thing about yourself, what would it be?**



Lesson 3 – Presence at the School

LESSON BACKGROUND

Fathers are only moderately involved in their children's school. 32.4% of fathers never attended a child's class event or school meeting. 77% of fathers have never had lunch with their child at school. 58% have never volunteered at their child's school.

This lesson shows the importance of a father's presence at the school and broadens his thinking about how he can be on campus.

Lesson 3 Overview – Presence at the School

Lesson 3:

Supply Lists OVERVIEW

Following are the activities that need to be reviewed for supplies

1. Calendar
2. Library book checkout
3. Pizza time

“In some cases the impact of a father can be felt by just showing up.” – *unknown*

Main Idea: A father's presence at the school is a father's endorsement of the school.

Goal: I will visit my child's school at least two (2) times a month.

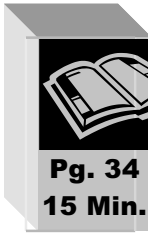
State: We will cover the following outline.

OUTLINE

1. L3-A: R2K Calendar Craft
2. Presence at the School
3. L3-B: Lunch at School (role-play)
4. L3-C: R2K at School Library
5. L3-D: Lesson 3 Wrap-up
6. L3-E: Pizza Talk & Listen Time!

Transition: Let's begin by making a calendar to keep track of your reading, meeting and visiting the school.

Reader Guide

**L3-A: R2K Calendar Craft**

Create a father/child calendar that can be used to track future reading and the fathers contact with teacher and presence at the school.

Lesson 3:**R2K Calendar
supply list**

- **1 sheet of color card stock**
- **White cardstock cut out in Read Guide**
- **Calendar cut outs in Read Guide**
- **Color markers**
- **Gift wrap ribbon**
- **Glue stick**
- **Hole puncher**

Directions:

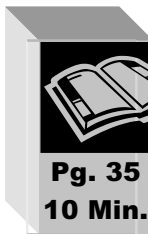
1. Remove a sheet of color cardstock paper from the back of this book.
2. Cut out the L3-A: Calendar cutout picture box on the white cardstock paper from the back of this book.
3. Glue the picture box to top part of the color cardstock paper.
4. Draw a picture or make a design in the picture box, using the color markers.
5. Hole-punch the top of the construction paper and tie a ribbon through the hole.
6. Fill out the L3-A: Calendar cutout calendars with the month and the days. Use the L3-A: Calendar cutout and cut out the months. Staple the calendar months together with the most recent month on top.
7. Now you are done with your beautiful school calendar!

Presence at the School



Discussion Questions

1. What are we talking about when we mention presence at the school?
2. How important is our presence at our child's school?
3. What are the barriers we face in being present at our child's school?
4. Would anyone like to share their experience of being present at your child's school or the barriers you face in being present?



About Presence

How important is it for fathers and father-figures to be at the school? The role of fathers has changed down through the years. At one point fathers were involved in many areas of their child's life. During the industrial revolution period the roles of many fathers were reduced to being providers only.

Today, fathers are only moderately involved in their children's school. 32.4% of fathers never attended a child's class event or school meeting. 77% of fathers have never had lunch with their child at school. 58% have never volunteered at their child's school.

We need fathers to become more involved through their presence at the school. Schools in America need parental support. Teachers can not do this task alone.

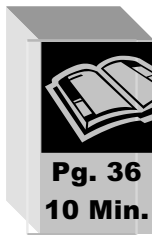
The Importance of Presence

In elementary education men make up only 1.2% of the teachers. Since fathers and men in general have lost their

Reader Guide

place in school you may feel uncomfortable being there although it is important to be. When fathers are present at school the statement they make with their presence is that school is important.

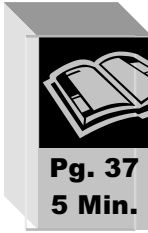
Women have recognized the importance of the role of men in education and have attempted to make schools father friendly.

**INCREASING PRESENCE EXERCISE**

Instructions: (Choose from this list to fill in the blanks: Field Trip, Conference, Volunteer, Lunch, Participate)

1. **Participate** in the SAC (School Advisory Counsel), PTA (Parent Teachers Association) PTO (Parent Teachers Organization) meetings. This is a good way to know what is happening at the school and will allow you to have a voice in it.
2. **Volunteer** in the classroom or for a special event.
3. Be a parent chaperone on a **Field trip**. This is a good way to get to know your child's friends.
4. Plan to eat **Lunch** with your child in the school cafeteria. They will never forget it.
5. Attend parent-teacher **Conference**. This will allow you to exchange important information about your child.
6. Join or start up a school **Male** involvement program.

Reader Guide



L3-B: Lunch at School (role-play)

Note: The father can role play coming to school to have fun and to feel more comfortable with the thought of going to school and joining his child for lunch.

The goal is for the father to find out as much as he can about the child's school experiences.

Directions:

- For the first part of this role-play the child is the father and the father is the child.
- The father asks the child about school.
- Reverse the roles.
- The child asks the father about school.

Process Questions

- What did you learn from the role-play?
- Was it easier being the father or the child? Why?



Lesson 3:

Library Book

Checkout supply list

- **Library books**

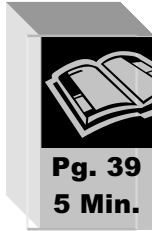
L3-C: R2K at School Library

Now it is time to Read to Kids! The school library is a great place to begin.

Directions:

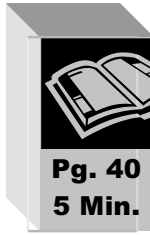
1. Take a few minutes to find an age appropriate book together. A small list of recommended books is located in the back of this book under the **Appendix**.
2. Wait for the instructor to let you know when to begin reading aloud to your child (or have your child read to you aloud) for the next five minutes.
3. Don't forget to take time to look at pictures and to use the reading aloud tips.
4. If the book selected is a book that can be read in less than 5 minutes then reread the book.
5. You may be able to make arrangements to checkout the book you have just read.
6. Make sure that this week you read five (5) minutes a day five (5) days a week. Other reading resources and booklists are available at your local public library and at the Internet sites located in the back of this book under the **Appendix**.

Reader Guide



L3-D: Lesson 3 Wrap-up

- ☐ Remember: *A father's presence at school is a father's endorsement of school.*
- ☐ This week at home spend five (5) minutes a day reading to your child using read-aloud tips.
- ☐ Children draw a picture of your father/father-figure at the school.
- ☐ Fathers write in the box below, "This week I will visit my child's school and have lunch with them."



L3-E: Pizza Talk & Listen Time!

Note: If you follow the estimates only 5 minutes will be available for Pizza Time! You should be serving pizza at least five minutes before the class is scheduled to be over.

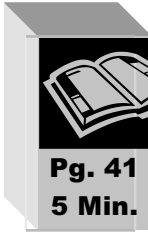
Lesson 3:

Pizza Time!

- Pizza and drinks

Instructions: We need to always look for opportunities to make time to listen and take time to talk. Fathers/father-figures and children take turns one-on-one answering the following QUESTION(S):

1. Has anyone ever hurt your feelings or picked on you at school?
2. How does it make you feel to have (be) Dad at school?
3. What makes you angry?



Lesson 4 – Practical ICAN Fathering Skills

LESSON BACKGROUND

The National Center for Fathering has surveyed over 10,000 fathers about their fathering practices and ideals, and synthesized their responses. Collectively, these form the framework for fathering which we call – The I-CAN's of Fathering.

The I-CAN's framework, can help us understand and apply each fathering principle and tap into the experiences of other fathers. This can advance us on our pursuit of becoming a better father using the fresh perspective on our role as dads.

Lesson 4 Overview – Practical ICAN Fathering Skills

“Fathers whether good or bad, present or absent, they make a permanent impact on the lives of their children.” – Dr. Ken Canfield

Main Idea: What fathers do makes a daily difference.

Goal: I will understand and practice the ICAN fathering skills every day.

State: We will cover the following outline.

OUTLINE

1. L4-A: Paper Airplane Craft
2. Practical ICAN Fathering Skills
3. L4-B: Distance Contest
4. L4-C: R2K at School Library
5. L4-D: Lesson 4 Wrap-up
6. L4-E: Pizza Talk & Listen Time!

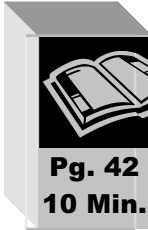
Transition: Let's begin by just having fun making a paper airplane.

Lesson 4:

Supply Lists OVERVIEW

Following are the activities that need to be reviewed for supplies

1. Airplane
2. Library book checkout
3. Pizza time



Lesson4:

- **1 Sheet of paper (8 1/2" X 11") in the Read Guide**
- **Color markers**

L4-A: Paper Airplane Craft

Note: The serious role of the father must be balanced by the father who can connect with children for who they are. An important learning part of a child's life is play. We must be able to join their world through play because this is a way they also are a part of our world.

We are getting ready to take-off in *R.E.A.D to Kids*. To symbolize this we are going to have fun with making and flying paper airplanes.

Directions:

1. Remove the L4-A: Airplane page from the back of your book.
2. Make a paper airplane. You can get help from your neighbor.
3. Use the color markers to personalize your plane by making a picture or design.
4. Father/Father-figures show children how to fly their airplane.
5. Hold the plane at the balance point with the wings forming a slight V shape. Release smoothly but firmly.

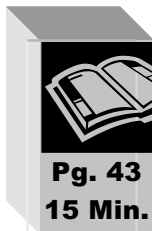
ICAN Fathering Skills

Fathers are powerful. There are skills in fathering that will help your child in their education. These same skills can help meet the general needs of your child.



DISCUSSION QUESTIONS

1. What do good fathers do daily with their children?
2. What are the barriers of doing what good fathers do?
3. Would anyone like to share their experience of the impact of your fathering with your child either positive or negative?



ICAN FATHERS

(Fill in the blanks from the following list: **Responding, Knowing, Participating, Dependable**)

Involvement

1. Involvement is **Participating** in the life of your child. This includes the time you play or work together, attending activities or just hanging out.

Involvement Action Tips

- a) Read to your kids.
- b) Visit their school.
- c) Love is spelled T-I-M-E.
- d) Play is the language of children.
- e) Work on projects together.
- f) Ask them, "What do you want to do?"

Reader Guide

Consistency

2. Consistency is being **Dependable** for your child. Keeping your word and maintaining a steady attitude and being available.

Consistency Action Tips

- a) Read to your kids every weekday.
- b) Have regular visits to their school.
- c) Keep your promises.
- d) Let your children know your schedule.
- e) Try to eat a meal together as a family.

Awareness

3. Awareness is **Knowing** your child. Finding out general information and individual information of your child's world and daily experiences does this.

Awareness Action Tips

- a) Meet with their teacher to find out how they are doing in school.
- b) Ask them questions.
- c) Spend time on your kid's court.
- d) Know what to expect, as they grow older.
- e) Listen to their mother, coach and teachers

Reader Guide

Nurturance

4. Nurturing is **Responding** to the emotional needs of your child. This can be done by comforting, encouraging, affirming and listening.

Nurturance Action Tips

- a) Encourage your kids.
- b) Express affection-appropriate touch.
- c) Listen to your kids.
- d) Tell them you love them.



L4-B: Airplane Distance Contest

Note: This is just for fun and a little father child interaction.

Now that we have completed and test flown our airplanes it is time to put them to a test with a distance contest. Each child will be given two chances to throw their airplane.

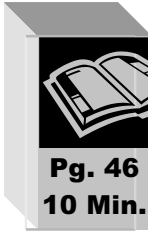
Directions:

1. The father/father-figure and child stand at the starting point.
2. The child throws the airplane while the father/father-figure cheers.
3. Decide if they want to keep the throw. If you keep it then your turn is over and you leave the plane where it is. If you decide to throw again then you pick the plane up and throw again, this time leaving the plane where it is.
4. All participants will be recognized.

Lesson 4:

Airplane distance contest

- Paper airplane



Lesson 2:

**Library Book
Checkout supply list**

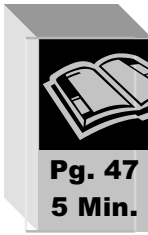
- **Library books**

L4-C: R2K at School Library

Now it is time to Read to Kids! The school library is a great place to begin.

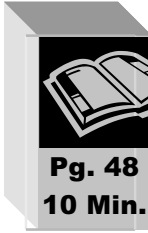
Directions:

1. Take a few minutes to find an age appropriate book together. A small list of recommended books is located in the back of this book under the **Appendix**.
2. Wait for the instructor to let you know when to begin reading aloud to your child (or have your child read to you aloud) for the next five minutes.
3. Don't forget to take time to look at pictures and to use the reading aloud tips.
4. If the book selected is a book that can be read in less than 5 minutes then reread the book.
5. You may be able to make arrangements to checkout the book you have just read.
6. Make sure that this week you read five (5) minutes a day five (5) days a week. Other reading resources and booklists are available at your local public library and at the Internet sites located in the back of this book under the **Appendix**.



L4-D: Lesson 4 Wrap-up

- ☐ **Fathering is simple but it is a powerful shaper of children.**
- ☐ **Children:** Draw a picture of your father/father-figure and you doing something fun together.
- ☐ **Fathers:** This week at home spend five (5) minutes a day reading to your child using read-aloud tips.
- ☐ **Fathers:** Write in the box, "This week I will practice one of the fathering skills and tell about it next week."



L4-E: Pizza Talk & Listen Time!

Note: If you follow the estimates only 5 minutes will be available for Pizza Time! You should be serving pizza at least five minutes before the class is scheduled to be over.

Lesson 4:

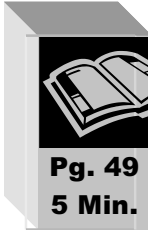
Pizza Time! Supply list

- Pizza and drinks

Instructions: We need to always look for opportunities to make time to listen and take time to talk. Fathers/father-figures and children take turns one-on-one answering the following QUESTIONS:

1. What are three things you like about your Dad?
2. What is your favorite thing to do with your Dad?
3. If you could ask your Dad any question what would it be?

Reader Guide



Lesson 5 – Planning Future Involvement

LESSON BACKGROUND

The National Center for Fathering has surveyed over 10,000 fathers about their fathering practices and ideas, and synthesized their responses. Collectively, these form the framework for fathering which we call – The I-CAN's of Fathering.

The I-CAN's framework, can help us understand and apply each fathering principle and tap into the experiences of other fathers. This can advance us on our pursuit of becoming a better father using the fresh perspective on our role as dads.

Lesson 5 Overview – Planning Future Involvement

Lesson 5:

Supply Lists OVERVIEW

Following are the activities that need to be reviewed for supplies

1. Letter craft
2. Library book checkout
3. Pizza time

“Fathers shape the destiny of America’s future.” – Dr. Ken Canfield

Main Idea: Fathering and education are loving life long sentences.

Goal: I will determine to keep making a positive impact on my child and their education.

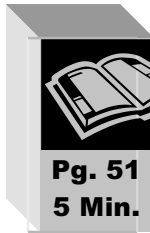
State: We will cover the following outline.

OUTLINE

1. L5-A: Father Involvement Survey
2. L5-B: Father-Child Letter Craft
3. L5-C: R2K at School Library
4. L5-D: Lesson 5 Wrap-up
5. Review for Fathers & Children
6. L5-E: R2K Graduation
7. L5-F: Pizza Talk & Listen Time!

Transition: Let’s begin by getting some background information about you.

Reader Guide



L5-A: Father Involvement Education Survey

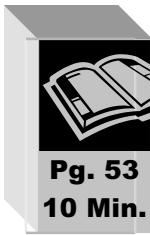
Name _____

Date _____

Use the following scales and circle the number to answer the statements.

1=Daily 2=Weekly 3=Monthly 4=Bi-Yearly 5=Never (statements 1-13)				
1	2	3	4	5 RFP1 I walk or take my child to school.
1	2	3	4	5 RFP2 I visit my child's classroom.
1	2	3	4	5 RFP3 I have lunch with my child at school.
1	2	3	4	5 RFP4 I attend school meetings.
1	2	3	4	5 RFP5 I attend class events.
1	2	3	4	5 RFP6 I volunteer at my child's school.
1	2	3	4	5 RFP7 I read to my child.
1	2	3	4	5 RFP8 I help my child with homework.
1	2	3	4	5 RFP9 I praise and reward my child for good school work.
1	2	3	4	5 RFP10 I help my child in other activities like music, sports, etc.
1	2	3	4	5 RFP11 I meet with other dads for support.
1	2	3	4	5 RFP12 I discuss my child's progress in school with my child's mother.
1	2	3	4	5 RFP13 I communicate with my child's teacher.
1=Always 2=Sometimes 3=Never (statements 14-16)				
1	2	3		RFP14 I review and sign my child's report cards.
1	2	3		RFP15 I attend parent/teacher conferences.
1	2	3		RFP16 I attend school-based parents' organization meetings.
Answer "Yes" or "No" (statements 17-23)				
Yes	No			RFP17 I have helped my child complete a school project in the past 6 months.
Yes	No			RFP18 I have discussed school safety issues with my child.
Yes	No			RFP19 I am confident that my child is safe at school.
Yes	No			RFP20 I believe my child is getting a good education.
Yes	No			RFP21 I know the name of my child's teacher.
Yes	No			RFP22 I know the name of the school counselor.
Yes	No			RFP23 I know the name of my child's physician

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L5-B: Father & Child Letter Craft

Note: What better way to encourage a child in their education than through the mail. We all like to receive mail when it is not junk mail or bills. Create a special memory for your child by writing and sending an encouraging letter about their education.

Lesson 5:

Letter to Child supply list

- 1 writing paper
- Pencil
- Envelope
- Stamp

Write a letter to your child to encourage them in their education. Write a letter to your father to tell him or ask him anything you want.

Directions:

1. Take the envelope and address it to your child.
2. Write the letter to your child.
3. Fold the letter and place in the envelope
4. Place the letter in a mail box.



Lesson 5:
Library Book
Checkout supply list
▪ **Library books**

L5-C: R2K at School Library

Now it is time to Read to Kids! The school library is a great place to begin.

Directions:

1. Take a few minutes to find an age appropriate book together. A small list of recommended books is located in the back of this book under the **Appendix**.
2. Wait for the instructor to let you know when to begin reading aloud to your child (or have your child read to you aloud) for the next five minutes.
3. Don't forget to take time to look at pictures and to use the reading aloud tips.
4. If the book selected is a book that can be read in less than 5 minutes then reread the book.
5. You may be able to make arrangements to checkout the book you have just read.
6. Make sure that this week you read five (5) minutes a day five (5) days a week. Other reading resources and booklists are available at your local public library and at the Internet sites located in the back of this book under the **Appendix**.

Reader Guide



L5-D: Lesson 5 Wrap-up

- ☐ **Fathering and education are loving life long sentences.**
- ☐ Children: Draw a picture of your father/father-figure and you reading together when you are an adult.
- ☐ Fathers: This week at home spend five (5) minutes a day reading to your child using read-aloud tips.
- ☐ Fathers: Write in the box, "For the rest of my child's life I will support and involve in their education."

**Review for Fathers and Children**

What did we learn over these past five weeks? Our goal was to help your child by getting you involved in the practice of reading, the partnering with the teachers and your presence at school. Let's take a few minutes to review something that you can continue to practice even after these five weeks.

Practice Reading

- Reading is the foundation of Education.
- Read to your child five (5) minutes a day five (5) days a week.

Partnering with Teachers

- Teachers are important allies in education.
- Talk to your teacher at least once (1) a month to see how your child is doing.

Presence at the School

- A father's presence at the school is a father's endorsement of school.
- Be present at the school twice (2) a month.

Practical Fathering Skills

- Fathering is simple but it is a powerful shaper of children.
- Use the fathering skills every day to connect with your child and encourage their education.

Reader Guide

For Fathers

- Your child has needs that only you can fill.
- Your child may have a unique learning style. The three learning styles are auditory (talker and listener), kinesthetic (doing and touching) and visual (seeing and remembering).
- Your child may not be good in everything. He or she may have a different type of intelligence. Here are seven categories:
 1. The standard academic of verbal
 2. The standard academic of mathematical
 3. Spatial capacity – artist or architect
 4. Kinesthetic genius – dancing or sports
 5. Musical gifts – singer or musician
 6. Interpersonal – therapist or leader
 7. Intrapsychic – psychiatrist or stable person
- Your role is to know these things and support and encourage them.

For Children

- Fathers love their children although sometimes they don't tell you and sometimes they don't even show you but they do.
- If you want something or need something from your father ask him.
- Sometimes fathers just need to be kissed or hugged and told, "I love you."

**L5-E: R2K Graduation**

Note: Encourage the fathers for their participation in the program and to inspire them to continue to do what they have learned.

Reader Guide**Lesson 5:****Graduation
Supply List**

- Graduation certificates
- Education commitment pledge
- Refreshments

The graduation is for fathers/father-figures and children who come to at least 3 of the 5 sessions. At this time we want to honor you for the achievement of completing this course.

Directions:

1. The instructor will present the father/father-figure and the child with a certificate for their participation.
2. Share the following:
 - What is one thing for you as a father/father-figure that you take away from the R.E.A.D. to Kids program?
 - What impact do you expect it to have on your child?
 - What is one thing for you as a child you will remember about this program?
3. Fathers/father-figures you are the destiny shaper of your child. The dreams you have for their future are determined by what you are doing in the present. Your involvement in your child's education is an important part of seeing these dreams realized. In the words of Langston Hughes you are their dream keeper.

Reader Guide

The Dream Keeper
Bring me all your dreams,
You dreamers,
Bring me all of your
Heart melodies
That I may wrap them
In a blue cloud-cloth
Away from the too-rough fingers
Of the world

- Langston Hughes ¹

4. Repeat after the instructor the following education commitment pledge.

“I am a man. I am a father. I am powerful. Society has tried to limit my role, to that of only a provider. I understand my God-given role, as a man and father is much larger. I am responsible to contribute, to the success of my child. My child’s success depends on their education. I will use my power, to shape my child’s success. Therefore:

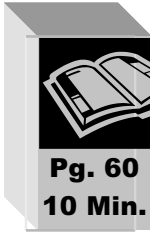
- I will support my child’s education, by reading to my child.
- I will support my child’s education, by partnering with my child’s teacher.
- I will support my child’s education, by my presence at the school.
- I will also work on being involved, consistent, aware, and nurturing in the daily life of my child.

Fathering and education are life sentences, but they also bring great fulfillment. As a man and father, it is my choice to be fulfilled, and to bring fulfillment to my child, on this great journey called life.”

¹ Teacher’s Guide, Reading, Thinking & Caring, Uncle Jed’s Barbershop by Margaree King Mitchell, p.7

Reader Guide

5. One of the leaders will then share with the fathers the next step. Our plan is to get the fathers together once a month at the school for on-going support of one another in our roles as fathers/father-figures.



L5-F: Pizza Talk & Listen Time!

Note: If you follow the estimates only 5 minutes will be available for Pizza Time! You should be serving pizza at least five minutes before the class is scheduled to be over.

Lesson 5:

Pizza Time!

- Pizza and drinks
- Graduation cake

Instructions: We need to always look for opportunities to make time to listen and take time to talk. Fathers/father-figures and children take turns one-on-one answering the following QUESTIONS:

1. **Who are one of the most important people in the world to you?**
2. **What do you want to be when you grow up?**
3. **Why is education important to you?**

Appendix

R2K Recommended Booklist by Grades

The first step in supporting your child's reading is to make sure you have a library card and your child has one also. The next step is to visit your local public library on a regular basis. The library is a great source of age appropriate books by grade level.

There are so many book titles to choose from but here are a few favorites to start with. Along with the list of favorite books are the various reading skills students should have by grade levels. The more your children read the more developed their skills will become.

Kindergarten

Kindergartners should be able to identify facts, events, settings and characters in a story. Children in this age group will benefit from stories with a lot of pictures to hold their interest. Favorites are:

- *In Daddy's Arms I Am Tall*
- *Good Night Moon* by Margaret Wise Brown
- *My Book* by Ron Maris
- *The Counting Book* by Anne Gedde
- *The Cat in the Hat* by Dr. Seuss

First Grade

First graders should be able to summarize a story by retelling what happened. They may be able to read simple books themselves but they still enjoy being read to.

- *Amazing Grace* by Mary Hoffman
- *Danny and the Dinosaur* by Syd Hoff
- *Green Eggs and Ham* by Dr. Seuss

Reader Guide

- *The Very Hungry Caterpillar* by Eric Carle
- *Brown Bear, Brown Bear, What Do You See* by Bill Martin
- The *Curious George* book series

Second Grade

Second graders should be able to read fluently a common core of words in a text. They are now able to read on their own but still prefer to have the pictures in the books.

- *A Chair for My Mother* by Vera B. Williams
- *The Kid in Ms. Coleman's Class* by Anne Martin
- *Mud Flat Olympics* by James Stevenson
- *The Gardener* by Sarah Stewart
- The *Arthur* book series by Marc Brown

Third Grade

Third graders should be able to discuss differences and similarities of various types of books or literature. They often prefer books that take more than a day to read. At this time they are ready for books with sparse illustrations and heavy in text.

- *The Wednesday Surprise* by Eve Bunting
- *My Father's Dragon* by Ruth Gannett
- *Midnight Rider* by Krista Ruepp
- *Rapunzel* by Paul Zelinsky
- *Old Yeller* by Fed Gipson
- *Encyclopedia Brown* series by Donald J. Sobol

Fourth Grade

Fourth graders should be able to read at a pre-adult level. They can investigate a topic and write a summary based on research.

Reader Guide

- *The Mouse and the Motorcycle* by Beverly Cleary
- *Shiloh* by Phyllis Reynolds
- *A Picture of Freedom: The Diary of Clotee, a Slave Girl* by Patricia McKissack
- *The Indian in the Cupboard* by Lynn Reid Banks
- Any book in the *Wish Bone* series

Fifth Grade

Fifth graders have an enormous world of books available to them. They can discuss the author's or character's point of view.

- *Charlie and the Chocolate Factory* by Roald Dahl's
- *My Side of the Mountain* by Jean Craighead George
- *Mrs. Frisby and the Rats of NIMH* by Robert C. O'Brien
- *Sky Pioneer: A Photobiography of Amelia Earhart* by Corinne Szabo
- *Harlem: A Poem* by Walter Dean Myers

Sixth Grade

Sixth graders should be reading more or less on an adult level. They can use a dictionary for the pronunciation and meaning of words.

- *The Hobbit* by J.R.R. Tolkien
- *The Lion, The Witch and the Wardrobe* by C.S. Lewis
- *Living Up the Street* by Gary Soto
- *Sojourner Truth: Ain't I a Woman* by Patricia C. and Frederick McKissack
- *Martin Luther King, Jr.: Man of Peace* by Lillie Patterson

Reading Internet Sites

A few of these sites have information about "reading aloud" specifically, but most are resources for children's book recommendations and reading advice.

- **American Library Association** (www.ala.org) – Visit the "Raise a Reader" section for lists of top books to read aloud to children along with tips on getting kids excited about books and reading.
- **Kids Books for Summer** (www.parentcouncil.com/TPS_Read.htm) – This site offers an extensive list of book reviews written by teachers, librarians and other professionals who are also parents. Books are presented by age.
- **Learning Network Parent Channel** (www.familyeducation.com) – Commercial site. Includes "summer learning fun" and other reading resources for parents, including products available for purchase.
- **No Child Left Behind** (www.nochildleftbehind.org) – Department of Education site to support new education law. The goal is to provide parents with useful information to assist them in helping their child learn.
- **Reading is Fundamental RIF** (www.rif.org) – Site includes summer reading tips from RIF reading experts; the section "Make Reading a Family Event" includes book lists, motivational activities and story samplers.
- **Reading Tree Productions** (www.trelease-on-reading.com) – There is a wealth of information on this site, created by Jim Trelease, author of *The Read-Aloud Handbook* (Penguin USA) and several anthologies of read-aloud stories.
- **Scholastic** (www.scholastic.com) – With lists compiled by Scholastic editors and reading specialists, this site includes suggestions by age for children to read or adults to read aloud.

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Forms

In this section are the forms necessary for the recruitment and implementation of the program.

Recruitment

These are reproducible items that are needed in promoting and collecting information for R2K.

1. F1: Participating School Acceptance Form
2. F2: Dear Dad Letter Sign-up Form
3. F3: R2K Flyer
4. F4: R2K Program Sign-in Form
5. F5: Trainer Activity Report (to be filed after each class)
6. F6: R2K Completion Certificate

Class Activity Papers

Following is a list of the papers and the craft supplies for the lessons. Example: L1-A designs the lesson number 1 activity A.

1. L1-B: R2K Bookmark cutout & L2-A: Round of Applause cutout
2. L2-A: Round of Applause first color sheet
3. L2-A: Round of Applause second color sheet
4. L3-A: R2K Calendar cutout (page 1)
5. L3-A: R2K Calendar cutout (page 2)
6. L3-A: R2K Calendar one color sheet
7. L4-A: Paper Airplane one white sheet
8. L5-A: Father/Child Letter first lined paper sheet
9. L5-A: Father/Child Letter second lined paper sheet