Parents as partners: the school-home connection

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Abstract

Family literacy programs engage parents in small groups, help parents capitalize upon what they already do with literacy in the home while teaching new skills for parents to work with their children, and provide children with time to read together. Parents' attitudes have lifelong effects on a child's literacy (Morrow, 1995). Getting parents involved in emergent literacy activities has a positive effect on the child's own literacy and is associated with higher achievement and stronger cognitive skills (Anderson, 2000; de Jong and Leseman, 2001; Morrow, 2001). A family literacy program can better reinforce the internal motivation that parents and children must have to succeed.

This is a review of professional literature that reflects what emerging research studies demonstrate about family literacy programs and the school-home connection. It accompanies and serves as a background for a series of parent workshop presentations developed to help parents learn how they can best promote their children's literacy at home. Since the parent-child relationship is the most important relationship in life, the parents' sense of efficacy exerts a strong influence on development, motivation, and achievement of the child (Handel, 1999). By examining the framework of successful family literacy programs; the role of the teacher, parent, and child in family literacy programs; and the importance of motivation in the development of a child's literacy, I hope to develop a successful family literacy program for my school.
Parents as Partners: 
The School-Home Connection

A Graduate Research Project
Submitted to the
Division of Literacy Education
Department of Curriculum and Instruction
In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Education
UNIVERSITY OF NORTHERN IOWA

by
Jennifer Burkhart
July 29, 2003
This Research Project
Titled: Parents as Partners: The School-Home Connection
Has been approved as meeting the research requirements for the
Degree of Master of Arts in Education.

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Abstract

Family literacy programs engage parents in small groups, help parents capitalize upon what they already do with literacy in the home while teaching new skills for parents to work with their children, and provide children with time to read together. Parents’ attitudes have lifelong effects on a child’s literacy (Morrow, 1995). Getting parents involved in emergent literacy activities has a positive effect on the child’s own literacy and is associated with higher achievement and stronger cognitive skills (Anderson, 2000; de Jong and Leseman, 2001; Morrow, 2001). A family literacy program can better reinforce the internal motivation that parents and children must have to succeed.

This is a review of professional literature that reflects what emerging research studies demonstrate about family literacy programs and the school home connection. It accompanies and serves as a background for a series of parent workshop presentations developed to help parents learn how they can best promote their children’s literacy at home. Since the parent-child relationship is the most important relationship in life, the parents’ sense of efficacy exerts a strong influence on development, motivation, and achievement of the child (Handel, 1999). By examining the framework of successful family literacy programs; the role of the teacher, parent, and child in family literacy programs; and the importance of motivation in the development of a child’s literacy, I hope to develop a successful family literacy program for my school.
At my parent-teacher conferences last fall, Jacob’s (pseudonyms are used for all of the students) mom asked me how she could help him at home with reading. Sara’s parents wanted to know if it was okay to ask her questions while she was reading. John’s parents noted that he seemed to be more interested in playing video games than reading. As I listened to the parents’ concerns about how they could take part in helping their child at home, I scrambled through my collection of reading strategies and prompts to see what I could offer to those parents to use with their child at home. I explained to the parents that these prompts and strategies could be posted on the refrigerator and would be easily accessible for the parents and child. The parents were delighted that they were given something that could be used to help them at home and were also being used here at school.

After hearing those thoughts from parents, I realized that parents could be vital partners in helping to educate their child. The parents’ interest led me to investigate family literacy programs more closely and help to develop such a program for my school.

Morrow, Paratore, and Tracey (1994) describe family literacy as the ways that parents, children, and extended family members use literacy in daily activities at home. According to Handel (1992) family literacy programs are designed to help break the cycle of underachievement by providing literacy experiences that benefit all members of the family. In order to facilitate interactive literacy activities between the parent and the child, it is necessary to help to prepare parents to become reading facilitators through a family literacy program. Family literacy programs provide an opportunity for parents to get involved in their child’s literacy learning by working closely with teachers, administrators, and school districts.
Researchers such as Auerbach believe that “collaborative learning and teaching, and family support is the key to establishing successful programs (1989).” As successful teachers struggle to leave no child behind, school districts are seeking successful family literacy programs that help to foster literacy experiences in-and-out of school.

**Framework for Successful Home Literacy Programs**

According to Neuman, Caperelli, and Kee, “family literacy programs are about opportunity, support, and hope (1998).” After reviewing the files of the grants that had been funded by the Barbara Bush Foundation for Family Literacy, Neuman et al. (1998) provided key principles in their research, which fostered successful literacy programs.

These key principles include,

- Family literacy is not something that can be “done” to people.
- Family literacy is not changing people but about offering choices and opportunities to families.
- Parents come with rich histories and experiences that should be honored and used in program development.
- Family literacy programs have both direct and indirect benefits.
- Family literacy learning is a matter of “small wins. (1998).

In searching for a framework to provide school districts with successful family literacy programs, Handel (1992) describes in detail the family literacy venture called the Partnership for Family Reading. This program strives to serve three constituencies, parents, educators, and students and is committed to building upon the strengths of all (118). The Family Reading workshop model provided by Handel seeks to engage the adults in the reading process (119). Handel believes this model fosters “reading as a active process and the reader as an active constructor of meaning (1992, 119).” The design of the workshop is as follows.
The workshop begins with introductory activities, which provide parents with support for what they are already doing at home. These introductory activities provide information in a non-threatening manner. Demonstration of a reading strategy provides parents with “generic comprehension strategies that can be used by good readers of all ages.” Participants are then asked to practice in pairs. Providing participants with an opportunity to practice and demonstrate the strategy, they can see the strategy in action. An additional component is group discussion, which allows participants to discuss the reading strategy and offer questions, comments, and suggestions. Group discussion takes place on different levels, which open the conversation up to sophisticated ideas. The final component of the workshop model is preparation for reading at home and books borrowing. This component allows for participants to anticipate how their child might react to the book and the strategy. This workshop model engages the adults in the reading process.

Just as Handel’s (1992) Family Reading workshop model seeks to engage the adults in the reading process, another aspect of family literacy programs that needs to be considered, are ways to measure the levels of involvement in the family literacy programs. Nistler & Maiers (2000) “established a joint home-school family literacy program to help parents understand how important their role is in their child’s literacy growth.” This particular family literacy program showed high levels of family involvement when viewed in terms of a) attendance, b) interactions with others in the classroom community, and c) participation in literacy activities in school and at home (674). These levels of involvement help to demonstrate parental involvement by attending, participating in classroom activities, and modeling behaviors that support their child’s literacy growth at home and at school. This study conducted by Nistler & Maiers (2000) provides valuable information to teachers, which will help to guide other strong family literacy programs.
Since teachers are crucial to the success of family literacy programs, the role of the teacher should be shared with parents (IRA, 2000). The teacher’s role in the literacy program is to keep parents informed about their child’s learning; to choose appropriate reading strategies to model and demonstrate for parents; and to help provide parents with school-related materials and activities that help parents discover what they already do at home that is supporting their child’s literacy learning. The teacher also has an important role as a model to motivate interest in children’s attitude toward reading. By providing parents with this knowledge, teachers can help parents to enhance their child’s literacy learning at home.

In order to communicate to parents the importance of their role in their child’s literacy learning, it is vital that the teachers keep parents informed about how their child is doing in school and how they can help their child at home. In a study conducted by Nistler and Maiers (2000), efforts such as face-to-face contacts with parents, phone calls, and home visits were areas of communication that were appreciated by parents involved in the family literacy program. These forms of communication by the teacher provide the parents and teachers with a means of building a trusting relationship. Other suggestions for communication between teachers and parents are to send home goals to the parents for the child to be achieved during the year, to provide homework activities that parents can do with their child, and invite parents to school to meet for parent teacher conferences (Morrow, 2001). Keeping parents informed of their child’s learning on a regular basis through a variety of methods have proven vital in the success of family literacy programs.
Teachers can share strategies and methods with parents through demonstration. By having teachers select strategies that parents are already using with their child and building on those strategies will help to share the responsibility of educating their child. For example, many parents already read aloud to their child at home; therefore, teaching parents to read aloud and learn how to actively involve their child in the story when they read aloud is an empowering strategy. Parents, siblings, and other caregivers who read aloud to children before entering school help children to recognize and develop familiarity with print (Clay, 1979). Teachers can help parents to read aloud and to be actively involved in story reading through voice intonations and creating emotions. Reading aloud is an appropriate strategy, that when modeled for parents by the teacher, can be an effective tool for parents to use to foster active learning.

It is important for teachers to provide parents with school-related activities and materials that will foster literacy learning in the home. Teachers can equip parents with activities for the child and parent to do together at home. These activities should be designed to help families reinforce reading skills that the child is learning in school. Providing parents with these activities will help them to help their child build attitudes and behaviors that their child will need to be successful in school and life. Maiers (2001) provides a variety of activities for parents to do at home that will help to support their child’s literacy development at home. The activities suggested by Maiers include a variety of reading, writing, listening, and modeling strategies for parents to try.

Teachers may also provide parents with other resources in addition to books, such as software, website connections, book lists, and professional materials that will help parents to foster literacy learning at home. Teachers may present parents with appropriate books on tape, as well as book orders where parents can purchase books at a reduced price.
The teacher plays a critical role in influencing children’s attitudes about reading. The goal for most influential teachers is to create a classroom environment, which fosters intrinsic motivation to read. Gambrell and Marinak (1997) stated in their research that “a child who is intrinsically motivated will view reading as a meaningful challenge, whereas a student who lacks intrinsic motivation will view reading as an obstacle” (206). Teachers and parents can work together to develop a reading program that is appealing to children.

In providing successful family literacy programs, parents and teachers should try to incorporate similar activities at home and school. The teacher can incorporate several activities in the classroom, which foster pleasurable experiences for children and share those activities with parents. For example, teachers can make story reading and storytelling pleasurable. Teachers need to select good literature that can be a dramatic presentation (Morrow, 2001). Using storytelling techniques attracts students to books. The teacher uses storytelling techniques to help the story come alive through expression, intonation, and dramatic play. Parents can use these same strategies at home while reading aloud to their child.

It is important that teachers motivate children’s interest in reading through modeling literacy activities. Teachers know the importance of motivation and understand that providing students with pleasurable reading experiences that foster choice, challenge, social collaboration, and success promotes an intrinsic motivation for reading (Morrow, 2001). It is essential that teachers share with parents during family activities that choice, challenge, and social collaboration do promote success. In discussing reward proximity hypothesis, Gambrell (Gambrell, 1996; Gambrell and Marinak, 1997) and suggest that:

Intrinsic motivation is enhanced when the incentive is linked to the desired behavior. In other words, a person’s intrinsic interest in an activity is fostered when the incentive not only rewards the desired behavior, but also reflects the value of and encourages future engagement in the behavior. (209)
Therefore, in cooperation with parents, teachers can use such programs as Running Start. In promoting reading, Running Start is designed to help first graders develop a love for reading by having parent volunteers or older students listen to the children read. The program supports literacy development by providing teachers with children’s literature books that help the students to reach a goal of reading 21 books in 10 weeks. So, if a teacher wants to foster a student’s motivation to read, using incentives that are linked to the desired behavior of motivating an interest to read, teachers may use incentives such as books, bookmarks, or more time to read (Gambrell & Marinak, 1997). Programs such as Running Start support those incentives.

Gambrell and Marinak provide the following characteristics that support motivation in the Running Start program:

- Children read to meet a specified goal (21 books).
- Children choose what they read.
- Options are provided for meeting the specified goal (children can be read to or can read independently).
- The major incentive is a book selected by the child. (212)

The role of the teacher in the achievement of family literacy programs is crucial. To keep family literacy programs flourishing, teachers need to communicate with parents on a regular basis. Teachers can share strategies with parents through modeling and demonstration. By demonstrating these strategies for parents, teachers can ensure that the strategies taught in school can be reinforced at home as well. Teachers should also provide parents with a variety of activities to meet the needs of all students that will help parents to promote literacy at home. Teachers play a vital role in motivating children’s interests toward reading. The activities listed are appropriate for the home and it is important that the school is consistent with incorporating similar activities.
Role of Parent in Family Literacy Programs

Since a thriving family literacy program shows high parental involvement (Auerbach, 1989; Nistler and Maiers, 2000), the role of the parent is essential to the success of the program. The study conducted by Nistler & Maiers helped parents to recognize that the role they play in helping their child succeed in learning is essential.

The program described in this article sought to help parents appreciate that they do have important skills to share, but we also wish to empower them with additional skills that would enhance their understanding of literacy development and provide the confidence and support necessary to contribute to their children’s literacy development. (670)

They continued to add that it was crucial for the families with whom we interacted to understand (a) that their children’s literacy development can be fostered, (b) that this development must be valued in all homes, and (c) that it should be viewed as a shared responsibility between home and school. (670)

The study conducted by Nistler & Maiers (2000) holds value in the parents and the role the parents play in the family literacy program. The researchers feel that the program was based on the belief, “that parents are a powerful, underused source of knowledge—a great untapped resource in many schools (670).” In the majority of findings involving family literacy programs, most researchers would agree with Danielson (1997) that “it is likely that parents are willing to help, but have few ideas about how to provide help or have negative memories of school themselves” (274). Teachers need to understand that parents want to help enhance their child’s literacy development. Parents need to feel that what they are already doing is supported by the teacher in a non-threatening manner. It is important that parents recognize they play a vital role in their child’s reading success. As Danielson states, “Parents are seen as partners in the process of education, not entities to be blamed for why kids aren’t learning” (274).
Family literacy programs provide parents with an opportunity to get involved in their child’s literacy learning. Family literacy can take place at home through daily living routines. However, parents need to take an initiative to be involved in their child’s literacy learning. It is vital that parents cultivate a nurturing literacy environment that promotes literacy by motivating children to read; providing children with materials in the home; and becoming involved in their child’s literacy growth and development in school.

Parents play a special role in motivating children to read and encouraging their growth as readers. Anderson (2000) stated in her research that students are likely to achieve and stay in school when parents are involved in their child’s education. When children see their parents reading regularly, it becomes important to the child to read. Parents are models for their children and build a foundation of positive attitudes about literacy for their children and instill a positive interest in reading.

Parents need to make materials available at home that promote literacy. Environmental print surrounds a child before the child even attends school. A parent who is aware of the importance of print will point out labels on grocery items, advertisements, and personal printed items such as letters, cards, and magazines (Morrow, 2001). Books may also be made available to the child throughout the house. Parents may also borrow books through a family literacy book-borrowing program. Parents can take their child to the local library to check out a variety of books. Providing magazines, newspapers, and other related materials would also be useful to a child for reading. A longitudinal study conducted by Baker, Serpell, and Sonnenschein (1995) indicates that a parent’s implicit and explicit messages affect a child’s motivation to read. Researchers describe implicit messages as parents taking their child to the library and explicit
messages as expressing a positive attitude toward reading. Family literacy programs can help parents to get information about how to provide their child with a rich literacy environment.

In addition to motivating their child to value literacy, parents should demonstrate a value in literacy education by supporting and attending school activities. In coming to the school, parents should be made to feel comfortable at the school in which their child attends. Teachers may ask the parents to come to school to share a special skill or to talk about their family’s culture or heritage. In order for this to take place, parents need to feel welcome at school and a trusting relationship will make the parents feel more as partners in helping to educate their child. Morrow (2001) noted that parents should be invited to school to become an integral part of the social-cooperative reading and writing activities. By inviting parents to the school, parents can see what a literacy rich environment looks like at school.

Parents need to be aware that they play a vital role in the success of their child’s learning. Parents can provide literacy rich environments at home and motivate their children by encouraging literacy activities. Parents can become involved in family literacy activities at home and through a school family literacy program to help form a partnership between the home and school.

*Role of the Child in the Family Literacy Programs*

According to the International Reading Association (2000), every child has rights. One of those rights as outlined in the 2000 position statement states that “children have a right to reading instruction that involves parents and communities in their academic lives.” In honoring these beliefs, it is significant to offer children a variety of ways to involve their families in literacy activities. In looking at the success of family literacy programs, the child plays a key role in a family literacy program.
Researchers such as Askew and Fountas (1998) believe that “children need opportunities to develop actions that are productive as they begin to build an early reading and writing process (126).” Children are building a large repertoire of reading strategies to help them to become strategic readers. As children continue on their literacy journey, they learn when to use those strategies. Askew & Fountas describe in their research (1998) what children do when they are actively engaged in reading and writing. The researchers point out that actively engaged children “must learn to work at a level of difficulty, take some initiative, and make some new links with what they already know (127).” These elements of active learning will take place over time and will help to create independent learners.

In researching young children, Dweck (2000) suggested that “beliefs about the self are an important part of children’s personality from a young age and that they play a central role in their motivation (143).” Many family literacy programs base their success on the level of motivation and enthusiasm from the child (Handel, 1999). Since children do play a central role in their motivation, it is important that parents and teachers provide children with opportunities to be successful. When these opportunities for success are provided for the child, intrinsic motivation is enhanced (Morrow, 2001). For some children, the mere attendance of their parents at the family literacy program provides the child with enthusiasm and encouragement, which provides the child with motivation and a desire to be at the family literacy program (Handel, 1999). The benefits of family literacy programs stem from the motivation and enthusiasm of the child.

Children’s participation in family literacy programs is obviously critical to the success of the program. Literature regarding family literacy programs suggests that children benefit from several factors of the program. Handel (1992) reported that children felt a value for the importance of reading. Handel also reported that children felt a sense of community directly
related to meaningful parent participation. In honoring the rights of the child, family literacy programs are an excellent way to promote literacy and the connection between home and school.

Conclusion

Prior discussions regarding family literacy programs point to the need for teachers, administrators, and school districts to provide a variety of ways for families to be involved in education. It is important that schools and parents come together to form a partnership to improve the success of their child’s literacy learning. When looking at successful family literacy programs, it is important to consider all aspects of the program including the rationale and framework of the program, as well as the roles of the teacher, parent, and child. The importance of motivation in the development of a child’s literacy learning is crucial to his/her success in reading throughout their education. The activities and strategies chosen for the program are significant when modeled and demonstrated for the parents. Family literacy programs offer a wealth of suggestions for parents as well as teachers and provide families with ways to enhance their child’s literacy learning.
References


Workshop Planning

**Principal Support**

- Enlist your principal in supporting the Family Reading Workshops
- Include goals that involve parents, students, presenter/support staff, and the school district
- Share possible session ideas that are supportive of the needs and concerns of the families in your school district

**Advertising the Workshop**

- Spend time in advertising the workshop
- Advertise through personal invitation, telephone calls, and emails
- Banners and flyers are also an effective way to advertise in the community. For example, place signs in the public library, school, grocery store, and churches.
- The messages on the banners and flyers should include why the parents and family members are coming. For example, Family Reading Workshop Night, the time, date, and location of the event.

**Workshop Arrangements**

- Location: Provide your guests with a comfortable, inviting environment that is conducive to learning. For example, the school library, cafeteria, or auditorium. Display plenty of books, information, and handouts that are easily assessable for the participants
- Time: Each workshop session will be about 90 minutes; after supper 6:30-8:00 p.m.
- Transportation: For the parents who are unable to find transportation, it will be arranged through PTO or other school funds.
• Childcare: Children are invited to attend the workshop sessions. The Kindergarten room will be open and the PTO members will provide supervision. The volunteers will read to the children, provide reading activities, and playground time.

• Hosts/Refreshments: Plan accordingly for refreshments. Find out how many guests to expect so that plenty of refreshments will be provided for the participants. For example, if the event is organized through the school, often times refreshments can be ordered ahead of time through the school at a discounted price. Contact members of the PTO to host the workshop and provide refreshments. Room Mother Volunteers will greet the guests with refreshments. PTO and volunteer staff will do clean-up.
Workshop Presentation

This section of the project provides presenters with a general plan for conducting the parent workshops. The plan should be modified to fit the goals and activities of the specific sessions, as well as the unique circumstances of the presenter's community and school. Copies of the PowerPoint slides to be used during the sessions follow the planning section.

Opening (10 minutes)

- Display contact information
- Sign in sheet for guests and name tags
- Offer refreshments
- Allow parents, family members, and children to do a gallery walk of the displayed books for the evening

Introduction of the featured topic (15 minutes)

- Icebreaker: Have parents begin by introducing themselves and sharing a memory of reading they remember as a child.
- Share the goal with participants: These workshops are intended to help parents value their own knowledge and expertise that they have to offer their child as the child learns to become literate. The workshops can also help parents learn new ways to help their children become better readers and writers. Share with participants the objective for each individual session: Tonight, we’ll learn one particular way that parents can help their children learn to predict as they read (Predicting Strategy).
- Share thoughts from the previous workshop:
  - What worked well at the previous workshop?
  - Would you like to see something happen differently this evening?
Share your reading experiences with your children since the previous workshop. Did you try the strategies? Did they work? What did you learn about your child from this experience?

**Read-Aloud (10-15 minutes)**

- Move around the room while reading aloud to ensure all audience members can see
- Display the book illustrations
- The workshop should transition smoothly from the presentation of the book into the demonstration of the strategy

**Demonstration of the Reading Strategy (10 minutes)**

- Model the strategy that is featured for the evening. For example, *Predicting Strategy*:
  What do you think this story will be about? Why do you think so? What do you think will happen next?
- The reader may stimulate participation through modeling the strategy and thinking aloud
- Accept all ideas and responses from the audience members, explain rather than right or wrong answers

**Practice in Pairs (20-30 minutes)**

- Distribute copies of the book
- Provide participants with necessary handouts
- One partner reads aloud and asks the other the strategy questions at appropriate points
- Midway through, they switch

**Break**
• As groups are finishing at different times this is a good time to break and meet back together at a specific time

**Group Discussion (15 minutes)**

• Participants share responses to the book
• Focus on personal connections: *Does this story remind you of familiar people or situations?*
• The conversation may break into more abstract ideas such as a discussion of the book and relationships between the families, connections with home life, and work

**Select Books for Home/Wrap-up (5-10 minutes)**

• A variety of books are available for borrowing
• Memories may be written or shared orally for next time
• Encourage behaviors of “good readers”

**Exit Card (5 minutes)**

• Display the Exit Card slide
• Provide each participant with an index card
• *To make the time together in our next session better and more productive, share with me how you feel about today’s workshop. Your opinion is important to me and your responses will remain confidential.*
• Be sure to thank your guests for participating and remind them of the next session together
Parents as Partners
The School-Home Connection:
Goldilocks Strategy
How to Reach Mrs. Burkhardt

• Good times to reach me:
  • By phone (319) 988-3239:
    M-F 7:30-8:00, 10:00-10:20, 3:15-3:45
  • By email: jmcgrath@hudson.k12.ia.us
  • Before or after school
Read-Aloud

GOLDILOCKS AND THE THREE BEARS

RETOLD AND ILLUSTRATED BY
Lorinda Bryan Cauley
GOLDILOCKS STRATEGY

Too Easy

Just Right

Too Hard
Goldilocks Strategy


Too Easy Books

Ask yourself these questions. If you are answering YES, this book is probably a “Too Easy Book” book for you. Have fun reading it!

- Have you read it lots of times before?
- Do you understand the story (text) very well?
- Do you know (can you understand) almost every word?
- Can you read it smoothly?
Goldilocks Strategy

Just Right Books

Ask yourself these questions. If you are answering YES, this book is probably a “Just Right” book for you. Go ahead and learn from it!

- Is this book new to you?
- Do you understand some of the book?
- Are there just a few words per page you don’t know?
- When you read, are some places smooth and some choppy?
- Can someone help you with this book? Who?
Goldilocks Strategy

Too Hard Books

Ask yourself these questions. If you are answering YES, this book is probably a “Too Hard” book for you. Give it another try later (perhaps in a couple of months).

Are there more than a few words on a page you don’t know?
Are you confused about what is happening in most of this book?
When you read, does it sound choppy?
Is everyone else busy and unable to help you?
Goldilocks Strategy

Now, you try!
Practice with a partner.
Helping Kids Select Books to Read

- Front cover/inside jacket
- Reading back cover information/flap
- Reading the first page
- Reading the title
- The length of the book
- Reading a familiar author
- Great illustrations
- Books that are movies
Group Discussion

Why is Choice Important in Reading?
Group Discussion

• Share

• Personal Connections
Why is choice important in reading?

• Children are empowered to read self-selected books
• Children learn which books are right for them through experience and sharing
• Children enjoy books that are a wide range of quality literature
Reading at home

Select books for home
Exit Card

- What did you enjoy most about tonight?
- Please share what you found most helpful?
- Did the workshop meet your expectations? Please share.
- What do you want to know more about?
- What would you do differently next time? Suggestions or comments:

- Your overall rating of tonight's workshop.
  1 (best)  2  3  4  5 (least)

Thank you for sharing your thoughts,
Jennifer Burkhart


Children’s Books Cited


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The School-Home Connection:
Predicting Strategy
How to Reach Mrs. Burkhart

Good times to reach me:

• By phone (319) 988-3239:
  M-F 7:30-8:00, 10:00-10:20, 3:15-3:45

• By email: jmcgrath@hudson.k12.ia.us

• Before or after school
Shared thoughts from last time...
Read-Aloud

THE LITTLE RED HEN

by Paul Galdone
Predicting Strategy

Questions to remember:

• What do you think this story will be about?

• Why do you think so?

• What do you think will happen next? Why do you think so?
Predicting Strategy
What do you think this story will be about?

When you ask your child this question:

• accept all responses
• probe your child for reasons for why he/she made the prediction
Predicting Strategy

What do you think this story will be about?

When you ask your child this question, your child is likely to:

- have limited knowledge of the text
- he/she will use the cover or title of the book to make a guess based on his/her own experience
Predicting Strategy
Why do you think so?

When you ask your child this question:

- identify the information the child used to make this prediction
- model the strategy and think aloud
Predicting Strategy
Why do you think so?

When you ask your child this question, your child is likely to:

• use the text and pictures now for support
• your child will begin to confirm and adjust his/her predictions
Predicting Strategy

Read a few pages of the book, then ask:
What do you think will happen next?
Why do you think so?

When you ask your child this question, continue to:

• identify the information the child used to make this prediction
• model the strategy and think aloud
Predicting Strategy

Read a few pages of the book, then ask:
What do you think will happen next?
Why do you think so?

When you ask your child this question, your child is likely to:

- make adjustments and use the text
- confirm or adjust predictions made before reading
Predicting Strategy

Questions to remember:

• What do you think this story will be about?
• Why do you think so?
• What do you think will happen next?
  Why do you think so?

Now, you try!
Practice with a partner.
Group Discussion

Why should you use the predicting strategy with your child?
Group Discussion

• Share
• Personal connections
Group Discussion

Why should you use the predicting strategy with your child?

• To build interest in the text
• To assess your child’s understanding of the text
• To learn to use text as support
• To compare your child’s ideas with the author’s ideas
• To learn to distinguish between a guess, support from self, and support from text
Reading at home

Select books for home
Exit Card

What did you enjoy most about tonight?
Please share what you found most helpful?
Did the workshop meet your expectations? Please share.
What do you want to know more about?
What would you do differently next time?
Suggestions or comments:
Your overall rating of tonight’s workshop.
1 (best) 2 3 4 5 (least)

Thank you for sharing your thoughts,
Jennifer Burkhart
Resources


Children’s Books Cited


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How to Reach Mrs. Burkhardt

Good times to reach me:

- **By phone (319) 988-3239:**
  - M-F 7:30-8:00, 10:00-10:20, 3:15-3:45

- **By email:** jmcgrath@hudson.k12.ia.us

- **Before or after school**
Shared thoughts from last time...
Read-Aloud

Tar Beach

by Faith Ringgold
Things you can do when you come to a word you don’t understand

- Skip the confusing word and read to the end of the sentence, looking for clues
- Continue reading to find a clue or reread two to three sentences that came before the confusing part
- Study the illustrations on that page
- Think about what you already know about the topic
- Reread the difficult section

Demonstrate each strategy
Things you can do to solve unfamiliar words while reading

Using the meaning of the story, sentence, or language

Does it make sense?
Does it look right?
Things you can do to solve unfamiliar words while reading

Looking at the beginning and ending letters

Get a cue from the first or last letter
Things you can do to solve unfamiliar words while reading

Looking for small, familiar words or patterns within the word

(the roof in rooftop, for example)
Things you can do to solve unfamiliar words while reading

Looking for prefixes and suffixes you can pronounce

(the -ing in building, for example)
Things you can do to solve unfamiliar words while reading

Looking for a familiar root or base word

(the build in buildings, for example)
Things you can do to solve unfamiliar words while reading

Separating the word into segments and saying each part

(the pos/ses/sion in possession, for example)
Things you can do to solve unfamiliar words while reading

Looking for compound words and seeing if you can say one word

(the lights in floodlights, for example)
Things you can do to solve unfamiliar words while reading

Going back and rereading the sentence, trying to pronounce the word
Things you can do to solve unfamiliar words while reading

Now, you try!

With a partner, practice a strategy that you have learned.
Group Discussion

Can you remember a strategy for problem-solving a new word? Explain.
Group Discussion

- Share
- Personal connections
Reading at home

Select books for home
Exit Card

What did you enjoy most about tonight?
Please share what you found most helpful?
Did the workshop meet your expectations? Please share.
What do you want to know more about?
What would you do differently next time? Suggestions or comments:
Your overall rating of tonight's workshop.
1 (best) 2 3 4 5 (least)

Thank you for sharing your thoughts,
Jennifer Burkhart


Children's Books Cited


Parents as Partners
The School-Home Connection:
Paired Reading
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Shared thoughts from last time...
Owl Moon
by Jane Yolen
illustrated by John Schoenherr
Paired Reading Technique

Designed by Roger Morgan

Keith Topping (1987)
a noted researcher of this particular strategy
which involves parents in their child's reading development
Paired Reading Technique

A method of reading together

Refer to handout
Paired Reading Technique

The child chooses the book, regardless of level of difficulty
Paired Reading Technique

Parent and child preview the book and discuss it as they read
Paired Reading Technique

Parent and child start choral reading the text at the child's pace

Choral reading: reading done orally by two or more persons from the same passage at the same time.
Paired Reading Technique

Parent praises the child as he/she reads
Paired Reading Technique

When the child makes an error, the parent repeats the word until the child reads it correctly.
Paired Reading Technique

When the child encounters an easier section a prearranged, nonverbal signal is made by the child to signal to the parent that the parent is to be quiet.
Paired Reading Technique

The child continues to read alone until an error is made and the same correction procedure is applied.
Group Discussion

Why is the Paired Reading technique a powerful tool for parents to use?
Group Discussion

Why is the Paired Reading technique a powerful tool for parents to use?

- Free choice
- Accurate oral reading as well as expressiveness, pacing, and attention to punctuation
- Improve children’s reading comprehension
- Pursue their own interests
- Eliminates failure
Group Discussion

• Share

• Personal connections
Reading at home

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Thank you for sharing your thoughts,
Jennifer Burkhart
Resources


Children's Books Cited


