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Promoting word recognition through parent workshops

Michelle Lynn Reicks
University of Northern Iowa

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Promoting word recognition through parent workshops

Abstract

Awareness about the powerful influence of the family on children's literacy development has gained national prominence in recent years. Improved consistency between home and school can be reached by teaching the parent about literacy learning in order to reach the child. However, parent involvement can be difficult, especially when their children are considered to be at-risk of having reading delays. To encourage parent involvement through parent workshops can improve literacy development at home, based on the assumption that improving the literacy skills of parents results in better educational experiences for their children.

PROMOTING WORD RECOGNITION THROUGH PARENT WORKSHOPS

A Graduate Project
Submitted to the
Division of 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
Michelle Lynn Reicks
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Table of Contents

Introduction.....	4
Methodology.....	4
Purpose of Project.....	4
Literature Review.....	5
Reading and Writing Processes.....	6
Stages of Literacy Development.....	8
Chart.....	10
Strategies for Literacy Instruction at Home.....	11
Conclusion.....	15
The Project.....	18
Background Information of Students.....	19
Procedure.....	20
Session 1 of the Parent Workshop.....	20
Session 2 of the Parent Workshop.....	24
Session 3 of the Parent Workshop.....	27
Evaluation of the Parent Workshop.....	29
Follow-up.....	30
Conclusion.....	32
References.....	33
Appendix.....	36

Introduction

Awareness about the powerful influence of the family on children's literacy development has gained national prominence in recent years (Morrow, Tracey & Maxwell, 1995). Improved consistency between home and school can be reached by teaching the parent about literacy learning in order to reach the child (Kerka, 1991). However, parent involvement can be difficult, especially when their children are considered to be at-risk of having reading delays (Morrow, Tracey & Maxwell, 1995; DuFour, 2000; Auerbach, 1989). To encourage parent involvement through parent workshops can improve literacy development at home, based on the assumption that improving the literacy skills of parents results in better educational experiences for their children (Morrow, Tracey & Maxwell, 1995; DuFour, 2000; Auerbach, 1989). Research has shown (in the United States) educators, parents, policy makers, and citizens from all walks of life are learning the importance of parents reading to their children at home (Morrow, Tracey & Maxwell, 1995).

Methodology

The information gathered for this project was found using ERIC Document search, internet resources such as the world wide web, several professional books, and literacy journals. Other information was also gathered through published parent pamphlets and a personal interview with a Curriculum Director.

Purpose of Project

Word recognition is an important element to help readers improve their reading. Students in regular classroom settings struggle with recognizing words while reading. One way of improving word recognition is to develop parent workshops that give parents practical tips on helping children with word recognition while reading at home (Corso, Funk & Gaffney, 2002). Studies show that children whose home literacy practices most closely resemble those of the school are more successful in school (Auerbach, 1989).

Research has shown that children's achievement and motivation are influenced most strongly by such family characteristics as values, standards, educational attitudes, and use of everyday activities as opportunities to explain and teach (Auerbach, 1989). Everyday educational activities which includes word recognition can strongly benefit a child and

improve literacy development (Auerbach, 1989). Researchers remind educators that home, school, and community organizations need to work together as literacy partners, for they all want what's best for children (Morrow, Tracey, and Maxwell, 1995). When teachers and families have a positive relationship, the home and school are more closely connected and quality of the child's education and learning improves. Together, parents and teachers can improve word recognition when common literacy practices are implemented between the home and the school.

The main goal for this project is to build awareness of word recognition in parents and students so they are able to figure out unknown words. The objective is to have parents and students attend three parent sessions as a way to learn about word recognition. Each parent session has several objectives which is stated in the following six statements. The parents and students will learn specific strategies and prompts in figuring out unknown words so there is consistency in terminology between home and school. The parents and students will also learn different literacy games and how to use a poster as a motivational technique. The parents will learn ways of celebrating with children to promote reading and writing. They will learn how to be a reading model as a beginning stage in literacy development. They will learn ideas for reading aloud which includes audiotapes. The parents and students will learn how to choose appropriate books to build independence and encourage ongoing reading and writing.

Literature Review

The National Parent -Teacher Association has used a framework developed by the Center on School, Family, and Community Partnerships at Johns Hopkins University to identify national standards for parent involvement that have been endorsed by more than thirty professional organizations (DuFour, 2000). One of these standards calls for schools to ensure that parents play an integral role in assisting student learning (DuFour, 2000). Schools that hope to meet this standard of improving parental involvement must go beyond encouraging parents to assist students in learning. Instead, teachers need to provide a clear direction for parents as to how literacy development can be improved at home (DuFour, 2000). When schools present parents with an explanation of the skills

children are to learn, along with specific strategies that enable a mother or father to participate in their child's development of those skills at home, everyone benefits (DuFour, 2000). These benefits may include higher test scores, long-term academic achievement, positive attitude and behavior, more successful programs, and continued positive working relations between home and school (DuFour, 2000). According to DuFour, parents can be more productive partners if schools:

- inform parents of the specific learning expectations for students in each subject;
- provide parents with learning packets that foster learning concepts at home;
- develop procedures that enable parents to monitor progress at home and be able to give feedback to teachers (for example, offer a quick check-off response);
- suggest recommended books that parents can read with their children;
- involve parents in setting student goals.

Reading and Writing Processes

Learning to read is a complex process. Not surprisingly, there is a significant correlation between the kind of reading approach and the children's understanding of what reading is and what it involves (Weaver, 1994). To some, reading means identifying words and to others, reading means constructing meaning and using everything you know to do so (Weaver, 1994). These approaches generally emphasize reading simple rhymes, poems, songs, and stories with and to children before dealing with sound/letter patterns within the context of literature (Weaver, 1994). Writing is often approached in similar ways. That is, some programs and teachers first emphasize small units like letters, along with skills like spelling before they begin writing for a purpose (Weaver, 1994). Children's concepts of both reading and writing often reflect the kind of instruction they have received (Weaver, 1994). Children's success at reading/writing reflects their reading/writing strategies; their reading/writing strategies typically reflect their implicit definitions of reading/writing; their definitions often reflect the instructional approach; and the instructional approach reflects a definition of reading and writing (Weaver, 1994).

Reading strategies aid in literacy development. Students use the grapho/phonemic cues, the letters on the page, and their knowledge of letter/sound relations and patterns to become a proficient reader (Weaver, 1994). Proficient readers first use syntactic and semantic knowledge and cues to predict what is coming next (Weaver, 1994). Students learn to confirm or correct what was read (Weaver, 1994). Each strategy follows the other but at the same time precedes them, always moving toward constructing a text and making meaning (Weaver, 1994).

Parents can improve reading and writing processes at home. Parents can provide a variety of books for children to read in the house and the car (Board of Studies NSW, 1995-1997; Channing L. Bete Co., 1999; The Parent Institute, 1991). They can point out words they see on signs, buildings, and labels (Board of Studies NSW, 1995-1997; Channing L. Bete Co., 1999; The Parent Institute, 1991). The child and parent can read books or write a letter together (Board of Studies NSW, 1995-1997; Channing L. Bete Co., 1999; The Parent Institute, 1991). The parent and child could write notes to each other as a form of communication (Board of Studies NSW, 1995-1997; Channing L. Bete Co., 1999; The Parent Institute, 1991). It is important for parents to praise their children when they read and write to promote further literacy practices (Board of Studies NSW, 1995-1997; Channing L. Bete Co., 1999; The Parent Institute, 1991).

Research shows that kids who spend as little as thirty minutes a day reading books, magazines and newspapers are more likely to become good readers (The Parent Institute, 1991). For children to read well, they need to develop a range of reading strategies. When children learn to read, they learn about how language is used for different purposes and different audiences (The Parent Institute, 1991). The degree to which strategies are related to the needs and interests of parents and to the unique situations of schools and teachers influences the level of success (Swick, 1992). Parents can help their children read when they:

- model reading at home
- provide a variety of books for children to read (comics, poems, recipe books)

- point out words on street signs, packets and labels
- encourage children to predict what the book is about from the cover and illustrations
- reread favorite books
- talk about the different purposes for reading
- point out the different size and shape of words
- point out the first sound of a word and encourage their children to think of other words that begin with the same sound
- encourage children to read for enjoyment as well as for information
- praise children when they are reading (“Well done - that was a difficult word!”)
- encourage a positive attitude for reading
- encourage children to discuss the characters and events
- ask their children to think of possible beginnings and endings for stories
- give clues to the meanings of difficult words
- encourage children to use their reading strategies with words that are unfamiliar
- ask children to read past an unknown word to gain clues from the rest of the sentence
- show children how to find meanings of unfamiliar words in dictionaries
- encourage children to watch films and videos of books they have read
- compare the film version of a book to the print version
- encourage children to visit the library (Board of Studies NSW, 1995-1997; Channing L. Bete Co., 1999; The Parent Institute, 1991).

Stages of Literacy Development

The following chart (see page 10) is an example of how children should progress through the reading and writing stages of development. Children begin reading and writing through modeling (Ritterskamp & Singleton, 2000). The parent demonstrates reading and writing behaviors by reading aloud and writing while talking aloud (Ritterskamp & Singleton, 2000). The next stage is shared reading and writing, which is an interactive process (Ritterskamp & Singleton, 2000). The parent invites the child to participate in reading and

writing activities (Ritterskamp & Singleton, 2000). The child is involved in the book some way or tells the parent what to write (Ritterskamp & Singleton, 2000). Then the child will actually write some of the text as an interactive process (Ritterskamp & Singleton, 2000). The third stage is guided reading and writing (Ritterskamp & Singleton, 2000). The child does the work with help from the parent when needed (Ritterskamp & Singleton, 2000). The parent supports the child by prompting strategies and helping the child use those strategies during reading and writing activities (Ritterskamp & Singleton, 2000). The final stage is independent reading and writing (Ritterskamp & Singleton, 2000). The child can read and write alone by using all of the strategies and skills (Ritterskamp & Singleton, 2000). Parents need to be aware of the amount of help they should provide their children through the stages of reading and writing development (Ritterskamp & Singleton, 2000). The ultimate goal is to teach students to be independent readers and writers.

Stages of Development	Definition	The Role of the Parent and the Child
<p>Modeled reading (read-alouds) Modeled writing</p>	<p>The parent does does all the work.</p>	<p>The parent demonstrates reading and writing as he or she reads aloud and “thinks aloud”, talking while writing.</p>
<p>Shared reading Shared writing Interactive writing</p>	<p>The parent invites the children to participate.</p>	<p><u>Reading</u> - The children read or are involved in the book in some way. <u>Shared writing</u> - The children help to plan the and tell the parent what and how to write. <u>Interactive writing</u> - The children help plan and actually write some of the text.</p>
<p>Guided reading Guided writing</p>	<p>Children do the work with the help from the parent when needed.</p>	<p>The parent supports the children by suggesting strategies and helping the children use those strategies.</p>
<p>Independent reading Independent writing</p>	<p>Children work alone to read and write for different purposes.</p>	<p>Children use all of the strategies and skills they have learned to read and write by themselves.</p>

Strategies for Literacy Instruction at Home

Word recognition can be improved through a variety of strategies at home. These learning activities can benefit a child who struggles with learning to recognize words. Parents can support their children's literacy development through interactive reading and writing practices such as audiotapes (Creative Classroom, 1999; The Parent Institute, 1991). Parents can encourage reading and writing at home with the use of posters (Kennedy, 2000; Lamme, 2002). Parents can also encourage word recognition through literacy games and word walls (Olson, 1998-1999). Parents need to remember when one method or strategy does not work, they should try another approach (Creative Classroom, 1999).

One strategy for parents to implement at home is to purchase audiotapes so stories can be recorded on them (Creative Classroom, 1999; The Parent Institute, 1991). Students can listen to the tapes and follow along in the book (Creative Classroom, 1999; The Parent Institute, 1991). Word recognition will be improved because students begin to identify common words through repeated readings (Creative Classroom, 1999; The Parent Institute, 1991). Students also learn to recognize the same common words in other stories (Creative Classroom, 1999; The Parent Institute, 1991). When students recognize words, they are able to use the words in their writings (Creative Classroom, 1999; The Parent Institute, 1991). According to Ritterskamp and Singleton, this would be the Independent stage of development in the reading and writing process which shows the child has learned to read and write independently (2000).

As follow-up activities, students can also draw and share pictures of a story they have heard on an audiotape (Creative Classroom, 1999; The Parent Institute, 1991). Parents can encourage students to draw their favorite character or a favorite scene in the story (Creative Classroom, 1999; The Parent Institute, 1991). Drawing adds to the delight of writing. Students are able to write more easily when a picture is available (Creative Classroom, 1999; The Parent Institute, 1991). Students begin to think of a story in their minds as they are illustrating the pictures. Once the picture is finished, students can begin writing by using words they know from repeated readings (Creative Classroom, 1999; The Parent Institute, 1991).

Parents can also encourage reading and writing at home with posters (Lamme, 2002). The poster can be designed by the child (Lamme, 2002). Most commonly, the poster looks like a chart with two columns (Lamme, 2002). The first column asks the child to write the title of the finished story (Lamme, 2002). The second column has a space to place a star or a sticker when a book has been read or a story has been written (Lamme, 2002). The poster is a motivational technique which encourages children to read without receiving an extrinsic reward (Kennedy, 2000; Lamme, 2002). Instead, children learn that reading is an intrinsic reward (Kennedy, 2000; Lamme, 2002). Students are expected to develop their reading ability including word recognition by reading a variety of books (Kennedy, 2000; Lamme, 2002). Students feel successful when they are able to recognize words in their readings and writings because parents have encouraged them to read at home using posters (Kennedy, 2000; Lamme, 2002). Word recognition will improve as the child reads more books and is able to use the strategies independently (Kennedy, 2000; Lamme, 2002; Ritterskamp & Singleton, 2000).

Rather than extrinsically rewarding children for finished posters, celebrate with them (Kennedy, 2000; Lamme, 2002). Celebrate by baking cookies together, making their favorite meal, going out for pizza as a family, letting them have a friend overnight, or allowing them to choose the means of the celebration (Kennedy, 2000; Lamme, 2002). If parents choose to buy something for their children as a reward for reading daily, let it be a book (Kennedy, 2000; Lamme, 2002). Only when children learn to enjoy reading without regard for incentives will they become lifelong readers. And in the end, lifelong reading and learning should be the ultimate goal of our educational programs (Lamme, 2002).

Parents can improve their children's word recognition and sight vocabulary by playing literacy games and creating word walls at home. Parents can create word walls at home using the alphabet. A word wall is a systematically organized collection of words displayed in large letters on a wall (Olson, 1998-1999; Cunningham, 1995). The words can be chosen from books read at home (Olson, 1998-1999; Cunningham, 1995). Words are added everyday which are related to the story or theme (Olson, 1998-1999; Cunningham, 1995). The words are arranged by first letter sounds, endings, vowel

patterns, compounds, contractions, etc. (Olson, 1998-1999; Cunningham, 1995). The parent and child look for patterns of words so spelling and word recognition can be improved (Olson, 1998-1999; Cunningham, 1995). The child learns to recognize sound/letter relations among words as a strategy to improve word recognition (Olson, 1998-1999; Cunningham, 1995). The words are used in writing activities so words can easily be recognized (Olson, 1998-1999; Cunningham, 1995).

Another strategy for improving literacy instruction at home is nerf spell. This game requires a ball and knowledge of words on the word wall (Olson, 1998-1999). In the game nerf spell, the parent spells one of the word wall words and tosses the ball to the child (Olson, 1998-1999). The child says the word just spelled by the parent, spells another word, and tosses the ball back (Olson, 1998-1999). The parent then states the word spelled by the child and spells another word and tosses the ball to the child (Olson, 1998-1999). The game continues until someone misspells a word or there are no more words remaining on the word wall (Olson, 1998-1999). Nerf spell is a fun literary game for children which aids in spelling and identifying words correctly (Olson, 1998-1999). The game requires skill and strategy usage as the child must recognize letter/sound relations or patterns of words in order to identify the word correctly (Olson, 1998-1999).

Another literacy game to improve word recognition which family members can play is tic-tac-toe (Olson, 1998-1999). The word wall words are substituted in place of X's and O's (Olson, 1998-1999). This game requires writing utensils, paper, and knowledge of words on a word wall (Olson, 1998-1999). Once the lines are drawn for tic-tac-toe, the parent writes one word on the paper and the child writes his/her word on the paper (Olson, 1998-1999). Using the same words written by the child and parent, the words are written again until someone wins by getting the same word three in a row or when the cat wins (Olson, 1998-1999). Tic-tac-toe improves word recognition through the process of reading the words on the word wall and writing them over and over again on the tic-tac-toe sheet (Olson, 1998-1999). Students learn to read the words by hearing sound/letter relations and identifying common patterns (Olson, 1998-1999).

As a family, concentration (memory) can be played by family members to improve

word recognition. In the game concentration, the same words are written on two sets of cards (Olson, 1998-1999). The cards are shuffled and dealt face down on the table (Olson, 1998-1999). Each player takes a turn, turning over two cards (Olson, 1998-1999). Each card is read carefully (Olson, 1998-1999). If the two cards match, they are placed in piles on the table (Olson, 1998-1999). The player who makes a match, continues with another turn (Olson, 1998-1999). The family plays until all cards are turned over and are paired (Olson, 1998-1999). The player with the most cards, wins (Olson, 1998-1999). The child learns to recognize words because they are expected to read the words over and over again as they are turned over (Olson, 1998-1999). The child recognizes the words which have the same spelling pattern in order to make a match (Olson, 1998-1999).

Another literacy game to improve word recognition is Go Fish. In the game Go Fish, words from the word wall are written on small cards (Olson, 1998-1999). Five cards are dealt to each person, with the remaining cards in a stack on the table (Olson, 1998-1999). Each player takes a turn asking for a word which will make a pair with the card held in their hand (Olson, 1998-1999). If a player has the desired card, he/she gives it to the person who asked for it (Olson, 1998-1999). The player places the matching pairs on the table (Olson, 1998-1999). If he/she does not have the card, the original player is told to "Go Fish" (Olson, 1998-1999). He/she draws a card from the stack on the table (Olson, 1998-1999). It is then the next player's turn (Olson, 1998-1999). The first person to put all of his/her cards in pairs is the winner (Olson, 1998-1999). The child learns to recognize the words by looking at spelling patterns and sound/letter relations to identify the word (Olson, 1998-1999). The child learns to say the word correctly because the word is stated repeatedly until a match is found (Olson, 1998-1999).

The final literacy strategy for improving literacy instruction at home is Bingo. In Bingo, words from the word wall are written on index cards (Olson, 1998-1999). Several sheets of nine or twenty-five block spaces which can be hand-drawn are needed (Olson, 1998-1999). In each block, a word is written from the word wall (Olson, 1998-1999). When the Bingo cards are filled with words, shuffle the index cards and call the words one at a time (Olson, 1998-1999). The parent and child can chant the spelling of each word and then

cover it with the object (Olson, 1998-1999). The first person to have a complete row covered wins Bingo (Olson, 1998-1999). The parent and child can clear their sheets and play again (Olson, 1998-1999).

Many researchers have developed a variety of word recognition strategies for improving literacy instruction at home. Many rural parents are occupied with farming and have little time to spend indoors working on literacy development (Maynard & Howley, 1997). One parent workshop developed by Corso, Funk and Gaffney was planned for parents and students of first grade in a rural community (2002). The purpose was twofold: to increase parent participation and to increase the families' knowledge of literacy (Corso, Funk & Gaffney, 2002). The workshop focused on improving word recognition through the use of prompts. The night of the parent workshop, parents collaborated with other parents and relatives. Parents talked about reading books to their children, their pride in listening to their children read to them, and using the local library (Corso, Funk & Gaffney, 2002). The parents were instructed in how to improve word recognition at home through a specific procedure. The procedure included the following: Allow a child some wait time to figure out an unknown word by rereading or self-correction; if the child is stuck on a word, direct the child to use a strategy; and praise the child specifically on a move he/she made to make reading meaningful (Corso, Funk & Gaffney, 2002). Specific prompts in the procedure were written on posters for parents to use while assisting their children during reading times at home (Corso, Funk & Gaffney, 2002). Six weeks later, the researchers noticed the following: Students checked out books and returned them consistently, parents were more involved in book selections, students were sharing books more with friends and family members, and the students felt successful with their independent reading levels (Corso, Funk & Gaffney, 2002).

Conclusion

Reading aloud to children, and letting them see an adult read are two of the best ways to help them on the road to literacy (Macfarlane, 1994). According to Ritterskamp and Singleton, children need modeling in order to become independent readers and writers (2000). Children need support through their literacy development so they can master the

strategies needed to recognize words in their readings and writings (Ritterskamp & Singleton, 2000; Creative Classroom, 1999; The Parent Institute, 1991). It's never too early to start (Bush, 1993). Writing and reading should be valued at home because children need to see the importance of learning to recognize words (Board of Studies NSW, 1995-1997; Channing L. Bete Co., 1999; The Parent Institute, 1991). Above all, children love to be read to because they know parents take an active interest in their literacy development by modeling reading (Bush, 1993). It is a special time for them to be close to the grown-ups who care for them, and a wonderful way to feel loved (Bush, 1993).

During workshops, parents can learn the importance of modeling reading and writing at home. Reading and writing strategies can be demonstrated by parents to improve word recognition through the stages of development (Ritterskamp & Singleton, 2000). Parents can also learn motivational techniques to encourage more reading and writing without having to provide extrinsic rewards (Kennedy, 2000; Lamme, 2002). Finally parents can learn a variety of literacy games to implement at home which can improve word recognition and sight vocabulary (Olson, 1998-1999). For some parents, education today is quite different from what they experienced two or three decades ago (Coleman, 1991). Fear of the unknown may be one reason that parents avoid contact with their child's school (Coleman, 1991). For other parents, school may be intimidating because it reminds them of an unpleasant school experience (Coleman, 1991). Empowering parents with confidence by supplying them with a list of questions they can ask teachers throughout the school year helps families feel comfortable interacting with schools (Coleman, 1991). Workshops can provide parents even more confidence to interact with schools (Coleman, 1991).

Just as there is no blueprint for the perfect family participation program, no set "rules" for creating family workshops exist (Auerbach, 1989). The format of a family workshop depends on the concerns and desires of the individuals who are involved (Auerbach, 1989). Using surveys and needs assessments and listening to what families say are all methods for finding out what they want from schools (Auerbach, 1989).

Is it enough for educators to have a wide repertoire of innovative techniques to build positive relations with all families? Research indicates that educators must take action; they

must make the first move to encourage families to participate in schools (Auerbach, 1989; Corso, Funk & Gaffney, 2002). Challenging and questioning current beliefs about families and children can be a first step toward positive connections with all families (Auerbach, 1989; Corso, Funk & Gaffney, 2002).

The Project

The Project

The main goal for this project is to build awareness of word recognition in parents and students so they are able to figure out unknown words. The objective is to have parents and students attend three parent sessions as a way to learn about word recognition. Each parent session has several objectives which is stated in the following six statements. The parents and students will learn specific strategies and prompts in figuring out unknown words so there is consistency in terminology between home and school. The parents and students will also learn different literacy games and how to use a poster as a motivational technique. The parents will learn ways of celebrating with children to promote reading and writing. They will learn how to be a reading model as a beginning stage in literacy development. They will learn ideas for reading aloud which includes audiotapes. The parents and students will learn how to choose appropriate books to build independence and encourage ongoing reading and writing.

Each family will receive an invitation to the Parent Workshop, consisting of three sessions, (see Appendix A) which will teach parents the following: Literacy games using a word wall, how to use a poster as a motivational technique, ways of celebrating with children to promote reading and writing, word recognition strategies and prompts, ideas for reading aloud including audiotapes, how to be a reading model as a beginning stage in literacy development, how to choose appropriate books to build independence, and how to keep children reading and writing. Parents will be asked to mark which sessions they would attend. The purpose of the workshop is to create consistency of terminology and instruction between home and school. The components of the workshop are intended to help students and parents use the instructional strategies at home so students can become independent readers and writers in the final stages of literacy development.

Background Information of Students

This workshop is designed to target thirteen fourth grade students who attend a small rural school district and are being served in the current Empowerment Program. All the children are considered to be low achievers within the normal range of intelligence with English as the primary language and no other physical or cognitive disabilities. The

students are receiving small group reading instruction five times a week for 30-minute sessions. The Empowerment Program provides specific instruction for children reading below grade level and experiencing reading difficulties. Reading teachers and classroom teachers use the *Burns & Roe Informal Reading Inventory* (Burns & Roe, 1993) to identify students with reading delays. In all cases, Guided Reading (Fountas & Pinnell, 1996) is used for the reading instruction in the classroom with vocabulary development, word attack skills, and comprehension as the focus. Prior knowledge, the amount of time spent reading outside of school, social economic status, and ethnic background varies among the group of students.

Procedure

The workshop will be conducted in the school where food and beverages can be served. It is also important to have enough space for comfortable working conditions. Snacks will be served during break times of each session so families have the opportunity to eat together. The families seem more willing to attend events when their children are involved and food is being served.

Session 1 of the Parent Workshop

During Session 1 of the Parent Workshop (see Appendix B), the agenda will begin with staff introductions and followed by handing out reading packets to each family which includes information on literacy games, word walls, and posters. Then literacy games will be demonstrated using a word wall. A break will follow, allowing everyone to stand and stretch. Then parents will be shown how to use a poster to motivate children to read and ways of celebrating when finished. Lastly, each family will be given an opportunity to ask questions and discuss Session 1 of the Parent Workshop before completing an evaluation form of Session 1.

The parents will learn a variety of literacy games using a word wall (see Appendix B). Each game will be demonstrated and if time allows, students can play the following games with their families. Parents can improve their children's word recognition and sight vocabulary by playing literacy games and creating word walls at home. Parents can create word walls at home using the alphabet. An example of a word wall will be available for

observation. The words for a word wall can be chosen from books read at home (Olson, 1998-1999; Cunningham, 1995). Words are added everyday which are related to the story or theme (Olson, 1998-1999; Cunningham, 1995). The words are arranged by first letter sounds, endings, vowel patterns, compounds, contractions, etc. (Olson, 1998-1999; Cunningham, 1995). The parent and child look for patterns of words so spelling and word recognition can be improved (Olson, 1998-1999; Cunningham, 1995). The child learns to recognize sound/letter relations among words as a strategy to improve word recognition (Olson, 1998-1999; Cunningham, 1995). The words are used in writing activities so words can easily be recognized (Olson, 1998-1999; Cunningham, 1995).

Another strategy for improving literacy instruction at home is nerf spell (see Appendix B) This game requires a ball and knowledge of words on the word wall (Olson, 1998-1999). In the game nerf spell, the parent spells one of the word wall words and tosses the ball to the child (Olson, 1998-1999). The child says the word just spelled by the parent, spells another word, and tosses the ball back (Olson, 1998-1999). The parent then states the word spelled by the child and spells another word and tosses the ball to the child (Olson, 1998-1999). The game continues until someone misspells a word or there are no more words remaining on the word wall (Olson, 1998-1999). Nerf spell is a fun literary game for children which aids in spelling and identifying words correctly (Olson, 1998-1999). The game requires skill and strategy usage as the child must recognize letter/sound relations or patterns of words in order to identify the word correctly (Olson, 1998-1999).

Another literacy game to improve word recognition which family members can play is tic-tac-toe (Olson, 1998-1999). The word wall words are substituted in place of X's and O's (Olson, 1998-1999). This game requires writing utensils, paper, and knowledge of words on a word wall (Olson, 1998-1999). Once the lines are drawn for tic-tac-toe, the parent writes one word on the paper and the child writes his/her word on the paper (Olson, 1998-1999). Using the same words written by the child and parent, the words are written again until someone wins by getting the same word three in a row or when the cat wins (Olson, 1998-1999). Tic-tac-toe improves word recognition through the process of reading the words on the word wall and writing them over and over again on the tic-tac-toe sheet

(Olson, 1998-1999). Students learn to read the words by hearing sound/letter relations and identifying common patterns (Olson, 1998-1999).

As a family, concentration (memory) can be played by family members to improve word recognition (see Appendix B). In the game concentration, the same words are written on two sets of cards (Olson, 1998-1999). The cards are shuffled and dealt face down on the table (Olson, 1998-1999). Each player takes a turn, turning over two cards (Olson, 1998-1999). Each card is read carefully (Olson, 1998-1999). If the two cards match, they are placed in piles on the table (Olson, 1998-1999). The player who makes a match, continues with another turn (Olson, 1998-1999). The family plays until all cards are turned over and are paired (Olson, 1998-1999). The player with the most cards, wins (Olson, 1998-1999). The child learns to recognize words because they are expected to read the words over and over again as they are turned over (Olson, 1998-1999). The child recognizes the words which have the same spelling pattern in order to make a match (Olson, 1998-1999).

Another literacy game to improve word recognition is Go Fish (see Appendix B). In the game Go Fish, words from the word wall are written on small cards (Olson, 1998-1999). Five cards are dealt to each person, with the remaining cards in a stack on the table (Olson, 1998-1999). Each player takes a turn asking for a word which will make a pair with the card held in their hand (Olson, 1998-1999). If a player has the desired card, he/she gives it to the person who asked for it (Olson, 1998-1999). The player places the matching pairs on the table (Olson, 1998-1999). If he/she does not have the card, the original player is told to "Go Fish" (Olson, 1998-1999). He/she draws a card from the stack on the table (Olson, 1998-1999). It is then the next player's turn (Olson, 1998-1999). The first person to put all of his/her cards in pairs is the winner (Olson, 1998-1999). The child learns to recognize the words by looking at spelling patterns and sound/letter relations to identify the word (Olson, 1998-1999). The child learns to say the word correctly because the word is stated repeatedly until a match is found (Olson, 1998-1999).

The final literacy strategy for improving literacy instruction at home is Bingo (see Appendix B). In Bingo, words from the word wall are written on index cards (Olson, 1998-

1999). Several sheets of nine or twenty-five block spaces which can be hand-drawn are needed (Olson, 1998-1999). In each block, a word is written from the word wall (Olson, 1998-1999). When the bingo cards are filled with words, shuffle the index cards and call the words one at a time (Olson, 1998-1999). The parent and child can chant the spelling of each word and then cover it with the object (Olson, 1998-1999). The first person to have a complete row covered wins Bingo (Olson, 1998-1999). The parent and child can clear their sheets and play again (Olson, 1998-1999).

Next in Session 1 of the Parent Workshop, the families will learn how to promote reading at home by making posters which shows the amount of books read at home (see Appendix B). Most commonly, the poster looks like a chart which has two columns (Lamme, 2002). The first column asks the child to write the title of the finished story (Lamme, 2002). The second column has a space to place a star or a sticker when a book has been read or a story has been written (Lamme, 2002). The poster is a motivational technique which encourages children to read without receiving an extrinsic reward (Kennedy, 2000; Lamme, 2002). Students feel successful when they are able to recognize words in their readings and writings because parents have encouraged them to read at home using posters (Kennedy, 2000; Lamme, 2002). Word recognition will improve as the child reads more books and is able to use the strategies independently (Kennedy, 2000; Lamme, 2002; Ritterskamp & Singleton, 2000).

Rather than extrinsically rewarding children for finished posters, celebrate with them (Kennedy, 2000; Lamme, 2002). Celebrate (see Appendix B) by baking cookies together, making their favorite meal, going out for pizza as a family, letting them have a friend overnight, letting them choose the means of the celebration (Kennedy, 2000; Lamme, 2002). If parents choose to buy something for their children as a reward for reading daily, let it be a book (Kennedy, 2000; Lamme, 2002). Only when children learn to enjoy reading without regard for incentives will they become lifelong readers. And in the end, lifelong reading and learning should be the ultimate goal of our educational programs (Lamme, 2002).

Session 2 of the Parent Workshop

During Session 2 of the Parent Workshop (see Appendix C), the agenda will begin with staff introductions and followed by handing out reading packets to each family which includes information on reading strategies and prompts, how to read aloud to children, and how to be a reading model. Then parents will learn reading strategies and prompts to assist students during the stages of literacy development. Next parents will learn how to read aloud to their children using audiotapes. The parents will also learn how to be reading models as a beginning stage in literacy development. A break will follow, allowing everyone to stand and stretch. Following break, the parents and students will have work time using the reading strategies and prompts. Lastly, each family will be given an opportunity to ask questions and discuss Session 2 of the Parent Workshop before completing an evaluation form of Session 2.

Parents will learn strategies and prompts to assist students during each stage of literacy development (see Appendix C). Reading strategies aid in literacy development. Students use the grapho/phonemic cues, the letters on the page, and their knowledge of letter/sound relations and patterns to become a proficient reader (Weaver, 1994). Students learn to confirm or correct what was read (Weaver, 1994). Each strategy follows the other but at the same time precedes them, always moving toward constructing a text and making meaning (Weaver, 1994). The strategies and prompts include:

- look at the pictures for clues
- read the story with your finger
- ask, "Does it make sense?"
- ask, "Does it sound right?"
- ask, "Does it look right?"
- slide your finger under the word
- look for a chunk
- read on, then go back and reread
- say the first part and read it again
- cover up part of the word

- use what you already know
- find your mistake and fix it
- ask, “What strategy could I use?”
- read the punctuation
- think about the story then reread the sentence
- listen to yourself read
- think of a word that looks like that word
- self-correct
- take off the beginning or the ending of a word
- use context clues
- read it again
- ask for help

A demonstration of the strategies and prompts will be shown so students and parents know how to read together and use them correctly. The parents will learn the reading strategies and prompts so they can implement them in their own reading and have a better understanding of word recognition. Having the parents and children work together during the Parent Workshop will create a stronger working relationship between parents and students during reading times at home. Then the students and parents will make book marks by tracing their hands (see Appendix C) which includes all of the strategies and prompts that can be taken home following the Parent Workshop. The strategies and prompts will help parents to remember the correct terminology to use when prompting their children which strategy to use during reading times.

Next in Session 2 of the Parent Workshop, parents will learn ideas for reading aloud including audiotapes (see Appendix C). Why is reading aloud to a child important? Because it builds the desire to read in fifteen or twenty minutes a day! Now is the perfect time to start reading aloud regularly. Parents can pass on the pleasure. Children will enjoy good books when they know parents enjoy reading too. Find times to read aloud when parents aren't rushed or stressed. Try to choose books which interest the parent and the child. Remember to read slowly. Before reading, introduce a story. Look at the title and

the pictures within the book. Make predictions on what the story is going to be about. Share experiences relating to the pictures so the story will be interesting. Lots of people believe it is important to read books from cover to cover without stopping. It's better to read slowly, pausing to answer questions and listen to each other's comments. Remember to look for meaning while reading the story. As the parent and child are reading, ask the child questions, such as "What's happening on this page?" Once the story is finished, talk about the characters and what happened to them. These talks will help the child understand what is going on in the story. It is also important to build vocabulary. Look for new or unusual words in a story and talk about them. Example: "Curious George was confused. That means he didn't understand. Have you ever been confused?" Then, add the new vocabulary word to a special word list or word wall. Finally, tape a book. Strengthen a child's reading by making books on tape. Read one favorite book into a cassette player, pointing to the words while they are being read. At the end of each page, let the child say, "Turn the page," or ring a bell.

Students can listen to the tapes and follow along in the book (Creative Classroom, 1999; The Parent Institute, 1991). Word recognition will be improved because students begin to identify common words through repeated readings (Creative Classroom, 1999; The Parent Institute, 1991). Students also learn to recognize the same common words in other stories (Creative Classroom, 1999; The Parent Institute, 1991). When students recognize words, they are able to use the words in their writings (Creative Classroom, 1999; The Parent Institute, 1991).

As follow-up activities, students can also draw and share pictures of a story they have heard on an audiotape (Creative Classroom, 1999; The Parent Institute, 1991). Parents can encourage students to draw their favorite character or a favorite scene in the story (Creative Classroom, 1999; The Parent Institute, 1991). Drawing adds to the delight of writing. Students are able to write more easily when a picture is available (Creative Classroom, 1999; The Parent Institute, 1991). Students begin to think of a story in their minds as they are illustrating the pictures. Once the picture is finished, students can begin writing by using words they know from repeated readings (Creative Classroom, 1999; The

Parent Institute, 1991).

Lastly in Session 2 of the Parent Workshop, the Parents can be reading role models and encourage their children to read (see Appendix C). Parents can play an important role in encouraging students to read and in helping them learn to read well. Parents need to make reading fun by playing games that involve reading. For example, concentration, tic-tac-toe, Go Fish, and Bingo are games that build word recognition. Parents need to make reading relevant. Ask students to help read maps, cookbooks, magazine and Internet articles, etc. Parents can also make reading easy by keeping a supply of reading material handy that is appropriate for the age and ability level of the child. Keep books in the car and reading materials in every room of the house. Lastly, parents need to be good reading models. Let the child know that reading is enjoyable by watching adults read for pleasure regularly. Read at bedtime and visit the library.

Session 3 of the Parent Workshop

During Session 3 of the Parent Workshop (see Appendix D), the agenda will begin with staff introductions and followed by handing out reading packets to each family which includes information on reading strategies and prompts, the Five Finger Strategy, and how to keep children reading at home. Then the families will review the strategies and prompts from Session 2 of the Parent Workshop. A break will follow, allowing everyone to stand and stretch. Next, the families will learn which books are appropriate by using the Five Finger Strategy. A demonstration will be shown using the method with students. Then the parents will learn how to keep children reading at home. Lastly, each family will be given an opportunity to ask questions and discuss Session 3 of the Parent Workshop before completing an evaluation form of Session 3.

The parents will have the opportunity to review the strategies and prompts from Session 2 of the Parent Workshop. The strategies and prompts include:

- look at the pictures for clues
- read the story with your finger
- ask, "Does it make sense?"
- ask, "Does it sound right?"

- ask, “Does it look right?”
- slide your finger under the word
- look for a chunk
- read on, then go back and reread
- say the first part and read it again
- cover up part of the word
- use what you already know
- find your mistake and fix it
- ask, “What strategy could I use?”
- read the punctuation
- think about the story then reread the sentence
- listen to yourself read
- think of a word that looks like that word
- self-correct
- take off the beginning or the ending of a word
- use context clues
- read it again
- ask for help

Another demonstration of the strategies and prompts will be shown so students and parents know how to read together and use them correctly. The parents will relearn the reading strategies and prompts so they can implement them in their own reading and have a better understanding of word recognition. The parents and children can review the strategies and prompts by working together during the Parent Workshop. Then the students and parents can use their book marks (see Appendix C) which includes all of the strategies and prompts while reading together. The strategies and prompts will help parents to remember the correct terminology to use when prompting their children which strategy to use during reading times.

Next in Session 3 of the Parent Workshop, parents will learn the Five Finger Strategy (see Appendix D). The Five Finger Strategy is a process in which students can

determine appropriate books by opening a book to a page and begin reading. A student puts one finger up for every word he/she does not know. If all five fingers are up, then the story is too hard. If one to two fingers are up, then the story is too easy. If there are three to four fingers up, then the story is just right. The Five Finger Strategy will be demonstrated to parents. Students are able to read leveled books which build success and fluency in reading at their instructional level. According to Ritterskamp and Singleton, students need support to develop their literacy development which includes books that are just right (2000).

Lastly in Session 3 of the Parent Workshop, families will be given information of when and where students can read (see Appendix D). Parents need to set a good example by reading and writing at home. Allow children to see parents reading a newspaper or a cookbook, looking in an encyclopedia to answer a question, or writing a letter to a friend. Students will read better when the TV is off and everyone is at the table reading or working on something constructive. View television wisely. Relate television to reading by watching programs based on books, or by helping the child choose a book about a topic he or she first saw on television. Students will read at the library or when someone takes the time to read with them. Libraries are storehouses of resources such as books, magazines, and computers with Internet and CD-ROM access for children of all ages. Encourage writing, even at an early age. Toddlers can draw pictures about a story they've heard and middle school students can write journal entries about their daily activities. Show interest in what the child is reading. Ask the child what he/she is reading and encourage discussion. Be creative by making comic strips from the newspaper and letters to grandparents as they are good literacy builders. Families play an important part in their children's learning development.

Evaluation of the Parent Workshop

After each session of the workshop, parents will complete an evaluation form (see Appendix E). Parents will be asked to respond to the information in the Reading packet and the information shared by the presenter. Each family will be asked to respond specifically to each component of the workshop including: Literacy games using a word

wall, how to use a poster as a motivational technique, ways of celebrating with children to promote reading and writing, word recognition strategies and prompts, ideas for reading aloud including audiotapes, how to be a reading model as a beginning stage in literacy development, how to choose appropriate books to build independence, and how to keep children reading and writing. The information gathered from parents will determine if the sessions were beneficial. Parents will have the opportunity to make suggestions about future workshops. The data collected from the evaluations will be used to make future parent workshops even better. No names will be written on the evaluation form and all information is confidential.

Classroom visits will be offered to families who are willing to attend school with their children. Families can observe student learning and teaching so home-school connections are continually consistent. Parents will also be invited to volunteer their time and expertise during small group reading times. Teachers can build upon the child's existing knowledge and experience most successfully when they develop an awareness of the "family funds of knowledge" of each child's family (Auerbach, 1989). Family funds of knowledge, such as knowledge about fishing, farming, or gardening can be a source for learning in both the home and the school and can guide family involvement efforts (Auerbach, 1989). When teachers take an interest in family funds of knowledge an avenue is opened for two-way communication between parents and teachers. Families will feel more comfortable coming to school.

Follow-up

Four weeks following the Parent Workshop, data will be collected through a survey (see Appendix F) to determine how many families are using the word recognition strategies and prompts at home during reading times including:

- look at the pictures for clues
- read the story with your finger
- ask, "Does it make sense?"
- ask, "Does it sound right?"
- ask, "Does it look right?"

- slide your finger under the word
- look for a chunk
- read on, then go back and reread
- say the first part and read it again
- cover up part of the word
- use what you already know
- find your mistake and fix it
- ask, “What strategy could I use?”
- read the punctuation
- think about the story then reread the sentence
- listen to yourself read
- think of a word that looks like that word
- self-correct
- take off the beginning or the ending of a word
- use context clues
- read it again
- ask for help

Parents will be asked specifically how they are using the strategies and prompts. The survey will also ask parents if they have noticed changes in their children’s reading and writing since the Parent Workshop.

The survey results will be used to decide if further Parent Workshops should be conducted concerning literacy development to meet parent and student needs. After data is collected and analyzed, another survey (see Appendix G) will be sent home requesting family information on specific topics in which parents would like to see addressed in future Parent Workshops. Parents will provide information on when the best time would be to have a Parent Workshop. The survey will also ask what types of reading and writing activities are completed at home which will determine parent needs. This is one way of meeting family needs outside of the school in order to create a strong working relationship.

Conclusion

The main goal for this project is to build awareness of word recognition in parents and students so they are able to figure out unknown words. The objective is to have parents and students attend three parent sessions as a way to learn about word recognition. Each parent session has several objectives which are stated in the following six statements. The parents and students learn specific strategies and prompts in figuring out unknown words so there is consistency in terminology between home and school. The parents and students also learn different literacy games and how to use a poster as a motivational technique. The parents learn ways of celebrating with children to promote reading and writing. They learn how to be a reading model as a beginning stage in literacy development. They learn ideas for reading aloud which includes audiotapes. The parents and students also learn how to choose appropriate books to build independence and to encourage ongoing reading and writing.

This project will be implemented in Spring 2003. It is designed for complete implementation over a four-week period. Four weeks following the completion of the project, parents will be surveyed regarding their continued use of the project activities. At this time, parents will be offered the opportunity for additional training. These surveys will then be analyzed to determine the success of the project. This evaluation will determine if the parent and student goals were met.

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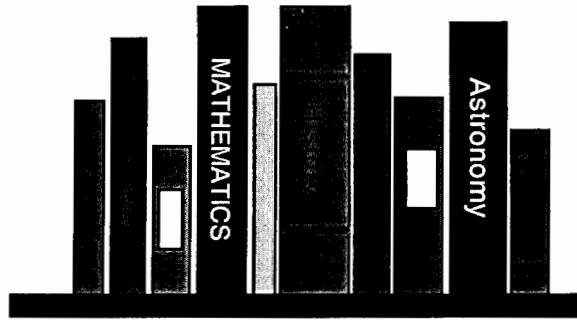
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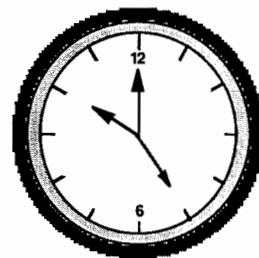
Appendix A

Appendix B



Session #1 of Parent Workshop - Month/Day/Year-Time

1. Elementary staff introductions
2. Hand out Reading packet
3. How to get your child to read (literacy games, audiotapes, and poster)



4. Break and refreshments
5. Promote reading (celebrate)
6. Parent discussion (question/answer)
7. Evaluation form for Session #1

In the game nerf spell:

- *The parent spells one of the word wall words and tosses the ball to the child.
- *The child says the word just spelled, spells another word, and tosses the ball back.

In the game concentration, words are written on cards. The directions for the game include:

- *Make two sets.
- *Shuffle the cards and deal them face down on the table.
- *Players take turns turning over two cards.
- *Read each card.
- *If they match, place the pair on the table in a pile.
- *The player who makes a match, continues with another turn.
- *Play until all cards are turned over and are paired.
- *Player with the most cards, wins.

In the game Go Fish, words are written on small cards. The directions for the game include:

- *Deal five cards to each person, with the remaining words in a stack on the table.
- *Take turns asking for a word which will make a pair with the card held in the hand.
- *If a player has a desired card, he/she gives it to the person who asked for it.
- *Place matching pairs on the table.
- *If he/she does not have the card, the original player is told to "Go Fish".
- *He/she draws a card from the stack on the table.
- *It is the next player's turn.
- *The first person to put all of his/her cards in pairs is the winner.

In Bingo, you will need photocopied sheets of nine or twenty-five blocks. The directions for the game include:

- *Students will need objects to cover their words.
- *Words can be chosen from the word wall to write on the bingo sheets.
- *When the bingo cards are filled, shuffle the index cards and call the words one at a time.
- *Have the students chant the spelling of each word and then cover it with the object.
- *The first person to have a complete row covered wins Bingo.
- *Students can clear their sheets and play again. (Olson, 1998-1999).

Celebrate, Don't Reward

Don't punish your child by rewarding them for something that is expected of them. They are 'expected to develop their reading ability'.
They are 'expected to do their homework'.

Rather than rewarding your child.....**celebrate** with them.

Reading with your child is one of the best chances you have to spend quality time with your child.
It provides an opportunity for you to show that you are keenly interested in what they are doing.

Make it enjoyable....find the best time...
find a comfortable spot.....give them your full attention.

Read to your child, with your child, and alongside your child.

For some children, having your full attention will be enough to motivate them. If you find you need an additional motivational device to get them to sit down with you each night to read, set a goal with your child and begin working towards it.

Monitor progress towards that goal
by using a reinforcer menu...
..incentive cards...
..or a chart.

Celebrate by:
baking cookies together,
making their favorite meal,
going out for pizza as a family,
letting them have a friend overnight,
letting them choose the means of celebration

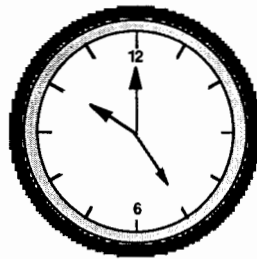
If ever you do buy them something for faithfully reading with you each day, let it be a **book**.

Appendix C



Session #2 of Parent Workshop - Month/Day/Year-Time

1. Elementary staff introductions
2. Hand out Reading packet
3. Why is reading important?
4. Why read to your students?
5. Reading Strategies - (Demonstration of word recognition strategies/prompts)



6. Break and refreshments
7. Work time between parent and student using word recognition strategies/prompts
8. Parent discussion (question/answer)
9. Evaluation form for Session #2

Use context

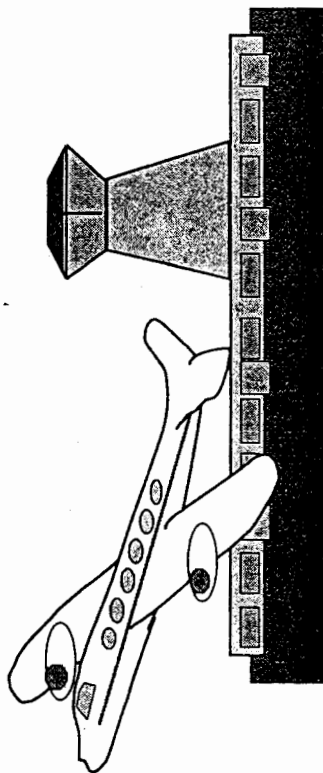
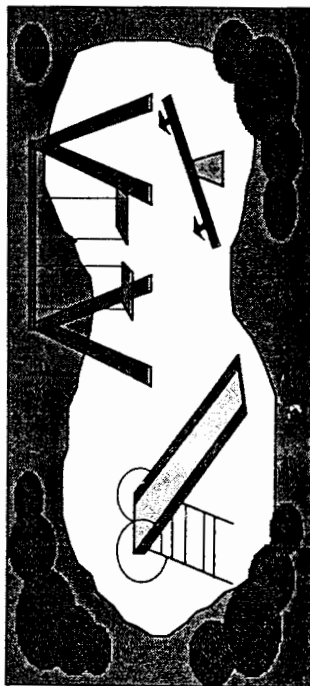
clues



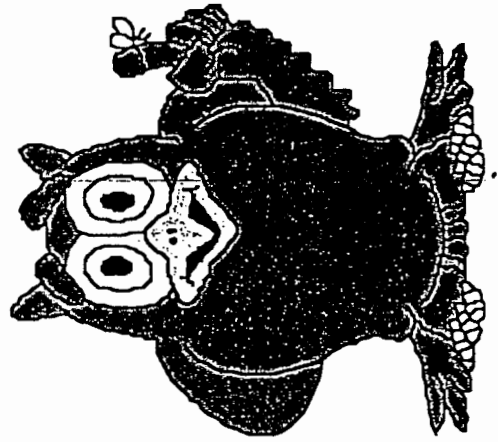
Think about
words I know

flashlight

Look at the picture



Read it again



Get my mouth
ready



Look for a
chunk in the

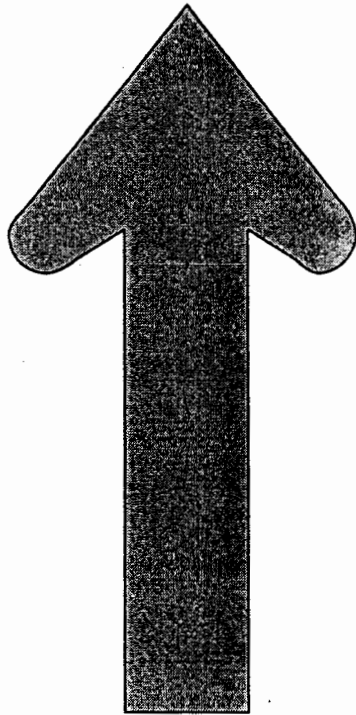
word

think

Look ahead



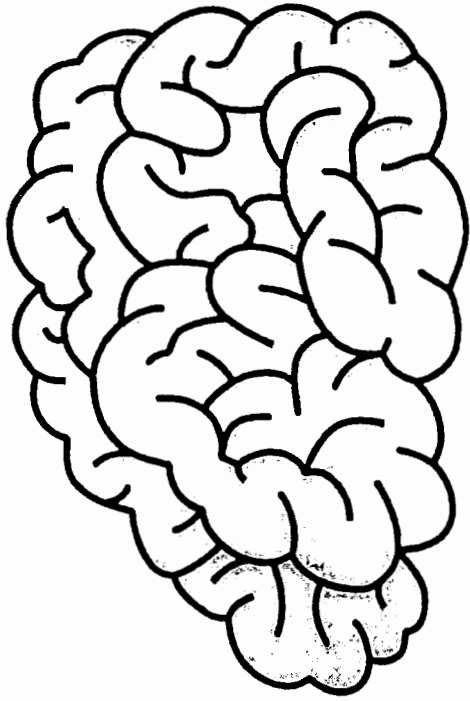
Read on



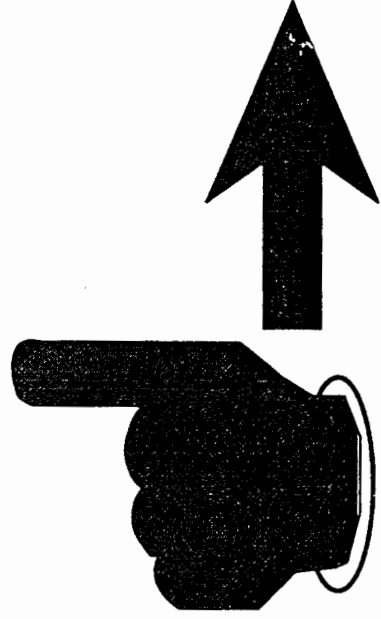
**Take off the
beginning or the
ending of a word.**

r e a d i n g

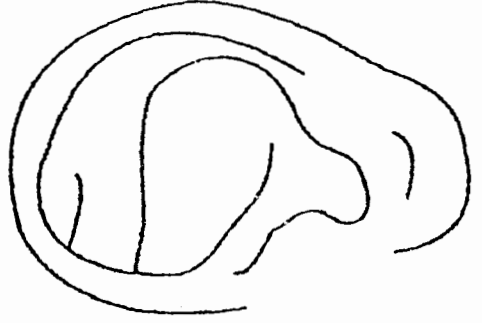
**Think what
makes sense**



Point and
slide under
the word

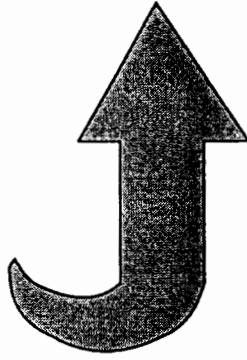


Sound out the word



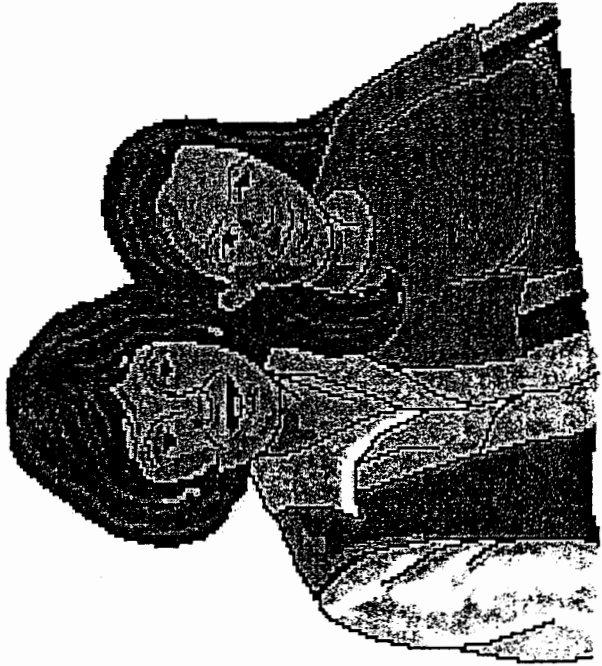
Self-correct

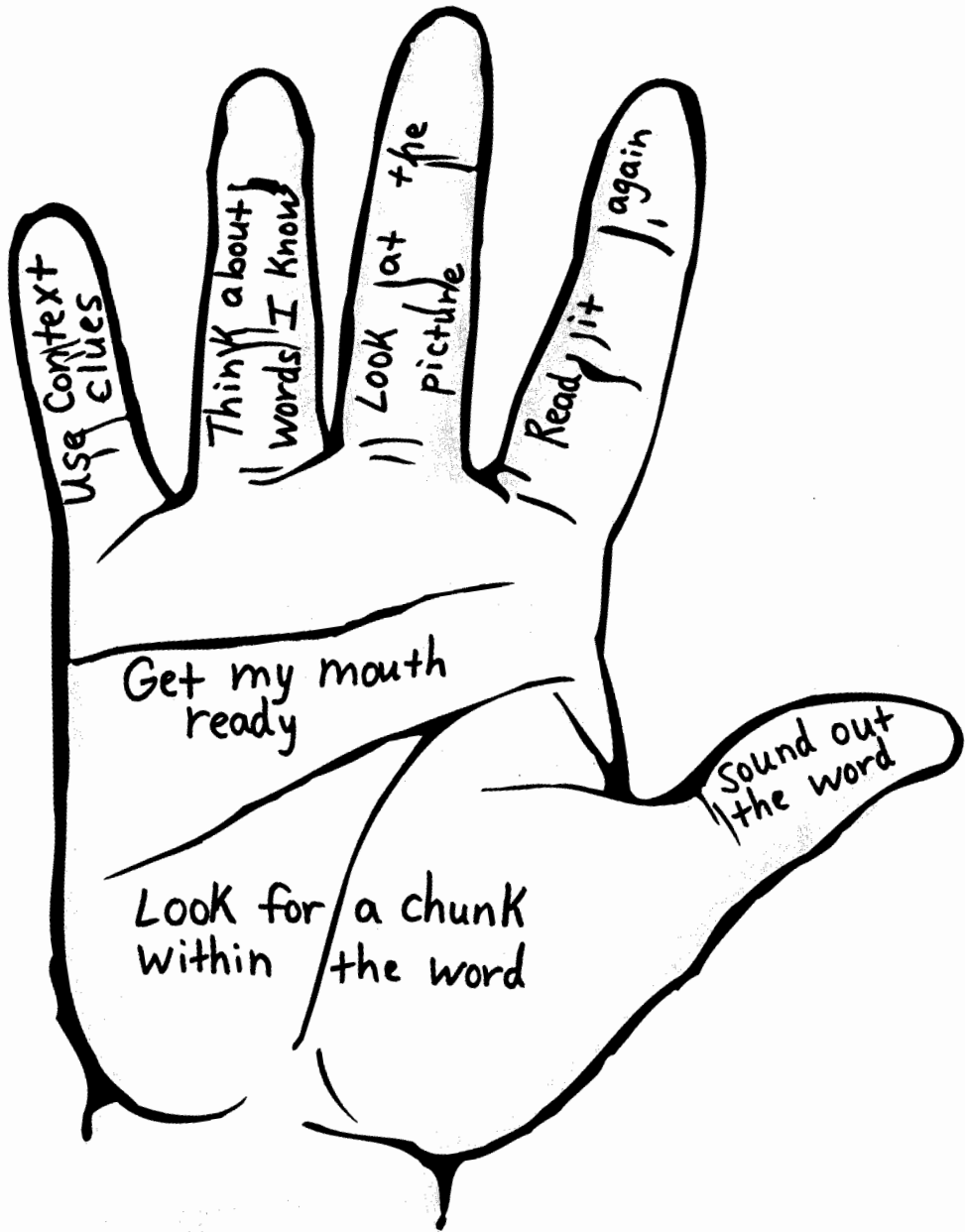
were

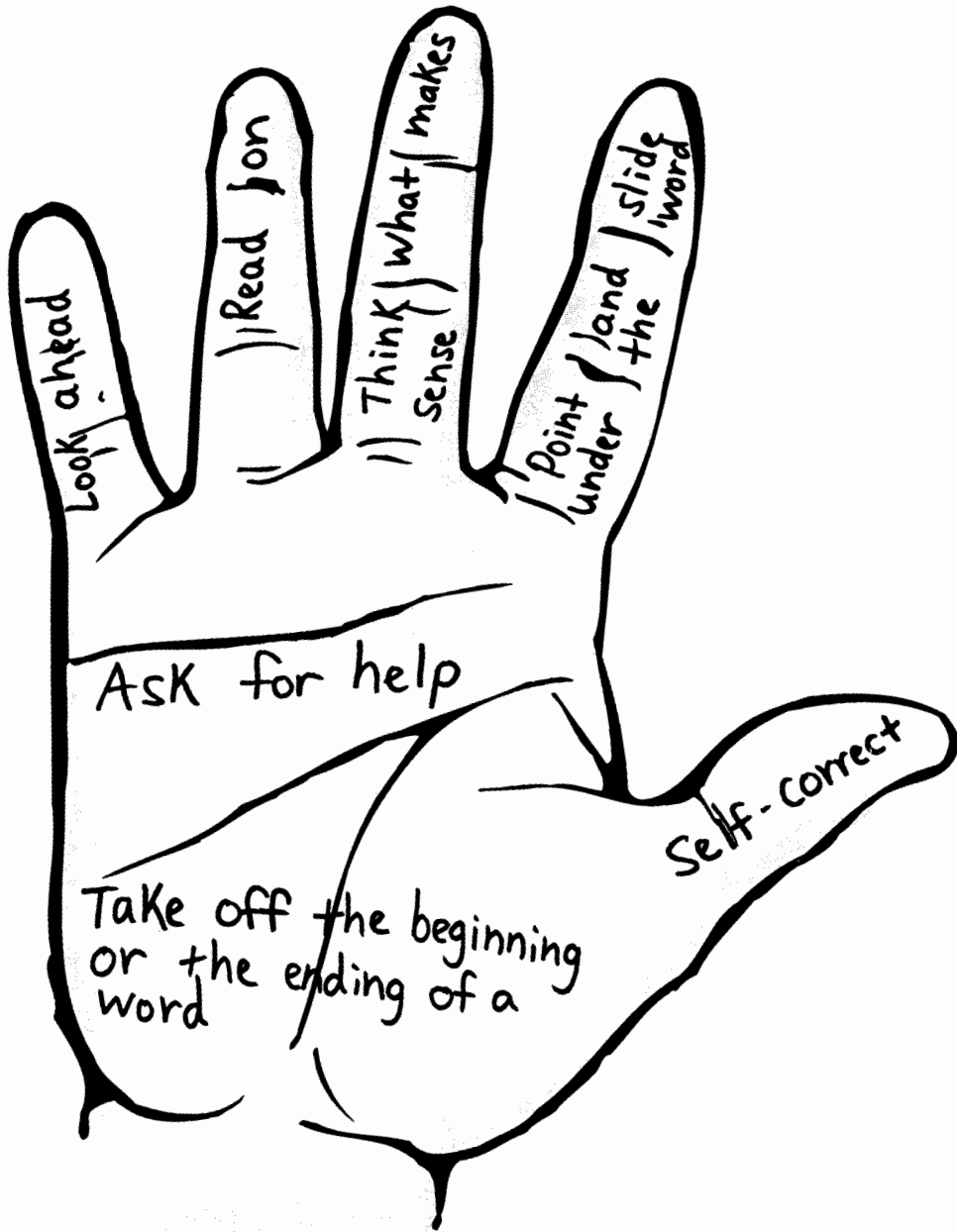


where

Ask for help







Read-Aloud Time



Why is reading aloud to your child important? Because it builds the desire to read in fifteen or twenty minutes a day! Now is the perfect time to start reading aloud regularly.

Pass on the pleasure: Your child will enjoy good books when he/she feels you enjoy reading too. Find times to read aloud when you aren't rushed or stressed. Try to choose books you both like.

Read slowly: Before reading, introduce a story. Look at the title and the pictures within the book. Make predictions on what the story is going to be about. Share experiences relating to the pictures so the story will be interesting. Lots of people are used to reading books from cover to cover without stopping. It's better to read slowly, pausing to answer questions and listen to each other's comments.

Look for meaning: As you are reading, ask your child questions, such as "What's happening on this page?" Once you finish reading, talk about the characters and what happened to them. These talks will help your child understand what is going on in the story.

Build vocabulary: Look for new or unusual words in a story and talk about them. Example: "Curious George was confused. That means he didn't understand. Have you ever been confused?" Then add the new vocabulary word to a special word list or word wall.

Tape a book: Strengthen your child's reading by making books on tape. Read one favorite book into a cassette player, pointing to the words as you read them. At the end of each page, let your child say, "Turn the page," or ring a bell.



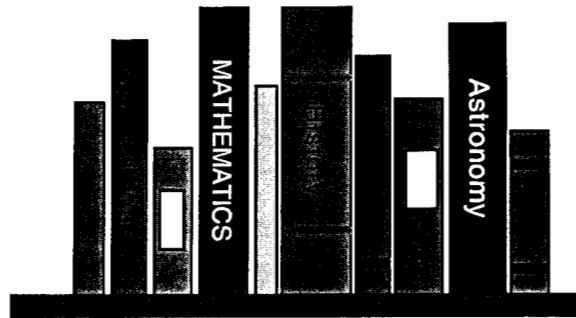
Parents can be Reading Role Models

Parents can play an important role in encouraging students to read and in helping them learn to read well. These are some helpful tips for parents to use at home:

- ◇ **Make reading fun.** Play games that involve reading. For example: concentration, Go Fish, and Bingo. Parents can also play rhyming games (car, jar, far).
- ◇ **Make reading relevant.** Ask students to help read maps, cookbooks, magazine and Internet articles, etc.
- ◇ **Make reading easy.** Keep a supply of reading material handy that is appropriate for the age and ability level of your child. Keep books in the car and reading materials in every room of the house.
- ◇ **Be a good reading role model.** Let your child know that you enjoy reading and make sure he/she sees you reading for pleasure regularly. Read at bedtime and visit the library.

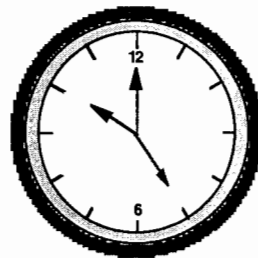
Remember young readers need lots of practice to polish their skills. Keep reading material around the house. Have your child read recipes when you cook and make sure to have a regular reading time everyday.

Appendix D

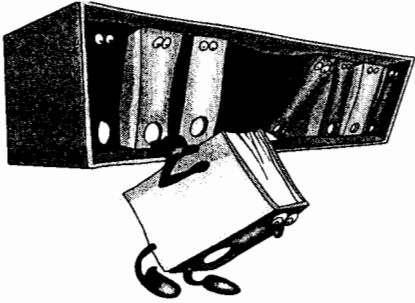


Session #3 of Parent Workshop - Month/Day/Year-Time

1. Elementary staff introductions
2. Hand out Reading packet
3. Review Reading Strategies/Prompts
(From Session #2)



4. Break and refreshments
5. Appropriate reading materials (Five Finger Strategy)
6. When and where to read? (Share ideas)
7. Parent discussion (question/answer)
8. Evaluation form for Session #3



Help Readers Find Appropriate Books

- 1. Find a book that you think looks exciting or interesting.**
- 2. Turn to the middle of the book and find a page that has quite a few words.**
- 3. Read the whole page carefully.**
- 4. Put a finger in the air for every word you don't know.**
- 5. One to two fingers up means the book is too easy.**
- 6. Five fingers up means the book is too hard.**
- 7. Three to four fingers up means the book is just right.**
- 8. Now, start at the beginning and have fun reading!**

Getting and Keeping Children Reading

- Take trips to the library. Libraries are storehouses of resources such as books, magazines, and computers with Internet and CD-ROM access for children of all ages.
- Set a good example by reading and writing. Allow your child to see you reading the newspaper or a cookbook, looking in an encyclopedia to answer a question, or writing a letter to a friend.
- View television wisely. Relate television to reading by watching programs based on books, or by helping your child choose a book about a topic he or she first saw on television. Also, set aside time each day to turn the television off in order to read together instead.
- Encourage writing, even at an early age. Toddlers can draw pictures about a story they've heard, and middle school students can write journal entries about their daily activities.
- Show interest in what your child is reading. Ask your child about what he or she is reading, and encourage discussion.
- Be creative! Comic strips from the newspaper and letters to grandparents can be good literacy builders.

Appendix E

Evaluation Form for Session #1 of the Parent Workshop

1 = Poor -----4 = Excellent

The information provided in the Reading packet:

1 2 3 4

The information shared by Mrs. _____:

1 2 3 4

The information shared on how to get your child to read:

1 2 3 4

The information on ways to promote reading:

1 2 3 4

Parent discussion and question/answer session:

1 2 3 4

The atmosphere was pleasant and enjoyable:

1 2 3 4

This was a positive learning experience:

1 2 3 4

Would you attend any future Parent Workshops?

yes no

Any suggestions about future Parent Workshops:

Other comments:

Evaluation Form for Session #2 of the Parent Workshop

1 = Poor -----4 = Excellent

The information provided in the Reading packet:

1 2 3 4

The information shared by Mrs. _____ on reading to your students and why it is important:

1 2 3 4

The work time between parents and children using the word recognition strategies and prompts:

1 2 3 4

Parent discussion and question/answer session:

1 2 3 4

The atmosphere was pleasant and enjoyable:

1 2 3 4

This was a positive learning experience:

1 2 3 4

Would you attend any future Parent Workshops?

yes no

Any suggestions about future Parent Workshops:

Other comments:

Evaluation Form for Session #3 of the Parent Workshop

1 = Poor -----4 = Excellent

The information provided in the Reading packet:

1 2 3 4

The information shared by Mrs. _____:

1 2 3 4

Review the word recognition strategies/prompts between parents and children:

1 2 3 4

The Five Finger Strategy:

1 2 3 4

The information on when and where to read:

1 2 3 4

Parent discussion and question/answer session:

1 2 3 4

The atmosphere was pleasant and enjoyable:

1 2 3 4

This was a positive learning experience:

1 2 3 4

Would you attend any future Parent Workshops?

yes no

Any suggestions about future Parent Workshops:

Other comments:

Appendix F



Follow-up Survey

Please take time and answer the following questions concerning our last Parent Workshop. Thank you for your cooperation. Mrs. _____

1. The last Parent Workshop discussed reading strategies/prompts to improve word recognition at home. Have you used any of the word recognition strategies/prompts at home? Yes or No

2. Which word recognition strategies/prompts have you used? (Please circle)

Look at the pictures for clues

Ask, "Does it make sense?"

Ask, "Does it look right?"

Look for a chunk

Say the first part and read it again

Use what you already know

Ask, "What strategy could I use?"

Think about the story then reread the sentence

Think of a word that looks like that word

Take off the beginning or the ending of a word

Read it again

Read the story with your finger

Ask, "Does it sound right?"

Slide your finger under the word.

Read on, then go back and reread

Cover up part of the word.

Find your mistake and fix it

Read the punctuation

Listen to yourself read

Self-correct

Use context clues.

Ask for help

3. How do you use the strategies/prompts? (For example: When we read a story together and figure out unknown words.)

4. Have you noticed any changes in your child's reading since the Parent Workshop?

Appendix G



Looking for Ideas

What would you like to know more about to improve your child's reading and writing ability?

When would be the best time to have a Parent Workshop? Month _____ Day _____ Time _____

What types of reading and writing activities do you do at home? _____

Thank you for taking the time to complete the survey. As your child's teacher, my goal is to improve reading and writing development at home by working closely with parents.

Mrs. _____