Educate Parents as Reading Partners

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TABLE OF CONTENTS

Overview ……..2

Goals and Objectives…….3

Next Generations of Sunshine State Standards….4

Workshop Activities……..7

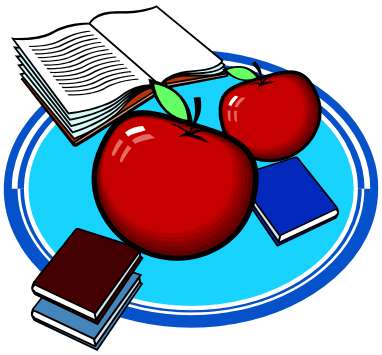
Resources……8

References……11

Applications and Article……..12

Overview

According to researchers, it is important for parents to be involved in their children's literacy development because the earlier parents become involved in their children's literacy practices, the more profound the results and the longer the effects will last (Mullis, Mullis, Cornille et al., 2004). As first grade and Kindergarten teachers, my colleague and I realize that a majority of parents is willing to get involved in their children academic activities but unfortunately, they lack the required skills to help them with home learning assignments and to reinforce literacy skills learned at school. Indeed, we were solicited for help by many parents but unfortunately, we could not offer them significant and substantial assistance because of the scarcity of resources. Through the "**Educate Parents as Reading Partners**" Program, we organized eight (8) workshop sessions for parents. The workshops included two Kindergarten and three first grade classes. Eight different groups of parents were invited to participate. We educated them about the school reading program and other research based activities they could do at home to generate and nurture their interest for reading.



Objectives

As a result of this program:

- Students' interests for reading will be increased with parents' acquisition of knowledge and skills learned during the workshop sessions.
- Students will be able to receive satisfactory home support that will influence positively their reading achievement, comprehension and expressive language skills.
- Students' interests, attitudes towards reading and attentiveness in the classroom will be increased due to their parents' interest and involvement in their academic learning.
- Students' success in reading will likely lead to success in other academic areas
- Parents and students will learn about good study habits. They will participate in meaningful activities that will ensure success in school.
- Parents and students will participate in a read aloud activity. They will understand the purposes of reading aloud, when and where to read aloud. They will also learn about the kinds of literature that are best for read aloud. (i.e. Dr. Seuss, Lois Elhert, etc.)
- Through lots of practical hands-on activities, and fun games, parents and students will participate in phonological awareness activities and phonics activities. They will identify sounds in the alphabet and pronounce them, short and long vowels, word families, onset and rime, rhyming words, etc.
- Through teacher modeling pre, during, and post reading strategies, parents and students will participate in a variety of activities that will enable them to enhance their children's language development, vocabulary, and understanding of narrative structure, and comprehension.
- Some technological resources will be presented to parents and students such as: enlightening websites, educational games, and other community resources (public and school library) they can use to promote students' literacy development.
- Each parent will receive an educational kit that will include two samples of literature that are best for read aloud, magnetic alphabet letters, a 10 x 10 white dry erase boards, markers, pencils, eraser, sharpener, a package of sight, action, and describing words that they can to use make sentences at home.

New Generation of Sunshine State Standards

Grade Level: Kindergarten

LA.K.1.6.3 Describe common objects and events in both general and specific language

LA.K.1.1.7 Name all upper and lower case letters of the alphabet

LA.K.1.1.2 Distinguish letters from words

LA.K.5.2.2 Listens attentively to fiction and non-fiction read alouds and demonstrates understanding

LA.K.5.2.1 Listens carefully and understands directions for performing tasks (e.g. three or four step oral directions)

LA.K.5.2.3 Repeats auditory sequences (e.g. letters, words, numbers, rhythmic patterns)

LA.K.2.1.4 Selects materials to read for pleasure

LA.K.2.2.3 Selects nonfiction material to read for pleasure

LA.K.5.2.4 Recites short poems, rhymes, songs, and stories with repeated patterns

LA.K.5.1.5 Understands the concept of writing

LA.K.4.1.1 Creates narratives by drawing, dictating, and/or using emergent writing

LA.K.5.2.5 Communicates effectively when relating experiences and retelling stories heard

LA.K.6.2.1 Asks questions and recognizes the library media specialist or teacher as an information source

LA.K.6.2.2 Uses simple reference resources to locate and obtain information through knowledge of alphabetical order, use of pictures, and environmental print (e.g. sign, billboards)

LA.K.5.2.6 Uses complete sentences when speaking

New Generation of Sunshine State Standards

Grade Level: First

LA.1.1.7.2 Use background knowledge and supporting details from text to verify the accuracy of information presented in read selections;

LA.1.1.7.1 Identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading;

LA.1.1.4.1 Generate sounds from all letters and spelling patterns (e.g., consonant blends, long and short vowel patterns) and blends those sounds into words;

LA.1.1.4.4 Decode words from common word families;

LA.1.1.4.7 -Decode base words;
LA.1.1.7.3 Retell the main idea or essential message;

LA.1.2.1.4 Identify rhyme, rhythm, alliteration, and patterned structures in poems for children;

LA.1.1.7.4 Identify supporting details;

LA.1.1.7.7 Identify the text structures an author uses (e.g., comparison/contrast, cause/effect, and sequence of events);

LA.1.5.2.2 Retell specific details of information heard;

LA.1.5.2.3 Listen attentively to fiction and nonfiction read-alouds and demonstrate understanding;

LA.1.5.1.1 -Write numbers and uppercase and lowercase letters using left to right sequencing; and

LA.1.3.2.2 Organizing details into a logical sequence that has a beginning, middle, and end.

New Generation of Sunshine State Standards

Grade Level: Second

LA.2.1.4.1 Use knowledge of spelling patterns (e.g. vowel diphthongs, difficult word families)

LA.2.1.4.3 Decode phonetically regular one-syllable and multi-syllable words in isolation and in context

LA.2.1.5.1 Decode phonetically regular words quickly and accurately

LA.2.1.5.2 Identify High Frequency Phonetically Irregular words

LA.2.1.6.3 Use context clues to determine meaning of unfamiliar words

LA.2.1.6.6 Identify base (root) words and common prefixes to determine the meanings of prefixed words

LA.2.1.6.7 Identify antonyms, synonyms, and homophones

LA.2.1.7.1 Identify a text's features (e.g. title, subheadings. Captions, illustrations) use them to make and confirm predictions and establish a purpose for reading

LA.2.1.7.3 Summarize information in text, including but not limited to main idea, supporting details, and connections between texts

LA.2.1.7.5 Identify the text structure an author uses (e.g. comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text

LA.2.1.7.6 Identify themes or topics across a variety of fiction and non-fiction selections

LA.2.1.7.7 Compare and contrast characters and setting in one text

LA.2.1.7.8 Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources

LA.2.2.1.1 Identify the characteristics of literary forms

LA.2.2.1.3 Identify ways an author makes language choices in poetry that appeal to the sense, create imagery, and suggest mood

Workshop Activities

Students and parents participated in a reading activity with the teachers

They were introduced to some pre-reading strategies such predicting, picture walk, and building background knowledge

During the reading they answered higher order thinking questions.

After the reading they demonstrated their comprehension through a post reading activity (writing, illustrating or summarizing).

They participated in a manipulated activity to make words and sentences

A read aloud for pleasure will conclude the session

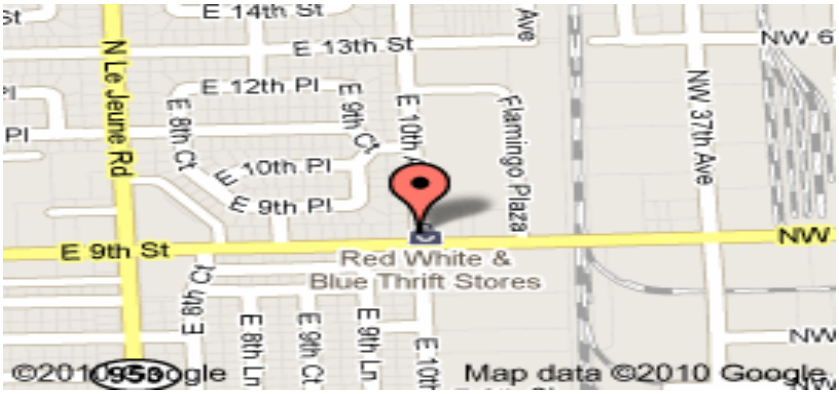
NB: Parents and students were also invited to go the Book Fair held in downtown Miami at Miami Dade College, Wolfson Campus. After session sixth all parents and students were invited to participate in a field trip to attend a public library event, Peter and the Wolf and Alice in Wonderland, performed at the Coral Gable library by the Momentum Dance Company. Parents were encouraged to sign up for a library card.

Resources

CIS (Community Involvement Specialist)

Translators for Spanish and Creole speaking parents

Red White and Blue Thrift Store at



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Free Brochures from the National Institute for Literacy ordered from the following website:

www.nifl.gov.

Additional Websites:

http://www.dadereading.org/Dade_Reading/Dade_Reading_Council.html

http://www.educationfund.org/programs/teacherminigrantsprogram/

https://www.educationfund.org/uploads/docs/Publications/Grant_Award_Booklets/Teacher%20Mini%20Grant%20Booklet%202009-2010%20for%20Web.pdf

http://www.momentumdance.com/performances/

Additional Resources

School Recommended Websites

http://www.dadeschools.net/

http://www.tickettoread.com/

Other Useful Websites for Students and Parents

http://www.starfall.com/

Exciting phonics activities, games and online interactive books

http://www.literacy.uconn.edu/k2sites.htm

http://www.sitesforparents.com/

Free Printables for *Parents* - Math, Phonics and Science Free worksheets and games for Math

- Reading Rockets: www.readingrockets.org

Information on current educational research in the area of literacy for parents and teachers

- Family Education: www.familyeducation.com

Printable games and learning activities

- KidZone: www.kidzone.ws

Online games on Vocabulary, Phonics, Comprehension, and more

- Book Adventure: www.bookadventure.com

Students read books and take quizzes for prizes

U.S. Department of Education: http://www.ed.gov/parents/landing.jhtml

December 7, 2009

Dear Parents,

I am delighted to invite you to come to our school to participate in our program ***Educate Parents as Reading* Partners***. You will* learn about our reading program and other meaningful learning activities you can do at home with their child (ren) to encourage their interest for reading.

The first session will be on February 3, 2010 from 4:00 PM to 5:30 PM.

Refreshments will be served and you will receive some resources that will help you support your child (ren) in their literacy development.

Please complete and return the registration form if you plan on attending.

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References

Why it is important to involve parents in their children's literacy development – a brief summary by Christina Clark downloaded from the website:

http://www.britishcouncil.org/parental_involvement_in_reading.pdf

Parental Involvement in the Reading Instruction of Young Children:

http://www.indiana.edu/~reading/ieo/bibs/prntread.html

176 Ways to Involve Parents Practical Strategies for Partnering with Families by Betty Boult, 2006, Corvin Press