

## A Facilitation Guide for Working with EL Families: *Reading Tips for Parents*

<b>Web Address:</b> <a href="http://www.readingrockets.org/article/reading-tips-parents-11-languages">http://www.readingrockets.org/article/reading-tips-parents-11-languages</a>
<b>Author/Sponsor:</b> Reading Rockets
<b>Target Skill(s)/Topic:</b> Reading tips for parents for children aged infant through third grade. Available in 11 languages.
<p><b>Infant and Toddler Early Learning Standard(s):</b> Area 4: Communication, Language and Literacy 4.2 All Benchmarks</p> <p><b>Preschool Early Learning Standard(s):</b> Area 11: Communication, Language and Literacy 11.1, 11.2 and 11.3 <a href="http://www.state.ia.us/earlychildhood/files/early_learning_standarda/IELS_2013.pdf">http://www.state.ia.us/earlychildhood/files/early_learning_standarda/IELS_2013.pdf</a></p> <p><b>Iowa Core Standard(s):</b> Reading Standards: Foundational Skills K-3 Writing Standards: K-3 <a href="https://iowacore.gov/sites/default/files/k-12_literacy_0.pdf">https://iowacore.gov/sites/default/files/k-12_literacy_0.pdf</a></p>
<p><b>English Proficiency Standard:</b> Standards 1-10 <a href="http://www.elpa21.org/sites/default/files/12.22.14%20Standards%20At%20A%20Glance.pdf">http://www.elpa21.org/sites/default/files/12.22.14%20Standards%20At%20A%20Glance.pdf</a></p>

### **FACILITATOR PREPARATION:**

Prior to the training session, the facilitator will:

- Familiarize himself/herself with the website.
- Review the agenda and activities within the guide.
- Have information available for the participants regarding computer access in your community (i.e., public library, school buildings, churches, etc.).

### **LEARNER OBJECTIVES:**

- Participants will be able to navigate the featured website so that they can access the information easily and use it independently.
- Participants will learn about effective and easy ways to help their child at home to become a successful reader.

## **MATERIALS NEEDED:**

- Computer for facilitator with media projector
- Round or small tables to facilitate small group discussion
- Computers or tablets for participants to use
- Chart paper and markers
- Tape and/or easel
- Session handouts—one for each participant

## **SUGGESTED AGENDA (intended for an approximately 30-minute session)**

### **Introduce the topic (2 minutes):**

Greet the participants and review the learner objectives for the session. Then, distribute the handout and explain how it will be used during the session. Emphasize the following points:

- A love for reading and success in reading begins at home.
- This website contains tips, divided by age, that can be used by parents at home.
- The tips are designed to be easy for parents to implement.

### **Navigate the website (3 minutes):**

The facilitator will demonstrate important features of the website:

- Demonstrate how to find the tip sheet in the appropriate language by referring participants to the “What you’ll find here” section.
  - For English, participants can select by age group.
  - For languages other than English, they must first select the language and then scroll down to the appropriate age group.
  - Give participants a minute to find the handout in the appropriate language and age group.
- Make participants aware of the topics that are in the “Related” section on the right side of the screen. Tell them they can view those at home at a later time.
- Show the participants the icon at the top of the article that would allow them to print the article.
- Show the participants how to bookmark the website so that they can return to it easily on their home computers at a later time.

## Present the Content (15 minutes):

Allow participants to explore the website and discuss the content.

- Have participants choose a section to review that matches the age level of their child: Babies, Toddlers, Preschoolers, Kindergarteners, First Graders, Second Graders, Third Graders. Help participants form small groups of 3-4 people who are all interested in the same age group. (You may have to include more than one age group in a small group, depending on the number of participants in your session.)
- After moving into the small groups, ask the participants to spend about 2 minutes reviewing their particular section individually. Next, ask the 3-4 members of each small group to talk to each other for about 8 minutes about what they noticed on the website. If participants are reluctant to share, use the guiding questions and comments provided below.

### Guiding Questions for each Age Group

#### Babies

- What kinds of books should you choose for your baby?  
*(Choose books that have bold illustrations. Also choose books that are sturdy---like board books or books made from cloth or plastic.)*
- How often should you read a story to your baby?  
*(Read stories and sing songs over and over again. Repeated reading of books and singing of songs helps to build language skills and instill positive feelings about reading.)*

#### Toddlers

- What kinds of books should you choose for your toddler?  
*(Choose books that are short and have only a few words on the page. Toddlers have short attention spans and usually will sit for only short periods of time.)*
- What kind of play should you encourage?  
*(Encourage your child to play things that involve having them name and describe things. Set up things like a zoo with stuffed animals or set up a race with cars.)*

#### Preschoolers

- How can you help build your child's vocabulary?  
*(Give everything a name. Talk about interesting words and objects.)*
- How can you help your child be more involved when reading a book?  
*(While reading, talk about the book, point out things on the page and ask questions.)*

#### Kindergarteners

- What is one way that you can help your child understand the link between letters and sounds?  
*(Use the beginning sound in your child's name to help him/her see the connection. Say, "Tim, the word tiger begins with the same sound as your name. Tim, tiger. And they both begin with the same letter—T".)*
- How can you help your child write letters?  
*(Have your child use their finger to trace a letter while they say the letter's sound. They can do this on paper, in the air, or in sand.)*

### First Graders

- Why should your child read a book more than once?  
*(Re-reading books helps your child read more quickly and accurately.)*
- How can you help your child figure out a word that he/she doesn't know?  
*(Give him/her the time to sound out an unfamiliar word. Encourage them to look closely at the first letter and then the rest of the letters in the word.)*

### Second Graders

- What kinds of things could you include in a "Writing toolbox" for your child?  
*(Create a box with many different types of writing instruments---markers, pens, pencils. Look for opportunities for your child to write, like making lists, cards for family members, etc.)*
- How can you help your child use an unfamiliar word after they have figure it out?  
*(Once they have sounded out the word, have them re-read the word in the sentence. This helps them with the meaning of what they just read.)*

### Third Graders

- How can you encourage your child to read more?  
*(Introduce your child to a series of books that they like. They will be excited to read another book when it is in a series that they have enjoyed.)*
- What can you do to help your child with writing?  
*(Encourage them when they are writing. Remind them that writing involves many steps. Also remind them that no one does it perfect the first time.)*

- Have each group record 3 key points from their discussion about the section.
- Reconvene the larger group and have one person from each small group share 1-2 key points from their section with the larger group. Offer additional explanations of each point when necessary, using the information in italics with each of the guiding questions listed above. Keep the conversation moving along at a good pace so that the sharing time lasts about 5 minutes.
- Briefly summarize the key points and suggestions the participants noted for each age group. You can keep this time short by recording participants' key points as they share. To record responses, either write them on chart paper for display on a wall or easel or type them on to your computer and project on to the screen.

### Reflection/Follow-up (7 minutes):

- In their small groups, have the participants talk for no more than 5 minutes about 1-2 activities that they will do from this resource. Have them write the activities on the session handout. Encourage them to discuss why they have chosen the activities and how they plan to implement them.

Possible responses:

- *I am going to help my kindergartener trace letters in the salt on a plate. We will say the sound as she forms the letter.*
  - *I will sit and read with my son everyday. To encourage him, I will read a paragraph or page and then I will have him read a paragraph or page to me. .*
  - *I am going to take my daughter to the library to look for a book series that she is interested in reading.*
- Talk briefly with participants (no more than 2 minutes) about reflecting on the activity after practicing with their child. Suggest they ask themselves these questions:
- Did my child enjoy the activity?
  - Was I able to make this fit in to our daily routine?
  - What did my child learn from doing this activity with me?
  - If the activity does not go well, do not be discouraged. Review the suggestions on the website to see if there is something that could be done differently.

### Supplemental activity (up to 10 minutes):

- If you are able to host the session for a longer time (40 minutes instead of 30 minutes), you could consider demonstrating some of the activities discussed in the resource.
- **Babies** – Show some different types of books that are good for babies---board books, cloth books and plastic books.
  - **Toddler** – Recite a familiar rhyme and make a mistake in one of the lines on purpose. Show how a toddler would catch this mistake and fix it.
  - **Preschool** – Demonstrate how to read a book interactively. Read a few pages from a book and ask questions, point out things in the pictures and talk about what is happening in the story.
  - **Kindergarteners** – Play a sound game. Ask, “Can you guess what this word is? “S-u-n.” Hold each sound out a little longer than normal.
  - **First Graders** – Talk about digging deeper into a story. Model questions that parents can ask their child when reading with them. Examples of questions are: “Why do you think that Sandy did that?” or “Where else could they go to get help?”
  - **Second Graders** – Show how to help a child sound out a word and then have them re-read the sentence that contains the word.
  - **Third Graders** – Talk about the importance of building background knowledge. Explain how they can do that with their child. Talk about everyday experiences,

have conversations when they are having a new experience, and talk about TV shows and movies that you see together.

**Concluding the Session (3 minutes):**

- Check with participants to see if there are any questions.
- Thank them for their participation in the session.
- Make sure that they have the information regarding access to computers or tablets in your community.



### ***Reading Tips for Parents: Session Handout***

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Things to remember when using this website:

Key ideas from the resource:

Choose at 1-2 activities to try with your child.

How did you do?

- Did your child enjoy the activity?
  
- Were you able to fit this in to your daily routine?
  
- What did your child learn from doing this activity?