

Family Reading Night: Strategies for Reading with Your Children in Your Home Language

By:

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Introduction



- **ELL District Values**
- **In terms of instruction in the first language**, the primary language sets a firm foundation for learning. While both native and second languages interact, our instruction acknowledges the rich, elaborative first language experience.
- **In terms of instruction in the second language**, we believe in linking prior experiences and knowledge to make connections for our English language learners. All resources and units are parallel to the mainstream curriculum. We co-mingle the language acquisition process with content instruction.

Introduction continued...



- **ELL District Values** continued...
- **In terms of culture**, language acquisition and cultural experiences are intertwined. Embracing and accepting others for what they bring to us is paramount to our success.
- **In terms of parent involvement**, it is important to engage parents as a valuable resource and as an asset in the child's learning experience as we reinforce and extend conceptual knowledge.

What is parental involvement?



- The participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities.

- --The No Child Left Behind Act of 2001

Why is parental involvement important?



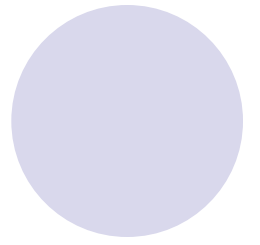
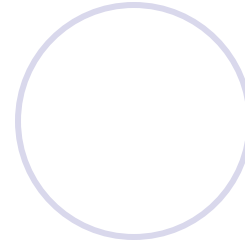
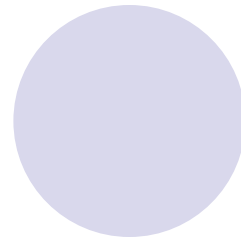
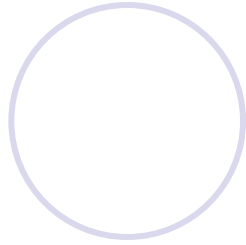
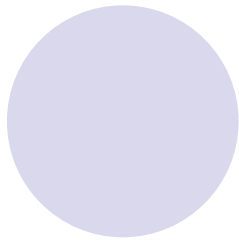
- No matter what their income or background children with involved parents are more likely to:
 - Earn high grades and test scores, and enroll in higher-level programs;
 - Pass their classes, earn credits, and be promoted;
 - Attend school regularly; and
 - Graduate and go on to postsecondary education.

Lewis and Henderson (1998)

What will Family Reading Night accomplish?

- Affirming parents as their child's first teachers
- Promoting the acculturation vs. assimilation of ELL students
- Sharing strategies for reading and critical thinking
- Strengthening School Community Relations

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Welcome to Family Reading Night: Strategies for Reading with Your Children in Your Home Language

Key Ideas of the Evening



- You are your child's first teacher
 - Experiences you provide them with will prepare them for school and help them be a successful student
- Make sure to read in your native language to your child
- Fluency in your child's first language will help transition them into English

Developmental Readiness

Under 2 years old



- Newborns- listen and react to your voice and other sounds. Respond by cooing, smiling, crying, etc.
- 8 months- experiment with sounds and babble. Can play peek-a-boo. Wave arms and kick feet to show excitement
- 1 year olds- understand simple words. Understand and react to hand movements, expressions, and tone in voice. May put books in their mouths and turn pages of board books.

Experience and Talk

- Sit child on your lap and model turning the pages. Choose board, cloth, or vinyl books.
- Take a picture walk. Talk about what is happening in the pictures. Repeat common picture names.
- Praise the child when he uses a new word even if it is not perfect. This is a first step towards reading.
- Recite or sing nursery rhymes or songs
- Encourage your child to point to the pictures and read about what he sees.
- Keep reading experiences short as most babies have short attention spans.
- Encourage your child to repeat words you say.

Resources

- Songs: traditional songs and lullabies
- Rhymes: Short nursery rhymes
- Books: simple text, colorful shapes, heavy cardboard or plastic pages
- Internet:
 - www.fun-baby-games-online.com
 - www.babygamer.com

Developmental Readiness

Toddlers (2-3 year olds)

- Puts two or more words together in sentences.
- Asks and answers simple questions
- Copies adult sounds, words, and motions
- Scribbles using crayons or markers
- Listens attentively to stories being read
- Likes to play pretend games
- Asks why questions
- Names objects
- Scribbles may resemble writing

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Experience and Talk



- Set up a regular family story time
- Begin to lengthen story time
- Use puppets and stuffed animals to help tell stories
- Let your child choose the books
- Reread favorite stories for repetition
- Use different voices for different characters
- Talk about the story and make connections
- Visit the library and participate in children's programs

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Resources

- Songs: traditional songs
- Rhymes: nursery rhymes and fingerplays
- Books: simple sentences structure, about family life, repetitive text
- Internet:
 - www.Zoodles.com
 - www.jumpstart.com
 - www.webtots.co.uk

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Developmental Readiness

Preschool: 3-4 year olds

- May recognize some letters and numbers
- Understand ideas about location
- Listens and follows directions
- Focuses on a specific task for a short time
- Takes turns speaking in a conversation.
- Enjoys being read to and knows about books
- Enjoy dress up and drama

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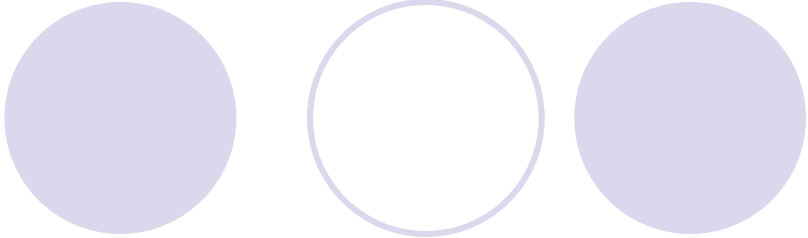
Experience and Talk

The title is centered at the top of the slide. Above the text are five circles arranged horizontally. From left to right, the first, third, and fifth circles are solid light purple. The second and fourth circles are hollow with a light purple outline.

- Have a regular reading time each day
- Visit the library and participate in children's programs
- Give your child time to color, draw, cut, and do puzzles
- Talk about everyday happenings
- Have your child help with chores that include sorting, measuring, counting, etc.
- Read food labels and recipes
- Cut and read coupons
- Encourage any attempts at reading
- Share family stories
- Label objects at home

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Resources

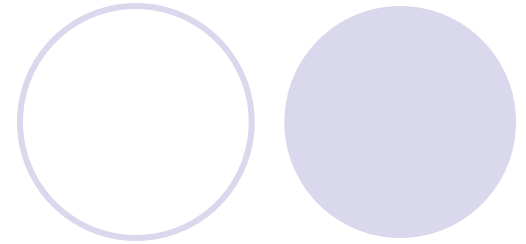


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- Songs: traditional songs, repetitive songs, children's songs
- Rhymes: Nursery rhymes and fingerplays
- Books: picture books, detailed illustrations, vocabulary
- Internet:
 - www.sesamestreet.org/
 - www.littlekidsgamesonline.com/preschool-online-games.html
 - www.noggin.com
 - www.best-preschool-games.com/

Developmental Readiness

Kindergarten: 5-6 year olds



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- Understands concepts of print
- Learning letters and sounds
- Reads simple sight words (like, the, and, etc.)
- Reads common words (mom, dad, dog, cat, etc.)
- Understands that print has meaning
- Reads environmental print (signs, food packaging, etc.)
- Enjoys being read to and has favorite books and stories
- Begin reading simple books with repetitive/predictable text
- Benefit from rules, routine, expectations, and discipline
- Express themselves with few words
- Think out loud
- Learn through active play and hands-on activities

Experience and Talk



- Read aloud and talk about the story daily
- Get your child a library card and make regular visits
- Talk with your child about school
- Talk to your child's teacher about your child's work
- Let your child see you read for pleasure
- Talk about reading for various purposes throughout your day
- Read food labels and recipes
- Encourage simple writing tasks (grocery lists, to do lists, etc.)
- Cut and read coupons
- Listen to your child
- Share family stories
- Provide pointers to track words

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Resources

- Songs: repetitive songs, children's songs
- Rhymes: Nursery rhymes, simple poetry
- Books: picture books, repetitive text, full of rhymes, longer sentences, complex/detailed illustrations, books on tape or CD, fairy tales
- Internet:
 - www.andersonlibrary.org/ch-links.htm
 - www.pbskids.org
 - www.alphabet-soup.net/dir1/kidslinks.html
 - www.niehs.nih.gov/kids/music.htm
 - www.starfall.com

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Developmental Readiness

First grade: 6-7 years old

- Rushing to be finished
- Love to do their assignments
- The process is more important than product
- The work that is produced may not be neat
- Children begin to organize concepts symbolically and systematically
- Begin to see another person's point of view
- Enjoy explaining things
- Love jokes and guessing games

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Age 6 continued...

- Begin to understand past and present and also how and why things happen
- Still enjoy dramatic play
- When writing, find spacing and staying on the line difficult
- Enjoy and learn from games
- Continue learning the sounds of the letters
- Read books and begin to move to easy chapter books
- Use writing, drawing, clay, paint, drama, or blocks to show their thoughts and feelings about a story
- Read different genres

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Experience and Talk

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- Read aloud and discuss stories daily
- Read books that rhyme
- Talk to each other about books you read during the day when you were at different places
- Plan the grocery list together
- Listen to your child

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Resources

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- Go to the library, check out books on tape
- Six year olds benefit from the same things as the children in kindergarten
- Internet
 - http://www.internet4classrooms.com/skills_2nd.htm
 - <http://www.helpkidzlearn.com/stories.html>
 - <http://www.readwritethink.org/materials/wordfamily/>
 - <http://pbskids.org/lions/games/wordplay.html>

Developmental Readiness

First and second grade: 7-8 years old

- A need for restriction of their self-absorption and self-consciousness
- Can be moody, sulky, and sometimes depressed
- Like to be alone
- Focus on small details and a difficult time copying from the board
- Hard workers and often perfectionists by erasing and erasing their work
- Take a long time to complete their work
- They can only focus on one skill at a time like just handwriting or just spelling
- Love routines and structure
- Good listeners and love being read to
- Curious and want to discover and invent
- Represents understanding symbolically in writing and drawing
- Do less partner reading and more individual reading
- Continue to work on phonics
- Have the children do written comprehension assignments

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Experience and Talk

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- Use the dictionary - glossary
- Discuss word parts, Ex: prefix, suffix
- Take your child to stores, museums, and zoos to have discussions and experiences about what is in the world
- Go to the city of Chicago or take road trips
- Let them play board games like:
 - Guess Who
 - Monopoly

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Resources

- Visit the library and participate in their programs
- Internet
 - www.spellingcity.com
 - <http://www.earobics.com/gamegoo/goeey.html>
 - <http://treasures.macmillanmh.com/national/students>
 - http://www.internet4classrooms.com/skills_2nd.htm

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Developmental Readiness

Second grade: 7-8 year olds

- Great imagination and little sense of their own limits
- Homework should never be longer than 30-minute duration
- Patience is sparse and they want to feel successful
- Complain of being bored
- Explores his/her potential
- Like to talk, explain ideas, and use new vocabulary words
- Tend to exaggerate
- Listen well, but they have so many ideas that they may not always remember what they've heard
- Limited attention span but can become engaged when it is hands on
- Read books around interests
- Read independently and do independent assignments based on their interests
- Be read to from books with lengthier chapters

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Experience and Talk

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- Use the dictionary - glossary
- Discuss word parts, Ex: prefix, suffix
- Let your child pick a book to read based on their interest
- Let children learn how to reflect by asking questions like: “What can we do to solve the problem?” or “What will happen next?”

Resources

- www.spellingcity.com
- <http://www.earobics.com/gamegoo/gooney.html>
- <http://treasures.macmillanmh.com/national/students>
- <http://teacher.scholastic.com/activities/adventure/index.htm>
- http://www.internet4classrooms.com/skills_2nd.htm



Developmental Readiness

Third grade: 8-9 year olds

- Children begin to develop the concept of worrying and begin to complain
- Positive language is important to use
- Begin to be successful while working by themselves
- Love descriptive language, word play, and new vocabulary
- Enjoy jokes
- Sometimes revert to baby talk
- Begin research tasks and use of related reading materials
- Intensively develop dictionary skills introduced at earlier ages
- Read orally
- Explore poetry

Experience and Talk

- Begin to use the dictionary through the internet
- Read through magazines
- Putting together puzzles
- Play games like:
 - Jr. Scrabble
 - Master mind

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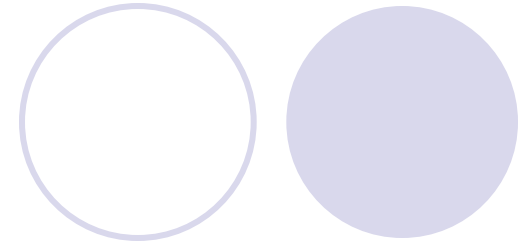
Resources

- books on tape – get at the public library
- Internet
 - www.spellingcity.com
 - <http://treasures.macmillanmh.com/national/students>
 - http://www.internet4classrooms.com/skills_2nd.htm



Developmental Readiness

Fourth grade: 9-10 year olds



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- Worrying about world events
- Health of parents
- Losing best friends
- Loves descriptive language, word play, and new vocabulary
- Sometimes revert to baby talk
- Enjoy exaggeration, naughty jokes, and graffiti

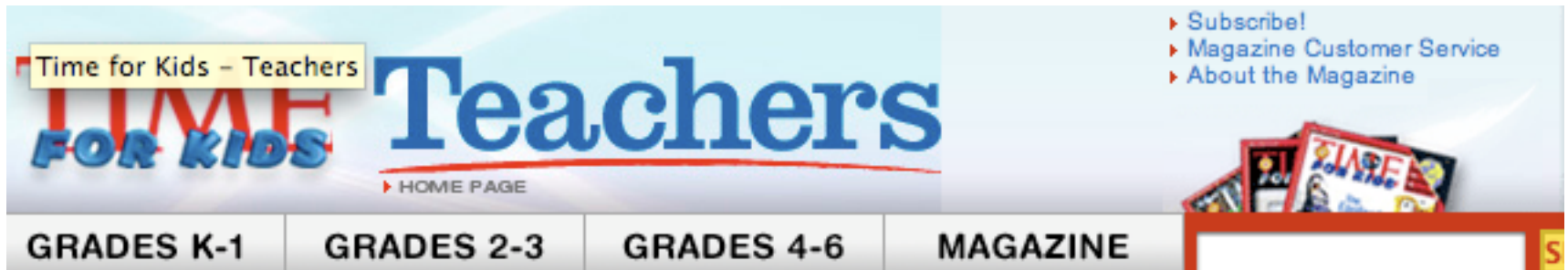
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- Intensively develop dictionary skills introduced at earlier ages
- Study prefixes and suffixes
- Explore poetry throughout the year
- They can read information in books and newspapers and on websites
- Reading to learn, instead of learning to read
- Need encouragement

Resources

- Alice Silverstein
- Library,
- Audiobooks
- <http://www.newspaperforkids.com>
- Internet
 - <http://www.manatee.k12.fl.us/sites/elementary/samoset/mainideaprac.htm>
 - <http://www.bbc.co.uk/schools/ks1bitesize/literacy/index.shtml>
 - www.timeforkids.com
 - http://www.harcourtschool.com/menus/preview/harcourt_language/vocab_power.html



The image shows a banner for the 'Time for Kids - Teachers' website. On the left, there is a logo for 'TIME FOR KIDS' in red and blue, with 'Teachers' written in large blue letters next to it. Below the logo is a 'HOME PAGE' link. On the right, there are three navigation links: 'Subscribe!', 'Magazine Customer Service', and 'About the Magazine'. At the bottom, there are four tabs: 'GRADES K-1', 'GRADES 2-3', 'GRADES 4-6', and 'MAGAZINE'. A stack of 'TIME FOR KIDS' magazines is visible on the right side of the banner.

Developmental Readiness

Fifth grade: 10 year olds

- love to share information with classmates
- sometimes will have difficult time with friendships
- breaks are especially important

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Experiences and Talk

- enjoy choral reading, plays, poetry and singing
- read, memorize and recite poetry, do choral reading and put on plays
- read trade books centered on themes
- read independently and indulge their desire to devour one book after another, read more and do fewer projects
- enjoy comic books

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Developmental Readiness

Fifth grade: 11 year olds

- would rather learn new skills than review or improve previous work
- enjoys board games, intellectual puzzles, brain teasers, and even tests
- time to explore language, music, or mechanics
- take on week-long assignment, still using trade books

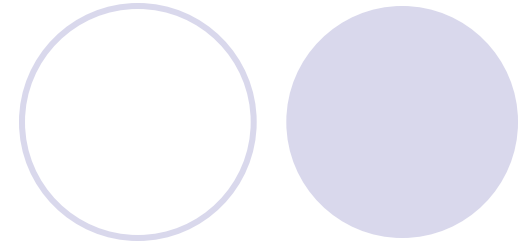
Experience and Talk

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- enjoy conversation with adults and peers
- continue with trade books
- begin reading newspaper and magazines for current events, information, working with charts and graphs and using books and other written sources for scientific information
- do more nonfiction reading tied to subjects that interest them
- read biographies
- read to children in younger grades

Developmental Readiness

Sixth grade: 12 year olds



- may be disengaged with school and family, are more concerned with friends and what is popular
- physical exercise may help academics

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Experience and Talk

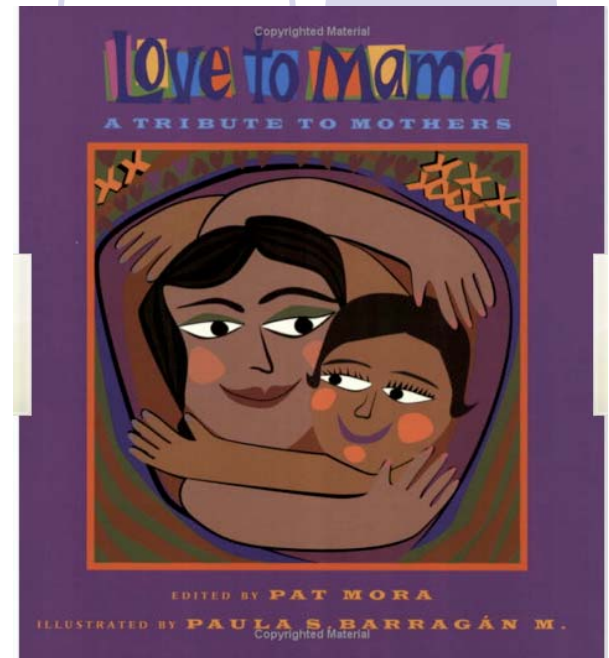
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- may excel in science
- very interested in civic events, history, politics, social science, as well as pop culture

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Resources

- Pop Culture magazines
- www.CNN.com
- <http://myhero.com/myhero/home.asp>
- website about politics and heroes all over the world
- Books
 - [Love to Mama](#)
 - [The 20th Century Children's Poetry Treasury](#)



Developmental Readiness

7th-8th Grade: 12-14 year olds

- Physical Changes: Girls- Go through puberty by 13
- Physical Changes: Boys- Develop later, showing signs around age 14
- Self-consciousness due to changes in the body
- Moody, especially towards parents and other adults
- The age of contradiction
- Desire for autonomy
- Developing their individuality through their interests: drama, sports, art, music, academics, etc.
- Peers are most important
- Seek adult attention while seeking independence
- Priorities are changing at home and at school

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Age 12-14 continued...



- The Know it All stage- questioning authority, being bored by lectures, etc.
- Distinguish themselves with clothing style, music and television preferences, trends in popular culture
- Official Language: Sarcasm
- Becoming abstract thinkers
- Interested in popular slang as well as adult level conversation
- Beginning to gain awareness of problems in the world
- Interaction is based more on experiences and verbal communication rather than reading with your child

Experience and Talk

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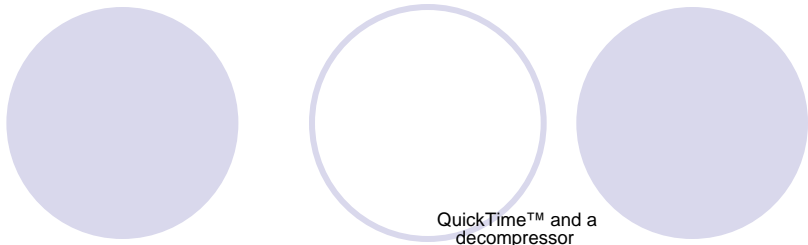
- Focus on specific interests of the child, avoid general one word questions
- Newspaper and magazines in the native language
- Family Meetings- Relevant to child, allow child to be part of decision making process
- Looking at labels in the store to create conversation about health and nutrition as well as economics
- Trading cards or other collectibles can be used to start conversations about things that are interesting to the child.
- Websites that the child visits often (i.e. YouTube, Facebook, nings, etc.)
- Cooking- using family recipes and new recipes can be a great way to engage in conversation.
- Child's interests and extracurricular activities are an excellent way to engage child and create a bond

Resources



● **Online Media:**

- SportsIllustrated.com
- CNN or other news media sites
- iTunes – not just for music, there are podcasts from around the world, and video media
- YouTube
- FanFiction.net- a space for writing and reviewing
- Ning Sites- social networking sites based on specific interests



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Resources continued...



- **Printed Media:**

- Graphic Novels
- Pre-Teen and Teen Novels
- Newspapers and magazines in native language

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Strategies for Reading with your Child

- **Activating Prior Knowledge:**
 - What do you already know about the topic
- **Predicting: Making a thinking guess**
 - What will happen next?
- **Retelling: Say it again...**
 - Identifying story elements:
 - Character, setting, problem/solution, events
- **Making connections: That reminds me of...**
 - text-to-text, text-to-world, and text-to-self

Strategies continued...

- Questioning: Before, during, and after
 - My question is...
- Visualizing: Making a picture in your head
 - Text inspires images in your mind
- Inferring: What do you think?
 - I think ... because
- Synthesis: Putting it all together
 - The big picture
- What's important: Author's message

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Strategies continued...



- Help your child decode (read) the words in books at his or her reading level. Suggest that your child...
 - Point to the words
 - Check the pictures
 - Get your mouth ready
 - Try the other vowel sound
 - Sound it out and blend
 - Reread
 - Think, “What makes sense?”
 - Skip the word, read on, and then come back to it
 - Look for chunks or smaller words
 - Self-correct

Where to find reading materials...

- Public library
- School library
- Scholastic book orders through school
- Garage sales
- Second hand stores: Goodwill, Salvation Army
- Book stores: Half price books, Barnes & Nobles
- Super Store: Target, Wal-mart, Meijer

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Reading in Your Native Language

- Here is a recording of the people reading in their native language that would help us create this break out session:
 - Polish-Annette Wozniczka
 - Spanish-Francesca Ogilvie
 - Greek- Patricia Eliopoulos
 - Japanese-Maggie Kowalski
 - Russian-Yelena
 - Korean-Sung Park

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Thank you for joining us!!!

- Fill out and return the EXIT Survey
- Please take a book in your native language on your way out.

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**ENJOY READING WITH YOUR
CHILD AT HOME!!!**