

Six Practical Ways Parents Can Support Literacy

1. READ, READ, READ

2. Once is Not Enough

3. Ask Questions and Dig Deeper

4. Target the Teachable Moments

5. Play with Words

6. Talk A lot



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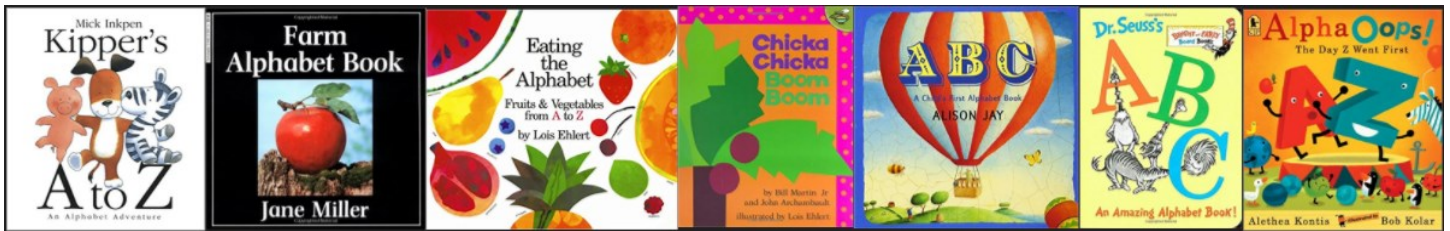
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ASK QUESTIONS AND DIG DEEPER

Strategy	Sentence Starters
<p align="center"><u>Asking Questions</u></p> <p>Readers ask themselves questions before, during, and after reading to better understand the meaning of the text.</p>	<ul style="list-style-type: none"> • I wonder . . . • I would like to ask the author . . . • Who? • What? • When? • Where? • Why? • How? • This makes me wonder about . . .
<p align="center"><u>Making Connections</u></p> <p>The process of linking what you know to the text.</p> <p align="center">Text to Text Connections Text to Self Connections Text to World Connections</p>	<ul style="list-style-type: none"> • This reminds me of . . . • _____ made me remember a time when . . . • This relates to my life because . . . • _____ makes me think about . . . • This illustration makes me think about . . . • This part makes me remember . . . • This is familiar to me because . . . • This is similar to . . .
<p align="center"><u>Predicting</u></p> <p>The process of thinking about what’s going to happen and make predictions based on what they know and what they have read so far in the text.</p>	<ul style="list-style-type: none"> • I think this will be about _____ because . . . • I think _____ is going to happen next because . . . • I predict that . . . because . . . • _____ make me think that _____ will happen. • I’m guessing this will be about _____ because . . . • Since _____ happened, I think _____ will happen. • My predictions were right/wrong because . . .
<p align="center"><u>Inferring</u></p> <p>The process of connecting what you know from your own experiences to what the text says to make educated guesses about the text.</p> <p align="center">Background Knowledge + Text Evidence = Inference</p>	<ul style="list-style-type: none"> • From the text clues, I can conclude that . . . • Based on what the text says and what I know, I think . . . • This information makes me think . . . • This evidence suggests . . . • That is probably why . . . • Although the writer does not come right out and say it, I can figure out that . . .
<p align="center"><u>Visualizing</u></p> <p>The process of picturing what is happening as you read.</p> <p align="center">A mental movie or Image.</p>	<ul style="list-style-type: none"> • I could really picture . . . • The description of _____ helped me visualize . . . • I created a mental image of . . . • In my mind I could really see . . . • When it said _____, I could imagine . . . • If this were a movie . . .
<p align="center"><u>Summarizing</u></p> <p>The process of identifying the most important ideas from the beginning, middle and end of a text and telling them in your own words.</p> <p align="center">Beginning, Middle, End Somebody, Wanted, But, So, Then</p>	<ul style="list-style-type: none"> • The text is mainly about _____. • The author’s most important ideas were _____. • The details I need to include are . . . • Some important concepts are . . . • The most important evidence was . . . • The basic gist . . . • The key information is . . . • In a nutshell this says that . . .

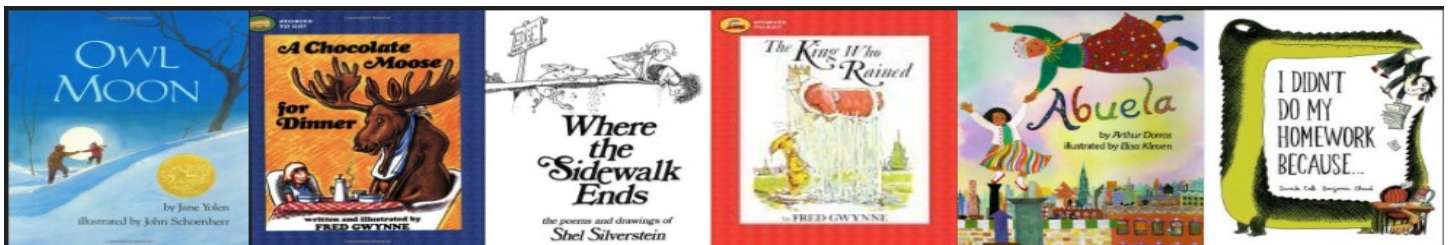
Strategy	Books
<p>Asking Questions Readers ask themselves questions before, during, and after reading to better understand the meaning of the text.</p>	
<p>Making Connections Linking what you know to the text.</p>	
<p>Predicting Thinking about what's going to happen and make predictions based on what they know and what they have read so far in the text.</p>	
<p>Inferring The process of connecting what you know from your own experiences to what the text says to make educated guesses about the text.</p>	
<p>Visualizing The process of picturing what is happening as you read.</p>	
<p>Summarizing The process of identifying the most important ideas from the beginning, middle and end of a text and telling them in your own words.</p>	



Alphabetic Understanding

Activities to Pair with Reading

- ◆ Practice letter formation (Play Dough, Sand, Shaving Cream, Flour, Legos, Beads, Pipe Cleaners)
- ◆ Practice Letter Stamps (Try having students stamp letters in order and as you could call them)
- ◆ Letter Recognition (Flash Light Game, Glow in the Dark sticks)
- ◆ Hop Scotch with letter calling
- ◆ Matching game with Letters printed in various fonts
- ◆ Find letters in signs as you drive, shop or do other daily activities.



Listening Comprehension

Listening Activities

- ◆ Simon Says
- ◆ Listen and color sheets: orally give directions on what color to fill in each object on a coloring sheet
- ◆ I Read, You Draw—Read a text without showing any pictures. Have your child draw pictures as you read. Compare the book illustrations to your child's drawings and talk about similarities and differences. This can also be done page by page with a white board.
- ◆ Ask A LOT of questions as you Read.
- ◆ Read books over and over and over again.

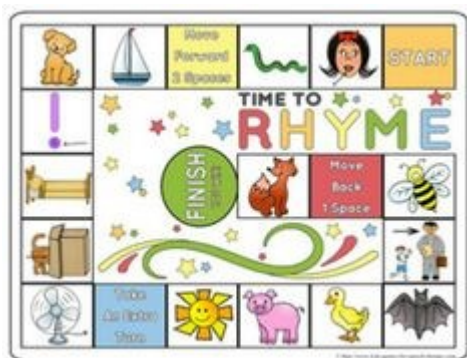
Once is Not Enough

Target the Teachable Moments

Play with Words



Play Rhyming Games



Build a rich language environment and build vocabulary throughout childhood during daily activities.

While in the grocery store *talk about what you see and hear. Label everything that you put in your cart. With your little one sitting right there in front of you it makes it a perfect time for them to watch, listen, and learn. Have older kids take charge of your list or describe an item and have them locate it.*

Narrate your day. Whether you are making coffee or getting dressed, *talk about what you are doing. All of your daily activities provide the perfect opportunity for your little one to learn a new set of vocabulary.*

Car time is a perfect time to talk! *Describe what you are seeing as you drive. Comment on the noises or words your little one is making in the backseat. Encourage older kids to dictate directions to you or help you locate street signs. Talk about new things your see or places your*

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<http://www.readingrockets.org/>

<http://www.pbs.org/parents/>

Name	Description
Character Map	Helps describe in detail the main character, their thoughts and actions. Good for short stories and novels.
Clustering	Good for organization of concepts, ideas, and as a pre-reading activity.
Compare/Contrast	Helps with similarities and differences in characters, situations, and concepts.
Concept Map	Good pre-reading activity for organization of main ideas and details.
Cornell Note-taking	Good for organization of main ideas and details from reading textbooks or articles.
Fishbone	Good for cause and effect.
Hypothesizing	Good for identifying components of an argument.
K-W-H-L Chart	Good for organizing information prior to introducing a new concept.
Plot Diagram	Good for diagramming and outlining the plot and elements of a story.
Sequence of Events Chart	Good for placing main events in their order of occurrence.
Spider Map	Helpful with organizing several ideas with supporting details.
SQR	Good reading strategy used to comprehend expository material.

Thinkport.org
Free
Graphic Organizers
Downloads

Graphic Organizers



Graphic Organizers help your students classify ideas and communicate their understanding effectively.

Rapid Recognition Chart

Enter a list of six words, letters, sounds, or Final Stable Syllables, and generate 5 Rapid Recognition charts to use with your students. To use the Rapid Recognition Chart as an assessment, time the number of student readings of the chart within one minute.

<https://neuhaus.org/educators/consumables>
Rapid Recognition Chart Generator

FREE ONLINE TOOL

Storyline Online

The SAG-AFTRA Foundation's award-winning children's literacy website, Storyline Online, streams videos featuring celebrated actors reading children's books alongside creatively produced illustrations. Readers include Viola Davis, Chris Pine, Lily Tomlin, Kevin Costner, Annette Bening, James Earl Jones, Betty White and dozens more.

<http://www.storylineonline.net/>

Flocabulary: content vocabulary with visuals, music, repetition and humor

<https://www.flocabulary.com/> or Search their videos on YouTube



Jack Hartmann

