

Reading at Home

A Solid Foundation Course for Parents

Talking About Reading

Session **2**



Reading at Home


A Solid Foundation Course for Parents

Talking About Reading


Session 2



Name _____



In addition to laying a foundation, parents need to facilitate the growth of their children's reading by taking them to libraries, encouraging reading as a free time activity, and supporting homework.



from *Becoming a Nation of Readers*
National Commission on Reading

WELCOME BACK!

Reading at Home

A Solid Foundation Course for Parents

Session 2

Did everyone sign the sign-in form?

Name tags in place? Great!

Tasks From Last Session

At the last session, we agreed to complete tasks with our families. As I read the tasks, check the ones you completed.

Check if completed:

- _____ 1. I taught my children the rules of ACTIVE listening and helped them practice ACTIVE listening during a storytelling session.
- _____ 2. I held a storytelling session with my family and used a story circle.
- _____ 3. I talked with each of my children about reading—what they were reading and what I was reading.
- _____ 4. I made one entry for each family member in the family reading journal.

At the end of the last session, we made a commitment to complete the tasks listed above. I will tell you about my family's experience with each task. Then each of you will share your family's experience. Tell the group how you did with your tasks. If you had a great success, share your excitement with the group. If you had problems, maybe the group can give you suggestions. Our work with our families between sessions is the most important part of this course, so let's take time to discuss our progress and be helpful to one another.



TELL THE GROUP

Group Leader: Allow about 15 minutes to report and discuss progress on tasks from last session.

Talking About Reading

Small children are fascinated by books. They love to hold books, feel the paper, and look at the pretty pictures. But most of all, they love to be held by a parent and read to. When parents, children, and books are together, special bonds of warmth and joy are formed. But as children grow older and begin to read on their own, the relationship between parents, children, and books is often lost. Reading becomes an independent activity that no longer brings parents and children together. One way to renew the connection between parents, children, and books is to talk about reading. Talking about reading is a family activity that keeps alive the child's desire to read and encourages the child's habit of reading.

Why do parents not talk to their children about reading? Probably because of one or more of the following barriers:



They are too busy for conversations with their children.



They do not read much themselves.



They think their children are not interested in what they read.



They are not interested in what their children read.

Taking time to talk about reading with children is a habit a parent can develop. This course helps parents build good habits in their relationships with their children. We will learn to break the barriers that sometimes keep us from talking with our children about reading.

When parents, children, and books are together, special bonds of warmth and joy are formed.

Lesson 1: Breaking the Barrier

Session 2

BARRIER: I am a very poor reader.

TO BREAK THE BARRIER: Information about adult literacy programs can be obtained at libraries. And while you are improving your reading skill, ask your children to read to you.

BARRIER: I am too busy to read.

TO BREAK THE BARRIER: Set aside a special time each day for reading, even if it is only a few minutes. Read after a meal, before bed, instead of television, or any other time that can become a regular reading time.

BARRIER: I don't know what to read.

TO BREAK THE BARRIER: What you read is not as important to your children as the fact that you discuss your reading with them. Newspapers, magazines, books—all are sources for conversations with your children. Or read what your children are reading—school books, library books, magazines. Then talk to them about it. Be interested and curious. Ask them to tell you their thoughts about the story.

BARRIER: I'm not sure how to start talking about reading with my children.

TO BREAK THE BARRIER: First, read something that is interesting to you. Then tell your children about it. Next, ask your children what they are reading or have read lately. Don't expect a lengthy conversation at first. Prompt a short conversation about reading each day. Then let the conversations grow.

BARRIER: I'm not sure how to initiate a conversation about reading.

TO BREAK THE BARRIER: Be sure you have your child's attention. This may mean going to a quiet room. Then, ask questions about reading and be an ACTIVE listener. Ask specific questions that require more of an answer than "yes" or "no." Also, be prepared to tell about your own reading and help your child be an ACTIVE listener.

EXERCISE



SEEING THE BARRIERS

Do barriers sometimes keep you from talking with your children about reading?

☐ Yes ☐ No

If so, which barriers do you need to break? _____

TELL THE GROUP



I'll share my barriers with the group. Then each group member can share his or her barriers.

Which barriers do you need to break?

Lesson 2: Conversations about Reading

Session 2

The following questions can be used to initiate conversations about reading with our children. Let's read through the questions. Then we will return to the questions for an exercise.

1. What have you read lately? Tell me about it.
2. What is the best book or story you have ever read? Tell about the book or story and tell why you liked it so much.
3. What topics do you like to read about?
4. What is your favorite character from a book or story? Tell about the character and why you like the character so much.
5. When you look at the newspaper, what section do you read first? World news? Local news? Comics? Sports? Women's Section? Other? Why does this section interest you?
6. What is the best movie you have seen that was made from a book? Did you read the book? Which was better, the movie or the book? Why?

ANSWER A QUESTION ABOUT YOUR READING



The family reading journals we kept this week prepared us to talk about reading. The questions above help initiate conversations about reading. Which question would you like to answer to tell the group about your own reading?

Number of question: _____

I will select one question to answer. Then each group member will select and answer a question. You may answer any question you want, even if someone else has answered the same question. Feel free to comment, discuss, and enjoy talking about reading.



Now we know that talking about reading is fun and that specific questions help prompt conversations about reading. We can now ask questions of our children to prompt discussions with them about reading.



EXERCISE

TELL THE GROUP

TAKING IT HOME

Lesson 3: Help•Check•Praise

All parents want their children to develop the habit of reading. Parents can encourage the habit of reading with the Help•Check•Praise method. Help•Check•Praise is a method parents use to develop habits and skills in their children.

HELP is the first step in developing a good habit. Whether the habit is making a bed, reading the newspaper, fastening a seat belt, or tying a shoe, the child must first be HELPED to master the task. HELPING is the most direct and personal way to teach. The word HELP implies that the child is performing the act with the parent's assistance.

CHECK is the second step in developing a good habit. Once the child has mastered the task, the parent must CHECK to see that the child continues to perform the task well. For example, once a child knows how to make his bed, the parent CHECKS occasionally to see that the child maintains the habit. If the child is having difficulty, more HELP may be necessary.

PRAISE is the third step in developing a good habit. The best way to encourage a child to continue a habit is to PRAISE the child for it. PRAISE is the best reward for a job well done.

Now suppose we want our child to develop the habit of reading the newspaper. We would begin by HELPING the child—sitting down with him, showing him the newspaper, pointing out the different sections, asking what he might find most interesting, taking turns reading with him, talking about what he has read.

After a few days of HELPING the child read the newspaper, we will want him to become more independent in his habit. So we will CHECK once in a while to see if he is reading the newspaper. We may CHECK by asking him what he

has read in the newspaper that day. If we find that he is falling out of the habit of reading, we may need to HELP some more.

As the child becomes an independent reader, he should be praised. A parent's PRAISE is a child's best reward.

*A parent's PRAISE is a
child's best reward.*

Lesson 4: Family Reading Time

Session 2

Families fall into habits. They eat dinner at about the same time each day. They often watch television at the same times throughout the week. Family reading time can also become a family habit. Set aside a special time each week when everyone in the family reads. Start with a small amount of time, maybe 30 minutes, when everyone finds a good book or magazine and a cozy chair. Family members read silently on their own. Then end the session by briefly "talking about reading." Even the little children can participate by looking at picture books and magazines. Make the time special with a snack or beverage. How do we assist our children in making family reading time a habit? With Help•Check•Praise, of course.

FAMILY READING TIME



EXERCISE

When is a good time for your family to hold family reading time?

Time _____ Day of Week _____

Why is this a good time? _____

I'll share with the group the time and day I think will be best for a family reading time in my family. Then each group member will do the same.



TELL THE GROUP

Family reading time can replace television viewing once or twice a week.



TAKING IT HOME

Set aside a special time each week when everyone in the family reads.

Lesson 5: A Visit to the Library

Libraries are wonderlands of beautiful pictures, fascinating stories, and mountains of facts and information. Libraries have books and newspapers and magazines. Libraries are warm and bright and fun. Libraries are quiet and friendly. Libraries are perfect for family visits. If you are not sure of the location of your public library, ask your group members for help.

EXERCISE



YOUR LIBRARY VISIT

Where is the library closest to your home?

Name of library: _____

Street address: _____

When would be a good time to take your family to the library?

I will take my family to the library on (day of week) _____
at (approximate time) _____

TELL THE GROUP



When is a good time to take your family to the library and why?

TAKING IT HOME

Visit the library with your family this week. When you arrive at the library, let your children browse and find books or magazines they find interesting. If you do not have a library card, inquire at the desk about obtaining one. If your children do not know how to find a book, ask a librarian to show them. Don't insist that your children do anything except spend time with books, relaxing and enjoying themselves. Visits to the library should be pleasant and unhurried. After the visit, you will have plenty to talk about.

Let's review the key points from this session:



When parents, children, and books are together, special bonds of warmth and joy are formed.



Read something that is interesting to you. Then tell your children about it.



Questions can prompt conversations about reading.



A parent's praise is a child's best reward.



Family reading time is an enjoyable way to remind your family that reading is important.



Visit the library with your family this week. After the visit you will have plenty to talk about.

Taking it Home

We have learned to talk about reading. We have learned the Help•Check•Praise method for developing good habits in our children. We are ready to establish family reading time, and we have rediscovered the wonderland of a library. Now it is time to put our learning into practice.

Listed below are the tasks for the week. As I read each task, write your initials as a commitment to your family and the parent group to complete the task before the next session.

TASKS FOR THE WEEK

Parent's Initials:

- _____ 1. I will be an ACTIVE listener with each of my children each day and will help them practice ACTIVE listening.
- _____ 2. I will hold storytelling sessions with my family.
- _____ 3. I will talk about reading with each of my children each day.
- _____ 4. I will make one entry for each family member in the family reading journal this week. Forms are in the back of this manual.
- _____ 5. I will hold a family reading time with my family this week. We will read silently and then discuss what we read.
- _____ 6. I will visit the library with my family this week.

Closing the Session

Session 2

We will take home this manual to help us with our tasks for the week. You have my name and telephone number so you can call me during the week if you have questions.

I will collect the pencils so we will have them at the next session.

Group Leader: Collect pencils.

The next page in this manual is a tear-out page. We can place the tear-out page in a prominent place in our homes (like on the refrigerator). We can check each task as we complete it.

Our *Reading at Home* system now includes storytelling, ACTIVE listening, talking about reading, family reading journals, family reading time, and visits to the library. At the next session, we will add new parts to the system. We will also discuss our progress, share family experiences, and help each other solve problems.

Enjoy talking about reading and visiting the library with your family. Good luck with the tasks for the week!


Let's make good things happen for our families.

Remember, at the end of the next session we will hold a graduation ceremony and receive our certificates.


APPLAUD FOR A GREAT SESSION!



APPLAUD



The way in which parents talk to their children about an experience influences what knowledge the children will gain from the experience and their later ability to draw on the knowledge when reading.



from *Becoming a Nation of Readers*
National Commission on Reading

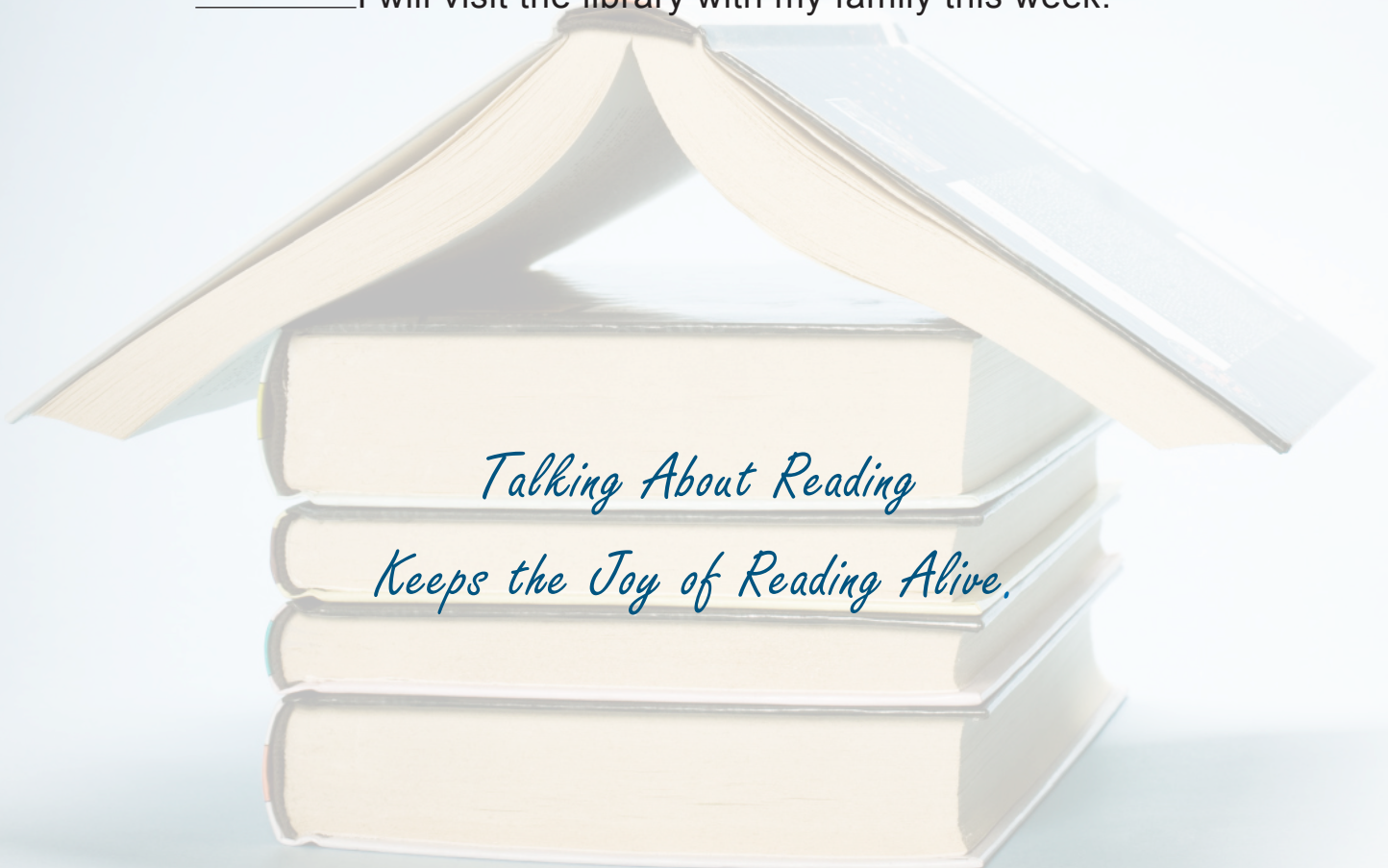
Reading at Home

Building Family Reading Habits

TASKS FOR WEEK #2

Check (✓) when completed

- _____ I will be an ACTIVE listener with each of my children each day and will help them practice ACTIVE listening.
- _____ I will hold storytelling sessions with my family.
- _____ I will talk about reading with each of my children each day.
- _____ I will make one entry for each family member in the family reading journal this week.
- _____ I will hold a family reading time with my family this week. We will read silently and then discuss what we have read.
- _____ I will visit the library with my family this week.



Family Reading Journal

Date:

Name of Reader.

Author.

Title.

Source:

What is it about.

What does the reader think about it.

Family Reading Journal

Date:

Name of Reader.

Author.

Title.

Source:

What is it about.

What does the reader think about it.

Family Reading Journal

Date:

Name of Reader.

Author:

Title.

Source:

What is it about.

What does the reader think about it.

Family Reading Journal

Date:

Name of Reader.

Author.

Title.

Source:

What is it about.

What does the reader think about it.

Family Reading Journal

Date:

Name of Reader.

Author.

Title.

Source:

What is it about.

What does the reader think about it.

Family Reading Journal

Date:

Name of Reader.

Author.

Title.

Source:

What is it about.

What does the reader think about it.

Family Reading Journal

Date:

Name of Reader.

Author.

Title.

Source:

What is it about.

What does the reader think about it.

Family Reading Journal

Date:

Name of Reader.

Author:

Title.

Source:

What is it about.

What does the reader think about it.

Academic Development Institute

Founded in 1984

The Academic Development Institute (ADI) works with families, schools, and communities so that all children may become self-directed learners, avid readers, and responsible citizens, respecting themselves and those around them. ADI's vision is of an American landscape filled with distinct school communities reflecting the hopes and dreams of the people intimately attached to them. To this image of the school as a community, ADI is devoted. When the school functions as a community, its constituents (students, parents, teachers, staff) associate with one another and share common values about the education of children. At the root, members of the school community assume responsibility for one another. Those children become our children, and parents are not external agents, but full partners in the education of their children and of each other's children. Teachers are not isolated practitioners of pedagogy, but professionals integrated into the web of community and buoyed by common purpose.



Academic Development Institute

121 N. Kickapoo Street

Lincoln, IL 62656

(217) 732-6462

(217) 732-3696 (fax)

www.adi.org

