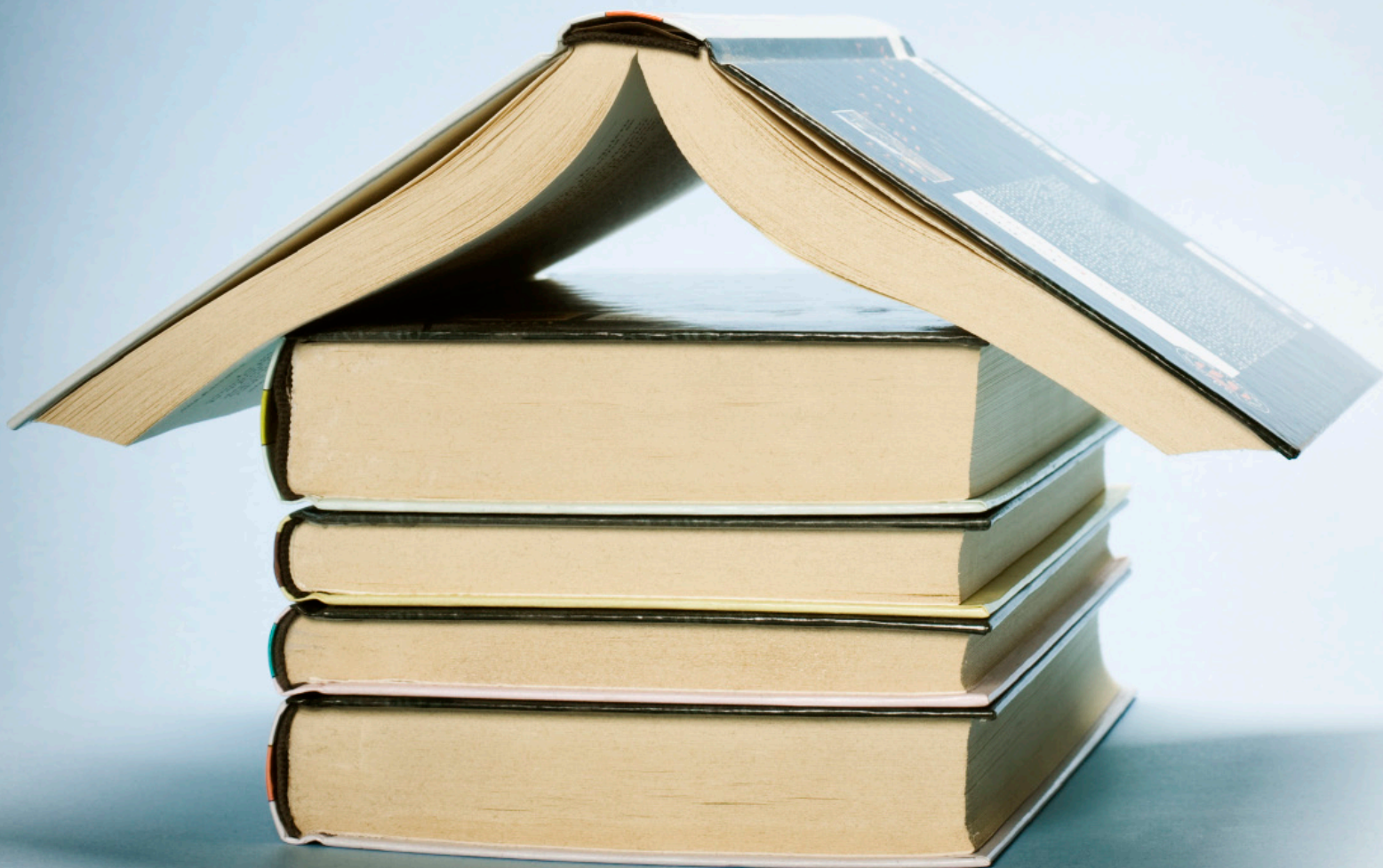


Reading at Home

A Solid Foundation Course for Parents

Reading to Learn

Session **3**



Reading at Home

A Solid Foundation Course for Parents

Reading to Learn

Session **3**



Name _____



The more elements of good parenting, good teaching, and good schooling that children experience, the greater the likelihood that they will achieve their potential as readers.



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

WELCOME BACK!

Reading at Home

A Solid Foundation Course for Parents

Session 3

Did everyone sign the sign-in form?

Name tags on?

Everyone smiling? Great! Let's begin.

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 was an ACTIVE listener with each of my children each day and helped them practice ACTIVE listening.
- _____ 2. I held storytelling sessions with my family.
- _____ 3. I talked about reading with each of my children each day.
- _____ 4. I made one entry for each family member in the family reading journal.
- _____ 5. I held a family reading time with my family this week. We read silently and then discussed what we read.
- _____ 6. I visited the library with my family this week.

At the end of the last session, we made a commitment to complete several tasks before this session. 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 from last session.

Reading to Learn

In session 2, we learned the importance of talking about reading. To help us talk about reading with our children, we have kept a family reading journal, prompted conversations with specific questions, and set aside a special reading time for everyone in the family to read privately and then talk about their reading. We are encouraging our children's interest in reading and building their reading habits.




We also want our children to read well and to use reading as a tool for learning. In this session, we will discover ways to help our children improve their reading ability, increase their vocabulary, and master the material they read.

We are encouraging our children's interest in reading and building their reading habits.

Lesson 1: Reading Aloud

Session 3

When children read aloud they learn the patterns and phrases of language, they become aware of punctuation, and their spoken vocabulary improves. When we listen to our children read aloud, we can help them with difficult words. We also become aware of their reading pace and level. When we read aloud to our children, we can introduce to them material they may not choose to read themselves. The next step in helping our children develop good reading habits is to read aloud with them. In reading aloud with a child, we can:



-  Read to the child.
-  Listen to the child read.
-  Take turns reading and listening with the child.

Because our goal is to increase our children's enthusiasm for reading, we must be enthusiastic ourselves. When we read aloud, we should feel comfortable. If listening to our children read is more comfortable to us than reading to our children, that is fine. Most important of all is the mood of the session. Reading aloud should be fun.

IS READING ALOUD ONLY FOR YOUNG CHILDREN?

Will our thirteen-year-old think that reading aloud with a parent is a wonderful idea? Maybe not. For some reason, parents read with little children but not with older children. We get out of the habit. If we have fallen out of the habit, we may encounter some resistance when we try reading aloud with our older children.

It may be helpful to know that most parents find that the resistance is temporary; even teenagers enjoy reading with parents once they get accustomed to the idea. To encourage older children to read aloud with us, we can:

-  Ask them to select and read short excerpts that are appealing to them. Ask them to read something they find amusing, or touching, or especially thought-provoking.
-  Ask older children to read aloud to younger children.



Read passages to our children that we find especially meaningful. Older children are impressed by their parents' sincere reaction to reading. Does the passage bring us joy, make us angry, cause us to laugh, or state our own opinion well?



Use the newspaper as a source for exchanging interesting news items. Clip articles and place them on the refrigerator door. Encourage children to do the same. Then read the articles aloud to each other and discuss them.

*Older children are impressed
by their parents' sincere
reaction to reading.*

Tips for Reading Aloud

Session 3

We are now telling stories with our children, talking about reading with our children, and setting aside special time (family reading time) for family members to read silently. After this session, we will begin reading aloud with our children. The following tips will help us read aloud with our children.

1. Choose ways of reading aloud that are comfortable to you.
 - Read to your children.
 - Listen to your children read.
 - Take turns reading and listening to your children read.
2. Keep the session short so that no one becomes bored.
3. Read in a quiet, comfortable place.
4. Correct reading errors gently. Be supportive.
5. Talk about the reading. Ask questions. Express your reaction to the material.
6. Let each family member select his own reading material.
7. Show an interest in the child's reading. Be excited.
8. Connect reading with affection. Hold little children. Pat older children. Hug them all!
9. Don't expect the whole family to read aloud at the same time. Reading with one or two children at a time allows for intimacy and personal attention.

LEARNING FROM ANOTHER FAMILY'S MISTAKES

EXERCISE

In the story below, the mother has good intentions but does not follow the tips for reading aloud. Listen for mistakes made by the family in the story below. Which tips for reading aloud do they ignore? What are the consequences?

A FAMILY READS ALOUD

Joan Howard decided it was time to help her children develop better reading habits. Her son Bill never read if he could avoid it. He did his schoolwork, but he read no more than he had to. Joan's daughter Ruth read for pleasure, but she read only science fiction books. Joan wished she would read good literature and non-fiction.

"Tonight we will have a family reading circle," Joan announced to her children as they left for school that morning. "I'll bring the books. Just be in the living room at 7:00."

While the children were away at school, Joan went to the library and checked out four books. Each book was considered a classic. She was ready for her family's first reading circle.

At 7:00 no one was in the living room except Joan. She found Bill watching television and reminded him to come to the living room for the family reading circle. Bill said, "Just a minute, Mom. This show will be over at 7:30."

"No," Joan said. "I will not wait until 7:30. Come to the living room right now." Bill's face showed his displeasure, but he turned off the television and stomped to the living room.

Ruth was talking on the telephone. Joan motioned to her to hang up the phone and join the family. Ruth ignored her. Joan motioned again, anger in her eyes. Finally, Ruth said good-bye to her friend.

Joan's husband George was asleep on the couch. Joan shook him and asked him to come to the living room. George rubbed his eyes and followed Joan.

Everyone was seated in the living room—Joan with her four books, Bill still fuming about the loss of his television show, Ruth eager to call her friend back, and George not fully awake. Joan handed a book to each family member. So far, so good.

"Bill, would you please begin by reading the first page of your book?" Joan asked.

"Do I have to?" Bill asked with a frown.

"Yes," said Joan firmly.

Bill began reading. The book was set in eighteenth century England. As Bill read, he made it obvious that he was not interested in what he was reading. He read in a slow monotone. Then he stumbled on the word "conversation." At first he couldn't pronounce the word. Then he mispronounced it. George laughed.

"You are such a dummy," Ruth said to her brother.

"If you don't like the way I read, then read this stupid stuff yourself," Bill retorted.

"Just for that, we are going to read for an extra 15 minutes," Joan said. "And every time you two argue, I'll add another 15 minutes. Now continue, Bill."

For the next hour, each person read a page in turn. George nodded and fell asleep twice while Ruth was reading. Ruth shouted to awaken him, and Joan added 15 minutes to the reading circle. Bill mispronounced words intentionally. George made fun of the book he read, mocking it by reading with exaggerated expressions. While Joan was reading, Bill threw a paper wad at Ruth. Ruth yelled and pretended to be hurt. At last, Joan stopped reading and went to her room to cry. This was the family's last reading circle.

What mistakes did this family make? Which tips for reading aloud would have helped this family?



**TELL THE
GROUP**

Only by listening to children read aloud do parents learn how well children are reading and where they are encountering difficulty. Reading aloud is a good way to detect and correct reading problems. It is also a great way to build family reading habits.

**TAKING IT
HOME**

EXERCISE



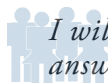
PLANNING TO READ ALOUD

When asking a child to read to us, it is a good idea to let the child select the reading material. But when we read to our children, we may sometimes select material we enjoy or think our children would enjoy. What book or story would you like to read to one of your children? Think of one of your favorite childhood stories or a story that would benefit your child.

Name of child: _____

Name of book or story: _____

TELL THE GROUP



I will share my answers; then each group member will share his or her answers to the questions above.

*When asking a child to read to us,
it is a good idea to let the child
select the reading material.*

Lesson 2: Learning New Words

Session 3

Children and adults learn words at four levels.

1. We **recognize** a word—we see it in writing, and it is familiar to us.
2. We **acquire** an understanding of the word's meaning.
3. We **learn** to pronounce the word.
4. We **begin** to use the word, in our speech and in our writing.

Sometimes we learn to pronounce a word before we understand it. Often, we can read and write a word but do not use it in our spoken vocabulary. When we help our children build their vocabularies, we exercise all four levels of word mastery—recognition, understanding, pronunciation, and usage. While reading aloud with children, we can help them add new words to their vocabularies.

FAMILY WORD MASTER

We want our children to be curious about words, to take the initiative in learning new words, and to feel confident in trying new words. Keeping a dictionary, pencil, and note cards handy is one way to encourage vocabulary building.

To make a game of vocabulary building, each family member can take a turn as the Family Word Master for the week. During that week, the Family Word Master selects a new word from his/her reading each day. The Word Master writes the word on one side of a note card. On the reverse side of the card, the Word Master writes the source of the word (the newspaper, magazine, or book in which the word appeared) and the definition of the word. The card is then displayed in a prominent place, such as on the refrigerator door. The Family Word Master is responsible for teaching the word to each family member. Each family member must use the word in spoken conversation with the Family Word Master sometime during the day.

Taking it Home

EXERCISE



FAVORITE WORDS

What word would you like to teach your children? Think of a favorite word of yours that you would like your children to use.

Favorite word: _____

TELL THE GROUP



I'll share my word with the group, then each group member can do the same.

*We want our children to be curious about words,
to take the initiative in learning new words, and
to feel confident in trying new words..*

Lesson 3: Mastering What We Read

Session 3


We have learned several ways to encourage our children's interest in reading and to build their habit of reading. Storytelling, talking about reading, and reading aloud are three ways to make children enthusiastic about reading. Primarily, these activities have to do with pleasure reading—reading for fun.





When we read for fun, we learn a great deal. And when we read to learn, we may enjoy the reading. But reading for the purpose of learning requires certain skills that reading for pleasure does not. When children read to learn in school, they are studying the material they are reading. This process is different than reading a magazine story for pleasure. We can help our children learn more from their reading by showing them how to master what they read.

TIPS FOR MASTERY

1. Be a curious reader. Ask yourself questions as you read; then read to find answers. Each heading can be turned into a question. For example, when reading the heading "Causes of the Civil War," ask the question, "What were the causes of the Civil War?" Read to find the answer. When finished with the section, be sure you can answer the question.
2. Use what you read. Most of what we read is forgotten unless we do something with the information. Talk with someone about what you read. Write a summary of what you read, or, better yet, prepare study cards—question on one side and answer on the other—from the material just read. The cards will be useful later when you study for a test.
3. Review. Skim what you have read before putting the book away. Keep the study cards from your reading to review the next day.

TAKING IT HOME

 We can help our children develop their reading-to-learn skills by:


-  asking them to prepare reports for the family on possible destinations for a family outing or other topics of interest to the family,
-  discussing their reading with them after they have read a school assignment.
-  teaching them the tips for reading to learn, and
-  reviewing their study cards with them.

EXERCISE


 **CURIOSITY**

If you were asked to read and learn about a topic of interest to you, what would the topic be?

TELL THE GROUP

 *Let's share our topics with the group. I'll share my topic first.*

TAKING IT HOME

 We can ask our children what topics they would like to know more about. Then we can take them to the library to find information and show them how to read to learn.

Let's review the key points from this session:



Reading aloud should be fun.



Follow the tips for reading aloud together:

- Choose ways of reading aloud together that are comfortable to you.
- Keep the session short so that no one becomes bored.
- Read in a quiet, comfortable place.
- Correct reading errors gently. Be supportive.
- Talk about the reading. Ask questions. Express your reaction to the material.
- Let each family member select his own reading material.
- Show an interest in the child's reading. Be excited.
- Connect reading with affection. Hold little children. Pat older children. Hug them all.
- Don't expect the whole family to read aloud together at the same time. One or two children at a time allows for intimacy and personal attention.



While reading aloud with our children, we can help them add new words to their vocabularies.



To learn: be a curious reader; use what you read; review.

Taking it Home

We have learned about reading aloud and a game for building vocabularies. We have learned the tips for reading to learn. 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 to the parent group to complete the tasks. Because this is the final session of *Reading at Home* these tasks should be continued as part of your family life.

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 each week. Forms are in the back of this manual.
- _____ 5. I will hold a family reading time with my family each week. We will read silently and then discuss what we have read.
- _____ 6. I will teach my family to play the Word Master game.
- _____ 7. I will teach my children the tips for reading to learn.
- _____ 8. I will visit the library with my family so my children can use the tips for reading to learn to explore a topic.
- _____ 9. I will plan reading together activities so that each of my children reads aloud and/or listens to someone read aloud at least once a week.

Closing the Session

Session 3

We can take home this manual to remind us of *Reading at Home*.

The next page in this manual is a tear-out page. We can check each task as we complete it.


It is now graduation time.

CONGRATULATIONS!


APPLAUD FOR A GREAT SESSION!



APPLAUD



Reading must be seen as part of a child's general language development and not as a discrete skill isolated from listening, speaking, and writing.



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

Reading at Home

Building Family Reading Habits

TASKS FOR WEEK #3 AND AFTER

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 each week. We will read silently and then discuss what we have read.
- _____ I will teach my family to play the Word Master game.
- _____ I will teach my children the tips for reading to learn.
- _____ I will visit the library with my family so my children can use the tips for reading to learn to explore a topic.
- _____ I will plan reading together activities so that each of my children reads aloud and/or listens to someone read aloud at least once a week.



*Reading Together
Builds Good Reading Habits.*

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

