

2016

# Successful Strategies Used to Increase the Reading Comprehension of Second Graders

Patricia Reda Reda  
*Walden University*

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>

 Part of the [Educational Administration and Supervision Commons](#)

---

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact [ScholarWorks@waldenu.edu](mailto:ScholarWorks@waldenu.edu).

# Walden University

COLLEGE OF EDUCATION

This is to certify that the doctoral study by

Patricia Reda

has been found to be complete and satisfactory in all respects,  
and that any and all revisions required by  
the review committee have been made.

Review Committee

Dr. Brenda Kennedy, Committee Chairperson, Education Faculty

Dr. Sydney Parent, Committee Member, Education Faculty

Dr. Michelle Brown, University Reviewer, Education Faculty

Chief Academic Officer

Eric Riedel, Ph.D.

Walden University  
2016

Abstract

Successful Strategies Used to Increase the Reading Comprehension of Second Grade

Students

by

Patricia Ann Reda

MA, Walden University, 2007

BS, Salem State College, 1991

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

June 2016

## Abstract

A southeastern elementary school evidenced many students with a consistent decrease in oral reading fluency (ORF) rates as the 2<sup>nd</sup> grade year progressed, leading to weakness in reading comprehension in the 3<sup>rd</sup> grade. Reading comprehension is critical for academic success, as students who merely decode words do not gain knowledge from the text. This qualitative case study explored the successful strategies, both inside and outside of the classroom, used by parents and teachers of this southeastern elementary school to positively impact the reading comprehension rates of 2<sup>nd</sup> grade students. Constructivism and transactional learning served as the conceptual frameworks for this study. Archival data were used to identify 66 students who had exited 1<sup>st</sup> grade having met expectations on the ORF assessment and who continued to meet expectations throughout 2<sup>nd</sup> grade. The parents of these students and their 6 teachers comprised the purposeful sample. Three parents and 3 teachers participated in the study, yielding 6 interviews and 1 teacher artifact for analysis. Open coding and thematic analysis were used. The common themes that emerged were daily reading, parental support, clear expectations, access to high interest books, small group instruction, and cooperative learning strategies that positively impacted reading comprehension in 2<sup>nd</sup> grade. The results of this study led to the development of a series of parent workshops and a series of teacher workshops that focus on reading strategies for use in the home and strategies for teachers to work effectively with parents. Implications for positive social change include providing the local site with research-based findings and a workshop series teaching successful strategies used by parents and teachers to increase student reading comprehension.

Successful Strategies Used to Increase the Reading Comprehension of Second Grade

Students

by

Patricia Ann Reda

MA, Walden University, 2007

BS, Salem State College, 1991

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

June 2016

## Dedication

This study and the work that went into developing the project are dedicated to my daughters, Taylor and Elyce. You are both extraordinary young women who can accomplish anything you decide to pursue. Daddy and I will always be your cheerleaders.

In addition to my own family, this study and project are dedicated to the students of the study site who deserve the best education possible and will always be part of my family.

## Acknowledgments

I would like to take this opportunity to thank my husband Chad for his unconditional support through this process. It has been a long haul, but you have always been my most important supporter, in whatever I have chosen to do. Thank you for always standing beside me and pushing me toward the finish.

Thank you to my parents for always supporting me, no matter how many bad choices I made along the way. I know you wanted more than circumstances allowed, and I have been able to accomplish your dreams by providing a positive role model for your grandchildren.

Thank you, Dr. Kennedy for pushing me to the limit. There were many times I felt I would never finish and could not complete one more revision. When I lost my motivation and began to question my ability, you pushed gently and got me back on track.

Thank you, Dr. Parent for your insight and “fine tooth comb” as I completed revision after revision of this document. Your insight made me think and helped me continue to move forward.

Finally, thank you to Peter Gaffney and Mark Rolewski for pushing me forward and always believing that I was capable of so much more than I ever thought.

## Table of Contents

List of Tables .....	vi
List of Figures .....	viii
Section 1: The Problem.....	1
Introduction.....	1
Definition of the Problem .....	1
Rationale .....	4
Evidence of the Problem at the Local Level.....	5
Evidence of the Problem from Professional Research.....	6
Definitions.....	9
Significance.....	10
Research Question .....	11
Review of the Literature .....	13
Conceptual Framework.....	15
Reading Comprehension.....	18
Phonemic Awareness/Phonics .....	20
Fluency.....	22
Vocabulary.....	25
Metacognition/Strategy Instruction .....	27
Parent Involvement .....	29
Home Literacy Support.....	30
Parent-Teacher Relationships .....	32
Parent-Teacher Conferences .....	33



Implications.....	34
Summary.....	34
Section 2: The Methodology.....	37
Introduction.....	37
Research Design and Approach.....	37
Participants.....	39
Gaining Access to Participants.....	40
Researcher Participant Working Relationship.....	43
Ethical Protection for Participants.....	44
Data Collection.....	45
Role of the Researcher.....	47
Participant Interviews.....	48
Data Tracking System.....	50
Data Analysis.....	50
Conceptual Frameworks.....	51
Reliability and Validity.....	52
Findings.....	52
Research Question 1: Strategies Inside the Classroom.....	53
Research Question 2: Strategies Outside of the Classroom.....	57
Research Question 3: Strategies to be Incorporated at Home.....	60
Conclusion.....	64
Section 3: The Project.....	65
Introduction.....	65

Description and Goals.....	65
Project Overview .....	65
Parent Workshop Series .....	66
Teacher Workshop Series .....	67
Project Goals.....	67
Parent Workshops .....	71
Teacher Workshops .....	72
Rationale .....	73
Review of the Literature .....	74
Discussion of the Project .....	92
Resources .....	93
Potential Barriers .....	94
Implementation .....	95
Parent Workshop Series.....	95
Teacher Workshop Series .....	100
Potential Resources and Existing Supports.....	103
Potential Barriers .....	103
Proposal for Implementation and Timetable.....	104
Roles and Responsibilities of Student and Others .....	105
Project Evaluation.....	106
Implications Including Social Change .....	108
Local Community .....	108
Far-Reaching.....	109

Conclusion .....	109
Section 4: Reflections and Conclusions.....	111
Introduction.....	111
Project Strengths .....	111
Project Limitations.....	113
Recommendations for Alternative Approaches .....	116
Address the Problem Differently .....	116
Alternative Definition and Solutions .....	117
Scholarship.....	118
Project Development and Evaluation.....	120
Leadership and Change.....	124
Analysis of Self as Scholar .....	126
Analysis of Self as Practitioner.....	127
Analysis of Self as Project Developer .....	127
The Project’s Potential Impact on Social Change.....	128
Implications, Applications, and Directions for Future Research.....	129
Conclusion .....	130
References.....	133
Appendix A: The Project.....	153
Appendix B: Letter of Invitation for Parents.....	1255
Appendix C: Letter of Invitation for School Personnel.....	1258
Appendix D: Parent Interview Protocol.....	1260
Appendix E: Teacher Interview Protocol.....	1262

Appendix F: Teacher Artifact.....	1264
Appendix G: Themes Revealed Through Data Analysis.....	1265
Appendix H: Parent Survey.....	1266
Appendix I: Teacher Program Evaluation.....	1267
Appendix J: Parent Program Evaluation.....	1268
Appendix K: Presenter Evaluation.....	1269
Appendix L: School Level Data Evaluation-Parent Involvement.....	1270
Appendix M: School Level Data Evaluation-Homework.....	1271

## List of Tables

Table 1. Overview and Goals for Parents Read to Kids Program.....	65
Table 2. Overview and Goals for Fresh Ideas for Teachers Program.....	66
Table 3. Themes Revealed Through Data Analysis.....	1265

List of Figures

Figure 1. ORF and NWF Comparisons. (Wireless Generation, 2010; 2011). .....6

## Section 1: The Problem

### **Introduction**

Using case study methods, I collected and analyzed interview data from the parents and teachers of successful second grade students. In Section 1, I define and discuss the local problem of decreased oral reading fluency rates that led to decreases in reading comprehension rates for students in second grade. Also included in this section is the rationale for choosing the problem to study, the significance of the problem at the local level, the questions that guided the research process for the study, a review of relevant literature supporting the local problem, and the implications for studying the local problem.

### **Definition of the Problem**

Researchers have found that many strategies contribute to and encourage successful reading comprehension (Adams, 1990; Berninger, Abbott, & Vermeulen, 2006; National Academy of Education, National Institute of Education, & the Center for the Study of Reading, 1986; National Reading Panel, 2000). Reading comprehension is an integral part of the reading process requiring both school and home support (Brassell & Rasinski, 2008; Kendeou, Van den Broek, White, & Lynch, 2009; Skinner et al., 2009). Strategies inside and outside the classroom have an impact on students as they engage in the reading process. Inside the classroom, students are dependent on teachers to provide instruction grounded in best practices. At home, students depend on their families to make educational pursuits a priority by providing support and encouragement when learning becomes challenging and celebrations when students find success. Both entities

must work together to ensure the success of each student. When parents and teachers work together to support each student, more students find success and feel empowered to accept the challenge of each new grade level throughout their educational career (Coleman & McNeese, 2009; Elish-Piper, 2012; Peterson et al., 2011).

From 1998 to 2010, the elementary school under study steadily decreased in the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Oral Reading Fluency (ORF) subtest scores (Wireless Generation, 2010). This decrease was more pronounced as students progressed from first grade to second grade. Students appeared to leave first grade on grade level and ready to transition from learning to read to reading to learn, based on end of year DIBELS assessment data and classroom based measures (CBM). However, with each subsequent DIBELS administration, more second grade students fell behind as evidenced by the ORF scores for each assessment. By the third and final DIBELS assessment, only 51% of second graders achieved benchmark status (ORF of at least 87 WCPM) and appeared to be fully prepared for third grade (Wireless Generation, 2010).

Programs such as *Fast ForWord* (2000, 2010, 2012) and *Success for All* (1998, 2004), techniques and materials from the *95% Group* (2007, 2009), and an overemphasis on building oral reading fluency did not have a positive impact on the reading comprehension rates of students in second grade (Florida Department of Education, 2008, 2009, 2010, 2011, 2012). Researchers have found that oral reading fluency is related to overall comprehension and can correlate to success on standardized assessments (Kluda & Guthrie, 2008; Tilestra, van den Broek, Kendeou, & Rapp, 2009; Wanzek et al., 2009).



The Nonsense Word Fluency (NWF) subtest measures the ability of the student to decode and blend sounds in three-phoneme made up words. The student score is based on the number of sounds correct in one minute and whether the student read the whole word or read the sounds in the word (Wireless Generation, 2009).

Second grade students at the study site evidenced only a 10% gain in the NWF subtest by the end of the second grade year (Wireless Generation, 2011). This was a concern because automatic word recognition (decoding) leads to fluent reading of text. Fluent reading of text leads to a greater understanding of what is read, and consequently, stronger reading comprehension (Berninger et al., 2006). Therefore, increased levels of oral reading fluency are crucial as students progress through second grade into third grade where text difficulty increases and the expectation is for students to read and comprehend independently. Students who are able to read at an appropriate rate have high levels of comprehension because they have more resources available for comprehension. Successful levels of comprehension in second and third grade provide students with the confidence and skills necessary to meet the challenges each new grade level brings.

Reading instruction that occurs in the classroom is a crucial component for student success (Armbruster, Lehr, & Osborn; 2001; National Reading Panel, 2000; National Academy of Education, the National Institute of Education, & the Center for the Study of Reading, 1986). Teachers must use sound instructional methods that incorporate research-based best practices to enable all students to succeed. However, students only spend a small portion of their day inside the classroom, focused on the direct instruction

and learning opportunities provided by the teacher. “Students live in two worlds: home and school. If these two worlds do not recognize, understand, and respect each other, students are put in a difficult predicament and very little learning can take place” (Ordonez-Jasis & Ortiz, 2006, p.42). The remainder of the day is spent in the home or neighborhood and other factors have a great impact on reading success. Families and teachers must work together for the good of each student. The educational support students receive at home can make the difference between a successful educational experience and one that is less than successful. Time spent at home on supporting homework, providing reading practice, and acknowledging school success can make the difference for many children. Some parents go above and beyond school level expectations to provide academic support for their children at home. Many of the strategies used by parents can lead to increased levels of reading comprehension.

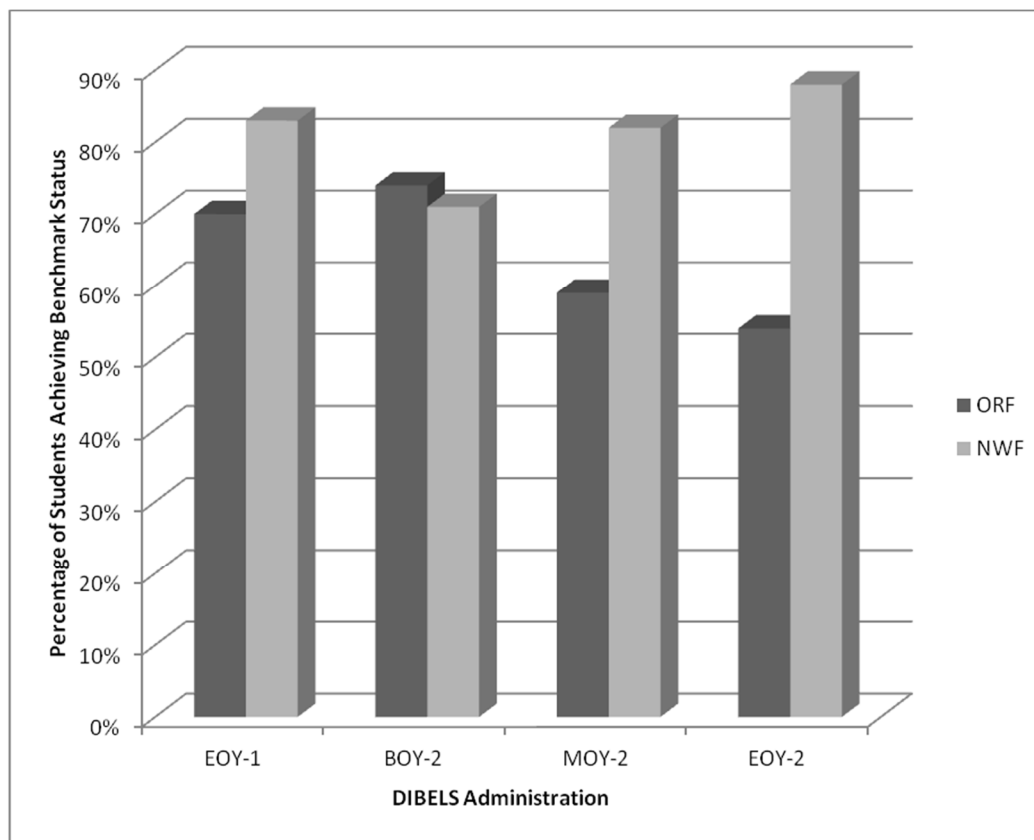
### **Rationale**

Research has shown a distinct relationship between ORF and reading comprehension (Applegate, Applegate, & Modla, 2009; Kendeou, et al., 2009; Riedel, 2007; Tilstra et al., 2009; Wise et al., 2010). Students who achieve benchmark level on the DIBELS ORF subtest are predicted to be successful at reading and comprehending grade level text in first and second grade (Wireless Generation, 2010). If students remain at benchmark level throughout second grade, they are predicted to successfully read and comprehend grade level text and achieve high levels of success on standardized assessments in third grade (Klauda & Guthrie, 2008; Riedel, 2007; Shelton, Altwerger, & Jordan, 2009; Wise et al., 2010). When students lack ORF, so much energy is put into

decoding that students have little resources available for understanding what is read, whether they are reading textbooks or material read for pleasure (Rasinski & Padak, 2001). In addition, students who remain at Benchmark level on the DIBELS NWF subtest are said to have adequate word recognition skills to automatically decode words, leading to increased oral reading fluency rates. Fluent reading of text leads to improved understanding of what is read and, consequently, stronger reading comprehension (Berninger et al., 2006).

### **Evidence of the Problem at the Local Level**

As a progress-monitoring tool, the study site administered the DIBELS assessment three times a year in second grade. According to the DIBELS assessment data, at least 70% of first grade students exited the school year on grade level in terms of the ORF subtest and the NWF subtest, and, therefore, were determined to be ready to meet the demands of second grade. The initial assessment in second grade generally evidenced a slight (10%) increase in the number of students who achieved Benchmark status on the ORF and the NWF subtests. However, as the year progressed, fewer students appeared to meet the expectations established by the DIBELS ORF subtest. By the end of the school year, only 51% of second grade students were able to meet benchmark expectations on the DIBELS ORF subtest. Figure 1 shows comparisons between the DIBELS ORF and NWF scores for students at the study site from the first grade end-of-year (EOY-1), second grade beginning-of-year (BOY-2), second grade middle-of-year (MOY-2), and second grade end-of-year (EOY-2) test administrations.



*Figure 1.* ORF and NWF comparisons (Wireless Generation, 2010; 2011).

### **Evidence of the Problem From Professional Research**

Students who continually struggle with ORF do not meet benchmark in ORF. Issues with decoding and ORF lead to limited reading comprehension due to the time and effort necessary for students to decode each word and make sense of what they read. Students who must stop to decode every sound and word do not have time or energy to devote to comprehension, making the act of reading an exhausting process with little gain (Turner, 2012). Limited success with reading comprehension impacts all content areas and causes students to fall further and further behind as expectations for independent reading and text difficulty increase. At school, teachers provide many opportunities for

students to practice fluent reading. At home, most students practice fluent reading when completing assigned homework (Berninger et al., 2006; Kim, Petscher, Schatschnieder, & Foorman, 2010). However, some students receive more fluency practice than others do; this additional practice leads to increased ORF levels and, eventually, increased levels of reading comprehension.

Decreased levels of reading comprehension for second grade students at the study site were a concern for many reasons. If students remained below grade level in reading throughout second grade, the students continue to fall further behind, limiting levels of success for the remaining years of education. High stakes assessments also begin in third grade and consequences become severe for students in the form of mandatory retention for those who score below expectation. The purpose of this study was to focus on successful reading comprehension strategies used by teachers and families of students in second grade to support the development of reading comprehension. Once identified, successful strategies can be shared with other teachers and families in an effort to increase the numbers of successful readers in both second grade and in future grade levels.

Silberglitt, Jimerson, Burns, and Appleton (2006) asserted that students who are retained in elementary school often fail to graduate from high school. It follows that increased levels of success in all grade levels will lead to fewer retentions and improved high school graduation rates. Strengthening reading comprehension levels for second grade students could lead to greater success on standardized tests in third grade, eliminating the possibility of mandatory retention. Over the last six years, an average of

25% of third grade students at the study site scored at the nonproficient level on the statewide-standardized reading assessment, putting approximately 20 to 30 students at risk for mandatory retention each year (Florida Department of Education, 2013; 2012; 2011; 2010; 2009; 2008). On the average, at least 9% of the third grade population of the study site district was retained each year (over the last six years) due to below grade level (nonproficient) performance on the standardized assessment (Mahramus, 2012, p. 234). Other safeguards were put in place to limit the actual number of retentions each year, including student work portfolios that demonstrated mastery of reading comprehension skills and two other opportunities to take a different standardized test to demonstrate mastery.

At least 30% of third grade students either completed the portfolio or passed the second assessment and were promoted to fourth grade (Study Site Document, 2012). However, students who scored at the nonproficient level on the assessment and were not retained entered fourth grade less prepared than grade level peers, and had a high chance of scoring at the nonproficient level on the fourth grade standardized reading assessment. A greater emphasis on strong reading comprehension in second grade could decrease the numbers of students in third grade who score at the nonproficient level on the assessment and consequently reduce the number of students in danger of mandatory retention.

In this study I examined strategies both inside and outside of the classroom that impacted success in reading comprehension for second grade students by exploring the strategies used by the parents and teachers of students who demonstrated high levels of success when faced with reading comprehension tasks. An awareness of strategies used at

home can help teachers provide appropriate instructional strategies in the classroom, leading to high levels of reading comprehension. As parents become aware of strategies found successful by other parents, more students may benefit from the additional time and focus on the reading acquisition process at home.

### **Definitions**

Current research identifies several terms that define reading and reading instruction. The following is a brief explanation of the special reading terms used in this study.

*Decoding:* The ability to make a one-to-one correspondence between the letters on the page and the sound associated with the letters to successfully read the word; the goal is to recall sounds automatically and read words rapidly (Beck, 2006).

*Fluency:* The ability to read at a fast pace and with expression. To read fluently, students must have many words in their repertoire that they can recognize automatically (Tompkins, 2006).

*Metacognition:* Thinking about what goes on in your head as you read (Keene & Zimmerman, 2007).

*Vocabulary development:* The words a student can recognize and define within the context of reading (Beck, McKeown, & Kucan, 2002).

*Reading comprehension:* The process used to understand what is read (Tompkins, 2006). The process includes activating prior knowledge, previewing the text, and interpreting the thoughts and ideas that occur throughout the reading (Tompkins, 2006).

## Significance

In this study I aimed to identify strategies that have a positive impact on reading comprehension in second grade. The study is worthy of scholarly attention for several reasons. Second grade DIBELS ORF subtest scores have historically shown a decline for at least the past ten years across the surrounding study site district (Wireless Generation, 2009). District level administrators have attempted to change this situation by adopting various programs and techniques that have not been as successful as predicted (Florida Department of Education, 2012; 2011; 2010; 2009; 2008). Programs such as *Fast ForWord* (2000, 2010, 2012), which focuses on phonological awareness, the *Success For All* (1998, 2004) reading program, which focuses on ability grouping and intensive phonics support have been implemented at various schools, particularly those that qualify for Title 1 financial support (Brightman, 1998, p. 28).

In addition to the adoption of new reading programs, techniques such as intensive reading interventions for struggling students using the *95% Group* (2007, 2009) phonics based approach, and a greater emphasis on building oral reading fluency are some of the techniques adopted by the district over the last 10 years to strengthen reading comprehension in all grade levels. Although these programs and techniques are still used in some schools, there has been little improvement in second grade reading comprehension (Florida Department of Education, 2012; 2011; 2010; 2009; 2008). Students need intense support in second grade to become adequately prepared for the rigors of third grade, standardized testing, and expectations for educational attainment in the future. Low levels of success in second grade can result in mandatory third grade



retention and the damages associated with retention such as low self-esteem and the possibility of exiting school prior to graduation (Silberglitt, Jimerson, Burns, & Appleton, 2006). Because in this study I had as a major focus home support for reading, it holds significant potential to serve as a catalyst for increasing parental support while simultaneously improving second grade reading comprehension levels across the surrounding study site district.

### **Research Questions**

Over the last 25 years, many researchers have sought to determine the appropriate method for teaching reading (Adams, 1990; Flesch, 1955; Harvey & Goudvis, 2007; National Academy of Education, 1986; National Institutes of Children's Health and Development, 2000). During this time, many instructional strategies and reading programs have been added to daily reading instruction in an attempt to improve student achievement in reading. Research completed and compiled by Adams (1990), Flesch (1955), and Harvey and Goudvis (2007) has helped teachers to refine strategies and become more effective in the classroom. The National Institutes of Children's Health and Development (2000) and the National Academy of Education (1986) also compiled and disseminated research which provided educators with five distinct components of reading instruction, methods for effectively teaching decoding, connections between oral reading fluency and comprehension, connections between vocabulary development and comprehension, and guidelines for professional development for reading instruction. In addition, this research provided educators with examples and sound methods for teaching reading that are still in use today.

Although many researchers (Adams, 1990; Flesh, 1955; Harvey & Goudvis, 2007; National Academy of Education, 1986; National Reading Panel, 2000; Tompkins, 2006) have focused on the area of reading instruction, few have made the distinction of observing what happens to reading instruction between first and second grade (Armbruster, Lehr, & Modla, 2009; Rasinski & Padak, 2001). Some studies have focused on the connection to the DIBELS assessment but only for one specific grade level, never comparing the results for the same students in both first and second grade (Meisinger, Bradley, Schwanenflugel, & Kuhn, 2010; Riedel, 2007; Shelton et al., 2009). In addition, many studies have focused on attendance rates, parent-teacher relationships (Bartel, 2009; Coleman & McNeese, 2009; Ediger, 2008; Hornby & Lafaele, 2011; Korkmaz, 2007; Peterson et al., 2011; Zaoura & Aubrey, 2010) and working with diverse families (Bower & Griffin, 2011; Brown & Brandon, 2007; Falk-Ross, Beilfuss, & Orem, 2010) but few have focused on how such strategies impact reading comprehension. More research in the area of strategies used at home and at school, which promote successful reading comprehension for students in second grade, is necessary to provide adequate comprehension support for students. For this study, I focused on the following research questions:

1. What strategies used inside the classroom have a positive impact on second grade reading comprehension rates?
2. What strategies used outside of the school day have a positive impact on second grade reading comprehension rates?

3. What strategies can be incorporated at home to support the reading comprehension of second grade students as text difficulty in the curriculum increases?

### **Review of the Literature**

Both teachers and researchers agree that the goal of reading instruction is comprehension (Shelton et al., 2009). In 2000, the National Reading Panel (NRP) was convened to assess the available research-based practices related to reading instruction and provide possible recommendations for improving classroom level reading instruction (Report of the National Reading Panel). The NRP report focused on the following topics: alphabetic (phonemic awareness and phonics), fluency, comprehension, teacher education, and technology (Report of the National Reading Panel). Recommendations and options for further research for each topic were provided in an attempt to improve practice and extend research in reading instruction. Then, in 2001, Armbruster, Lehr, and Osborn created a guide for teachers that summarized the research presented in the NRP report and covered the following areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension (2001). The authors provided an explanation and suggestions for instruction for each topic, as well as a means for evaluating instructional programs.

Recent reading instruction has evolved to focus on these five areas: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Classroom instruction that encompasses all five areas is crucial to the development of reading comprehension, the expected outcome for reading instruction. In this study I explored strategies that impact

reading comprehension for students in second grade. Strategies inside the classroom such as appropriate reading instruction and ample time for practice have a great impact on successful reading comprehension for any group of students. Factors outside of the classroom such as attendance rates, parent involvement, and the student-teacher/parent-teacher relationship also have a great impact on successful reading comprehension. The issue at hand is that of a steady decrease in ORF assessment rates as students progress through second grade. Students must be able to accurately and automatically identify words to successfully comprehend text. This automatic recall frees up other resources such as memory and processing that enable students to create meaning from text. In the case of the study site, ORF scores demonstrate at least a 16% decrease by the third and final ORF assessment for the school year. Many strategies have an impact on oral reading fluency and comprehension for students in second grade, both in school and at home. Therefore, I focused on strategies inside and outside of the classroom, that have a positive impact on reading comprehension for students in second grade and successful strategies that can be incorporated at home that positively support reading comprehension.

This review begins with the theoretical frameworks of constructivism and transactional learning which serve as the foundation for this study. Next, the review is organized by the sub skills: phonemic awareness/phonics, fluency, vocabulary development, and metacognition/strategy instruction, describes research/theoretical frameworks related to reading comprehension and addresses how each sub skill correlates with successful reading comprehension for all students. Following that, the review continues with strategies outside of the classroom that have a positive impact on student

reading comprehension such as parent involvement, home literacy support, and parent-teacher conferences.

Resources for this review were found using Boolean search terms such as: reading comprehension in second grade, reading comprehension, comprehension AND second grade and primary AND comprehension, parent involvement AND reading comprehension, parent involvement AND reading, family involvement AND reading, and family involvement AND literacy, home-school connections AND reading comprehension, home literacy, home support for reading, teachers AND family involvement, attendance rates AND reading comprehension, parent AND teacher AND relationships, and parent AND teacher AND conferences. Education databases such as ERIC, Academic Search Complete, Educational Research Complete, PsychArticles, and SAGE were used to locate appropriate articles. I viewed the Abstract, Introduction, and Method sections to determine appropriateness for this study.

### **Conceptual Framework**

The conceptual frameworks of constructivism and transactional learning served as the foundation for this study. In this study I investigated strategies both inside and outside of the classroom that impact reading comprehension in second grade and identified strategies that can be incorporated at home to support increased levels of reading comprehension. The process of teaching reading is rooted in the constructivist findings of Piaget (1952) and Vygotsky (1978), which asserted that children make connections between new knowledge and previous knowledge (Bransford et al., 2000). As students explore and interact with the environment, new knowledge is acquired through

connections to what is already known or prior knowledge (Mooney, 2000; Morrow & Dougherty, 2011). This prior knowledge is used to build on or construct new knowledge and help students make sense of the world (Bransford et al., 2000).

The reading acquisition process is dependent on the prior knowledge of the students to construct understanding and successfully comprehend what is read (Kendeou, Van den Broeck, White, & Lynch, 2009; Oulette & Beers, 2010; Wise et al., 2010). According to Piaget, real learning takes place when children interact with others in a social setting (Morrow & Dougherty, 2011). Previous experiences with language, including play with sounds and decoding, are the foundation upon which reading comprehension relies. Sweet and Snow (2003) contended that the reading acquisition process begins with understanding the connection between sounds and written language. This understanding is the foundation for reading and leads to decoding, fluency, and finally, comprehension (Brassell & Rasinski, 2008).

The socioconstructivist findings of Vygotsky highlight the importance of interaction and collaboration (Garcia, Pearson, Taylor, Bauer, & Stahl, 2011). Children make meaning and construct knowledge through active participation in the learning process. Children need to actively discuss new information to make connections to information about concepts previously stored to make predictions, generalizations, and inferences (Morrow & Dougherty, 2011). As children work through the reading acquisition process, connections are made to previous lessons and concepts, including sounds and decoding practices that lead students to correctly sound out, understand words in context, and comprehend at the passage level.

My study revealed strategies used by parents and teachers that positively support the reading acquisition process, particularly reading comprehension for students in second grade. Interview data revealed the connections made by teachers and parents to phonics lessons for decoding support, additional fluency practice, comprehension-building strategies, and the effect each has on reading comprehension. In addition, the socio-cultural aspects of Vygotsky's theory could be present in the classroom. Interview data revealed the use of discussion to enhance and extend comprehension; the data revealed that teachers use collaborative techniques such as cooperative groups as a means for improving comprehension in second grade. Language plays a primary role in communication with others and social experiences, providing students with opportunities to "... build a bridge between the socio-cultural world and mental functioning..." (Berk & Winsler, 1995, p. 13).

The transactional learning model of Rosenblatt asserted that students bring their own background knowledge and cultural experiences to text to further understanding through connections (Connell, 2008). Such connections improve reading comprehension as children construct meaning from the text based on individual interpretations. In addition, students gain experiences from interactions with text, leading to high levels of personal engagement, emotional response to text, and enriched discussions in which students share thoughts and make judgments about the text (Connell, 2008). The study focused on interactions with text that occur both at home and at school that have a positive impact on reading comprehension for second graders. The transactional learning

framework was evident in the manner in which teachers and parents provide support for students in second grade.

### **Reading Comprehension**

According to Sweet and Snow (2003), reading comprehension develops as students begin to recognize a relationship between the printed representation of words and the accurate decoding of those words while creating connections to previous knowledge and creating meaning. This explanation emphasizes the skills necessary for understanding to occur, specifically, word recognition, accurate decoding, and successfully connecting new information to previous learning to make sense of what is read. Most experts agree that a relationship exists between reading comprehension and decoding, oral reading fluency, and oral language development, but there is disagreement as to which skills are the most important and how each affects student comprehension (Kendeou et al., 2009; Oulette & Beers, 2010; Wise et al., 2010). Students are required to read both at home and in school. Key strategies are learned in both places that impact comprehension, the study explored the strategies used by parents and teachers of successful students and revealed additional strategies that increase proficiency in decoding, oral reading fluency, and oral language and ultimately improve student reading comprehension.

The National Academy of Education (1986) determined that phonemic awareness, phonics, fluency, and vocabulary contribute to reading comprehension. While not all of the components deal directly with creating meaning, all are necessary for creating the conditions suitable for allowing the reader to focus on comprehension (Brassell &



Rasinski, 2008). In some cases, the attainment of certain subskills is used to make predictions about future success with reading comprehension. Subskills such as successful decoding, appropriate levels of oral reading fluency, oral language skills, and vocabulary development are used by many to predict future success as text difficulty increases and standardized assessments. Of the skills, decoding is the most commonly used subskill for making comprehension predictions (Cartwright, Marshall, Dandy, & Isaac, 2010; Kendeou et al., 2009).

Adlof, Catts, and Little (2006) stated that all of the subskills are necessary for complete understanding of what is read but oral reading fluency was found have the least impact on reading comprehension. Other experts noted that successful comprehension relies less on memorization and letter-sound correspondence and more on the speed and automatic recognition of words (Adams, 1990; Berninger, 2006; Cartwright et al., 2010). If students have difficulty with decoding, meaning is lost because students are focused solely on decoding and not understanding what is read (Adlof et al., 2006).

Most studies on the subject of reading comprehension have focused solely on classroom instruction, not how parents support and encourage reading development at home. The research generated by this study has led to a better understanding as to the impact of parents and home support on reading comprehension in second grade. In addition, this study provided previously unknown strategies or methods used by families that positively affect reading instruction, leading to the development of a parent-training program that replicates those strategies and methods. Such a program could enable schools to reach more students and increase levels of reading comprehension in second

grade, leading to fewer retentions and improved self-confidence for students as they move forward in elementary school.

### **Phonemic Awareness/Phonics**

Since 1955, experts have debated the role of phonics instruction and decoding in the reading process. Flesch (1955) created a manual for parents explaining how to teach phonics at home so that children would be better prepared for school. According to Flesch, without phonics instruction, children have no strategies to use when encountering unknown words and might as well guess (Flesch, 1955). Most researchers agree that the purpose of phonics instruction is to develop the ability to decode words (Beck, 2006; Rasinski & Padak, 2001). However, others contend that there is more to word recognition than merely letter sound correspondence and memorizing the alphabet (Beck, 2006; Adams, 1990). Although many theorize that the purpose of teaching phonics is for children to learn the alphabetic principle, the National Academy of Education determined that the actual goal is for the alphabetic principle to become an operating principle in that children use the knowledge and information gained to recognize known words and independently decipher unknown words (National Academy of Education, 1986).

Experts have agreed that rapid word recognition can contribute to successful reading comprehension (Adams, 1990; Berninger, 2006; National Academy of Education, 1986; Verhoven & VanLeeuwe, 2008). When children become more proficient at decoding words, less working memory is required for decoding, making the working memory available for constructing meaning from the text (Turner, 2010). Most researchers agree that automatic word reading is accurate and fast, leading to high levels

of success with reading comprehension (Adams, 1990; Beck, 2006; Cartwright et al., 2010; Dandy, & Isaac, 2010; Turner et al., 2010). However, some experts disagree with the supposition that comprehension begins when decoding is mastered.

Adlof et al. (2009) asserted that word recognition is just one of the skills necessary for successful reading comprehension and listening comprehension is the other. In addition, this group of experts contends that accurate word recognition may not be enough for successful reading comprehension. Other researchers have theorized that deficits in decoding do not necessarily lead to deficits in reading comprehension (Dooley, 2010; Scull, 2010). Too many "...beginning and struggling readers view reading as an exercise in decoding- in "getting all the words right"- with little attention to meaning" (Cartwright et al., 2010, p.62).

Although many researchers have proven the positive impact of decoding on successful reading comprehension, successful decoding does not automatically lead to successful reading comprehension (Scull, 2010). Further, Scull (2010) recommended that teachers move away from an emphasis on decoding and focus on other opportunities to improve comprehension. Techniques such as repeated exposure to connected text, additional practice reading words in context, and teaching decoding in context, not isolation are recommended (Scull, 2010; Turner, et al., 2010; Rasinski & Padak, 2001).

In most studies of this kind, researchers have focused on classroom instruction in phonics and decoding, specifically mastery in phonics before meaning construction, not necessarily what happens at home. While teachers have an impact on how students progress through the reading process, what happens at home can have a great impact due

to the amount of time spent in both places. In this study, I focused on the contributions of both parents and teachers on successful reading comprehension. Interviews with parents and teachers revealed successful decoding techniques or strategies used that have a positive impact on student comprehension.

### **Fluency**

Fluency is defined as the ability to read text quickly, accurately, and with expression (Tompkins, 2006). According to Vaessen and Blomert (2010), strong phonemic awareness and rapid, automatic letter naming are skills necessary for building fluency. Experts agree that most students become fluent readers between first and second grade due to the extensive practice offered as students master decoding (Miller & Schwanenflugel, 2008; Schwanenflugel et al., 2006) and students who are fluent readers are considered to be more successful than those who are less fluent (National Reading Panel, 2000).

Other researchers have suggested a relationship between fluency and comprehension, especially in the early stages as children acquire decoding skills (Valencia et al., 2010; Wise et al., 2009). In addition, research indicates fluent readers are predicted to be more successful with grade level tasks and standardized assessments (Applegate et al., 2009; Wanzek et al., 2009) and fluency rates for struggling readers continue to decline as students progress through each grade level as passage length and text complexity increases (Benjamin & Schwanenflugel, 2010). Finally, O'Connor, Swanson, and Geraghty (2010) suggested that fluent readers read up to three time more words per minute than less fluent readers, leading to growth rates of half as much for

struggling readers at a time when passage length is increasing and reading comprehension is crucial for future success.

Experts in the field continue to search for ways to make predictions about future student achievement. The DIBELS ORF subtest measures the fluency rate of students using words correct per minute (WCPM) and can provide valuable information for teachers in terms of predicted reading success or possible reading deficits (Wireless Generation, 2009). According to Kim, Petscher, Schatschnieder, and Foorman (2010), results from the fall DIBELS ORF assessment correlate positively to reading comprehension rates in third grade. Further, "... once ORF is accounted for, children's accuracy and fluency in phonemic awareness, letter names, and decoding words are not expected to make additional contributions to reading comprehension" (Kim et al., 2010).

Although WCPM is a widely accepted method for measuring fluency, experts continue to question the validity and accuracy of this measure (Valencia et al., 2010). The WCPM measure is considered by some to be a measure of word recognition, not comprehension and researchers question the emphasis placed on speed rather than on actually comprehending what is read (Valencia et al., 2010). Shelton et al. (2009) contended that the type of text has more bearing on rates of fluency than just wcpm and have determined that students read for understanding when presented with a piece of literature but as fast as possible when provided with a fluency practice passage. Therefore, fluency rates vary depending on the interaction a student has with text (Shelton, et al., 2009).

Finally, other researchers suggest that other elements of fluency, such as prosody and passage comprehension would be more accurate measures (Valencia, et al., 2010) and that the emphasis on reading quickly can penalize students who attempt to find meaning while reading (Riedel, 2007). Wise, et al. (2009) contended that accuracy alone does not correlate positively with reading comprehension. Rather, accurate reading combined with rapid word recognition can lead to stronger comprehension (Wise, et al., 2009).

Many educators have become concerned with the emphasis placed on ORF over the last several years and feel that we are creating a generation of *word callers*. To many, *word callers* are students who can read accurately and quickly but do not understand what is read and are often perceived as struggling students. However, Meisinger et al. (2010) found that many students identified as *word callers* did have lower fluency rates but were not at any greater risk of reading difficulties than students not identified in this category.

To determine the population for this study, I asked the principal's designee to analyze DIBELS ORF scores in order to identify students who were successful with reading comprehension from the end of year first grade and throughout second grade at the study site. This group of parents and teachers were invited to participate. In this study I explored strategies used at home and in the classroom that have a positive impact on reading comprehension in second grade. The interviews revealed previously unknown strategies that build oral reading fluency, and in building fluency, positively affect reading comprehension.

## Vocabulary

Hart and Risley (1995) defined vocabulary as “all the words a person knows, can understand, and use” (p. 6) and vocabulary use is “how many things, actions, and relations a child talks about from day to day” (p. 143). Graves (2006) contended that the average third grade student has a working vocabulary of at least 10,000 words and learns at least 3,000 new words per year. This learning of new words has a great impact on building vocabulary and eventually, comprehension. Researchers have agreed that there are too many words for which teachers can provide direct instruction and others must be learned through wide reading that contains both familiar and unknown words (Beck & McKeown, 2002; Graves, 2006; Tompkins, 2006). There is hope, experts suggest that a combination of direct teaching and wide reading can lead to greater vocabulary development (Elleman, Lindo, Morphy, & Compton, 2009; Graves, 2009; Tompkins, 2006). Daily vocabulary instruction should include words from reading instructional materials and multiple opportunities for students to apply new word knowledge in several contexts including various subject areas, and text genres (Adams, 1990; Beck & McKeown, 2002; Block & Mangieri, 2006; David, 2010).

Researchers have indicated a relationship exists between level of vocabulary development and reading comprehension that is evident across grade levels (David, 2010; Verhoven & Van Leeuwe, 2008) students with smaller vocabularies often have limited success in reading (Berninger, 2006; Block & Mangieri, 2006; Graves, 2006; Tompkins, 2006; National Reading Panel, 2000). Elleman et al. (2009) noted that both vocabulary instruction and vocabulary development are integral pieces to an effective means for

enhancing reading comprehension. Finally, the National Reading Panel (2000) specified that both vocabulary and comprehension involve deriving meaning from text but at different levels, vocabulary entails deriving meaning from individual words while comprehension entails deriving meaning from larger units of text.

According to Adams (1990), the most important way to build vocabulary is for students to have meaningful experiences with words in context, including reading meaningful texts. Researchers have agreed that the most effective method for building vocabulary is to have students engage in wide reading of books that contain unknown words (Adams, 1990; Beck & McKeown, 2002). Block and Mangieri (2006) suggested that at least 61% of English words are learned from context; the ability to correctly identify unfamiliar words leads to a larger vocabulary and the prediction of greater success in reading (National Reading Panel, 2000).

Elleman et al. (2009) have suggested that instruction in vocabulary is more effective for students who are already proficient in reading than for those who are not. Further, Verhoven and Van Leeuwe (2008) have proposed that, after students develop proficient decoding skills, weak vocabulary and listening skills have a greater impact on reading comprehension. Block and Mangieri (2006) have also suggested that the ability to comprehend text increases as vocabulary level increases and as comprehension skills increase, the ability to learn new words in context increases as well. In contrast, the National Reading Panel (2000) contended that a relationship exists between reading ability and vocabulary size.



In spite of the clear relationship between reading ability and vocabulary size, it is difficult to demonstrate that vocabulary instruction has a positive impact on reading ability (National Reading Panel, 2000). Most studies on vocabulary development focus on the impact of the teacher and classroom instruction. The proposed study will explore how strategies used at home by families and parents positively impact reading comprehension for students in second grade. According to Graves (2006), children from low socioeconomic homes have half the vocabulary as those from higher socioeconomic homes. The study site is designated an at-risk school, 90% of the student population qualifies for free or reduced lunch. This study revealed strategies used at home that have a positive impact and could be replicated by other parents in an attempt to increase levels of second grade reading comprehension.

### **Metacognition/Strategy Instruction**

Instruction in metacognitive strategies can lead to improvements in reading comprehension and critical thinking when comprehension falls apart (National Reading Panel, 2000). Researchers have agreed that teaching, modeling, and practicing metacognitive strategies can lead to improved comprehension (Parker & Hurry, 2007). However, teachers often teach such strategies in isolation which leads to difficulty in independent transfer for many students (National Reading Panel, 2000). Harvey and Goudvis (2007) have suggested that teachers must teach comprehension strategies purposefully so that students are able to apply those strategies to any text they encounter. Experts agree that students need strategies to improve comprehension abilities (Harvey & Goudvis, 2007; Massey, 2007; Veeravagu, Methusamy, & Michael, 2010). However,

such instruction should be based on the gradual release of responsibility from teacher to student (Harvey & Goudvis, 2007; Keene & Zimmerman, 2007; Scull, 2010). Keene and Zimmerman (2007) have suggested extensive modeling by the teacher with various kinds of text, "... creating a safe and stimulating environment for students to practice the strategies in their own reading" (p. 11). In addition, Scull (2010) has indicated that students need an understanding of the strategies available, when to apply each strategy, and why each strategy helps with understanding what is read.

Veeravagu et al. (2010) have proposed a relationship between a students' level of thinking and the ability to answer questions correctly, students need strategies to improve their ability to answer questions. Answering questions after reading is a common method of assessing understanding what is read. Massey (2007) contended that any instruction should be tailored to meet the needs of all students; talking is the best way for students to reflect on the text and extract meaning, not just read and answer questions. Keene and Zimmerman (2007) cautioned educators that the goal of teaching comprehension strategies is to "... enable students to read with deeper, longer-lasting understanding. We should never lose sight of that goal" (p. 33). Researchers have agreed that the goal of strategy instruction is to provide students with a collection of strategies to call upon when necessary that lead to greater understanding and engagement with text, self-regulation, and reading competency (Harvey & Goudvis, 2007, National Reading Panel, 2000).

Above all, " We must have the goal of educating children to become real readers, not simply students who answer test questions correctly but leave school with no interest in picking up a book ever again" (Keene & Zimmerman, 2007, p. 31). Educators spend a

great deal of time focused on preparing students for high stakes assessments. This may create a large group of students who only read when required and never learn the enjoyment of engagement with a great book or series of books. More time spent wide reading can make the difference for many students who begin to see the joy but change their attitude when faced with required tasks such as test preparation.

In this study I determined metacognitive strategies used by parents and teachers that positively impact reading comprehension. Such strategies related to decoding, fluency, vocabulary, metacognitive strategies, or a combination. The data collected generated a collection of activities and strategies previously untried or unknown to other parents and teachers that can be replicated, leading to increased numbers of students who experience success with reading comprehension.

### **Parent Involvement**

Parent involvement is on the decline in many communities. As economic needs outweigh support of the school, many teachers are feeling frustrated and overwhelmed themselves. Parent involvement can take many shapes and sizes depending on the school and the community. However, most teachers see the value in including parents and making a home-school connection for the sake of the students. Some researchers note that parent involvement entails caring for basic needs such as food and shelter (Korkmaz, 2007). Others indicate that parent involvement moves beyond basic needs to focusing on quality parent-teacher interactions and open lines of communication (Brandon, 2007; Farrell & Collier, 2010). Regardless of the definition and focus, researchers have agreed

that parent involvement is an important aspect of education and necessary for success (Bartel, 2009; Bower & Griffin, 2011; Hornby & Lafaele, 2011).

According to Braeck (2010), teachers perceive parent involvement to be positive but limit the influence of parents at school. Teachers expect parents to support classroom and school based decisions in front of the students, help with homework, and encourage students to put forth the best effort while at school (Braeck, 2010). However, teachers insist that they are the professionals, parents should respect their professional status and not question classroom, and school based decisions (Braeck, 2010). In addition, Zaoura and Aubrey (2010) agreed that teachers have specific expectations for parents, including maintaining contact with the school and attending parent meetings. However, Zaoura and Aubrey also agreed that teachers want involvement on their terms and do not expect parents to help in the classroom or to fill leadership roles within the school.

In this study I examined how parents support successful students at home. At this time, the level of parent involvement for this was not shared with me. However, the data collected through the interview process may provide a correlation between the support provided at home and the levels of parental involvement at school. Furthermore, this experience could lead to additional research in the area of parent involvement and successful reading comprehension for students in second grade.

### **Home Literacy Support**

In the beginning stages of literacy, parents fill an important role by providing experiences with books. According to Dooley (2010), early interactions with books lead children to more conventional reading behaviors, as they grow older. As conventional

reading behaviors increase, student comprehension behaviors increase (Dooley, 2010).

While many teachers believe that home support for literacy should include homework support and encouragement (Braeck, 2010; Zaoura & Aubrey, 2010) others have

determined that encouragement is the most important form of support parents can give (Coleman & McNeese, 2009; Petersen, et al., 2011). According to Coleman and

McNeece (2009), student motivation has the greatest impact on student achievement.

Peterson, et al. (2011) determined that parent support at home in the form of support and

encouragement for learning lead to improved levels of student motivation, especially in

collaboration with teachers and the school. Further, Elish-Piper (2012) suggested that

parents truly want to support their children but they are often afraid or lack the skills

necessary. According to Elish-Piper, parents often feel judged and inadequate in certain

content areas to provide appropriate support for academic homework. Finally, Bartel

(2009) indicated that children learn more when parents are involved in education but they

lack confidence in their own abilities to provide academic support and seek opportunities

to find out how they can better help their children succeed educationally.

In this study I identified ways in which parents support students who demonstrate

success in reading comprehension. This study led to the identification of various

strategies and techniques that have proven successful for this group of students can be

shared with other parents. Due to the sharing of this collection of strategies and

techniques, the study site may see improvements in reading comprehension in second

grade as well as other grade levels. In addition, this collection of strategies and

techniques can be shared with teachers, therefore affecting more students at the study site.

### **Parent-Teacher Relationships**

Many experts agree that students are more successful when a collaborative relationship exists between the parent and the teacher (Bower & Griffin, 2011; Brown & Brandon, 2007; Cheatham & Ostrosky, 2009; Falk-Ross, Beilfuss, & Orem, 2010; Petersen, et. al., 2011). According to Bower and Griffin (2011), teachers need to work at redefining and cultivating relationships with parents, especially in low socioeconomic schools. Teachers must take an active role in establishing relationships and maintaining open lines of communication. Brown and Brandon (2007) determined that positive relationships and open lines of communication with parents could lead to a narrowing of the achievement gap. Teachers rely on parents to motivate and encourage students both at home and at school, this motivation is key to the success of any student (Coleman & McNeese, 2009). Developing appropriate relationships leads to better collaboration between home and school, leading to high levels of student success (Peterson, et al., 2011). Finally, Hornby and Lafaele (2011) determined that parent involvement has shown positive effects for all age groups. Further, strong parent-teacher relationships can lead to better student attitudes, fewer behavioral incidents, and more support for learning at home and school (Bower & Griffin, 2011).

In this study I identified successful strategies used at home and school that have a positive impact on reading comprehension in second grade. Sharing strategies used at home could lead to improved parent-teacher relationships because parents and teachers

have the same goal: student success. Sharing insights and techniques from the data collection with the parents and teachers could improve lines of communication and lead to increased levels of parent involvement at the study site while improving parent-teacher relationships.

### **Parent-Teacher Conferences**

In terms of parent support, teachers often cite parent teacher conferences as a means for establishing and maintaining communication. According to Ediger (2008), quality parent-teacher conferences can help teachers to secure cooperation from parents and can encourage school-level involvement. Cheatham and Ostrosky (2009) suggested that a critical element of parent-teacher conferences involves providing adequate wait time for parents during conferences. Such time allows parents to reflect on the observations and questions of the teacher and provides additional opportunities for parents to formulate their own questions and generate input, which strengthens the parent-teacher relationship (Cheatham & Ostrosky, 2009). Furthermore, Markstrom (2011) encouraged teachers to allow parents to be an integral part of the conference process by setting the agenda collaboratively. Markstrom asserted that parents need to be active participants in the process so that the student remains the focus of the meeting (Markstrom, 2011). Finally, Flanagan (2011) recommended a problem solving approach to parent conferences during which the focus remains on helping the student and not allowing emotions to overtake the conference. The results of this study did not yield strategies used by teachers during conferences, which effectively support parents and students through this process.

### **Implications**

The results of this study led to the development of a series of parent workshops that focus on reading comprehension strategies used by parents and teachers of successful second grade students that were identified through the process of data collection and analysis. The shared strategies were integrated into a series of parent workshops that will provide parents with useful, successful strategies for use at home that promote high levels of reading comprehension. The workshop series provides parents with the means for educational support and increases parental involvement at the study site. When parents feel comfortable and equipped to provide support, feelings toward participation in school events may soften, leading to increased levels of positive home and classroom support for students in second grade. Students who have increased rates of reading comprehension have a better chance of success on standardized assessments, a higher probability of success in the future, and the possibility of becoming life-long readers (Adams, 1990). Another possible implication for this study is improved parent-teacher relationships at the study site. As parents become more comfortable participating in school events, relationships with teachers may improve as well. Parents and teachers may begin to feel less threatened by parent-teacher conferences and become more eager to work together as a team for the educational support of all students.

### **Summary**

Second grade reading comprehension levels at the study site have been on the decline for the past 12 years (Florida Department of Education, 2012; 2011; 2010; 2009; 2008). In spite of efforts by the district, second grade scores continue to decline.



Students who enter third grade unable to read and successfully comprehend on grade level independently will struggle significantly as text difficulty and content area demands increase. This significant struggle with third grade level material will cause students to fall further and further behind, leading to limited levels of success as the year progresses and little opportunity to master grade level expectations that are measured by the third grade standardized assessment. Students who score at the nonproficient level on the assessment risk mandatory retention. Currently, 20% of third graders at the study site are retained due to scoring at the nonproficient level on the standardized test (Florida Department of Education, 2012; 2011; 2010; 2009; 2008). This study is significant to parents and teachers both at the study site and across the district because increased levels of reading comprehension in second grade could lead to higher levels of achievement in third grade, on standardized assessments, and success in the future, as text difficulty and cognitive demands increase. The Review of Literature discusses many components of reading but focuses on the prerequisite sub skills associated with reading comprehension and strategies outside of the classroom that impact reading development.

The purpose of this study was to explore strategies both inside and outside of the classroom that have a positive impact on reading comprehension for students in second grade. Implications for this study include the development of a series of parent workshops designed to provide parents with useful strategies to support reading at home and a teacher workshop designed to open lines of communication and strengthen parent-teacher relationships at the study site. The successful strategies shared by the teachers and parents could easily be integrated into training modules that present easy ways for parents

to support education at home. Section 2 provides a description of the methodology that used to conduct the study. The project developed as a result of the study is presented in Section 3. Also included in Section 3 is the rationale for how the project addresses the identified problem, a review of literature related to the project, resources necessary to complete the project, an evaluation of the project, and possible implications for the completion of the project. Section 4 highlights strengths and weaknesses of the project, alternate definitions/solutions for solving the problem differently, and a discussion of what was learned from completing the project. In addition, Section 4 includes a reflection of the researcher as a scholar, practitioner, and as a project developer. The final sections include appendices featuring documents, artifacts, and protocols used for this study, and references for all resources used in the completion of this study.

## Section 2: The Methodology

### **Introduction**

The purpose of this study was to explore the reading strategies used by parents and teachers of second grade students who remain successful and continue to meet grade level expectations for oral reading fluency and reading comprehension throughout the school year. The goal of this study was to identify strategies that contribute to successful reading comprehension for students in second grade. I explored strategies both inside and outside of the classroom to determine which strategies used by parents and teachers have a positive impact on second grade reading comprehension.

### **Research Design and Approach**

I employed qualitative methods to explore successful strategies and skills used by second grade students, their teachers, and families that support the development of successful reading comprehension. The qualitative method most suited for this type of research is the case study model. The case study methodology allowed the researcher to explore a bounded system, in this case, teachers and families of second grade students and develop an in-depth description of the phenomena of success in reading comprehension (Filstead, 1970; Hancock & Algozzine, 2006; Hatch, 2002; Merriam, 2009). The exploratory nature of case study methodology allowed me to investigate a specific phenomenon within context, leading to a richer, more in-depth understanding of the phenomenon (Filstead, 1970; Hancock & Algozzine, 2006; Hatch, 2002; Merriam, 2009). This study took place at my previous school where levels of successful reading comprehension have declined each year as evidenced by classroom-based measures

(CBM) and standardized assessment scores (Florida Department of Education, 2012; 2011; 2010; 2009; 2008).

The topic of reading comprehension in second grade is of interest for several reasons. First, reading comprehension rates for second grade have a direct impact on success in third grade. Too many students enter third grade unprepared, leaving little time for students to master third grade skills and meet expectations. Next, this has been an issue for several years at the study site and the solution in the past has been to add another program, not necessarily to examine what teachers and parents do to support students during the reading acquisition process. Finally, as students find success in reading, self-confidence increases. Increased feelings of self-confidence can lead students to take risks in the future as both the level of difficulty in learning tasks and the amount of time spent independently reading increases.

A narrative design could have been used for this study. This method would have allowed the researcher to provide a rich, detailed description of the participants of the study. However, a narrative design focuses on the telling of the story and not necessarily on the phenomenon of successful reading comprehension. This method is better suited to biographical or autobiographical studies that include personal experiences told using a literary form (Creswell, 2008; Filstead, 1970; Hatch, 2002). An ethnographic design could have been used if I was investigating how teachers interact with one another or how teachers interact with students. However, I focused on skills and strategies related to reading comprehension, not necessarily, if the participants are teaching reading in the exact same way. Ethnography would not have helped me to answer the research questions

related to reading comprehension strategies. Finally, I was not attempting to develop a theory about reading comprehension. Therefore, grounded theory research would not have been an appropriate choice for this study. Grounded theory research entails data collection and analysis that leads the researcher to develop a grounded theory at the end of the process (Hatch, 2002; Merriam, 2009). Because I sought to explore successful reading comprehension strategies that could be replicated for other teachers and families, the grounded research method would not be appropriate for the proposed study.

### **Participants**

I worked with the principal's designee of the study site and used purposeful sampling to determine a target group of participants for this study. Purposeful sampling allowed me to select participants based on specific criteria that reflect the purpose of my study (Hatch, 2002; Lofland, 1995; Merriam, 2009). In this case, purposeful sampling allowed me to focus on the teachers and parents of second grade students who have consistently demonstrated success on the DIBELS ORF subtest. I requested that the principal's designee analyze end-of-year first grade data, and beginning-of-year, middle-of-year, and end-of-year second grade DIBELS ORF and NWF scores to determine a group of students who had consistently achieved benchmark status and been identified as low risk for reading difficulties. Benchmark status on the ORF subtest is determined by the number of WCPM by the student at each testing interval (Wireless Generation, 2009). Students in second grade must read at least 45 wcpm at the beginning of the school year and increase by at least 12 to 14 wcpm with each assessment to reach the target of 90 WCPM by the final second grade DIBELS assessment. The number of nonsense words

students can read fluently or sound out correctly in one minute determines benchmark status on the NWF subtest. In second grade, students must read at least 50 of the nonsense words correctly to achieve benchmark or low risk status. In second grade, the NWF subtest is administered only during the beginning of year test administration. Therefore, students must exit first grade able to read at least 50 nonsense words and maintain fluency rates over the summer to maintain benchmark status at the beginning of second grade.

After purposeful sampling determined a pool of potential participants based on the data analysis, I invited six teachers and 66 parents of students identified as successful from the DIBELS data analysis to participate in the study. I provided a Letter of Invitation for Parents/Guardians and a Letter of Invitation for Teachers (see Appendix B and Appendix C) that included pertinent information about the study and what participation for each entailed. The small group of six participants represented approximately 10% of the second grade student population. A participant group of this size allowed time for multiple interviews and in depth analysis of the data, leading to a rich, descriptive, case study identifying what parents do at home to support reading comprehension in second grade. For further details regarding accessing participants, please see the next section.

### **Gaining Access to Participants**

In order to conduct research in my study district, I completed and submitted a Research Permission Request to the Deputy Superintendent for approval. The approval process took one month and was required in advance of any research within the study

district. The Research Permission Request required a synopsis of this study, including methods for participant selection and protection from harm, the expected time frame of the study, the instruments for data collection, literature reviewed, and copies of the consent forms for all participants.

After district approval, I scheduled an appointment with the study site principal to discuss the study and secured permission to conduct my research at the study site (see Appendix I). During the meeting with the study site administrator, I shared the Letter of Invitation to School Personnel. The letter of invitation provided an explanation of the study, including the purpose for the study, the form of assistance I required from the study site, and the procedures I would follow to complete the study. The principal agreed and allowed me to conduct my study at the study site so I requested her signature on the Letter of Cooperation.

Prior to sampling, data collection and inviting participants, approval was granted (2013-12-02-0104667) from the Institutional Review Board (IRB). The IRB reviewed the study proposal and ensured that I met all ethical requirements prior to conducting this study. The IRB application was submitted after receiving permission from the district and cooperation from the study site.

After IRB and district approval were secured, I worked with the principal's designee to determine a pool of potential participants. First, I asked her to sign a Confidentiality Agreement. Next, I asked the principal's designee to analyze the DIBELS ORF data from the 2008-2009 and 2009-2010 school years and determine a group of students who achieved benchmark status at the end of first grade and throughout second

grade. Finally, I provided letters of invitation that she mailed to each potential participant. Each letter of invitation contained pertinent information about this study, including a clear, concise explanation as to the purpose of the study, how and why the study was to be conducted, and how the information was to be used at the completion of the study (see Appendix B and Appendix C). Each potential participant received two copies of the last page of the letter and was asked to return one copy if they wished to participate in the study. This page of the letter also included space for potential participants to provide contact information to be used for scheduling interviews. I used this time to provide an explanation of the study and answer questions about the study. I only telephoned those participants who returned the letter and scheduled interview appointments. I provided the principal's designee with 25 parent letters of invitation and six teacher letters of invitation.

After the initial data analysis, there were actually 66 potential participants so I provided an additional 41 parent letters of invitation. Of the 66 letters, I received two positive parent responses, two positive teacher responses, and eight of the letters were returned marked "addressee unknown." I waited eight weeks for responses and scheduled appointments with those who returned the second page of the letter. After eight weeks and just four responses, I chose to do a second mailing and asked the principal's designee to send to the potential participant pool. There were 58 post cards mailed the second time; I received another two positive parent responses, one teacher response, and only two returned marked "addressee unknown." I secured informed consent from each participant during the first scheduled meeting. After both mailings, I was able to secure interviews



with four parents and three teachers. One parent had to decline at the last minute, due to a death in the family.

Six participants agreed to participate in the study, which represented approximately 10% of the second grade student population. Three of the participants were teachers and three were parents. A participant group of this size allowed time for multiple interviews and in-depth analysis of the data, leading to a rich, descriptive, case study identifying what parents do at home to support reading comprehension for students in second grade.

### **Researcher Participant Working Relationship**

My recent role of reading facilitator at the study site allowed access to the participants and enhanced my capacity to complete the study. I had no supervisory authority over any staff member, and I was welcomed in the classroom due to my recent role as a resource or support teacher. This study enabled me to be both a researcher and a learner as I worked to determine what strategies teachers and parents use to provide positive support for their students as they work through the reading acquisition process. I continue to have a professional relationship with the teachers on the second grade team and provide guidance and support on a daily basis. I felt that the teachers would be open and honest during the interview process because they saw the same issues with reading comprehension through day-to-day experience in the individual classrooms and were open to new strategies and ideas that helped to bridge the gap in comprehension they see on a daily basis.

Although my work site has changed, I continue to have a professional relationship with the second grade teachers at the study site. I spent eight years working with this group of teachers providing guidance and support in the area of reading instruction. My past relationship and supportive role in the area of reading allowed me to have open and honest conversations with the teachers regarding comprehension support. The teachers trust me, trust my judgment, and know that I will do nothing to harm their professional or personal reputation.

I remain an active member of the Parent Teacher Association (PTA) at the study site. I remain an active participant in all parent events; many parents already know me and feel comfortable with me. I continue to participate in all after school educational offerings and participate in parent-teacher conferences when necessary. Finally, both of my children have attended school at the study site, and I continue to be known in the community as a parent and teacher who will provide support and answer questions when necessary. I felt that my participation in many events as a parent and my reputation for helping parents and students allowed participants to feel comfortable talking with me. Seeing me as a parent put the participants at ease and allowed for open, honest conversations about home support for reading. Parents know that I have always made time to talk with them, to explain information, and support their children at school that one-on-one interviews should not become an obstacle for this study.

### **Ethical Protection for Participants**

In keeping with the research standards established by the experts, participation was voluntary for all, and participants could have chosen to withdraw at any time during

the study (Creswell, 2008; Filstead, 1970; Hatch, 2002; Lofland, 1995; Maykut, & Moorehouse, 1994; Turney, Lawrence, & Robb, 1971). All identifying characteristics for each participant were eliminated from the study documentation. I developed a unique alphanumeric code for each study participant and a case study codebook for my own reference during the study and labeled all documents with this unique code. I stored all data, transcripts, and the case study codebook in a locked cabinet in my home for the duration of this study. The cabinet will remain in a secure location in my home for at least five years, and I have the only access to the cabinet. At the end of the required five-year period, I will destroy all documentation from the study.

### **Data Collection**

For this study, I chose to collect interview data from the parents and teachers of successful second grade students. I chose to collect data through open ended response interviews so that I could easily compare responses to determine common strategies used both at home and at school that support successful reading comprehension. The interview process allowed participants to speak freely and openly, leading to more reliable and valid data collection (Hancock & Algozzine, 2006).

I developed two different interview protocols for use in this study; one for parents and one for teachers (see Appendices D and E). Both protocols consisted of open-ended questions pertaining to strategies, support, and artifacts parent and teachers utilize to develop successful reading comprehension. I interviewed each participant individually as individual interviews often yield the most information and an opportunity to investigate the personal perceptions of each participant that could otherwise be limited in a group

situation (Hancock & Algozzine, 2006). I also asked participants to share artifacts that had been useful in supporting reading comprehension for students in second grade. One artifact was shared by a teacher in the form of a photograph depicting an explanation for a comprehension strategy used with the students (Appendix E).

Case study methods such as individual interviews allowed me to assemble a collective case study related to a population of students in second grade who have consistently demonstrated success in reading comprehension and the methods parents and teachers use that support success in reading comprehension (Glesne, 2011). Data collected as part of case study research tends to be rich in description and include personal perceptions for each participant (Hancock & Algozzine, 2006). I chose interviews for this study so that I could explore how parents and teachers of successful students support reading comprehension at home. Information gained from individual interviews enabled me to create a collection of strategies and artifacts used both at home and at school that successfully promote and support second grade reading comprehension.

I intended to interview at least 10 to 15 participants for this study. However, after two separate mailings to 66 potential participants, I was able to recruit only six participants (three teachers and three parents) for the study. I initially planned for participant interviews to last a minimum of 30 minutes to 45 minutes with at least 15 minutes in between for reflection, note taking, and material preparation. Two of the interviews lasted for approximately 30 minutes; the other three lasted approximately 40 minutes. The remaining interview was conducted via email and over the telephone; the

teacher has since moved out of state but still wished to participate in the study. I planned to schedule at least three to four individual interviews per day but was only able to complete one interview per day due to participant and personal time limitations.

Interviews took place in secure locations such as a classroom at the study site, the public library, and a local fast food restaurant, to protect the privacy and ensure comfort of the participants. I sent transcripts from the interviews to each participant in an effort to validate and clarify the information. All participants were satisfied with the transcripts as written. The interview transcripts served as the main source of data for the study.

### **Role of the Researcher**

My recent role of reading facilitator at the study site allowed access to the participants and enhanced my capacity to complete the study. I had no supervisory authority over any staff member, and I was welcomed in the classroom due to my recent role as a resource or support teacher. This study enabled me to be both a researcher and a learner as I worked to determine what strategies teachers and parents use to provide positive support for their students as they work through the reading acquisition process. I continue to have a professional relationship with the teachers on the second grade team and provide guidance and support on a daily basis. I felt that the teachers would be open and honest during the interview process because they saw the same issues with reading comprehension through day-to-day experience in the individual classrooms and were open to new strategies and ideas that helped to bridge the gap in comprehension they see on a daily basis.

As a researcher, there are certain biases I held in terms of this study. I had observed instruction in all of the second grade classrooms at the study site and had concerns as to the depth of instruction in several classrooms. The teachers on this team struggled with differentiating instruction adequately to meet the needs of all students and surface level teaching is common. The school level administrative team has made strategy instruction a school wide priority and this has had a positive impact on many teachers. As an observer, I saw many areas where improvement was necessary for increased student achievement in all areas. However, this study focused more on positive strategies used by the teachers that foster successful reading comprehension. This required more focus on the positive aspects of the team and not on the areas in need of improvement.

### **Participant Interviews**

I used the interview protocol (Appendices D and E) to guide each interview, record my notes, reflections, and observations, and to note possible follow-up questions for each interview. In addition, I attempted to create an electronic recording of the interview using an application on my personal iPad that converts speech to text. This attempt was not successful, due to excessive background noise in some interview locations and the manner in which the application is intended to work. I found that I had to reset the application every five minutes, which interrupted the flow of the interview. In addition, the speech to text feature was not useful as the text was often very different and somewhat distorted from the actual interview. I relied on my field notes for the first two interviews and used a simple voice recording application on my personal smart phone to

record the remaining interviews. At the conclusion of each interview, I reflected on my notes to determine future questions and to make decisions regarding the pacing of future interviews. I also began initial data analysis. No additional questions were added to the interview protocol. Each participant was asked the same questions, in the same order, and each question required an open response. This allowed me to compare responses easily and minimize participant biases that might be revealed (Hancock & Algozzine, 2006). I used a conversational approach and all participants appeared to answer each question openly and freely.

Each interview began with introductory questions to put participants at ease and move on to demographic questions. Questions for the final portion of the interview focused on specific strategies, techniques, and artifacts the participants used to support the development of reading comprehension for second grade students. A semi-structured format allowed me to formulate questions prior to the interview process while allowing other questions to emerge as follow-up questions for clarification, based on the response of the participant. Information gathered using this process lead to a more in-depth understanding of how parents and teachers provide positive support to second grade students and focused the interview on the feelings and perceptions of the participants in terms of reading support. I scheduled all interviews at least one week in advance and at mutually agreed upon times, either in the home, the school, or a mutually agreed upon location.

## **Data Tracking System**

A case study database was constructed using a spreadsheet with each category listed across the top and data entered from each interview in the bins below. Categories were added as they appeared in the data to eliminate redundancies, allow for further classification, and cross-reference at any time (Creswell, 2008; Filstead, 1970; Hatch, 2002; Lofland, 1995; Maykut, & Moorehouse, 1994; Turney, Lawrence, & Robb, 1971; Yin, 2003). Creating this case study database allowed for ease of use and retrieval of information, as well as strengthened the reliability of my study. All study documents, including the database remained secure in a locked cabinet in my home for the duration of this study (Creswell, 2008; Filstead, 1970; Hatch, 2002; Lofland, 1995; Maykut, & Moorehouse, 1994; Turney et al., 1971; Yin, 2003). Each document was coded with a specific alphanumeric code to designate either parent or teacher participant (e.g. P1T stands for participant number 1, teacher, P2P stands for participant number 2, parent, etc.).

## **Data Analysis**

In keeping with procedures recommended by experts, I transcribed my notes from each interview and used constant comparison and thematic analysis to identify themes, patterns, and generate additional follow-up questions from the data within seven days of the completion of each interview (Creswell, 2008; Filstead, 1970; Hatch, 2002; Lofland, 1995; Maykut, & Moorehouse, 1994; Turney et al., 1971; Yin, 2003). I assigned an alphanumeric code to each participant, specifying the order in which each was interviewed and denoting whether each was a parent or a teacher. Each document was



labeled with this unique code. For example, P1T designates the documentation for participant number one who was a teacher.

Initially, I used open coding to identify themes that were relevant to this study and continued coding data, as more interviews were available to determine additional, related themes and patterns in the data. Using highlighters of different colors, I color coded each theme from the transcripts to determine common themes and patterns. Then, I made a list of words/phrases for each interview question. Finally, I recorded each color-coded theme or pattern categorically in the case study database for further analysis.

### **Conceptual Frameworks**

In keeping with the conceptual frameworks that are the basis for this study, I looked for ways in which parents and teachers built on the prior knowledge of the students to introduce or explain new or confusing concepts. In addition, I focused on examples provided by participants that illustrated social interaction as a catalyst for learning (Garcia et al., 2011; Morrow & Dougherty, 2011) and how the participants assisted students in making connections as they learned or practiced new concepts (Berk & Winsler, 1995). Finally, parent interviews yielded connections that were made to existing background knowledge and cultural underpinnings that allowed students to enhance their understandings of text through personal experience (Connell, 2008). For example, participant labeled P4P shared that she helps her child to understand instructions or to decipher new vocabulary words by providing examples and making connections to things already known to him. Further, this parent shared that her son struggles with writing, particularly creating a summary of what is read. To assist him in

creating summaries, she takes a story with which he is already familiar and models how to summarize that story. He is then better able to apply what he has learned to create his own summary of what he has read.

### **Reliability and Validity**

As a means to enhance credibility and reliability of data collection and analysis, I scheduled follow-up interviews with participants to review interview transcripts and interpretations to maintain the accuracy and validity of this study (Creswell, 2008; Filstead, 1970; Hatch, 2002; Lofland, 1995; Maykut, & Moorehouse, 1994; Turney et al., 1971; Yin, 2003). Although invited, none of the participants chose to review the interview transcripts. I sent copies of the transcripts to each participant but no changes were deemed necessary. In addition, I up-dated the case study database at the completion of each interview to note new themes, researcher reflections, and document work in progress. Finally, I used my field notes to ensure consistency in findings. All participants shared strategies used at home or at school to increase reading comprehension. There were no discrepant cases revealed in the interview data collected for the study.

### **Findings**

The findings of this study related directly to the problem: declining levels of ORF in second grade that impact reading comprehension rates. After thorough data analysis, certain themes became apparent and those themes were used to answer the research questions for this study (see Appendix G). I assigned a specific code to each participant, signifying the order each was interviewed and denoting whether the participant was a

parent or a teacher. For example, the first participant I interviewed was coded as P1T to signify that this was the first interview and that the participant is a teacher.

### **Research Question 1: Strategies Inside the Classroom**

The answer to research Question 1: “What strategies used inside the classroom have a positive impact on second grade reading comprehension rates?” is explained through several main themes, including: previewing (P1T), boxing/underlining clue words (P1T), using graphic organizers (P1T), guided reading groups (P2T), small group instruction (P2T), read aloud daily (P5T), and cooperative learning strategies (P1T), as reported by the three teacher participants. All three of the participants shared different strategies used for supporting reading instruction and there appeared to be no common themes among the data (see Appendix G for all themes).

**Strategy use.** In answering Question 2 on the protocol (What strategies/materials/techniques do you use daily that support reading?), P1T stressed using strategies such as previewing questions and boxing/underlining key words in the questions that lead students to find the answer within the text. She stated,

I use the C.U.B.E.S. ( Circle Key Word and Numbers, Underline Question, Box Action Words, Evaluate What to Do, Solve and Check) strategy to help students when they read. This previewing strategy helps students to find key words, underline and box important information. I encourage the students to use this strategy anytime they read.

This teacher shared other strategies such as completing a graphic organizer based on assigned homework and reading materials using a combination of fiction and nonfiction

passages to provide ample practice with both. Modeling of skills, small group instruction, and repetition are used to reinforce skills, as students are learning and when students are struggling. P5T responded quite differently,

My best response is, learning should be fun! It should be engaging to the students and to the teacher. For reading comprehension, this is especially true. If you can't get the students interested, what's the point? In my experience, reading to students is important because most parents don't. You have to find the right book, something that grabs their attention chapter after chapter. Just read to them every day! Create an activity based on the skill and book you are reading, I will ask them questions as they line up or ask for a detail from the chapter we just read, just don't do the same thing every day! That's boring!

This participant also stated that listening to students read daily was an important part of her reading instruction, "I make listening to each student read a priority every day. One on one time with the teacher makes all of the students feel special and encouraged, as all children should!" (P5T).

The second teacher, P2T, shared that she uses many strategies that support reading:

During guided reading, I choose books for our literature circle based on reading data. Throughout this time each day, the children are asked higher level thinking questions and are expected to make meaning and ask themselves questions as they read. When they are reading, they are making text-to-text, text-to-self, and text-to-world connections. Strategies change to meet the needs of each group of students.

All students are using strategies to blend, chunk, and sound out words. They also use sticky notes to write down questions or words they do not know.

Finally, one participant shared that the most important thing a teacher can do in the classroom is “teach to your strengths” (P5T).

**Supporting reading instruction.** The third teacher, P5T, was quite outspoken when asked Question 10 on the protocol (Is there anything else you would like to share about how you support reading instruction that I may not have asked?), she stated,

I believe teaching has become extremely stressful, ripping teachers of their individuality, teaching to their strengths, and allowing teachers to actually enjoy their jobs. When stress levels are so high, no one is happy! Luckily, when I began teaching years ago it wasn't like that. We had the freedom to be creative and enjoy the teaching experience. There were and always will be, teachers that don't give it their best... such is life. In my own experience, I have seen very little of that. Most of the teachers are in the field because they love children and want to nurture and care for them. In other words, giving those children the best of themselves.

P5T recently retired after teaching for 41 years in the same district.

Overall, the three teacher participants shared several strategies used daily to support reading. Interestingly, only one of the teachers talked about mandated curriculum. Several times, this teacher prefaced her answers with “this is what we are allowed to use” or “we used to do this but we are not allowed anymore” (P1T). She shared that she uses several of the strategies required by the school administration and

was quick to point out others she is not supposed to use anymore but still does. For example,

We also use cooperative learning strategies, each team is assigned a question so they know they are responsible for their own reading and understanding and for the team. Some students have a hard time with cooperative learning and I wish we could just go back to calling on one at a time but we aren't allowed. The students argue about whose turn it is and don't want to work together but we don't have a choice. (P1T)

While P1T appeared to be following school and district mandates, her responses to my interview questions lead me to believe that she would prefer more control over which strategies and materials she uses in the classroom. The other two teachers were not as negative about curriculum usage and shared specific strategies rather than what they were allowed or not allowed to use. P2T shared that she makes most instructional decisions based on student data. Her small groups and books for literature circles are all based on student need and student data.

**Teacher differences.** The three teachers I interviewed were at different points in their careers and had very different views on teaching. As previously stated, P5T recently retired after teaching for 41 years. Her answers were more about finding ways to reach every student, bringing creativity and “thinking outside the box” back to the profession. P2T, who has been teaching for 10 years, shared many strategies that are research based (small group instruction, literacy centers, literature circles, etc.) and very focused on student data. Finally, P1T, who has also been teaching for 10 years shared some

strategies but her responses were more about what she is and is not allowed to do in her classroom. All three teachers taught at the study site for several years. However, only P1T still teaches at the study site as P5T has retired and P2T has relocated to another state.

### **Research Question 2: Strategies Outside of the Classroom**

In answering research Question 2, “What strategies used outside of the school day have a positive impact on second grade reading comprehension rates?”, the main themes revealed were: daily read-alouds (P3P, P4P, P6P), reading for 20 minutes daily (P3P, P6P), access to books (P3P, P4P, P6P), and homework support such as building vocabulary and editing writing (P4P). I found that all three parents interviewed value daily read-alouds with their children. P3P stated, “I think it all starts when they are little, I read to all of my children when they were little and I still read to them occasionally”. The other two parents made similar statements, attesting to the fact that read-alouds were an important part of their home support for reading (see Appendix G for all themes).

**Daily 20 minutes of reading.** In addition to reading aloud, each parent also shared that the elementary school requirement of reading for 20 minutes every night is strictly followed at home. The problem, it seems, is having enough high interest books available. According to P6P,

My daughter is easy; she will read just about anything. My son, on the other hand, is more difficult. He has to be really interested in a book to stick with it. He is now into reading adventure stories so things have gotten easier. He and his sister think differently so they can never share books.

All three parents expressed the need for ample reading materials for the family. This appears to be a priority for the families.

**Homework support.** In terms of homework support (protocol Question 3 and 4), all three parents shared that their children require minimal support now that they are older and most support falls in the area of reading comprehension. P3P shared that her older children struggled with vocabulary,

Both of my older girls could read very well and were always in the highest reading group but they both struggled with comprehension. I met with the teachers to find out how to help, the problem turned out to be vocabulary. We talked more about what they were reading; we talked about symbolism because that was hard for them to understand. All of my children were concrete thinkers and the teachers always wanted them to think more abstract so we worked on vocabulary as a family.

Further, P4P shared that her family works on vocabulary as well,

We work on vocabulary building a lot. He does the Spelling Bee every year so learn all of the words for fun and practice them daily. He won the school-wide Spelling Bee this year and competed at the district level!

In addition to vocabulary, P4P shared that her child struggles with summarizing. Her child's teacher requires that each student read for 20 minutes and write a summary of what is read. When asked about a time her child needed help with reading homework, P4P replied,



When he has to summarize anything, he has trouble. I help him by giving him examples; I would tell a story and then model how to summarize the story. I always give examples and that helped him understand what he has trouble with.

According to P4P, using stories has always helped her child to have a better understanding when he is struggling with a new concept or strategy.

All three parents shared that, now that their children are older, homework support is much different (P3P, P4P, P6P). All three stated that their children were now independent readers and did not require help with reading homework. The need for support has shifted toward other content areas.

P6P stated that she often provides support for science and history,

We usually end up providing help with science and history, mostly with words he does not understand. Sometimes, we have to review the directions so that he understands exactly what he is supposed to do for his homework. We also help some explain some math problems, when he needs trouble. We try to have him work on his homework, to try on his own before he comes to use for help. He will just give up and ask for help without even looking at the problem or assignment. I have him read the problem or the directions to me and then we talk about what he is being asked to do. We have to help him to become more self-sufficient.

P3P shared that her level of homework support has changed a great deal as the children have grown up,

I must admit, I helped more when they were younger. Now, they are all pretty self-sufficient. Most of my help now is buying them books and discussing their

grades. My youngest tries to use background knowledge instead of reading his reading passages so we work on that all the time. My older children need more help with writing and editing their written assignments.

Overall, the three parent participants had similar responses to the interview questions but each had their own strategies for providing support, regardless of the age of their children. The support is available for all of their children and determined by the immediate needs of the child.

### **Research Question 3: Strategies to be incorporated at home**

**Daily reading/reading aloud.** In answering research Question 3, “What strategies can be incorporated at home to support the reading comprehension of second grade students as text difficulty in the curriculum increases?” Themes such as daily reading and adequate access to books were revealed (P3P, P4P, and P6P). All three of the parents shared that reading aloud was an important strategy used at home, specifically reading for 20 minutes every night as required at the elementary level (see Appendix G for all themes). According to P6P, reading daily is important for her family, “We also make the kids read every day, we read to them when they were younger and then make sure they read when they could read on their own”. P3P shared that all of her children are readers and could read before kindergarten,

I used a program called *Teach Your Child to Read in 100 Days*. All of my children were reading when they entered kindergarten. My youngest learned quickly and we spent a lot of time using the program because the others were in school and he wanted homework, too.

P4P shared that, in addition to reading aloud to her children,

We just have always read books and not always school related. I encourage him to read extracurricular books as well as what is assigned at school. I try to read the same book he is reading so we can talk about the characters and I can help him understand the plot and the events in the story. As he has gotten older, I find that, due to his high reading level, I have to explain some of the context and story events in the books he reads. He often will need an explanation for some of the underlying story lines or character traits.

In addition, P3P stated, “When they are reading books on their own now that they are older, we still talk about what they are reading”.

**Access to books.** The need for books was a common theme throughout all three parent interviews. Each parent shared that finding the right books for each child was a priority and often not an easy task. All three parents also shared that the library has been an important resource for their children. In particular, when asked if she had anything to share that, I had not asked about, P3P replied,

No, but I didn’t mention that we went to story time at the library when the kids were little and we sat and read every night after dinner. I have always made an effort to find something my children are interested in reading. It has not always been easy because their tastes vary so much. My younger children read chapter books earlier because they wanted to read what their siblings were reading.

Further, P6P shared that finding the right books is always a challenge,

The hardest part is finding books that keep their interest. My daughter is easy; she can always find something to read. My son is much more difficult. He has to really like the book to read regularly and finding books he likes is very difficult.

All three parents discussed the library as a resource for books. Each family stated that they visited the library weekly, participated in story time when their children were younger, and encouraged participation in the Summer Reading program each year. P6P in particular shared that her family uses the library as a source for books,

We try to have a lot of books available at home, and we visit the library regularly. We sign up for the summer programs the library offers. I am not sure if it's a boy thing or not, but we have the most difficult time getting our son to read. He has needed more help in finding books and often needs more help with vocabulary words, understanding what he is reading based on some of the words he finds.

**Homework expectations/routines.** In response to Question 2 on the protocol, one parent shared her expectations and daily homework strategy. P6P responded,

We always had the kids start their homework as soon as they got home from school. They sit at the table and start right away. We found that they really fought us; the kids have been sitting all day, and then we make them sit when they get home! This is just part of our routine; the sooner the homework is finished; the sooner they can go do the things they want to do.

One other parent discussed homework routines in her response to Question 4 on the protocol,

I also let him know that not doing homework is unacceptable. He has trouble writing a summary so he was not doing his homework. He learned a very hard lesson this year when his teacher took away his Safety Patrol belt because he was not doing his homework. He did make up all of the assignments but he was not allowed to return to his post or get his belt back. This was a very painful lesson.

All three parents shared strategies used at home that impact reading comprehension. Reading aloud and ensuring that each child read for 20 minutes helps children to see the importance of reading and provides the opportunity for children to learn from an experienced reader. In addition, such experiences provide unlimited opportunities for children and adults question, comment, and build vocabulary on a daily basis (Brone, 2011; Vandermas-Peeler, Nelson, Bumpass & Sassine, 2009).

Based on the data collected from the teacher and parent interviews, I have developed a series of workshops for teachers and a series of workshops for parents. Each series of workshops was developed using the strategies shared during the teacher and parent interviews as part of the study. The parent interviews revealed several strategies used by parents that support literacy development at home. Those strategies are included in the parent workshop series. The teacher interviews revealed a need for further strategies and ideas to increase parent engagement levels at the study site. Therefore, the teacher workshop series contains ideas that support teachers as they work closely with parents as they support literacy development at home.

## **Conclusion**

In Section 2, I provided a discussion of the research methodology I chose for the study. The case study methodology allowed me to collect interview data and artifacts from participants that had a positive impact on second grade reading comprehension. This format also allowed for a rich detailed description of how the parents and teachers of successful second grade students supported the acquisition of reading both in the classroom and at home. Information regarding the selection of participants, the data collection method, and the data analysis, as well as the findings gleaned from the analysis are also included in Section 2. The results garnered from the data analysis determined the Project. Section 3 describes the Project developed as a result of the research. Section 4 includes a discussion of the project strengths and weaknesses, ways to address the problem differently, what was learned about the process, analysis of the researcher as a scholar and practitioner, the potential impact of the project, implications for social change, and recommendations for future research.

## Section 3: The Project

### **Introduction**

After analyzing the data I collected from interviews with the parents and teachers of students who were successful on the DIBELS ORF assessment at the end of first grade and throughout second grade, I developed an original series of parent workshops and a series of teacher workshops. To design the teacher workshops, I integrated the findings from the case study described in Section 2 with recent research about parent-teacher communication, parent engagement, parent expectations, and homework. To design the parent workshops, I integrated the strategies gained from the interview data with recent literature about parent engagement, parent involvement, and home literacy support, best practices for developing parent training programs, and existing parent training programs, which will lead to parents becoming better prepared to support literacy at home. This section describes the project as a solution for the decrease in ORF success rates from first grade to second grade.

### **Description and Goals**

#### **Project Overview**

The project consists of two different workshop series designed to provide additional information and strategies for both parents and teachers. The Parents Read to Kids (PRK) series is designed to provide opportunities for parents to become more familiar with effective literacy strategies that can be used at home to support reading development. Each of the eight 120-minute workshops provides information and hands-on practice with specific strategies for each literacy component as well as ways to work

successfully with the school level personnel. In addition to information and strategies, the workshops provide make-and-take activities that can immediately be implemented in the home as well as opportunities for parents to network and learn from each other.

The Fresh Ideas for Teachers (FIT) workshop series provides information and strategies for teachers in the areas of parent engagement/involvement, parent-teacher conferences, homework, and parent communication. Each of the five, 120-minute workshops provides time for reflection of current practices, opportunities to practice new strategies, and time for future planning. Teachers will be asked to reflect upon current strategies that work and encouraged to integrate new strategies that may lead to success in working with parents.

In addition to the five teacher workshops, the FIT series includes two, 90 minute follow up sessions with school level personnel to determine the effectiveness of the workshops. School administrators will be asked to provide data in the way of homework completion and parent engagement levels after teachers have participated in the workshops. During the meeting with the administrators, plans for the future will be developed to continue successful strategies and determine root causes for areas of continued struggle with parent engagement.

### **Parent Workshop Series**

I developed the parent workshop series using current best practices for developing trainings for parents. Such workshops should include opportunities for members of the school community to interact and engage with families (Cattanach, 2013), opportunities for students to share what they are learning and what they have accomplished (Campbell,



Morton, & Rumschlag, 2011), and opportunities for teachers to impart skills for use at home that develop feelings of self-efficacy in parents (Reece, Staudt, & Ogle, 2013). The eight, 120-minute workshop modules are designed to provide parents with information and hands on experiences with specific strategies that can be used at home to support and promote literacy development. The activities within the parent modules are based upon the successful strategies shared by the case study participants, as well as other research based literacy strategies.

### **Teacher Workshop Series**

I developed the teacher workshop series using best practices for parent-teacher communication and training recommendations for educators in terms of parent involvement. Workshops for teachers should include techniques for improving communication (Kupzyk, Daly, & Andersen, 2012), effective mechanisms for parental support (Farrell & Collier, 2010), and techniques for creating functional relationships that lead to increased levels of parent engagement (Price-Mitchell, 2009). Each teacher workshop in the series of five, 120-minute sessions provides suggestions for improving parent engagement, offers strategies for effective communication with parents, and identifies ways for improving parent conferences, and strategies for providing parents with the essential skills and information necessary for homework help.

### **Project Goals**

The data analysis of this study revealed that both parents and teachers require additional but different support in terms of working together. Therefore, the goals for the PRK program and the FIT program are unique. As indicated by the data analysis, parents

need additional support in assisting their children with literacy development and homework completion. Therefore, the goals for each PRK module relate to providing families with additional strategies, techniques and best practices for reinforcing and supporting literacy development at home. In addition, the goal of the homework session is to provide additional resources for parents to use in assisting with homework completion. The FIT modules were created to address concerns shared by teachers during the data collection and analysis phase of the study. The data analysis revealed that teachers need fresh ideas and additional support in working with parents both in increasing engagement and in establishing a means for positive interaction and communication. Therefore, the goals for the FIT modules relate to increasing engagement, new ideas for enhancing relationships, and strategies for improving communication with parents. Table 1 provides an alignment featuring the topic and goals for each workshop module in the PRK program and Table 2 provides an alignment featuring the topic and goals for each workshop module in the FIT program.

Table 1

*Overview and Goals of the Parents Read to Kids Series*

<i>Number</i>	<i>Topic</i>	<i>Workshop Goals</i>
<i>Workshop # 1</i>	Homework Help Organizational Ideas Resources	<ul style="list-style-type: none"> <li>• Assist parents in understanding the purpose for homework.</li> <li>• Share strategies and concepts to support homework completion at home.</li> </ul>
<i>Workshop # 2</i>	Overview of Six Reading Components Oral Language Development	<ul style="list-style-type: none"> <li>• Provide parents with an overview of the six reading components.</li> <li>• Share ideas/strategies for supporting and strengthening oral language development at home.</li> </ul>
<i>Workshop # 3</i>	Parent-Child Shared Reading Choosing the right book for your child	<ul style="list-style-type: none"> <li>• Provide parents with an explanation of the parent-child shared book process, practice using the process and a strategy for helping children to choose the right book.</li> </ul>
<i>Workshop # 4</i>	Phonological Awareness	<ul style="list-style-type: none"> <li>• Provide parents with an explanation and definition of phonological awareness, examples of strategies to use at home</li> <li>• Hands-on practice with activities to strengthen phonological awareness at home.</li> </ul>
<i>Workshop # 5</i>	Oral Reading Fluency	<ul style="list-style-type: none"> <li>• Provide parents with a definition and explanation of oral reading fluency.</li> <li>• Hands-on experience with ideas and strategies to strengthen oral reading fluency at home.</li> </ul>
<i>Workshop # 6</i>	Vocabulary Development	<ul style="list-style-type: none"> <li>• Provide parents with the importance of student vocabulary development and ideas/strategies to strengthen vocabulary at home.</li> </ul>
<i>Workshop # 7</i>	Reading Comprehension	<ul style="list-style-type: none"> <li>• Provide parents with the importance of building reading comprehension and ideas/strategies to strengthen reading comprehension at home.</li> </ul>
<i>Workshop # 8</i>	Fun Summer Learning Activities Make and Take Ideas Special Guests	<ul style="list-style-type: none"> <li>• Provide parents with ideas for preventing summer learning loss. Parents will receive information from community partners regarding available opportunities for summer fun.</li> </ul>

Table 2

*Overview and Goals for the Fresh Ideas for Teachers Series*

<i>Number</i>	<i>Topic</i>	<i>Workshop Goals</i>
<i>Workshop # 1</i>	Parent Engagement vs. Parent Involvement	<ul style="list-style-type: none"> <li>• Provide teachers with the difference between parent engagement and parent involvement as well as strategies to increase both at the school and classroom level.</li> </ul>
<i>Workshop # 2</i>	Homework Expectations	<ul style="list-style-type: none"> <li>• Make teachers aware of the struggles parents have with supporting homework completion.</li> <li>• Teachers will receive research-based suggestions regarding the purpose for homework and how to assist parents in successful student homework completion.</li> </ul>
<i>Workshop # 3</i>	Communicating with Parents	<ul style="list-style-type: none"> <li>• Provide teachers with suggestions for improving communication with parents.</li> <li>• Teachers will receive research-based strategies and methods for communication with parents.</li> </ul>
<i>Workshop # 4</i>	Parent-Teacher Conferences	<ul style="list-style-type: none"> <li>• Provide teachers with strategies to improve the quality of parent-teacher conferences.</li> <li>• Teachers will receive research-based strategies and opportunities to practice new conferencing techniques.</li> </ul>
<i>Workshop # 5</i>	Plan for next year, what worked? What needs improvement? What will you keep?	<ul style="list-style-type: none"> <li>• Discuss strengths and weaknesses of the workshop series and develop a sound plan for moving forward for the next school year.</li> <li>• Participants will create a broad plan for the school and individual plans for teachers.</li> </ul>
<i>Follow up with Administration # 1</i>	Discuss parent involvement/engagement rates, positive changes due to emphasis and additional strategies for teachers	<ul style="list-style-type: none"> <li>• Analyze data related to family engagement/involvement at the school level.</li> <li>• Participants will discuss the success of the workshops and identify key strategies that have led to a change in current participation rates.</li> <li>• Participants will develop a plan for the future that will include changes to existing policies/events that will lead to improved participation rates for the next school year.</li> </ul>
<i>Follow up with Administration # 2</i>	Discuss changes to Homework policies and changes in response rates	<ul style="list-style-type: none"> <li>• Analyze data related to homework completion and create a plan for moving forward with changes to school/classroom policy that have evolved from teacher participation in the workshop.</li> </ul>

## Parent Workshops

The main goal of this project, in relation to the problem of the study, is to find strategies to increase the ORF and reading comprehension levels of students in second grade. The workshop series will provide opportunities for parents to explore the strategies revealed in the data that include shared reading, homework help, and other research-based practices for supporting reading at home. As revealed in the analysis of interview data, the parent participants in the study all shared the importance of reading daily, both in a shared reading setting and in a silent reading setting as dictated by the school-based homework requirements. For example, P3P stated several times, "...we read aloud for the required 20 minutes every day. As they got older, I monitored their reading to help, when necessary and to be sure they were reading." For this reason, one of the parent workshops will focus on shared reading techniques that build vocabulary.

In addition, all three parents discussed homework support, especially how the support has changed as the children have grown older. Participant Four, who is a parent, shared that her homework support is now more focused on helping her son improve his writing, "I help less now, that he reads independently. He doesn't like to write so we work on writing". Furthermore, at least two of the three parents cited vocabulary building as an area of need. Participant Four, (P4P), in particular, focused on vocabulary through "learning all of the words for the Spelling Bee as a family". Therefore, the parent workshop series will include sessions that focus on vocabulary building, homework support in addition to sessions focused on shared reading and other research based techniques for supporting reading at home. Providing parents with additional support in

terms of reading development will empower the parents to become more involved in assisting with literacy development at home and at school.

### **Teacher Workshops**

One long term goal of this project is to provide teachers with strategies and experiences that will enable them to engage parents at much higher levels, which will have a positive impact on student rates of reading comprehension due to additional practice and meaningful support at home. In summary, this workshop series will support teachers in their personal quests to increase levels of parent engagement at the study. According to the analysis, all three teachers shared different strategies for engaging parents. Two of the teachers use newsletters to inform parents, P1T shared that she uses her newsletter to inform parents of homework expectations, “The homework is always skill-based, for comprehension or phonics. Most students don’t do the homework; parents don’t check or ask students. The students do better if the parents check the homework”. This led me to include ideas for homework in the teacher workshop. Teachers need to be explicit with parents and students as to classroom and school-based expectations for homework and remain consistent in tasks so that families know what is expected each week (Protheroe, 2009). In addition to expectations for homework, P2P shared that she discusses “homework expectations during curriculum night and during parent conferences, as well as a monthly newsletter”.

In addition to techniques for supporting parents in assisting with homework, the teacher sessions will include ideas for engaging parents. Only one teacher discussed parent engagement during the interview, P1T, stated that she only has “a few parents who

will call me or contact me through email. Most do not try to contact me or come to school for any reason". The teacher workshops will offer suggestions for providing homework support, improving parent-teacher communication, and increasing the amount of parent engagement for classrooms and schools. Teachers will also receive information relating to the difference between engagement and involvement and will find that their levels of engagement are higher than they think. My goal is for teachers to become more accepting of the time parents can participate instead of demanding the kind of involvement that parents are not able to provide.

### **Rationale**

The rationale for this study developed from a local problem at an elementary school in Central Florida and is supported by data as detailed in Section 1 of this manuscript. I developed the parent workshop series in response to interview data collected as part of the case study detailed in Section 2. Results indicated strategies used by the parents of successful students that could be shared with other parents in an attempt to increase ORF and reading comprehension rates among students in second grade. Literary support for the project focuses on best practices for engaging parents in the educational setting. Support for the development of the teacher workshop derived from the interview data indicating that teachers often find it difficult to engage all parents. The parent workshop series portion of the project has the potential to effect positive social change, such as empowering parents to increase engagement in the reading acquisition process of their children at home while increasing involvement at the study site. In

addition, the teacher workshop will empower teachers to use new strategies and become more diligent in engaging all parents in the reading acquisition process.

### **Review of the Literature**

The parent workshop series I developed is supported by current research on parental home support of reading comprehension at the elementary level. The categories included in the review emerged as major themes in the analysis of parent and teacher interview data. The parent interviews provided insight into strategies such as shared reading and reading for at least 20 minutes per day (as directed by the school). In addition, the parents discussed homework support and vocabulary development as necessary strategies for supporting reading at home. In addition, the teacher participants discussed the need for homework support and the lack of parent engagement (particularly P1T). Finally, the data revealed that most communication between parent and teacher occurs over the telephone or via email. Included in the review is a section detailing research based strategies for improving communication as a means to increase levels of parent engagement.

Federal mandates such as the No Child Left Behind Act (NCLB) have greatly changed school level requirements and expectations for parent involvement (Epstein, 2005). The Act, signed into federal law in 2002, encourages families to become more involved in school level decision-making and encourages schools to invite parents to become partners in the educational process (Manos, 2009). In addition to NCLB, schools that receive Title 1 funding must develop a plan for engaging all families in the support of student achievement and school success (Epstein, 2005). As a Title 1 school, the study



site is invested in increasing the levels of parent engagement. The parent workshop series is a starting place for including more families and accepting how parents are willing and able to become engaged or involved.

The following Booleans were used to find research related to the study results: parents AND involvement, parents AND engagement, parent AND support, homework, homework AND support, parent AND reading AND support, home AND support, home AND reading AND support, reading AND support, parent AND child AND reading, parent *AND* training, parent *AND* programs, parent *AND* training *AND* programs, parent *AND* support *AND* programs. I used research databases such as Education Research Complete, and Sage. I reviewed abstracts and full texts for research related to parent involvement, parent engagement, shared reading, homework support, and parent training programs.

### **Parent Engagement/Parent Involvement**

Most researchers agree on the definition of parent involvement as how much of an investment parents or care-givers make in terms of connecting with the school and supporting education at home (Kupzyk et al., 2012; Lareau & Munoz, 2012; Larocque, Klueman, & Darling, 2011). While this investment can take many forms, most agree that parents who regularly attend school functions, support instruction by helping with homework, participate in extracurricular activities, and take opportunities to volunteer are involved at the school level (Ferrara, 2009; Lareau & Munoz, 2012; Larocque et al., 2011 Lau, 2013). However, some researchers have determined there to be a difference between parent engagement and parent involvement. Ferlazzo (2011) stated that schools who

focus on engagement build partnerships with parents, such schools "... listen to what parents think, dream, and worry about..." instead of focusing on "...identifying projects, needs, and goals and then telling parents how they can contribute..." (p. 12). Essentially, schools focusing on engagement view parents as partners who can contribute and strive to develop school-family-community partnerships (Epstein, 2010; Ferlazzo, 2011; Price, 2009). Conversely, schools focusing on parent involvement consider parents to be clients, not partners (Ferlazzo, 2011).

Often, the difference between engagement and involvement is misunderstood. Parents may be very engaged in the educational process, just not at the school level (Larocque et al., 2011). Teachers and school leaders must be made aware that, for some parents, engagement means simply asking their child if there is homework and monitoring through completion or visiting the school when there is a problem and serving as disciplinarian when necessary (Cattanauch, 2013). In many cases, parents are intimidated by schools, particularly the language of the system itself and need support and training in understanding how schools work (Cattanauch, 2013). In addition, some parents are unsure of how to interact with their children as students and unsure of how to be more involved in their school life (Cattanauch, 2013). Above all, most parents are engaged, to some degree, at home. Even if that engagement constitutes monitoring homework, turning off the television, that engagement leads to higher levels of achievement for students (Cattanauch, 2013).

Finally, school personnel need to be creative in finding ways for more parents to become involved. According to Greene-Clemons and Flood (2013), "... if you can get

them in for five minutes, they will stay for fifteen...” (p. 46). Developing programs that acknowledge the contributions parents already make will go farther at increasing involvement than constantly reminding parents what they are doing wrong.

As school personnel develop partnerships with parents, student achievement will increase because children will begin to see all adults united in seeking the same goal (Epstein, 2010; Larocque et al., 2011). Such partnerships must be established and nurtured by mutual respect, all parties must feel included and valued (Epstein, 2010). In addition, “Just about all families care about their children, want them to succeed, and are eager to obtain better information from schools...” (Epstein, 2010). According to Ferrara (2009), “parent involvement needs to become a natural source of energy that helps the school community flourish”. Therefore, school personnel must connect with families and build on these relationships by welcoming all parents, listening to suggestions and concerns and allowing for shared decision-making (Ferlazzo, 2011). Finally, partnerships that include sharing in the decision making-process can lead to greater levels of “buy in” from parents (Greene-Clemons & Flood, 2013). This “buy in” can help school personnel encourage more parents to participate, leading to an increase in engagement and involvement.

Parent involvement levels at the study site are very low and have been for several years. As shared by PIT, she has few parents who contact her on a regular basis. Although the population has shifted several times, the study site has been identified as a Title 1 school for many years and has had the highest percentage of students who qualify for free and reduced lunch in the entire district for at least the past 12 years. The

leadership team has tried many different programs and methods for increasing involvement, most have been unsuccessful. This year, the study site is one of five focus schools in the district and more emphasis is placed on getting more families engaged. I believe that many parents are engaged, even if they are just monitoring homework. It is my hope that including a program for parents of students in kindergarten through second grade will provide a means to support their children at home and become further engaged in the classroom and school. By providing parents with timely, relevant strategies that can be readily used at home, I am hoping to increase engagement and possibly entice more parents to become involved in other school activities. Membership in the PTA is critically low; teachers are currently filling most of the board positions.

### **Benefits of Parent Involvement/Parent Engagement**

There are many known benefits to having high levels of parent involvement in schools. Specifically, researchers have found that a relationship exists between parent involvement and academic success (Zygmunt-Fillwalk & Huffman, 2012). Further, several studies have determined that parent involvement can lead to better attendance rates, higher math/reading scores, higher graduation rates, lower rates of grade retention, higher incidence of satisfaction with school, positive attitudes, decrease in discipline problems, and enrollment in more challenging courses (Bower, Powers, & Graham, 2010; Farrell & Collier, 2010; Lareau & Munoz, 2012; Larocque et al., 2011; Lau, 2013; Price-Mitchell, 2009; Reece, C. A., Staudt, M., & Ogle, A. 2013; Shuffman, 2013). In addition to the previously stated benefits, children with parents who are involved and engaged in the educational process tend to feel better cared for, more likely to set and attain

educational goals and meet their full educational potential. Attitudes about school are more positive and students with engaged parents stay in school longer (Epstein, 2010). The benefits of increased parental involvement clearly explain the desire for most school personnel to find programs that entice parents to become more involved. By providing homework help and remaining aware of what happens daily at school, parents demonstrate their desire to be more engaged in education. Whether involved at home or involved at school, children benefit from any type of educational engagement.

This study focused on the strategies used at home that have a positive impact on reading comprehension. The workshops developed as a result of this study will lead more parents to become engaged with their students at home and involved in activities or opportunities presented at the school level. The benefits for increasing the number of parents engaged and involved at the study site are numerous and will have a positive effect on the school community and assist in creating positive relationships with parents. This series of workshops could become a positive event for parents, leading to a more positive view of the school and more parents feeling valued and encouraged to participate.

### **Common Barriers to Parent Involvement**

Although the benefits of parental involvement are documented and numerous, schools still continue to see low levels of involvement. Researchers have determined that many barriers exist that prevent or make some parents reluctant to become more involved at the school level (Ferrara, 2009; Larocque et al., 2011; Price-Mitchell, 2009; Reece, Staudt, & Ogle, 2013). The most common barrier for most is the feeling of apprehension

many parents feel when contemplating school involvement (Larocque et al., 2011). This apprehension could be related to the way teachers and school communities as a whole view parents, “One of the main barriers to partnership may be the school’s mechanistic worldview, which separates educators and parents rather than integrally connecting them” (Price-Mitchell, 2009, p. 13). This separation can cause parents to feel inadequate and unwelcome to participate in school activities. Parents may also feel they lack certain skills and view the teacher as the expert. Educators often see themselves as the expert, causing many parents to feel inadequate or intimidated when it comes to helping with homework or participating in the decision-making process at the school level.

Feelings of inadequacy or of being unprepared often lead parents to feel as if they do not have the appropriate skills to help at home with homework or to fully support their children in academic endeavors (Larocque et al., 2011). Additionally, the language of the school community can be a deterrent for many parents. Also, there is often a language barrier that schools may not realize or have the resources to overcome (Larocque et al., 2011).

In addition to second language families, schools often use educational jargon to discuss curriculum, requirements, and decisions. Parents who have little experience within the school community or have low personal levels of education often do not understand the expectations or policies of the school community (Larocque et al., 2011). The school community may also discourage participation through the decision-making process. If parents do not feel encouraged to provide opinions and input as part of the

decision-making process, they will not feel like an important member of the school community (Larocque et al., 2011).

Finally, time can be a crucial barrier to involvement of any kind. Parents often cannot participate in school activities or parent conferences due to time constraints that are work related (Larocque et al., 2011; Reece, Staudt, & Darling, 2013). School personnel are often reluctant to change prescribed meeting times, placing parents in a “no- win” situation. Transportation is also an issue, as most meetings, conferences, and activities are held on school grounds. Parents who lack transportation are often unable to participate unless public transportation or an alternate method of transport is available (Reece et al., 2013).

The actual barriers to parent involvement will be different for each parent and each school community. Educators must be aware of the barriers unintentionally placed on themselves. Barriers such as those presented must be addressed. School personnel must find creative ways to overcome the barriers that prevent so many parents from being active participants in their child’s educational life. Parents who are less present at the school level care about their children just as much as others who are more visible (Larocque et al., 2011). Parental involvement rates will not increase and parents will not feel accepted as partners in the process unless school communities can work together to find solutions for the problems schools are facing. When schools and parents are able to work together as partners, educators will begin to see the benefits of parental involvement instead of focusing on the deficits seen daily.

The workshops developed as a result of this study will include some of the recommended strategies for engaging more parents and breaking down the barriers present at the study site. For example, all materials will be available in English and Spanish, which is the native language of the majority of non-English speakers at the study site. There are services at the district level that provide translation of materials and individuals designated as translators for parent events. In addition, several teachers at the study site function as translators for the school community. My recommendation is that each school reflect on the diversity of the school population and utilize district support for materials translation, as well as have translators available during each parent presentation.

The scheduling of the sessions will depend on the school using the program. However, I have recommended that schools vary meeting times to accommodate more parents. In addition, a survey will be administered to the parents of the first sessions, asking parents to share their needs and an evaluation will be used at the end of each session to inform the presenters and school leadership what changes should be made for future sessions and what aspects the parents felt were successful. I have also recommended that childcare be provided and that some kind of food is available for the participants. It is my hope that, in eliminating some of the barriers, the study site and the others schools who utilize the workshop series will see an increase in both parent engagement and parent involvement.



## **Parental Expectations**

According to Xu, Benson, Mudrey-Camino, and Steiner (2010), parent involvement in schools and parental educational expectations have a significant impact on student achievement. Although families have different approaches to parenting, each style can have an impact on emotional and mental health development into adulthood (Breland-Noble, 2014). If educators are to effectively engage parents, they must begin to ask questions and listen to what parents have to share about their aspirations and expectations for their children (Ferlazzo, 2011). If educators listen to the dreams and hopes of families, they can work more closely together to assist the students in meeting those dreams. Furthermore, when aware of the high-level expectations held by parents, children can become more academically motivated (Froiland, Peterson, & Davison, 2012). Therefore, when families hold high expectations, students become more motivated to succeed in school. As illustrated by Cheung and Pomerantz (2012):

Children's parent-oriented motivation may thus provide children with a sense of purpose that is particularly meaningful as children feel that they are contributing to realizing the goals of the major figures in their lives-goals to which these figures have often devoted substantial resources. (p. 821)

Parental motivation can lead to higher levels of student academic success in the classroom and beyond. Finally, when school personnel are aware of the expectations held by parents, children receive the necessary motivation and support to meet family related goals for the future.

All of the parents interviewed for this study demonstrated high expectations for their children. Although two of the parents struggled with engaging their sons in reading, each was persistent in finding and maintaining reading material that was of interest. Such high expectations appear to have made a difference in this instance as the students of the participants exited first grade successful and continue to be successful in reading every year. This study and resulting project includes some of the strategies used by the parents of successful students and provides an opportunity for other parents to learn from these parents. Parental expectations have a significant impact on student success. Educators need to encourage more parents to become aware of the impact and provide support for goal setting and attainment.

### **Parent-Teacher Communication**

In addition to the barriers listed previously, teacher attitudes and communication can also become barriers to parent involvement for many families. Because much of family involvement lies within the classroom, if teachers do not make attempts at including parents in the educational process, they may not become engaged at all (Zygmunt-Fillwalk & Huffman, 2012). Teachers must work to establish a positive pattern of communication with parents. Opening up the lines and enabling a system of two way communication can only improve relationships and allows all participants to “be on the same page with regard to educational progress” (Larocque, Kluman, & Darling, 2011, p. 117). Such communication can also assist teachers with the planning of activities that will engage more students and set appropriate goals with students (Larocque et al., 2011). In communicating with parents, educators must keep parents informed and seek to address

parents in an appropriate manner that leads to a relationship based on comfort, trust, and respect (Price-Mitchell, 2009). Developing this relationship will also be helpful when students struggle and parents need help; parents are more likely to establish contact when a relationship is present (Price-Mitchell, 2009).

In addition to establishing a trustful, respectful relationship, school communities must “Empower families with the necessary information, tools, and strategies to support student learning at home” (Dunlop, 2013, p. 35). In many cases, the classroom teacher is the most important link in the chain of communication with parents. Educators must make an effort to include and inform parents and cannot assume that parents are aware of the daily workings of the school (Greene-Clemons & Flood, 2013). Students can only benefit when parents and teachers maintain open lines of communication. As parents become more aware of grade level and school wide expectations, students are more likely to meet those goals and expectations (Dunlop, 2013).

Although parents and educators have different perspectives and priorities, both must work together to adequately meet the needs of all students. Without open lines of communication and support from parents, children are forced to navigate the goals and expectations of the school community alone (Farrell & Collier, 2010). Schools must continue to work at establishing partnerships that include all stakeholders and have the common goal of educating all children.

The participants in this study did not share information about problems communicating with teachers. From the data, I determined that most contact occurs either over the telephone or via email. I have developed a session for teachers that will identify

new strategies for communicating with parents. The parents I interviewed shared that if a problem arose, they would contact the teacher either by using the student planner and writing a note or by telephoning the teacher. There are so many other tools for communication today, teachers and parents need to take advantage of some of the immediate forms of communication like email and texting. There are a number of services available to educators that can enable better contact with families and allow teachers to share positive information, instead of just contacting parents to share negatives.

### **Training Needs for Educators**

While most educators desire greater levels of parental involvement, many lack the specific skills necessary to facilitate greater engagement. Teachers often report the need for additional training in how to work effectively with parents (Larocque, Kluman, & Darling, 2011). In most schools and district, there are limited resources available for professional development that focuses on the important role of parents (Ferrara, 2009). Many teachers and administrators want to involve more parents but are unsure of how to establish positive parent relationships and are often afraid to try (Epstein, 2010).

According to Farrell and Collier (2010), educators have long been hesitant to address nonacademic issues. However, not preparing educators to communicate effectively with and to support families, can lead to frustration from both groups (Farrell & Collier, 2010). Therefore, districts should develop opportunities for educators to become more proficient in practices that encourage parent involvement and the development of partnerships with parents (Epstein, 2005). Finally, we must move beyond

discussing what parents are not doing and look toward how educators can be better prepared to interact with parents and encourage greater levels of engagement (Farrell & Collier, 2009).

As a result of this study, I created a series of five workshops for teachers that focus on key strategies for working with parents. This session will provide information as well as hands on practice in communicating with parents, fresh ideas for parent conferences, and an overall view of how to build on the current levels of engagement and involvement. Teachers must realize the difference between engagement and involvement and that many parents do truly care about the academic success of their children, they just may not have the time required to be more visible at the school or classroom level.

### **Parent Training Programs**

Parent training programs can provide a large boost in parent involvement rates. As schools develop programs that provide timely information and support to engage all families, a level of trust is established and parents become more likely to participate (Epstein, 2005). Parents begin to feel welcomed and valued, leading to further engagement and the establishment of partnerships (Epstein, 2005). By demonstrating to parents the expectations of homework completion and other classroom expectations, teachers can include more parents in such processes and parents will more likely take the time at home (Abel, 2014). Parents want to be involved and want their children to succeed academically; they just may not be as informed of the programs available or have the time to participate (DeBruin-Parecki, 2009).

Many programs exist for providing additional educational support for parents. Such programs incorporate many different techniques and strategies for reaching a diverse audience. Most researchers recommend providing specific support for specific populations (Reese, Sparks, & Leyva, 2010). Programs that use inventories or checklists to determine the specific needs of each parent population are somewhat successful (Greene-Clemons & Flood, 2013). Most agree that it is difficult to develop long-term programs, due to the time constraints of a working population (DeBruin-Parecki, 2009).

Overall, recommendations for developing parent training programs include: opportunities for parents to learn strategies that promote language development (Reese et al., 2010), opportunities that enable parents to practice new strategies with support from educators (Barone, 2011), and trainings that combine some video modeling with written instruction and hands-on practice with feedback (Kupzyk et al., 2012). In addition to trainings that provide support strategies for parents, trainings that provide background information as to the inner-workings of the school and district, as well as the requirements and responsibilities of administrators are also helpful (Lareau & Munoz, 2012). Finally, most schools provide trainings focused on literacy support at home (Reese et al., 2010). These programs focus on skills such as print awareness, storybook reading, questioning, and repetition to provide reinforcement at home (Reese et al., 2010).

Planning parent-training programs can be difficult; meeting the needs of diverse populations takes a lot of forethought. In the planning stages, it is important to have a focus and objectives for skills or research-based strategies to share. Programs must be culturally relevant and include a plan for how mastery of skills will be measured and

monitored, and a plan for how the families most in need will be recruited (DeBruin-Parecki, 2009). Finally, Abel (2014) recommended having take-home materials for families that include books, and treating families as assets rather than liabilities.

In creating programs for parents, schools must be open and truthful as to objectives. Parents truly want to learn ways to help their children; but do so on their terms. Educators can neither force parents, nor shift the blame when parents are unable to participate in classroom or school level activities. Programs that provide opportunities for parents to work with their children and to get a glimpse of what happens at school will always be more successful than sessions that remind parents of inadequacies.

The series of eight workshops developed as a result of this study provide parents with opportunities to learn literacy strategies that will have a positive impact on reading comprehension. Following the recommendations and examples offered by researchers, the sessions were developed to provide opportunities for parents to see strategies modeled, have hands-on practice with their own children, and materials to take home for additional practice. Parents attending the sessions will also have the opportunity to share what worked for them at the next sessions and find ways to fine-tune the strategies for future use.

### **Shared Book Reading and Literacy Development**

Daily shared reading is one strategy known to promote language development. Researchers agree that providing training for parents in shared book reading can assist children in developing print awareness, enhance language development, and help to increase vocabulary (DeBruin-Parecki, 2009). While many agree that daily book reading

is important, the strategies and behaviors used during the reading make the largest difference in the promotion of literacy. Daily story reading provides opportunities for parents to build good literacy habits, motivate children to read, and model appropriate reading habits themselves (DeBruin-Parecki, 2009). As parents model positive habits, children begin to internalize those habits, focusing on positive reading and literacy habits for themselves (DeBruin-Parecki, 2009). In addition, by reading to their children, parents enable them to be better prepared as readers, leading to higher levels of progress later on (Coffey, 2010). By training parents to use daily shared book reading, educators provide skills necessary for increasing children's expressive and receptive language (Reese et al., 2010). Finally, the frequency with which children participate in story book reading can correlate to children's literacy skills (Vandermaas-Peeler et al., 2009). Daily reading is an important part of homework and parents need to monitor and provide assistance when necessary.

**Vocabulary development.** Daily reading of story books with and to children can lead to higher levels of vocabulary development (McLeod & McDade, 2011; Vandermaas-Peeler et al., 2009). Reading and rereading the same text provides numerous opportunities for children to interact with advanced and meaningful words, which leads to vocabulary development (Froiland, Powell, & Diamond, 2013; McLeod & McDade, 2011). Learning new words within the context of a story allows children to make connections to existing words, thus increasing vocabulary (Farrant & Zubrick, 2011). Parent-child book reading can also have an impact on language development. As parents read to children, they model the use of mature language from an experienced user,



leading to improved language and word learning (McLeod & McDade, 2011). In addition to improved language and vocabulary, daily book reading provides children with exposure to various texts and expands experience with words and print (McLeod & McDade, 2011).

**Strategy use.** Teachers and parents use several strategies to extend the parent-child book reading process which enables children to experience new words, new processes, and can positively affect motivation and literacy (Vandermaas et al., 2009). Strategies such as questioning and commenting on the reading are useful for maintaining the interest and engagement of children during parent-child book reading (McLeod & McDade, 2011). The shared reading experience can be very positive for children as they share the process in proximity to a parent, deepening the relationship and encouraging more opportunities for reading (DeBruin & Parecki, 2009). As parents model and share the book reading experience with children, they encourage the child to respond to the text, elaborate on responses, and experience both narrative and expository stories (Barone, 2011). Daily book reading experience also helps students to make connections to the world and clarify word meanings while building print and word awareness (DeBruin & Parecki, 2009). In addition, as children begin to internalize the strategies used by parents, the focus becomes child-centered instead of parent-centered, allowing the child more choice in initiating the process (Colmar, 2014). Finally, parent-child shared book reading provides children with some of the skills necessary for academic success (DeBruin & Parecki, 2009).

All three of the parent participants in this study shared that reading aloud to their children was an important strategy leading to success in reading (P3P, P4P, and P6P). Daily read alouds and shared reading experiences are very important for all children. One of the workshop sessions I have created will provide background and hands on practice in shared reading for parents. This session will allow parents to see the importance of using strategies to help students become more successful in school and will provide opportunities for parents and children to work together.

### **Discussion of the Project**

Guided by the findings, I created a series of parent and teacher workshops designed to provide parents and families with the information and skills necessary to provide home support for reading. I designed the modules in such a way that the information will be shared with parent groups at least twice during each trimester of the school year. There are eight, 120-minute parent sessions for a total of 16 hours of training and five, 120-minute sessions devoted to assisting teachers in more strategically and effectively working with parents and families for a total of 10 hours of training. In addition, there are two, 90-minute follow up sessions with administration to discuss changes in family engagement and teacher behavior as a result of both series of workshops. Each parent session consists of a presentation and at least one make-take activity that parents can use immediately to work on reading skills at home in a fun, engaging manner.

## Resources

The main resource for this project is time. Schools will need to schedule eight, 120-minute sessions for parents, five, 120-minute sessions for teachers, and two 90-minute follow-up sessions with school administration over the course of the school year to accommodate all of the workshops for a total of 29 hours of training throughout the school year. It is recommended that the first parent workshop be conducted early in the school year, followed by the teacher workshop to reap the expected benefits. The initial parent workshop contains a parent survey (see Appendix H) that will be helpful for schools to determine parent needs. This information will also help to tailor the teacher workshop as the results may be different for each parent group.

Other necessary resources include a funding source to provide some kind of snacks or meal for the participants of each session and to provide take home materials for the families. As recommended by DeBruin-Parecki (2009), materials such as children's books would be helpful so that participants can practice new strategies at home with appropriate materials. As a Title 1 school, the study site would have funding for some of the materials, most workshop materials would only require photocopy service and most schools have access or can provide this service. In addition to materials, schools would require staff members who are willing to commit their time for an evening, after school, or weekend event. Educators must be willing to look outside of the school day for scheduling opportunities that will meet the needs of the majority of the families schools are attempting to reach with this workshop series.

## **Potential Barriers**

The largest barrier that would inhibit the success of this project would be the lack of parent participants. For this project to effect the change in parent engagement we desire in our schools, the parents who are the most in need of this type of support would need to be recruited for the workshops. In my experience, the parents who are engaged and already participate are not necessarily the audience I would seek for this program. If schools were to present this series of workshops, steps must be taken to recruit those parents. For example, this workshop series could be conducted in a community center or church that is centrally located so that those who require transportation could also participate. In addition, a parent car pool or bus transportation/bus fare could be arranged to meet the same goal.

Another barrier to success would be time. Parents who have difficulty participating in school activities may still have difficulty attending. Schools will need to be aware of the time constraints that plague families and survey parents to find a mutually agreeable time. In addition, the sessions could be offered more than once to better accommodate more families. Sessions could be offered during the lunch hour, after school, in the evening, or on the weekend to better meet the needs of more families.

In addition to the lack of participants and time, school level administration could be a barrier to the success of this program. If school leaders do not demonstrate support for the program by scheduling sessions and meeting with the consultant, neither program will provide the expected results. The person chosen to present the sessions could also be a barrier to success. Administrators must choose the right person, someone who is

enthusiastic and dedicated to changing the current state of parent engagement/involvement of the school. The presenter must be open to suggestions and willing to take on the schedule of the program and complete sessions with fidelity.

### **Implementation**

Implementation for both the PRK and FIT programs would be easy for either an individual school or a district. The first step would be to align the workshops with the school calendar and schedule the workshops. Next, the school or district would need to determine who will present the sessions, either by contracting with me or identifying a staff member to participate in a “train the trainer” sessions provided by me. Finally, the school or district would need to prepare the materials and adequately advertise each session to the appropriate grade levels in such a way that parents have time to make arrangements. Information regarding specific implementation for each program is listed in the next section.

### **Parent Workshop Series**

The series of parent workshops has been developed so that anyone on a school faculty or staff could provide each to a group of parents. I recommend that the series begin at the start of the school year. The recommended schedule for the workshop series is as follows:

- Workshop # 1-Homework Help for Parents: 120 minutes
  - Materials: researcher developed presentation, using the student planner for organization and homework support, homework resources for parents, parent

packet (presentation, notes, slides, list of resources, resource pages, and example of a homework station).

- Goals: The goal of this workshop is to provide parents with school and classroom policies for homework completion and strategies to support homework completion at home. Such strategies will include organization of materials, using the student planner, and where to find local and online homework help/resources. In addition, parents will receive suggestions for helping with homework and how to help when students struggle.
- Workshop # 2-Supporting the Six Components of Literacy at Home: 120 minutes
  - Materials: researcher developed presentation, parent survey, children books (to model and give away to parents), and copies of parent packet (presentation notes, slides, and lists of sight words/Fry Phrases).
  - Goal: The goal of this workshop is to provide parents with an explanation of the difference between parent engagement and parent involvement and give examples of each for further clarification. In addition to discussing parent engagement/involvement, parents will receive an overview of basic literacy skills with an emphasis on oral language development paired with modeling and practice. Finally, parents will receive information and understand the importance of practicing sight words. Copies of the most common sight words will be provided in the parent packet.

- Workshop # 3-Parent-Child Shared Reading: 120 minutes
  - Materials: researcher developed presentation, parent survey, children books (to model and give away to parents), and copies of parent packet (presentation notes, slides, lists of book suggestions, simple questions to ask while reading, and information about finding appropriate books for children).
  - Goal: The goal of this session is to provide parents with suggestions and guidelines for parent-child shared reading, including modeling and practice. Parents will receive information about “the rule of five” method for finding the right book.
  
- Workshop # 4-Supporting Phonological Awareness at Home: 120 minutes
  - Materials: researcher developed presentation, make and take supplies (such as markers/crayons/colored pencils, glue sticks, scissors, etc.), parent packet (presentation notes, slides, and black line masters for make and take activities).
  - Goal: The goal for this workshop is to provide parents with information about phonological awareness and the importance of reinforcing at home. All activities will be modeled by the presenter and practiced by participants. In addition, parents will receive ideas for low cost/no cost activities for use at home.
  
- Workshop # 5-Oral Reading Fluency Support at Home: 120 minutes
  - Materials: researcher developed presentation, make and take supplies (such as markers/crayons/colored pencils, glue sticks, scissors, etc.), parent packet

(presentation notes, slides, and black line masters for make and take activities).

- Goal: The goal for this workshop is to provide parents with information about oral reading fluency and the importance of reinforcing at home. All activities will be modeled by the presenter and practiced by participants. In addition, parents will receive ideas for low cost/no cost activities for use at home.
- Workshop # 6-Vocabulary Support at Home: 120 minutes
  - Materials: researcher developed presentation, make and take supplies (such as markers/crayons/colored pencils, glue sticks, scissors, etc.), parent packet (presentation notes, slides, and black line masters for make and take).
  - Goal: The goal for this workshop is to provide parents with information about vocabulary development and the importance of reinforcing at home. All activities will be modeled by the presenter and practiced by participants. In addition, parents will receive ideas for low cost/no cost activities for use at home.
- Workshop # 7-Reading Comprehension Support at Home: 120 minutes
  - Materials: researcher developed presentation, make and take supplies (such as markers/crayons/colored pencils, glue sticks, scissors, etc.), parent packet (presentation notes, slides, and black line masters for make and take).
  - Goal: The goal for this workshop is to provide parents with information about reading comprehension and the importance of reinforcing at home. All activities will be modeled by the presenter and practiced by participants. In



addition, parents will receive ideas for low cost/no cost activities for use at home.

- Workshop #8-Fun Summer Learning Activities: 120 minutes
  - Materials: researcher developed presentation, make and take supplies (such as markers/crayons/colored pencils, glue sticks, scissors, etc.), parent packet (Presentation notes, slides, and black line masters for make and take).
  - Goal: The goal for this workshop is to provide parents with information about how to combat summer loss. All activities will be modeled by the presenter and practiced by participants. In addition, parents will receive ideas for low cost/no cost activities for use at home.
  - Guest speakers from the community will be invited to provide parents with information as to available summer programs for children. Suggestions include but are not limited to the children's librarian, representatives from the local recreation department, representatives from the local Boys & Girls Club/YMCA, and other local organizations that provide summer programs for children.

The first parent workshop is designed to provide suggestions for assisting with homework completion. The subsequent workshops are designed to provide a more in-depth look at strategies for home use that coincide with the skills students in kindergarten through second grade will be learning and practicing throughout the school year. All workshops are designed to be stand-alone sessions. Attendance at each workshop is not required but recommended to receive the full benefit of the program.

### Teacher Workshop Series

The teacher sessions are designed to be presented throughout the school year. It is recommended that the first three sessions be presented at the beginning of the school year to provide teachers with new ideas and strategies at the beginning of the school year, prior to parent conferences and the remaining two sessions around mid-year and near the end of the year to allow for reflection and planning for the next year. If teachers realize how to best work with parents to improve relationships and communication early in the year, the rest of the school year could be used to further engage parents and celebrate success rather than to hound parents for support.

- Workshop # 1-Parent Engagement vs. Parent Involvement: 120 minutes
  - Materials: researcher developed presentation, teacher packet (presentation notes pages).
  - Goal: The goal of this workshop is to assist teachers in realizing the difference between parent engagement and parent involvement and to provide strategies for increasing levels of both engagement and involvement at the classroom level and at the school level.
- Workshop # 2-Homework Expectations/School Policies: 120 minutes
  - Materials: researcher developed presentation, teacher packet (presentation notes pages).
  - Goal: The goal of this workshop is to assist teachers in developing a sound homework plan and in providing homework support and resources for parents.

- Workshop # 3-Communicating with Parents: 120 minutes
  - Materials: researcher developed presentation, teacher packet (presentation notes pages, role plays, and suggestions for improving communication with parents).
  - Goal: The goal of this workshop is to assist teachers in developing a plan for improving present parent communication and explore modern communication options available for teachers.
- Workshop # 4-Effective Parent-Teacher Conferences: 120 minutes
  - Materials: researcher developed presentation, teacher packet (presentation notes pages, role plays, and suggestions for improving parent-teacher conferences).
  - Goal: The goal of this session is to assist teachers in developing strategies for positive parent-teacher conferences.
- Workshop # 5-Plan for Next Year: 120 minutes
  - Materials: researcher developed presentation, teacher packet (presentation notes pages, templates, and ideas for planning).
  - Goal: The goal of this workshop is to assist teachers in developing a plan for the next school year that incorporates increasing parent engagement/ involvement, improving parent communication, and consistent homework expectations for all students.

- Follow up with School Administration # 1: 90 minutes
  - Materials: PowerPoint presentation, , participant packet (presentation notes pages ), data relating to school-wide parent engagement/involvement rates,
  - Goal: Discuss current homework return rates, changes to homework policy as a result of the workshops (classroom level and school level), timeline for remaining workshops (parent and teacher), and plan for continuous improvement.
  
- Follow up with School Administration # 2: 90 minutes
  - Materials: presentation, teacher packet (presentation notes pages), school-wide homework return data, data relating to types of homework and teacher expectations, and evidence of how teachers are providing support for parents as well as data relating to parent engagement/involvement rates and plans for next year.
  - Goal: Discuss current homework return rates, changes to homework policy as a result of the workshops (classroom level and school level), timeline for workshops next year (parent and teacher), and create an action plan for the next school year.

All workshops are designed to be stand-alone sessions. Attendance at each workshop is not required but recommended to receive the full benefit of the program. The sequence of workshops is required to provide teachers with strategies several times during the school year and to provide follow up with school administration to debrief the sessions and develop future plans for success.

### **Potential Resources and Existing Supports**

The main resource for this project is time. Schools will need to schedule at least eight, 120-minute sessions for parents, five, 120-minute sessions for teachers, and two 90-minute follow-up sessions with school administration over the course of the school year to accommodate all of the workshops. It is recommended that the first parent workshop be conducted early in the school year, followed by the teacher workshop to reap the full benefits of both programs. The initial parent workshop contains a parent survey (see Appendix H) that will be helpful for schools to determine parent needs. This information will also help to tailor the teacher workshop as the results may be different for each parent group.

In addition to materials, schools would require staff members who are willing to commit their time for an evening, after school, or weekend event. We must be willing to look outside of the school day for scheduling opportunities that will meet the needs of the majority of the families we are attempting to reach with this workshop series.

### **Potential Barriers**

The largest barrier that would inhibit the success of this program would be the lack of parent participants. For this program to effect the change in parent engagement we desire in our schools, the parents who are the most in need of this type of support would need to be recruited for the workshops. In my experience, the parents who are engaged and already participate are not necessarily the audience I would seek for this program. If schools were to present this series of workshops, steps must be taken to recruit those parents. For example, this workshop series could be conducted in a

community center or church that is centrally located so that those who require transportation could also participate. In addition, a parent car pool could be arranged to meet the same goal.

Another barrier to success would be time. Parents who have difficulty participating in school activities may still have difficulty attending. Schools will need to be aware of the time constraints that plague families and survey parents to find a mutually agreeable time. In addition, the sessions could be offered more than once to better accommodate more families. Sessions could be offered during the lunch hour, after school, in the evening, or on the weekend to better meet the needs of more families.

### **Proposal for Implementation and Timetable**

Both the PRK and FIT programs could easily be implemented in any elementary school. The timetable for implementation would be the course of one school year. Sessions could be adapted, using the evaluation data, to extend into the next school year. The first step would be to meet with the school level administration to develop a plan for implementation, including when the sessions will be presented, who will present the workshops and scheduling training for the presenter. In addition, a plan for where the sessions will be presented and how the school will accommodate the needs of the parents as recommended for the trainings. Next, the consultant and the school would need to develop a calendar for presenting the sessions over the course of the school year. Once the eight parent, five teacher, two admin follow up sessions and presenter trainings are scheduled, the school will receive the materials needed for the workshops. This work

could be accomplished within the a few weeks' time so that workshops could be held during pre-plan time for teachers and at the beginning of the school year for parents.

It is my recommendation that at least one parent session and one teacher session be scheduled every quarter throughout the school year. There are enough parent sessions for two per quarter, schools would need to determine the time frames to better meet the needs of both the parents and teachers. The sessions have been strategically written to reflect topics that should be addressed at specific times during the school year. For example, the session that focuses on homework support would be best presented early in the school year so that the resources and strategies are available to parents for the entire school year. In addition, the teacher session that focuses on homework policies and supporting parents would be best presented early in the year so teachers have policies in place and are aware of parent needs for homework support and can provide the means necessary for successful completion.

### **Roles and Responsibilities of Student and Others**

My responsibility as the developer of the program is to ensure that all who will be providing teacher/parent workshops be aware of the goals and objectives for each session. I have written the sessions to include research based strategies that all teachers would be familiar and comfortable with presenting. All materials would be made available to the school, as well as suggestions for scheduling, presenting, and evaluation of the program.

If schools choose to have me present the sessions, I would work with the school to develop a plan of recruitment and a yearlong schedule for presentation of the workshops.

I would suggest alternate locations, if possible, to reach more parents. In addition to the materials, the school would be responsible for providing snacks or a small meal for the participants as well as providing childcare facilities, if necessary. All sessions should be scheduled throughout the year with a plan for the special summer session to include community members to share information about summer programs and events suitable for the students.

This series of parent workshops could be presented every year. There will always be different parents who will attend and not all parents will attend each session the first year. Parents will also attend the same session more than once if the information was helpful or of interest. The sessions could also be improved each year, based on the program evaluation of what worked and what did not. There may be sound suggestions provided by the parents or the teachers for ways to improve the sessions. The parent evaluation will be important in adjusting the sessions to better meet the needs of the participants.

### **Project Evaluation**

The goal of this project is to increase reading comprehension rates by enabling parents to become more engaged at home with academic support and to become more engaged and involved at the school level. The goal of the project evaluation will be to assess the effectiveness of the project at meeting the project goals. The surveys and evaluations which represent the project evaluation components will provide insight as to the success of each workshop session as well as the improvements witnessed by the school leadership as a result of the project. The project evaluation will be both summative



and formative. All participants will be invited to complete an evaluation at the end of each workshop session (see Appendix I and Appendix J). The formative evaluation asks participants to share insights from the session as well as suggestions for improvement for future sessions. The feedback from participants will provide an evaluation of each workshop session from the participants and enable the presenter and the school leadership to determine necessary improvement for future sessions. Finally, I have developed an evaluation to be used by the presenter at the close of each session (see Appendix K). This evaluation will provide insight into how the participants received the information, the relevance of each activity, and details as to how the session could be improved or strengthened for future presentations. The data collected from the participant and presenter surveys will be used to improve the content and delivery for each session as well as to determine the efficacy of the sessions.

The summative evaluation will be in the form of data gathered from the schools who host the workshop sessions. I will provide a survey to the school leadership (see Appendix L and Appendix M), requesting information as to classroom and school wide data that demonstrate changes in parent engagement rates, particularly for the teachers who have participated in the workshop series. The data collected from the administrative survey will be used as a reflection tool to determine if the workshop series does indeed make a positive impact at the school site and to determine next steps for both the programs and the school site.

Each workshop will begin with an opportunity for repeat participants to reflect on the previous module and end with an evaluation. Each module evaluation will contain

questions related to the overall goal of the project, which is to improve comprehension, build parent capacity for literacy support at home, and to improve parent engagement/involvement levels for each school site. By providing all participants an opportunity for feedback and needs-based suggestions, the school personnel will have ample opportunity for improving relations, providing timely, relevant information, and see some measure of success in both reading comprehension in second grade and the level of parent engagement and involvement. All stakeholders (parents, teachers, administrators, and workshop presenters) will have the opportunity to complete an evaluation as to the efficacy of the strategies presented and the overall usefulness of the workshop. The evaluation information will be used to determine if the goals of each workshop series were met and provide immediate feedback for the presenter, school personnel, and the developer. In addition to the evaluation at the end of each session, participants will be asked at the beginning of the next session to share strategies they found successful from the previous workshop. Although each session was designed as a stand-alone workshop, there will be participants who attend each session who will be able to provide feedback as to the efficacy of the strategies.

### **Implications Including Social Change**

#### **Local Community**

The possibilities for social change are endless with this project. As schools begin to use this program as designed, parents will have more information and strategies to use at home. As parents realize their own strengths in providing support, they will work with their children to set goals and maintain high educational expectations. This series of

workshops will give parents greater feelings of self-efficacy and knowledge of opportunities available to them as an integral part of the school community. As more parents become involved in the educational process, more children will have the benefit of additional support and reinforcement at home.

### **Far-Reaching**

Although this program was designed to meet the needs of the study site, many other schools see the same deficits in reading comprehension and are looking for ways to engage more parents in the educational process. As school begins to see higher levels of success in reading comprehension as a result of parent self-efficacy, there will be more schools seeking to replicate programs such as this. An on-going series of parent workshops will help to meet the needs of more parents.

As word of mouth spreads, schools will look to the success of others to make decisions as to how to spend family involvement funds and see that a program such as this has the potential to increase parent engagement and involvement in many ways. This program could be adjusted to meet the needs of any school population and, with the right amount of support, bring success to many children and parents who have struggled for success in the past.

### **Conclusion**

In Section 3, I provided literature support for and an overview of the project which includes information and goals for each parent and teacher workshop. In addition, I discussed a plan for implementation of the project, including resources, possible barriers, and implications for social change. In Section 4, I will reflect on the strengths

and limitations of the project, as well as discuss how the development of the project affected me as a scholar, a practitioner, and a leader of change. Please see Appendix A for the project in its entirety.

## Section 4: Reflections and Conclusions

### **Introduction**

The work I have completed as part of the doctoral program has been invaluable to me as a professional. By reviewing the literature about parent engagement and involvement, literacy strategies and the needs of educators in terms of working with parents, I learned research-based strategies necessary for developing and conducting workshops for parents and teachers. In addition, I have acquired new strategies to share with teachers that will enable them to better understand how parents can and will become more involved in the educational processes of their children. By conducting a case study, I gained further insight and perspective into how parents view engagement and involvement at the school level, as well as how teachers view parent engagement and involvement at the classroom and school level. Consequently, I have improved my skills and have evolved as a leader, scholar, and practitioner. Above all, I have developed two programs that will address a need at the study site. I hope to facilitate positive change by implementing the PRK and FIT programs at the study site and throughout the local district.

### **Project Strengths**

#### **Parents Read to Kids**

The PRK workshop series was developed using information gained from parent interviews regarding strategies used at home that support literacy development. In addition to the strategies shared by participants during the data collection process, each workshop provides research-based best practices as dictated by experts in the field to

enhance the knowledge and experience of each participant. The combination of the parent tested and research-based best practices is a strength of the PRK workshop series because participants will have the opportunity to learn about successful methods used by other parents and those recommended by experts (Barone, 2011). All PRK sessions provide opportunities for participants to engage in active learning through small group collaboration (Garvin & Bargal, 2008; Volkema, 2010). Such collaboration would be considered a strength as participants work together to build literacy knowledge and practice new skills. Each PRK workshop session provides opportunity for participants to practice new skills using make and take materials and hands-on practice (Abel, 2014; Kupzyk et al., 2012). Finally, the PRK program was developed to provide literacy strategies for use at home. By providing parents with new skills and experiences, each workshop will increase parent capacity to support literacy development at home and assist children in becoming stronger readers (Abel, 2014; Reese et al., 2010).

### **Fresh Ideas for Teachers**

The FIT workshop series was also developed using information gained from teachers about parent engagement/involvement as well as research-based strategies recommended by experts in the educational field. Each workshop in the FIT series provides teachers with proven strategies to enhance current interactions with parents (Larocque et al., 2011). The content of the workshops in this series is a strength as participation will assist teachers in alleviating some frustrations shared during the data collection process and develop capacity for effectively working with parents that will have a positive impact on student achievement (Farrell & Collier, 2010; Volkema, 2010).

In addition to the content, all FIT sessions provide opportunities for participants to engage in active learning through small group collaboration (Garvin & Bargal, 2008; Volkema, 2010). Such collaboration would be considered a strength as participants work together to build literacy knowledge and practice new skills. In addition to collaboration, each FIT workshop session provides opportunity for self-evaluation and self-reflection. Participants are encouraged to reflect on current practices to determine worth and efficacy and set goals for future success (Karagiorgi, Nicolaidou, Yiasemis, & Georghiades, 2015; Volkema, 2010). As participants reflect, they will have the opportunity to build on previous knowledge by making improvements to current strategies, adopting new strategies, and determining practices to discard and replace with proven strategies (Postholm, 2011). Therefore, the content, focus, and delivery model of the FIT workshop series is a strength. All sessions are based on needs shared by teachers during the interview process (Volkema, 2010), provide opportunities for self-evaluation (Karagiorgi et al., 2015), and assist teachers in building capacity for working effectively with parents (Farrell & Collier, 2010).

### **Project Limitations**

Researchers have determined certain recommendations for developing parent training programs (Abel, 2014; Barone, 2011; Kupcyk et al., 2012; Reese et al., 2010). For example, Abel (2014) asserted that parents will be more likely to follow through with recommended strategies or activities at home if they are provided with concrete models and clear expectations for topics such as homework completion. Although this project

was created following such recommendations, there are limitations related to the presentations themselves and the implementation of the project.

One of the most troublesome limitations for this project is the fact that none of the presentations have been tested in front of an audience. Although all of the sessions have been written to reflect the strategies shared during the interview process and those recommended as best practices, none have been presented to an audience. I have gauged the timing based on my previous experience writing parent training sessions. Neither the timing nor the content has been tested to determine if the sessions make sense, if the pattern and flow is appropriate, or if the content is indeed appropriate for the recommended audience.

In addition to the untried status of the sessions, there are limitations related to the way the scripts have been written. Recommendations exist related to the way information is provided and transmitted during training sessions. For example, Reese et al. (2010) have suggested that programs for parents include strategies that promote language development and literacy support. Although such activities are included in the presentations, I may not have written the scripts clearly enough or succinctly enough to provide adequate support for strategy instruction and integration (Reese et al., 2010). If the directions are vague or too wordy, the sessions may not be easily understood or replicable.

In terms of the mode of presentation, recommendations include opportunities for hands-on practice, video modeling, and written instruction (Barone, 2011; Kupcyk et al., 2012). All presentations have been developed using the Microsoft PowerPoint software



program and provide written information in addition to the actual presentation. I have also included written instruction for some of the strategies and opportunities for hands-on practice for several of the sessions. However, there could still be limitations related to the mode of presentation. All of the presentations rely on technology availability and presenter ability. There are no videotaped portions for strategy modeling or information presentation that could be used to further illustrate the concepts and strategies presented (Kupcyk et al., 2012). All sessions rely on the ability of the presenter to provide instruction and strategy modeling.

In addition to possible limitations related to the technology used and availability of written materials, the overall presentation style could be an issue. According to Volkema (2010), some may not feel comfortable participating in the cooperative groups and networking opportunities included in the sessions. This could present a problem as most of the sessions use collaboration as a means for instruction and practice (Garvin & Bargal, 2008; Volkema, 2010).

In working with diverse populations, it is best to provide culturally relevant information and activities (DeBruin-Parecki, 2009). While it is recommended that materials be available in the home language to better meet participant needs, all materials for this project have been created and will be distributed in English (DeBruin-Parecki, 2009; Larocque et al., 2011). Therefore, certain populations could be excluded if school sites rely on the materials as provided.

Any training program should include a clear sequence and a plan for how the skills and strategies introduced will be measured and monitored (Debruin-Parecki, 2009;

Fisher, Smith, Finney, & Pinder, 2014). I have created a suggested sequence for both the PRK sessions and the FIT sessions. However, I have not included a plan for how the skill/strategy implementation will be monitored either during the sessions or after the sessions other than requesting that the presenter circulate and provide modeling and feedback during the practice sessions. Variance in the prescribed schedule could render the information redundant or not timely for the audience. The lack of monitoring outside of the sessions could lead to a lackluster implementation.

Finally, the information presented during each session could be a limitation for both programs. As recommended by Debruin-Parecki (2009), all sessions include current, research-based, strategies for the instructional and practice pieces. However, literacy development research is on-going and there are several well-known strategies that have been developed over the last 10 years. The PRK program includes many of those strategies. However, as new research is completed and new strategies identified, the PRK sessions will need to be updated to remain useful for parents. The same limitation could occur for the FIT program. As more research is completed and strategies developed to improve or support teachers in increasing parent engagement and involvement, the sessions would require updates to remain current and relevant for teachers.

### **Recommendations for Alternative Approaches**

#### **Address the Problem Differently**

Instead of focusing on how parents support literacy at home, I could look more closely at what teachers do in the classroom that impacts reading comprehension.

Classroom observations and additional standardized assessments may yield strategies that

are successful and could be replicated by others. By looking at reading comprehension as a result of classroom instruction, I could gain further insight into what teachers consider successful strategies and help teachers determine the efficacy of the strategies by analyzing assessment data. This focus would still provide information as to why reading comprehension begins to falter in second grade, but different methods would be used to both analyze and report the data. Employing a mixed methods approach could provide a more in-depth study of reading comprehension in second grade and yield additional strategies for improving reading comprehension at the classroom level.

### **Alternative Definition and Solutions**

Instead of defining reading comprehension in terms of oral reading fluency, I could have defined reading comprehension in terms of effective strategy use. Strategy use could be observed both in the classroom and at home thus providing key information as to how strategies promote comprehension and how teachers can provide quality strategy instruction that leads to successful reading comprehension.

In addition to strategy use, reading comprehension could be studied using different progress monitoring assessments across the entire school year. This longitudinal data could be analyzed to determine specific issues with reading comprehension that could be remedied in the classroom. Using long term data would provide a more in depth look at each student and address student specific issues instead of broad, generalized issues. Such a program would better meet student needs and lead to stronger readers.

## Scholarship

True scholarship begins with teaching and learning. However, researchers disagree as to the emphasis and scope of scholarship within teaching and learning (Cerbin, 2013; Costley & Lester, 2012; Greenhow & Gleason, 2014; Morrison, 2012). For many, actual scholarship is based on many things, namely the act of learning and the impact of learning on student outcomes (Cerbin, 2013). Positive outcomes are the desired goal for any new strategy or instructional practice. Educators need and want to know what works (Cerbin, 2013). Assessment now plays a larger role in scholarship than ever before. As teachers begin to focus on assessment and student outcomes, scholarly teaching and learning becomes the means for achieving desired outcomes (Cerbin, 2013).

However, when considering *habits of mind* required for scholarly practice, Morrison (2012) recommends a balance of practices and activities that greatly shift the focus from the teacher and teaching to the student and student learning. In making this shift, the student becomes the scholar and the outcome is better learning (Cerbin, 2013). In this model, teachers are more mindful of, and take more responsibility for, student learning as the emphasis is on learning outcomes (Cerbin, 2013).

Regarding the shift to student as scholar, the work of Boyer (1990) and the four domains of scholarship are referred to frequently as a means for explaining scholarship and scholarly activities as related to faculty work at the university level (Morrison, 2012). In keeping with the scholarship of discovery domain (Cerbin, 2013; Greenhow & Gleason, 2014; Morrison, 2012), I chose to participate in the doctoral program in an effort to expand my own knowledge and possibly add research based strategies to my

chosen field. As a scholar, I conducted my own research by following the procedures set forth by the university and expected by the educational community. I had my own level of curiosity and passion for conducting the study. I hoped to solve a local problem and add possible solutions to the knowledge base.

As I began to synthesize the research available on my chosen topic and look for similar patterns outside of the study site, I moved toward the scholarship of integration (Cerbin, 2013; Greenhow & Gleason, 2014; Morrison, 2012). I searched for studies similar to mine but found that most focused on students, not what parents could provide in terms of home support. In addition, I found that many researchers focused on reading and the accepted components of reading but not on how parents could better support reading at home or what the parents of successful students were actually doing differently at home.

In keeping with Boyer's four domains, the scholarship of application domain (Cerbin, 2013; Greenhow & Gleason, 2014; Morrison, 2012) requires individuals to consider the ramifications of the knowledge and experience gained. Specifically, individuals should consider how this new knowledge will answer questions or provide additional solutions to problems. Based on the study I conducted, I determined strategies parents and teachers of successful students use to support reading comprehension and developed a series of workshops to share the strategies with others. In determining the strategies, I was able to provide a possible solution for the local problem of decreased reading comprehension for students in second grade.

Finally, I will engage in the domain of teaching (Cerbin, 2013; Greenhow & Gleason, 2014; Morrison, 2012) as I present the findings of my study to stakeholders within the community. In addition, as I implement the series of workshops I have developed, I will be working within the domain of teaching. According to Morrison (2012), “Boyer’s scholarship of teaching requires scholar-teachers to be intellectually engaged, again manifest in their deep sense of curiosity, and to model that engagement and curiosity for those whom they teach and influence so powerfully” (p. 4). I will always be a teacher, whether I work with children or adults. I will always be a learner and continue to seek out experiences to enrich my existing knowledge. As I have moved into an administrative position, I find myself reflecting on the processes I have learned and will continue to seek out solutions to local problems while considering the domains of scholarship as part of my solution seeking process.

### **Project Development and Evaluation**

This study provided me with a unique opportunity to learn about project development and evaluation. The purpose for developing a project is to acquire new knowledge and processes while determining the impact of the new knowledge on existing processes (Pigott-Irvine, 2011). Furthermore, the project and expected outcomes should have a theoretical foundation and allow for leaders and participants to apply what is learned (Pigott-Irvine, 2011). Finally, such a project must provide opportunities for participants to demonstrate moving a theory into practice, start early in the school year, provide supported from school level leadership, include facilitation and coaching by an adequately prepared individual, and culminate with an evaluation (Pigott-Irvine, 2011).

Further, the ideal project is one that takes advantage of the expertise of the members and meets critical needs of the surrounding community (Volkema, 2010).

The first step in developing a project is to determine a local problem or focus (Pigott-Irvine, 2011) that is based on the needs of the local community (Volkema, 2010). In addition to determining a problem, the first step in such a project must include a conceptualization of the overall project and the theoretical underpinnings of the project (Garvin, 2008; Pigott-Irvine, 2011). The next step in project development includes problem-solving and decision-making in terms of the project, possible outcomes, and method of evaluation (Garvin, 2008; Pigott-Irvine, 2011). In addition, policy is established as well as written materials to be used within the project, and the method for recruiting participants (Garvin, 2008). Finally, the project is delivered to the participants, data collected, and the evaluation of the project completed. Modifications are made based on the evaluation and the participants are given an opportunity to demonstrate how to apply concepts learned from the project (Garvin, 2008; Pigott-Irvine, 2011).

In keeping with the accepted methods of project development, I chose to focus on the declining levels of reading comprehension in second grade at the study site. Next, I made decisions about what data to collect, how to align the project with appropriate case study methods, how to gain access to participants who would generate the necessary data for analysis, and how to evaluate the project. I made the decision to seek out strategies used by the parents of the successful students that could be replicated by other families and lead to success with reading comprehension for more students in second grade.

I used archival data to determine a pool of students who were successful with reading comprehension in first grade and remained successful throughout second grade. The data used to determine student success was the DIBELS ORF assessment. Students who remained at the benchmark level for each administration were considered successful due to the connection between oral reading fluency and reading comprehension. Then, I invited the parents and teachers of the successful students to participate in the study. Those who elected to participate were personally interviewed, using an interview protocol developed by me (see Appendices D and E). Finally, after completing the data collection phase, I analyzed the data to determine themes present in the responses. From the data analysis, I determined strategies used by the parents that could be used by other families to increase rates of reading comprehension at the study site.

Based on the strategies presented by the parents and teachers of successful readers, I developed a parent workshop series and teacher workshop series to provide both teachers and parents with successful strategies for assisting students in becoming stronger readers. The parent workshop series consists of eight workshops that provide hands-on practice with facets of the reading process, opportunities for building parent engagement/involvement, resources for successful homework support, and ideas to prevent summer learning loss. The teacher workshop series consists of five workshops that provide teachers with suggestions for increasing parent engagement/involvement at the study site, strategies for successful parent communication, and suggestions for improving parent-teacher conferences.



Project evaluation is historically based on qualitative measures such as participant satisfaction and elicited feedback. For an educationally based project to be deemed successful, one must also demonstrate impact on student learning and provide opportunities for participants to apply what was learned (Pigott-Irvine, 2011). Part of the evaluation process should include reviewing the program, as a whole, to determine if the rationale, expectations, and requirements of the project were clearly presented to all participants (Pigott-Irvine, 2011). In addition, the evaluation process must provide participants with appropriate questions that determine the scope of the project and the effect participation had on the individual (Volkema, 2010). Finally, project evaluation should also focus on quality and adherence factors such as consistency in delivery for all participants and adherence to the prescribed processes embedded in the delivery of the project specifics (Law & Shek, 2011).

In the case of my project, the evaluation process was both formative and summative. Each workshop has its own participant evaluation at the end of the session to determine if the information presented was found to be useful for the participants, suggestions for future sessions, and recommendations for improving the session (see Appendices I and J). In addition, each workshop has a presenter evaluation to determine the success of the workshop, suggestions for improving the workshop, and directions for the future (see Appendix K). The presenter evaluation provides an opportunity for the presenter to reflect on the participation of the attendees as well as the effect of the information and experience provided. The goal of the formative evaluation is to

determine if providing parents and teachers with additional strategies will lead to improved reading comprehension for students in second grade.

Finally, the summative portion of the evaluation will consist of data collected from follow-up sessions with the school administration. Data will be collected from the host schools to determine if the information presented at the workshops has an impact on the teachers and on parent engagement/involvement levels. For the two follow-up sessions, I will provide a survey to the school leadership in advance that requests school-wide data that demonstrate changes in student reading comprehension levels, homework return rates, and parent engagement rates for teachers who participate in the workshop series (see Appendix L and Appendix M). Information collected from all of the evaluations will determine future directions for each workshop as well as the project itself, both in changes to the workshop sessions and in how to work more effectively with each school site to improve communication and engagement with families. Finally, the summative evaluation serves to determine and document the effect of session participation on both student reading comprehension and parent involvement/engagement at the school level. The goal of the summative evaluation is to determine if analyzing school level data with the school administrative team and adjusting related policies and procedures will lead to improved reading comprehension for students in second grade and increased levels of parent involvement/engagement at the school site.

### **Leadership and Change**

Every leader brings a philosophy and foundation drawn from experiences, principles, and values. For a leader to effectively lead sustainable change, such reform

must grow from the *inside out* (Gialamas, Pelonis, & Medeiros, 2014). While most change at the school level begins with surface level ideas such as curriculum and instructional changes, sustainable change occurs at a much deeper level. As members begin to think differently, behave differently, and interact differently, meaningful goals will be achieved (Galamas, Pelonis, & Medeiros, 2011).

Understanding individual beliefs about collaboration and self-efficacy is viewed as an important part of changing the way educators interact. To become change agents at the school level, teacher beliefs about leadership must be challenged. In addition, a link exists between the identities of educators and leaders and how the individuals impact one another (Siddiqui, 2011) and the overall capacity of the teacher to make decisions related to school reform (Kaniuka, 2012). Teacher leadership at the school level must be examined to determine how teachers view their own capacity for leadership and the professional skills necessary for success at this level (Watson, 2014).

Just as prior experience can shape the thoughts of teachers in terms of leadership qualities and the change process, my thoughts were shaped by the experiences I have had as an educator as I began thinking about my own capacity for leadership (Kaniuka, 2012). I have had the opportunity to work with exceptional leaders and those who lacked certain qualities but were successful none the less. During the process of working through this study and the doctoral process, I have taken time to reflect on my own leadership qualities and those I need to add to my repertoire.

### **Analysis of Self as Scholar**

As a scholar, I have learned to view myself as a beginner in some areas and have moved to an expert in others. This process had lead me to strengthen some skills while developing new skills. Through reading research, conducting research, and developing an original project, I have extended my depth of inquiry. My knowledge of developmental reading strategies, professional development for teachers, family involvement/ engagement, data collection and analysis, and project development and evaluation was stretched in many ways. This process has led to great introspection, requiring me to reflect upon my strengths and weaknesses, while developing previously unknown skills as a researcher, learner, and educator. As a learner, I understand that my education is not quite complete. Although I have achieved a major goal of completing my degree, I realize that I will never stop learning. I look forward to adding experience and knowledge to my repertoire by continuing to participate in professional development opportunities. I hope to expand my scholarship by applying what I have learned through this process in my current position. My first move will be to implement the PRK and FIT programs in my current district. I plan to begin with the study site and build from there. After implementation, I plan to continue researching parent engagement so that I may contribute new strategies to the study site and surrounding district. In addition, I am interested in writing for publication and possibly marketing my programs to other districts and interested parties. The most important part of this process was the analysis of my priorities and accomplishments. Prior to this study, my priority was to focus on

reading development and find strategies that would assist students in strengthening skills and becoming successful.

I entered this program with the goal of becoming an administrator so that I could have a positive impact on students and teachers. Now, I have realigned my vision. I recently moved into an administrative position and I find myself thinking more about how we, as educators, can reach more parents. Above all, this process has lead me to view myself and my skills differently. I see myself as a learner and value the process and challenge of successful achievement and I look forward to sharing what I have learned with my family, my colleagues, and students.

#### **Analysis of Self as Practitioner**

Planning and conducting the case study and planning and developing the project presented invaluable experience for me as a practitioner. The research I conducted about parent engagement and involvement lead to a deeper understanding of the needs of parents in terms of helping their children at home and as to the needs of teachers in terms of supporting, engaging, and involving parents. This deeper understanding lead me to establish a broader perspective into how parent engagement and involvement could further support students and increase levels of reading comprehension in second grade. As a result, I have developed new skills as a practitioner that will enable me to better meet the needs of students and teachers as I take on new responsibilities as a leader.

#### **Analysis of Self as Project Developer**

Thinking of myself as a project developer has required me to consider my strengths as a reader, writer, planner, organizer, leader, scholar, and practitioner. As a

teacher leader in a small elementary school, I became a project developer as I created the PRK and FIT programs based on findings from the case study. This included collecting and analyzing data from parent and teacher interviews. In addition, I reviewed scholarly literature relevant to my findings that would enhance the study and resulting project. In this manner, I enhanced my role as a scholar and practitioner.

As the work progressed and the study grew, I developed new skills in planning, organizing, and leading. I developed an implementation plan for two unique workshop series, PRK and FIT. Developing the plan for each series led to great depths of inquiry into the needs of parents and teachers in terms of literacy support and parent engagement/involvement. As a result, my knowledge of research based literacy strategies for use at home, accepted strategies for establishing workshop sessions for parents, and the needs of educators in terms of engaging and involving parents has grown tremendously. As a project developer, I developed my own leadership and promoted increased reading comprehension through parent engagement and involvement and social change through teacher professional development and the enhancement of parent literacy knowledge at the study site.

### **The Project's Potential Impact on Social Change**

This project began as an effort to help second grade teachers provide targeted reading comprehension support for students. The end result, the PRK and FIT programs, will have an impact on teachers, parents, and students. By encouraging parents to become engaged and involved in the education process, students and teachers will reap the benefits. The PRK program provides parents with relevant strategies for assisting with

reading development at home. The FIT program will provide teachers with new ideas for engaging parents and better supporting students in the reading process.

Both the PRK and FIT programs will lead to significant social change in the study site and eventually the surrounding district. As parents feel comfortable assisting in the reading process and teachers become more comfortable working with parents, levels of student achievement may increase and possibly bypass current levels in second grade. Increased levels of achievement for second graders will lead to fewer damaging retentions in third grade and greater levels of success in future grade levels. Eventually, the PRK and FIT programs will lead to students across the district receiving appropriate reading support, participation in high level courses, and improved graduation rates.

### **Implications, Applications, and Directions for Future Research**

Implications of this study and resulting project may increase teacher understandings of proven methods in engaging and involving parents both at the classroom levels and at the school level. In addition, this study and project could lead to the improvement of parent literacy knowledge and support of children at home. Additional literacy support at home could lead to increased reading comprehension levels for students in second grade. Applications include the immediate implementation of both the PRK and FIT programs at the study site and at other sites across the local district. Expanding the scope of the study and resulting project could include parents and teachers from other schools, districts, and states. This study and project focused on strategies for students in kindergarten through second grade. Through expansion, other grade levels could be included to increase the possibility for greater levels of social change. This

study could be replicated or modified to better meet the needs of parents and teachers in other schools or districts. Similarly, another study could lead to different findings, leading to alternative approaches to address the problem of reading comprehension rates in second grade.

### **Conclusion**

This study makes an important contribution to the field of education, specifically in reading comprehension and family engagement. I conducted a case study to determine strategies used at home by the parents and at school by teachers of successful students that could be replicated by other families and teachers. As a result, I created a series of workshops for parents and a series of workshops for teachers that incorporate the strategies derived from both the case study and research-based strategies from the educational field. The final products, PRK and FIT are an attempt to solve the problem that prompted the study, which focused on improving reading comprehension levels for students in second grade at the study site.

The research questions shaped the study and allowed for the recognition of themes and patterns in the data and the literature review provided a foundation for the study and, as a result, scholarship. The first research question focused on strategies inside the classroom that have a positive impact on second grade reading comprehension rates. I analyzed interview data collected from teachers to determine classroom strategies that could be incorporated into the FIT workshop series. The second research question focused on strategies outside of the school day that have a positive impact on second grade reading comprehension rates. I analyzed interview data to determine what happens



outside of school that has a positive impact on reading comprehension to incorporate into the PRK workshop series. Finally, the third and final question concerned strategies that could be incorporated at home to support reading comprehension. I analyzed both the teacher and parent interview data as well as research based strategies to determine strategies to include in the PRK workshop series. I used recommendations based on research to develop the design and format for both the PRK series and FIT series. The literature review in Section 1 detailed each component of the reading acquisition process as well as parent engagement and parent involvement. The review in Section 3 centered on themes found in the data, such as adult-child shared reading, literacy development, homework support, common barriers to parent engagement, and parental expectations for educational attainment. Finally, this section serves as a personal reflection and provides conclusions for the study and the doctoral process. For this study, scholarship was achieved through the literature reviews and the self-reflection in this section. Leadership was achieved by focusing on the local problem and developing an acceptable solution through data collection, analysis, and scholarly research.

Results from the case study indicated that the parents of successful students use strategies at home that support reading comprehension. In addition, I found that several strategies exist for building parent engagement at the school level and have provided some of those suggestions in the FIT series. In conclusion, this study has the capacity to effect positive social change by encouraging more parents to become involved at the classroom and school level and by assisting parents and teachers in providing the

appropriate level of support for students to be successful with reading comprehension in second grade and all future grade levels.

## References

- Abel, Y. (2014). Process into products: Supporting teachers to engage parents. *Education and Urban Society* 46(2), 181-191. doi: 10.1177/0013124512446307
- Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: The MIT Press.
- Adlof, S. M., Catts, H. W., & Little, T. D. (2006). Should the simple view of reading include a fluency component? *Reading and Writing* 19, 933-958.  
doi: 10.1007/s11145-006-9024-z
- Applegate, M. D., Applegate, A. J., & Modla, V. B. (2009). “She’s my best reader; she just can’t comprehend”: Studying the relationship between fluency and comprehension. *The Reading Teacher* 62, 512-521. doi: 10.1598/RT.62.6.5
- Armbruster, B. B., Lehr, F., & Osborn, J. (2001). *Put reading first: The research building blocks for teaching children to read*. Washington, DC: The Partnership for Reading.
- Barone, D. (2011). Welcoming families: A parent literacy project in a linguistically rich, high-poverty school. *Early Childhood Education Journal* 38(5), 377-384. doi: 10.1007/s10643-010-0424-4
- Bartel, V. B. (2009). Home and school factors impacting parental involvement in a Title 1 elementary school. *Journal of Research in Early Childhood Education International* 24, 209-228. doi: 10.1080/02568543.2010.487401
- Beck, I. (2006). *Making sense of phonics: the hows and whys*. New York, NY: The Guilford Press.

- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York, NY: The Guilford Press.
- Benjamin, R. G., & Schwanenflugel, P. J. (2010). Text complexity and oral reading prosody in young readers. *Reading Research Quarterly* 45, 388-404.  
doi: 10.1598/RRQ.45.4.2
- Berk, L. E., & Winsler, A. (1995). *Scaffolding children's learning: Vygotsky and early childhood education*. Washington, DC: National Association for the Education of Young Children.
- Berninger, V. W., Abbott, R. D., Vermeulen, K., & Fullan, C. (2006). Paths to reading comprehension in at-risk second- grade readers. *Journal of Learning Disabilities* 29, 334-351. doi: 10.1044/0161-1461(2009/08-0002)
- Block, C. C., & Mangieri, J. N. (2006). *The vocabulary-enriched classroom: Practices for improving the reading performance of all students in grades three and up*. New York, NY: Scholastic, Inc.
- Bower, H., & Griffin, D. (2011). Can the Epstein model of parental involvement work in a high minority, high poverty elementary school: A case study. *Professional School Counseling* 15(2), 77-87.  
Retrieved from: <http://www.schoolcounselor.org/content.asp?contentid=235>
- Bower, H.A., Powers, J.D., & Graham, L.M. (2010). Home learning activities: A feasible practice for increasing parental involvement. *Academic Leadership: The Online Journal* 8(4), 20-26. Retrieved from: <http://www.academicleadership.org/>

- Boyer, E. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.
- Braeck, U. K. (2010). "We are the professionals": A study in teachers' views on parental involvement in school. *British Journal of Sociology of Education* 31, 323-335.  
doi: 10.1080/01425691003700565
- Bransford, J. D., Brown, A. L., & Cocking, R. R., (Eds.). (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
- Brassell, D., & Rasinski, T. (2008). *Comprehension that works*. Huntington Beach, CA: Shell Education.
- Breland-Noble, A. (2014). Parenting across diverse contexts. *Journal of Child & Family Studies* 23(2), 173-176. doi: 10.1007/s10826-013-9898-8
- Brightman, K. (1998, May 26). *Seminole County Public Schools School Board Regular Meeting*. Meeting Minutes. Retrieved December 3, 2012 from [www.scps.k12.fl.us](http://www.scps.k12.fl.us)
- Brown, M. R., & Brandon, R. (2007). African American parents: Improving connections with their child's educational environment. *Intervention in School and Clinic* 43(2), 116-120. Retrieved from: <http://isc.sagepub.com/>
- Campbell, N., Morton, S., & Rumschlag, H. (2011). Family literacy night: A celebration of reading. *Library Media Connection* 30(1), 48-50.  
Retrieved from: <http://www.librarymediaconnection.com/>
- Cartwright, K. B., Marshall, T. R., Dandy, K. L., & Isaac, M. (2010). The development of graphophonological-semantic cognitive flexibility and its contribution to reading

- comprehension in beginning readers. *Journal of Cognition & Development* 11(1), 61-85. doi: 10.1080/15248370903453584
- Cattanach, J. (2013). Support parents to improve student learning. *Kappan* 94(6), 20-25.  
Retrieved from: <http://pdkintl.org/publications/kappan/>
- Cerbin, B. (2013). Emphasizing learning in the scholarship of teaching and learning. *International Journal for the Scholarship of Teaching* 7(1), pp. 1-6. Retrieved from: <http://academics.georgiasouthern.edu/ijst/v7n1.html>
- Cheatham, G. A., & Ostrosky, M. M. (2009). Listening for details of talk: Early childhood parent-teacher conference communication facilitators. *Young Exceptional Children* 13(1), 36-49. doi: 10.1177/1096250609347283
- Coffey, B. (2010). Boost involvement one book at a time. *Principal* 90(2), 60-61.  
Retrieved from: <http://www.naesp.org/principal-archives>
- Coleman, B., & McNeese, M. N. (2009). From home to school: The relationship among parental involvement, student motivation, and academic achievement. *International Journal of Learning* 16, 459-470. Retrieved from: <http://ijl.cgpublisher.com>
- Colmar, S.N. (2014). A parent-based reading intervention for disadvantaged children with language difficulties. *Child language Teaching and Therapy* 30(1), 79-90. doi: 10.1177/0265659013507296
- Connell, J. M. (2008). The emergence of pragmatic philosophy's influence on literacy theory: Making meaning with texts from a transactional perspective. *Educational Theory* 58(1), 103-122. doi: 10.1111/j.741-5446.2007.00278x

- Costley, C., & Lester, S. (2012). Work-based doctorates: Professional extension at the higher levels. *Studies in Higher Education* 37(3), 257-269. doi: 10.1080/03075079.2010.503344
- Creswell, J. W. (2008). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Pearson Education, Inc.
- David, J. L. (2010). Closing the vocabulary gap. *Educational Leadership* 67(6), 85-85. Retrieved from: <http://www.ascd.org/publications/educationalleadership/mar10/vol67/num06/Closing-the-Vocabulary-Gap.aspx>
- DeBruin-Parecki, A. (2009). Establishing a family literacy program with a focus on interactive reading: The role of research and accountability. *Early Childhood Education* 36(5), 385-392. doi: 10.1007/s10643-008-0299-3
- Dooley, C. M. (2010). Young children's approaches to books: the emergence of comprehension. *Reading Teacher* 64(2), 120-130. doi: 10.1598/RT.64.2.4
- Dunlop, T. (2013). Family engagement in student learning: A conversation with Dr. Maria C. Parades. *Education Digest* 78(8), 34-38. Retrieved from: [www.eddigest.com](http://www.eddigest.com)
- Ediger, M. (2008). Psychology of parental involvement in reading. *Reading Improvement* 45(1), 46-52. Retrieved from: <http://www.questia.com/library/jp-reading-improvement.jsp>

- Elish-Piper, L. (2012). Parent involvement in reading. *Illinois Reading Council Journal* 40(3), 55-60. Retrieved from: <http://journalseek.net/cgi-bin/journalseek/journalsearch.cgi?field=issn&query=1082-555X>
- Elleman, A. M., Lindo, E. J., Morphy, P., & Compton, D. L. (2009). The impact of vocabulary instruction on passage-level comprehension of school-age children: a meta-analysis. *Journal of Research on Educational Effectiveness* 2(1), 1-44.  
doi: 10.1080/1934574082539200
- Epstein, J. (2010). School, family/community partnerships. *Phi Delta Kappan* 92(3), 81-96. Retrieved from: <http://pdkintl.org/publications/kappan/>
- Epstein, J. (2005). Attainable goals: The spirit and letter of the No Child Left Behind Act on parental involvement. *Sociology of Education* 78(2), 179-182.  
doi: 10.1177/003804070507800207
- Falk-Ross, F., Beilfuss, S., & Orem, S. (2010). Seeking parental input on children's literacy programs: Factoring in diversity. *Journal of Reading Education* 35(2), 22-29. Retrieved from: <http://www.worldcat.org/title/journal-of-reading-education/oclc/67618494>
- Farrell, A. F., & Collier, M. A. (2010). School personnel's perceptions of family-school communication: A qualitative study. *Improving Schools* 13(1), 4-20.  
doi: 10.1177/1365480209352547
- Farrant, B. M., & Zubrick, S. R. (2011). Early vocabulary development: The importance of joint attention and parent-child book reading. *First Language* 32(3), 343-364.  
doi: 10.1177/0142723711422626



- Ferlazzo, L. (2011). Involvement or engagement? We need to relate to families not as clients, but as partners in school and community improvement. *Educational Leadership* 68(8), 10-14. Retrieved from:  
<http://www.ascd.org/publications/educational-leadership.aspx>
- Ferrara, M.M. (2009). Broadening the myopic vision of parent involvement. *School Community Journal* 19(2), 123-142. Retrieved from:  
<http://www.schoolcommunitynetwork.org/SCJ.aspx>
- Filstead, W. J. (Ed.). (1970). *Qualitative methodology: Firsthand involvement with the social world*. Chicago, IL: Markham Publishing Company.
- Fisher, R., Smith, K., Finney, S., & Pinder, K. (2014). The importance of implementation fidelity data for evaluating program effectiveness. *About Campus* (19) 5, pp. 28-32. doi: 10.1002/abc.21171
- Flanagan, R. (2011). Parent feedback conference: An opportunity to intervene? *Psychology in the Schools* 48, 307-315. doi: 10.1002/pits.20555
- Flesch, R. (1955). *Why Johnny can't read and what you can do about it*. New York, NY: Harper Collins.
- Florida Department of Education. (2012). *Florida Comprehensive Assessment Test*. [FCAT 2.0 Reading, School Report of Students, Spring 2012, Grade 3]. Tallahassee, FL: Department of Education.
- Florida Department of Education. (2011). *Florida Comprehensive Assessment Test*. [FCAT Reading, School Reports of Students, Spring 2011, Grade 3]. Tallahassee, FL: Department of Education.

- Florida Department of Education. (2010). *Florida Comprehensive Assessment Test*.  
[FCAT Reading, School Reports of Students, Spring 2010, Grade 3]. Tallahassee,  
FL: Department of Education.
- Florida Department of Education. (2009). *Florida Comprehensive Assessment Test*.  
[FCAT Reading, School Reports of Students, Spring 2009, Grade 3]. Tallahassee,  
FL: Department of Education.
- Florida Department of Education. (2008). *Florida Comprehensive Assessment Test*.  
[FCAT Reading, School Reports of Students, Spring 2008, Grade 3]. Tallahassee,  
FL: Department of Education.
- Froiland, J. M., Powell, D. R., & Diamond, K. E. (2013). Relations among neighborhood  
social networks, home literacy environments, and children's expressive  
vocabulary in suburban at-risk families. *School Psychology International* 35(4),  
429-444. doi: 10.1177/014304313500415
- Froiland, J. M., Peterson, A., & Davison, M. L. (2012). The long term effects of early  
parent involvement and parent expectation in the U.S.A. *School Psychology  
International* 34(1), 33-50. doi: 10.1177/0143034312454361
- Fry Phrases (n. d.). In *Fry Word List-1,000 High Frequency Words*. Retrieved from:  
<http://www.k12reader.com/subject/vocabulary/fry-words/>
- Garcia, G. E., Pearson, P. D., Taylor, B. M., Bauer, E. B., & Stahl, K. A. D. (2011).  
Socio-constructivist and political views on teachers' implementation of two types  
of reading comprehension approaches in low-income schools. *Theory Into  
Practice* 50, 149-156. doi: 10.1080/00405841.2011.558444

- Garvin, C. (2008). Project program development and implementation. *Small Group Research* 39(1), pp. 60-81. doi: 10.1177/1046496407313415
- Garvin, C., & Bargal, D. (2008). An introduction to the project, rationale and development. *Small Group Research* 39(1), pp. 3-16. doi: 10.1177/1046496407313405
- Gialamas, S., Pelonis, P., & Medeiros, S. (2014). Metamorphosis: a collaborative leadership model to promote educational change. *International Journal of Progressive Education* 10(1), 73-83. Retrieved from: <http://www.inased.org/ijpe.htm>
- Glesne, C. (2011). *Becoming qualitative researchers: An introduction, 4<sup>th</sup> ed.* Boston, MA: Pearson Education, Inc.
- Graves, M. F. (2006). *The vocabulary book: learning & instruction.* New York, NY: Teachers College, Columbia University.
- Greene-Clemons, C., & Flood, C. T. (2013). Seven tips to effectively engage parents. *Principal* 92(3), 46-47. Retrieved from: <http://www.naesp.org/principal-archives>
- Greenhow, C., & Gleason, B. (2014). Social scholarship: reconsidering scholarly practices in the age of social media. *British Journal of Educational Technology* 45(3), pp. 392-402. doi: 10.1111/bjet.121.50
- Hancock, D. R., & Algozzine, B. (2006). *Doing case study research.* New York, NY: Teachers College, Columbia University.
- Hart, B., & Risley, T. R. (1995). *Meaningful differences in the everyday experience of young American children.* Baltimore, MD: Paul H. Brookes Publishing Company.

- Harvey, S., & Goudvis, A. (2007). *Strategies that work: teaching comprehension for understanding and engagement*. Portland, ME: Stenhouse Publishing.
- Hatch, J. A. (2002). *Doing qualitative research in educational settings*. Albany, NY: SUNY Press.
- Hornby, G. A., & Lafaele, R. (2011). Barriers to parental involvement in education: An explanatory model. *Educational Review* 63(1), 37-52.  
doi: 10.1080/00131911.2010.488049
- Kaniuka, S. (2012). Toward an understanding of how teachers change during school reform: considerations for educational leadership and school improvement. *Journal of Educational Change* (13), pp. 327-346. doi: 10.1007/s10833-012-9184-3
- Karagiorgi, Y., Noclaidou, M., Christos, Y., & Georghiades, P. (2015). Emergent data-driven approaches to school improvement: The journey of three schools through self-evaluation. *Improving Schools* 18(1), pp. 69-832. doi: 10.1177/1365480214566914
- Keene, E. O., & Zimmerman, S. (2007). *Mosaic of thought: the power of comprehension strategy instruction*, 2<sup>nd</sup> ed. Portsmouth, NH: Heinemann.
- Kendeou, P., Van den Broeck, P., White, M. J., & Lynch, J. S. (2009). Predicting reading comprehension in early elementary school: The independent contributions of oral language and decoding skills. *Journal of Educational Psychology* 101, 765-778.  
doi: 10.1037/a0015956

- Kim, Y., Petscher, Y., Schatschneider, C., & Foorman, B. (2010). Does growth in oral reading fluency matter in predicting reading comprehension achievement? *Journal of Educational Psychology* 102, 652-667. doi: 10.1037/a 0019643
- Klauda, S. L., & Guthrie, J. T. (2008). Relationships of the three components of reading fluency to reading comprehension. *Journal of Educational Psychology* 100, 310-321. doi: 10.1037/0022-0663.100.2.310
- Korkmaz, I. (2007). Teachers' opinions about the responsibilities of parents, schools, and teachers in enhancing student learning. *Education* 127, 389-399. Retrieved from: [http://www.questia.com/library/jpeducation.jsp?CRID=jp\\_education&OFFID=se12jp&KEY=education\\_journal](http://www.questia.com/library/jpeducation.jsp?CRID=jp_education&OFFID=se12jp&KEY=education_journal)
- Kupzyk, S., Daly III, E. J., & Andersen, M.N. (2012). Preparing teachers to use evidence-based strategies for oral reading fluency with their children. *Contemporary School Psychology* 16(1), 129-140. Retrieved from: <http://www.springer.com/psychology/child+%26+school+psychology/journal/40688>
- Lareau, A., & Munoz, V.L. (2012). You're not calling the shots: Structural conflicts between the principal and the PTO at a suburban public elementary school. *Sociology of Education* 85(3), 201-218. doi: 10.1177/0038040711435855
- Larocque, M., Klueman, I., & Darling, S. (2011). Parental involvement: The missing link in school achievement. *Preventing School Failure* 55(3), 115-122. doi: 10.1080/10459880903472876

- Lau, W.K. (2013). Examining a brief measure of parental involvement in children's education. *Contemporary School Psychology* 17(1), 11-21. Retrieved from: <http://www.springer.com/psychology/child+%26+school+psychology/journal/40688>
- Law, B. M., & Shek, D.T.L. (2100). Process evaluation of a positive youth development program: project P.A.T.H.S. *Research on Social Work Practice* 21(5), pp. 539-548. doi: 10.1177/1049731511404436
- Lofland, J. (1995). *Analyzing social settings: A guide to qualitative observation and analysis, 3<sup>rd</sup> ed.* Belmont, CA: Wadsworth.
- Mahramus, J. (2012, October 23). *Seminole County Public Schools School Board Regular Meeting*. Meeting Minutes. Retrieved December 3, 2012 from [www.seminolecountyschoolfl.iqm.com](http://www.seminolecountyschoolfl.iqm.com)
- Manos, M. A. (2009). Opt to take an active role in your child's education. *Phi Kappa Phi Forum* 89(1), 22-23. Retrieved from: [http://www.phikappaphi.org/publications-resources/phi-kappa-phi-forum#.U\\_ofj8VdWSo](http://www.phikappaphi.org/publications-resources/phi-kappa-phi-forum#.U_ofj8VdWSo)
- Markstrom, A. M. (2011). To involve parents in the assessment of the child in parent teacher conferences: A case study. *Early Childhood Education Journal* 38, 465-474. doi: 10.1007/s10643-010-0436-7
- Massey, D. D. (2007). "The Discovery Channel said so" and other barriers to comprehension. *The Reading Teacher* 60, 656-666. doi: 10.1598/RT.60.7.6
- Maykut, P. S., & Moorehouse, R. (1994). *Beginning qualitative research: A philosophic and practical guide*. Washington, DC: Falmer Press.

- McLeod, A. N., & McDade, H. L. (2011). Preschoolers' incidental learning of novel words during storybook reading. *Communication Disorders Quarterly* 32(4), 256-266. doi: 10.1177/152574010935477
- Meisinger, E. B., Bradley, B. A., Schwanenflugel, P. J., & Kuhn, M. R. (2010). Teachers' perceptions of word callers and related literacy concepts. *School Psychology Review* 39(1), 54-68.  
Retrieved from: <http://www.nasponline.org/publications/spr/index-list.aspx>
- Merriam, S. B. (2009). *Qualitative Research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass
- Miller, J., & Schwanenflugel, P. (2008). A longitudinal study of the development of reading prosody as a dimension of oral reading fluency in early elementary school children. *Reading Research Quarterly* 43, 336-354. doi: 10.1598/RRQ.43.4.2
- Mooney, C. G. (2000). *Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget, & Vygotsky*. St. Paul, MN: Redleaf Press.
- Morrison, C. D. (2012). Boyer reconsidered: fostering students' scholarly habits of mind and models of practice. *International Journal for the Scholarship of Teaching and Learning* 6(1), pp. 1-16. Retrieved from:  
<http://academics.georgiasouthern.edu/ijstol/v7n1.html>
- Morrow, L. M., & Dougherty, S. (2011). Early literacy development: Merging perspectives that influence practice. *Journal of Reading Education* 36(3), 5-11.  
Retrieved from: <http://oter.coedu.usf.edu/jreadabout>

- National Academy of Education, the National Institute of Education, and the Center for the Study of Reading. (1986). *Becoming a nation of readers: the report of the commission on reading*. Washington, DC: The National Institute of Education.
- National Reading Panel (NRP). (2000). *Teaching children to read, an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: reports on the subgroups*. (NIH Publication No. 00-4754). Bethesda, MD: National Institutes of Health.
- O'Connor, R. E., Swanson, H. L., & Geraghty, C. (2010). Improvement in reading rate under independent and difficult text levels: influences on word and comprehension skills. *Journal of Educational Psychology* 102(1), 1-19. doi: 10.1037/a0017488
- Ordonez-Jasis, R., & Ortiz, R. W. (2006). Reading their worlds: Working with diverse families to enhance children's early development. *Young Children* 61(1), 42-48. Retrieved from: <http://www.naeyc.org/yc/>
- Oulette, G., & Beers, A. (2010). A not-so-simple view of reading: How oral vocabulary and visual-word recognition complicate the story. *Reading and Writing* 23, 189-208. doi: 10.1007/s11145-008-9159-1
- Parker, M., & Hurry, J. (2007). Teachers' use of questioning and modeling comprehension skills in primary classrooms. *Educational Review* 59, 299-314. doi: 10.1080/00131910701427298



- Peterson, E. R., Rubie-Davis, C. M., Elley-Brown, M. J., Widdowson, D. A., Dixon, R. S., & Irving, S. E. (2011). Who is to blame? Student, teacher, and parent views on who is responsible for student achievement. *Research in Education* 86, 1-12  
Retrieved from: <http://www.manchesteruniversitypress.co.uk/cgi-bin/subscribe?showinfo=ip018>
- Pigott-Irvine, E. (2011). Project development: self-directed project efficacy. *Educational Management, Administration, & Leadership* 39(3), 283-295.  
doi: 10.1177/1741143210394001
- Postholm, M. B. (2011). Teachers' learning in a research and development work project. *Educational Action Research* 19(2), pp. 231-244. doi:  
10.1080/09650792.2011.569237
- Price- Mitchell, M. (2009). Boundary dynamics: Implications for building parent-school partnerships. *The School Community Journal* 19(2), 9-26. Retrieved from:  
<http://www.schoolcommunitynetwork.org/SCJ.aspx>
- Rasinski, T. V., & Padak, N. D. (2001). *From phonics to fluency: Effective teaching of decoding and reading fluency in the elementary school*. New York, NY: Addison Wesley Longman Publishing.
- Reece, C. A., Staudt, M., & Ogle, A. (2013). Lessons learned from a neighborhood-based collaboration to increase parent engagement. *The School Community Journal* 23(2), 207-225. Retrieved from:  
<http://www.schoolcommunitynetwork.org/SCJ.aspx>

- Reese, E., Sparks, A., & Leyva, D. (2010). A review of parent intervention for preschool children's language and emergent literacy. *Journal of Early Childhood Literacy* 10(1), 97-117. doi: 10.1177/1468798409356987
- Riedel, B. W. (2007). The relation between DIBELS, reading comprehension, and vocabulary in urban first grade students. *Reading Research Quarterly* 42, 546-567. doi: 10.1598/RRQ.42.4.5
- Scull, J. (2010). Embedding comprehension within reading acquisition processes. *Australian Journal of Language and Literacy* 33(2), 87-107. Retrieved from: <http://search.informit.com.au/browseJournalTitle;res=E-LIBRARY;issn=1038-1562>
- Seminole County Public Schools. (2012). *Student Progression Plan*. Sanford, FL: Seminole County Public Schools. Retrieved from: [www.scps.k12.fl.us](http://www.scps.k12.fl.us)
- Shelton, N. R., Altwerger, B., & Jordan, N. (2009). Does DIBELS put reading first? *Literacy Research and Instruction* 48(2), 137-148. doi: 10.1080/19388070802226311
- Shuffman, C. D. (2013). Locating common ground: An exploration of adult education practices that support parent involvement for school age children. *The School Community Journal* 23(2), 185-205. Retrieved from: <http://www.schoolcommunitynetwork.org/SCJ.aspx>
- Siddiqui, S. (2011). Educational leadership: change through self-understanding. *Bulletin of Education and Research* 33(1), 21-29. Retrieved from: <http://pu.edu.pk/home/journal/32/Online-Contents.html>

Sight Word Lists by Grade Level (n. d.). In *Sight Words List*. Retrieved from:

<http://www.sightwordsgame.com/sight-words-list/>

Silberglitt, B., Jimerson, S. R., Burns, M. K., & Appleton, J. J. (2006). Does the timing of retention make a difference? Examining the effects of early versus later retention. *School Psychology Review* 35(1), 134-141.

Retrieved from: <http://www.nasponline.org/publications/spr/index-list.aspx>

Skinner, C. H., Williams, J. L., Morrow, J. A., Hale, A. D., Nedderleip, C. E., & Hawkins, R. O. (2009). The validity of reading comprehension rate: reading speed, comprehension, and comprehension rates. *Psychology of Schools* 46(10), 1036-1047. doi: 10.1002/pitts.20442

Sweet, A. P., & Snow, C. E. (2003). *Rethinking reading comprehension*. New York, NY: The Guilford Press.

Tilstra, J., McMaster, K., Van den Broek, P., Kendeou, P., & Rapp, D. (2009). Simple but complex: Components of the simple view of reading across grade levels. *Journal of Research in Reading* 32, 383-401. doi: 10.1111/j.1467-9817.2009.01401.x

Tompkins, G. (2006). *Literacy for the 21<sup>st</sup> century: a balanced approach, 4<sup>th</sup> ed.* Upper Saddle River, NJ: Pearson Education, Inc.

Turner, F. D. (2010). Evaluating the effectiveness of fluency-oriented reading instruction with increasing black and Latino reading fluency, as compared to Asian and white students' reading fluency. *The Journal of Negro Education* 79(2), 112-124.

Retrieved from: <http://www.journalnegroed.org/>

- Turney, B. L., & Robb, G. P. (1971). *Research in education: An introduction*. Hinsdale, IL: Dryden Press.
- Vaessen, A., & Blomert, L. (2010). Long-term cognitive dynamics of fluent reading development. *Journal of Experimental Child Psychology* 105, 213-231.  
doi: 10.1016/j.jecp.2009.11.005
- Valencia, S. W., Smith, A. T., Reece, A. M., Li, M., Wixson, K., & Newman, H. (2010). Oral reading fluency assessment: Issues of construct, criterion, and consequential validity. *Reading Research Quarterly* 45, 270-291. doi: 10.1598/RRQ.45.3.1
- Vandermaas-Peeler, M., Nelson, J., Bumpass, C., & Sassine, B. (2009). Special contexts of development: Parent-child interactions during reading and play. *Journal of Early Childhood Literacy* 9(3), 295-317. doi: 10.1177/1468798409345112
- Veeravagu, J., Muthusamy, C., Marimuthu, R., & Michael, A.S. (2010). Using Bloom's taxonomy to gauge students' reading comprehension performance. *Canadian Social Science* 6, 205-212.  
Retrieved from: <http://www.cscanada.net/index.php/css/article/view/j.css.1923669720100603.023/1088>
- Verhoeven, L., & Van Leeuwe, J. (2008). Prediction of the development of reading comprehension: a longitudinal study. *Applied Cognitive Psychology* 22, 407-423.  
doi: 10.1002/acp
- Volkema, R.J. (2010). Designing effective projects: decision options for maximizing learning and project success. *Journal of Management Education* 34(4), pp. 527-550. doi: 10.1177/1052562909350452

- Wanzek, J., Roberts, G., Linana-Thompson, S., Vaughn, S., Woodruff, A. L., & Murray, C. S. (2010). Differences in the relationship of oral reading fluency and high stakes measures of reading. *Assessment for Effective Intervention* 35(2), 67-77. doi: 10.1177/1534508409339917
- Watson, C. (2014). Effective professional learning communities? The possibilities for teachers as agents of change in schools. *British Educational Research Journal* 40(1), pp. 18-29. doi: 10.1002/berj.3025
- Wilhelm, J. D. (2001). *Improving comprehension with think-aloud strategies*. New York, NY: Scholastic, Inc.
- Wireless Generation (2010). *Dynamic Indicators of Basic Early literacy Skills*. [Comparing Measures on mClass: DIBELS, By School]. Retrieved from: [www.mclasshome.com](http://www.mclasshome.com)
- Wireless Generation. (2009). *mClass DIBELS user guide*. Retrieved from: [https://www.mclasshome.com/support\\_center/mCLASS\\_DIBELS\\_Guide.pdf](https://www.mclasshome.com/support_center/mCLASS_DIBELS_Guide.pdf)
- Wise, J. C., Sevcik, R. A., Morris, R. D., Lovett, M. W., Wolf, M., Kuhn, M., Meisinger, B., & Schwanenflugel, P. (2010). The relationship between different measures of oral reading fluency and reading comprehension in second-grade students who evidence different oral reading fluency difficulties. *Language, Speech, and Hearing Services in Schools* 41, 340-348. doi: 10.1044/0161-1461(2009/08-0093)
- Xu, M., Kushner Benson, S., Mudrey-Camino, R., & Steiner, R. P. (2010). The relationship between parental involvement, self-regulated learning, and reading achievement of fifth graders: A path analysis using the ECLS-K database.

*Sociological and Psychological Education* 13(2), 237-269. doi: 10.1007/s11218-009-9104-4

Yin, R.K. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: SAGE.

Zaoura, A., & Aubrey, C. (2010). Home-school relationships: Valuable or problematic?

*The International of Journal Learning* 17, 391-407. Retrieved from:

<http://ijl.cgpublisher.com/>

Zygmunt-Fillwalk, E. M., & Huffman, R. (2012). A picture is literally worth a thousand words. *NALS Journal* 2(2), 1-8. Retrieved from:

<http://digitalcommons.ric.edu/nals/vol2/iss2/3>

Appendix A: The Project

*Parents Read to Kids (PRK)*

By Patricia A. Reda



A Literacy Workshop Series for Parents of Students in Kindergarten through  
Second Grade.

### Overview and Goals of the *PRK* Workshop Series

The *Parents Read to Kids (PRK)* workshop series is designed to provide opportunities for parents to become more familiar with effective literacy strategies that can be used at home to support reading development. Each of the eight 120-minute workshops provide information and hands-on practice with specific strategies for each literacy component as well as ways to successfully with school level personnel. In addition to information and strategies, the workshops provide make-and-take activities that can be immediately implemented in the home.

The goal of the *PRK* workshop series is to provide parents with the strategies and hands-on practice with new strategies that promote literacy in the home. By providing additional opportunities for parents to learn and practice literacy strategies, the *PRK* workshop series will lead to parent self-efficacy in supporting education and increases in reading comprehension levels.

### Overview and Goals of the *FIT* Workshop Series

The *Fresh Ideas for Teachers (FIT)* workshop series provides information and strategies for teachers in the areas of parent engagement/ involvement, parent teacher conferences, homework, and parent communication. Each of the five 120-minute workshops provide time for reflection of current practices, opportunities to practice new strategies, and time for future planning. Teachers will be asked to reflect upon current strategies that work and to incorporate new strategies that may lead to success in working with parents.

The goal of the *FIT* workshop series is to provide teachers with new ideas to encourage parent engagement/ involvement and for strengthening parent- teacher relationships. By providing ideas and encouraging teachers to work more closely with parents, the *FIT* workshop series will lead to teachers becoming more comfortable working with parents and increase parent engagement/ involvement levels.

### Overview and Goals of Administrative Check In Sessions

The Admin Check In sessions provide follow up with the school site administration to monitor parent engagement/ involvement data, student homework return rates, and student reading comprehension rates. The two 90-minute sessions provide an opportunity for the administrative team to reflect on both the *PRK* and *FIT* workshop series and determine the efficacy of teachers and parents as a result of participation in the workshop sessions. Future planning will be a focus and goal during the sessions, to implement and capitalize on policy changes made in response to participation in the workshop series.



## Table of Contents

Parents Read to Kids, Workshop # 1.....	308
Parents Read to Kids, Workshop # 2 .....	426
Parents Read to Kids, Workshop # 3 .....	556
Parents Read to Kids, Workshop # 4 .....	585
Parents Read to Kids, Workshop # 5 .....	633
Parents Read to Kids, Workshop # 6 .....	756
Parents Read to Kids, Workshop # 7 .....	876
Parents Read to Kids, Workshop # 8 .....	934
Fresh Ideas for Teachers, Workshop # 1 .....	968
Fresh Ideas for Teachers, Workshop # 2 .....	1001
Fresh Ideas for Teachers, Workshop # 3 .....	1115
Fresh Ideas for Teachers, Workshop # 4 .....	1149
Fresh Ideas for Teachers, Workshop # 5 .....	1189
Administrative Check In # 1 .....	1214
Administrative Check In # 2 .....	1238

*Parents Read to Kids, Workshop # 1: Overview*

Workshop # 1: *Homework Help*

Materials Provided: PowerPoint slides, presenter script, participant packet

Materials Needed: Technology to run PowerPoint presentation, chart paper, markers, example of a student planner, example of a homework station. The presenter will need knowledge of the current school/ classroom homework policies.

*First Task:*

Introduce presenter, discuss housekeeping issues (restroom, breaks, etc.)

*Second Task:*

Discuss the agenda for the presentation.

*Third Task:*

Discuss homework schedules and provide examples such as spelling word pyramids.

*Fourth Task:*

Discuss weekly homework assignments and teacher expectations. Participants will use chart paper to note the weekly homework sequence used by their child's teacher. Participants will reflect on the purpose for assigning specific homework in a certain sequence.

*Fifth Task:*

Participants will use chart paper to answer the questions on the slide (What kind of support does your child require for homework completion? What is the most difficult content area for your child this year? Do you have the support/ resources necessary to provide assistance in this area?). Participants will be encouraged to consider patterns in homework assignments. The presenter will provide suggestions related to the response later in the presentation.

*Sixth Task:*

Participants will review the reasons teachers assign homework and discuss the purpose for homework.

*Seventh Task:*

Discuss the importance of having children at least attempt to begin the assignment and encouraging children to independently ask for help when necessary.

*Eighth Task:*

Discuss how parents can help with homework completion and reflect on resources/ suggestions for supporting at home. Participants will reflect on the suggestions/ strategies and choose at least five to try.

*Ninth Task:*

Discuss using the student planner to document homework assignments.

*Tenth Task:*

Discuss organizational ideas that support homework completion at home.

*Eleventh Task:*

Participants will use provided resources to create a homework center for use at home. Discuss how each resource could be used to support homework completion.

*Twelfth Task:*

Display and explain homework center examples.

*Thirteenth Task:*

Participants will reflect on the new strategies learned from the presentation and create an action plan for implementing at home.

*Fourteenth Task:*

Discuss resources provided.

*Fifteenth Task:*

Allow time for questions and ask participants to complete the Workshop Evaluation found in the participant packet.

*Sixteenth Task:*

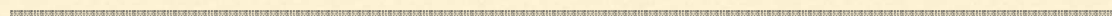
Thank participants and complete the Presenter Evaluation.

---

# PARENTS READ TO KIDS SESSION # 1

---

Patricia A. Reda  
Walden University



## **PARENTS READ TO KIDS SESSION # 1**

Patricia A. Reda  
Walden University

---

The presenter will need to know about the school and classroom homework policies for the specific school. This presentation will cover general policies and suggestions.

---

**WELCOME AND THANK YOU!**

© 2000 Microsoft Corporation. All rights reserved. Microsoft, the Microsoft Dynamics logo, and "Your business. Our passion." are either registered trademarks or trademarks of Microsoft Corporation in the United States and/or other countries.

## AGENDA

- School/ Classroom Homework Policies (Weekly Homework)
- Parent Involvement/ Assistance with Homework
- Using the Planner
- Organizational Ideas (Homework Center Ideas)
- Resources for Parents

**Please review the agenda.**

---

## SCHOOL/ CLASSROOM POLICIES

Teachers often have a homework schedule to maintain consistency.

Such a schedule helps children remember to do assignments.

Homework helps children to understand that learning happens inside and outside of school.

Teachers create a schedule so that students can anticipate assignments and know what to expect. For example, some teachers have a weekly schedule for spelling words. On the first day, children are required to write the words three times each. The next day, children are required to make word pyramids (first letter, then first letter, second letter, then first, second, third, and so on so the words resemble a pyramid). The third day, children are required to use each word in a sentence. Finally, on the fourth day the child will have someone in the home give him a spelling test in preparation for the spelling test at school.

---



## WEEKLY HOMEWORK

Think about what kind of homework your child has each week.

Is there a pattern? (Spelling words, fact families, etc.)

What kind of support is needed for the weekly homework?

Ask participants to reflect on weekly homework for their child. What kinds of assignments do teachers require? Is there nightly math homework? Reading? Science? Is there a pattern to weekly homework? Some teachers have a pattern for spelling words or assign packets to be completed by Friday.

Have parents use chart paper to note the weekly sequence (if there is one) and jot down ideas as to how they already or could better support homework completion. In addition, have parents think about why the teacher may assign certain activities or a specific sequence for homework.

---

## HOMWORK ASSISTANCE

- Think about the amount of time you spend assisting your child with homework.
- What kind of support does your child require for homework completion?
- What is the most difficult content area for your child?
- Do you have the support/ resources necessary to provide assistance in this area?

Have participants use the chart paper provided to share their response with the team. Note the areas of difficulty to provide relevant suggestions for support later in the workshop. Is there a pattern to the difficult content area? What are some of the assignment patterns? Keep in mind that you will be providing suggestions for resources later in the workshop, be specific and make suggestions based on the responses to this activity.

---

## HOMework HINTS

- Homework is an opportunity for children to practice new skills.
- Homework provides the teacher with an opportunity to assess student skill and success level.
- Homework should be completed by the child, not the parent.
- Children often need our support in completing homework.

**Review the reasons teachers assign homework. Homework should be strategically planned to provide additional practice for new skills or practice for review skills that need more time to master. Children often need support in homework completion, even if that support is just a reminder to check the planner/ backpack for homework.**

---

## PARENT INVOLVEMENT WITH HOMEWORK

Parent involvement in homework helps children develop positive attitudes about school.

When helping with homework, parents should require the child to make an attempt before asking for help.

Encouraging the child to try before asking allows the parent to see what the child can do and provide support as necessary.

It is very important for parents to require the child to at least attempt the assignment independently before asking for help. Our children become dependent on parents providing help without trying to find the solution on their own. Parents often become frustrated but as children realize we are here to help and not give the answers, children are more likely to try first and then ask for help.

---

## HOW CAN I HELP AT HOME?

Be sure that you know and understand the school/ classroom requirements for homework completion.

Check the school planner for assignments daily.

Set aside a specific time every day for homework completion.

Have resources available (such as a dictionary, hundreds chart, scrap paper, etc.) for assistance with homework.

Make yourself available during the appointed time for support.

Have parents reflect on how their child completes nightly homework. Is there a procedure in place? Is there a specific area? What resources do you have available for your child? Have teams discuss the responses, jot down ideas, find a new strategy to try. Have the teams record on chart paper at least 5 new ideas/ strategies to try at home.

---

## HELPING YOUR CHILD USE THE PLANNER

Most elementary school (and middle) school students are either provided with a planner or can purchase one for a nominal fee.

Assist your child in becoming more responsible for assignments by modeling how to write down homework and check off when complete.

Remind the child to write down daily assignments to make homework completion easier and less frustrating.

Remind your child to take out the planner when it's homework time.

Discuss the importance of using the planner, most students are either provided a planner or can purchase one inexpensively. Ask parents how many use the planner to communicate with teachers. How many have students who use the planner? Using a planner to record homework helps children become more responsible for his or her own learning. In addition, the planner provides an opportunity for daily communication between the teacher and parent. Many teachers provide incentives for the students who have the planner signed daily. Signing the planner demonstrates involvement, parents who encourage use of the planner and communicate with teachers are more informed as to what is happening at school. Many schools use the planner to notify parents of up-coming events and opportunities for involvement. Students who know their parents will read the planner make an effort to write down assignments because they know someone will be looking.

---

## ORGANIZATIONAL IDEAS

- Assign a certain area and create a homework center.
- Plan on an area or container for materials storage.

Think about what kind of support you provide for homework: do you help more with math? Reading? Science?

This slide is leading up to the activity, participants will be creating a small scale homework center to take home. Elaborate on the slide information, give examples of places parents could choose to designate as a homework center, ways to store materials, etc. be creative.

---

## YOUR TURN

Now, you will have the opportunity to create a small scale homework center for your child.

You will use a small presentation board and materials of your choosing.

Turn to the black line section of your participant packet, there are charts and other materials for homework support.

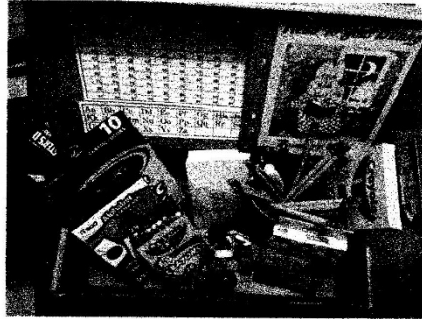
You will choose the resources that will be the most helpful during homework completion.

You will be guiding participants in creating a homework center for the home. Participants will use a small presentation board for this activity. The participant packet contains a black line section that includes several homework help items. Participants will find a hundreds chart, fact families, sight word cards, fraction bars, etc. to color/ put in sheet protectors, glue to the board, etc. Please provide an explanation as to how each item is used to support homework. Allow participants at least 30 minutes to decide which items will be the most helpful for their child (ren). There are items that would be useful for students in grades k through 5. Circulate around the room, assisting participants in deciding which of the items would be useful. If necessary, demonstrate whole group how to use the items for homework support. Demonstrate one that you have made, using the materials in the packet.

---



## SAMPLE HOMEWORK CENTERS



Here are some examples of ways to organize a homework center in your home. Such a center can be as simple or as complex as you want. The materials will differ, based on the age/ grade of the child.

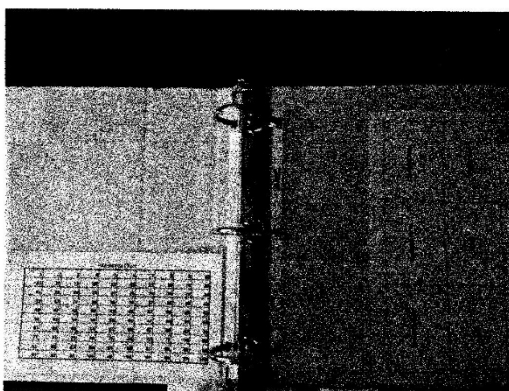
---

## SAMPLE HOMEWORK CENTERS



Copyright © 2000 by The McGraw-Hill Companies, Inc. All rights reserved. This material is intended solely for the personal use of the individual user and is not to be disseminated broadly.

# SAMPLE HOMEWORK CENTERS



FILED 1997 JUN 23 10 30 AM '97

## REFLECTION

Talk with your team, what are some of the strategies you learned today? Review your notes.

Think about the resources you have at home, can you "re-purpose" anything to create a homework area?

What new ideas/ strategies are you willing to try?

What will you do differently?

Share your plan with a team mate, discuss why you chose the idea/ strategy and how you feel this will make a difference during homework time.

Allow at least 30 minutes for this activity. Have parents jot down ideas on the planning form in the parent packet. Participants can share at tables. If there is time and willing participants, have a few from each team share their plan and explain why they chose the strategy and how they feel it will help at home.

---

## RESOURCES- READING

<http://www.greatschools.org/homework-help-reading.topic?content=5255> grade by grade guide to reading

<http://www.scholastic.com/parents/resources/collection/homework-project-tips/homework-help>

<http://www.timeforkids.com/homework-helper> reading/writing support

<http://www.readingrockets.org/article/homework-tips-parents>

© 2008 Pearson Education, Inc. All rights reserved. This material is intended for use as a resource only. It is not to be distributed, reproduced, or otherwise used for any other purpose without the prior written permission of Pearson Education, Inc.

## RESOURCES-MATH

[www.google.com](http://www.google.com) type the problem into the search bar and you will get step-by-step instructions.

[www.khanacademy.org](http://www.khanacademy.org) has videos for most math levels.

[www.math.com](http://www.math.com) has a practice problems and resources for most math levels.

[www.ixl.com/math](http://www.ixl.com/math) has practice games for most math levels

[www.mathgoodies.com](http://www.mathgoodies.com) has step-by-step instruction, worksheets, and other resources for most math levels.

<http://nlvm.usu.edu/en/nav/vlibrary.html> virtual manipulatives for math practice

If time, share some of the websites for math and reading. Share some you have found as well and ask parents if there are sites they use regularly.

---

## WORKSHOP EVALUATION

- Please provide constructive feedback for this session so that we may make improvements for future sessions.
- Thank you in advance for your candid suggestions and spending time with us today.

Ask if there are additional questions, anything to share, etc. Please thank the group for participating, remind that other sessions will be scheduled by the site, and have participants complete the evaluation in the packet.

---

## THANK YOU!

Thank you again for giving us your time and for your desire to become more involved in the education of your child!



*Parents Read to Kids, Workshop #1: Participant Packet*

9/20/2015

**PARENTS READ TO KIDS  
SESSION # 1**

Patricia A. Reda  
Walden University

---

---

---

---

---

---

---

**WELCOME AND THANK YOU!**

---

---

---

---

---

---

---

**AGENDA**

School/ Classroom Homework Policies (Weekly Homework)

Parent Involvement/ Assistance with Homework

Using the Planner

Organizational Ideas (Homework Center Ideas)

Resources for Parents

---

---

---

---

---

---

---

**SCHOOL/ CLASSROOM  
POLICIES**

Teachers often have a homework schedule to maintain consistency.

Such a schedule helps children remember to do assignments.

Homework helps children to understand that learning happens inside and outside of school.

---

---

---

---

---

---

---

---

**WEEKLY HOMEWORK**

Think about what kind of homework your child has each week.

Is there a pattern? (Spelling words, fact families, etc.)

What kind of support is needed for the weekly homework?

---

---

---

---

---

---

---

---

**HOMEWORK ASSISTANCE**

Think about the amount of time you spend assisting your child with homework.

What kind of support does your child require for homework completion?

What is the most difficult content area for your child?

Do you have the support/ resources necessary to provide assistance in this area?

---

---

---

---

---

---

---

---

### HOMEWORK HINTS

- Homework is an opportunity for children to practice new skills.
- Homework provides the teacher with an opportunity to assess student skill and success level.
- Homework should be completed by the child, not the parent.
- Children often need our support in completing homework.

---

---

---

---

---

---

---

### PARENT INVOLVEMENT WITH HOMEWORK

Parent involvement in homework helps children develop positive attitudes about school.

When helping with homework, parents should require the child to make an attempt before asking for help.

Encouraging the child to try before asking allows the parent to see what the child can do and provide support as necessary.

---

---

---

---

---

---

---

### HOW CAN I HELP AT HOME?

Be sure that you know and understand the school/ classroom requirements for homework completion.

Check the school planner for assignments daily.

Set aside a specific time every day for homework completion.

Have resources available (such as a dictionary, hundreds chart, scrap paper, etc.) for assistance with homework.

Make yourself available during the appointed time for support.

---

---

---

---

---

---

---

### HELPING YOUR CHILD USE THE PLANNER

Most elementary school (and middle) school students are either provided with a planner or can purchase one for a nominal fee.

Assist your child in becoming more responsible for assignments by modeling how to write down homework and check off when complete.

Remind the child to write down daily assignments to make homework completion easier and less frustrating.

Remind your child to take out the planner when it's homework time.

---

---

---

---

---

---

---

---

### ORGANIZATIONAL IDEAS

Assign a certain area and create a homework center.

Plan on an area or container for materials storage.

Think about what kind of support you provide for homework: do you help more with math? Reading? Science?

---

---

---

---

---

---

---

---

### YOUR TURN

Now, you will have the opportunity to create a small scale homework center for your child.

You will use a small presentation board and materials of your choosing.

Turn to the black line section of your participant packet, there are charts and other materials for homework support.

You will choose the resources that will be the most helpful during homework completion.

---

---

---

---

---

---

---

---

**SAMPLE HOMEWORK  
CENTERS**



---

---

---

---

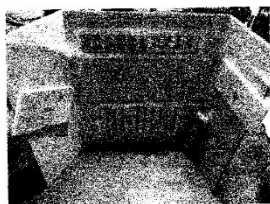
---

---

---

---

**SAMPLE HOMEWORK  
CENTERS**



---

---

---

---

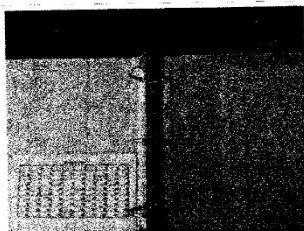
---

---

---

---

**SAMPLE HOMEWORK  
CENTERS**



---

---

---

---

---

---

---

---

## REFLECTION

Talk with your team, what are some of the strategies you learned today? Review your notes.

Think about the resources you have at home, can you 're-purpose' anything to create a homework area?

What new ideas/ strategies are you willing to try?

What will you do differently?

Share your plan with a team mate, discuss why you chose the idea/ strategy and how you feel this will make a difference during homework time.

---

---

---

---

---

---

---

---

## RESOURCES- READING

<http://www.greatschools.org/homework-help-reading/topic?content=5255> grade by grade guide to reading

<http://www.scholastic.com/parents/resources/collection/homework-projects-tips/homework-help>

<http://www.timeforkids.com/homework-helper> reading/writing support

<http://www.readingrockets.org/article/homework-tips-parents>

---

---

---

---

---

---

---

---

## RESOURCES-MATH

[www.google.com](http://www.google.com) type the problem into the search bar and you will get step-by-step instructions.

[www.khanacademy.org](http://www.khanacademy.org) has videos for most math levels.

[www.math.com](http://www.math.com) has a practice problems and resources for most math levels.

[www.ixl.com/math](http://www.ixl.com/math) has practice games for most math levels

[www.mathgoodies.com](http://www.mathgoodies.com) has step-by-step instruction, worksheets, and other resources for most math levels.

<http://nlvm.usu.edu/en/nav/vlibrary.html> virtual manipulatives for math practice

---

---

---

---

---

---

---

---

### WORKSHOP EVALUATION

Please provide constructive feedback for this session so that we may make improvements for future sessions.

Thank you in advance for your candid suggestions and spending time with us today.

---

---

---

---

---

---

---

---

### THANK YOU!

Thank you again for giving us your time and for your desire to become more involved in the education of your child!

---

---

---

---

---

---

---

---

## Sight Words Flash Cards, Pre-Primer through Grade 2: Listed Alphabetically by Level

a

and

away

big



blue

can

come

down

find

for

funny

go

help

here

I

in

is

it

jump

little

look

make

me

my

not

one

play

red

run

said

see

the

three

to

two



up

we

where

yellow

*you*

*all*

*am*

*are*

at

ate

be

black

brown

but

came

did

do

eat

four

get

good

have

he

into

like

must

new

no

now

on

our

out



please

pretty

ran

ride

saw

say

she

so

soon

that

there

they

this

too

under

want

was

well

went

what

white

who

will

with

yes

after

again

an

any

as

ask



by

could

every

fly

from

give

going

had

has

her

him

how

just

know

let

live

may

of

old

once

open

over

put

round

some

stop

take

thank

them

think

walk

were



when	
always	around

because

been

before

best

both

buy

call

cold

does

don't

fast

first

five

found

gave

goes

green

its

made

many

off

or

pull

read

right

sing

sit

sleep



tell

their

these

those

upon

us

use

very

wash

wish

work

would

write

your

about

better

bring

carry

clean

cut

done

draw

drink

eight

fall

far

full

got

grow

hold

hot

hurt



if

keep

kind

laugh

light

long

much

myself

never

only

own

pick

seven

shall

show

six

small

start

ten

today

together

try

warm

apple

baby

back

ball

bear

bed

bell

bird



birthday

boat

box

boy

bread

brother

cake

car

cat

chair

chicken

children

Christmas

coat

corn

COW

day

dog

doll

door

duck

egg

eye

farm

farmer

father

feet

fire

fish

floor

flower

game



garden

girl

good-bye

grass

ground

hand

head

hill

home

horse

house

kitty

leg

letter

man

men

milk

money

morning

mother

name

nest

night

paper

party

picture

pig

rabbit

rain

ring

robin

Santa Claus



school

seed

sheep

shoe

sister

snow

song

squirrel

stick

street

sun

table

thing

time

top

toy

tree

watch

water

way

wind

window

wood

## Alphabet Chart

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj
Kk	Ll	Mm	Nn	Oo	Pp	Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx	Yy	Zz				

## Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Addition Table

+	0	1	2	3	4	5	6	7	8	9	10
0	0	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10	11
2	2	3	4	5	6	7	8	9	10	11	12
3	3	4	5	6	7	8	9	10	11	12	13
4	4	5	6	7	8	9	10	11	12	13	14
5	5	6	7	8	9	10	11	12	13	14	15
6	6	7	8	9	10	11	12	13	14	15	16
7	7	8	9	10	11	12	13	14	15	16	17
8	8	9	10	11	12	13	14	15	16	17	18
9	9	10	11	12	13	14	15	16	17	18	19
10	10	11	12	13	14	15	16	17	18	19	20

Place Value Chart

Millions			Thousands			Ones		
H	T	O	H	T	O	H	T	O
				2	3	6	7	9
			Twenty-three thousand, six hundred, seventy-nine					
Millions			Thousands			Ones		
H	T	O	H	T	O	H	T	O
			8	3	2	7	9	2
			Eight hundred, thirty-two thousand, seven hundred, ninety-two					



Expanded Notation Chart

Standard Form	Expanded Form	Written Form
85	$80+5$	eighty-five

## Mathematical Properties Chart

Commutative Properties	
Addition	$4 + 2 = 2 + 4$
Multiplication	$4 \times 2 = 2 \times 4$

Associative Properties	
Addition	$2 + (4 + 3) = (2 + 4) + 3$
Multiplication	$2 \times (4 + 3) = (2 \times 4) \times 3$

Identity Properties	
Addition	$2 + 0 = 2$
Multiplication	$2 \times 1 = 2$

Inverse Properties	
Addition	$2 + (-2) = 0$
Multiplication	$2 \times \frac{1}{2} = 1$

Parent Workshop Evaluation: *PRK-1*

1. How was the information that was shared in this session helpful to your current situation?

1      2      3      4      5      6      7      8      9      10

Not useful

somewhat useful

very useful

2. How will this information help you to become more involved in your child's academic life?
3. What was the most useful idea/ strategy you learned from this session?  
How will you use this strategy at home to support your child?
4. What recommendations do you have for improving this session?
5. What kinds of sessions would you like to see in the future?

Presenter Workshop Evaluation: *PRK-1*

1. How many participants attended this session?
2. Were you able to work through all of the activities in the time allotted? Why or why not?
3. Were there any activities that were not well received by the participants? Explain.
4. What suggestions do you have for improving the activities?
5. Were the participants actively engaged in the activities and processes? If not, why?
6. Was the content for this session easy to follow and easy to present? If not, why? How would you suggest the content be improved?
7. How did the content and activities appear to be relevant to the needs of the participants?
8. Were there logistical problems that could be fixed for the next presentation? What? How could the problem be addressed?
9. Did you have enough of the materials for each participant?
10. Overall, what suggestions do you have to improve upon this session?

*Parents Read to Kids, Workshop # 2: Overview*

*Workshop #2: Parent Engagement/ Parent Involvement, Literacy Overview and Oral Language Development*

Materials Provided: PowerPoint presentation, presenter script, and participant packet for PRK #2

Materials Needed: Technology to run PowerPoint presentation, chart paper, markers.

*First Task:*

Introduce presenter, discuss housekeeping issues (restroom, breaks, etc.)

*Second Task:*

Discuss the agenda for the presentation.

*Third Task:*

Have participants discuss how they currently support their child's education.

*Fourth Task:*

Discuss the difference between parent engagement and parent involvement.

*Fifth Task:*

Have parents share and note on chart paper what kind of support to adequately support literacy at home.

*Sixth Task:*

Have participants complete the Parent Survey (found in the packet). Collect the surveys.

*Seventh Task:*

Explain that there are six literacy components.

*Eighth Task:*

Define and explain the importance oral language development.



*Ninth Task:*

Define and explain the importance of phonological/ phonemic awareness.

*Tenth Task:*

Define and explain phonics.

*Eleventh Task:*

Define and explain the importance of oral reading fluency and the connection to reading comprehension.

*Twelfth Task:*

Explain and define the importance of vocabulary development.

*Thirteenth Task:*

Define and explain the importance of reading comprehension.

*Fourteenth Task:*

Begin an in-depth discussion of oral language development.

*Fifteenth Task:*

Provide participants with ideas for supporting oral language development at home.

*Sixteenth Task:*

Share questions that build language.

*Seventeenth Task:*

Explain and discuss the importance of learning and reinforcing sight words at home.

*Eighteenth Task:*

Provide suggestions for how participants can reinforce sight words at home.

*Nineteenth Task:*

Participants will practice at least three games that build oral language development.

*Twentieth Task:*

Share online resources for oral language development.

*Twenty-first Task:*

Share online resources for learning and practicing sight words.

*Twenty-second Task:*

Answer questions and address participant concerns.

*Twenty-third Task:*

Request that participants complete the evaluation found in the Participant Packet. Collect the evaluations.

*Twenty-fourth Task:*

Thank participants for attendance and active participation. Notify participants that other workshops will be scheduled by the school site.

---

# PARENTS READ TO KIDS WORKSHOP # 2

---

Patricia A. Reda  
Walden University

---

## PARENTS READ TO KIDS WORKSHOP # 2

Patricia A. Reda  
Walden University

\*\*\*\*\*



## WELCOME AND THANK YOU!

Welcome parents and thank them for attending this session. Let them know that there will be seven other sessions over the course of the school year, each dealing with aspects of literacy support at home. The school will send the schedule to parents and let them know how to register.

---

## AGENDA

- Engagement vs. Involvement
- Parent Survey
- Overview of Literacy Development
- Focus on Oral Language Development
  - At Home Activities
- Sight Word Practice
- Resources

**Briefly review the workshop agenda.  
All topics will be covered during the  
session.**

---

## REFLECTION

If you attended the previous PRK session, which new strategy did you try at home?

How did you incorporate the new strategy?

Were your efforts successful? Why or why not?

**Please have the participants reflect on the previous PRK session and share with their team which strategy they chose to use and why. Monitor the discussion so that teams are sharing with one another and gaining insight. Have at least one team share with the group before moving on to the rest of the session.**

---

## PARENT ENGAGEMENT

How do you support your child's education?

Have groups of parents use chart paper/ markers to jot down how they feel they support their children at home. Give examples such as: helping with homework, attending school level family events, scheduling parent conferences, etc. Let parents know that this is just a list of how they feel they support education. There is no right or wrong answer for this activity. Post the papers around the room when complete. Transition into next slide by telling parents you will be discussing parent engagement and involvement.

---



## ENGAGEMENT VS. INVOLVEMENT

Parents are engaged when they help with homework, monitor success, and attend conferences when necessary.

Parents are involved when they attend school events, volunteer, and participate in extracurricular activities.

We want parents who are engaged in their child's education and involved at the school level.

We see parents as partners, joining in the decision-making process, not as clients.

Discuss the difference between engagement and involvement. Parent engagement is anything parents do to support education, ensuring homework completion, helping with homework, participating in parent conferences, etc.

---

## PARENT SURVEY

What kind of support do you need to support literacy at home?

Have parents share at their tables as to what they need in terms of support for literacy at home. Use the chart paper to have parents list ideas from the table and share out to the group. Results from the parent survey will be shared with the administrative team and will assist the team in developing appropriate parent/ family events for the remainder of the school year. The next portion of the session will deal with literacy development, explain to parents that you will now review the six components of literacy development. Subsequent workshops will focus on each component of literacy, the focus for the remainder of the workshop will be oral language development and some ideas for how parents can help at home with oral language development.

---

## LITERACY DEVELOPMENT

- Oral language development
- Phonological Awareness
- Oral Reading Fluency
- Vocabulary
- Comprehension

There are six literacy components, each component is necessary and represents a different part of the reading process. Children progress through the six components at various times during formal schooling and each is reinforced at home when parents provide support. Now, we will take a brief look at each component of literacy development.

---

## ORAL LANGUAGE DEVELOPMENT

- Oral language development sets the foundation for learning to read.
- Children are surrounded by language from birth and learn to speak by listening to others.
- Young children become curious about the sounds of language and begin by mimicking what they hear from others.
- Watching and listening to people read lets children see the importance of reading in their daily lives.

Children must explore oral language prior to making the connection to print. For this reason, children must have opportunities to listen to and participate in conversations with experienced speakers. Children are curious and ask questions, the answers we provide serve as models for oral language and assist children in developing language.

---

## PHONOLOGICAL/ PHONEMIC AWARENESS

- An awareness that spoken language is made up of sounds (phonemes).
- Provides children with a strong foundation for learning to read.
- Children begin to notice the difference between sounds and listen for and recognize rhyming words.
- Children also learn strategies for segmenting, blending, and substituting sounds to make words.

Phonological awareness is a natural part of oral language development. As children begin to play with language, they start to realize that words are made up of sounds and some of those sounds rhyme. Those sounds are called phonemes. Phonemes are the focus for phonemic awareness. Phonological/ phonemic awareness activities focus on the sounds in language and usually involve language games.

## PHONICS

Phonics instruction encourages children to make the sound symbol connection through repeated practice.

Children begin to associate the shape of the letter with its sound and identify initial, medial, and ending sounds in words.

In addition, children learn strategies for decoding words that will provide the skills necessary for reading connected text.

Children learn the necessary strategies through reading, not just isolation.

Phonics is the first step for children learning how to read. As children begin to recognize and make connections between letter shapes and sounds, children begin to realize the sounds make up words. In addition to letter-sound recognition, children will begin to learn strategies for decoding like breaking words down into sounds and then blending the sounds together to understand the word. Children learn phonics within the context of the written word, not in isolation. Gone are the days of phonics worksheets and drilling letter sounds. Children learn more about the sound-symbol connection by reading words and playing with language.

## ORAL READING FLUENCY

Oral reading fluency is the ability to read connected text at an appropriate rate, with accuracy, and expression.

To have an appropriate rate, children must automatically recognize many words while reading (sight words).

Children build fluency by practicing, daily practice is best.

Children should read for 20 minutes every day to build fluency and comprehension skills.

Children who can read at an appropriate pace and with accuracy have higher rates of reading comprehension.

There is a close connection between oral reading fluency and reading comprehension. If students are not able to read at an appropriate rate, comprehension is lost. Research has proven that the brain can only do one thing at a time and if a children must stop to decode every word, the brain is focused on decoding and not on comprehending.

---

## VOCABULARY DEVELOPMENT

- There are too many words for children to learn directly, most are learned through wide reading.
- To comprehend what is read, children must understand most of the words in the text.
- Children need meaningful experiences with text to build vocabulary.
- Children need to hear a word more than once to understand.

Children learn more words from day to day conversation and through the context of daily reading. As children ask questions and begin to explore the environment, new words are added to their vocabulary. Finally, we know there is a connection between vocabulary and reading comprehension. Children with larger vocabularies tend to be more successful with reading comprehension.

---



## READING COMPREHENSION

- Comprehension is the expected end result of reading.
- If children do not comprehend what they read, we are wasting our time.
- Children need strategies to assist with comprehending text.
- Reading with children strengthens relationships.
- Adult modeling of reading allows children to see the value and importance.

Reading comprehension is crucial. As children move from grade level to grade level, text demands and independent reading expectations increase. Parents must be sure children are reading daily, more practice leads to further success in reading. If children do not fully understand what is read, we must determine what level of strategy use is necessary for success.

---

## ORAL LANGUAGE DEVELOPMENT

- Children learn language as they listen to adults talk
- We must provide appropriate models by encouraging children to respond in complete sentences.
- We must elaborate on what children say to serve as positive models and extend language.
- Students who hear more words at home are more successful with reading in the future.

Now that we have reviewed each component, our focus for the remainder of the session will be oral language development. Building oral language begins at home, parents have a larger role in development than teachers and schools. As children grow, language skills grow as well. Remember, the more language children hear and practice at home, the more successful children can be with reading in the future.

---

## ORAL LANGUAGE DEVELOPMENT

Children learn concepts about print as part of their oral language development.

Daily story reading provides a model for directionality, book orientation, and the concept of a word/ sentence.

In addition, children learn that print carries a message and that the text is what is read, not the illustrations.

Concepts about print include holding a book in the appropriate manner as to read, understanding that text is read top to bottom and left to right. In addition, understanding that text is read, not illustrations and that we begin reading on the first page.

Children learn about concepts about print from sharing in the reading experience with adults.

Presenter will demonstrate practices that build concepts about print such as modeling how to talk to a child about directionality, how to determine if the child has awareness of concepts about print (hand child a book and ask where to start reading, have child tell you where to start reading, etc. ). Provide demonstration for parents to make them aware of how they are modeling concepts about print with story reading.

## WHAT CAN I DO AT HOME TO SUPPORT ORAL LANGUAGE?

- Require children to elaborate, one or two or three words responses are not acceptable for building language.
- Model and require children to respond in complete sentences.
- Describe what you are doing, where you are going, what you will do when you get there.

---

Briefly explain each suggestion. Adults in the home play an important role and must provide positive examples of language daily. Adults must provide models and have high expectations for children in terms of language. Allowing children to respond in simple one or two word phrases does not build language. Responding to children and providing the necessary words for conversation allows children to experiment with language while constantly hearing appropriate models. Providing a description of daily activities also allows children to build vocabulary and experience language in a meaningful manner.

---

## WHAT CAN I DO AT HOME?

Read aloud daily.

- Ask questions when you read aloud to build language and vocabulary.
- Discuss the books you read to build experience with language and background knowledge.
- Take turns reading and rereading favorite books.
- Describe objects in the home and have the child guess the object, using a complete sentence.

Reading aloud to your children daily provides a model for language and helps build vocabulary. Asking simple questions during the reading assists your child in developing listening comprehension and maintaining focus for longer periods of time. Both listening comprehension and maintaining focus will increase with time and are necessary during the school day. The more parents read at home the more successful children can be with reading. Another way that parents can help at home is to review sight words daily.

---

## QUESTIONS THAT BUILD LANGUAGE

- Ask questions when you read together:
  - Have your child predict what happens next
  - Ask your child to describe a character(s).
  - Ask your child to retell a portion of the story.
  - Have your child give a different ending for the story.

Provide examples for each suggestion, using one of the books you have brought with you. For example, if you are reading a familiar story, have the child tell part (doesn't matter if the child is not reading the words), children can make predictions for unfamiliar stories, describing the character can be simple- he's a boy with yellow hair- model elaborating on the response so the child hears a complete sentence.

---

## SIGHT WORDS

Sight words are the most common words in the English language.

Knowledge of sight words allows students to read a large group of words on sight.

When children can automatically recall sight words, reading is easier and oral reading fluency is increased.

Most sight words are not decodable, therefore children can memorize for faster recall.

There are sight word flash cards for kindergarten through second grade in the Parent Packet.

---

List of sight words in the Parent Packet.  
Sight word lists are broken into grade level lists, suggesting that children learn words in smaller groups. Daily practice with recalling sight words helps to build automaticity-automatic recall of the words. The more sight words children recall, the easier reading becomes for the child.

---

## MORE ON SIGHT WORDS

Play games like concentration to help children remember sight words.

Children can also practice Fry Phrases- short phrases that contain most of the words children will encounter in elementary school (list in packet).

Refer to Fry Phrases list in the Parent Packet. Playing concentration or memory games helps children to learn sight words in a fun manner that is not just drilling words. Moving from sight words to Fry Phrases helps children to extend word learning, leading to better word recognition.

---



## LET'S PRACTICE!

### "I Spy"

- Follow directions
- Categories

Model building language by playing "I Spy". Give a description of an object in the training room and have parents ask yes or no questions, "I Spy with my little eye something that is brown and supports the roof", "I Spy with my little eye, something that is cylindrical shaped, and you use it write", etc. Have participants practice.

Model having a child give directions to complete a task. For example, give directions for tying your shoe and see if the parents can follow the directions. Explain that this game is a way for children to practice language by providing directions to an adult. The object is to determine if the child can give adequate directions, using appropriate language that can followed with completion of the task.

Model categories by explaining that children need to learn and practice what category an object belongs in. For example, you could say, "I have an orange, a banana, and a pencil, which one doesn't belong? Why? Follow with other examples. Have participants practice.

---

## ONLINE RESOURCES FOR ORAL LANGUAGE DEVELOPMENT

<http://connectandreflect.com/parents/learntotalk.php>

<http://www.readingrockets.org/reading-topics/oral-language>

<http://www.pacer.org/mpc/pdf/LearningtoTalkandListen.pdf>

[http://www.superduperinc.com/handouts/pdf/120\\_oral\\_language\\_development.pdf](http://www.superduperinc.com/handouts/pdf/120_oral_language_development.pdf)

<http://www.scholastic.com/parents/resources/article/what-to-expect-grade/ready-kindergarten>

<http://www.brighthorizons.com/family-resources/prepare-your-child-for-school/expanding-vocabulary-and-oral-language/>

These are just some of the sites online that contain information and games for building oral language.

---

## ONLINE RESOURCES FOR ORAL LANGUAGE DEVELOPMENT

<http://teachmama.com/learning-during-read-alouds-oral-language-development/>

<http://comprehensiveliteracyresources.weebly.com/oral-language-instruction.html>

[http://childdevelopmentinfo.com/child-development/language\\_development/](http://childdevelopmentinfo.com/child-development/language_development/)

---

## RESOURCES FOR SIGHT WORDS

<http://littleliteracylearners.blogspot.com/2012/04/sight-words-at-home.html>

<http://www.scholastic.com/parents/blogs/scholastic-parents-raise-reader/sight-words-101>

<http://www.meadonline.com/Parents/InsideAdvice/FeaturedAdvice/Sight-Words-101.aspx>

<http://www.readingresource.net/sightwords.html>

<http://www.k12reader.com/category/sight-words/>

These sites have information about sight words and games built in for practice.

---

## QUESTIONS, CONCERNS?

THESE ARE THE QUESTIONS AND CONCERNS THAT SHOULD BE ASKED BEFORE IMPLEMENTING A NEW SYSTEM OF ACCOUNTING



## WORKSHOP EVALUATION

Please provide constructive feedback for this session so that we may make improvements for future sessions.

Thank you in advance for your candid suggestions and for spending time with us today.

Ask if there are additional questions, anything to share, etc. Please thank the group for participating, remind that other sessions will be scheduled by the site, and have participants complete the evaluation in the packet.

---

## **THANK YOU!**

Thank you again for giving us your time and for your desire to become more involved in the education of your child!

**Thank participants for attending and for participating. Let them know there will be other workshops presented, the school will send information home.**

---

*Parents Read to Kids, Workshop # 2: Participant Packet*

11/7/2015

**PARENTS READ TO KIDS  
WORKSHOP # 2**

Patricia A. Reda  
Walden University

---

---

---

---

---

---

---

**WELCOME AND THANK YOU!**

---

---

---

---

---

---

---

**AGENDA**

- Engagement vs. Involvement
- Parent Survey
- Overview of Literacy Development
- Focus on Oral Language Development
  - At Home Activities
- Sight Word Practice
- Resources

---

---

---

---

---

---

---



**REFLECTION**

If you attended the previous PRK session, which new strategy did you try at home?

How did you incorporate the new strategy?

Were your efforts successful? Why or why not?

---

---

---

---

---

---

---

---

**PARENT ENGAGEMENT**

How do you support your child's education?

---

---

---

---

---

---

---

---

**ENGAGEMENT VS. INVOLVEMENT**

Parents are engaged when they help with homework, monitor success, and attend conferences when necessary.

Parents are involved when they attend school events, volunteer, and participate in extracurricular activities.

We want parents who are engaged in their child's education and involved at the school level.

We see parents as partners, joining in the decision-making process, not as clients.

---

---

---

---

---

---

---

---

**PARENT SURVEY**

What kind of support do you need to support literacy at home?

---

---

---

---

---

---

---

---

**LITERACY DEVELOPMENT**

Oral language development  
Phonological Awareness  
Oral Reading Fluency  
Vocabulary  
Comprehension

---

---

---

---

---

---

---

---

**ORAL LANGUAGE DEVELOPMENT**

- Oral language development sets the foundation for learning to read.
- Children are surrounded by language from birth and learn to speak by listening to others.
- Young children become curious about the sounds of language and begin by mimicking what they hear from others.
- Watching and listening to people read lets children see the importance of reading in their daily lives.

---

---

---

---

---

---

---

---

**PHONOLOGICAL/ PHONEMIC AWARENESS**

An awareness that spoken language is made up of sounds (phonemes).

Provides children with a strong foundation for learning to read.

Children begin to notice the difference between sounds and listen for and recognize rhyming words.

Children also learn strategies for segmenting, blending, and substituting sounds to make words.

---

---

---

---

---

---

---

---

**PHONICS**

Phonics instruction encourages children to make the sound symbol connection through repeated practice.

Children begin to associate the shape of the letter with its sound and identify initial, medial, and ending sounds in words.

In addition, children learn strategies for decoding words that will provide the skills necessary for reading connected text.

Children learn the necessary strategies through reading, not just isolation.

---

---

---

---

---

---

---

---

**ORAL READING FLUENCY**

Oral reading fluency is the ability to read connected text at an appropriate rate, with accuracy, and expression.

To have an appropriate rate, children must automatically recognize many words while reading (sight words).

Children build fluency by practicing, daily practice is best.

Children should read for 20 minutes every day to build fluency and comprehension skills.

Children who can read at an appropriate pace and with accuracy have higher rates of reading comprehension.

---

---

---

---

---

---

---

---

### VOCABULARY DEVELOPMENT

There are too many words for children to learn directly, most are learned through wide reading.

To comprehend what is read, children must understand most of the words in the text.

Children need meaningful experiences with text to build vocabulary.

Children need to hear a word more than once to understand.

---

---

---

---

---

---

---

### READING COMPREHENSION

Comprehension is the expected end result of reading.

If children do not comprehend what they read, we are wasting our time.

Children need strategies to assist with comprehending text.

Reading with children strengthens relationships.

Adult modeling of reading allows children to see the value and importance.

---

---

---

---

---

---

---

### ORAL LANGUAGE DEVELOPMENT

Children learn language as they listen to adults talk

We must provide appropriate models by encouraging children to respond in complete sentences.

We must elaborate on what children say to serve as positive models and extend language.

Students who hear more words at home are more successful with reading in the future.

---

---

---

---

---

---

---

**ORAL LANGUAGE DEVELOPMENT**

Children learn concepts about print as part of their oral language development.

Daily story reading provides a model for directionality, book orientation, and the concept of a word/ sentence.

In addition, children learn that print carries a message and that the text is what is read, not the illustrations.

---

---

---

---

---

---

---

---

**WHAT CAN I DO AT HOME TO SUPPORT ORAL LANGUAGE?**

- Require children to elaborate, one or two or three words responses are not acceptable for building language.
- Model and require children to respond in complete sentences.
- Describe what you are doing, where you are going, what you will do when you get there.

---

---

---

---

---

---

---

---

**WHAT CAN I DO AT HOME?**

Read aloud daily.

Ask questions when you read aloud to build language and vocabulary.

Discuss the books you read to build experience with language and background knowledge.

Take turns reading and rereading favorite books.

Describe objects in the home and have the child guess the object, using a complete sentence.

---

---

---

---

---

---

---

---

### QUESTIONS THAT BUILD LANGUAGE

- Ask questions when you read together.
- Have your child predict what happens next
- Ask your child to describe a character(s).
- Ask your child to retell a portion of the story.
- Have your child give a different ending for the story.

---

---

---

---

---

---

---

### SIGHT WORDS

- Sight words are the most common words in the English language.
- Knowledge of sight words allows students to read a large group of words on sight.
- When children can automatically recall sight words, reading is easier and oral reading fluency is increased.
- Most sight words are not decodable, therefore children can memorize for faster recall.
- There are sight word flash cards for kindergarten through second grade in the Parent Packet.

---

---

---

---

---

---

---

### MORE ON SIGHT WORDS

- Play games like concentration to help children remember sight words.
- Children can also practice Fry Phrases- short phrases that contain most of the words children will encounter in elementary school (list in packet).

---

---

---

---

---

---

---

**LET'S PRACTICE!**

"I Spy"

Follow directions

Categories

---

---

---

---

---

---

---

---

**ONLINE RESOURCES FOR ORAL LANGUAGE DEVELOPMENT**

<http://connectandreflect.com/parents/learntotalk.php>

<http://www.readingrockets.org/reading-topics/oral-language>

<http://www.pacer.org/mpc/pdf/LearningtoTalkandListen.pdf>

[http://www.superduperinc.com/handouts/pdf/120\\_oral\\_language\\_development.pdf](http://www.superduperinc.com/handouts/pdf/120_oral_language_development.pdf)

<http://www.scholastic.com/parents/resources/article/what-to-expect-grade/ready-kindergarten>

<http://www.brighthorizons.com/family-resources/prepare-your-child-for-school/expanding-vocabulary-and-oral-language/>

---

---

---

---

---

---

---

---

**ONLINE RESOURCES FOR ORAL LANGUAGE DEVELOPMENT**

<http://teachmama.com/learning-during-read-alouds-oral-language-development/>

<http://comprehensiveiteracyresources.weebly.com/oral-language-instruction.html>

[http://childdevelopmentinfo.com/child-development/language\\_development/](http://childdevelopmentinfo.com/child-development/language_development/)

---

---

---

---

---

---

---

---

### RESOURCES FOR SIGHT WORDS

<http://littliliteracylearners.blogspot.com/2012/04/sight-words-at-home.html>

<http://www.scholastic.com/parents/blogs/scholastic-parents-raise-reader/sight-words-101>

<http://www.meadonline.com/Parents/InsideAdvice/FeaturedAdvice/Sight-Words-101.aspx>

<http://www.readingresource.net/sightwords.html>

<http://www.k12reader.com/category/sight-words/>

---

---

---

---

---

---

---

---

### QUESTIONS, CONCERNS?

---

---

---

---

---

---

---

---

### WORKSHOP EVALUATION

Please provide constructive feedback for this session so that we may make improvements for future sessions.

Thank you in advance for your candid suggestions and for spending time with us today.

---

---

---

---

---

---

---

---



**THANK YOU!**

Thank you again for giving us your time and for your desire to become more involved in the education of your child!

---

---

---

---

---

---

---

## Parent Survey

1. How long has your child attended the study site?
2. What academic goals do you currently hold for your child?
3. What are your expectations for homework? Would you like additional support from the school in meeting those expectations?
4. Are you aware of resources available for parents in terms of homework help?
5. Have you participated in any of the parent events presented by the study site?  
If yes, how many?
6. What made you decide to attend today's workshop?
7. What kinds of activities would you like to see the study site conduct this year?
8. Would you be interested in participating in workshops with your child?
9. Would providing childcare make it easier for you to attend parent workshops or other events at the school?
10. Would you like more information about ways you can help your child at home with schoolwork?
11. Are you interested in having more of a decision-making role at the study site?

## Sight Word Flash Cards, Pre-Primer through Grade 2

Listed Alphabetically by Level

a

and

away

big

blue

can

come

down

find

for

funny

go

help

here

I

in

is

it

jump

little

look

make

me



my

not

one

play

red

run

said

see

the

three

to

two

up

we

where

yellow

you

all

am

are

at

ate

be

black

brown

but

came

did

do

eat

four

get



good

have

he

into

like

must

new

no

now

on

our

out

please

pretty

ran

ride

saw

say

she

so

soon

that

there

they

this

too

under

want

was

well

went

what



white

who

will

with

yes

after

again

an

any

as

ask

by

could

every

fly

from

give

going

had

has

her

him

how

just

know

let

live

may

of

old

once



open

over

put

round

some

stop

take

thank

them

think

walk

were

when

always

around

because

been

before

best

both

buy

call

cold

does

don't

fast

first

five

found

gave

goes



green

its

made

many

off

or

pull

read

right

sing

sit

sleep

tell

their

these

those

upon

us

use

very

wash

wish

work

would

write

your

about

better

bring

carry

clean

cut



done

draw

drink

eight

fall

far

full

got

grow

hold

hot

hurt

if

keep

kind

laugh

light

long

much

myself

never

only

own

pick

seven

shall

show

six

small

start

ten

today



together

try

warm

apple

baby

back

ball

bear

bed

bell

bird

birthday

boat

box

boy

bread

brother

cake

car

cat

chair

chicken

children

**Christmas**

**coat**

**corn**

**COW**

day

dog

doll

door



duck

egg

eye

farm

farmer

father

feet

fire

fish

floor

flower

game

garden

girl

good-bye

grass

ground

hand

head

hill

home

horse

house

kitty

leg

letter

man

men

milk

money

morning

mother



name

nest

night

paper

party

picture

pig

rabbit

rain

ring

robin

Santa Claus

school

seed

sheep

shoe

sister

snow

song

squirrel

stick

street

sun

table

thing

time

top

toy

tree

watch

water

way



wind

window

wood

## Fry Phrases

## First 100 Words/ Phrases

The people	A long time	Now is the time
Write it down	We were here	An angry cat
By the water	Have you seen it?	May I go first?
Who will make it?	Could you go?	Write your name.
You and I	One more time	This is my cat.
What will they do?	We like to write.	That dog is big.
He called me	All day long	Get on the bus.
We had their dog.	Into the water	Two of us
What did they say?	It's about time	Did you see it?
When would you go?	The other people	The first word
No way	Up in the air	See the water
A number of people	She said to go	As big as the first
One or two	Which way?	But not for me
How long are they?	Each of us	When will we go?
More than the other	He has it.	How did they get it?
Come and get it.	What are these?	From here to there
How many words?	If we were older	Number two
Part of the time	There was an old man	More people
This is a good day.	It's no use	Look up
Can you see?	It may fall down.	Go down
Sit down.	With his mom	All or some
Now and then	At your house	Did you like it?
But not me	From my room	A long way to go
Go find her	It's been a long time.	When did they go?
Not now	Will you be good?	For some of your people
Look for some people	I like him	So there you are.
Give them to me.	Out of the water	Then we will go.

## Fry Phrases

## Second 100

Over the river	My new place	Another great sound
Take a little	Set it up.	I study in school.
Give it back.	Put it there.	I'm an American.
Only a little	Where does it end?	Such a mess
It's only me.	I don't feel well.	Point it out
I know why.	My home is large.	Right now
Three years ago	It turned out well.	It's a small world.
Live and play	Read the sentence.	Big and small
A good man	This must be it.	Home sweet home
After the game	Hand it over.	Around the clock
Most of the animals	Such a big house	Show and tell
Our best things	The man asked for help.	You must be right.
Just the same	A different land	Tell the truth.
My last name	They went here.	Good and plenty
That's very good	Get to the point.	Help me out
Think before you act.	Because we should.	It turned out well.
Mother says to now.	Even the animals	It's your place.
Where are you?	Try your best.	Good things
I need help.	Move over.	I think so.
I work too much.	We found it here.	Read a book.
Any old time	Study and learn	Through the line
Kind of nice	Right now	Spell your name
Mother means it.	The good American	Same time tomorrow
Change our clothes	Tell the truth	Play it again.
A little boy	Back off.	The following day
Give it away.	We came home.	Answer the phone.
We want to go.	Turn the page.	Show us around
The air is warm.	Form two lines.	Read my letters.
A small house also	It's still here.	Another old picture
Where in the world.	Write one sentence.	We need more.

## Fry Phrases

## Third 100

Near this car	A group of friends	It's time to eat.
Between the lines	We got together.	Let me carry it.
My own father	Both children	Talk to my father.
In the country	It's my life	The young face
Add it up	Always be kind	The long list
Read every story	Read the paper.	My family
Below the water	Run for miles	I cut myself
Plants and flowers	Once upon a time	Above the clouds
Will it last?	Do it often.	Watch the game.
Keep it up.	We walked four miles.	The peaceful Native Americans.
Plant the trees.	Until the end	Without a care
Light the fire.	A second later	I like being on the team.
The light in your eyes	Stop the music.	The tall mountains
In my head	Read your book.	Next to me
Under the earth	Sing your song.	A few children
We saw the food.	State your case.	A long life
Close the door.	I miss you.	A group of Native Americans.
The big city	A very important person	He started to cry.
We started the fire.	On my side	I hear the sea.
It never happened.	I took the car.	An important idea
A good thought	So far so good	The first day of school
Stay a while.	The young girl	Almost four miles
A few good men	My feet hurt.	Don't open the door.
The dark night	You might be right.	A good idea
It seemed too good.	It began to grow.	Along the way
Watch the river.	Next time	White clouds
It's hard to open.	Too soon	Something good
Leave it to me.	For example	I hear the waves.
In the beginning	Almost enough	These other people
Is it really true?		

## Fry Phrases

## Fourth 100

Rock and roll	No problem	The color of the sun
Against all odds	What happened here?	Answer my questions.
Early in the morning	Learn your numerals.	I knew that dog.
During the war	Down on the farm	I heard the music.
The dogs become quiet	Sing your song.	The problem was easy.
North and south	Walk slowly.	My friends knew.
I'll draw a picture	Several friends	Birds and fish
The ship hit the waves	The big red dog	Stand in the room
A short vowel sound	Listen to your friends	Ever since I knew you
Tried and true	The birds sing	The red door
I noticed the fire.	A hundred dogs	Are you sure?
Farm and field	I'll remember you.	Across the town
The king's voice	Today was better.	The horses compete
Travel slowly	A fast ship	Easy does it.
I'm low on money.	A hundred blackbirds	Didn't I tell you?
The king was seen.	Some travel money	The best body
Twenty-four hours a day	The whole thing	I feel better
The horse pulled hard.	We heard the king sing	The whole piece
We covered the ground.	I told you.	Step carefully.
Sing to the music.	I reached the top.	Hold fast.
The best products	It happened today.	It passed quickly.
South of town	Listen to the wind.	Once upon a time
Mark your paper.	The wood was on fire.	However you like it
A map of our town	He covered himself.	We need more space.
Several black tables	Cold and hungry	Measure the area.
Plan our day.	Toward morning	I am certain.
Black and blue	Go figure.	Usually I am right.
Don't fall down.	Five hundred products	Follow the pattern.
Remember my order	We cried for hours.	Fish and chips
A big unit		

## Fry Phrases

## Fifth 100

Oh boy.	It became clear	The shape of things
The stars shone.	It's a special game.	Bring the materials here
A good person	Go to first base	What did it contain?
The island is warm.	Read the note.	The force is with you.
It's finally over.	Not yet.	All systems are go.
I feel strong.	The race course	Power to the people
The surface of the ocean	The ball game	We built that house.
He decided quickly.	A dark night	Include me in the picture
Inside the box	A pair of stars	I cannot do this.
Six years ago	The rules of government	Who brought the cake?
Less than a week	I understand now.	Though it is now over
The green machine	The size of the building	Feel the warm ocean
Fly the plane.	Check the heat	An English muffin
Stay on the boat.	A math equation	A green island
The deep ocean	The answer is yes.	The round ball
The dry ground	It was filled with water.	Last week
Six smart scientists	Nothing is final	A special day
The heavy object	I object to that	We ran behind it.
We were able to produce	The surface of the ocean	Explain it carefully
We're in hot water.	The first course is soup.	The facts are known.
Among my family	Check the facts	Across the street
My circle of friends	It's strong material.	Nouns and verbs
Inside the building	A correct answer	State government
I am fine.	Think quickly	Bring a thousand balls.
The stars came out.	We cannot lose.	The English language
The front wheels	Thousands of years ago	Twelve inches to a foot.
Circle the wagons	Ten more minutes	An English road
He stood his ground.	It's half done.	The rest of the class
I gave her a box.	The light shone brightly.	I'll wait till ten.
A common language		

## Fry Phrases

## Sixth 100

Heart and mind	In two months	It doesn't matter
I sat on the eggs.	The tree root	Pay the bill.
The fast train	My parents raised me.	I can't do it.
It made the difference.	Shall we go?	A region of Europe
We picked fruit.	I broke the record.	The farmers are ready
In the distance	A million flowers	Anything can happen.
A simple story	Six months ago	Two syllables
Go the distance.	It was the third strike.	I love to dance.
Train your mind.	Whether or not	Members of the class
The blue sky	He discovered a cure.	Dance is exercise
A good cause	Gone with the wind	The window is square
The main difference	He held her hand tightly.	The cells divided.
Race past the sign.	Describe your brother.	I suddenly felt ill.
It kept my interest.	Blue paint	The bright moon
Sign your name here.	The town square	The center of the earth
A wild race	The full moon	In my direction
She finished first	I believe in you.	The test was hard.
A beautiful present	It will probably happen.	Perhaps we should.
The glass window	Anything you want	Drop the ball.
He developed a rash.	Keep your interest high	I wish it were summer.
My oldest brother	What's the difference?	It's cold in winter.
A written paragraph	A beautiful summer day	The answer is a sum.
The length of the car	Full of energy	Sit on the wall.
A good reason	I'll probably return.	Meet me here.
A lot of energy	The weather instruments	My teacher is happy
Beside the wild river	I believe in you.	A good job
The general is in charge.	The sharp edge	Math is a hard subject.
The soft clothes	The store sells paint.	I represent my family.
My arms and legs	Drive to the west.	I love the flowers.
Lay on your side.	Rain may cause a flood.	The forest in the west

Parent Workshop Evaluation: *PRK-2*

1. How was the information that was shared in this session helpful to your current situation?

2      2      3      4      5      6      7      8      9      10

Not useful

somewhat useful

very useful

2. How will this information help you to become more involved in your child's academic life?

3. What was the most useful idea/ strategy you learned from this session?

How will you use this strategy at home to support your child?

4. What recommendations do you have for improving this session?

5. What kinds of sessions would you like to see in the future?



Presenter Workshop Evaluation: *PRK-2*

1. How many participants attended this session?
2. Were you able to work through all of the activities in the time allotted?
3. Were there any activities that were not well received by the participants? Explain.
4. What suggestions do you have for improving the activities?
5. Were the participants actively engaged in the activities and processes? If not, why?
6. Was the content for this session easy to follow and easy to present? If not, why? How would you suggest the content be improved?
7. Did the content and activities appear to be relevant to the needs of the participants?
8. Were there any logistical problems that could be fixed for the next presentation?
9. Did you have enough of the materials for each participant?
10. Overall, what suggestions do you have to improve upon this session?

*Parents Read to Kids, Workshop # 3: Overview*

*Workshop #3: Parent-Child Shared Reading*

Materials Provided: PowerPoint presentation, presenter script, and participant packet for PRK #3

Materials Needed: Technology to run PowerPoint presentation, chart paper, markers, a variety of books for demonstration and strategy practice, and sticky notes for modeling how to set up a book for shared reading.

*First Task:*

Introduce presenter, discuss housekeeping issues (restroom, breaks, etc.)

*Second Task:*

Discuss the agenda for the presentation.

*Third Task:*

Have participants reflect on previous PRK sessions and share a strategy they have attempted at home.

*Fourth Task:*

Explain and discuss the importance of parent-child shared reading.

*Fifth Task:*

Explain the shared reading process, share examples of appropriate books, and model asking questions as part of the process.

*Sixth Task:*

Provide and model questions to ask that aid in recall.

*Seventh Task:*

Participants will work with a partner to prepare a book and practice the shared reading process.

*Eighth Task:*

Explain the process for assisting adults in finding the right book for a child.

*Ninth Task:*

Share resources for finding books inexpensively.

*Tenth Task:*

Define and explain the importance of oral reading fluency and the connection to reading comprehension.

*Eleventh Task:*

Participants will read a quote and realize that shared reading is a fun addition to the daily routine.

*Twelfth Task:*

Answer participant questions and address concerns.

*Thirteenth Task:*

Request that participants complete the evaluation found in the Participant Packet. Collect the evaluations.

*Fourteenth Task:*

Thank participants for attendance and active participation. Notify participants that other workshops will be scheduled by the school site.

*Fifteenth Task:*

Thank participants for attendance and active participation. Notify participants that other workshops will be scheduled by the school site.

---

# PARENTS READ TO KIDS WORKSHOP # 3

---

Patricia A. Reda  
Walden University

---

## **PARENTS READ TO KIDS WORKSHOP # 3**

Patricia A. Reda  
Walden University

**Thank parents for attending this session.**

**You will be discussing Parent-Child Shared Reading, a technique that allows parents to spend quality time with their children and supports reading development.**

---



## AGENDA

- What is Parent-Child Shared Reading?
- What is the Shared Reading process?
- Questions to ask during Shared Reading.
- Let's Practice Shared Reading.
- How to choose the right book for your child.
- Resources for finding inexpensive books for kids.

**Briefly review the agenda**

---

## REFLECTION

- If you attended the previous PRK session, which new strategy did you try at home?
- How did you incorporate the new strategy?
- Were your efforts successful? Why or why not?

Please have the participants reflect on the previous PRK session and share with their team which strategy they chose to use and why. Monitor the discussion so that teams are sharing with one another and gaining insight. Have at least one team share with the group before moving on to the rest of the session.

---



## PARENT-CHILD SHARED READING

- Provides quality time for parent and child to explore reading.
- Provides daily opportunity for parent to model fluent reading.
- Allows children to experience books for which they are not ready to read independently.
- Helps to extend the attention span of the child.

**Review the information on the slides.  
Expand on each using examples  
from your experience.**

---

## PARENT CHILD SHARED READING

- Allows children to participate in the reading process at a different level.
- Provides an opportunity for young children to recognize words and phrases in a new context.
- Develops parent-child bond by spending quality time together.

Continue to provide details for each bullet, add examples, anecdotes from your own experience.

---

## SHARED READING PROCESS

Parent and child choose an appropriate book that contains rhyme, rhythm, and repetition (for younger children) or a book that it is of interest to older children.

Parent reads to child

Older children can take turns reading a sentence, paragraph, or page with parent.

Parent asks questions, makes comments, asks child for predictions, and elaborates on child's response.

Share information on the slide and then model the shared reading process with a book you have prepared in advance. Explain and give examples of books that contain rhyme, rhythm, and repetition for younger children. Show some examples that would be appropriate for Kindergarten through second grade. Model asking simple questions, commenting, elaborating...

---

## QUESTIONS TO ASK WHILE READING

Ask questions that require the child to recall something from the text.

Who is the main character?

Can you tell me what just happened in the story?

If you could change the end of the story, what would you want to happen?

What do you think will happen next?

If you were the main character, what would you do differently when \_\_\_\_\_ happened?

© 2013 by Pearson Education, Inc. All rights reserved. This publication is a copyrighted work of Pearson Education, Inc. and may not be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage and retrieval system, without the prior written permission of Pearson Education, Inc.

**Add other questions, if you have others you prefer to share.**

---

## YOUR TURN!

Work with your shoulder partner, one will be the adult and one will be the child.

Choose a book to practice

Work together to prepare your book by pre-reading and developing simple questions, areas for comment and places to make connections or elaborate.

Take turns switching roles to practice shared reading.

Assist participants in developing and practicing the process. There is a detailed explanation in the participant packet. Please monitor to ensure appropriate participation from all.

---

## HOW TO FIND THE RIGHT BOOK

Choose an interesting book.

Have the child read a small section of text:

The book is "Just Right" if your child misses no more than one word for every ten read.

The book is too difficult if your child misses 2 or more words for every 10 read, look for a less challenging book.

The book is too easy if your child misses no words, look for a more challenging book.

There is an explanation in the participant packet. Encourage participants to review the process and practice with each other using the books you have provided.

---

## RESOURCES FOR FINDING BOOKS

Thrift stores often have book sections and are priced affordably.

Yard sales provide great opportunities to find inexpensive books.

The Public Library often has a section of inexpensive books for sale.

Dollar Stores (Family Dollar, Dollar General, etc.) carry children's books that are inexpensive.

---

Share other resources for which you are familiar.

---

## OTHER BOOK RESOURCES

Set up a book swap with other families or families with older children.

Visit Consignment/ Second Hand Stores that specialize in children's clothing/ toys, etc.

Seminole High School has a Book Give Away every spring. Ask for information.

Many teachers rely on Book Order forms to supplement the classroom library. Ordering from these companies allows you to find inexpensive books and help out the classroom teachers as well.

Please share any other ideas you have for helping parents find affordable books for children. The Seminole High School Book Give Away is highly publicized. In addition, the Scholastic Warehouse has sales at least twice a year that have books for up to 50% off. The sales usually coincide with the end of the book fair season and around the holidays. Finally, some agencies allow parents to borrow books. The Early Education Center on Bay Ave (in Sanford). allows Seminole County parents to borrow books for a certain period of time. Parents can contact the center for hours and to register. The Center also has educational games available for parents to borrow.

---



## BOOK LIST RESOURCES

- The Children's Librarian at any Public Library.
- <https://lexile.com/> provides a vast library of books by Lexile Level International Reading Association,  
<http://www.reading.org/informationfor/Parents.aspx>
- <http://www.scholastic.com/parents/> has book recommendations for all ages.
- <http://www.trelease-on-reading.com/> has book lists for all ages

Programs like Scholastic Reading Counts use Lexiles as a measure for students.

---

When I say to a parent, "read to a child" I don't want it to sound like medicine. I want it to sound like chocolate.

-Mem Fox

Explain the quote, if necessary. We want parents to enjoy spending time with their children. Parent-child shared reading should not be viewed as one more thing to do. This process should be a fun addition to your day. Encourage your child to pick the book. As children grow older and develop reading skills, you can take turns reading chapters or pages from a book.

---

**QUESTIONS, CONCERNS?**

## WORKSHOP EVALUATION

- Please provide constructive feedback for this session so that we may make improvements for future sessions.
- Thank you in advance for your candid suggestions and spending time with us today.

Ask if there are additional questions, anything to share, etc. Please thank the group for participating, remind that other sessions will be scheduled by the site, and have participants complete the evaluation in the packet.

---

## THANK YOU!

Thank you again for giving us your time and for your desire to become more involved in the education of your child!

© 2010 Pearson Education, Inc. All rights reserved. This publication is protected by copyright. Permission is granted to reproduce this document for personal use only.

Parents Read to Kids, Workshop # 3: Participant Packet

11/7/2015

**PARENTS READ TO KIDS  
WORKSHOP # 3**

Patricia A. Reda  
Walden University

---

---

---

---

---

---

---

**WELCOME AND THANK YOU!**

---

---

---

---

---

---

---

**AGENDA**

- What is Parent-Child Shared Reading?
- What is the Shared Reading process?
- Questions to ask during Shared Reading.
- Let's Practice Shared Reading.
- How to choose the right book for your child.
- Resources for finding inexpensive books for kids.

---

---

---

---

---

---

---

**REFLECTION**

If you attended the previous PRK session, which new strategy did you try at home?

How did you incorporate the new strategy?

Were your efforts successful? Why or why not?

---

---

---

---

---

---

---

**PARENT-CHILD SHARED READING**

Provides quality time for parent and child to explore reading.

Provides daily opportunity for parent to model fluent reading.

Allows children to experience books for which they are not ready to read independently.

Helps to extend the attention span of the child.

---

---

---

---

---

---

---

**PARENT CHILD SHARED READING**

Allows children to participate in the reading process at a different level.

Provides an opportunity for young children to recognize words and phrases in a new context.

Develops parent-child bond by spending quality time together.

---

---

---

---

---

---

---

### SHARED READING PROCESS

Parent and child choose an appropriate book that contains rhyme, rhythm, and repetition (for younger children) or a book that it is of interest to older children.

Parent reads to child

Older children can take turns reading a sentence, paragraph, or page with parent.

Parent asks questions, makes comments, asks child for predictions, and elaborates on child's response.

---

---

---

---

---

---

---

---

### QUESTIONS TO ASK WHILE READING

Ask questions that require the child to recall something from the text.

Who is the main character?

Can you tell me what just happened in the story?

If you could change the end of the story, what would you want to happen?

What do you think will happen next?

If you were the main character, what would you do differently when \_\_\_\_\_ happened?

---

---

---

---

---

---

---

---

### YOUR TURN!

Work with your shoulder partner, one will be the adult and one will be the child.

Choose a book to practice

Work together to prepare your book by pre-reading and developing simple questions, areas for comment and places to make connections or elaborate.

Take turns switching roles to practice shared reading.

---

---

---

---

---

---

---

---



### HOW TO FIND THE RIGHT BOOK

Choose an interesting book.

Have the child read a small section of text:

The book is "Just Right" if your child misses no more than one word for every ten read.

The book is too difficult if your child misses 2 or more words for every 10 read, look for a less challenging book.

The book is too easy if your child misses no words, look for a more challenging book.

---

---

---

---

---

---

---

---

### RESOURCES FOR FINDING BOOKS

Thrift stores often have book sections and are priced affordably.

Yard sales provide great opportunities to find inexpensive books.

The Public Library often has a section of inexpensive books for sale.

Dollar Stores (Family Dollar, Dollar General, etc.) carry children's books that are inexpensive.

---

---

---

---

---

---

---

---

### OTHER BOOK RESOURCES

Set up a book swap with other families or families with older children.

Visit Consignment/ Second Hand Stores that specialize in children's clothing/ toys, etc.

Seminole High School has a Book Give Away every spring. Ask for information.

Many teachers rely on Book Order forms to supplement the classroom library. Ordering from these companies allows you to find inexpensive books and help out the classroom teachers as well.

---

---

---

---

---

---

---

---

### BOOK LIST RESOURCES

- The Children's Librarian at any Public Library.
- <https://lexile.com/> provides a vast library of books by Lexile Level International Reading Association, <http://www.reading.org/informationfor/Parents.aspx>
- <http://www.scholastic.com/parents/> has book recommendations for all ages.
- <http://www.release-on-reading.com/> has book lists for all ages

---

---

---

---

---

---

---

---

When I say to a parent, "read to a child" I don't want it to sound like medicine. I want it to sound like chocolate.

-Mem Fox

---

---

---

---

---

---

---

---

### QUESTIONS, CONCERNS?

---

---

---

---

---

---

---

---

11/7/2015

**WORKSHOP EVALUATION**

Please provide constructive feedback for this session so that we may make improvements for future sessions.

Thank you in advance for your candid suggestions and spending time with us today.

---

---

---

---

---

---

---

**THANK YOU!**

Thank you again for giving us your time and for your desire to become more involved in the education of your child!

---

---

---

---

---

---

---

### Parent-Child Shared Book Experience

1. Choose a book to read. Have the child choose or choose a favorite book. Older children can choose chapter books.
2. Find a comfortable spot to read.
3. For younger children, the parent reads to the child. For older children, you can alternate reading pages with the child or just read aloud a certain number of chapters.
4. After each page, talk about the book. Ask questions that require the child to recall details from the text. Examples include: what is the main characters name? What is problem is the character trying to solve? How do you think the character will solve the problem?
5. Continue reading.

### Choosing the Right Book

1. Choose an appropriate book and open to any page.
2. Have your child read a small section of text and count the number of errors.
3. If your child can read the text and makes no more than one word error for every 10 read, the book is just right.
4. If your child struggles and has two or more errors for every 10 read, the book is too challenging right now.
5. If your child can read the text and makes no errors for every 10 words read, choose another book this one is too easy.

Parent Workshop Evaluation: *PRK-3*

1. How was the information that was shared in this session helpful to your current situation?

3      2      3      4      5      6      7      8      9      10

Not useful

somewhat useful

very useful

2. How will this information help you to become more involved in your child's academic life?
3. What was the most useful idea/ strategy you learned from this session?  
How will you use this strategy at home to support your child?
4. What recommendations do you have for improving this session?
5. What kinds of sessions would you like to see in the future?

Presenter Workshop Evaluation: *PRK-3*

1. How many participants attended this session?
2. Were you able to work through all of the activities in the time allotted?
3. Were there any activities that were not well received by the participants? Explain.
4. What suggestions do you have for improving the activities?
5. Were the participants actively engaged in the activities and processes? If not, why?
6. Was the content for this session easy to follow and easy to present? If not, why? How would you suggest the content be improved?
7. Did the content and activities appear to be relevant to the needs of the participants?
8. Were there any logistical problems that could be fixed for the next presentation?
9. Did you have enough of the materials for each participant?
10. Overall, what suggestions do you have to improve upon this session?

*Parents Read to Kids, Workshop # 4: Overview*

*Workshop # 4: Phonological Awareness*

Materials Provided: PowerPoint slides, presenter script, participant packet for PRK #4

Materials Needed: Technology to run PowerPoint presentation, chart paper, markers, scissors, and small bags to store letter tiles.

*First Task:*

Introduce presenter, discuss housekeeping issues (restroom, breaks, etc.)

*Second Task:*

Discuss the agenda for the presentation.

*Third Task:*

Have participants reflect on previous PRK sessions and share a strategy they have attempted at home.

*Fourth Task:*

Explain and discuss the importance of phonological awareness.

*Fifth Task:*

Explain and discuss the importance of phonological awareness.

*Sixth Task:*

Share low/ no cost activities for home that promote and support phonemic awareness.

*Seventh Task:*

Share strategies for promoting phonological awareness and allow time for practice and make and take activities provided in the participant packet.

*Eighth Task:*

Share online resources for phonological awareness.

*Ninth Task:*

Answer participant questions and address concerns.

*Tenth Task:*

Request that participants complete the evaluation found in the Participant Packet. Collect the evaluations.

*Eleventh Task:*

Thank participants for attendance and active participation. Notify participants that other workshops will be scheduled by the school site.



---

# PARENTS READ TO KIDS SESSION # 4

---

Patricia A. Reda  
Walden University

---

## **PARENTS READ TO KIDS SESSION # 4**

Patricia A. Reda  
Walden University

**Welcome parents to the session and  
thank them for giving their time.**

---

**WELCOME AND THANK YOU!**

© 2000-2001 The McGraw-Hill Companies. All rights reserved. This publication is intended to provide accurate and authoritative information in regard to the subject matter covered. It is sold with the understanding that the publisher is not engaged in rendering professional service. If professional advice or other expert assistance is required, the services of a competent professional should be sought.



## AGENDA

- What is phonological awareness?
- What is phonemic awareness?
- Activities to support phonemic awareness at home.

**Briefly review the agenda, you will discuss each item and provide examples.**

---

## REFLECTION

- If you attended the previous PRK session, which new strategy did you try at home?
- How did you incorporate the new strategy?
- Were your efforts successful? Why or why not?

Please have the participants reflect on the previous PRK session and share with their team which strategy they chose to use and why. Monitor the discussion so that teams are sharing with one another and gaining insight. Have at least one team share with the group before moving on to the rest of the session.

---

## WHAT IS PHONOLOGICAL AWARENESS?

Phonological awareness is the ability to recognize, identify, and talk about the sounds in language.

Phonological awareness focuses on rhyming, syllables, onset/ rime, and phonemic awareness.

---

**Phonological awareness is the first step to reading. Children must recognize and identify sounds in language. Most of pre-k and kindergarten focuses on teaching phonological awareness. The expectation is that children will have an awareness and be able to identify sounds in words before first grade.**

---

## PHONOLOGICAL AWARENESS

- Although phonological awareness is a process that occurs in stages, children are not required to master one stage before moving on to the next.
- Of the focus areas, rhyming and phonemic awareness have the most impact on future success with reading and writing.

**Discuss rhyming, why is rhyming so important? How is rhyming related to reading? As children begin to recognize rhyming words, they become more familiar with word families. Word Families are groups of words that have the same vowel sound (bat, bat, mat, etc.). As children recognize short vowel word families, the words and sounds become more predictable, allowing children to recognize words and sounds, leading to the ability to read words based on the sounds present.**

---

## PHONOLOGICAL AWARENESS

Language play with rhyming words helps children to identify rhyming words and create their own rhymes.

Activities for phonological awareness are completed orally with no writing/ spelling component.

With repeated exposure to familiar rhymes, children begin to understand the concept and the vocabulary necessary.

This understanding leads to future reading success.

Remind parents that word play is verbal, the written component comes after children can recognize sounds orally. Practicing Nursery Rhymes allows children to hear and predict rhyming words. Recognition leads to identification of sounds which leads to letter sound recognition.

---



## PHONEMIC AWARENESS

- Phonemic awareness is the capacity to hear and manipulate sounds in words.
- Those sounds are called phonemes, there are approximately 40 phonemes in the English language.
- Children must learn to isolate, blend, segment, delete, add, and substitute phonemes for future success in reading, writing, and spelling.

Please give examples of each:  
isolate (the child can break down the sounds in a word, m-a-t), blending (the child can blend the sounds together to read a word, mmmmaaattt), segment

---

## PHONEMIC AWARENESS

- Children develop phonemic awareness by playing word games.
- Clapping syllables in words helps young children to recognize word parts.
- Stretching or segmenting phonemes in words helps children hear and identify the sounds in words. This task will be necessary for beginning reading.

**Demonstrate clapping syllables in names and other words that students may encounter.**

---

## PHONEMIC AWARENESS

- By articulating the sounds in a word, children begin to associate sounds with words and learn correct pronunciation of words.
- Practice with manipulating phonemes in words becomes a tool for reading and writing as well as extending the child's understanding of how language works.

**Demonstrate blending and segmenting using the word family cards in the packet. Model stretching each sound, using pure sounds, and blending the sound together.**

## LOW/NO COST ACTIVITIES TO USE AT HOME

### Rhyme Challenge:

- Provide a word and challenge your child to think of as many words as possible that rhyme with the word (cat...bat...mat...hat).

### Word Family Match:

- Use the cards provided in the packet to create a matching game for use at home. Have child read word and find matching or rhyming words.

(adapted from [www.parents.com](http://www.parents.com))

**Model the games for participants and answer questions as necessary.**

---

## LOW/NO COST ACTIVITIES TO USE AT HOME

- Read rhyming books with your child (suggestions in packet).
- Have your child guess a word you have stretched (mmmaaattt).
- Play "I Spy" using beginning sounds or ending sounds ("I Spy something that begins with /b/").
- Have your child choose a magnetic (or letter cut out) and identify objects around the house that begin with the letter chosen.

Model/ explain games for participants.

---

## LOW/NO COST ACTIVITIES TO USE AT HOME

- Have your child cut pictures from magazines that begin or end with a certain sounds. Make a collage for that sound.
- For older children, cut out pictures that have the same middle sound.
- Use index cards and magazine pictures to create beginning sound cards.
- Purchase commercially-made picture cards to review beginning sounds, middle sounds, and ending sounds.

**Show examples of each that you have created. Create collages prior to the session.**

---

## STRATEGIES- LET'S PRACTICE

Find the letter tiles in the participant packet. Cut out the tiles.

To play the game, place the vowels (a, e, i, o, u) on the table in front of you and the other letters/letter combinations in a bowl or paper bag.

Have the child choose up to 5 tiles from the bag and use one or two of the vowels to create a word.

Write the word on a piece of paper and put the tiles back in the bag (leave vowels out). Words may not be repeated.

Play continues until no new words can be created.

---

**Assist participants in finding the letter tiles, cutting, and preparing for use. Guide participants through the game as written and then offer suggestions for extending or changing the game to meet the needs of all children. For example, younger students can identify the letters and make sound-symbol connection.**

---

## ON LINE RESOURCES

- <http://www.enchantedlearning.com/filefoldergames/rhymes/>
- <http://www.readingrockets.org/article/how-now-brown-cow-phoneme-awareness-activities>
- <http://pbskids.org/island/preview/games-phonemicawareness.html>
- <http://fcrr.org/for-educators/sca.asp>

These are just a few of the sites on line that provide suggestions and games for phonological awareness. Please share other sites you have found or are aware of so parents have ample resources.

---



## QUESTIONS, CONCERNS?

-----

-----

## WORKSHOP EVALUATION

- Please provide constructive feedback for this session so that we may make improvements for future sessions.
- Thank you in advance for your candid suggestions and spending time with us today.

**Ask if there are additional questions, anything to share, etc. Please thank the group for participating, remind that other sessions will be scheduled by the site, and have participants complete the evaluation in the packet.**

---

---

## THANK YOU!

---

Thank you again for giving us your time and for your desire to become more involved in the education of your child!

---

**Please ask participants to complete the evaluation in their packets.**

*Parents Read to Kids, Workshop # 4: Participant Packet*

11/22/2015

**PARENTS READ TO KIDS  
SESSION # 4**  
Patricia A. Reda  
Walden University

---

---

---

---

---

---

---

**WELCOME AND THANK YOU!**

---

---

---

---

---

---

---

**AGENDA**  
  
What is phonological awareness?  
What is phonemic awareness?  
Activities to support phonemic awareness at home.

---

---

---

---

---

---

---

**REFLECTION**

If you attended the previous PRK session, which new strategy did you try at home?

How did you incorporate the new strategy?

Were your efforts successful? Why or why not?

---

---

---

---

---

---

---

**WHAT IS PHONOLOGICAL AWARENESS?**

Phonological awareness is the ability to recognize, identify, and talk about the sounds in language.

Phonological awareness focuses on rhyming, syllables, onset/ rime, and phonemic awareness.

---

---

---

---

---

---

---

**PHONOLOGICAL AWARENESS**

Although phonological awareness is a process that occurs in stages, children are not required to master one stage before moving on to the next.

Of the focus areas, rhyming and phonemic awareness have the most impact on future success with reading and writing.

---

---

---

---

---

---

---

### PHONOLOGICAL AWARENESS

Language play with rhyming words helps children to identify rhyming words and create their own rhymes.

Activities for phonological awareness are completed orally with no writing/ spelling component.

With repeated exposure to familiar rhymes, children begin to understand the concept and the vocabulary necessary.

This understanding leads to future reading success.

---

---

---

---

---

---

---

---

### PHONEMIC AWARENESS

Phonemic awareness is the capacity to hear and manipulate sounds in words.

Those sounds are called phonemes, there are approximately 40 phonemes in the English language.

Children must learn to isolate, blend, segment, delete, add, and substitute phonemes for future success in reading, writing, and spelling.

---

---

---

---

---

---

---

---

### PHONEMIC AWARENESS

Children develop phonemic awareness by playing word games.

Clapping syllables in words helps young children to recognize word parts.

Stretching or segmenting phonemes in words helps children hear and identify the sounds in words. This task will be necessary for beginning reading.

---

---

---

---

---

---

---

---

### PHONEMIC AWARENESS

By articulating the sounds in a word, children begin to associate sounds with words and learn correct pronunciation of words.

Practice with manipulating phonemes in words becomes a tool for reading and writing as well as extending the child's understanding of how language works.

---

---

---

---

---

---

---

---

### LOW/NO COST ACTIVITIES TO USE AT HOME

**Rhyme Challenge:**

Provide a word and challenge your child to think of as many words as possible that rhyme with the word (cat...bat...mat...hat).

**Word Family Match:**

Use the cards provided in the packet to create a matching game for use at home. Have child read word and find matching or rhyming words.

(adapted from [www.parents.com](http://www.parents.com))

---

---

---

---

---

---

---

---

### LOW/NO COST ACTIVITIES TO USE AT HOME

Read rhyming books with your child (suggestions in packet).

Have your child guess a word you have stretched (mmaaattt).

Play "I Spy" using beginning sounds or ending sounds ("I Spy something that begins with /b/").

Have your child choose a magnetic (or letter cut out) and identify objects around the house that begin with the letter chosen.

---

---

---

---

---

---

---

---

### LOW/NO COST ACTIVITIES TO USE AT HOME

Have your child cut pictures from magazines that begin or end with a certain sounds. Make a collage for that sound.

For older children, cut out pictures that have the same middle sound.

Use index cards and magazine pictures to create beginning sound cards.

Purchase commercially-made picture cards to review beginning sounds, middle sounds, and ending sounds.

---

---

---

---

---

---

---

---

### STRATEGIES- LET'S PRACTICE

Find the letter tiles in the participant packet. Cut out the tiles.

To play the game, place the vowels (a, e, i, o, u) on the table in front of you and the other letters/letter combinations in a bowl or paper bag.

Have the child choose up to 5 tiles from the bag and use one or two of the vowels to create a word.

Write the word on a piece of paper and put the tiles back in the bag (leave vowels out). Words may not be repeated.

Play continues until no new words can be created.

---

---

---

---

---

---

---

---

### ON LINE RESOURCES

<http://www.enchantedlearning.com/filefoldergames/rhymes/>

<http://www.readingrockets.org/article/how-now-brown-cow-phoneme-awareness-activities>

<http://pbskids.org/island/preview/games-phonemicawareness.html>

<http://fcrr.org/for-educators/sca.asp>

---

---

---

---

---

---

---

---



**QUESTIONS, CONCERNS?**

---

---

---

---

---

---

---

---

**WORKSHOP EVALUATION**

Please provide constructive feedback for this session so that we may make improvements for future sessions.

Thank you in advance for your candid suggestions and spending time with us today.

---

---

---

---

---

---

---

---

**THANK YOU!**

Thank you again for giving us your time and for your desire to become more involved in the education of your child!

---

---

---

---

---

---

---

---

## Letter Tiles

a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	q	r	s	t
u	v	w	x	y

z	au	aw	ay	ea
ee	oa	ow	ew	oo
oy	th	sh	ck	ph
wh	igh			

Word Family Cards

cat

bat

mat

pat

sat

fat

wet

set

pet

met

bet

jet

pig

wig

fig

jig

rig

dig

pan

fan



tan

an

bug

rug

pug

mug

tug

jug

mop

top

pop

hop

cop

bop

rid

did

hid

bid

lid

mid

all

ball

call

fall

hall

mall

and

band

hand

land

sand

stand



hit

bit

fit

sit

pit

kit

fun

bun

gun

run

pun

hun

## Suggested Rhyming Books

*Sheep in a Jeep*- Nancy E. Shaw

*Hop on Pop*- Dr. Seuss

*One Fish, Two Fish, Red Fish, Blue Fish*- Dr. Seuss

*Green Eggs and Ham*- Dr. Seuss

*The Cat in the Hat*- Dr. Seuss

*Brown Bear, Brown Bear*-Bill Martin, Jr.

*Chicka, Chicka Boom Boom*- Bill Martin, Jr.

*Silly Sally*- Audry Wood

*Is Your Mama a Llama?* - Deborah Guarino

*In the Tall, Tall Grass*- Denise Fleming

*Pete the Cat: I Love My White Shoes*- Eric Litwin

*Each Peach Pear Plum*- Janet Ahlberg

*Big Red Barn*- Margaret Wise Brown

*The Napping House*- Audrey Wood

*Skippyjon Jones*- Judy Schachner

*The Pout-Pout Fish*- Deborah Diesen

*Are You My Mother?* – P.D. Eastman

Parent Workshop Evaluation: *PRK-4*

1. How was the information that was shared in this session helpful to your current situation?

4      2      3      4      5      6      7      8      9      10

Not useful

somewhat useful

very useful

2. How will this information help you to become more involved in your child's academic life?
3. What was the most useful idea/ strategy you learned from this session?  
How will you use this strategy at home to support your child?
4. What recommendations do you have for improving this session?
5. What kinds of sessions would you like to see in the future?

Presenter Workshop Evaluation: *PRK-4*

1. How many participants attended this session?
2. Were you able to work through all of the activities in the time allotted?
3. Were there any activities that were not well received by the participants? Explain.
4. What suggestions do you have for improving the activities?
5. Were the participants actively engaged in the activities and processes? If not, why?
6. Was the content for this session easy to follow and easy to present? If not, why? How would you suggest the content be improved?
7. Did the content and activities appear to be relevant to the needs of the participants?
8. Were there any logistical problems that could be fixed for the next presentation?
9. Did you have enough of the materials for each participant?
10. Overall, what suggestions do you have to improve upon this session?

*Parents Read to Kids, Workshop # 5: Overview*

*Workshop #5: Oral Reading Fluency*

Materials Provided: PowerPoint presentation, presenter script, and participant packet for PRK #5

Materials Needed: Technology to run PowerPoint presentation, chart paper, markers, books to model fluent reading, scissors, and small bags to store letter tiles and sight words.

*First Task:*

Introduce presenter, discuss housekeeping issues (restroom, breaks, etc.)

*Second Task:*

Discuss the agenda for the presentation.

*Third Task:*

Have participants reflect on previous PRK sessions and share a strategy they have attempted at home.

*Fourth Task:*

Explain and discuss oral reading fluency.

*Fifth Task:*

Explain and discuss how to measure oral reading fluency and model using one of the books provided by the presenter.

*Sixth Task:*

Explain and discuss the importance of measuring and tracking oral reading fluency and the connection between oral reading fluency and reading comprehension.

*Seventh Task:*

Discuss and provide participants with end of school year oral reading fluency targets.

*Eighth Task:*

Describe how often the school site measures oral reading fluency (if you have the information). Explain that oral reading fluency is often measured at least three times per year but this varies by site. Explain that the focus for oral reading fluency will be sight words for young children and passage level fluency for older students.

*Ninth Task:*

Share activities participants can do at home to promote and increase oral reading fluency using materials provide in the participant packet.

*Tenth Task:*

Define and explain the importance of oral reading fluency and the connection to reading comprehension.

*Eleventh Task:*

Presenter will model and participants will practice timing oral reading fluency using sample passages include in the participant packet.

*Twelfth Task:*

Presenter will model reading Fry Phrases for fluency and participants will practice reading Fry Phrases using the Fry Phrases document included in the participant packet.

*Thirteenth Task:*

Presenter will model the process for reviewing sight words. Participants will cut sight words included in the participant packet into flash cards and practice reviewing sight words with partner.

*Fourteenth Task:*

Presenter will model using the letter cards included in the packet to practice letter-sound fluency. Participants will cut the letter cards into flash cards and practice letter sound fluency with a partner.

*Fifteenth Task:*

Share low/ no cost activities for use at home that promote oral reading fluency.



*Sixteenth Task:*

Share online resources for promoting oral reading fluency.

*Seventeenth Task:*

Answer participant questions and address concerns.

*Eighteenth Task:*

Request that participants complete the evaluation found in the Participant Packet. Collect the evaluations.

*Nineteenth Task:*

Thank participants for attendance and active participation. Notify participants that other workshops will be scheduled by the school site.

---

# PARENTS READ TO KIDS SESSION # 5

---

Patricia A. Reda  
Walden University

---

**PARENTS READ TO KIDS  
SESSION # 5**

Patricia A. Reda  
Walden University

---

**Thank participants for giving of their  
time, discuss house keeping issues  
(sign in, restrooms, etc. ).**

---

WELCOME AND THANK YOU!

\*\*\*\*\*

\*\*\*\*\*

## AGENDA

- What is oral reading fluency?
- Why is oral reading fluency important for reading development?
- How can I help with oral reading fluency at home?
- Where can I find resources for oral reading fluency?

**Briefly review the agenda.**

---

## REFLECTION

- If you attended the previous PRK session, which new strategy did you try at home?
- How did you incorporate the new strategy?
- Were your efforts successful? Why or why not?

**Please have the participants reflect on the previous PRK session and share with their team which strategy they chose to use and why. Monitor the discussion so that teams are sharing with one another and gaining insight. Have at least one team share with the group before moving on to the rest of the session.**

---

## ORAL READING FLUENCY

- Oral Reading Fluency (ORF) related to the way a child reads.
- Children who read at an appropriate rate, with expression, and accuracy are said to be fluent readers.
- Children who read fluently do not stop to decode, leading to higher ORF rates.

---

**Provide an explanation as to what ORF means, what it means to read fluently. Model fluent and non-fluent reading using one of the books available.**

## ORAL READING FLUENCY

- Measured in terms of words correct per minute (wcpm).
- Student reads a passage for one minute, the teacher listens, notes errors, and tabulates the wcpm.
- Wcpm is tabulating by taking the number of words read per minute, minus the student errors.

**Provide an explanation for wcpm, help participants to understand how wcpm is calculated and why. Model using one of the books available and a stop watch or timer on your phone. Show an example on the projector.**

---



## WHY IS ORF IMPORTANT?

- To become fluent readers, child must rapidly recognize many words so they do not have to stop to decode each word.

There is a relationship between ORF and reading comprehension; the more words a student can automatically recognize, the higher the ORF rate.

- When children stop to decode each word, the brain is focused on letter sounds and blending, not comprehension.

- Research has determined that the brain can do only one act at a time; decoding limits attention and brain power available for comprehending.

**Explain the need for automaticity in sight word recognition but emphasize that fluency begins in kindergarten as children begin to recognize and make connections between letter names and letter sounds. Provide an explanation as to how ORF and fluent reading are related to reading comprehension.**

---

## WHY IS ORF IMPORTANT?

- ✓ School level personnel measure ORF to determine students who are at risk and students who are on track for reading success.
- ✓ Researchers have developed ORF expectations for each grade level to assist in determining those who are at risk and on track.
- ✓ In addition to success with reading comprehension, ORF rates can predict success on grade level standardized assessments.

**Provide background as to when ORF is measured and why, what is the data used for at the school level.**

**Provide a transition to the next slide that discusses ORF rates for grade 1 through grade 6.**

---

## ORF RATE EXPECTATIONS

- First Grade: 40 wcpm by the end of the school-year.
- Second Grade: 90 wcpm by the end of the school-year.
- Third Grade: 110 wcpm by the end of the school-year.
- Fourth Grade: 118 wcpm by the end of the school-year.
- Fifth Grade: 124 wcpm by the end of the school-year.
- Sixth Grade: 125 wcpm by the end of the school-year.

**Explain the points on the slide, student ORF levels are expected to increase by small intervals throughout the school year. Teachers incorporate activities throughout the school-year that allow for students to practice and increase ORF.**

---

## ORF RATE EXPECTATIONS

- ORF rates are assessed three times per year, and the information is used to determine appropriate interventions for struggling readers.
- Teachers begin measuring ORF rates in first grade; sight word recognition is the focus for kindergarten.
- Automatic sight word recognition leads to appropriate ORF rates.

Schools may or may not measure ORF three times per year. This varies by school and sometimes by district. Oral reading fluency is a priority for schools that provide intensive interventions for students who are deemed below grade level/ struggling readers. Focus on sight word recognition for younger students and passage level fluency for older students.

---

## HOW CAN I HELP?

- Review letter names/ sounds daily with young children to build fluency.
- Practice sight words to build automaticity and fluency.
- When students are comfortable with sight words, begin reviewing Fry Phrases to continue building fluency.
- Practice reading for fluency at least once or twice a week.

**Briefly review activities on slide,  
show participants where to find  
resources in the packet.**

---

## HOME STRATEGIES-LET'S PRACTICE

- Find the fluency passages in your packet to practice with a partner.
- Use the timer provided or the timer on your cell phone to practice timing fluency.
- Partner A should follow as Partner B reads; model making errors.
- Switch partners.

**Model activity, allow for time to practice.**

---

## HOME STRATEGIES- LET'S PRACTICE

Find the Fry Phrases statements in your packet.

Practice saying the phrases.

For the longer phrases, break down the phrases into smaller chunks.

For example, There was, an old, man.

The phrases were created using high frequency words. If students build automaticity with sight words, there is a higher level of recall with the Fry Phrases.

**Model activity, allow time or practice.**

---

## HOME STRATEGIES- LET'S PRACTICE

- Find the sight words flash cards in your packet.
- Cut the cards into flash cards.
- Practice sight word recognition by showing your partner the words, partner reads the word, spells the words, and then go to the next word.
- Make a pile of those words known to your partner and those that need additional practice.

**Model activity, allow time for practice.**

---



## HOME STRATEGIES-LET'S PRACTICE

Find the letter cards in your packet.

Cut the letter cards into flash cards.

With your partner, practice letter/ sound fluency.

Partner A shows the letter card, Partner B names the letter and gives the sound for the letter.

Make a pile of the letters your partner can recognize and those not recognized. Keep track so you are practicing those that need additional practice.

Switch partners.

**Model activity, allow time for practice.**

---

## LOW/NO COST ACTIVITIES FOR HOME

- Have a Reading Race.
- Have your child read a familiar passage aloud every day.
- Track the time and errors with each reading.
- The goal is for the amount of time to decrease and for the number of errors to decrease.
- Celebrate success at the end of the week and choose a new passage.

**Elaborate/ model activities, if time permits, allow participants to practice.**

---

## LOW/NO COST ACTIVITIES FOR HOME

*You Read to Me, I'll Read to You* book series allows the child and parent to share the reading process while building fluency through repeated readings of familiar text.

- Record yourself reading a story to your child as a model for fluent reading.
- Allow your child to record himself reading a passage or story and then playback to track errors and celebrate success.
- Write a different way to read (like a pirate, like an old man, like a baby, etc.) on an index card and have your child choose one and practice reading.

Again, elaborate as needed, practice if time permits.

---

## RESOURCES

- ✓ [http://www.readworks.org/books/passages?qclid=Cj0KEQjw6cCuBRCh4KrGoJ6LoboBEiQAwzYsdDB3dJRjBWV59Hpb3W7KPFVg7HlqQ\\_KTDLgbhoJyf7AaApdB8P8HAQ](http://www.readworks.org/books/passages?qclid=Cj0KEQjw6cCuBRCh4KrGoJ6LoboBEiQAwzYsdDB3dJRjBWV59Hpb3W7KPFVg7HlqQ_KTDLgbhoJyf7AaApdB8P8HAQ)
- ✓ <http://www.readingresource.net/readingfluencyactivities.html>
- ✓ <http://www.startwithabook.org/fluent-kids>
- ✓ <https://www.readinga-z.com/fluency/fluency-practice-passages/>

**Resources for participants to find passages to practice and other fluency games, etc.**

---

## WORKSHOP EVALUATION

Please provide constructive feedback for this session so that we may make improvements for future sessions.

Thank you in advance for your candid suggestions and for spending time with us today.

Ask if there are additional questions, anything to share, etc. Please thank the group for participating, remind that other sessions will be scheduled by the site, and have participants complete the evaluation in the packet.

## QUESTIONS, CONCERNS?

**Answer question and address concerns brought forward by the participants.**

---

THANK YOU!

Thank you again for giving us your time and for your desire to become more involved in the education of your child!

Parents Read to Kids, Workshop # 5: Participant Packet

11/22/2015

**PARENTS READ TO KIDS  
SESSION # 5**

Patricia A. Reda  
Walden University

---

---

---

---

---

---

---

**WELCOME AND THANK YOU!**

---

---

---

---

---

---

---

**AGENDA**

What is oral reading fluency?

Why is oral reading fluency important for reading development?

How can I help with oral reading fluency at home?

Where can I find resources for oral reading fluency?

---

---

---

---

---

---

---



### REFLECTION

If you attended the previous PRK session, which new strategy did you try at home?

How did you incorporate the new strategy?

Were your efforts successful? Why or why not?

---

---

---

---

---

---

---

### ORAL READING FLUENCY

Oral Reading Fluency (ORF) related to the way a child reads.

Children who read at an appropriate rate, with expression, and accuracy are said to be fluent readers.

Children who read fluently do not stop to decode, leading to higher ORF rates.

---

---

---

---

---

---

---

### ORAL READING FLUENCY

Measured in terms of words correct per minute (wcpm).

Student reads a passage for one minute, the teacher listens, notes errors, and tabulates the wcpm.

Wcpm is tabulating by taking the number of words read per minute, minus the student errors.

---

---

---

---

---

---

---

### WHY IS ORF IMPORTANT?

To become fluent readers, child must rapidly recognize many words so they do not have to stop to decode each word.

There is a relationship between ORF and reading comprehension; the more words a student can automatically recognize, the higher the ORF rate.

When children stop to decode each word, the brain is focused on letter sounds and blending, not comprehension.

Research has determined that the brain can do only one act at a time; decoding limits attention and brain power available for comprehending.

---

---

---

---

---

---

---

---

### WHY IS ORF IMPORTANT?

School level personnel measure ORF to determine students who are at risk and students who are on track for reading success.

Researchers have developed ORF expectations for each grade level to assist in determining those who are at risk and on track.

In addition to success with reading comprehension, ORF rates can predict success on grade level standardized assessments.

---

---

---

---

---

---

---

---

### ORF RATE EXPECTATIONS

First Grade: 40 wcpm by the end of the school-year.

Second Grade: 90 wcpm by the end of the school-year.

Third Grade: 110 wcpm by the end of the school-year.

Fourth Grade: 118 wcpm by the end of the school-year.

Fifth Grade: 124 wcpm by the end of the school-year.

Sixth Grade: 125 wcpm by the end of the school-year.

---

---

---

---

---

---

---

---

### ORF RATE EXPECTATIONS

ORF rates are assessed three times per year, and the information is used to determine appropriate interventions for struggling readers.

Teachers begin measuring ORF rates in first grade; sight word recognition is the focus for kindergarten.

Automatic sight word recognition leads to appropriate ORF rates.

---

---

---

---

---

---

---

---

### HOW CAN I HELP?

Review letter names/ sounds daily with young children to build fluency.

Practice sight words to build automaticity and fluency.

When students are comfortable with sight words, begin reviewing Fry Phrases to continue building fluency.

Practice reading for fluency at least once or twice a week.

---

---

---

---

---

---

---

---

### HOME STRATEGIES-LET'S PRACTICE

Find the fluency passages in your packet to practice with a partner.

Use the timer provided or the timer on your cell phone to practice timing fluency.

Partner A should follow as Partner B reads; model making errors.

Switch partners.

---

---

---

---

---

---

---

---

### HOME STRATEGIES- LET'S PRACTICE

Find the Fry Phrases statements in your packet.

Practice saying the phrases.

For the longer phrases, break down the phrases into smaller chunks.

For example, There was, an old, man.

The phrases were created using high frequency words. If students build automaticity with sight words, there is a higher level of recall with the Fry Phrases.

---

---

---

---

---

---

---

---

### HOME STRATEGIES- LET'S PRACTICE

Find the sight words flash cards in your packet.

Cut the cards into flash cards.

Practice sight word recognition by showing your partner the words, partner reads the word, spells the words, and then go to the next word.

Make a pile of those words known to your partner and those that need additional practice.

---

---

---

---

---

---

---

---

### HOME STRATEGIES-LET'S PRACTICE

Find the letter cards in your packet.

Cut the letter cards into flash cards.

With your partner, practice letter/ sound fluency.

Partner A shows the letter card, Partner B names the letter and gives the sound for the letter.

Make a pile of the letters your partner can recognize and those not recognized. Keep track so you are practicing those that need additional practice.

Switch partners.

---

---

---

---

---

---

---

---

### LOW/NO COST ACTIVITIES FOR HOME

Have a Reading Race.

Have your child read a familiar passage aloud every day.

Track the time and errors with each reading.

The goal is for the amount of time to decrease and for the number of errors to decrease.

Celebrate success at the end of the week and choose a new passage.

---

---

---

---

---

---

---

---

### LOW/NO COST ACTIVITIES FOR HOME

*You Read to Me, I'll Read to You* book series allows the child and parent to share the reading process while building fluency through repeated readings of familiar text.

Record yourself reading a story to your child as a model for fluent reading.

Allow your child to record himself reading a passage or story and then playback to track errors and celebrate success.

Write a different way to read (like a pirate, like an old man, like a baby, etc.) on an index card and have your child choose one and practice reading.

---

---

---

---

---

---

---

---

### RESOURCES

[http://www.readworks.org/books/passages?gclid=Cj0KEQiw6cCuBRCh4KrGoJ6LoboBEIQAwzYsdDB3dJRiBwV59Hpb3W7KPFVg7HlqQ\\_KTDLgthoJyf7AaApdB8P8HAQ](http://www.readworks.org/books/passages?gclid=Cj0KEQiw6cCuBRCh4KrGoJ6LoboBEIQAwzYsdDB3dJRiBwV59Hpb3W7KPFVg7HlqQ_KTDLgthoJyf7AaApdB8P8HAQ)

<http://www.readingresource.net/readingfluencyactivities.html>

<http://www.startwithabook.org/fluent-kids>

<https://www.readinga-z.com/fluency/fluency-practice-passages/>

---

---

---

---

---

---

---

---

**QUESTIONS, CONCERNS?**

---

---

---

---

---

---

---

---

**WORKSHOP EVALUATION**

Please provide constructive feedback for this session so that we may make improvements for future sessions.

Thank you in advance for your candid suggestions and for spending time with us today.

---

---

---

---

---

---

---

---

**THANK YOU!**

Thank you again for giving us your time and for your desire to become more involved in the education of your child!

---

---

---

---

---

---

---

---

## Letter Tiles

a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	q	r	s	t
u	v	w	x	y

z	au	aw	ay	ea
ee	oa	ow	ew	oo
oy	th	sh	ck	ph
wh	igh			



## Sight Word Flash Cards, Pre-Primer to Grade 2 Listed Alphabetically by Level

a

and

away

big

blue

can

come

down

find

for

funny

go

	help
here	I

in

is

it

jump

little

look

make

me

my

not

one

play

red

run

said

see



the

three

to

two

up

we

where

yellow

you

all

am

are

at

ate

be

black

brown

but

came

did

do

eat

four

get

good

have

he

into

like

must

new

no



now

on

our

out

please

pretty

ran

ride

saw

say

she

so

soon

that

there

they

this

too

under

want

was

well

went

what

white

who

will

with

yes

after

again



an

any

as

ask

by

could

every

fly

from

give

going

had

has

her

him

how

just

know

let

live

may

of

old

once

open

over

put

round

some

stop

take

thank



them

think

walk

were

when

always

around

because

been

before

best

both

buy

call

cold

before

best

both

buy

call

cold

does

don't

fast

first

five

found

**gave**

**goes**

**green**

**its**



made

many

off

or

pull

read

right

sing

sit

sleep

tell

their

these

those

upon

us

use

very

wash

wish

work

would

write

your

about

better

bring

carry

clean

cut

done

draw



drink

eight

fall

far

full

got

grow

hold

hot

hurt

if

keep

kind

laugh

light

long

much

myself

never

only

own

pick

seven

shall

show

six

small

start

ten

today

together

try



warm

apple

baby

back

ball

bear

bed

bell

bird

birthday

boat

box

boy

bread

brother

cake

car

cat

chair

chicken

children

Christmas

coat

corn

cow

day

dog

doll

door

duck

egg



eye

farm

farmer

father

feet

fire

fish

floor

flower

game

garden

girl

good-bye

grass

ground

hand

head

hill

home

horse

house

kitty

leg

letter

man

men

milk

money

morning

mother

name

nest



night

paper

party

picture

pig

rabbit

rain

ring

robin

Santa Claus

school

seed

sheep

shoe

sister

snow

song

squirrel

stick

street

sun

table

thing

time

top

toy

tree

watch

water

way

wind

window



<p>wood</p>	
-------------	--

## Fry Phrases

## First 100 Words/ Phrases

The people	A long time	Now is the time
Write it down	We were here	An angry cat
By the water	Have you seen it?	May I go first?
Who will make it?	Could you go?	Write your name.
You and I	One more time	This is my cat.
What will they do?	We like to write.	That dog is big.
He called me	All day long	Get on the bus.
We had their dog.	Into the water	Two of us
What did they say?	It's about time	Did you see it?
When would you go?	The other people	The first word
No way	Up in the air	See the water
A number of people	She said to go	As big as the first
One or two	Which way?	But not for me
How long are they?	Each of us	When will we go?
More than the other	He has it.	How did they get it?
Come and get it.	What are these?	From here to there
How many words?	If we were older	Number two
Part of the time	There was an old man	More people
This is a good day.	It's no use	Look up
Can you see?	It may fall down.	Go down
Sit down.	With his mom	All or some
Now and then	At your house	Did you like it?
But not me	From my room	A long way to go
Go find her	It's been a long time.	When did they go?
Not now	Will you be good?	For some of your people
Look for some people	I like him	So there you are.
Give them to me.	Out of the water	Then we will go.

## Fry Phrases

## Second 100

Over the river	My new place	Another great sound
Take a little	Set it up.	I study in school.
Give it back.	Put it there.	I'm an American.
Only a little	Where does it end?	Such a mess
It's only me.	I don't feel well.	Point it out
I know why.	My home is large.	Right now
Three years ago	It turned out well.	It's a small world.
Live and play	Read the sentence.	Big and small
A good man	This must be it.	Home sweet home
After the game	Hand it over.	Around the clock
Most of the animals	Such a big house	Show and tell
Our best things	The man asked for help.	You must be right.
Just the same	A different land	Tell the truth.
My last name	They went here.	Good and plenty
That's very good	Get to the point.	Help me out
Think before you act.	Because we should.	It turned out well.
Mother says to now.	Even the animals	It's your place.
Where are you?	Try your best.	Good things
I need help.	Move over.	I think so.
I work too much.	We found it here.	Read a book.
Any old time	Study and learn	Through the line
Kind of nice	Right now	Spell your name
Mother means it.	The good American	Same time tomorrow
Change our clothes	Tell the truth	Play it again.
A little boy	Back off.	The following day
Give it away.	We came home.	Answer the phone.
We want to go.	Turn the page.	Show us around
The air is warm.	Form two lines.	Read my letters.
A small house also	It's still here.	Another old picture
Where in the world.	Write one sentence.	We need more.

## Fry Phrases

## Third 100

Near this car	A group of friends	It's time to eat.
Between the lines	We got together.	Let me carry it.
My own father	Both children	Talk to my father.
In the country	It's my life	The young face
Add it up	Always be kind	The long list
Read every story	Read the paper.	My family
Below the water	Run for miles	I cut myself
Plants and flowers	Once upon a time	Above the clouds
Will it last?	Do it often.	Watch the game.
Keep it up.	We walked four miles.	The peaceful Native Americans.
Plant the trees.	Until the end	Without a care
Light the fire.	A second later	I like being on the team.
The light in your eyes	Stop the music.	The tall mountains
In my head	Read your book.	Next to me
Under the earth	Sing your song.	A few children
We saw the food.	State your case.	A long life
Close the door.	I miss you.	A group of Native Americans.
The big city	A very important person	He started to cry.
We started the fire.	On my side	I hear the sea.
It never happened.	I took the car.	An important idea
A good thought	So far so good	The first day of school
Stay a while.	The young girl	Almost four miles
A few good men	My feet hurt.	Don't open the door.
The dark night	You might be right.	A good idea
It seemed too good.	It began to grow.	Along the way
Watch the river.	Next time	White clouds
It's hard to open.	Too soon	Something good
Leave it to me.	For example	I hear the waves.
In the beginning	Almost enough	These other people
Is it really true?		

## Fry Phrases

## Fourth 100

Rock and roll	No problem	The color of the sun
Against all odds	What happened here?	Answer my questions.
Early in the morning	Learn your numerals.	I knew that dog.
During the war	Down on the farm	I heard the music.
The dogs become quiet	Sing your song.	The problem was easy.
North and south	Walk slowly.	My friends knew.
I'll draw a picture	Several friends	Birds and fish
The ship hit the waves	The big red dog	Stand in the room
A short vowel sound	Listen to your friends	Ever since I knew you
Tried and true	The birds sing	The red door
I noticed the fire.	A hundred dogs	Are you sure?
Farm and field	I'll remember you.	Across the town
The king's voice	Today was better.	The horses compete
Travel slowly	A fast ship	Easy does it.
I'm low on money.	A hundred blackbirds	Didn't I tell you?
The king was seen.	Some travel money	The best body
Twenty-four hours a day	The whole thing	I feel better
The horse pulled hard.	We heard the king sing	The whole piece
We covered the ground.	I told you.	Step carefully.
Sing to the music.	I reached the top.	Hold fast.
The best products	It happened today.	It passed quickly.
South of town	Listen to the wind.	Once upon a time
Mark your paper.	The wood was on fire.	However you like it
A map of our town	He covered himself.	We need more space.
Several black tables	Cold and hungry	Measure the area.
Plan our day.	Toward morning	I am certain.
Black and blue	Go figure.	Usually I am right.
Don't fall down.	Five hundred products	Follow the pattern.
Remember my order	We cried for hours.	Fish and chips
A big unit		

## Fry Phrases

## Fifth 100

Oh boy.	It became clear	The shape of things
The stars shone.	It's a special game.	Bring the materials here
A good person	Go to first base	What did it contain?
The island is warm.	Read the note.	The force is with you.
It's finally over.	Not yet.	All systems are go.
I feel strong.	The race course	Power to the people
The surface of the ocean	The ball game	We built that house.
He decided quickly.	A dark night	Include me in the picture
Inside the box	A pair of stars	I cannot do this.
Six years ago	The rules of government	Who brought the cake?
Less than a week	I understand now.	Though it is now over
The green machine	The size of the building	Feel the warm ocean
Fly the plane.	Check the heat	An English muffin
Stay on the boat.	A math equation	A green island
The deep ocean	The answer is yes.	The round ball
The dry ground	It was filled with water.	Last week
Six smart scientists	Nothing is final	A special day
The heavy object	I object to that	We ran behind it.
We were able to produce	The surface of the ocean	Explain it carefully
We're in hot water.	The first course is soup.	The facts are known.
Among my family	Check the facts	Across the street
My circle of friends	It's strong material.	Nouns and verbs
Inside the building	A correct answer	State government
I am fine.	Think quickly	Bring a thousand balls.
The stars came out.	We cannot lose.	The English language
The front wheels	Thousands of years ago	Twelve inches to a foot.
Circle the wagons	Ten more minutes	An English road
He stood his ground.	It's half done.	The rest of the class
I gave her a box.	The light shone brightly.	I'll wait till ten.
A common language		

## Fry Phrases

## Sixth 100

Heart and mind	In two months	It doesn't matter
I sat on the eggs.	The tree root	Pay the bill.
The fast train	My parents raised me.	I can't do it.
It made the difference.	Shall we go?	A region of Europe
We picked fruit.	I broke the record.	The farmers are ready
In the distance	A million flowers	Anything can happen.
A simple story	Six months ago	Two syllables
Go the distance.	It was the third strike.	I love to dance.
Train your mind.	Whether or not	Members of the class
The blue sky	He discovered a cure.	Dance is exercise
A good cause	Gone with the wind	The window is square
The main difference	He held her hand tightly.	The cells divided.
Race past the sign.	Describe your brother.	I suddenly felt ill.
It kept my interest.	Blue paint	The bright moon
Sign your name here.	The town square	The center of the earth
A wild race	The full moon	In my direction
She finished first	I believe in you.	The test was hard.
A beautiful present	It will probably happen.	Perhaps we should.
The glass window	Anything you want	Drop the ball.
He developed a rash.	Keep your interest high	I wish it were summer.
My oldest brother	What's the difference?	It's cold in winter.
A written paragraph	A beautiful summer day	The answer is a sum.
The length of the car	Full of energy	Sit on the wall.
A good reason	I'll probably return.	Meet me here.
A lot of energy	The weather instruments	My teacher is happy
Beside the wild river	I believe in you.	A good job
The general is in charge.	The sharp edge	Math is a hard subject.
The soft clothes	The store sells paint.	I represent my family.
My arms and legs	Drive to the west.	I love the flowers.
Lay on your side.	Rain may cause a flood.	The forest in the west

Parent Program Evaluation: *PRK-5*

1. How was the information that was shared in this session helpful to your current situation?

5      2      3      4      5      6      7      8      9      10

Not useful

somewhat useful

very useful

2. How will this information help you to become more involved in your child's academic life?
3. What was the most useful idea/ strategy you learned from this session?  
How will you use this strategy at home to support your child?
4. What recommendations do you have for improving this session?
5. What kinds of sessions would you like to see in the future?



Presenter Evaluation: *PRK-5*

1. How many participants attended this session?
2. Were you able to work through all of the activities in the time allotted?
3. Were there any activities that were not well received by the participants? Explain.
4. What suggestions do you have for improving the activities?
5. Were the participants actively engaged in the activities and processes? If not, why?
6. Was the content for this session easy to follow and easy to present? If not, why?  
How would you suggest the content be improved?
7. Did the content and activities appear to be relevant to the needs of the participants?
8. Were there any logistical problems that could be fixed for the next presentation?
9. Did you have enough of the materials for each participant?
10. Overall, what suggestions do you have to improve upon this session?

*Parents Read to Kids, Workshop # 6: Overview*

*Workshop # 6: Vocabulary Development*

Materials Provided: PowerPoint presentation, presenter script, and participant packet for PRK #6.

Materials Needed: Technology to run PowerPoint presentation, chart paper, markers, and scissors.

*First Task:*

Introduce presenter, discuss housekeeping issues (restroom, breaks, etc.)

*Second Task:*

Discuss the agenda for the presentation.

*Third Task:*

Have participants reflect on previous PRK sessions and share a strategy they have attempted at home.

*Fourth Task:*

Explain and discuss vocabulary development.

*Fifth Task:*

Explain and discuss the importance of vocabulary development and the connection to reading comprehension.

*Sixth Task:*

Provide participants with ideas as to how vocabulary development can be enhanced at home.

*Seventh Task:*

The presenter will model vocabulary games that can be used at home. There are documents included in the participant packet for reference and to make and take the Homophone Match game.

*Eighth Task:*

Share online resources for vocabulary development.

*Tenth Task:*

Answer participant questions and address concerns.

*Eleventh Task:*

Request that participants complete the evaluation found in the Participant Packet. Collect the evaluations.

*Twelfth Task:*

Thank participants for attendance and active participation. Notify participants that other workshops will be scheduled by the school site.

---

# PARENTS READ TO KIDS SESSION # 6

---

Patricia A. Reda  
Walden University

---



**WELCOME AND THANK YOU!**

**Welcome participants to the session  
and discuss housekeeping (rest  
rooms, timing, breaks, etc.).**

---

## AGENDA

- Information about vocabulary development.
- Why is vocabulary development important for reading?
- How can parents help at home?
- Strategy Practice
- Resources

**Briefly review the agenda, answer questions, etc.**

---

---

## REFLECTION

---

- If you attended the previous PRK session, which new strategy did you try at home?
- How did you incorporate the new strategy?
- Were your efforts successful? Why or why not?

---

**Please have the participants reflect on the previous PRK session and share with their team which strategy they chose to use and why. Monitor the discussion so that teams are sharing with one another and gaining insight. Have at least one team share with the group before moving on to the rest of the session.**

---



## VOCABULARY DEVELOPMENT

- The average third grader has a working vocabulary of 10,000 words and will learn 3,000 new words per year.
- Children who have an adequate vocabulary are more likely to find success in reading and in school.
- Not all words can be taught, children learn a large amount of vocabulary through reading and questioning as they read.
- Wide reading helps children to build vocabulary.

**Briefly discuss the points on the slide regarding vocabulary development for children.**

## VOCABULARY DEVELOPMENT

- Learning new words has an impact on both building vocabulary and reading comprehension.
- Building vocabulary should include daily practice and multiple opportunities for using the new word in different contexts.
- Children must experience meaningful words in context, not isolation, to adequately build vocabulary.
- To truly know a word, the child must have the ability to apply the word and its meaning in the appropriate context.

**Discuss the points on the slide.**

---

## WHY?

- There is a relationship between vocabulary and reading comprehension.
- As children become more adept at identifying unfamiliar words while reading, personal vocabulary increases and there is a greater prediction for future reading success.
- As vocabulary level increases, children have a better understanding of what is read, leading to an increase in the ability to understand new words in context.

**Discuss the importance of vocabulary development as it pertains to reading and reading comprehension.**

---

## HOW CAN I HELP?

- Read aloud to your child everyday.  
Model using complete sentences and appropriate language when you talk to your child.
- Encourage and require your child to respond in complete sentences.
- Provide words and have your child repeat, if he is struggling.

**Provide concrete examples for participants to use at home that will help children with developing vocabulary. The next four slides highlight simple things families can do at home to aid in vocabulary development.**

## HOW CAN I HELP?

- Focus on identifying and learning new words every time you read aloud.
- Be sure to teach new words in context rather than isolation.
- Work together to create a word vault in which your child can store vocabulary words.
- Play word games.

## HOW CAN I HELP?

- Teach new words that describe every day behaviors (organize vs. clean your room).
- Talk to your child as you complete your daily routine (Where are we going? Why? How? What will we do there?).
- Integrate a Word of the Week into family meal times so that all family members learn a new word.

## HOW CAN I HELP?

Practice synonyms (words that mean the same) and antonyms (words that mean the opposite).

Practice homophones (words that sound the same but have a different meaning like hair/ hare, here/ hear, etc.).

Practice homographs (words that sound the same, are often spelled the same but have a different meaning like wind/ wind).

Focus on learning prefixes and suffixes.

Focus on learning root words to assist children in understanding unfamiliar words.

---

## HOW CAN I HELP?

- ✓ Avoid dictionary definitions, use “kid friendly” language.
  - ✓ Relate unfamiliar words to known words.
  - ✓ Use new words in conversation and explore using the word in different contexts to promote true understanding.
-



## YOUR TURN!

- Hink-Pinks (Hinky-Pinky or Hinkety-Pinkety)
- Twenty Questions
- Categories (give child a category and have her tell you words that fit in that category)
- Homophone Match

Model the games/ activities listed on the slide. A Hink Pink is a riddle that contains a definition that children have to find two one syllable words that rhyme to solve the riddle. Example: A happy father would be a Glad Dad. There are also Hinky Pinky's that require two, two syllable words to solve and Hinkety Pinkety's that require two, three syllable words to solve the riddle. There are many websites devoted to Hink Pinks, there are a few examples in the participant packet.

Twenty Questions, adult thinks of an object and the child can ask up to 20 yes/ no questions to figure out the object. Categories, the adult names a category and the child has to name at least ten things that would fit into the category. Categories can be simple such as clothing or as complex as prime numbers. Homophone Match, there are homophone sheets in the participant packet that can be cut into cards. Once cut up, the cards can be used to play a word identification game with children. The child chooses a card and is required to read the word and find the homophone amongst the remaining words cards. Also include in the participant packet are lists of the most common prefixes and suffixes and common Greek/ Latin root words that could be made into flash cards for review.

## RESOURCES

- <http://www.vocabulary.co.il/>
- <http://www.word-buff.com/vocabulary-games.html>
- <http://www.playkidsgames.com/vocabularyGames.htm>
- [http://www.learninggamesforkids.com/vocabulary\\_games.html](http://www.learninggamesforkids.com/vocabulary_games.html)
- <http://pbskids.org/games/vocabulary/>

The next two slides provide online resources for vocabulary development.

## RESOURCES

- ✓ <http://www.gamequarium.com/evocabulary.html>
- ✓ <http://www.manythings.org/vocabulary/>
- ✓ <http://www.surfnetkids.com/resources/vocabulary-games/>
- ✓ <https://www.flocabulary.com/vocabulary-mini-games/>
- ✓ <http://www.cookie.com/kids/games/languageeslefflessons.html>

RESOURCES: <http://www.gamequarium.com/evocabulary.html>, <http://www.manythings.org/vocabulary/>, <http://www.surfnetkids.com/resources/vocabulary-games/>, <https://www.flocabulary.com/vocabulary-mini-games/>, <http://www.cookie.com/kids/games/languageeslefflessons.html>

## QUESTIONS, CONCERNS?

# THANK YOU!

Thank you again for giving us your time and for your desire to become more involved in the education of your child!

© 2000 by the University of Wisconsin-Madison. All rights reserved. This document is a part of the University of Wisconsin-Madison's commitment to providing information to the public. For more information, contact the University of Wisconsin-Madison, 480 Lincoln Drive, Madison, WI 53706-1300.

## WORKSHOP EVALUATION

- Please provide constructive feedback for this session so that we may make improvements for future sessions.
- Thank you in advance for your candid suggestions and spending time with us today.

**Ask if there are additional questions, anything to share, etc. Please thank the group for participating, remind that other sessions will be scheduled by the site, and have participants complete the evaluation in the packet.**

---

*Parents Read to Kids, Workshop # 6: Participant Packet*

11/22/2015

**PARENTS READ TO KIDS  
SESSION # 6**  
Patricia A. Reda  
Walden University

---

---

---

---

---

---

---

---

**WELCOME AND THANK YOU!**

---

---

---

---

---

---

---

---

**AGENDA**  
Information about vocabulary development.  
Why is vocabulary development important for reading?  
How can parents help at home?  
Strategy Practice  
Resources

---

---

---

---

---

---

---

---

### REFLECTION

If you attended the previous PRK session, which new strategy did you try at home?

How did you incorporate the new strategy?

Were your efforts successful? Why or why not?

---

---

---

---

---

---

---

### VOCABULARY DEVELOPMENT

- The average third grader has a working vocabulary of 10,000 words and will learn 3,000 new words per year.
- Children who have an adequate vocabulary are more likely to find success in reading and in school.
- Not all words can be taught, children learn a large amount of vocabulary through reading and questioning as they read.
- Wide reading helps children to build vocabulary.

---

---

---

---

---

---

---

### VOCABULARY DEVELOPMENT

Learning new words has an impact on both building vocabulary and reading comprehension.

- Building vocabulary should include daily practice and multiple opportunities for using the new word in different contexts.

Children must experience meaningful words in context, not isolation, to adequately build vocabulary.

To truly know a word, the child must have the ability to apply the word and its meaning in the appropriate context.

---

---

---

---

---

---

---



**WHY?**

There is a relationship between vocabulary and reading comprehension.

As children become more adept at identifying unfamiliar words while reading, personal vocabulary increases and there is a greater prediction for future reading success.

As vocabulary level increases, children have a better understanding of what is read, leading to an increase in the ability to understand new words in context.

---

---

---

---

---

---

---

---

**HOW CAN I HELP?**

Read aloud to your child everyday.

Model using complete sentences and appropriate language when you talk to your child.

Encourage and require your child to respond in complete sentences.

Provide words and have your child repeat, if he is struggling.

---

---

---

---

---

---

---

---

**HOW CAN I HELP?**

Focus on identifying and learning new words every time you read aloud.

Be sure to teach new words in context rather than isolation.

Work together to create a word vault in which your child can store vocabulary words.

Play word games.

---

---

---

---

---

---

---

---

### HOW CAN I HELP?

- Teach new words that describe every day behaviors (organize vs. clean your room).
- Talk to your child as you complete your daily routine (Where are we going? Why? How? What will we do there?).
- Integrate a Word of the Week into family meal times so that all family members learn a new word.

---

---

---

---

---

---

---

---

### HOW CAN I HELP?

- Practice synonyms (words that mean the same) and antonyms (words that mean the opposite).
- Practice homophones (words that sound the same but have a different meaning like hair/ here, here/ hear, etc.).
- Practice homographs (words that sound the same, are often spelled the same but have a different meaning like wind/ wind).
- Focus on learning prefixes and suffixes.
- Focus on learning root words to assist children in understanding unfamiliar words.

---

---

---

---

---

---

---

---

### HOW CAN I HELP?

- Avoid dictionary definitions, use "kid friendly" language.
- Relate unfamiliar words to known words.
- Use new words in conversation and explore using the word in different contexts to promote true understanding.

---

---

---

---

---

---

---

---

**YOUR TURN!**

Hink-Pinks (Hinky-Pinky or Hinkety-Pinkety)

Twenty Questions

Categories (give child a category and have her tell you words that fit in that category)

Homophone Match

---

---

---

---

---

---

---

---

**RESOURCES**

<http://www.vocabulary.co.il/>

<http://www.word-buff.com/vocabulary-games.html>

<http://www.playkidsgames.com/vocabularyGames.htm>

[http://www.learninggamesforkids.com/vocabulary\\_games.html](http://www.learninggamesforkids.com/vocabulary_games.html)

<http://pbskids.org/games/vocabulary/>

---

---

---

---

---

---

---

---

**RESOURCES**

<http://www.gamequarium.com/evocabulary.html>

<http://www.manythings.org/vocabulary/>

<http://www.surfnetkids.com/resources/vocabulary-games/>

<https://www.flocabulary.com/vocabulary-mini-games/>

<http://www.cookie.com/kids/games/languagelessons.html>

---

---

---

---

---

---

---

---

**QUESTIONS, CONCERNS?**

---

---

---

---

---

---

---

---

**WORKSHOP EVALUATION**

Please provide constructive feedback for this session so that we may make improvements for future sessions.

Thank you in advance for your candid suggestions and spending time with us today.

---

---

---

---

---

---

---

---

**THANK YOU!**

Thank you again for giving us your time and for your desire to become more involved in the education of your child!

---

---

---

---

---

---

---

---

## Homophone Match

ade	aid
ale	ail
ant	aunt

arc	ark
bait	bate
ball	bawl

bare

bear

bass

base

beach

beech

beet

beat

berry

bury

buy

by



bye	billed
build	bite
bight	byte

blew

blue

boar

bore

bough

bow

boy

buoy

break

brake

bread

bred

brews

bruise

brows

browse

calk

caulk

canvas

canvass

cast

caste

cell

sell

ceiling	sealing
cellar	seller
cent	scent

sent	cereal
serial	chance
chants	cheap

cheep	choral
coral	Claus
claws	close



clothes

coarse

course

creak

creek

crews

**cruise**

**currant**

**current**

**dear**

**deer**

**dense**

dents

desert

dessert

dew

do

due

die	dye
doe	dough
dual	duel

earn	urn
ate	eight
ewe	yew

you

eye

aye

fair

fare

feat

feet	find
finned	fleas
flees	flew

flue	flue
flour	flower
forth	fourth



foul

fowl

gait

gate

genes

jeans

grate

great

gray

grey

groan

grown

hall	haul
hare	hair
hail	hale

heal

heel

hear

here

herd

heard

hew

hue

hoarse

horse

hole

whole

hours	ours
aisle	isle
incite	insight

intense

intents

jam

jamb

knead

need

knight

night

knew

new

gnu

knot



not	know
no	laps
lapse	lay

lei	lead
led	lean
lien	leak

leek	liar
lyre	lie
lye	light

lite	loan
lone	loop
loupe	loot

lute

loon

lune

made

maid

mail

male

maize

maze

maul

mall

meat

meet

metal

mettle

mind

mined

moan

mown

muscles

mussels

nose

knows

oar



ore	or
one	won
paced	paste

pail

pale

pair

pare

pear

pain

pane

pause

paws

peak

peek

peal

pearl

purl

pedal

peddle

plain

plane

plait

plate

pleas

please

poll

pole

pore

pour

pray

prey

presence

presents

prince

prints

rain

reign

rein

raise

raze

rap

wrap

read

reed

real



reel	repeal
repeel	rest
wrest	retch

wretch	review
revue	right
wright	road

rode

role

roll

rose

rows

root

route

rote

wrote

rye

wry

sail

sale	sea
see	seam
seem	sew

<b>SO</b>	<b>SOW</b>
<b>sewn</b>	<b>SOWN</b>
<b>shear</b>	<b>sheer</b>

shoe

shoo

shone

shown

shoot

chute

sight

site

cite

sign

sine

slay



sleigh

slough

sluff

soar

sore

sole

soul	some
sum	son
sun	spear

speer

stake

steak

steal

steel

straight

strait

suite

sweet

symbol

cymbal

tail

tale	taper
tapir	team
teem	tear

tare	tear
tier	teas
tease	tense

tents

their

there

tern

turn

threw

through

time

thyme

thrown

throne

tie



tye	tied
tide	to
too	two

toad	toed
towed	toe
tow	tole

toll	toon
tune	use
ewes	yews

vain

vane

vein

vail

vale

veil

vail	vile
vice	vise
wail	whale

wale

wain

wane

wait

weight

waist

waste

waive

wave

ware

wear

where

warn

worn

watt

what

weigh

why



weak

week

weather

whether

were

whir

while

wile

worst

wurst

wood

would

rest	wrest
------	-------

## Common Prefixes

anti-	(against)	antifreeze
de-	(opposite)	defrost
dis-	(not, opposite of)	disagree
en-, em-	(cause to)	encode, embrace
fore-	(before)	forecast
in-, im-	(in)	infield
in-, im-, il-, ir-	(not)	injustice, impossible
inter-	(between)	interact
mid-	(middle)	midway
mis-	(wrongly)	misfire
non-	(not)	nonsense
over-	(over)	overlook
pre-	(before)	prefix
re-	(again)	return
semi-	(half)	semicircle
sub-	(under)	submarine
super-	(above)	superstar
trans-	(across)	transport
un-	(not)	unfriendly
under-	(under)	undersea

## Common Suffixes

-able, -ible	(can be done)	comfortable
-al, -ial	(having characteristics of)	personal
-ed	(past tense verbs)	hopped
-en	(made of)	wooden
-er	(comparative)	higher
-er	(one who)	worker, actor
-est	(comparative)	biggest
-ful	(full of)	careful
-ic	(having characteristics of)	linguistic
-ing	(verb form/ present participle)	running
-ion, -tion, -ation, -ition	(act, process)	occasion, attraction
-ity, -ty	(state of)	infinity
-ive, -ative	(adjective form of a noun)	plaintive
-itive		
-less	(without)	fearless
-ly	(characteristic of)	quickly
-ment	(action or process)	enjoyment
-ness	(state of, condition of)	kindness
-ous, -eous	(possessing the qualities of)	joyous
-ious		
-s, -es	(more than one)	books, boxes
-y	(characterized by)	happy

## Common Greek/ Latin Root Words

<b>Root</b>	<b>Meaning</b>	<b>Root</b>	<b>Meaning</b>
ast	star	mand, mend	order
audi	hear	mis, mit	send
auto	self	omni	all
bene	good	path	feel
bio	life	phil	love
chrono	time	phon	sound
dict	say	photo	light
duc	lead, make	port	carry
gen	give birth	scrib, script	write
geo	earth	sens, sent	feel
graph	write	tele	far away
jur, jus	law	terr	earth
log, logue	thought	vac	empty
luc	light	vid, vis	see
man	hand		

## Hink Pink Examples

Move, female deer.	Go Doe
24 hours with toys.	Play Day
50% giggle.	Half Laugh
A totally cool dad.	Rad Dad
A birds' foot defect.	Claw Flaw
A blue-green moray.	Teal Eel
A cap that got sat on.	Flat Hat
A cloudy 24 hours.	Grey Day
A contest for who ties their shoes the fastest.	Lace Race
A daring removal of hair from the face.	Brave Shave
A fake formal dance.	False Waltz
A farm house used to store the favorite string.	Yarn Barn
A feathered animal's dropping.	Bird Turd
A fragile end of the finger.	Frail Nail
A green mineral made into a cutting device.	Jade Blade
A happy post high school student.	Glad Grad
A keen eyed bird's discussion.	Hawk Talk
A large branch.	Big Twig

Parent Program Evaluation: *PRK-6*

1. How was the information that was shared in this session helpful to your current situation?  

1	2	3	4	5	6	7	8	9	10	
Not useful				somewhat useful				very useful		
2. How will this information help you to become more involved in your child's academic life?
3. What was the most useful idea/ strategy you learned from this session?  
How will you use this strategy at home to support your child?
4. What recommendations do you have for improving this session?
5. What kinds of sessions would you like to see in the future?



Presenter Evaluation: *PRK-6*

1. How many participants attended this session?
2. Were you able to work through all of the activities in the time allotted?
3. Were there any activities that were not well received by the participants? Explain.
4. What suggestions do you have for improving the activities?
5. Were the participants actively engaged in the activities and processes? If not, why?
6. Was the content for this session easy to follow and easy to present? If not, why?  
How would you suggest the content be improved?
7. Did the content and activities appear to be relevant to the needs of the participants?
8. Were there any logistical problems that could be fixed for the next presentation?
9. Did you have enough of the materials for each participant?
10. Overall, what suggestions do you have to improve upon this session?

*Parents Read to Kids, Workshop # 7: Overview*

*Workshop #7: Reading Comprehension*

Materials Provided: PowerPoint presentation, presenter script, and participant packet for PRK # 7.

Materials Needed: Technology to run PowerPoint presentation, chart paper, markers, books or passages for ORF practice, scissors, and inexpensive beach ball with comprehension questions.

*First Task:*

Introduce presenter, discuss housekeeping issues (restroom, breaks, etc.)

*Second Task:*

Discuss the agenda for the presentation.

*Third Task:*

Have participants reflect on previous PRK sessions and share a strategy they have attempted at home.

*Fourth Task:*

Explain and discuss the meaning of reading comprehension.

*Fifth Task:*

Review information about learning to read and emphasize the need for daily practice.

*Sixth Task:*

Explain and discuss the reason for daily reading practice.

*Seventh Task:*

The presenter will further emphasize the need for reading 20 minutes a day.

*Eighth Task:*

Discuss the rationale for reading 20 minutes a day and the impact on academic success.

*Ninth Task:*

Provide hints for helping children with daily reading practice.

*Tenth Task:*

Explain the process for assisting adults in finding the right book for a child.

*Eleventh Task:*

Provide low cost ideas for assisting families in finding books for children.

*Twelfth Task:*

Provide strategies for assisting children in building comprehension at home.

*Thirteenth Task:*

Provide sample questions to ask before, during, and after reading fiction that will build comprehension.

*Fourteenth Task:*

Provide sample questions to ask before, during, and after reading fiction that will build comprehension.

*Fifteenth Task:*

Explain and discuss that the level of comprehension questions will differ based on the grade level of the child.

*Sixteenth Task:*

Explain and discuss what skills are necessary for successful reading comprehension.

*Seventeenth Task:*

Thank participants for attendance and active participation. Notify participants that other workshops will be scheduled by the school site.

*Eighteenth Task:*

Discuss how the connection between oral reading fluency and reading comprehension.

*Nineteenth Task:*

Explain and model the oral reading fluency game for use at home. Have participants practice using a book provided by the presenter.

*Twentieth Task:*

Explain the importance of reviewing sight words and make connections to reading comprehension. The presenter will model automaticity and disfluent reading with a book provided by the presenter.

*Twenty-first Task:*

Explain, demonstrate, and discuss how to use a Story Map for story retell and the connection to reading comprehension. Model how to use the Somebody wanted \_\_\_\_\_ but \_\_\_\_\_ so \_\_\_\_\_ method for creating a summary. Provide an example of a book log, there are two included in the participant packet.

*Twenty-second:*

Share other ideas for building reading comprehension at home.

*Twenty-third Task:*

Participants will use materials included in the participant packet to create activities for use at home to promote and develop reading comprehension.

*Twenty-fourth Task:*

Share online reading comprehension resources.

*Twenty-fifth Task:*

Share helpful comprehension applications for both the IOS and Android platforms.

*Twenty-sixth Task:*

Answer participant questions and address concerns.

*Twenty-seventh Task:*

Request that participants complete the evaluation found in the Participant Packet. Collect the evaluations.

*Twenty-eighth Task:*

Thank participants for attendance and active participation. Notify participants that other workshops will be scheduled by the school site.

*Parents Read to Kids, Workshop # 7: Presentation*

---

# PARENTS READ TO KIDS SESSION # 7

---

Patricia A. Reda  
Walden University

---

*Parents Read to Kids, Workshop # 7: Presenter Script*

**PARENTS READ TO KIDS  
SESSION # 7**

Patricia A. Reda  
Walden University

**Welcome participants to the session  
and discuss house keeping (rest  
rooms, timing, breaks, etc.).**

---

**WELCOME AND THANK YOU!**

© 2010 Pearson Education, Inc. All rights reserved. This publication is protected by copyright. Any unauthorized use or distribution of this work is strictly prohibited. All other trademarks are the property of their respective owners.





## AGENDA

What is reading comprehension?

Why is comprehension important?

Why is daily reading important?

How does daily reading relate to building and supporting comprehension?

What can I do at home to support my child?

**Review the agenda, answer questions, etc.**

## REFLECTION

- If you attended the previous PRK session, which new strategy did you try at home?
- How did you incorporate the new strategy?
- Were your efforts successful? Why or why not?

Please have the participants reflect on the previous PRK session and share with their team which strategy they chose to use and why. Monitor the discussion so that teams are sharing with one another and gaining insight. Have at least one team share with the group before moving on to the rest of the session.

## READING COMPREHENSION

Reading comprehension is essentially understanding what is read.

Comprehension is the expected end result of the reading process.

If children do not understand what they read, we have wasted our time and theirs.

**Review the meaning of reading comprehension and why comprehension is the expected outcome of the reading process.**

---

## LEARNING TO READ

- The school has a role in teaching your child to read.
- You, as care givers, have a role in supporting your child as he learns to read.
- To become successful readers, children need daily practice.
- Because you want your child to become a successful reader, you monitor and ensure daily practice.

**Briefly review the points on the slide and emphasize daily reading practice either through read aloud or listening to child read.**

---

## WHY PRACTICE EVERY DAY?

Reading is brain food.

Reading improves and extends listening skills/ listening comprehension.

Reading prepares children for school and supports children as they progress through school.

Reading improves academic performance at all grade levels.

Participation in daily reading can improve familial relationships.

Expand on the points listed on the slide. Practice makes perfect, the more we read, the stronger we read. Students who read daily have larger vocabularies and have academic success.

---

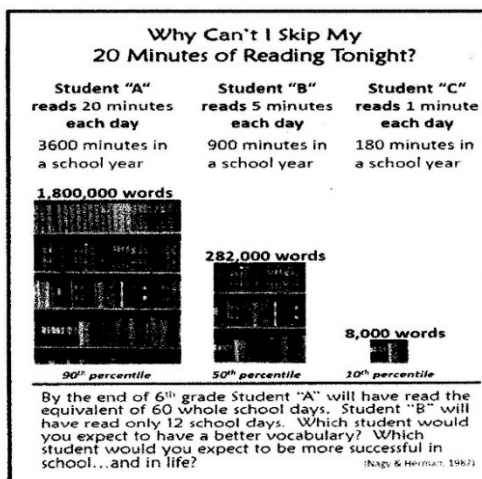
## HOW CAN I HELP?

One of the most important things you can do to build comprehension is to read to your child, share reading with your child or have them read to you at least 20 minutes per day.

Emphasize the importance of reading 20 minutes a day, the next slide will illustrate the point.

---

## Why read?



Present the research indicated on this slide. Children who read at least 20 minutes each day read and understand more words, leading to increased vocabulary, stronger verbal skills and future success in school. Although this slide emphasizes standardized tests, we want our children be strong readers so they can be successful in anything life brings. Provide examples as to future careers or positions.

## EVERY DAY PRACTICE

For younger children, read aloud every day.

Encourage children to reread familiar books to build confidence.

When your child struggles, provide the word and continue that you maintain the flow of reading.

Take turns reading so that you model fluent reading daily.

**Review the points on the side, this is an opportunity to reiterate and re-emphasize the need for daily practice. Lead into the next slide by discussing what children read and how parents can be sure to assist in choosing appropriate materials.**



## CHOOSING THE RIGHT BOOK

How do you know which book is “just right” for your child?

Many teachers use the “Goldilocks Method” for choosing books.

We want to find the book that is “just right” for each child.

Open the book to any page, have your child read aloud a short passage and count the number of words she misses or does not know.

**Review the process, the following slides continue with the complete process.**

---

## CHOOSING THE RIGHT BOOK

- The book is “just right” if your child misses no more than one word for every ten read.
- The books is too difficult if your child misses 2 or more words for every 10 read, look for a less challenging book.
- The book is too easy if your child misses no words, look for a more challenging book.

**Review the process.**

---

## HOW CAN I HELP?

- Visit the library often, ask the children's librarian to recommend books.
- Ask your child's teachers to recommend books on the appropriate level. Teachers and librarians are aware of current favorites.
- Visit the book fair hosted by your child's school. There are usually bargain titles, some schools have BOGO events.
- Encourage your child to try different genres (fiction, non-fiction, historical fiction, fantasy, etc.).

There are many low cost ways for parents to assist in finding reading materials. The local library is a great resource and the children's librarian is very knowledgeable as to what is appropriate for each grade level and what books are currently popular for children of all ages. Provide examples of books from different genres.

---

## HOW CAN I HELP?

- Read to your child, have your child read to you everyday.
- Allow your child to see you reading everyday, whether you read the newspaper, a recipe, or a novel.
- Activate prior knowledge by asking questions before, during, and after reading.
- Find high interest books that will capture your child's attention, especially books in a series.
- Read the same book so you can have literary discussions about what you have read and clarify ideas and events.

**Briefly review the points on the slide so that participants are aware of the strategies that can help build comprehension at home.**

## HOW CAN I HELP?

- Activate prior knowledge by asking questions before, during, and after reading.
- Encourage your child to ask questions while reading.

Asking questions helps students make connections to the text and clarify information from the text to increase comprehension.

- Asking questions while reading demonstrates that the child is actually reading for understanding instead of reading the words to complete the task of reading.

**Review the points and expand on those you feel are important or fit with the participants.**

## QUESTIONS TO ASK (FICTION)

What is the title of the book? Why do you think the author chose this title?

Where and when does the story take place (setting)?

Who are the characters in the story?

Do the illustrations match the text? If you were the illustrator, would you change anything?

What are the events that happened in the story so far? (sequence of events)

Did you agree with the ending? Is there anything you would change if you were the author?

**Remind participants that one way to build comprehension is to ask questions before, during, and after reading. Briefly review the questions, expand on those you feel necessary or require additional explanation based on the group.**

---

## QUESTIONS TO ASK (FICTION)

- What is the problem facing the characters?  
How was the problem solved?
- How did the story end?
- Who was your favorite character and why?
- If you could meet and interview any of the characters, who would it be and why?

© 2010 by Pearson Education, Inc. All rights reserved. This material is intended for use only as a supplement to the textbook and is not to be distributed separately from the textbook. The publisher is not responsible for any errors or for any consequences arising from the use of the information contained herein. This material is not to be distributed, sold, or otherwise used for any purpose other than that intended by the publisher.

## QUESTIONS TO ASK (NON-FICTION)

Questions for non-fiction text focus mainly on text features such as bold face text, charts, graphs, table of contents, or captions.

What information does the author provide to help us understand the information on this page?

What are two interesting facts you learned on this page?

How did the chart on page \_\_\_ help you to understand what the author has written?

What is the main idea of the first paragraph? Second paragraph?

What is the purpose of this page? Why do you think the author included this information?

Questions for non-fiction materials will be different and based on text features. Use one of the non fiction books you have brought to explain text features and provide guidance in asking questions about text features. Again, the demonstration will be tailored to fit the needs of the group.

---



## QUESTIONS

The questions you ask will be different for each child.

The questions should match the comprehension level of your child.

Younger children can begin with simple recall questions and build to more complex thinking questions.

Older children are capable of asking questions that require thinking.

**Review and expand on the points on the slide. Explain what different comprehension levels will look like and provide examples for questions for different grade levels/ age groups. Model using simple recall and thinking questions.**

## SUCCESSFUL COMPREHENSION

- For children to be successful with reading comprehension, certain skills need to become automatic.
- Children need to automatically recognize sight words and have the ability to read at a specific rate.
- Automatic sight word recognition and appropriate oral reading fluency rates lead to strong reading comprehension.

**Expand on the slide, provide examples of sight words, show the cards you have made and participants will make for the make and take later in the session.**

## READING COMPREHENSION CONNECTIONS

Oral reading fluency and comprehension are connected.

The human brain can only focus on one thing at a time, if the student has to stop to decode each word, the brain can not comprehend too.

Students need to read at least 40 wcpm by the end of first grade, 90 wcpm by the end of second grade, and 111 wcpm by the end of third grade to comprehend grade level text.

Daily practice with sight words and oral reading fluency prepares children to comprehend text.

**Discuss and provide further explanation as necessary. Some of the participants may have attended the ORF sessions and already have basic information about ORF. You will need to adjust the discussion to meet the needs of the audience.**

---

## COMPREHENSION GAMES FOR HOME

Reading Race can help build fluency:

Have a “reading race”; use a timer/ stopwatch to time how long it takes your child to read a passage.

Tell the unknown words to keep moving through the text.

Count how many words missed, add to the number of seconds it took to read the passage.

Do this 3 to 5 days in a row, record scores and celebrate success.

**This is an activity for ORF practice at home, Explain and model the activity and provide time for the participants to practice.**

---

## COMPREHENSION GAMES FOR HOME

Review sight words/ Fry phrases daily so that your child will automatically recognize these high frequency words in print.

Make a game out of it, print the words on index cards and use a flash cards.

Have your child make a mark on the back of the card each time he reads the word correctly.

When there are 3 marks, he can add to his word box (any box will do).

Again, ideas for building sight word recognition that leads to comprehension. Be sure to tie in sight word recognition and comprehension. Use one of the books you have brought to model fluent reading and sight word automaticity vs. disfluent reading due to low sight word recognition.

---

## COMPREHENSION GAMES FOR HOME

Create a story map to track the events in the story and assist with retell (see packet for sample).

Encourage your child to retell the story so that you can determine his comprehension level.

Ask your child to create a mind movie while reading and describe what he sees.

Choose a family book to read so that all family members are involved in the reading process and can discuss characters and events throughout the reading of the story.

**Model using a story map/ graphic organizer to take notes while reading and to facilitate a retell of the story. Model what creating a mind movie looks like using a familiar story. Discuss books that may be appropriate for families to read together. The book choice will depend on the ages of the children. Some families choose to have a family read aloud where each member takes turns reading and discussing the story.**

---

## IDEAS FOR HOME

Use a beach ball to write questions to ask before, during, after reading. Toss the ball, have the child catch and answer question where hands are positioned.

Have your child complete a book log for each book read. Include comprehension questions on the log, as well as page numbers and a summary of what was read.

Use the following pattern for assisting with oral and written summaries:

Somebody wanted \_\_\_\_\_

but \_\_\_\_\_ so \_\_\_\_\_ (Beers & Probst, 2012)

Encourage your child to summarize what has been read so far in 10 words or less.

**Have a beach ball prepared ahead of time to demonstrate the retell activity. Provide examples of book logs children can use to track reading. Model using Somebody wanted... to create a summary for a familiar story.**

## IDEAS FOR HOME

- Have your child identify cause and effect instances while you read. Use simple stories to practice.
- Establish a purpose for reading, did you choose that book for entertainment? Did you want to learn more about the topic?
- Older children can discuss the theme of a story and use terms such as climax, conflict, and resolution to discuss the events of the story.

Discuss and provide examples of cause and effect instances in stories. Be sure that one of your books has cause and effect events to model. Explain how to set a purpose for reading and discuss different purposes for reading (information, entertainment, etc.). Finally, explain the terms theme, climax, conflict, resolution so participants can assist older children with the terms.

---



## YOUR TURN!

### Make and Take Activities:

- Use Sight Word List to make flash cards on index cards.
- Use index cards to make story question cards for retell (one set for fiction, one set for non-fiction and attach to ring).
- Create a story map of your own for note taking during reading.
- Create cards to go with simple stories that review cause and effect (sample lists in packet).

**Provide at least 30 to 45 minutes for the make and take activities. Provide a clear explanation for each project and monitor as participants work through the process. Make sure each activity is modeled and practiced before the end of the sessions.**

## ONLINE RESOURCES

[www.education.com](http://www.education.com) (Educational games online and print format)

[www.coolmath.com](http://www.coolmath.com)

[www.sumdog.com](http://www.sumdog.com)

[www.studydog.com](http://www.studydog.com)

[www.learn-with-math-games.com](http://www.learn-with-math-games.com)

[www.abcmouse.com](http://www.abcmouse.com)

[www.abcya.com](http://www.abcya.com)

[www.pbskids.com/games](http://www.pbskids.com/games)

Share the list on the slide and add others you may know. If time permits, share some of the web sites on the computer.

---

## HELPFUL APPS

### Android

Kindergarten Learning ABC's

Kindergarten Write the ABC's

Kindergarten Learn the Colors

First Grade Sight Words

Kindergarten Learning the Digits

Kindergarten Learning the Figures

First Grade Math

Again, share others that you have found helpful.

---

## HELPFUL APPS

IOS (iPhone/ iPad):

Kindergarten Learning Sight Words

Sight Words Flash Cards

First Grade Phonics on the Farm

Kindergarten Fun with Numbers

First Grade Animal Math Games

Vocabulary and Grammar

Counting and Addition

Copyright © 2014 by Pearson Education, Inc. All rights reserved. This publication is protected by copyright. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage and retrieval system, without permission in writing from Pearson Education, Inc.

## QUESTIONS, CONCERNS?

## WORKSHOP EVALUATION

- Please provide constructive feedback for this session so that we may make improvements for future sessions.
- Thank you in advance for your candid suggestions and spending time with us today.

**Ask if there are additional questions, anything to share, etc. Please thank the group for participating, remind that other sessions will be scheduled by the site, and have participants complete the evaluation in the packet.**

---

## THANK YOU!

Thank you again for giving us your time and for your desire to become more involved in the education of your child!

Tie up the sessions, answer questions, and remind participants to complete the evaluation. Thank participants for attending and remind them other sessions will be advertised by the school in the near future.

---

*Parents Read to Kids, Workshop # 7: Participant Packet*

11/7/2015

**PARENTS READ TO KIDS  
SESSION # 7**  
Patricia A. Reda  
Walden University

---

---

---

---

---

---

---

**WELCOME AND THANK YOU!**

---

---

---

---

---

---

---

**AGENDA**

What is reading comprehension?  
Why is comprehension important?  
Why is daily reading important?  
How does daily reading relate to building and supporting comprehension?  
What can I do at home to support my child?

---

---

---

---

---

---

---



### REFLECTION

If you attended the previous PRK session, which new strategy did you try at home?

How did you incorporate the new strategy?

Were your efforts successful? Why or why not?

---

---

---

---

---

---

---

### READING COMPREHENSION

Reading comprehension is essentially understanding what is read.

Comprehension is the expected end result of the reading process.

If children do not understand what they read, we have wasted our time and theirs.

---

---

---

---

---

---

---

### LEARNING TO READ

The school has a role in teaching your child to read.

You, as care givers, have a role in supporting your child as he learns to read.

To become successful readers, children need daily practice.

Because you want your child to become a successful reader, you monitor and ensure daily practice.

---

---

---

---

---

---

---

### WHY PRACTICE EVERY DAY?

- Reading is brain food.
- Reading improves and extends listening skills/ listening comprehension.
- Reading prepares children for school and supports children as they progress through school.
- Reading improves academic performance at all grade levels.
- Participation in daily reading can improve familial relationships.

---

---

---

---

---

---

---

---

### HOW CAN I HELP?

One of the most important things you can do to build comprehension is to read to your child, share reading with your child or have them read to you at least 20 minutes per day.

---

---

---

---

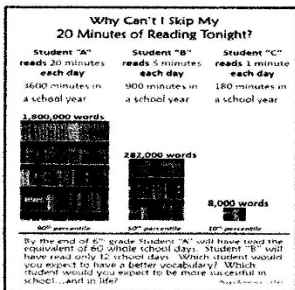
---

---

---

---

### Why read?



---

---

---

---

---

---

---

---

### EVERY DAY PRACTICE

- For younger children, read aloud every day.
- Encourage children to reread familiar books to build confidence.
- When your child struggles, provide the word and continue that you maintain the flow of reading.
- Take turns reading so that you model fluent reading daily.

---

---

---

---

---

---

---

---

### CHOOSING THE RIGHT BOOK

- How do you know which book is "just right" for your child?
- Many teachers use the "Goldilocks Method" for choosing books.
- We want to find the book that is "just right" for each child.
- Open the book to any page, have your child read aloud a short passage and count the number of words she misses or does not know.

---

---

---

---

---

---

---

---

### CHOOSING THE RIGHT BOOK

- The book is "just right" if your child misses no more than one word for every ten read.
- The book is too difficult if your child misses 2 or more words for every 10 read, look for a less challenging book.
- The book is too easy if your child misses no words, look for a more challenging book.

---

---

---

---

---

---

---

---

### HOW CAN I HELP?

Visit the library often, ask the children's librarian to recommend books.

Ask your child's teachers to recommend books on the appropriate level. Teachers and librarians are aware of current favorites.

Visit the book fair hosted by your child's school. There are usually bargain titles, some schools have BOGO events.

Encourage your child to try different genres (fiction, non-fiction, historical fiction, fantasy, etc.).

---

---

---

---

---

---

---

---

### HOW CAN I HELP?

Read to your child, have your child read to you everyday.

Allow your child to see you reading everyday, whether you read the newspaper, a recipe, or a novel.

Activate prior knowledge by asking questions before, during, and after reading.

Find high interest books that will capture your child's attention, especially books in a series.

Read the same book so you can have literary discussions about what you have read and clarify ideas and events.

---

---

---

---

---

---

---

---

### HOW CAN I HELP?

Activate prior knowledge by asking questions before, during, and after reading.

Encourage your child to ask questions while reading.

Asking questions helps students make connections to the text and clarify information from the text to increase comprehension.

Asking questions while reading demonstrates that the child is actually reading for understanding instead of reading the words to complete the task of reading.

---

---

---

---

---

---

---

---

**QUESTIONS TO ASK  
(FICTION)**

- What is the title of the book? Why do you think the author chose this title?
- Where and when does the story take place (setting)?
- Who are the characters in the story?
- Do the illustrations match the text? If you were the illustrator, would you change anything?
- What are the events that happened in the story so far? (sequence of events)
- Did you agree with the ending? Is there anything you would change if you were the author?

---

---

---

---

---

---

---

---

**QUESTIONS TO ASK  
(FICTION)**

- What is the problem facing the characters?
- How was the problem solved?
- How did the story end?
- Who was your favorite character and why?
- If you could meet and interview any of the characters, who would it be and why?

---

---

---

---

---

---

---

---

**QUESTIONS TO ASK  
(NON-FICTION)**

- Questions for non-fiction text focus mainly on text features such as bold face text, charts, graphs, table of contents, or captions.
- What information does the author provide to help us understand the information on this page?
- What are two interesting facts you learned on this page?
- How did the chart on page \_\_ help you to understand what the author has written?
- What is the main idea of the first paragraph? Second paragraph?
- What is the purpose of this page? Why do you think the author included this information?

---

---

---

---

---

---

---

---

### QUESTIONS

The questions you ask will be different for each child.

The questions should match the comprehension level of your child.

Younger children can begin with simple recall questions and build to more complex thinking questions.

Older children are capable of asking questions that require thinking.

---

---

---

---

---

---

---

### SUCCESSFUL COMPREHENSION

For children to be successful with reading comprehension, certain skills need to become automatic.

Children need to automatically recognize sight words and have the ability to read at a specific rate.

Automatic sight word recognition and appropriate oral reading fluency rates lead to strong reading comprehension.

---

---

---

---

---

---

---

### READING COMPREHENSION CONNECTIONS

Oral reading fluency and comprehension are connected.

The human brain can only focus on one thing at a time, if the student has to stop to decode each word, the brain can not comprehend too.

Students need to read at least 40 wcpm by the end of first grade, 90 wcpm by the end of second grade, and 111 wcpm by the end of third grade to comprehend grade level text.

Daily practice with sight words and oral reading fluency prepares children to comprehend text.

---

---

---

---

---

---

---

### COMPREHENSION GAMES FOR HOME

Reading Race can help build fluency:

Have a "reading race", use a timer/ stopwatch to time how long it takes your child to read a passage.

Tell the unknown words to keep moving through the text.

Count how many words missed, add to the number of seconds it took to read the passage.

Do this 3 to 5 days in a row, record scores and celebrate success.

---

---

---

---

---

---

---

---

### COMPREHENSION GAMES FOR HOME

Review sight words/ Fry phrases daily so that your child will automatically recognize these high frequency words in print.

Make a game out of it, print the words on index cards and use a flash cards.

Have your child make a mark on the back of the card each time he reads the word correctly.

When there are 3 marks, he can add to his word box (any box will do).

---

---

---

---

---

---

---

---

### COMPREHENSION GAMES FOR HOME

Create a story map to track the events in the story and assist with retell (see packet for sample).

Encourage your child to retell the story so that you can determine his comprehension level.

Ask your child to create a mind movie while reading and describe what he sees.

Choose a family book to read so that all family members are involved in the reading process and can discuss characters and events throughout the reading of the story.

---

---

---

---

---

---

---

---

### IDEAS FOR HOME

Use a beach ball to write questions to ask before, during, after reading. Toss the ball, have the child catch and answer question where hands are positioned.

Have your child complete a book log for each book read. Include comprehension questions on the log, as well as page numbers and a summary of what was read.

Use the following pattern for assisting with oral and written summaries:

Somebody wanted \_\_\_\_\_  
but \_\_\_\_\_ so \_\_\_\_\_ (Beers & Probst, 2012)

Encourage your child to summarize what has been read so far in 10 words or less.

---

---

---

---

---

---

---

---

### IDEAS FOR HOME

Have your child identify cause and effect instances while you read. Use simple stories to practice.

Establish a purpose for reading, did you choose that book for entertainment? Did you want to learn more about the topic?

Older children can discuss the theme of a story and use terms such as climax, conflict, and resolution to discuss the events of the story.

---

---

---

---

---

---

---

---

### YOUR TURN!

Make and Take Activities:

Use Sight Word List to make flash cards on index cards.

Use index cards to make story question cards for retell (one set for fiction, one set for non-fiction and attach to ring).

Create a story map of your own for note taking during reading.

Create cards to go with simple stories that review cause and effect (sample lists in packet).

---

---

---

---

---

---

---

---



**ONLINE RESOURCES**

[www.education.com](http://www.education.com) (Educational games online and print format)

[www.coolmath.com](http://www.coolmath.com)

[www.fun101.com](http://www.fun101.com)

[www.studiodot.com](http://www.studiodot.com)

[www.learn-with-math-games.com](http://www.learn-with-math-games.com)

[www.abcmouse.com](http://www.abcmouse.com)

[www.abcya.com](http://www.abcya.com)

[www.zbkids.com/games](http://www.zbkids.com/games)

---

---

---

---

---

---

---

---

**HELPFUL APPS**

Android

- Kindergarten Learning ABC's
- Kindergarten Write the ABC's
- Kindergarten Learn the Colors
- First Grade Sight Words
- Kindergarten Learning the Digits
- Kindergarten Learning the Figures
- First Grade Math

---

---

---

---

---

---

---

---

**HELPFUL APPS**

iOS (Phone/iPad):

- Kindergarten Learning Sight Words
- Sight Words Flash Cards
- First Grade Phonics on the Farm
- Kindergarten Fun with Numbers
- First Grade Animal Math Games
- Vocabulary and Grammar
- Counting and Addition

---

---

---

---

---

---

---

---

**QUESTIONS, CONCERNS?**

---

---

---

---

---

---

---

**WORKSHOP EVALUATION**

Please provide constructive feedback for this session so that we may make improvements for future sessions.

Thank you in advance for your candid suggestions and spending time with us today.

---

---

---

---

---

---

---

**THANK YOU!**

Thank you again for giving us your time and for your desire to become more involved in the education of your child!

---

---

---

---

---

---

---

Story Map Example

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Setting:

Characters:

Beginning:

Middle:

End:

### Story Map Example

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Setting:

Characters:

--	--

Event 1:

Event 2:

--	--

Event 3:

Event 4:

--	--

Problem:

--

Resolution:

--

### Story Map Example

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Setting:

Characters:

Problem:

Solution:

Book Log

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Pages Read: \_\_\_\_\_ Minutes Read: \_\_\_\_\_

Summary:

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Pages Read: \_\_\_\_\_ Minutes Read: \_\_\_\_\_

Summary:

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Pages Read: \_\_\_\_\_ Minutes Read: \_\_\_\_\_

Summary:

## Sample Book Log

Date:	Title/ Author:	Minutes Read:

Parent Program Evaluation: *PRK-7*

1. How was the information that was shared in this session helpful to your current situation?  

6	2	3	4	5	6	7	8	9	10
Not useful			somewhat useful				very useful		
2. How will this information help you to become more involved in your child's academic life?
3. What was the most useful idea/ strategy you learned from this session?  
How will you use this strategy at home to support your child?
4. What recommendations do you have for improving this session?
5. What kinds of sessions would you like to see in the future?



Presenter Evaluation: *PRK-7*

1. How many participants attended this session?
2. Were you able to work through all of the activities in the time allotted?
3. Were there any activities that were not well received by the participants? Explain.
4. What suggestions do you have for improving the activities?
5. Were the participants actively engaged in the activities and processes? If not, why?
6. Was the content for this session easy to follow and easy to present? If not, why?
7. How would you suggest the content be improved?
8. Did the content and activities appear to be relevant to the needs of the participants?
9. Were there any logistical problems that could be fixed for the next presentation?
10. Did you have enough of the materials for each participant?
11. Overall, what suggestions do you have to improve upon this session?

*Parents Read to Kids, Workshop # 8: Overview*

*Workshop # 8: Fun Summer Learning Opportunities*

Materials Provided: PowerPoint presentation, presenter script, participant packet for PRK # 8

Materials Needed: Technology to run PowerPoint presentation, chart paper, markers, scissors, and small bags to store sight words.

*First Task:*

Introduce presenter, discuss housekeeping issues (restroom, breaks, etc.)

*Second Task:*

Discuss the agenda for the presentation.

*Third Task:*

Have participants reflect on previous PRK sessions and share a strategy they have attempted at home.

*Fourth Task:*

Discuss the definition and research about summer learning loss.

*Fifth Task:*

Provide suggestions for combating summer learning loss.

*Sixth Task:*

Provide suggestions from teachers to combat summer learning loss.

*Seventh Task:*

Provide time and opportunity for guest speakers to share information about summer activities.

*Eighth Task:*

Provide time an opportunity for representatives from the community to share information about summer activities.

*Ninth Task:*

Provide time for participants to share resources, activities, and experiences that may not have been included. Allow participants to discuss summer plans for their children.

*Tenth Task:*

Provide online resources as recommendations for preventing summer learning loss.

*Eleventh Task:*

Answer participant questions and address concerns.

*Thirteenth task:*

Request that participants complete the evaluation found in the Participant Packet. Collect the evaluations.

*Fourteenth Task:*

Thank participants for attendance and active participation. Notify participants that other workshops will be scheduled by the school site.

*Parents Read to Kids, Workshop # 8: Presenter Script*

## **PARENTS READ TO KIDS SESSION # 8**

Patricia A. Reda  
Walden University

This workshop is intended to provide families with ideas for literacy support over the summer to prevent summer learning loss. This workshop is also intended to provide families with community resources for the summer. The slides in this presentation are generic and will need to be revised to provide for the special guests invited to participate. The guests will be different for each site and will need to be invited ahead of time and the presentation will require editing prior to presenting.

---

**WELCOME AND THANK YOU!**

---

**Please welcome and thank participants for attending. Discuss house keeping issues (rest room, coffee, break times, lunch, etc.).**

---

## AGENDA

- What is summer learning loss?
- Ideas to prevent summer learning loss.
- Teacher suggestions to prevent summer learning loss.
- Guest speakers to provide information about community based summer opportunities.

**Briefly review the agenda. Introduce the guest speakers and let participants know they will be sharing information at the end of the presentation.**

---

## REFLECTION

If you attended the previous PRK session, which new strategy did you try at home?

How did you incorporate the new strategy?

Were your efforts successful? Why or why not?

Please have the participants reflect on the previous PRK session and share with their team which strategy they chose to use and why. Monitor the discussion so that teams are sharing with one another and gaining insight. Have at least one team share with the group before moving on to the rest of the session.

---

## WHAT IS SUMMER LEARNING LOSS?

Summer learning loss occurs when children do not participate in learning opportunities during the summer.

Research spanning the past 100 years has determined that children can lose at least two months of grade level equivalency in both reading and math over the summer.

Summer learning loss can increase with each grade level.

([summerlearning.org](http://summerlearning.org))

Expand on the information provided on the slide. Many parents are not aware of summer learning loss and what can be done to combat loss.

---



## RESEARCH ON SUMMER LOSS

Summer learning programs should allow for enrichment activities as well as academic offerings.

The involvement of parents in summer learning and the overall learning process is more valuable than any textbook or technology based activity.

Much of the research emphasizes students from lower socio-economic areas. If you feel comfortable sharing this information, please do. Children who live in lower socio-economic areas tend to have the most learning loss over the summer. We know that oral language and vocabulary are extreme deficit areas and parents can do so much to combat summer learning loss. The goal of this workshop is to provide all parents with the information and simple activities that can help students maintain what they have learned throughout the summer months.

---

## SUMMER LEARNING FUN

Make regular visits to the library.

Plan to read with your child for 15 to 20 minutes a day.

Have your child participate in reading contests set up by the local library or school district.

Start a family book club and have discussions about the current read.

These are just a few simple ideas that can help students remain on track during the summer and prepared for the next grade level. Parents need to be aware that just reading for 20 minutes a day can make a difference, especially for young children who are just learning to read. Practice makes perfect, the more children practice the stronger their skills will be in the future. There are Scholastic Book Lists include in the packet that include book suggestions for all age/ grade levels.

## SUMMER LEARNING FUN

- Allow your child to help with planning by researching the best prices, fastest (most interesting route), or by finding the best buy for shopping trips.
- Encourage your child to keep a summer journal.
- Encourage creative writing to strengthen writing skills.
- Focus on specific skills for each child (spelling, math, reading comprehension, etc.).

**Review the suggestions and add some of your own. The goal is to provide simple activities that parents will be willing to use that will have a positive impact on summer learning.**

---

## SUGGESTIONS:

Use *Summer Bridge* workbooks that focus on reviewing skills from the previous grade and introducing skills for the current grade.

If invited, encourage and motivate your child to participate in school-based summer learning programs.

Participate in summer opportunities for parents that deal with learning/ literacy support.

Summer Bridge books can be purchased at most book stores and sometimes retailers like Target and Walmart. Be prepared to share about district-based initiatives for the summer such as, Let's Read Seminole (students keep a reading log and can submit the log for a chance to win prizes at the beginning of the school year), the Big Red Bus schedule (children living in certain areas have the opportunity to borrow books when the Big Red Bus comes to their neighborhood weekly during the summer), and summer reading requirements for certain grade levels. In addition, the librarian will share information about summer programs at the local library and the summer reading programs offered.

---

## SUGGESTIONS FROM TEACHERS- K/1

Practice sight words daily (make flash cards).

Practice decoding new words.

Read for 20 minutes daily.

Model and require your child to answer and speak in complete sentences.

Make and play memory games.

These are just a few suggestions from teachers to avoid summer learning loss. Please share others you may have, solicit ideas from the teachers or have teachers share their own suggestions during this time.

## SUGGESTIONS FROM TEACHERS- 2/3

Read for at least 20 minutes daily.

Define/ illustrate new words found through reading.

Have a literary discussion about a book you are both reading.

Encourage your child to read the newspaper and discuss current events.

Again, have teachers share ideas during this time.

---

## GUEST SPEAKERS

Children's Librarian

Teachers to discuss offerings at the school level and share activities that will engage children in summer learning.

Tutorial providers who have summer programs.

This is just a brief list of suggested guest speakers. This list can be revised to include speakers who would be relevant to the community. Ask teachers to participate as Summer Learning programs at the district-level change each year, based on funding sources. Please be sure to include district opportunities so that parents have enough information and can make an informed decision. Children are targeted for such programs based on achievement during the school year and many parents are hesitant to have children participate because they may not have transportation, may not understand what the program will offer, or may not be sure why their child was chosen to participate. This will be the perfect time to settle those questions and assist parents in making the appropriate choice for their child. This is also a great time to have tutorial or academic enrichment providers provide information about other programs. Some schools have funding for summer programs and others are offered through the community.

## COMMUNITY OPPORTUNITIES

- Parks & Recreation representatives to discuss summer programs.
- Representatives from the YMCA.
- Representative from local summer camps such as Girl Scouts/ Boy Scouts.
- Representatives from the Boys & Girls Club.

This is just a brief list of suggested opportunities. There are sports camps, summer camps, Girl/ Boy Scout opportunities, and many other opportunities. Again, the people you invite should be relevant to the community and worthwhile for participants.

---



## YOUR TURN!

- 1. What resources can you share that we may have forgotten?
- 2. Is there a program/ camp you have tried?
- 3. What have you found to be the most successful?
- 4. What will you do differently this summer to prevent learning loss and be sure that your child is prepared for the school year?

Have each group compile a list of resources we may have missed. Allow participants to share experiences with one another and then as a group. There may be organizations that you may not be aware of that should be shared with the group. Be sure to keep the conversation going, do not allow a sense of negativity to pervade the conversation. Be sure to circulate so that you become more aware of what is available and be sure to share positive experiences. Next, have participants discuss their summer plans, what will you do differently? What have you done in the past that has been successful? Are you willing to share your plan with the group? The goal of this activity is for the participants to formulate a plan for the eight weeks of summer that will provide fun learning opportunities for their children.

---

## RESOURCES

<http://trelease-on-reading.com/index.html>

<http://www.library.penticton.bc.ca/KidZone/KidsBookLists/Classic.html>

<http://childrensbooks.about.com/od/toppicks/fl/Chapter-Book-Mystery-Series-for-Young-Independent-Readers.htm>

<http://childrensbooks.about.com/cs/onlineliterature/a/icdl.htm>

<http://en.childrenslibrary.org/books/activities/index.shtml>

The remaining slides in the presentation are online resources. There are websites that have book lists, activities, and articles about reading everyday. Please share the resources as recommendations for preventing summer learning loss.

---

## RESOURCES

<http://www.rif.org/kids/readingplanet.htm>

<http://www.rif.org/us/literacy-resources/articles/facts-about-reading-aloud.htm>

[http://www.parents-choice.org/article.cfm?CFID=8ed49a07-745c-43e5-b4b8-d23f20cd0686&CFTOKEN=0&art\\_id=93&the\\_page=reading\\_list](http://www.parents-choice.org/article.cfm?CFID=8ed49a07-745c-43e5-b4b8-d23f20cd0686&CFTOKEN=0&art_id=93&the_page=reading_list)

<http://www.carolhurst.com/profsubjects/reading/readingaloud.html>

## RESOURCES

<http://www.bookadventure.com/Home.aspx>

<http://www.greatschools.org/gk/articles/fun-low-cost-summer-activities/>

<http://www.greatschools.org/gk/articles/stop-brain-drain/>

<http://www.greatschools.org/gk/articles/summers-coming-whats-a-mom-to-do-with-these-kids/>

\*\*\*\*\*

## RESOURCES

<http://stayathomemoms.about.com/od/educational-activities/tp/Fun-Ways-to-Beat-Summer-Learning-Loss.htm>

<http://stayathomemoms.about.com/od/educational-activities/tp/20-Educational-Websites-For-Kids.htm>

© 2008 Pearson Education, Inc. All rights reserved. This material is intended for use only as a resource for students and teachers. All other rights reserved.

---

## QUESTIONS, CONCERNS?

**Address questions and concerns,  
allow participants to ask questions of  
the speakers and to ask for more  
information, if necessary.**

---

## WORKSHOP EVALUATION

- Please provide constructive feedback for this session so that we may make improvements for future sessions.
- Thank you in advance for your candid suggestions and spending time with us today.

---

**Ask if there are additional questions, anything to share, etc. Please thank the group for participating, remind that other sessions will be scheduled by the site, and have participants complete the evaluation in the packet.**

---





*Parents Read to Kids, Workshop # 8: Participant Packet*

11/7/2015

**PARENTS READ TO KIDS  
SESSION # 8**  
Patricia A. Reda  
Walden University

---

---

---

---

---

---

---

---

**WELCOME AND THANK YOU!**

---

---

---

---

---

---

---

---

**AGENDA**

- What is summer learning loss?
- Ideas to prevent summer learning loss.
- Teacher suggestions to prevent summer learning loss.
- Guest speakers to provide information about community based summer opportunities.

---

---

---

---

---

---

---

---

**REFLECTION**

If you attended the previous PRK session, which new strategy did you try at home?

How did you incorporate the new strategy?

Were your efforts successful? Why or why not?

---

---

---

---

---

---

---

---

**WHAT IS SUMMER LEARNING LOSS?**

Summer learning loss occurs when children do not participate in learning opportunities during the summer.

Research spanning the past 100 years has determined that children can lose at least two months of grade level equivalency in both reading and math over the summer.

Summer learning loss can increase with each grade level.

(summerlearning.org)

---

---

---

---

---

---

---

---

**RESEARCH ON SUMMER LOSS**

Summer learning programs should allow for enrichment activities as well as academic offerings.

The involvement of parents in summer learning and the overall learning process is more valuable than any textbook or technology based activity.

---

---

---

---

---

---

---

---

**SUMMER LEARNING FUN**

Make regular visits to the library.

Plan to read with your child for 15 to 20 minutes a day.

Have your child participate in reading contests set up by the local library or school district.

Start a family book club and have discussions about the current read.

---

---

---

---

---

---

---

---

**SUMMER LEARNING FUN**

Allow your child to help with planning by researching the best prices, fastest (most interesting route), or by finding the best buy for shopping trips.

Encourage your child to keep a summer journal.

Encourage creative writing to strengthen writing skills.

Focus on specific skills for each child (spelling, math, reading comprehension, etc.).

---

---

---

---

---

---

---

---

**SUGGESTIONS:**

Use *Summer Bridge* workbooks that focus on reviewing skills from the previous grade and introducing skills for the current grade.

If invited, encourage and motivate your child to participate in school-based summer learning programs.

Participate in summer opportunities for parents that deal with learning/ literacy support.

---

---

---

---

---

---

---

---

**SUGGESTIONS FROM  
TEACHERS- K/1**

- Practice sight words daily (make flash cards).
- Practice decoding new words.
- Read for 20 minutes daily.
- Model and require your child to answer and speak in complete sentences.
- Make and play memory games.

---

---

---

---

---

---

---

**SUGGESTIONS FROM  
TEACHERS- 2/3**

- Read for at least 20 minutes daily.
- Define/ illustrate new words found through reading.
- Have a literary discussion about a book you are both reading.
- Encourage your child to read the newspaper and discuss current events.

---

---

---

---

---

---

---

**GUEST SPEAKERS**

- Children's Librarian
- Teachers to discuss offerings at the school level and share activities that will engage children in summer learning.
- Tutorial providers who have summer programs.

---

---

---

---

---

---

---

**COMMUNITY OPPORTUNITIES**

Parks & Recreation representatives to discuss summer programs.

Representatives from the YMCA.

Representative from local summer camps such as Girl Scouts/ Boy Scouts.

Representatives from the Boys & Girls Club.

---

---

---

---

---

---

---

---

**YOUR TURN!**

What resources can you share that we may have forgotten?

Is there a program/ camp you have tried?

What have you found to be the most successful?

What will you do differently this summer to prevent learning loss and be sure that your child is prepared for the school year?

---

---

---

---

---

---

---

---

**RESOURCES**

<http://release-on-reading.com/index.html>

<http://www.library.penticton.bc.ca/KidZone/KidsBookLists/Classic.html>

<http://childrensbooks.about.com/od/toppicks/fl/Chapter-Book-Mystery-Series-for-Young-Independent-Readers.htm>

<http://childrensbooks.about.com/cs/onlineliterature/a/fcdl.htm>

<http://en.childrenslibrary.org/books/activities/index.shtml>

---

---

---

---

---

---

---

---

**RESOURCES**

<http://www.nif.org/kids/readingplanet.htm>

<http://www.nif.org/us/literacy-resources/articles/facts-about-reading-aloud.htm>

[http://www.parents-choice.org/article.cfm?CFID=8ed49a07-745c-43e5-b4b8-d23f20cd0686&CFTOKEN=0&art\\_id=93&the\\_page=reading\\_list](http://www.parents-choice.org/article.cfm?CFID=8ed49a07-745c-43e5-b4b8-d23f20cd0686&CFTOKEN=0&art_id=93&the_page=reading_list)

<http://www.carolhurst.com/profsubjects/reading/readingaloud.html>

---

---

---

---

---

---

---

---

**RESOURCES**

<http://www.bookadventure.com/Home.aspx>

<http://www.greatschools.org/gk/articles/fun-low-cost-summer-activities/>

<http://www.greatschools.org/gk/articles/stop-brain-drain/>

<http://www.greatschools.org/gk/articles/summers-coming-whats-a-mom-to-do-with-these-kids/>

---

---

---

---

---

---

---

---

**RESOURCES**

<http://stayathomemoms.about.com/od/educational-activities/tp/Fun-Ways-to-Beat-Summer-Learning-Loss.htm>

<http://stayathomemoms.about.com/od/educational-activities/tp/20-Educational-Websites-For-Kids.htm>

---

---

---

---

---

---

---

---

**QUESTIONS, CONCERNS?**

---

---

---

---

---

---

---

---

**WORKSHOP EVALUATION**

Please provide constructive feedback for this session so that we may make improvements for future sessions.

Thank you in advance for your candid suggestions and spending time with us today.

---

---

---

---

---

---

---

---

**THANK YOU!**

Thank you again for giving us your time and for your desire to become more involved in the education of your child!

---

---

---

---

---

---

---

---

Parent Program Evaluation: *PRK-8*

1. How was the information that was shared in this session helpful to your current situation?
 

7	2	3	4	5	6	7	8	9	10
Not useful			somewhat useful				very useful		
2. How will this information help you to become more involved in your child's academic life?
3. What was the most useful idea/ strategy you learned from this session?  
How will you use this strategy at home to support your child?
4. What recommendations do you have for improving this session?
5. What kinds of sessions would you like to see in the future?



Presenter Evaluation: *PRK-8*

1. How many participants attended this session?
2. Were you able to work through all of the activities in the time allotted?
3. Were there any activities that were not well received by the participants? Explain.
4. What suggestions do you have for improving the activities?
5. Were the participants actively engaged in the activities and processes? If not, why?
6. Was the content for this session easy to follow and easy to present? If not, why?  
How would you suggest the content be improved?
7. Did the content and activities appear to be relevant to the needs of the participants?
8. Were there any logistical problems that could be fixed for the next presentation?
9. Did you have enough of the materials for each participant?
10. Overall, what suggestions do you have to improve upon this session?

*Fresh Ideas for Teachers (FIT)*

By Patricia A. Reda



A Workshop Series for Teachers of Students in Kindergarten through  
Second Grade

*Fresh Ideas for Teachers, Workshop # 1: Overview*

*Workshop #1: Parent Engagement/ Parent Involvement*

Materials Provided: PowerPoint presentation, presenter script, participant packet for FIT # 1

Materials Needed: Technology to run PowerPoint presentation, chart paper, markers.

*First Task:*

Introduce presenter, discuss housekeeping issues (restroom, breaks, etc.)

*Second Task:*

Discuss the agenda for the presentation.

*Third Task:*

Have participants reflect on previous FIT sessions and share a strategy they have attempted at home.

*Fourth Task:*

Participants will read a quote and share with a partner what the quote means to them personally.

*Fifth Task:*

Explain and discuss the difference between parent engagement and parent involvement.

*Sixth Task:*

Participants will reflect on the level of parent engagement in their classroom and ideas for promoting parent engagement.

*Seventh Task:*

Share and discuss reasons parents are not engaged. Discuss what teachers can do to overcome the barriers to engagement.

*Eighth Task:*

Explain and discuss parent involvement, emphasizing the difference between engagement and involvement.

*Ninth Task:*

Share and discuss reasons parents are not involved. Discuss what teachers can do to overcome the barriers to involvement.

*Tenth Task:*

Discuss suggestions for increasing current levels of engagement and involvement.

*Eleventh Task:*

Share and discuss benefits of parent engagement/ involvement.

*Twelfth Task:*

Participants will independently reflect on the information shared during the session and develop a plan for increasing parent engagement/ involvement.

*Thirteenth Task:*

Participants will share the plans they have created for increasing parent engagement/ involvement.

*Fourteenth Task:*

Participants will identify possible barriers and strategies for overcoming those barriers to their plans.

*Fifteenth Task:*

Answer participant questions and address concerns.

*Sixteenth Task:*

Request that participants complete the evaluation found in the Participant Packet. Collect the evaluations.

*Seventeenth Task:*

Thank participants for attendance and active participation. Notify participants that other workshops will be scheduled by the school site.

*Fresh Ideas for Teachers, Workshop # 1: Presentation*



# Fresh Ideas for Teachers # 1

Patricia Reda  
Walden University

*Fresh Ideas for Teachers, Workshop # 1: Presenter Script*



Fresh Ideas for  
Teachers #1


Patricia Reda  
Walden University



Welcome  
and Thank you!

Welcome all participants and discuss logistics for the session. Have participants number off, one through five, for use in cooperative learning activities.





## Agenda

- Parent Engagement vs. Parent Involvement.
- Reasons parents are not engaged/ involved.
- Suggestions for increasing parent engagement and parent involvement.
- Benefits of parent engagement/ involvement.
- Plans for the future.

Patricia A. Reid, Walden University

**Briefly review the agenda.**



"Just about all families care about their children, want them to succeed, and are eager to obtain better information from schools and communities so as to remain good partners in their children's education".  
(Epstein, 2010, p. 84)

Patricia A. Reid, Walden University

What does this quote mean to you? Share with your shoulder partner...




## Parent Engagement vs. Parent Involvement

- Many parents are engaged in their child's education in ways that we may not view as parent engagement or involvement.
- As educators, we must accept the time and engagement levels parents are able to give.
- There are many reasons for parents to become engaged and still others for parents to withdraw from school involvement.

Patricia A. Reas, Walden University

Have you ever thought there may be a difference in engagement and involvement? Think about your classroom last year, how were parents engaged in what you were accomplishing in your classroom?

---



## 6 Parent Engagement

- ▶ According to Ferlazzo, parents are engaged, we just may not view this engagement as worthwhile for our needs.
- ▶ However, we have higher levels of engagement than we may think:
- ▶ Parents who ensure on time arrival and daily attendance are engaged.
- ▶ Parents who send their children to school prepared and assist with nightly homework are engaged.
- ▶ Parents who attend quarterly parent conferences are engaged.
- ▶ Parents who provide consequences for behavioral infractions are engaged.
- ▶ Such parents may never participate in activities at the school level but they are engaged in their child's education and do care about their children and their success in school.

Patricia A. Rife, Walden University

Again, think back to last year, what was the level of engagement in your particular classroom? Was it higher or lower than in past years? What kinds of things can you do to promote engagement? Use Numbered Heads to share responses.




## Reasons Parents are Not Engaged

- Some parents look to teachers as experts and feel that education is better left to the experts.
- Some parents view themselves as the disciplinarian and not the person responsible for educating their child.
- Some parents have had negative experiences in their own educational history and are afraid for their children to repeat those experiences.
- Some parents feel that they lack the knowledge and skills to effectively assist with homework.
- Some parents feel intimidated by the language of the school, they do not understand the jargon and terminology used by educators.
- Many parents do not understand the structure and inner-workings of the school and fear rejection.

Patricia A. Rada, Walden University

How can we overcome these barriers to engagement? Participants will record responses on chart paper and share their strategies with the group.



## Parent Involvement

- Parents who attend PTA meetings are involved in the school community.
- Parents who participate in SAC are involved in the school community.
- Parents who participate in school events are involved in the school community.
- Parents who volunteer in the classroom or at the school are involved in the school community.

Patricia A. Davis, Walden University

Were you aware of the difference? Do you have parents who are involved at the school level but not necessarily at the classroom level? Parents can participate in PTA/ SAC and attend school-level events but not be engaged at the classroom level.



## Reasons Parents are Not Involved

- Many parents are working hard to provide for the family and do not have time to participate.
- For some, the timing of events or activities represents a conflict for job related responsibilities or family obligations.
- Some parents want to have a larger role in the decision-making process that is not available in some schools.
- Some parents are not interested in the projects and activities in which we invite participation.
- In schools with diverse populations, there are language barriers which need to be overcome to increase involvement.
- Some families may not be aware of school related offerings due to not receiving information or not understanding information sent home.
- Issues like transportation and child care are barriers for most people.

Patricia A. Rhee, Walker University

Again, think about barriers that you see. What can you do to overcome these barriers? How can school events be structured to better meet the needs of all families?



10

## To Increase Levels of Engagement and Involvement

- We must:
  - Ask parents what kind of support they require to become more engaged or involved.
  - Find creative ways to engage and involve parents.
  - Vary meeting times and events to meet the needs of more families.

Patricia A. Banks, Wake Forest University

What are other suggestions you have for increasing engagement and involvement?

Participants will record responses on chart paper and share with the group, using Numbered Heads.

How will this information inform your practices this year? Will you do anything differently? Why?

---




11

## To Increase Levels of Engagement/ Involvement

- Encourage and allow parents to become more involved in the decision-making process.
- Listen and respond to constructive criticism and questions posed by parents.
- Allow parents to feel like they are true members of the school community and not outsiders without opinions or suggestions for success.

Patricia A. Hertz, Wadsworth University



12

## Benefits of Parent Engagement/ Involvement

- Better school attendance rates.
- Higher math and reading scores.
- Higher graduation rates
- Lower rates of grade retention
- Higher incidence of satisfaction with school.
- Positive attitudes about school.
- Decrease in discipline problems at school.
- Enrolment in more challenging courses.

Patricia A. Resa, Walden University

As you can see, there are many benefits to parent engagement and involvement. As educators, we must strive to involve parent in any way possible. Some parent shave more time than others and can be involved on campus. Others are working hard to support the family and can not give time. However, by allowing parents to be involved on their own terms, we can see improvements in engagement from students and parents.



## What Will You Do Differently ?

- Think about the benefits of parent involvement/ engagement.
- Create a plan for your specific classroom: what can you do to include more parents?
- Think about the level of parent engagement and involvement for your classroom.
- Are you satisfied with the current level?
- What will you do to encourage more families? Are you willing to accept the level of engagement/ involvement parents can give right now?
- What support will you need to carry out your plan?

Patricia A. Rice, Walden University

Have participants just think and create a rough plan for increasing parent involvement/ engagement. This is an independent, thinking time.

---


14

## Give One, Get One

- Take turns sharing your plans with your table.
- Be prepared to give and receive suggestions to improve your plan and help others improve theirs.
- Take this opportunity to learn from one another and create a workable plan for increasing current levels of parent engagement/ involvement.

Patricia A. Roth, Walden University

Circulate and assist participants in creating a workable plan. Ensure that participants are thinking about small steps and not creating grandiose plans that are not workable. Some plans may require support from school administration. Be sure that participants are thinking about how to garner the support. This should be part of the classroom plan. Have chart paper available for those who wish to write out the plan. The plans can be posted around the room so that participants may share their plans.



15

## Share Your Plan

- Share the current level of parent engagement/ involvement for your class.
- What is your goal?
- What is your plan?
- Be open to suggestions from others.

Patricia A. Heiss, Walden University

Have at least one participant from each table share the plan they have created. Post the plans around the room so others may collect ideas.

---

16

## Barriers

- What are some barriers to carrying out your plan?
- How will you overcome those barriers?
- Who will you enlist to help?
- How will you know you have been successful?

Patricia A. Rada, Walden University

**Assist participants in identifying possible barriers to carrying out their plans and possible strategies for overcoming those barriers. Have participants record the barriers and possible solutions on chart paper.**

---

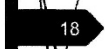


## Follow up

Patricia A. Rosta, Walden University

Wrap up by sharing that you will follow up with the school administration to discuss changes in current levels and look forward to discussing plans and seeing progress participants have made in increasing parent engagement/ involvement.

---




## Questions, Concerns?

PAUL H. A. REDE, Walton University





A vertical black bar on the left side of the slide. At the top, a black arrow points to the right, containing the number '19'. Below the arrow, several thin, curved lines sweep upwards and to the right, ending near the text.

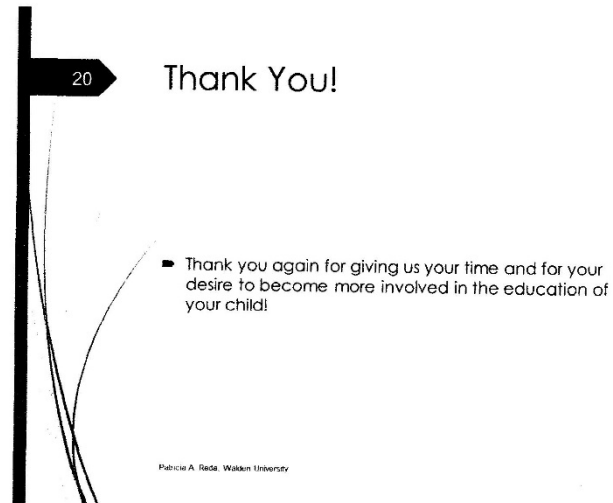
19 Workshop Evaluation

- Please provide constructive feedback for this session so that we may make improvements for future sessions.
- Thank you in advance for your candid suggestions and spending time with us today.

Patricia A. Roda, Walden University

Please have participants find the Workshop Evaluation in the packet and complete. The information will be used to improve future workshops for teachers.

---

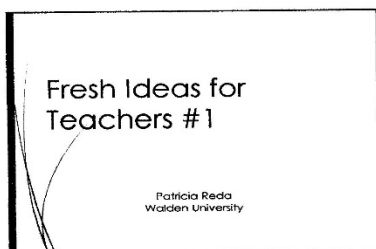


Thank participants for attending this session and let them know other sessions will be scheduled throughout the school year that will provide additional strategies for working with parents.

---

Fresh Ideas for Teachers, Workshop # 1: Participant Packet

11/7/2015



---

---

---

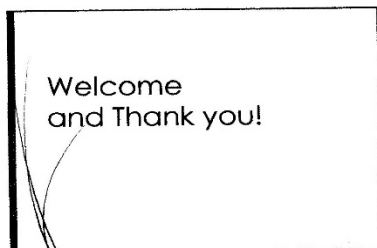
---

---

---

---

---



---

---

---

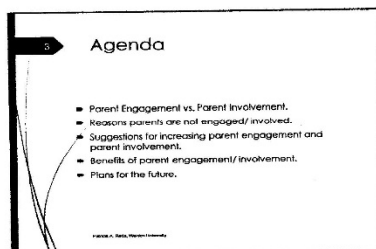
---

---

---

---

---



---

---

---

---

---

---

---

---

11/7/2015

4

"Just about all families care about their children, want them to succeed, and are eager to obtain better information from schools and communities so as to remain good partners in their children's education".  
(Epstein, 2010, p. 84)

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

5

### Parent Engagement vs. Parent Involvement

- Many parents are engaged in their child's education in ways that we may not view as parent engagement or involvement.
- As educators, we must accept the time and engagement levels parents are able to give.
- There are many reasons for parents to become engaged and still others for parents to withdraw from school involvement.

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

6

### Parent Engagement

- According to Ferkany, parents are engaged, we just may not view this engagement as worthwhile for our needs.
- However, we have higher levels of engagement than we may think:
- Parents who ensure on time arrival and daily attendance are engaged.
- Parents who send their children to school prepared and assist with nightly homework are engaged.
- Parents who attend quarterly parent conferences are engaged.
- Parents who provide consequences for behavior infractions are engaged.
- Such parents may never participate in activities of the school level but they are engaged in their child's education and do care about their children and their success in school.

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

11/7/2015

**7** Reasons Parents are Not Engaged

- Some parents look to teachers as experts and feel that education is better left to the experts.
- Some parents view themselves as the disciplinarian and not the person responsible for educating their child.
- Some parents have had negative experiences in their own educational history and are afraid for their children to repeat those experiences.
- Some parents feel that they lack the knowledge and skills to effectively assist with homework.
- Some parents feel intimidated by the language of the school, they do not understand the jargon and terminology used by educators.
- Many parents do not understand the structure and inner-workings of the school and fear rejection.

PATRICK A. REDA, WALDEN UNIVERSITY

---

---

---

---

---

---

---

---

**8** Parent Involvement

- Parents who attend PTA meetings are involved in the school community.
- Parents who participate in SAC are involved in the school community.
- Parents who participate in school events are involved in the school community.
- Parents who volunteer in the classroom or at the school are involved in the school community.

PATRICK A. REDA, WALDEN UNIVERSITY

---

---

---

---

---

---

---

---

**9** Reasons Parents are Not Involved

- Many parents are working hard to provide for the family and do not have time to participate.
- For some, the timing of events or activities represents a conflict for job related responsibilities or family obligations.
- Some parents want to have a larger role in the decision-making process that is not available in some schools.
- Some parents are not interested in the projects and activities in which we invite participation.
- In schools with diverse populations, there are language barriers which need to be overcome to increase involvement.
- Some families may not be aware of school related offerings, it is in not receiving information or not understanding information sent home.
- Issues like transportation and child care are barriers for most people.

PATRICK A. REDA, WALDEN UNIVERSITY

---

---

---

---

---

---

---

---

11/7/2015

10

### To Increase Levels of Engagement and Involvement

- We must:
  - Ask parents what kind of support they require to become more engaged or involved.
  - Find creative ways to engage and involve parents.
  - Vary meeting times and events to meet the needs of more families.

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

11

### To Increase Levels of Engagement/ Involvement

- Encourage and allow parents to become more involved in the decision-making process.
- Listen and respond to constructive criticism and questions posed by parents.
- Allow parents to feel like they are true members of the school community and not outsiders without opinions or suggestions for success.

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

12

### Benefits of Parent Engagement/ Involvement

- Better school attendance rates.
- Higher math and reading scores.
- Higher graduation rates
- Lower rates of grade retention
- Higher incidence of satisfaction with school.
- Positive attitudes about school.
- Decrease in discipline problems at school.
- Enrollment in more challenging courses.

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

11/7/2015

13

### What Will You Do Differently ?

- Think about the benefits of parent involvement/engagement.
- Create a plan for your specific classroom: what can you do to include more parents?
- Think about the level of parent engagement and involvement for your classroom.
- Are you satisfied with the current level?
- What will you do to encourage more families? Are you willing to accept the level of engagement/ involvement parents can give right now?
- What support will you need to carry out your plan?

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

14

### Give One, Get One

- Take turns sharing your plans with your table.
- Be prepared to give a receive suggestions to improve your plan and help others improve theirs.
- Take this opportunity to learn from one another and create a workable plan for increasing current levels of parent engagement/ involvement.

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

15

### Share Your Plan

- Share the current level of parent engagement/ involvement for your class.
- What is your goal?
- What is your plan?
- Be open to suggestions from others.

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

11/7/2015

16 **Barriers**

- What are some barriers to carrying out your plan?
- How will you overcome those barriers?
- Who will you enlist to help?
- How will you know you have been successful?

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

**Follow up**

17

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

**Questions, Concerns?**

18

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---



11/7/2015

19 Workshop Evaluation

- Please provide constructive feedback for this session so that we may make improvements for future sessions.
- Thank you in advance for your candid suggestions and spending time with us today.

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

20 Thank You!

- Thank you again for giving us your time and for your desire to become more involved in the education of your child!

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

Teacher Program Evaluation: *FIT-1*

1. How was the information shared in this session helpful to your current teaching situation?

1      2      3      4      5      6      7      8      9      10

Not useful

somewhat useful

very useful

2. What is the current level of parent engagement you see in your classroom?

10%   25%   50%   75%   100%

How many parents are engaged?

1-10   10-20   all

How many are involved?

1-10   10-20   all

3. How will you use the information shared to increase the amount of parent engagement you currently see in your classroom?

4. What was the most useful idea/ strategy you learned from this session?

How will you use that strategy in your classroom?

5. What recommendations do you have for improving this session?

Presenter Evaluation: *FIT-1*

1. How many participants attended this session?
2. Were you able to work through all of the activities in the time allotted?
3. Were there any activities that were not well received by the participants? Explain.
4. What suggestions do you have for improving the activities?
5. Were the participants actively engaged in the activities and processes? If not, why?
6. Was the content for this session easy to follow and easy to present? If not, why?  
How would you suggest the content be improved?
7. Did the content and activities appear to be relevant to the needs of the participants?
8. Were there any logistical problems that could be fixed for the next presentation?
9. Did you have enough of the materials for each participant?
10. Overall, what suggestions do you have to improve upon this session?

*Fresh Ideas for Teachers, Workshop # 2: Overview*

*Workshop #2: Homework Support*

Materials Provided: PowerPoint presentation, presenter script, participant packet for FIT # 2

Materials Needed: Technology to run PowerPoint presentation, chart paper, markers.

*First Task:*

Introduce presenter, discuss housekeeping issues (restroom, breaks, etc.)

*Second Task:*

Discuss the agenda for the presentation.

*Third Task:*

Have participants reflect on previous FIT sessions and share a strategy they have attempted at home.

*Fourth Task:*

Participants will discuss homework support and the current return rate for homework assignments.

*Fifth Task:*

Participants will reflect on what is assigned for homework, how parents are informed as to requirements for homework completion, and how requirements are explained to students.

*Sixth Task:*

Share current research about homework.

*Seventh Task:*

Share and discuss reasons parents are not engaged. Discuss what teachers can do to overcome the barriers to engagement.

*Eighth Task:*

Participants will discuss current school-wide and classroom homework policies and reflect on the research information.

*Ninth Task:*

Participants will discuss homework patterns and how students respond to assignments.

*Tenth Task:*

Participants will reflect on the purpose for assigning homework and the national PTA recommendation for homework amounts.

*Eleventh Task:*

Participants will reflect on the use of the School Planner to assist students in organization. Participants will discuss the use of the Planner and experiences they have had with using the Planner for homework.

*Twelfth Task:*

Participants will discuss how they can help parents feel more comfortable supporting homework completion. Several resources are included in the participant packet.

*Thirteenth Task:*

Participants will discuss suggestions for helping families to be more organized in terms of homework completion.

*Fourteenth Task:*

Participants will independently reflect on information from the sessions and develop a plan and share their plan with their team. The participants will use the form included in the participant packet to document their plan.

*Fifteenth Task:*

Answer participant questions and address concerns.

*Sixteenth Task:*

Request that participants complete the evaluation found in the Participant Packet. Collect the evaluations.

*Seventeenth Task:*

Thank participants for attendance and active participation. Notify participants that other workshops will be scheduled by the school site.



# Fresh Ideas for Teachers #2

Patricia Reda  
Walden University

*Fresh Ideas for Teachers, Workshop # 2: Presenter Script*



Fresh Ideas for  
Teachers #2

Patricia Reda  
Walden University








Welcome all participants and discuss logistics for the session. Have participants number off, one through five, for use in cooperative learning activities.

---




## Agenda

- Homework support.
- Current research about homework.
- School/ classroom homework policies.
- Homework patterns.
- Setting a purpose for homework.
- Using the student planner.
- How can I help parents feel successful with homework?
- Organizational suggestions.
- Create a new plan.

Patricia A. Reda Walden University

**Briefly review the agenda.**

---




## 4 Reflection

- If you attended the previous FIT session, what strategy resonated with you?
- How did you integrate the new strategy into your practice?
- Were you successful? Why or why not?

Patricia A. Radt, Walden University

Have participants reflect on the previous session (if they attended) and discuss in their team the strategy that resonated the most. Was the strategy integrated? How? Was the integration successful? Circulate and monitor the discussions, have at least one team share their experience before moving on to the session.




## 5 Homework Support

- Most parents report that they would like to assist with homework but some are not sure how.
- Just as parents feel ill equipped to provide support, they are unsure as to teacher expectations and the purpose for assignments.
- Teachers contend that homework assists children in seeing that learning occurs at home as well as at school.
- Teachers and parents need to work together to support students in educational endeavors through open communication, clear expectations, and sharing a purpose for learning.

Patricia A. Reda, Walden University

Talk with your team, what is the current rate of return for homework assignments? What is your role in the rate of return? What is your responsibility?

---




## 6 Homework Support

- As teachers, what can we do to help parents feel more secure in providing homework support?
- How do you put forward your classroom expectations for homework completion?
- Do the children have a good understanding as to the need and purpose for each assignment?
- How is this conveyed to parents?

Patricia A. Reed, Walden University

Think about what you assign for homework. Discuss these questions with your team. Jot down your ideas on the chart paper as to how you will convey this information to parents.

---



## 7 Research About Homework

- There is no evidence of a strong connection between concept attainment and homework completion.
- All assignments should be developmentally appropriate and require materials found in the home. Necessary materials should be provided if not readily found in the home.
- Assignments should be brief and relate to current content, not busy work.
- Assignments should provide the opportunity for children to practice new skills, not drill skills.

Patricia A. Reda, Walden University

Please share the information on the next three slides. All of the information is current and researchers have found that there is not a strong enough connection between homework and concept attainment to justify the hours of homework elementary students are often assigned.

---

8

## Research About Homework

- In assigning homework, teachers should consider the child and his family.
- Parents are more likely to assist with homework when teachers request something specific, like read for 20 minutes instead of read for homework.
- The more specific teachers can be, the more likely parents are to follow through.
- Instructions should be clear, concise, and in the language of the home.
- Parents need to be aware of and understand expectations to fully support at home.

Patricia A. Reids, Walden University

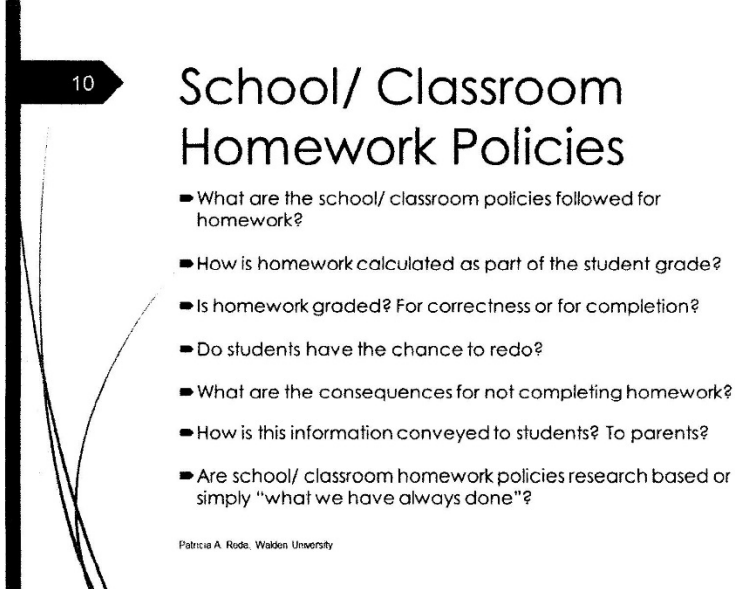


## Research About Homework

- Children must fully understand the concept and teacher expectations for completion before homework is assigned.
- Homework should never be assigned as punishment for behavioral infractions.
- Teachers should use homework as a means for taking the temperature of the room and to validate teaching.
- Decisions about moving to the next concept or re-teaching should be made based on child response to homework assignment.
- Assignments should demonstrate to children that learning can and should take place outside of the classroom.

Patricia A. Reda, Walden University






10

## School/ Classroom Homework Policies

- What are the school/ classroom policies followed for homework?
- How is homework calculated as part of the student grade?
- Is homework graded? For correctness or for completion?
- Do students have the chance to redo?
- What are the consequences for not completing homework?
- How is this information conveyed to students? To parents?
- Are school/ classroom homework policies research based or simply "what we have always done"?

Patricia A. Rode, Walden University

Have participants discuss the school/ classroom policies, use the questions on the slide as a guide for the discussion. Ask participants to draft new homework policies that reflect the research shared previously in the session. Ask each team to use chart paper to create a plan and allow time for teams to share their plan.

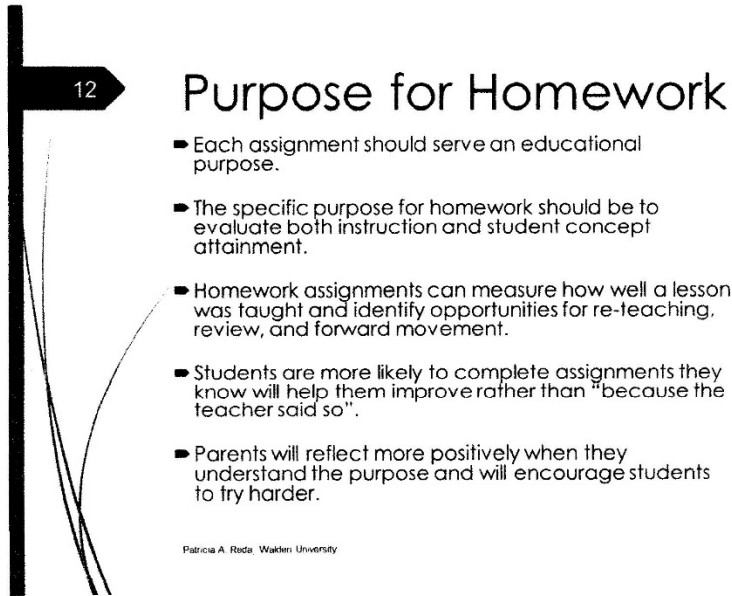


## 11 Homework Patterns

- A consistent homework schedule helps children to anticipate assignments and leads to higher rates of completion.
- What is the current pattern of homework in your classroom?
- Do you ask students to complete a set amount of homework for each content area each night?
- How successful is your current pattern?
- What are the rates of return for each content area?
- Are there some assignments that have a higher return rates than others? Why?

Patricia A. Reed, Walden University

Again, use the questions on the slide to guide the discussion. Teams should discuss the current homework pattern and the current success of the pattern. Is there a high rate of return? An acceptable rate of return would be 85% of students completing nightly homework or higher. The goal of this activity is for the teachers to think about what they assign and how the students respond to the assignment. Monitor teams and make sure they are focusing on the discussion and revealing what is working and not working. Have each team use chart paper to record what is working, what is not working, and if using a weekly pattern of homework makes a difference in return rates.

A slide titled "12 Purpose for Homework". On the left, there is a vertical black bar with a horizontal arrow pointing right, containing the number "12". To the right of the bar, the title "Purpose for Homework" is written in a large, black, sans-serif font. Below the title, there is a bulleted list of five points. At the bottom of the slide, there is a small line of text: "Patricia A. Reed, Wakelet University".


12

## Purpose for Homework

- Each assignment should serve an educational purpose.
- The specific purpose for homework should be to evaluate both instruction and student concept attainment.
- Homework assignments can measure how well a lesson was taught and identify opportunities for re-teaching, review, and forward movement.
- Students are more likely to complete assignments they know will help them improve rather than "because the teacher said so".
- Parents will reflect more positively when they understand the purpose and will encourage students to try harder.

Patricia A. Reed, Wakelet University

Review the points on the slide and add others you may want to include. The goal is for the participants to think about why they assign homework and how we can improve on our current policies. Students should receive practice that is age appropriate. The national PTA organization recommends using the grade of the child times 10 to determine the amount of homework a student should be assigned each night. For example, a third grade student should have 30 minutes, a fifth grader 50 minutes, etc. Teachers should be mindful of how much is given and provide the purpose for each assignment.



13

## Using the Planner

- Most elementary students are provided with a school planner.
- Each teacher uses the planner differently.
- Some require students to write down assignments and a daily parent signature.
- Some teachers do not use the planner at all.
- The school planner is a tool that can be used to assist students in organization and homework completion.
- The school planner is also helpful in establishing and maintaining communication between school and home.
- What is your school/ classroom policy for student planner use?

Patricia A. Reda, Walden University

Use the suggestions on the slide to discuss planner use. Do teachers in the group use the student planner? Participants should discuss why or why not, have they had positive or negative experiences? How was the planner introduced/ students taught how to use?

14

## How Can You Help Parents?

- At the beginning of the school-year, create a Parent Homework Packet that includes an explanation of weekly homework assignments and expectations for each, pertinent vocabulary, and any other information necessary for homework support.
- As part of the packet, provide tools for parents to use that will ease the stress of homework.
- For example, teachers can provide materials for use at home such as flash cards, books to read, etc.
- Teachers can also provide "cheat sheets" that include vocabulary, math processes, and other pertinent information that will help the parent and the student feel more successful.

Patricia A. Reda, Walden University

Please review the suggestions, several resources have been included in the Packet. Elaborate on the suggestions and add your own suggestions. Many teachers already use Edmodo, it is a free online program. Allow teams to discuss and learn from one another. Encourage participants to jot down a few ideas, they will be creating a new homework plan at the end of the session.

15

## How Can You Help Parents?

- Schedule a parent meeting to discuss homework procedures, tips, and expectations.
- Create a Google Hang Outs for homework assignments that includes links to helpful websites.
- Set up a homework hotline for parents and students to clarify the assignment.
- Use Edmodo to list homework assignments, provide tools, and give hints for help with completion.
- Above all, provide parents with techniques and strategies so that they feel confident in assisting their child at home.

Patricia A. Reda, Walden University

This is just a short list of things teachers can do to help parents help their children. Discuss each point and ask each team to brainstorm other things that can be done to assist parents.


16

## Organizational Suggestions?

- What suggestions do you currently provide for parents in terms of homework completion?
- Do you suggest that families arrange a specific area for backpacks and for homework completion?
- How do you assist students who need organizational skills?
- What kind of information do you provide for parents?
- Do you provide materials for use at home?

Patricia A. Reda, Walden University

Use the questions as a starting point, have participants discuss with teams and note replies on chart paper. Each team should have the opportunity to discuss each question and generate a reply that will be shared with the other teams. The goal is to have participants reflect on the current behaviors and improve. Allow time for each team to share their suggestions. With the next slide, teams will reflect on the session and develop a personal plan of improvement for the remainder of the school year.



17


## Your Plan

- Silent reflection, review your notes. What are some things that stand out for you?
- Jot down a few ideas that have resonated with you.
- Now, share with your partner what has resonated and compare notes.
- Think about the current state of homework completion in your classroom: what would you like to change?
- Have you gained ideas from this session that will assist you in improving not only homework completion but the manner in which assign homework?

Patricia A. Reda, Walden University

**Allow 5 minutes for a silent, individual review of notes from the session. Allow 5 minutes for partners to discuss and share. Have participants use the form in the packet to create a plan for homework expectations that they will use for the remainder of the school year. Allow at least 10-15 minutes for teams to discuss and develop plans. Time should be provided at the end for those who want to share their plan with the rest of the group.**





Questions, Concerns?

Patricia A. Reada, Walden University

---

19

## Workshop Evaluation

- Please provide constructive feedback for this session so that we may make improvements for future sessions.
- Thank you in advance for your candid suggestions and spending time with us today.

Patricia A. Reda | Walden University



20

## Thank You!

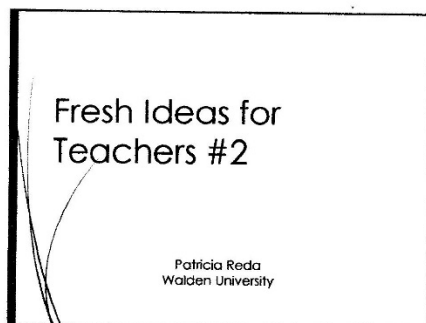
- Thank you again for giving us your time and for your desire to become more involved in the education of your child!

Patricia A. Reda, Walden University

---

*Fresh Ideas for Teachers, Workshop # 2: Participant Packet*

11/7/2015



---

---

---

---

---

---

---

---



---

---

---

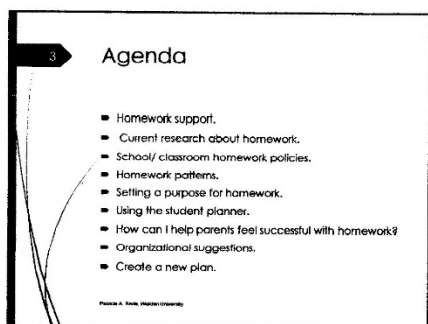
---

---

---

---

---



---

---

---

---

---

---

---

---

**4** Reflection

- If you attended the previous FIF session, what strategy resonated with you?
- How did you integrate the new strategy into your practice?
- Were you successful? Why or why not?

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

**5** Homework Support

- Most parents report that they would like to assist with homework but some are not sure how.
- Just as parents feel ill equipped to provide support, they are unsure as to teacher expectations and the purpose for assignments.
- Teachers contend that homework assists children in seeing that learning occurs at home as well as at school.
- Teachers and parents need to work together to support students in educational endeavors through open communication, clear expectations, and sharing a purpose for learning.

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

**6** Homework Support

- As teachers, what can we do to help parents feel more secure in providing homework support?
- How do you put forward your classroom expectations for homework completion?
- Do the children have a good understanding as to the need and purpose for each assignment?
- How is this conveyed to parents?

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

**7** Research About Homework

- There is no evidence of a strong connection between concept attainment and homework completion.
- All assignments should be developmentally appropriate and require materials found in the home. Necessary materials should be provided if not readily found in the home.
- Assignments should be brief and relate to current content, not busy work.
- Assignments should provide the opportunity for children to practice new skills, not drill skills.

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

**8** Research About Homework

- In assigning homework, teachers should consider the child and his family.
- Parents are more likely to assist with homework when teachers request something specific, like read for 20 minutes instead of read for homework.
- The more specific teachers can be, the more likely parents are to follow through.
- Instructions should be clear, concise, and in the language of the home.
- Parents need to be aware of and understand expectations to fully support at home.

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

**9** Research About Homework

- Children must fully understand the concept and teacher expectations for completion before homework is assigned.
- Homework should never be assigned as punishment for behavioral infractions.
- Teachers should use homework as a means for taking the temperature of the room and to validate teaching.
- Decisions about moving to the next concept or re-teaching should be made based on child response to homework assignment.
- Assignments should demonstrate to children that learning can and should take place outside of the classroom.

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

10

### School/ Classroom Homework Policies

- What are the school/ classroom policies followed for homework?
- How is homework calculated as part of the student grade?
- Is homework graded? For correctness or for completion?
- Do students have the chance to redo?
- What are the consequences for not completing homework?
- How is this information conveyed to students? To parents?
- Are school/ classroom homework policies research based or simply "what we have always done"?

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

11

### Homework Patterns

- A consistent homework schedule helps children to anticipate assignments and leads to higher rates of completion.
- What is the current pattern of homework in your classroom?
- Do you ask students to complete a set amount of homework for each content area each night?
- How successful is your current pattern?
- What are the rates of return for each content area?
- Are there some assignments that have a higher return rates than others? Why?

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

12

### Purpose for Homework

- Each assignment should serve an educational purpose.
- The specific purpose for homework should be to evaluate both instruction and student concept attainment.
- Homework assignments can measure how well a lesson was taught and identify opportunities for re-teaching, review, and forward movement.
- Students are more likely to complete assignments they know will help them improve rather than "because the teacher said so".
- Parents will reflect more positively when they understand the purpose and will encourage students to try harder.

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

13 **Using the Planner**

- Most elementary students are provided with a school planner.
- Each teacher uses the planner differently.
- Some require students to write down assignments and a daily parent signature.
- Some teachers do not use the planner at all.
- The school planner is a tool that can be used to assist students in organization and homework completion.
- The school planner is also helpful in establishing and maintaining communication between school and home.
- What is your school/ classroom policy for student planner use?

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

14 **How Can You Help Parents?**

- At the beginning of the school-year, create a Parent Homework Packet that includes an explanation of weekly homework assignments and expectations for each, pertinent vocabulary, and any other information necessary for homework support.
- As part of the packet, provide tools for parents to use that will ease the stress of homework.
- For example, teachers can provide materials for use at home such as flash cards, books to read, etc.
- Teachers can also provide "cheat sheets" that include vocabulary, math processes, and other pertinent information that will help the parent and the student feel more successful.

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

15 **How Can You Help Parents?**

- Schedule a parent meeting to discuss homework procedures, tips, and expectations.
- Create a Google Hang Outs for homework assignments that includes links to helpful websites.
- Set up a homework hotline for parents and students to clarify the assignment.
- Use Edmodo to list homework assignments, provide tools, and give hints for help with completion.
- Above all, provide parents with techniques and strategies so that they feel confident in assisting their child at home.

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---



16

### Organizational Suggestions?

- What suggestions do you currently provide for parents in terms of homework completion?
- Do you suggest that families arrange a specific area for backpacks and for homework completion?
- How do you assist students who need organizational skills?
- What kind of information do you provide for parents?
- Do you provide materials for use at home?

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

17

### Your Plan

- Silent reflection, review your notes. What are some things that stand out for you?
- Jot down a few ideas that have resonated with you.
- Now, share with your partner what has resonated and compare notes.
- Think about the current state of homework completion in your classroom; what would you like to change?
- Have you gained ideas from this session that will assist you in improving not only homework completion but the manner in which assign homework?

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

### Questions, Concerns?

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

19

## Workshop Evaluation

- Please provide constructive feedback for this session so that we may make improvements for future sessions.
- Thank you in advance for your candid suggestions and spending time with us today.

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

20

## Thank You!

- Thank you again for giving us your time and for your desire to become more involved in the education of your child!

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

Hundreds Chart

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>36</b>	<b>37</b>	<b>38</b>	<b>39</b>	<b>40</b>
<b>41</b>	<b>42</b>	<b>43</b>	<b>44</b>	<b>45</b>	<b>46</b>	<b>47</b>	<b>48</b>	<b>49</b>	<b>50</b>
<b>51</b>	<b>52</b>	<b>53</b>	<b>54</b>	<b>55</b>	<b>56</b>	<b>57</b>	<b>58</b>	<b>59</b>	<b>60</b>
<b>61</b>	<b>62</b>	<b>63</b>	<b>64</b>	<b>65</b>	<b>66</b>	<b>67</b>	<b>68</b>	<b>69</b>	<b>70</b>
<b>71</b>	<b>72</b>	<b>73</b>	<b>74</b>	<b>75</b>	<b>76</b>	<b>77</b>	<b>78</b>	<b>79</b>	<b>80</b>
<b>81</b>	<b>82</b>	<b>83</b>	<b>84</b>	<b>85</b>	<b>86</b>	<b>87</b>	<b>88</b>	<b>89</b>	<b>90</b>
<b>91</b>	<b>92</b>	<b>93</b>	<b>94</b>	<b>95</b>	<b>96</b>	<b>97</b>	<b>98</b>	<b>99</b>	<b>100</b>

Addition Table

<b>+</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
<b>2</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>3</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
<b>4</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>
<b>5</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>6</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>
<b>7</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>
<b>8</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
<b>9</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>
<b>10</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>



Expanded Notation		
Standard Form	Expanded Form	Written Form
85	$80+5$	eighty-five

## Mathematical Properties

Commutative Properties	
Addition	$4 + 2 = 2 + 4$
Multiplication	$4 \times 2 = 2 \times 4$
Associative Properties	
Addition	$2 + (4 + 3) = (2 + 4) + 3$
Multiplication	$2 \times (4 + 3) = (2 \times 4) \times 3$
Identity Properties	
Addition	$2 + 0 = 2$
Multiplication	$2 \times 1 = 2$
Inverse Properties	
Addition	$2 + (-2) = 0$
Multiplication	$2 \times \frac{1}{2} = 1$

## Place Value Chart

Millions			Thousands			Ones		
H	T	O	H	T	O	H	T	O
				2	3	6	7	9
			Twenty-three thousand, six hundred, seventy-nine					
Millions			Thousands			Ones		
H	T	O	H	T	O	H	T	O
			8	3	2	7	9	2
			Eight hundred, thirty-two thousand, seven hundred, ninety-two					



## Alphabet

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj
Kk	Ll	Mm	Nn	Oo	Pp	Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx	Yy	Zz				

## Sight Word Flash Cards, Pre-Primer through Second Grade Listed Alphabetically by Level

a

and

away

big

blue

can

come

down

find

for

funny

go

here

I

in

is

it

jump

little

look

make

me

my

not

one

play

red

run



said

see

the

three

to

two

up

we

where

yellow

you

all

am

are

at

ate

be

black

brown

but

came

did

do

eat

four

get

good

have

he

into

like

must



**new**

**no**

**now**

**on**

our

out

please

pretty

ran

ride

saw

say

she

so

soon

that

there

they

this

too

under

want

was

well

went

what

white

who

will

with

yes



after

again

an

any

as

ask

by

could

every

fly

from

give

going

had

has

her

him

how

just

know

let

live

may

of

old

once

open

over

put

round

some

stop

take

thank

them

think

walk

were



<p>when</p>	
<p>always</p>	<p>around</p>

because

been

before

best

both

buy

call

cold

does

don't

fast

first

five

found

**gave**

**goes**

**green**

**its**

made

many

off

or

pull

read

right

sing

sit

sleep

tell

their

these

those



<p>upon</p>	<p>us</p>
<p>use</p>	<p>very</p>

wash

wish

work

would

<p>write</p>	<p>your</p>
<p>about</p>	<p>better</p>

bring

carry

clean

cut

done

draw

<p>drink</p>	<p>eight</p>
<p>fall</p>	<p>far</p>

full

got

grow

hold

hot

hurt

if

keep

kind

laugh

light

long

much

myself



<p>never</p>	<p>only</p>
<p>own</p>	<p>pick</p>

seven

shall

show

six

small	start
ten	today

together

try

warm

apple

baby

back

ball

bear

bed

bell

bird

birthday

boat

box

boy

bread

brother

cake

car

cat

chair

chicken

children



<p>Christmas</p>	<p>coat</p>
<p>corn</p>	<p>COW</p>

day

dog

doll

door

duck

egg

eye

farm

farmer

father

feet

fire

fish

floor

flower

game

garden

girl

good-bye

grass

ground

hand

head

hill

home

horse

house

kitty

leg

letter

man

men



milk

money

morning

mother

name

nest

night

paper

<p>party</p>	<p>picture</p>
<p>pig</p>	<p>rabbit</p>

rain

ring

robin

Santa Claus

school

seed

sheep

shoe

sister

snow

song

squirrel

stick

street

sun

table

thing

time

top

toy

tree

watch

water

way



wind

window

wood

## Homework Plan

1. What changes will you make to classroom homework policies as a result of the session today?

2. What changes will you recommend to school based homework policies? How receptive will your team/ administration be to those recommendations?

3. What homework materials, suggestions, ideas, or strategies will you provide for parents? Why?

4. How will you introduce your homework policies, expectations, and patterns to both parents and students?

5. How will you determine a purpose for each assignment and share with students?

Teacher Program Evaluation *FIT-2*

1. How was the information shared in this session helpful to your current teaching situation?

1      2      3      4      5      6      7      8      9      10

Not useful

somewhat useful

very useful

2. What is the current level of parent engagement you see in your classroom?

10%   25%   50%   75%   100%

How many parents are engaged?

1-10   10-20   all

How many are involved?

1-10   10-20   all

3. How will you use the information shared to increase the amount of parent engagement you currently see in your classroom?

4. What was the most useful idea/ strategy you learned from this session?

How will you use that strategy in your classroom?

5. What recommendations do you have for improving this session?

Presenter Evaluation *FIT-2*

1. How many participants attended this session?
2. Were you able to work through all of the activities in the time allotted?
3. Were there any activities that were not well received by the participants? Explain.
4. What suggestions do you have for improving the activities?
5. Were the participants actively engaged in the activities and processes? If not, why?
6. Was the content for this session easy to follow and easy to present? If not, why?  
How would you suggest the content be improved?
7. Did the content and activities appear to be relevant to the needs of the participants?
8. Were there any logistical problems that could be fixed for the next presentation?
9. Did you have enough of the materials for each participant?
10. Overall, what suggestions do you have to improve upon this session?

*Fresh Ideas for Teachers, Workshop # 3: Overview*

*Workshop # 3: Parent-Teacher Communication*

Materials Provided: PowerPoint presentation, presenter script, participant packet for FIT # 3

Materials Needed: Technology to run PowerPoint presentation, chart paper, markers.

*First Task:*

Introduce presenter, discuss housekeeping issues (restroom, breaks, etc.)

*Second Task:*

Discuss the agenda for the presentation.

*Third Task:*

Have participants reflect on previous FIT sessions and share a strategy they have attempted at home.

*Fourth Task:*

Participants will reflect on and create a list of successful communication methods.

*Fifth Task:*

Participants will reflect on other methods that were not as successful and reflect on what worked, what did not, and why.

*Sixth Task:*

Participants will reflect on the level of parent engagement in their classroom and ideas for promoting parent engagement.

*Seventh Task:*

Participants will reflect on why parents are contacted and the goal of parent contact.

*Eighth Task:*

Participants will reflect on the information that is shared with parents and create a list of reasons why teachers contact parents. Participants will compare the number of positive and negative communications.

*Ninth Task:*

Participants will share the list of reasons created. Discuss the importance of building relationships and trust with parents.

*Tenth Task:*

Discuss how teachers share expectations with parents.

*Eleventh Task:*

Share new and improved methods and resource for parent-teacher communication.

*Twelfth Task:*

Participants work together to develop a plan for improving parent- teacher communication.

*Thirteenth Task:*

Participants will read and reflect on a quote.

*Fourteenth Task:*

Participants will identify possible barriers and strategies for overcoming those barriers to their plans.

*Fifteenth Task:*

Answer participant questions and address concerns.

*Sixteenth Task:*

Request that participants complete the evaluation found in the Participant Packet. Collect the evaluations.

*Seventeenth Task:*

Thank participants for attendance and active participation. Notify participants that other workshops will be scheduled by the school site.



# Fresh Ideas for Teachers #3

Patricia A. Reda  
Walden University





# Fresh Ideas for Teachers #3

Patricia A. Reda  
Walden University

---




Welcome all participants and discuss logistics for the session. Have participants number off, one through five, for use in cooperative learning activities.

---

3

## Agenda

- What methods do teachers use to communicate with parents? Are they successful?
- What are the goals we have for communicating with parents? Do the methods we use meet those goals?
- Positive Parent Communication.
- New Methods for parent Communication.
- Create Your Plan for Improving Communication.



## 4 Reflection

- If you attended the previous FIT session, what strategy resonated with you?
- How did you integrate the new strategy into your practice?
- Were you successful? Why or why not?

Patricia A. Reda Walden University

Have participants reflect on the previous session (if they attended) and discuss in their team the strategy that resonated the most. Was the strategy integrated? How? Was the integration successful? Circulate and monitor the discussions, have at least one team share their experience before moving on to the session.



What is the most  
successful method you  
have found for  
maintaining parent  
contact?

Patricia A. Reada Walden University

Have participants generate a list of  
ways used to communicate with  
parents.

---

What other methods  
have you tried in the  
past? What worked?  
What did not? Why?





## Positive Parent Communication

- What results are you hoping for when communicating with parents?
- What is the goal for communication?
- Is the goal different, based on the situation or information to be shared?
  
- Which of the methods you listed are the most successful?
- Have any of the methods you listed met your communication goals?

Patricia A. Reid, Walden University

**Think about why we contact parents, what is the goal for this interaction? Do you have a goal in mind when you try to make contact?**

**Of the methods your team has listed, are there any methods that help you meet your goals for establishing contact?**

---



## Positive Parent Communication

- Prioritizing our communication opportunities and methods can help us to engage more parents.
- Teacher attitudes greatly influence how families view the school community.
- Taking opportunities to share positive news should be a priority.
- If we only call home to share short comings, parents will not view the school as a positive environment.

Patricia A. Reda, Walden University

What kind of information do you share with parents when you are able to make contact? Using a piece of scrap paper, make a list of all the reasons you have contacted parents over the last week, month, year. Are the reasons positive or negative? Count the number of times you contacted a parent to share something positive and compare that number to the number of times you contacted a parent to share something negative. How do the numbers compare? Each team will share their positive and negative numbers. Add together the positive for each team member and the negative. Write Positive \_\_\_\_ / Negative \_\_\_\_ on the chart paper.






## Positive Parent Communication

- Start by sharing positive experiences with parents.
- Tell parents what they are doing right in terms of support instead of always pointing out what is missing.
- Honesty and relationship building can make the difference between creating an ally or creating an enemy.
- Share successes and challenges from your own life to further connect with families.
- Assist parents in accessing the information they need to effectively support their children.

Patricia A. Reda, Walden University

Share out some of the communication situations for the teams. Emphasize positive contacts and encourage participants to change the way they view parent contact. Relationship building is key, teachers who communicate with parents on a regular basis and share both positive and negative information create better relationships with parents. When a teacher goes out of her way to contact parents when something good happens, trust builds and parents are more willing to accept bad news.

---



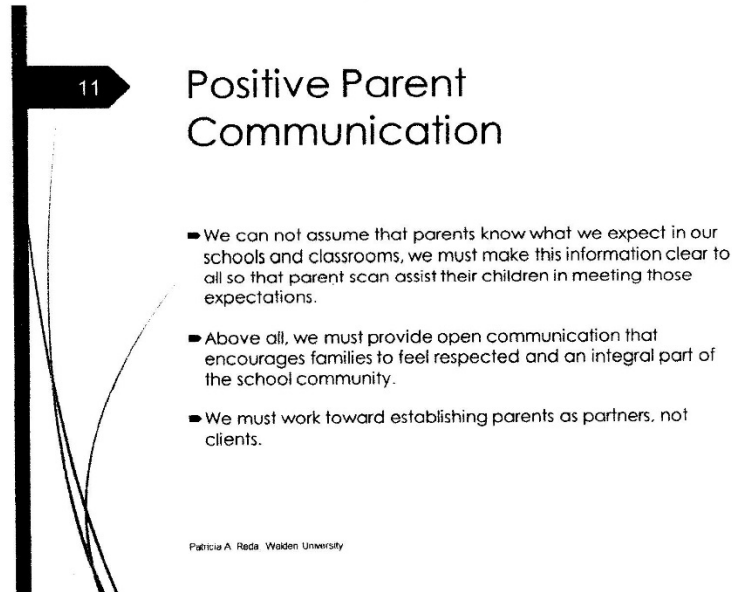
## 10 Positive Parent Communication

- Work to provide parents with the information necessary for making informed decisions and effectively support children at home.
- Explicitly tell parents behavioral and academic expectations.
- Make parents aware of the school-wide and classroom based goals for the year.
- Demonstrate that you have high expectations for all children.

Patricia A. Resch, Walden University

**How do you share your expectations for school with parents? Have participants discuss with teams. What are some ways you share with parents? Have teams make a list on chart paper of ways they share expectations with families. Have teams share.**

---




11

## Positive Parent Communication

- We can not assume that parents know what we expect in our schools and classrooms, we must make this information clear to all so that parent scan assist their children in meeting those expectations.
- Above all, we must provide open communication that encourages families to feel respected and an integral part of the school community.
- We must work toward establishing parents as partners, not clients.

Patricia A. Rada, Walden University

Continue the discussion about setting high expectations and review the points on the slide. Have participants think about ways they communicate with their own friends and family. Could some of those methods improve parent communication at the school level?



12


## New and Improved Methods for Communication

- Have you tried a weekly/ monthly newsletter that includes successes, strategies, and requests for your class?
- Have you tried using Remind (anonymous text messaging) to engage parents?
- Have you tried Google Hang Outs to engage parents?
- Do you have a class Facebook page or Twitter account?

Patricia A. Reda, Walden University

Parents want to know what is going on in the classroom and the expectations you have for their child. Weekly and Monthly newsletters provide a means for communication with parents and an opportunity for teachers to share up coming events, new strategies, and information about learning. Newsletters can be set up to include an acknowledgement that parents have read the newsletter and an incentive for students to encourage reading and for returning the acknowledgement.

---



13


## Newsletters

- Smilebox is a program that provides templates for modern newsletters.  
<http://www.smilebox.com/download-instructions.html?templated=undefined>
- School Newsletter Creator provides templates and customizable charts for teachers.  
<https://www.amazingclassroom.com/newsletters/default.asp>
- Word Draw.com provides templates for teachers.  
<http://www.worddraw.com/classroom-newsletter-template.html>

Patricia A. Reda Walden University

Here are some online resources that provide templates for teachers. Sites such as constantcontact.com also provide templates and the means for electronic submission. However, there is a fee for site such as this. Some districts have an email link included on their information database, many teachers take advantage of systems like this to provide information for parents.

---



## 14 Remind

- Remind is an online system that allows teachers to contact families through text messaging or through email.
- All families are invited but participation is voluntary.
- Teachers provide a unique number or email address for those who wish to participate.
- No cell numbers or emails are shared.
- The teacher can send reminders about events, homework assignments or just messages for families.

Patricia A. Reda Walden University

**Remind is a great service that allows for contact without sharing personal information. Many high school teachers use Remind to notify students of schedule changes and to send homework reminders. Schools also use Remind to notify parents of upcoming events and due dates. This is a free service and can be used in a number of different ways to establish and maintain contact.**

---

15

## Google Hang Outs

- Google Hang Outs can be used by teachers as a Chat Room.
- There are opportunities for Video Calls, regular Phone Calls, and Messages.  
<https://sites.google.com/a/lxr7.net/hangoutsforteachers/home>
- Teachers can record lessons for use at home, hold video conferences with parents unable to attend on campus, and announce upcoming events.
- Google Hang Outs can be used to RSVP for events or to leave comments about an event.
- Teachers can use this tool to contact families or to contact other classrooms anywhere in the world.

Patricia A. Reda, Walden University

This tool provides endless opportunities for teachers to establish and maintain contact with families. The tool available through Google Education provides teachers and other educators with online many resources to use with one another as well as engaging families. The only requirement is a free Google account which can be set up on the site.




## Facebook/ Twitter

- Facebook and Twitter provide teachers with an opportunity to engage families online.
- Many adults (and students) already have accounts with both providers.
- Having a class page allows teachers to provide on-going, relevant information to families.
- Many schools have pages on both Facebook and Twitter, a teacher page linked to a school page increases the number of people who will see your message.
- Please refer to district policies for social media accounts.

Patricia A. Reda, Walden University

Many schools have jumped on the social media band wagon to increase visibility for school events and celebrations. Teachers can capitalize on this phenomena by creating their own pages to showcase what is happening in the classroom. Both Facebook and Twitter provide opportunities for parent notifications, resources for homework support, and improved communication. Parents may feel more comfortable posting through social media or asking a question through messaging. Using social media can provide teachers with more access to families and a means to celebrate student success.





## Your Plan

- What will you try this year to improve communication with families?
- Are you already using social media or another online tool for parent contact? If so, please share with the group what is working.
- What kind of support will you require for implementing a new communication tool? Do you feel that you that kind of support available to you?
- How can we help?

Patricia A. Reda, Walden University

**Please allow time for participants to work together to answer these questions. Encourage participants to share their experiences and encourage them to try something new. If there are tolls shared that are not on the list, please be sure the rest of the group receives the information.**

---



" As we place more emphasis on student achievement and use creative communication strategies to promote our desire for involved, supportive parents, we can only expect our students to benefit from such a powerful school and home relationships".

Jetter, 2012, p. 43

Patricia A. Rodin, Walden University


**Think about this quote, how does this quote relate to parent communication? Will you do anything differently in terms of communication?**

---

# Questions, Concerns?



Patricia A. Rada, Walden University

A vertical black bar on the left side of the slide. At the top, a black arrow points to the right, containing the number '20'. Below the arrow, several thin, curved lines sweep upwards and to the right, ending near the text area.

20

## Workshop Evaluation

- Please provide constructive feedback for this session so that we may make improvements for future sessions.
- Thank you in advance for your candid suggestions and spending time with us today.

Patricia A. Reddy, Walden University

**Ask if there are additional questions, anything to share, etc. Please thank the group for participating, remind that other sessions will be scheduled by the site, and have participants complete the evaluation in the packet.**

---



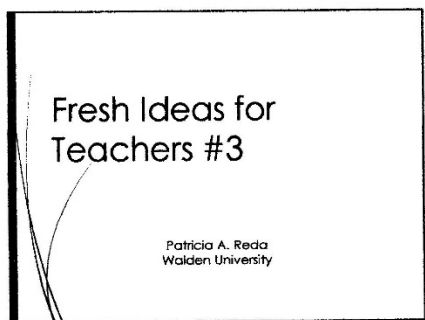
## Thank You!

- Thank you again for giving us your time and for your desire to become more involved in the education of your child!

Patricia A. Roda, Walden University

Fresh Ideas for Teachers, Workshop # 3: Participant Packet

11/22/2015



---

---

---

---

---

---

---



---

---

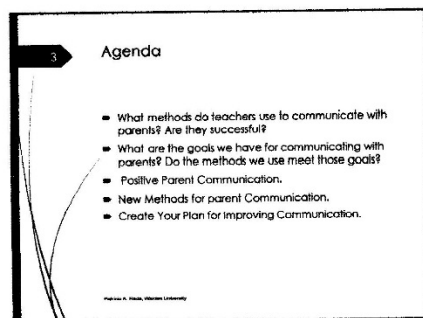
---

---

---

---

---



---

---

---

---

---

---

---

4 Reflection

- If you attended the previous FIT session, what strategy resonated with you?
- How did you integrate the new strategy into your practice?
- Were you successful? Why or why not?

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

5

What is the most successful method you have found for maintaining parent contact?

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

6

What other methods have you tried in the past? What worked? What did not? Why?

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

7

## Positive Parent Communication

- What results are you hoping for when communicating with parents?
- What is the goal for communication?
- Is the goal different, based on the situation or information to be shared?
- Which of the methods you listed are the most successful?
- Have any of the methods you listed met your communication goals?

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

8

## Positive Parent Communication

- Prioritizing our communication opportunities and methods can help us to engage more parents.
- Teacher attitudes greatly influence how families view the school community.
- Taking opportunities to share positive news should be a priority.
- If we only call home to share short comings, parents will not view the school as a positive environment.

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

9

## Positive Parent Communication

- Start by sharing positive experiences with parents.
- Tell parents what they are doing right in terms of support instead of always pointing out what is missing.
- Honesty and relationship building can make the difference between creating an ally or creating an enemy.
- Share successes and challenges from your own life to further connect with families.
- Assist parents in accessing the information they need to effectively support their children.

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---



10

### Positive Parent Communication

- Work to provide parents with the information necessary for making informed decisions and effectively support children at home.
- Explicitly tell parents behavioral and academic expectations.
- Make parents aware of the school-wide and classroom based goals for the year.
- Demonstrate that you have high expectations for all children.

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

11

### Positive Parent Communication

- We can not assume that parents know what we expect in our schools and classrooms, we must make this information clear to all so that parent can assist their children in meeting those expectations.
- Above all, we must provide open communication that encourages families to feel respected and an integral part of the school community.
- We must work toward establishing parents as partners, not clients.

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

12

### New and Improved Methods for Communication

- Have you tried a weekly/ monthly newsletter that includes successes, strategies, and requests for your class?
- Have you tried using Remind (anonymous text messaging) to engage parents?
- Have you tried Google Hang Outs to engage parents?
- Do you have a class Facebook page or Twitter account?

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

13 Newsletters

- Smilebox is a program that provides templates for modern newsletters.  
<http://www.smilebox.com/download-instructions.html?templateid=undefined>
- School Newsletter Creator provides templates and customizable charts for teachers.  
<https://www.amazingclassroom.com/newsletters/default.asp>
- Word Draw.com provides templates for teachers.  
<http://www.worddraw.com/classroom-newsletter-template.html>

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

14 Remind

- Remind is an online system that allows teachers to contact families through text messaging or through email.
- All families are invited but participation is voluntary.
- Teachers provide a unique number or email address for those who wish to participate.
- No cell numbers or emails are shared.
- The teacher can send reminders about events, homework assignments or just messages for families.

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

15 Google Hang Outs

- Google Hang Outs can be used by teachers as a Chat Room.
- There are opportunities for Video Calls, regular Phone Calls, and Messages.  
<https://ites.google.com/a/it2.net/hangoutsforteachers/home>
- Teachers can record lessons for use at home, hold video conferences with parents unable to attend on campus, and announce upcoming events.
- Google Hang Outs can be used to RSVP for events or to leave comments about an event.
- Teachers can use this tool to contact families or to contact other classrooms anywhere in the world.

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

16

### Facebook/ Twitter

- Facebook and Twitter provide teachers with an opportunity to engage families online.
- Many adults (and students) already have accounts with both providers.
- Having a class page allows teachers to provide on-going, relevant information to families.
- Many schools have pages on both Facebook and Twitter, a teacher page linked to a school page increases the number of people who will see your message.
- Please refer to district policies for social media accounts.

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

17

### Your Plan

- What will you try this year to improve communication with families?
- Are you already using social media or another online tool for parent contact? If so, please share with the group what is working.
- What kind of support will you require for implementing a new communication tool? Do you feel that you that kind of support available to you?
- How can we help?

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

18

“As we place more emphasis on student achievement and use creative communication strategies to promote our desire for involved, supportive parents, we can only expect our students to benefit from such a powerful school and home relationships”.

Jetter, 2012, p. 43

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

19

## Questions, Concerns?

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

20

## Workshop Evaluation

- Please provide constructive feedback for this session so that we may make improvements for future sessions.
- Thank you in advance for your candid suggestions and spending time with us today.

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

21

## Thank You!

- Thank you again for giving us your time and for your desire to become more involved in the education of your child!

Patricia A. Reda, Walden University

---

---

---

---

---

---

---

---

Parent Workshop Evaluation *FIT-3*

1. How was the information that was shared in this session helpful to your current situation?

8      2      3      4      5      6      7      8      9      10

Not useful

somewhat useful

very useful

2. How will this information help you to become more involved in your child's academic life?
3. What was the most useful idea/ strategy you learned from this session?  
How will you use this strategy at home to support your child?
4. What recommendations do you have for improving this session?
5. What kinds of sessions would you like to see in the future?

Presenter Workshop Evaluation *FIT-3*

1. How many participants attended this session?
2. Were you able to work through all of the activities in the time allotted?
3. Were there any activities that were not well received by the participants? Explain.
4. What suggestions do you have for improving the activities?
5. Were the participants actively engaged in the activities and processes? If not, why?
6. Was the content for this session easy to follow and easy to present? If not, why?  
How would you suggest the content be improved?
7. Did the content and activities appear to be relevant to the needs of the participants?
8. Were there any logistical problems that could be fixed for the next presentation?
9. Did you have enough of the materials for each participant?
10. Overall, what suggestions do you have to improve upon this session?

*Fresh Ideas for Teachers, Workshop # 4: Overview*

*Workshop # 4: Parent-Teacher Conferences*

Materials Provided: PowerPoint presentation, presenter script, participant packet for FIT # 4

Materials Needed: Technology to run PowerPoint presentation, chart paper, markers.

*First Task:*

Introduce presenter, discuss housekeeping issues (restroom, breaks, etc.)

*Second Task:*

Discuss the agenda for the presentation.

*Third Task:*

Have participants reflect on previous PRK sessions and share a strategy they have attempted at home.

*Fourth Task:*

Discuss parent-teacher conferences, both in positive and negative terms. Participants will discuss the goals of conferences, feelings about conferences, and why schools invest the time in conferences.

*Fifth Task:*

Discuss the need for positive parent-teacher relationships.

*Sixth Task:*

Discuss best practices for improving the quality of parent-teacher conferences.

*Seventh Task:*

Discuss the importance of monitoring body language when meeting with others.

*Eighth Task:*

Discuss how to appropriately share student data with parents.

*Ninth Task:*

Discuss the process of student-led conferences.

*Tenth Task:*

Participants will use provided scenarios to practice what they have learned about parent-teacher conferences.

*Eleventh Task:*

Participants will debrief the scenario experience, discuss the necessary skills for working through the scenario, and how the scenario relates to issues teachers have during parent-teacher conferences.

*Twelfth Task:*

Participants will create and share an Action Plan for using what they have learned to improve the quality of parent-teacher conferences.

*Thirteenth Task:*

Answer participant questions and address concerns.

*Fourteenth Task:*

Request that participants complete the evaluation found in the Participant Packet. Collect the evaluations.

*Fifteenth Task:*

Thank participants for attendance and active participation. Notify participants that other workshops will be scheduled by the school site.





# Fresh Ideas for Teachers #4

Patricia A. Reda  
Walden University



# Fresh Ideas for Teachers #4

Patricia A. Reda  
Walden University

---



**Welcome all participants and  
discuss logistics for the session.**

---




## Agenda

- Parent- Teacher Conferences.
- Relationship Building.
- Best Practices for Successful Conferences.
- Body Language.
- Sharing Student Data.
- Student-Led Conferences.
- Scenario Practice.
- Scenario Debrief.
- Action Plan.

Patricia A. Reza, Walden University

**Briefly review the agenda**



## 4 Reflection

- If you attended the previous FIT session, what strategy resonated with you?
- How did you integrate the new strategy into your practice?
- Were you successful? Why or why not?

Patricia A. Reada, Wabkent University

Have participants reflect on the previous session (if they attended) and discuss in their team the strategy that resonated the most. Was the strategy integrated? How? Was the integration successful? Circulate and monitor the discussions, have at least one team share their experience before moving on to the session.

---



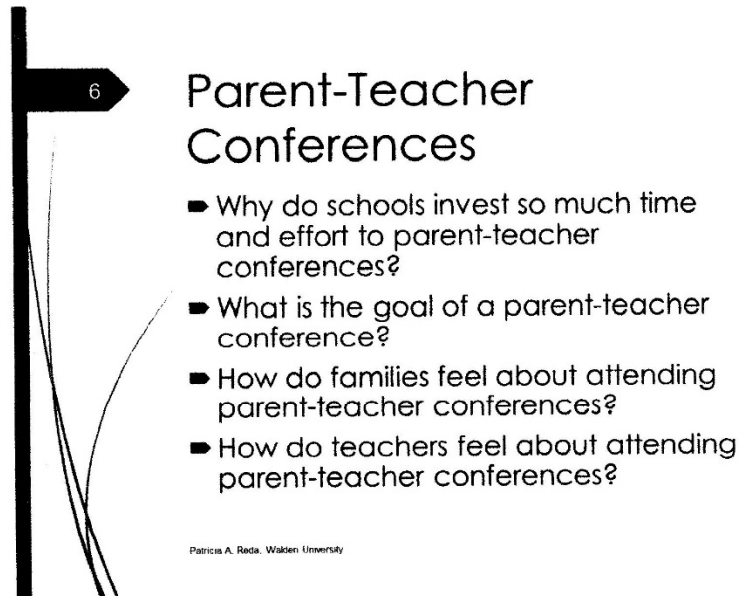
## Parent-Teacher Conferences

- Parent-teacher conferences can either be a positive or negative experience, depending on the parent, the teacher, and the information shared.
- Such conferences can assist teachers in cultivating a positive working relationship with parents.
- When teachers consider the goals of the parent and the educational positioning of the family, conferences can be a more pleasant experience.

Patricia A. Reda, Walden University

All teachers have participated in conferences on some level. Keep in mind that conferences occur in many locations and may not always be scheduled by the teacher. Teachers must be prepared to positively discuss student information at all times.

---



## 6 Parent-Teacher Conferences

- Why do schools invest so much time and effort to parent-teacher conferences?
- What is the goal of a parent-teacher conference?
- How do families feel about attending parent-teacher conferences?
- How do teachers feel about attending parent-teacher conferences?

Patricia A. Reda, Walden University

Please use the questions on the slide as a starting point for the discussion about parent-teacher conferences. Although most teachers are required to hold conferences, may struggle with positive relationships with parents and simply getting parents to participate. The answers to these questions will allow you to get to know the participants and the issues they face.

---



## Parent-Teacher Relationships


- Parents rely on teachers to motivate and inspire children.
- Teachers must maintain open lines of communication with families to ensure positive interactions and sufficient home support for children.
- Teachers can improve student success levels simply by improving relations with parents.
- Strong parent- teacher relationships can lead to improved attitudes about school and decreased behavioral incidents.
- Parent-teacher conferences provide opportunities for both parties to cultivate relationships and work together for the better of all students.
- Teacher contact prior to the first conference can help parents feel more at ease and willing to participate.

Patricia A. Reda Walden University

**Establishing positive relationships is the first step to conducting successful parent conferences. Teachers must take the initiative to cultivate relationships. The first point of contact should occur long before scheduling a parent conference. Although conferences provide numerous opportunities for parents and teachers to become more comfortable in the school setting, relationships building must begin during the first weeks of the school year. Often, teachers find that damage has already been done and conferences become more conflict ridden than solution focused. If teachers only contact parents to share negative information, parents are less likely to participate in conferences or other school events because they believe the teacher does not like their child and do nothing to change that opinion.**

**Have teams share successful strategies for relationship building and conferences. Have each team document on chart paper and share with the group. Allow about 10 minutes for brainstorming and 10 minutes for sharing.**





## 8 Best Practices

- Provide parents with ample “think time” or “wait time” before moving on to the next topic.
- Time allows parents time to reflect on what the teacher has shared, generate questions, and provide input.
- Work with families to collaborate on the agenda for conferences. Creating such a partnership ensures that families feel a part of the process.
- When sharing information about the student, teacher should follow a problem solving process.
- Stay focused on the student and avoid allowing other interests to side line the discussion.

Patricia A. Rieda, Walden University

The ideas on the slide are research based suggestions for improving the quality of parent-teacher conferences. Share the ideas on the next here slides as well as those in your experience.



## Best Practices

- Avoid using jargon and acronyms when discussing student performance.
- Remain focused and positive, begin by sharing strengths and success for the child.
- Have student work samples available to share.
- Allow parents time to think, ask questions, and respond.
- Share the educational needs and next steps in a positive manner.
- Provide suggestions that are possible for the parent to use at home that are related to the student next steps.


Patricia A. Reda, Walden University

10

## Best Practices

- Empower families to feel like partners in the education of their child by providing frequent updates and making positive contact prior to and in between conferences.
- Allow parents to share concerns and perspectives from their children.
- Provide brief statements about student strengths and weaknesses.
- Allow time to debrief/ summarize at the end so that parents have a clear understanding of current levels of success and future expectations.

Patricia A. Reda, Walden University



## 11 Body Language

- Greet the parent/ family at the door. Avoid sitting at your desk when people enter the room as this can create a barrier.
- Be aware of your own body language.
- Lean in as parents share or contribute to the discussion.
- Be aware of cultural cues, some parents may not make eye contact.
- Keep body language open, avoid crossing arms and negative facial expressions.

Patricia A. Reda, Walden University

Body language is very important in working with any group of people. Simple things like greeting parents at the door or welcoming the family to your classroom can go a long way in cultivating relationships and helping families feel more welcome at school. Review the points on the slide and any other suggestions you may have in terms of monitoring body language.

---

12

## How to Share Student Data

- Avoid using jargon when providing student data.
- Begin with strengths and celebrate accomplishments.
- Share information using examples from student work and required curriculum standards to make information easily understandable.
- Provide curriculum standards information for parents, specifically how classroom based assessments relate to the standards and to required standardized assessments.
- Provide resources and instructions for parents in retrieving and understanding standardized assessment data.

Patricia A. Rada, Walden University

Sharing student data can be very overwhelming to teachers and parents. Teachers know the criteria and expectations for each assessment, parents do not. Conveying this information in a way that is understandable and not condescending can lead to student success. Parents want to be more informed but often do not know where to find resources or information that makes sense. If your district has on line tools or sites for parents, encourage teachers share the information. If your district has an online program for parents to monitor grades, encourage teachers to share the information. Ask the participants how such information is shared with parents, have each team discuss the tools they use for sharing and discussing student data. Monitor and choose at least two teams to share.

13

## Student-Led Conferences

- Conferences in which students share their own data related to strengths and weaknesses.
- Student work samples are used to showcase successes and next steps.
- The conference process becomes a collaboration between the student, the family, and the teacher.
- Students acknowledge weaknesses and collaboratively develop an action plan for the future.

Patricia A. Rede, Walden University

Many schools are moving toward student led conferences. Using this model, students share their own information with parents and create an action plan based on strengths and weaknesses. This model leads to ownership and increased responsibility for the students. Students are responsible for tracking their own data and reporting to both the teacher and the family. Ask participants if their school uses this model and to share how the model works with the students. If not, there are many resources online for incorporating the student-led conference model.


14

## Your Turn

- Each partnership will receive two scenarios.
- Partner One will assume the role of the teacher for the first scenario, determining how to work with the parent using the information presented.
- Partner Two will assume the role of the parent in the first scenario.
- Roles will reverse for the second scenario, Partner One will assume the role of parent and Partner Two the role of teacher.
- Each partnership will debrief after completion of each scenario.

Patricia A. Rade, Walden University

The provided scenarios should be copied onto card stock and cut apart prior to the session. I recommend laminating the scenarios for durability but this is not required. Each partnership should receive two different scenarios and work through the process as listed on the slide. Circulate and monitor each partnership, assisting when necessary. All of the scenarios are true and have actually happened to teachers in my district. Allow at least 20 to 30 minutes for the scenario practice, monitor to ensure participants are using the scenarios and providing actual feedback to one another.



15

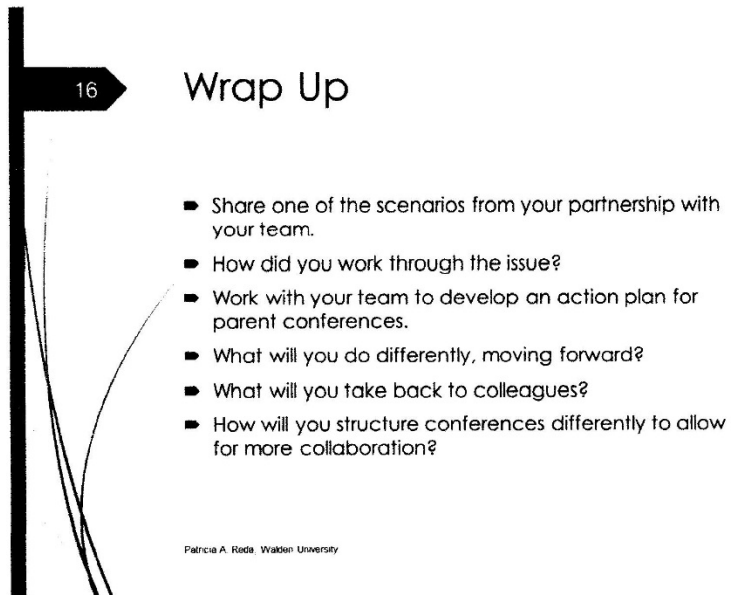
## Scenario Debrief

- Which role was easier, parent or teacher?
- What skills were necessary to diffuse the parent? Were you successful?
- What skills were necessary to assume the role of parent?
- In your experience, have you dealt with any of the issues resented in the scenarios? How did you handle the parent? Were you successful? Why or why not?
- What skills have you acquired through this practice?
- What will you do differently next time?

Patricia A. Rada, Walden University

**Ask participants to use the questions on the slide to debrief the scenario experience. Circulate and monitor to ensure participants are debriefing the process and noting skills necessary. As you circulate, note partnerships that are creatively and successfully working through the scenario. Have partners share or demonstrate some of the scenarios for the remainder of the group. Allow at least 15 minutes for debriefing.**





16

## Wrap Up

- Share one of the scenarios from your partnership with your team.
- How did you work through the issue?
- Work with your team to develop an action plan for parent conferences.
- What will you do differently, moving forward?
- What will you take back to colleagues?
- How will you structure conferences differently to allow for more collaboration?

Patricia A. Reda, Walden University

Following the points on the slide, begin a conversation related to the scenarios and the skills necessary for successful parent conferences. Conferences are not always planned and scheduled by the teacher, as referenced in the scenarios. Teachers should be prepared to meet with parents and families when ever the opportunity arises. Some school leaders are scheduling conferences at off campus locations to meet parents where they are and build successful relationships. Encourage participants to discuss the scenarios, recognize skills necessary for success, and to develop a plan based on what was learned during the session. Debrief and allow teams to document action plans on chart paper. Teams should share plans with the rest of the participants.

---

# Questions, Concerns?



Patricia A. Reda, Walden University

18

## Workshop Evaluation

- Please provide constructive feedback for this session so that we may make improvements for future sessions.
- Thank you in advance for your candid suggestions and spending time with us today.

Patricia A. Reda, Walden University



19

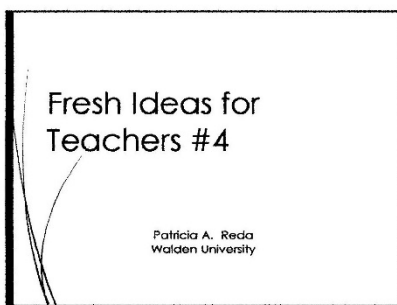
## Thank You!

- Thank you again for giving us your time and for your desire to become more involved in the education of your child!

Patricia A. Reda, Walden University

---

11/22/2015



---

---

---

---

---

---

---

---



---

---

---

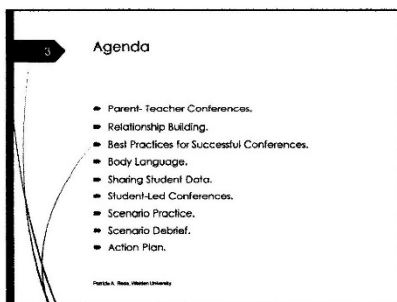
---

---

---

---

---



---

---

---

---

---

---

---

---

4 Reflection

- If you attended the previous PFT session, what strategy resonated with you?
- How did you integrate the new strategy into your practice?
- Were you successful? Why or why not?

Patricia A. Ross, Walden University

---

---

---

---

---

---

---

---

5 Parent-Teacher Conferences

- Parent-teacher conferences can either be a positive or negative experience, depending on the parent, the teacher, and the information shared.
- Such conferences can assist teachers in cultivating a positive working relationship with parents.
- When teachers consider the goals of the parent and the educational positioning of the family, conferences can be a more pleasant experience.

Patricia A. Ross, Walden University

---

---

---

---

---

---

---

---

6 Parent-Teacher Conferences

- Why do schools invest so much time and effort to parent-teacher conferences?
- What is the goal of a parent-teacher conference?
- How do families feel about attending parent-teacher conferences?
- How do teachers feel about attending parent-teacher conferences?

Patricia A. Ross, Walden University

---

---

---

---

---

---

---

---

7

## Parent-Teacher Relationships

- Parents rely on teachers to motivate and inspire children.
- Teachers must maintain open lines of communication with families to ensure positive interactions and sufficient home support for children.
- Teachers can improve student success levels simply by improving relations with parents.
- Strong parent- teacher relationships can lead to improved attitudes about school and decreased behavioral incidents.
- Parent-teacher conferences provide opportunities for both parties to cultivate relationships and work together for the better of all students.
- Teacher contact prior to the first conference can help parents for more at ease and willing to participate.

Patrick A. Ross, Walden University

---

---

---

---

---

---

---

---

8

## Best Practices

- Provide parents with ample "think time" or "wait time" before moving on to the next topic.
- Time allows parents time to reflect on what the teacher has shared, generate questions, and provide input.
- Work with families to collaborate on the agenda for conferences. Creating such a partnership ensures that families feel a part of the process.
- When sharing information about the student, teacher should follow a problem solving process.
- Stay focused on the student and avoid allowing other interests to side line the discussion.

Patrick A. Ross, Walden University

---

---

---

---

---

---

---

---

9

## Best Practices

- Avoid using jargon and acronyms when discussing student performance.
- Remain focused and positive, begin by sharing strengths and success for the child.
- Have student work samples available to share.
- Allow parents time to think, ask questions, and respond.
- Share the educational needs and next steps in a positive manner.
- Provide suggestions that are possible for the parent to use at home that are related to the student next steps.

Patrick A. Ross, Walden University

---

---

---

---

---

---

---

---

10

## Best Practices

- Empower families to feel like partners in the education of their child by providing frequent updates and making positive contact prior to and in between conferences.
- Allow parents to share concerns and perspectives from their children.
- Provide brief statements about student strengths and weaknesses.
- Allow time to debrief/ summarize at the end so that parents have a clear understanding of current levels of success and future expectations.

Patricia A. Rusk, Valdosta University

---

---

---

---

---

---

---

---

11

## Body Language

- Greet the parent/ family at the door. Avoid sitting at your desk when people enter the room as this can create a barrier.
- Be aware of your own body language.
- Lean in as parents share or contribute to the discussion.
- Be aware of cultural cues, some parents may not make eye contact.
- Keep body language open, avoid crossing arms and negative facial expressions.

Patricia A. Rusk, Valdosta University

---

---

---

---

---

---

---

---

12

## How to Share Student Data

- Avoid using jargon when providing student data.
- Begin with strengths and celebrate accomplishments.
- Share information using examples from student work and required curriculum standards to make information easily understandable.
- Provide curriculum standards information for parents, specifically how classroom based assessments relate to the standards and to required standardized assessments.
- Provide resources and instructions for parents in retrieving and understanding standardized assessment data.

Patricia A. Rusk, Valdosta University

---

---

---

---

---

---

---

---



13 Student-Led Conferences

- Conferences in which students share their own data related to strengths and weaknesses.
- Student work samples are used to showcase successes and next steps.
- The conference process becomes a collaboration between the student, the family, and the teacher.
- Students acknowledge weaknesses and collaboratively develop an action plan for the future.

Patricia A. Raab, Walden University

---

---

---

---

---

---

---

---

14 Your Turn

- Each partnership will receive two scenarios.
- Partner One will assume the role of the teacher for the first scenario, determining how to work with the parent using the information presented.
- Partner Two will assume the role of the parent in the first scenario.
- Roles will reverse for the second scenario, Partner One will assume the role of parent and Partner Two the role of teacher.
- Each partnership will debrief after completion of each scenario.

Patricia A. Raab, Walden University

---

---

---

---

---

---

---

---

15 Scenario Debrief

- Which role was easier, parent or teacher?
- What skills were necessary to diffuse the parent? Were you successful?
- What skills were necessary to assume the role of parent?
- In your experience, have you dealt with any of the issues presented in the scenarios? How did you handle the parent? Were you successful? Why or why not?
- What skills have you acquired through this practice?
- What will you do differently next time?

Patricia A. Raab, Walden University

---

---

---

---

---

---

---

---

16

### Wrap Up

- Share one of the scenarios from your partnership with your team.
- How did you work through the issue?
- Work with your team to develop an action plan for parent conferences.
- What will you do differently, moving forward?
- What will you take back to colleagues?
- How will you structure conferences differently to allow for more collaboration?

Patricia A. Reed, Walden University

---

---

---

---

---

---

---

---

17

### Questions, Concerns?

Patricia A. Reed, Walden University

---

---

---

---

---

---

---

---

18

### Workshop Evaluation

- Please provide constructive feedback for this session so that we may make improvements for future sessions.
- Thank you in advance for your candid suggestions and spending time with us today.

Patricia A. Reed, Walden University

---

---

---

---

---

---

---

---

19 Thank You!

- Thank you again for giving us your time and for your desire to become more involved in the education of your child!

Patricia A. Ross, Walden University

---

---

---

---

---

---

---

## Scenarios

1. *You are meeting with a parent who is new to the school and meeting with you for the first time. Her son is doing well in your class but is having difficulty transitioning to different activities and adjusting to changes in routine. How will you begin the conference? What information will you share with this parent? How will you share the information? What strategies will you suggest?*

2. *You are meeting with the parent of a student who tries hard and is successful in every content area. How will you share this information and prepare the parent for the upcoming standardized test that will determine promotion to the next grade? What strategies will you offer for home support?*

3. *You are meeting with a parent whom you know works at least two jobs to support the family. She appears to be frustrated that you have insisted on meeting with her, her child is a solid B student and this conference is more formality than anything else. What is your first step? How will you structure the conference and keep it moving along so she does not feel like you are wasting her time?*

4. *You are meeting with the parent of a student who struggles in every content area but tries very hard to keep up and complete all homework assignments. The parent is concerned and comes to you for advice as to how to help her child become more successful in school. What resources will you offer? How will you provide the parent and the student with tools for success?*

5. *An angry father has come to your classroom door. He is yelling about his daughter; her lunch box is missing for the third time. She left it on the table in the cafeteria to help a teacher and it was gone when she returned. How will you diffuse the situation and assist the father in finding the lunch box and preventing further anger directed toward you and the rest of the school staff?*

6. *You are meeting with a young mother who is very frustrated with her son's behavior. She receives phone calls almost every day relating to an emotional outburst or behavioral infraction. She confides in you that she receives no support from the father and fears that her son will end up the same way, incarcerated. How will you help this mother and the child have a more positive relationship with you and the rest of the school staff? What suggestions or resources will you provide for this parent?*

7. *You are pulled into an impromptu conference by the principal because the parent everyone has tried to reach has shown up at the door. How will you provide information about this student without your own notes and in a way that helps the parent to relax now that he has been pulled into a conference room with at least five other people? What strategies or resources will you suggest for this family? This is a struggling student with very little academic support at home.*

8. *You are meeting with the parent of a student who has been identified as gifted and may be participating in the gifted program at your school. How will you answer the questions of this parent and ensure that her child can be successful in this program? The parent is resistant and does not want her child to stand out. How will you explain that this is a good fit for her child? Will you try to convince this parent or let her refuse the placement? What benefits will you share?*

9. *You have been met at the door by an irate parent. The parent is upset due to a message left for him regarding the behavior of his son. He feels that his son was justified in defending himself and feels that you, the teacher, have caused this problem. The fight occurred yesterday during the after school program and you were not given any information until the parent arrived at your door. How will you diffuse the situation and have a productive meeting with the parent?*

10. *You are meeting with the parent of an exceptional student. He is successful in every content area and is one of your best students. However, the mother feels that he can do better and has come to see you so that you can assign him extra work, he has too much time at home and needs more educational work to do. How will you help this parent understand that her son is a good student? What enrichment suggestions will you provide for this student? Will you provide additional work for the student? How will you explain this to the parent?*

11. *You are meeting with the parent of a student who is struggling, but only in math. The parent begins to explain that she tries to help her son with his homework but she does not understand what the problems are asking and feels very inadequate that she cannot help her son with homework. How will you reassure this mother and let her know that you appreciate her involvement in her son's education? What resources will you offer her so that she may feel better prepared and have additional support to offer her son?*

12. *You are meeting with a parent who is concerned that her daughter has been placed in a higher level math class. Her placement in this class was based on her ability and teacher recommendation. The parent is upset that her daughter now has a C in math because the class is more challenging and would like you to move her back to the other class and change her grade to the A she would have if she remained in the original math class. How will you approach this parent and help her to realize the grading structure and the challenge of this new class? How will you approach the grading issue and demand for the change in grade and class?*

13. *You have scheduled a conference with a parent to discuss your concerns about her son. The parent begins the conference by informing you that her son is failing every subject because you do not like him and he cannot work with a teacher who does not like him. How will you diffuse this parent and convince her that her sons' lack of success is not related to whether or not you like him (he is difficult to like and does not have many friends)? What steps will you take to establish a relationship with this parent and help her son find more success in your classroom?*



14. *While you are talking with a parent during a conference, she tells you that her daughter does not complete homework because the family is living in a shelter, it is very loud at night, and she has no room to work. How will you provide necessary resources for this family without injuring her pride and causing a greater issue? You are not sure whether or not she means a homeless shelter or a woman's shelter and are afraid to ask. What will you do to provide support for this parent and the child in terms of homework and everyday life? Will you share this information? With whom?*

15. *You have been met at the door by an irate parent during after school hours. The parent is upset due to an inappropriate text his daughter received from another student in your class. He expects you to handle the situation as the administrative team has left for the day. How will you assure the parent that an investigation will occur, retrieve evidence and keep the parent from handling the situation himself? Keep in mind that you are one of the only staff member still on campus and there is no one else for you to turn to at this time. What will you tell the father? Will you provide a time line? You cannot refer to another staff member.*

16. *You have been asked to attend at a Student Study Team meeting during your planning time. The invitation was at the last minute and you did not have time to return to your classroom. You arrive at the meeting to find the entire SST waiting for you, including the parent of a student you have referred for an assessment. How will you explain your concerns to the parent regarding the foundational skills the student is currently missing and the possibility of an Exceptional Education label in the near future? How will you reassure the parent and help her move forward through the process?*

17. *You have participated in the Student Study process for one of your students. The end result is the recommendation for an Exceptional Education placement for the student and you are present at the meeting in which the assessment information and recommendation is shared with the family. At the mention of an ESE placement, the mother begins to cry and then scream at the team, insisting that you are all wrong and there is nothing wrong with her daughter. How will you assist in calming the mother and explaining the situation in a positive manner that will help her to better understand? Will you comfort her? Will you rely on the rest of the SST to solve the problem?*

18. *A very angry parent has stormed into your classroom, yelling at you. She begins by asking you who gave you the right to put her son on the school bus (after throwing her keys and cell phone across the room). You explain that you were notified by the front office that her husband had requested a bus for her son and was allowed to ride as of today. She then tells you that he has no right to make those decisions and that she will pick him up every day. How will you diffuse the situation? There is no documentation on file stating that the father does not have rights and she states that they are not divorced. How will you settle the issue and still follow the laws regarding custodial parents and help her to understand that the father has the same rights?*

19. *You have participated in the Student Study process for one of your students. The end result is the recommendation for an Exceptional Education placement for the student (behavioral, not academic) and you are present at the meeting in which the assessment information and recommendation is shared with the family. At the mention of an ESE placement, the mother begins scream at the team, insisting that you don't like her son and that you are making up all of the reports. She does not see any of this behavior at home and feels that it must be something the school/ teacher/ students are doing to make him act this way. How will you convey the information and help the parent see the benefits of this placement? You may not change her mind but you must make an effort to understand her concern, help her to see why this has come about, and still do what is best for the student.*

20. *You are meeting with a father during a scheduled parent-teacher conference. After you share academic data for the child, including the fact that he never completes homework, he informs you that all the information you shared does not matter. He states that his son is an AAU football star and will be attending college with the scholarship he will get in high school because he is so talented and carries the team. Keep in mind that you teach third grade and you will need to convince this parent that elementary school matters in the grand scheme of things. He is an average student who has a lot of potential but the only support he receives at home is when he does well in sports. How will you convey expectations to this parent? What will you share to convince this father that his son needs to improve his study habits so that he can maintain his grades and earn that scholarship? After all, high school students must maintain at least a 2.0 GPA to qualify and remain on the team.*

Teacher Program Evaluation *FIT-4*

1. How was the information shared in this session helpful to your current teaching situation?

1      2      3      4      5      6      7      8      9      10

Not useful

somewhat useful

very useful

2. What is the current level of parent engagement you see in your classroom?

10%   25%   50%   75%   100%

How many parents are engaged?

1-10   10-20   all

How many are involved?

1-10   10-20   all

3. How will you use the information shared to increase the amount of parent engagement you currently see in your classroom?

4. What was the most useful idea/ strategy you learned from this session?

How will you use that strategy in your classroom?

5. What recommendations do you have for improving this session?

Presenter Evaluation *FIT-4*

1. How many participants attended this session?
2. Were you able to work through all of the activities in the time allotted?
3. Were there any activities that were not well received by the participants? Explain.
4. What suggestions do you have for improving the activities?
5. Were the participants actively engaged in the activities and processes? If not, why?
6. Was the content for this session easy to follow and easy to present? If not, why?  
How would you suggest the content be improved?
7. Did the content and activities appear to be relevant to the needs of the participants?
8. Were there any logistical problems that could be fixed for the next presentation?
9. Did you have enough of the materials for each participant?
10. Overall, what suggestions do you have to improve upon this session?

*Fresh Ideas for Teachers, Workshop # 5: Overview*

*Workshop #5: Planning for Next Year*

Materials Provided: PowerPoint presentation, presenter script, participant packet for FIT # 5

Materials Needed: Technology to run PowerPoint presentation, chart paper, markers.

*First Task:*

Introduce presenter, discuss housekeeping issues (restroom, breaks, etc.)

*Second Task:*

Discuss the agenda for the presentation.

*Third Task:*

Have participants reflect on previous FIT sessions and share a strategy they have attempted at home.

*Fourth Task:*

Participants will independently reflect on previous FIT sessions and changes made to classroom policies and practices as a result of the sessions. Participants will share with a partner and then the team ideas and strategies that resonated from each session and record on chart paper.

*Fifth Task:*

Participants will reflect on changes to parent/ engagement/ involvement levels, including possible causes for the changes. In addition, participants will reflect on changes made to existing classroom/ school-wide parent engagement/ involvement policies, offerings, calendar, etc. and determine what works to imagine how the beginning of the school-year will look different. Participants will add to the appropriate category on the chart paper.

*Sixth Task:*

Participants will reflect on changes to classroom/ school-wide homework policies and assignments as a result of participation in the FIT session. Participants will add to the appropriate category on the chart paper.

*Seventh Task:*

Participants will reflect on changes to parent communication methods as a result of participation in the FIT session. Participants will add to the appropriate category on the chart paper.

*Eighth Task:*

Participants will reflect on changes to parent-teacher conference methods as a result of participation in the FIT session. Participants will add to the appropriate category on the chart paper.

*Ninth Task:*

Participants will develop an individual plan for the next school-year based on participation in the FIT sessions, responses to the previous discussions, and personal goals for the new school- year. Participants will share their plans with the group.

*Tenth Task:*

Answer participant questions and address concerns.

*Eleventh Task:*

Request that participants complete the evaluation found in the Participant Packet. Collect the evaluations.

*Twelfth Task:*

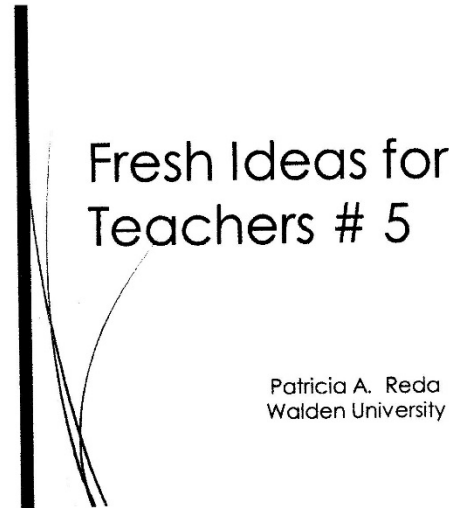
Thank participants for attendance and active participation. Notify participants that other workshops will be scheduled by the school site.





# Fresh Ideas for Teachers # 5

Patricia A. Reda  
Walden University



# Fresh Ideas for Teachers # 5

Patricia A. Reda  
Walden University

**Welcome participants and discuss  
house keeping issues.**

---




# Welcome and Thank You

Patricia A. Reda, Walden University



**Briefly review the agenda**

---



## 4 Reflection

- If you attended the previous FIT session; what strategy resonated with you?
- How did you integrate the new strategy into your practice?
- Were you successful? Why or why not?

Patricia A. Reda, Walden University

**Have participants reflect on the previous session (if they attended) and discuss in their team the strategy that resonated the most. Was the strategy integrated? How? Was the integration successful? Circulate and monitor the discussions, have at least one team share their experience before moving on to the session.**

---

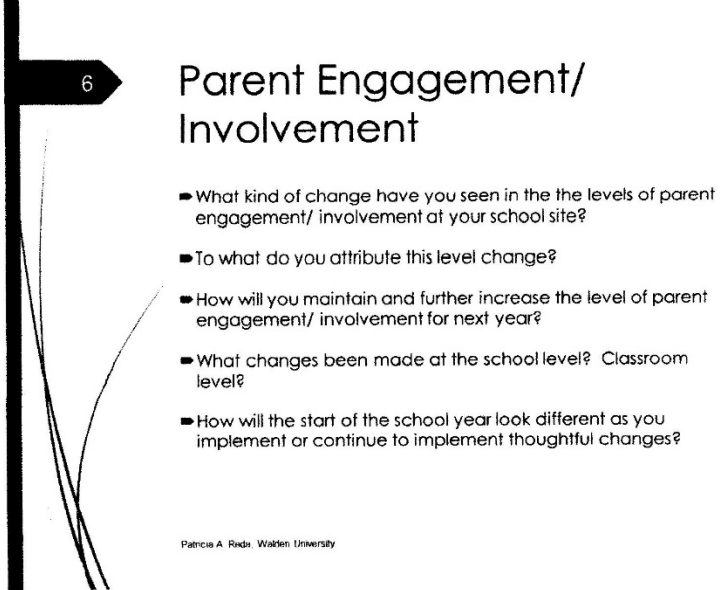


## Plan for Next Year

- This is the final session for the FIT program.
- Take five minutes of silent reflection and think about the sessions you have attended, what still resonates with you?
- What changes have you made based on what you have learned?

Patricia A. Reda, Walden University

This is the final session of the FIT program for teachers. The previous four sessions have provided fresh ideas about increasing parent engagement, homework support for parents, parent-teacher communication, and improved parent conferences. In this session, participants will share insights and create a plan for next year. Use the questions on this slide to begin the discussion. Begin with 5 minutes of silent reflection, ask participants to reflect silently on what stuck with them from each session. After silent reflection, have participants share with partner what resonated from each session. Give each team 4 pieces of chart paper to record ideas for each category. For now, just have ideas posted. The next slides will lead participants through reflecting on each category and each team will add to their paper.



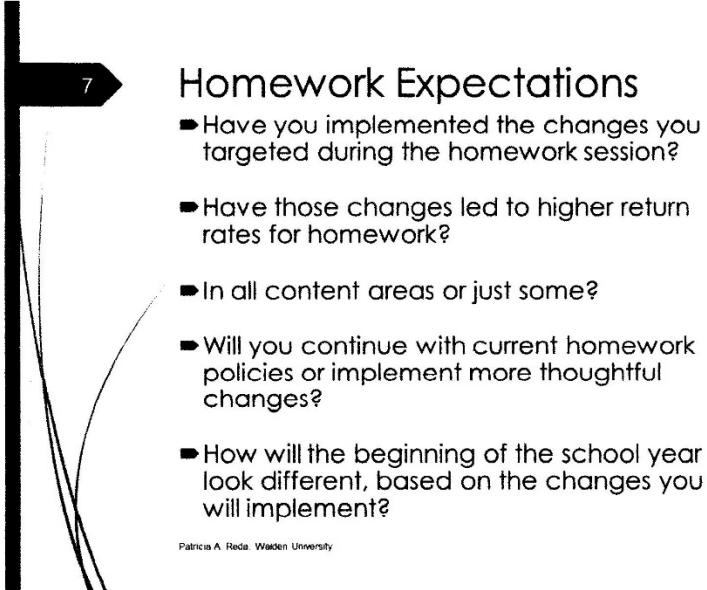
6

## Parent Engagement/ Involvement

- What kind of change have you seen in the the levels of parent engagement/ involvement at your school site?
- To what do you attribute this level change?
- How will you maintain and further increase the level of parent engagement/ involvement for next year?
- What changes been made at the school level? Classroom level?
- How will the start of the school year look different as you implement or continue to implement thoughtful changes?

Patricia A. Reddy, Walden University

Use the questions on the slide to begin the discussion. Each team should be reflecting and discussing what was gained from each session. Encourage each team to discuss each question and add to their chart for each category. Allow time for team discussion and time at the end for teams to share their responses.



**7**

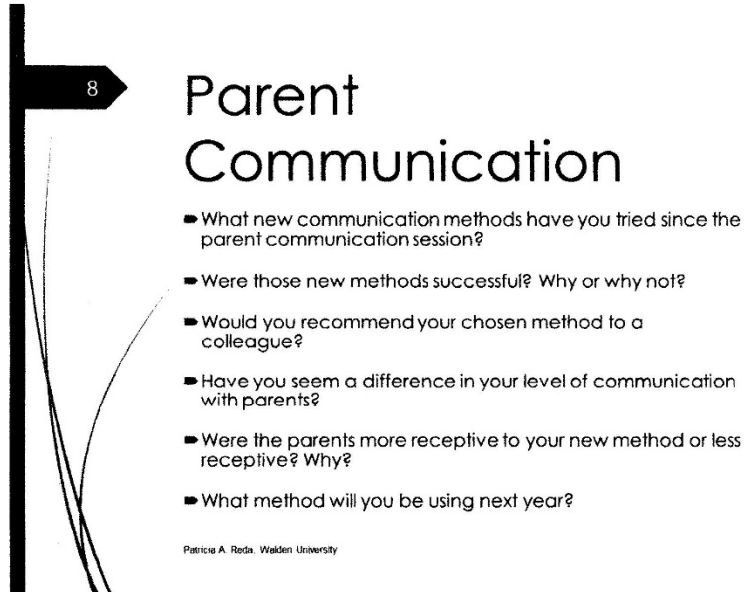
## Homework Expectations

- Have you implemented the changes you targeted during the homework session?
- Have those changes led to higher return rates for homework?
- In all content areas or just some?
- Will you continue with current homework policies or implement more thoughtful changes?
- How will the beginning of the school year look different, based on the changes you will implement?

Patricia A. Reda, Walden University

Use the questions on the slide to begin the discussion. Each team should be reflecting and discussing what was gained from each session. Encourage each team to discuss each question and add to their chart for each category. Allow time for team discussion and time at the end for teams to share their responses.





8


## Parent Communication

- What new communication methods have you tried since the parent communication session?
- Were those new methods successful? Why or why not?
- Would you recommend your chosen method to a colleague?
- Have you seen a difference in your level of communication with parents?
- Were the parents more receptive to your new method or less receptive? Why?
- What method will you be using next year?

Patricia A. Reda, Walden University

Use the questions on the slide to begin the discussion. Each team should be reflecting and discussing what was gained from each session. Encourage each team to discuss each question and add to their chart for each category. Allow time for team discussion and time at the end for teams to share their responses.

---




## 9 Parent Conferences

- Which new strategies did you plan to integrate into practice?
- Did you follow through with your plan?
- Were the strategies successful? Why or why not?
- Would you recommend any of the strategies you learned/used to a colleague? Why or why not?
- How have the parent-teacher relationship changed for students in your class? Is this a positive change?
- What will you do differently to cultivate relationships with parents at the beginning of the school year?

Patricia A. Reas, Walden University

Use the questions on the slide to begin the discussion. Each team should be reflecting and discussing what was gained from each session. Encourage each team to discuss each question and add to their chart for each category. Allow time for team discussion and time at the end for teams to share their responses.

---

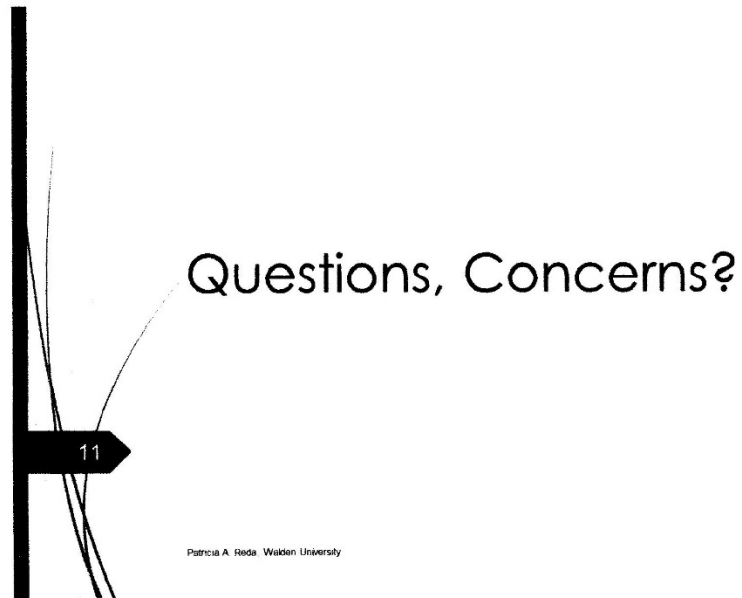


## Your Plan

- Use the form in your packet to create your own Action Plan.
- Think about the questions you have discussed and answered.
- Reflect on your participation and follow through from the other sessions you have attended.
- How will you use the experiences and information you have gained to improve your practice?

Patricia A. Reid, Walden University

Have participants take 5 minutes of silent reflection. Consider all of the sessions attended or not attended. Did this group of workshops meet individual needs? Were the strategies presented useful and worthy of attention? Allow for reflection and have participants first discuss their choices with shoulder partners then share their plan with the team. All teams should have an opportunity to discuss and individuals share their plan. Allow at least 10 minutes for individuals to share with the team. Provide time at the end of the session for individuals to share their plan with the group. This is not a requirement but try to have at least 5 participants share their plan.



**Allow time for questions, ask participants if there are suggestions for future sessions. If there are suggestions, please note and share with developer.**

---

12

## Workshop Evaluation

- Please provide constructive feedback for this session so that we may make improvements for future sessions.
- Thank you in advance for your candid suggestions and spending time with us today.

Patricia A. Reda, Walden University



13

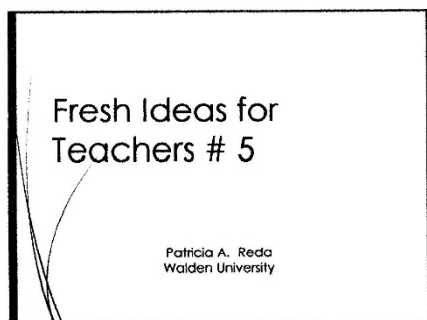
## Thank You!

- Thank you again for giving us your time and for your desire to become more involved in the education of your child!

Patricia A. Reda, Walden University

*Fresh Ideas for Teachers, Workshop # 5: Participant Packet*

11/22/2015



---

---

---

---

---

---

---

---



---

---

---

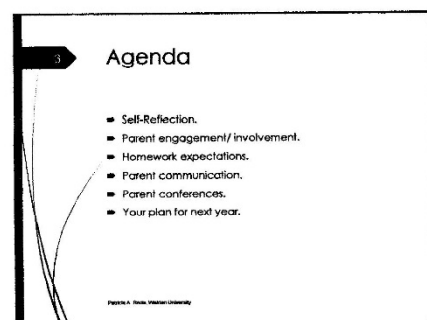
---

---

---

---

---



---

---

---

---

---

---

---

---

**4** Reflection

- If you attended the previous FIT session: what strategy resonated with you?
- How did you integrate the new strategy into your practice?
- Were you successful? Why or why not?

Patrick A. Ridd, Western University

---

---

---

---

---

---

---

---

**5** Plan for Next Year

- This is the final session for the FIT program.
- Take five minutes of silent reflection and think about the sessions you have attended, what still resonates with you?
- What changes have you made based on what you have learned?

Patrick A. Ridd, Western University

---

---

---

---

---

---

---

---

**6** Parent Engagement/Involvement

- What kind of change have you seen in the levels of parent engagement/ involvement at your school site?
- To what do you attribute this level change?
- How will you maintain and further increase the level of parent engagement/ involvement for next year?
- What changes been made at the school level? Classroom level?
- How will the start of the school year look different as you implement or continue to implement thoughtful changes?

Patrick A. Ridd, Western University

---

---

---

---

---

---

---

---



**7**

### Homework Expectations

- Have you implemented the changes you targeted during the homework session?
- Have those changes led to higher return rates for homework?
- In all content areas or just some?
- Will you continue with current homework policies or implement more thoughtful changes?
- How will the beginning of the school year look different, based on the changes you will implement?

Patricia A. Reed, Western University

---

---

---

---

---

---

---

---

**8**

### Parent Communication

- What new communication methods have you tried since the parent communication session?
- Were those new methods successful? Why or why not?
- Would you recommend your chosen method to a colleague?
- Have you seen a difference in your level of communication with parents?
- Were the parents more receptive to your new method or less receptive? Why?
- What method will you be using next year?

Patricia A. Reed, Western University

---

---

---

---

---

---

---

---

**9**

### Parent Conferences

- Which new strategies did you plan to integrate into practice?
- Did you follow through with your plan?
- Were the strategies successful? Why or why not?
- Would you recommend any of the strategies you learned/used to a colleague? Why or why not?
- How have the parent-teacher relationship changed for students in your class? Is this a positive change?
- What will you do differently to cultivate relationships with parents at the beginning of the school year?

Patricia A. Reed, Western University

---

---

---

---

---

---

---

---

10 **Your Plan**

- Use the form in your packet to create your own Action Plan.
- Think about the questions you have discussed and answered.
- Reflect on your participation and follow through from the other sessions you have attended.
- How will you use the experiences and information you have gained to improve your practice?

Patricia A. Hall, Western University

---

---

---

---

---

---

---

---

**Questions, Concerns?**

11

Patricia A. Hall, Western University

---

---

---

---

---

---

---

---

12 **Workshop Evaluation**

- Please provide constructive feedback for this session so that we may make improvements for future sessions.
- Thank you in advance for your candid suggestions and spending time with us today.

Patricia A. Hall, Western University

---

---

---

---

---

---

---

---

13

## Thank You!

- Thank you again for giving us your time and for your desire to become more involved in the education of your child!

Patrick A. Ryan, Western University

---

---

---

---

---

---

---

Long Range Plan

Parent Engagement/ Parent Involvement Plan

One strategy I will try is:

This strategy resonates with me because:

I feel this strategy will be successful because:

I may need more support to:

Homework Expectations

One strategy I will try is:

This strategy resonates with me because:

I feel this strategy will be successful because:

I may need more support to:

## Parent Communication

One strategy I will try is:

This strategy resonates with me because:

I feel this strategy will be successful because:

I may need more support to:

## Parent Conferences

One strategy I will try is:

This strategy resonates with me because:

I feel this strategy will be successful because:

I may need more support to:

Teacher Program Evaluation *FIT-5*

1. How was the information shared in this session helpful to your current teaching situation?

1      2      3      4      5      6      7      8      9      10

Not useful

somewhat useful

very useful

2. What is the current level of parent engagement you see in your classroom?

10%   25%   50%   75%   100%

How many parents are engaged?

1-10   10-20   all

How many are involved?

1-10   10-20   all

3. How will you use the information shared to increase the amount of parent engagement you currently see in your classroom?

4. What was the most useful idea/ strategy you learned from this session?

How will you use that strategy in your classroom?

5. What recommendations do you have for improving this session?

Presenter Evaluation *FIT-5*

1. How many participants attended this session?
2. Were you able to work through all of the activities in the time allotted?
3. Were there any activities that were not well received by the participants? Explain.
4. What suggestions do you have for improving the activities?
5. Were the participants actively engaged in the activities and processes? If not, why?
6. Was the content for this session easy to follow and easy to present? If not, why?  
How would you suggest the content be improved?
7. Did the content and activities appear to be relevant to the needs of the participants?
8. Were there any logistical problems that could be fixed for the next presentation?
9. Did you have enough of the materials for each participant?
10. Overall, what suggestions do you have to improve upon this session?

## Admin Check In # 1: Overview

*Parent Engagement/ Parent Involvement*

Materials Provided: PowerPoint slides, presenter script, participant packet for Admin Check In # 1

Materials Needed: Technology to run PowerPoint presentation, chart paper, markers.

*First Task:*

Introduce presenter, discuss housekeeping issues (restroom, breaks, etc.)

*Second Task:*

Discuss the agenda for the presentation.

*Third Task:*

Participants will reflect on and discuss current parent engagement/ involvement offerings and participation levels.

*Fourth Task:*

Participants will reflect on the participation levels for the PRK and FIT sessions conducted at the school site. This data was requested prior to the session and should be available to maximize the time spent on this Check In session.

*Fifth Task:*

Participants will receive an overview of parent engagement/ involvement as shared with the teachers and parents during the PRK and FIT sessions.

*Sixth Task:*

Participants will receive an overview of the benefits of parent engagement/ involvement as shared with the teachers during the FIT session.

*Seventh Task:*

Participants will receive ideas to increase parent engagement/ involvement levels as shared with the teachers during the FIT session.



*Eighth Task:*

Participants will discuss the current state of parent engagement/ involvement at the school and classroom level.

*Ninth Task:*

Participants will develop future steps to either maximize current parent engagement/ involvement rates or work on raising the current rates.

*Tenth Task:*

Participants will develop a school-wide plan to implement either in the next semester or the next school-year, depending on the scheduling of this session.

*Eleventh Task:*

Participants will determine the level of support necessary for all stakeholders in implementing the school-wide plan.

*Twelfth Task:*

Answer participant questions and address concerns.

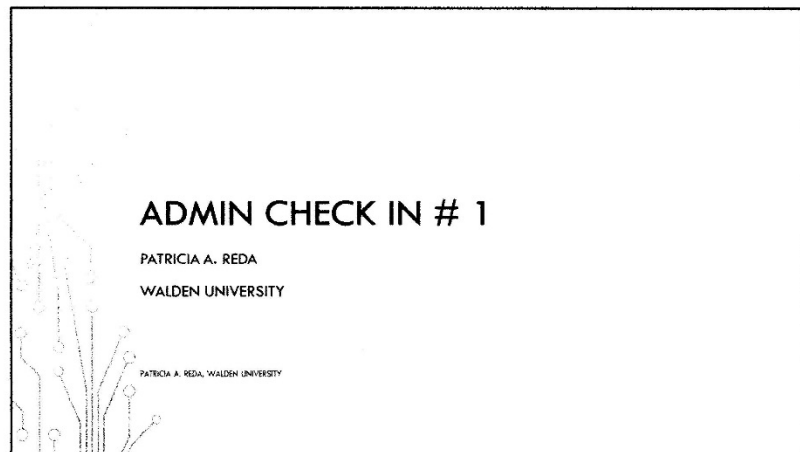
*Thirteenth Task:*

Thank participants for attendance and active participation.

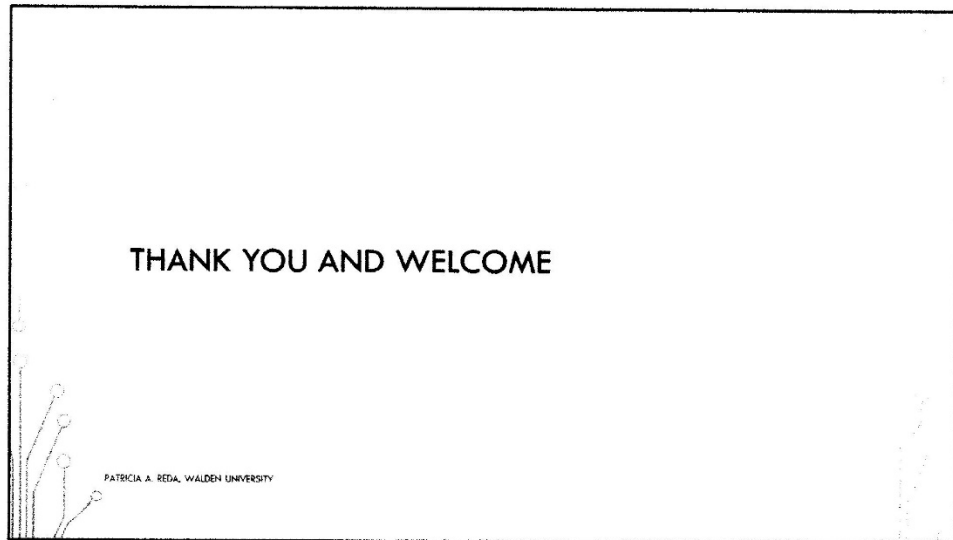
Admin Check In # 1: Presentation




## Admin Check In # 1: Presenter Script



The goal of this session is to work with the school administration to make positive changes in policy that effect parent engagement/ involvement. The Admin Check In Preparation Checklist should be provided prior to the session to allow the administrative team to reflect and plan for the session so that the time spent is productive for all who participate.



**Thank participants for preparing the data and participating in the check in session.**

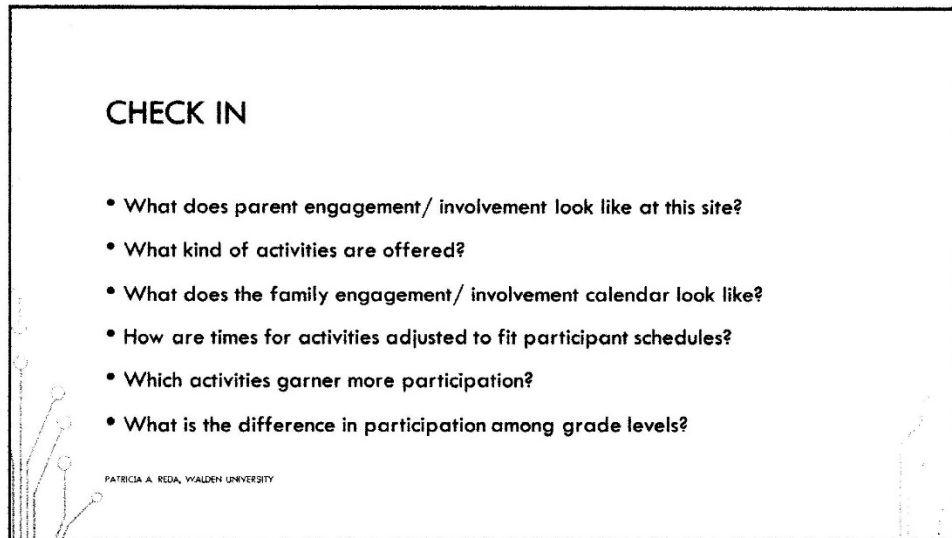


## AGENDA

- Check In
- Attendance rates for parent and teacher workshops.
- Information about parent engagement/ involvement.
- Suggestions to increase levels of parent engagement/ involvement.
- Benefits of parent engagement/ involvement.
- Thought provoking questions.
- Future Plans.

PATRICIA A. REDA, WALDEN UNIVERSITY

Briefly review the agenda.



## CHECK IN

- What does parent engagement/ involvement look like at this site?
- What kind of activities are offered?
- What does the family engagement/ involvement calendar look like?
- How are times for activities adjusted to fit participant schedules?
- Which activities garner more participation?
- What is the difference in participation among grade levels?

PATRICIA A. REDA, WALDEN UNIVERSITY

This is a check in to become more knowledgeable about the current state of family engagement at the site. Please review each point on the slide and allow participants to jot down responses for use later in the presentation.

## ATTENDANCE RATES FOR PRK AND FIT SESSIONS

- How many parents attended each session?
- How many teachers attended each session?
- What will you do differently to recruit more teachers and parents for the remaining sessions?
- What changes have you seen in reading comprehension levels the students whose teachers or parents have participated in the sessions?

PATRICIA A. REDA, WALDEN UNIVERSITY

The data related to this slide should be available as the Checklist was sent prior to the session. If the data is not available, this could be used as a planning session. The team should reflect on each question and discuss. Chart paper could be used to document, read the audience and do not waste time.

## PARENT ENGAGEMENT/ INVOLVEMENT

- Many parents are engaged in their child's education in ways that we may not view as parent engagement or involvement.
- As educators, we must accept the time and engagement levels parents are able to give.
- There are many reasons for parents to become engaged at school and others that may lead parents to withdraw from the school.

PATRICIA A. REDA, WALDEN UNIVERSITY

The information on the next slides was shared with the teachers during the Homework workshop. This information is included to make administrators aware of the information the teachers were given. These suggestions can be discussed at length or just reviewed, depending on the audience and time frame. Some of the suggestions could be incorporated into the Action Plan.



## BENEFITS OF PARENT ENGAGEMENT/ INVOLVEMENT

- Better school attendance rates.
- Higher math and reading scores.
- Higher graduation rates.
- Lower rates of grade retention.
- Positive attitudes about school. Decrease in discipline problems at school.
- Enrollment in more challenging courses.

PATRICIA A. REDA, WALDEN UNIVERSITY

Briefly review the points on the slide. Elaborate as necessary, administrators should have an idea as to how beneficial high levels of parent engagement/ involvement can be for students and other stakeholders.

## PARENT ENGAGEMENT/ INVOLVEMENT

- To increase levels, school level personnel must ask parents what kind of support they require to become more engaged or involved.
- Be creative in finding ways to include and involve parents.
- Vary meeting times to accommodate busy schedules.
- Invite and encourage more parents to participate in the decision making process.
- Listen and respond to questions and constructive criticism.

PATRICIA A. REDA, WALDEN UNIVERSITY


Suggestions provided for teachers. Ask if the team is aware of teachers who have used any of the suggestions. Have the suggestions made a difference in current rates?

## PARENT ENGAGEMENT/ INVOLVEMENT

- What is the current rate of parent engagement/ involvement school-wide?
- Are specific teachers more successful with parent engagement/ involvement?
- What are those teachers doing differently in terms of recruiting or advertising?
- What have you encouraged teachers to try to increase rates?
- What will you do to maintain or further increase the current rates of parent engagement/ involvement?

PATRICIA A. REDA, WALDEN UNIVERSITY

Use the questions on the next two slides to frame the discussion. The goal is for administrators to reflect on positive changes that could impact parent engagement/ involvement levels school wide. These questions should guide the discussion toward ideas for the Action Plan.



## FUTURE STEPS

- What is the next step in increasing parent engagement/ involvement?
- What strategies will you encourage teachers to try?
- What changes will be made to existing parent engagement/ involvement plans?
- What will be done to notify parents of changes in school wide plans?
- How will you continue to monitor reading comprehension rates as school wide changes are put into place?

PATRICIA A. REDA, WALDEN UNIVERSITY

After using the previous questions to frame the discussion, the goal is to reflect on and establish next steps. Where are we now? Where do we want to be in the future? How will we get there? Review some of the responses from the beginning check in. How can the current calendar be improved or enhanced?

## SCHOOL-WIDE PLAN

- Think about our discussion and reflect on small changes that could have an impact on parent engagement/ involvement rates.
- Jot down a few ideas/ strategies/ suggestions to include.
- Begin formulating a plan. Use the form include in your packet to document the plan.
- Begin to think about a timeline for implementation. When will you introduce new policies/ plans to all stakeholders?

PATRICIA A. REDA, WALDEN UNIVERSITY

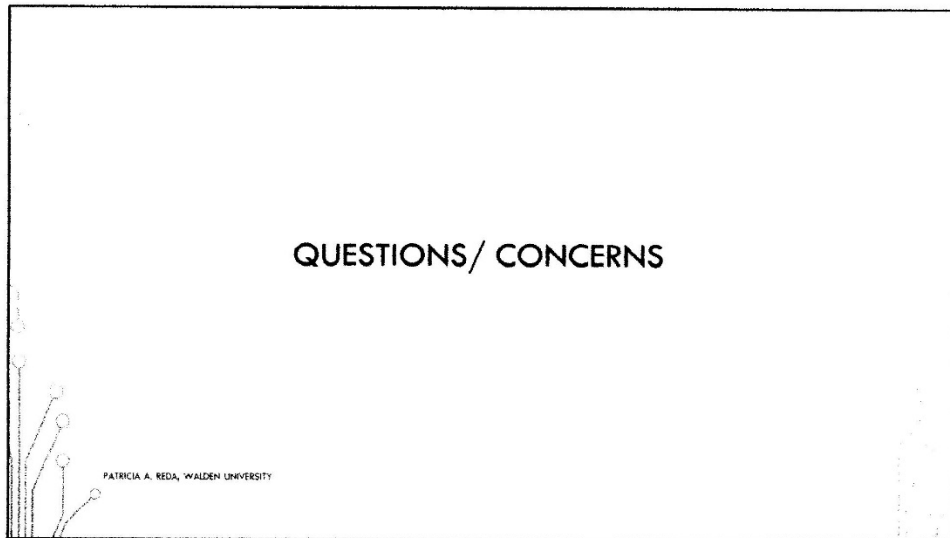
The team will now begin work on changes to the existing school wide parent engagement/ involvement plan and decide on suggestions to make for teachers. The team should begin to formulate the plan and consider a timeline for implementation. The timeline should include how and when all stakeholders will receive the information and when the plan be in effect. There is a form included in the packet for this purpose.

## SUPPORT NEEDS

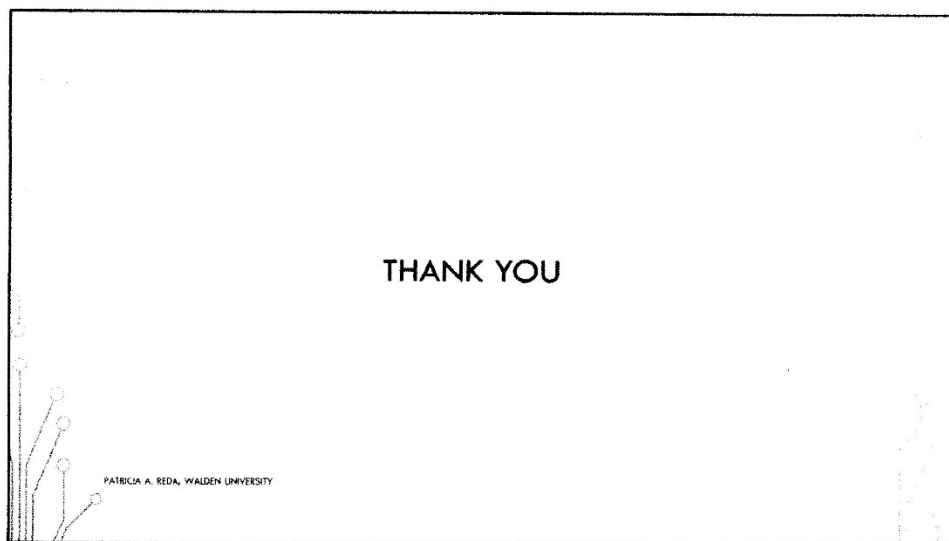
- What support will you need to implement the plan you have created?
- What support will you offer to teachers who still struggle with implementation?
- What support will you offer to parents? How will you accomplish this?
- What support will the administrative team require for implementation of the action plan?

PATRICIA A. REDA, WALDEN UNIVERSITY

After developing an action plan, the team should discuss the level of support necessary for implementation. What will the support look like? Who will provide the support? What level of support will be necessary for success?



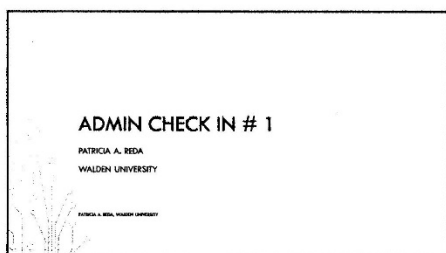
**Be sure to address any questions or concerns posed by the team members. If the plan seems to be too ambitious, return to the previous discussion and pare down to make the plan more manageable.**





# Admin Check In # 1: Participant Packet

11/25/2015



---

---

---

---

---

---

---



---

---

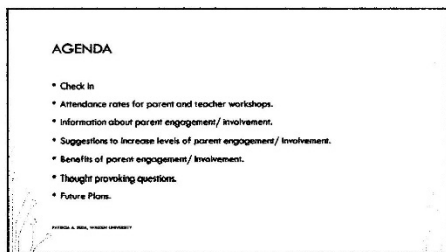
---

---

---

---

---



---

---

---

---

---

---

---

**CHECK IN**

- What does parent engagement/ involvement look like at this site?
- What kind of activities are offered?
- What does the family engagement/ involvement calendar look like?
- How are times for activities adjusted to fit participant schedules?
- Which activities garner more participation?
- What is the difference in participation among grade levels?

PATRICIA A. REDA, WALDEN UNIVERSITY

---

---

---

---

---

---

---

---

**ATTENDANCE RATES FOR PRK AND FIT SESSIONS**

- How many parents attended each session?
- How many teachers attended each session?
- What will you do differently to recruit more teachers and parents for the remaining sessions?
- What changes have you seen in reading comprehension levels for the students whose teachers or parents have participated in the sessions?

PATRICIA A. REDA, WALDEN UNIVERSITY

---

---

---

---

---

---

---

---

**PARENT ENGAGEMENT/ INVOLVEMENT**

- Many parents are engaged in their child's education in ways that we may not view as parent engagement or involvement.
- As educators, we must accept the time and engagement levels parents are able to give.
- There are many reasons for parents to become engaged at school and others that may lead parents to withdraw from the school.

PATRICIA A. REDA, WALDEN UNIVERSITY

---

---

---

---

---

---

---

---

**BENEFITS OF PARENT ENGAGEMENT/  
INVOLVEMENT**

- Better school attendance rates.
- Higher math and reading scores.
- Higher graduation rates.
- Lower rates of grade retention.
- Positive attitudes about school. Decrease in discipline problems at school.
- Enrollment in more challenging courses.

PATRICIA A. REDA, WALDEN UNIVERSITY

---

---

---

---

---

---

---

---

**PARENT ENGAGEMENT/ INVOLVEMENT**

- To increase levels, school level personnel must ask parents what kind of support they require to become more engaged or involved.
- Be creative in finding ways to include and involve parents.
- Vary meeting times to accommodate busy schedules.
- Invite and encourage more parents to participate in the decision making process.
- Listen and respond to questions and constructive criticism.

PATRICIA A. REDA, WALDEN UNIVERSITY

---

---

---

---

---

---

---

---

**PARENT ENGAGEMENT/ INVOLVEMENT**

- What is the current rate of parent engagement/ involvement school-wide?
- Are specific teachers more successful with parent engagement/ involvement?
- What are those teachers doing differently in terms of recruiting or advertising?
- What have you encouraged teachers to try to increase rates?
- What will you do to maintain or further increase the current rates of parent engagement/ involvement?

PATRICIA A. REDA, WALDEN UNIVERSITY

---

---

---

---

---

---

---

---

**FUTURE STEPS**

- What is the next step in increasing parent engagement/ involvement?
- What strategies will you encourage teachers to try?
- What changes will be made to existing parent engagement/ involvement plans?
- What will be done to notify parents of changes in school wide plans?
- How will you continue to monitor reading comprehension rates as school wide changes are put into place?

PATRICIA A. REDA, WALDEN UNIVERSITY

---

---

---

---

---

---

---

---

**SCHOOL-WIDE PLAN**

- Think about our discussion and reflect on small changes that could have an impact on parent engagement/ involvement rates.
- Jot down a few ideas/ strategies/ suggestions to include.
- Begin formulating a plan. Use the form include in your packet to document the plan.
- Begin to think about a timeline for implementation. When will you introduce new policies/ plans to all stakeholders?

PATRICIA A. REDA, WALDEN UNIVERSITY

---

---

---

---

---

---

---

---

**SUPPORT NEEDS**

- What support will you need to implement the plan you have created?
- What support will you offer to teachers who still struggle with implementation?
- What support will you offer to parents? How will you accomplish this?
- What support will the administrative team require for implementation of the action plan?

PATRICIA A. REDA, WALDEN UNIVERSITY

---

---

---

---

---

---

---

---

QUESTIONS/ CONCERNS

WALDEN UNIVERSITY

---

---

---

---

---

---

---

---

THANK YOU

WALDEN UNIVERSITY

---

---

---

---

---

---

---

---

## Admin Check In # 1: Preparation Checklist for Session

1. What is the current level of parent engagement/ involvement at your school?
2. How did the level of engagement/ involvement increase or decrease after the parent workshop session?
3. How are you monitoring the reading comprehension rates of students whose parents have participated in the workshop series?
4. What is the current rate of reading comprehension for students whose parents have participated in the workshops, compared to students of non-participating parents?
5. How has the comprehension rate increased since the last parent workshop? To what do you attribute this change?

## Admin Check In # 1: Action Plan

## Parent Engagement/ Involvement

We plan to make the following change to parent engagement/ involvement plans

The reason we plan to make this change

The process for implementing this change:

We will support teachers through this change by:

We will provide the following information/ suggestions to parents:

## Timeline for Implementation

We will provide information to teachers by this date:

We will instruct students in new expectations by this date:

We will provide information to parents by this date:

New policy will be in effect beginning:

## Admin Check In # 2: Overview

*Homework Support*

Materials Provided: PowerPoint slides, presenter script, participant packet for Admin Check In # 2

Materials Needed: Technology to run PowerPoint presentation, chart paper, markers.

*First Task:*

Introduce presenter, discuss housekeeping issues (restroom, breaks, etc.)

*Second Task:*

Discuss the agenda for the presentation.

*Third Task:*

Participants will reflect on and discuss current homework return rates and other information.

*Fourth Task:*

Participants will reflect on the participation levels for the PRK and FIT sessions conducted at the school site. This data was requested prior to the session and should be available to maximize the time spent on this Check In session.

*Fifth Task:*

Participants will receive an overview of homework related research as shared with the teachers during the FIT sessions.

*Sixth Task:*

Participants will reflect on positive changes that could impact homework return rates at each grade level.

*Seventh Task:*

Participants will develop future steps to either maximize positive changes in homework return rates or work on raising the current rates.



*Eighth Task:*

Participants will develop a school-wide plan to implement either in the next semester or the next school-year, depending on the scheduling of this session.

*Ninth Task:*

Participants will determine the level of support necessary for all stakeholders in implementing the school-wide plan.

*Tenth Task:*

Answer participant questions and address concerns.

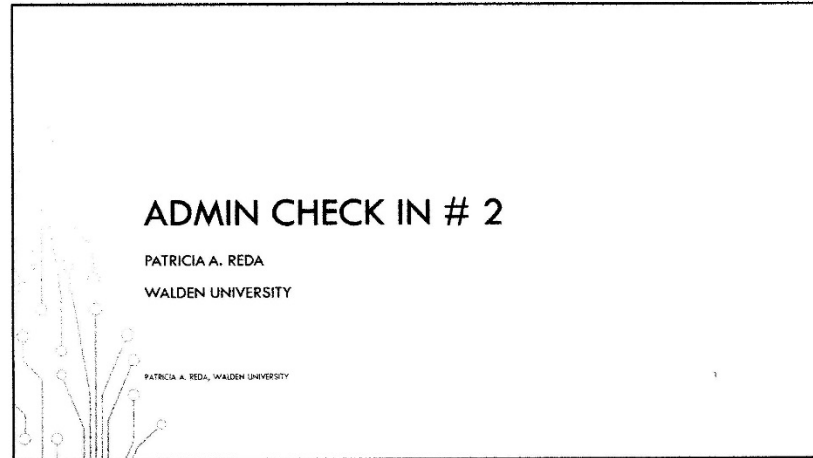
*Eleventh Task:*

Thank participants for attendance and active participation. Notify participants that other workshops will be scheduled by the school site.

Admin Check In # 2: Presentation




## Admin Check In # 2: Presenter Script



The goal of this session is to work with the school administration to make positive changes in policy that effect homework completion rates at all grade levels. The Admin Check In Preparation Checklist should be provided prior to the session to allow the administrative team to reflect and plan for the session so that the time spent is productive for all who participate.



**Welcome participants and go to agenda.**



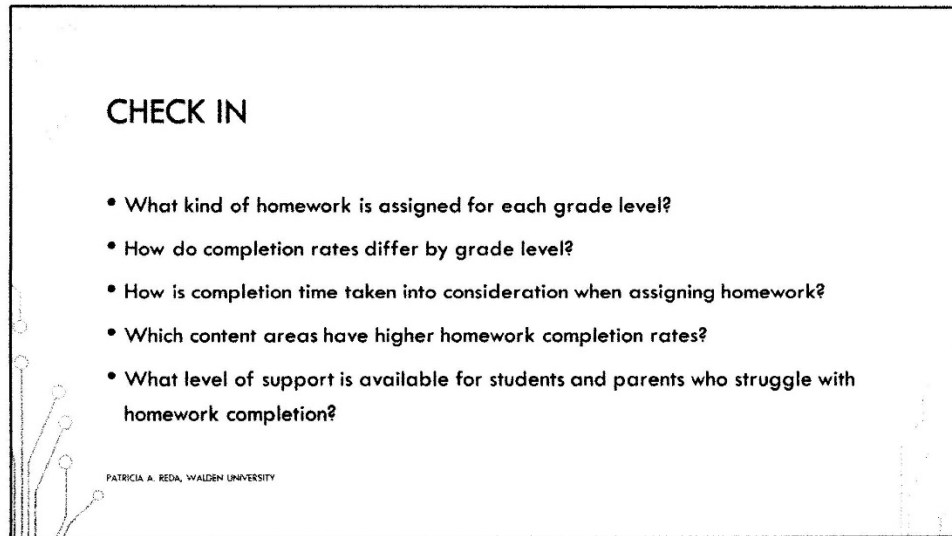
## AGENDA

- Attendance rates for each of the workshops presented thus far.
- Homework suggestions presented to teachers.
- Questions about existing homework policy.
- Changes to existing policy.
- Future steps.
- Action Plan for homework.

PATRICIA A. REDA, WALDEN UNIVERSITY

3

Briefly review the agenda.

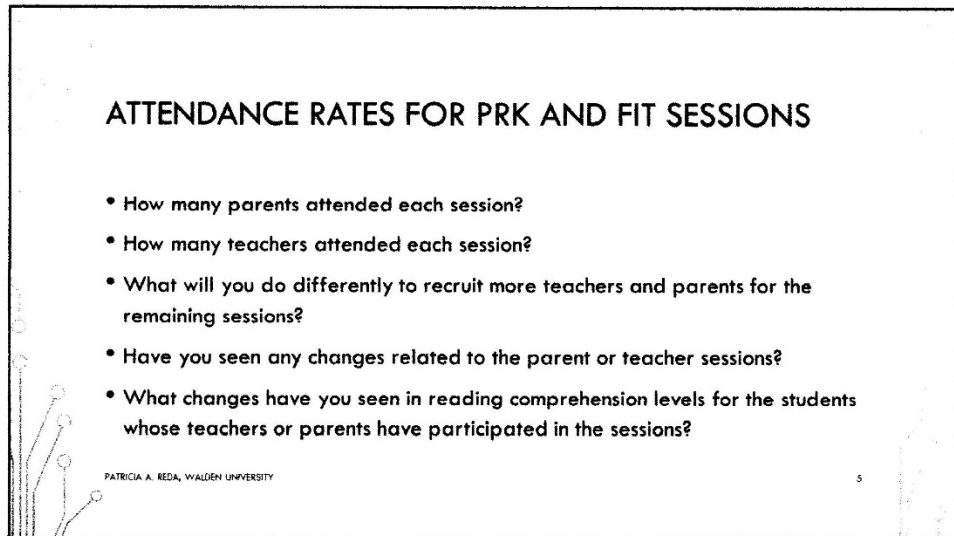


## CHECK IN

- What kind of homework is assigned for each grade level?
- How do completion rates differ by grade level?
- How is completion time taken into consideration when assigning homework?
- Which content areas have higher homework completion rates?
- What level of support is available for students and parents who struggle with homework completion?

PATRICIA A. REDA, WALDEN UNIVERSITY

This is a check in to become more knowledgeable about the current state of homework completion at the site. Please review each point on the slide and allow participants to jot down responses for use later in the presentation.



## ATTENDANCE RATES FOR PRK AND FIT SESSIONS

- How many parents attended each session?
- How many teachers attended each session?
- What will you do differently to recruit more teachers and parents for the remaining sessions?
- Have you seen any changes related to the parent or teacher sessions?
- What changes have you seen in reading comprehension levels for the students whose teachers or parents have participated in the sessions?

PATRICIA A. REDA, WALDEN UNIVERSITY

5

The data related to this slide should be available as the Checklist was sent prior to the session. If the data is not available, this could be used as a planning session. The team should reflect on each question and discuss. Chart paper could be used to document, read the audience and do not waste time.

## SUGGESTIONS FOR TEACHERS

- Research suggests little correlation between homework completion and school success.
- Homework assignments should be developmentally appropriate and require materials easily found at home or provided by the teacher.
- Assignments should be brief, relate to current content, and provide an opportunity to practice new skills.

PATRICIA A. REDA, WALDEN UNIVERSITY

5

The information on the next slides was shared with the teachers during the Homework workshop. This information is included to make administrators aware of the information the teachers were given. These suggestions can be discussed at length or just reviewed, depending on the audience and time frame. Some of the suggestions could be incorporated into the Action Plan.



## SUGGESTIONS FOR TEACHERS

- Parents are more likely to assist with specific assignments, such as “read for 20 minutes” instead of “read”.
- Assignment instructions should be clear, concise, and in the language of the home.
- Parents need to be aware of and fully understand the expectations for each assignment.
- Homework assignments should be used to gauge and adjust instruction.

PATRICIA A. REDA, WALDEN UNIVERSITY

6

## HOMEWORK

- What information have teachers shared with parents to assist with homework completion?
- How have teachers shared strategies with parents to aid in homework completion?
- Have parents expressed an interest in having a homework help line?
- Has a homework help line been implemented?
- What tools are teachers using to better equip parents to help with homework?

PATRICIA A. REDA, WALDEN UNIVERSITY

7


Use the questions on the next two slides to frame the discussion. The goal is for administrators to reflect on positive changes that could impact homework return rates at all grade levels and to consider what to implement school wide.

## HOMework

- What is the current homework return rate for each grade level?
- What changes have been made to school-wide homework policies in response to the teacher workshop sessions?
- What changes have been made to classroom homework policies in response to the teacher workshop sessions?
- Have homework return rates increased for those students whose parents/teachers have participated in the workshop sessions?
- What will you do differently in the future?

PATRICIA A. REDA, WALDEN UNIVERSITY

8



## FUTURE STEPS


- What is the next step in increasing homework completion rates?
- What strategies will you encourage teachers to try?
- Will changes be made to the existing school wide homework policies based on the new strategies shared?
- What will be done to support parents at the school level? Classroom level?

How will you continue to monitor reading comprehension rates as school wide changes are put into place?

PATRICIA A. REDA, WALDEN UNIVERSITY

10

After using the previous questions to frame the discussion, the goal is to reflect on and establish next steps. Where are we now? Where do we want to be in the future? How will we get there?




## SCHOOL WIDE PLAN

- Think about our discussion, reflect on small changes that will have an impact.
- Jot down a few ideas/ strategies/ suggestions to include.
- Begin formulating a plan. Use the form included in your packet to document the plan.
- Begin to think about a time line for implementation. When will you introduce the new policy and expectations to all stakeholders? How will you do this?

PATRICIA A. REDA, WALDEN UNIVERSITY

10

The team will now begin work on changes to the existing school wide homework plan and decide on suggestions to make for teachers. The team should begin to formulate the plan and consider a timeline for implementation. The timeline should include how and when all stakeholders will receive the information and when the plan be in effect. There is a form included in the packet for this purpose.



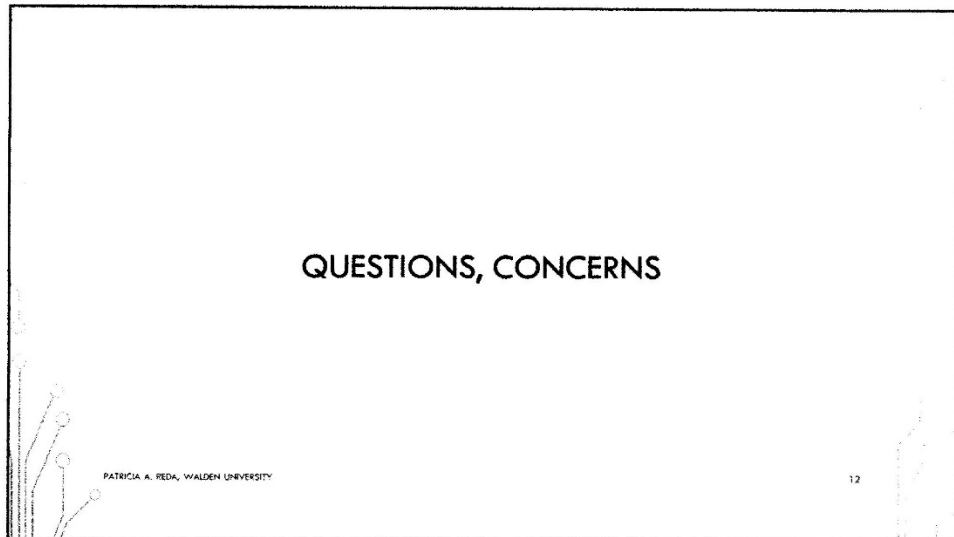
## SUPPORT NEEDS

- What support will you need to implement the plan you have created?
- What support will you offer teachers who struggle with implementing individual and school wide plans?
- What support do parents still need in supporting homework completion?
- What support will the administrative team require for implementation of the action plan?

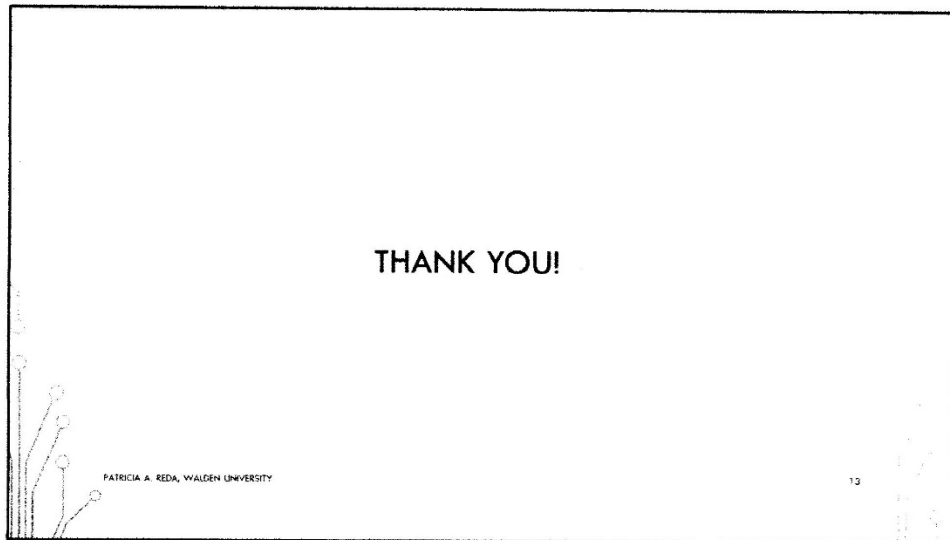
PATRICIA A. REDA, WALDEN UNIVERSITY

11

After developing an action plan, the team should discuss the level of support necessary for implementation. What will the support look like? Who will provide the support? What level of support will be necessary for success?



**Allow the team to ask questions and share concerns. If concerns are great and could damage the implementation, we may need to step back and reconfigure the plan. Encourage the team to make small changes that will have a large impact. If the team feels the plan is unrealistic, we have wasted our time and theirs.**

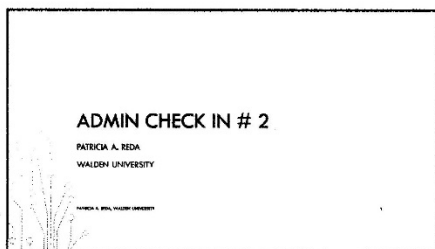


Thank you for taking the time to research homework data and to meet with me. This process will keep all stakeholders focused on student achievement by meeting the needs of the students and their families. Our next session will focus on parent engagement/ involvement. For that session, you will be contacted with another planning sheet and data to collect so that our conversation will be productive.



# Admin Check In # 2: Participant Packet

11/25/2015



---

---

---

---

---

---

---



---

---

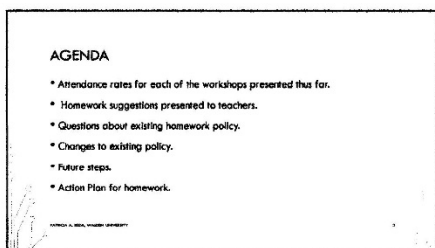
---

---

---

---

---



---

---

---

---

---

---

---

**CHECK IN**

- What kind of homework is assigned for each grade level?
- How do completion rates differ by grade level?
- How is completion time taken into consideration when assigning homework?
- Which content areas have higher homework completion rates?
- What level of support is available for students and parents who struggle with homework completion?

PATRICIA A. REDA, WALDEN UNIVERSITY

---

---

---

---

---

---

---

---

**ATTENDANCE RATES FOR PRK AND FIT SESSIONS**

- How many parents attended each session?
- How many teachers attended each session?
- What will you do differently to recruit more teachers and parents for the remaining sessions?
- Have you seen any changes related to the parent or teacher sessions?
- What changes have you seen in reading comprehension levels for the students whose teachers or parents have participated in the sessions?

PATRICIA A. REDA, WALDEN UNIVERSITY

---

---

---

---

---

---

---

---

**SUGGESTIONS FOR TEACHERS**

- Research suggests little correlation between homework completion and school success.
- Homework assignments should be developmentally appropriate and require materials easily found at home or provided by the teacher.
- Assignments should be brief, relate to current content, and provide an opportunity to practice new skills.

PATRICIA A. REDA, WALDEN UNIVERSITY

---

---

---

---

---

---

---

---

**SUGGESTIONS FOR TEACHERS**

- Parents are more likely to assist with specific assignments, such as "read for 20 minutes" instead of "read".
- Assignment instructions should be clear, concise, and in the language of the home.
- Parents need to be aware of and fully understand the expectations for each assignment.
- Homework assignments should be used to gauge and adjust instruction.

PATRICIA A. REDA, WALDEN UNIVERSITY

---

---

---

---

---

---

---

---

**HOMEWORK**

- What information have teachers shared with parents to assist with homework completion?
- How have teachers shared strategies with parents to aid in homework completion?
- Have parents expressed an interest in having a homework help line?
- Has a homework help line been implemented?
- What tools are teachers using to better equip parents to help with homework?

PATRICIA A. REDA, WALDEN UNIVERSITY

---

---

---

---

---

---

---

---

**HOMEWORK**

- What is the current homework return rate for each grade level?
- What changes have been made to school-wide homework policies in response to the teacher workshop sessions?
- What changes have been made to classroom homework policies in response to the teacher workshop sessions?
- Have homework return rates increased for those students whose parents/teachers have participated in the workshop sessions?
- What will you do differently in the future?

PATRICIA A. REDA, WALDEN UNIVERSITY

---

---

---

---

---

---

---

---

**FUTURE STEPS**

- What is the next step in increasing homework completion rates?
- What strategies will you encourage teachers to try?
- Will changes be made to the existing school wide homework policies based on the new strategies shared?
- What will be done to support parents at the school level? Classroom level?

How will you continue to monitor reading comprehension rates as school wide changes are put into place?

PATRICIA A. REDA, WALDEN UNIVERSITY

---

---

---

---

---

---

---

---

**SCHOOL WIDE PLAN**

- Think about our discussion, reflect on small changes that will have an impact.
- Jot down a few ideas/ strategies/ suggestions to include.
- Begin formulating a plan. Use the form included in your packet to document the plan.
- Begin to think about a time line for implementation. When will you introduce the new policy and expectations to all stakeholders? How will you do this?

PATRICIA A. REDA, WALDEN UNIVERSITY

---

---

---

---

---

---

---

---

**SUPPORT NEEDS**

- What support will you need to implement the plan you have created?
- What support will you offer teachers who struggle with implementing individual and school wide plans?
- What support do parents still need in supporting homework completion?
- What support will the administrative team require for implementation of the action plans?

PATRICIA A. REDA, WALDEN UNIVERSITY

---

---

---

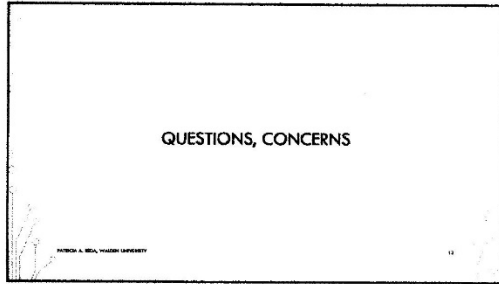
---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

## Admin Check In # 2 Preparation Checklist for Session

1. Please research the current rate of homework return for each grade level at the school site.
  - Kindergarten:
  - First Grade:
  - Second Grade:
  - Third Grade:
  - Fourth Grade:
  - Fifth Grade:
2. What changes have teachers noted in the rate of reading homework completion after the parent and teacher homework sessions?
3. What changes have been made to school-wide reading homework policies in response to the teacher workshop homework session?
4. What changes have been made to classroom reading homework policies in response to the teacher homework session?
5. What changes in reading homework policy have you planned for the remainder of the school year?
6. What strategies have you put in place to support parents in assisting with student reading homework completion?
7. What is the current rate of reading comprehension for students whose parents have participated in the workshop sessions, compared to students of non-participating parents?
8. How has the comprehension rate increased for this group of students, since the last parent workshop? To what do you attribute this change

## Appendix B: Letter of Invitation to Parents/ Guardians

Date:

Dear Parent or Guardian,

You are being invited to participate in a research study focusing on what parents do at home with their children that supports reading. You have been chosen to participate in this study because a staff member identified your child as a successful reader. Please read the information on this form and contact me if you would like to participate in the study.

My name is Patricia Reda, and I am a doctoral student at Walden University conducting this study.

The purpose of this study is to determine successful strategies and artifacts used at home by parents that help students to become successful readers.

You will be asked to:

1. Sign a consent form indicating your willingness to participate in this study.
2. Participate in at least one thirty-minute interview and answer 10 questions about strategies, activities, or materials used at home with your child that support reading.
3. Participate in at least one follow up interview to review documents to be sure the information accurately represents the information you have shared.

Your participation in this study is voluntary. This means that everyone will respect your decision to participate or not. No one at the study site or Walden University will treat you differently based on your decision. You can also choose to participate now and change your mind during the study.

Being in this study involves some risk, finding a comfortable place and a convenient time for a 30-minute interview, answering questions about reading support at home, and reflecting on how support at home can affect student reading success are some of the discomforts you may experience as part of this study. Participation in this study will pose little risk to you, I will have the only access to the information you share with me. No one else will read your question responses or hear the audio recordings of our interviews. The benefits you may find as part of this study include a chance for you to share successful strategies you have used at home that have helped your child to become a good reader.

Participation in this study is voluntary; you will not receive payment of any kind for participating.

Any personal information you share with me will be kept confidential at all times. I will not use your information for anything outside of this study and I will not include your name or anything else that could identify you in the study reports. All of the information I collect will be locked in a cabinet in my home for the length of the study and up to five years, as required by the university.

If you have questions about this study, please feel free to contact me at 321-438-7420 or via [patricia.reda@waldenu.edu](mailto:patricia.reda@waldenu.edu). If you wish to participate, please return one copy of the last page of this letter in the enclosed envelope, and I will contact you to further discuss the study and schedule an interview.



Thank you in advance for your consideration,

Patricia A. Reda

\_\_\_\_\_ Yes, I would like to participate in this study. Please contact me at the following number: \_\_\_\_\_. The best time to contact me is \_\_\_\_\_.

## Appendix C: Letter of Invitation to Teachers

Date:

Dear Teacher,

I am a doctoral student at Walden University, specializing in Administrator Teaching and Learning. I am conducting my doctoral research on the strategies and techniques used by parents and teachers of second grade students who are successful with reading comprehension. You have been identified by a staff member as the teacher of students who were highly successful on the DIBELS Oral Reading Fluency assessment in second grade. This study requires no student contact; I will interview the parents and teachers of the group of students identified as successful from archival data available at the school level. Interviews will occur after school hours and will not interrupt the school day in any way.

Benefits of involving parents and teachers from an elementary school include insight into successful strategies used by parents and teachers that lead to increased reading comprehension in second grade. Increased reading comprehension in third grade could lead to students entering third grade with the necessary skills for success on standardized assessments, lower retention rates in elementary school, and high levels of success in the future.

The results of this research will be used for the development of a doctoral project study, part of the requirements for the Ed. D. degree at Walden University. The confidentiality and anonymity of the study participants will be maintained. This research will help to inform the body of literature that discusses how parents and teachers can

better support reading comprehension in second grade and could lead to a collection of strategies to be shared and replicated by parents and teachers across the district.

If you have questions about this study, please feel free to contact me at 321-438-7420 or via [patricia.reda@waldenu.edu](mailto:patricia.reda@waldenu.edu). If you wish to participate, please return one copy of the last page of this letter the enclosed envelope, and I will contact you to further discuss the study and schedule an interview.

Sincerely,

Patricia Ann Reda

\_\_\_\_\_ Yes, I would like to participate in this study. Please contact me at the following number: \_\_\_\_\_. The best time to contact me is \_\_\_\_\_.

## Appendix D: Parent Interview Protocol

Date of Interview:

Time of Interview:

Location of Interview:

Interviewee:

The purpose of this study is to examine successful strategies and artifacts used by parents and teachers that positively effect on the reading comprehension ability of students in second grade.

All participants must read and sign the Informed Consent Form prior to the interview.

1. How long has your child attended the study site?
2. Congratulations! Your child is a successful reader! What do you see as your role in how successful your child is with reading comprehension?
3. Describe a time when your child needed help with reading homework.
4. Explain how you helped your child with reading homework.
5. What kinds of materials do you use to support your child/help with reading homework? Describe how you use those materials with your child.  
  
Would you be willing to share samples of those materials with me?
6. How has the way you help your child with reading homework changed as your child has grown older?
7. How do you communicate with your child's teacher about reading homework?

8. Is there anything else you would like to share about how you support reading comprehension at home that I may not have asked about?
  
9. Do you have any questions for me about this study? Any other questions?

## Appendix E: Teacher Interview Protocol

Date of Interview:

Time of Interview:

Location of Interview:

Interviewee:

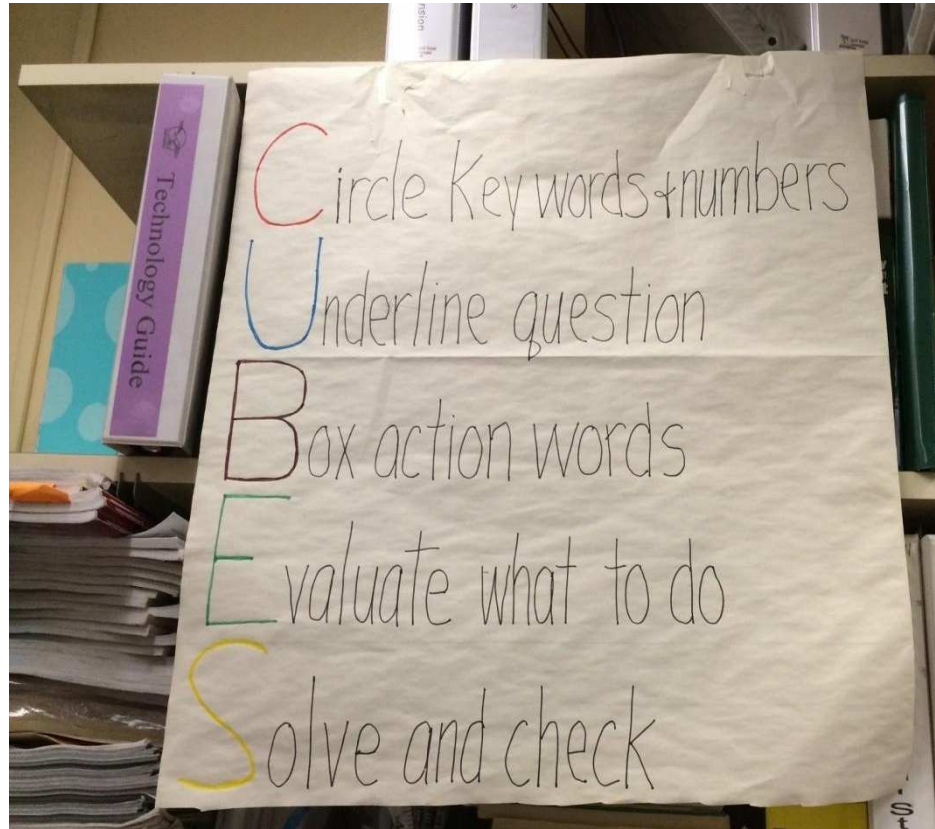
The purpose of this study is to examine successful strategies and artifacts used by parents and teachers that positively effect on the reading comprehension ability of students in second grade.

All participants must read and sign the Informed Consent Form prior to the interview.

2. How long have you been a teacher? Teaching second grade?
3. How would you describe your teaching style, as related to reading comprehension? What strategies/materials/techniques do you use daily that support reading?
4. What materials/strategies/techniques have you found the most useful?
5. What do you do when you notice students who are not grasping new reading skills?
6. How are newly introduced reading skills integrated into homework?
7. How is reading instruction integrated throughout the day?
8. How do you communicate reading homework expectations to parents?
9. What strategies have you found the most successful in working with parents?

10. Is there anything else you would like to share about how you support reading instruction that I may not have asked about?
  
11. What advice would you give to a new second grade teacher about teaching reading?
  
12. Do you have any questions for me about this study? Any other questions?

## Appendix F: Teacher Artifact





## Appendix G: Themes Revealed Through Data Analysis

**Table 3**  
*Themes Revealed Through Data Analysis*

<b>Research Question</b>	<b>Themes Revealed</b>
Question 1: What strategies inside the classroom have a positive impact on second grade reading comprehension?	Previewing text Boxing/ underlining key words Using graphic organizers Guided reading groups Small group instruction Daily read alouds Cooperative learning strategies
Question 2: What strategies outside of the classroom have a positive impact on second grade reading comprehension?	Daily read alouds Daily reading for 20 minutes at home Homework support (specifically vocabulary building and editing writing assignments)
Question 3: What strategies can be incorporated at home to support reading comprehension as text difficulty increases?	Daily reading for 20 minutes at home Access to high interest books Clear expectations for homework Routines for homework completion

## Appendix H: Parent Survey

1. How long has your child attended the study site?
2. What academic goals do you currently hold for your child?
3. What are your expectations for homework? Would you like additional support from the school in meeting those expectations?
4. Are you aware of resources available for parents in terms of homework help?
5. Have you participated in any of the parent events presented by the study site?  
If yes, how many?
6. What made you decide to attend today's workshop?
7. What kinds of activities would you like to see the study site conduct this year?
8. Would you be interested in participating in workshops with your child?
9. Would providing childcare make it easier for you to attend parent workshops or other events at the school?
10. Would you like more information about ways you can help your child at home with schoolwork?
11. Are you interested in having more of a decision-making role at the study site?

## Appendix I: Teacher Program Evaluation

1. How was the information shared in this session helpful to your current teaching situation?

1      2      3      4      5      6      7      8      9      10

Not useful

somewhat useful

very useful

2. What is the current level of parent engagement you see in your classroom?

10%   25%   50%   75%   100%

How many parents are engaged?

1-10   10-20   all

How many are involved?

1-10   10-20   all

3. How will you use the information shared to increase the amount of parent engagement you currently see in your classroom?

4. What was the most useful idea/ strategy you learned from this session?

How will you use that strategy in your classroom?

5. What recommendations do you have for improving this session?

## Appendix J: Parent Program Evaluation

1. How was the information that was shared in this session helpful to your current situation?  

9	2	3	4	5	6	7	8	9	10
Not useful			somewhat useful				very useful		
2. How will this information help you to become more involved in your child's academic life?
3. What was the most useful idea/ strategy you learned from this session?  
How will you use this strategy at home to support your child?
4. What recommendations do you have for improving this session?
5. What kinds of sessions would you like to see in the future?

## Appendix K: Presenter Evaluation

1. How many participants attended this session?
2. Were you able to work through all of the activities in the time allotted?
3. Were there any activities that were not well received by the participants? Explain.
4. What suggestions do you have for improving the activities?
5. Were the participants actively engaged in the activities and processes? If not, why?
6. Was the content for this session easy to follow and easy to present? If not, why?  
How would you suggest the content be improved?
7. Did the content and activities appear to be relevant to the needs of the participants?
8. Were there any logistical problems that could be fixed for the next presentation?
9. Did you have enough of the materials for each participant?
10. Overall, what suggestions do you have to improve upon this session?

## Appendix L: School Level Data/ Evaluation

1. What is the current level of parent engagement/ involvement at your school?
2. How did the level of engagement/ involvement increase or decrease after the parent workshop session?
3. How are you monitoring the reading comprehension rates of students whose parents have participated in the workshop series?
4. What is the current rate of reading comprehension for students whose parents have participated in the workshops, compared to students of non-participating parents?
5. How has the comprehension rate increased since the last parent workshop? To what do you attribute this change?

## Appendix M: School Level Data/ Evaluation

1. Please research the current rate of homework return for each grade level at the school site.
  - Kindergarten:
  - First Grade:
  - Second Grade:
  - Third Grade:
  - Fourth Grade:
  - Fifth Grade:
2. What changes have teachers noted in the rate of reading homework completion after the parent and teacher homework sessions?
3. What changes have been made to school-wide reading homework policies in response to the teacher workshop homework session?
4. What changes have been made to classroom reading homework policies in response to the teacher homework session?
5. What changes in reading homework policy have you planned for the remainder of the school year?
6. What strategies have you put in place to support parents in assisting with student reading homework completion?
7. What is the current rate of reading comprehension for students whose parents have participated in the workshop sessions, compared to students of non-participating parents?
8. How has the comprehension rate increased for this group of students, since the last parent workshop? To what do you attribute this change?