



Fostering Literacy

Presented by:

Lauren Barbieri and Andrea Watkins

Presented March 23, 2018

Meet Mrs. Lauren Barbieri

- An educator within the Northern Valley for 16 years.
- Taught first grade for 14 years
- B.S. in Early Childhood Education
- M.A. in Literacy Instruction
- Will complete certification this spring as an Orton Gillingham Dyslexia Specialist, as certified by the Phonics First Program, Brainspring, IDA & IMSLEC accredited
- Currently work in a push in/pull-out role in Kindergarten and as literacy support in a first grade classroom

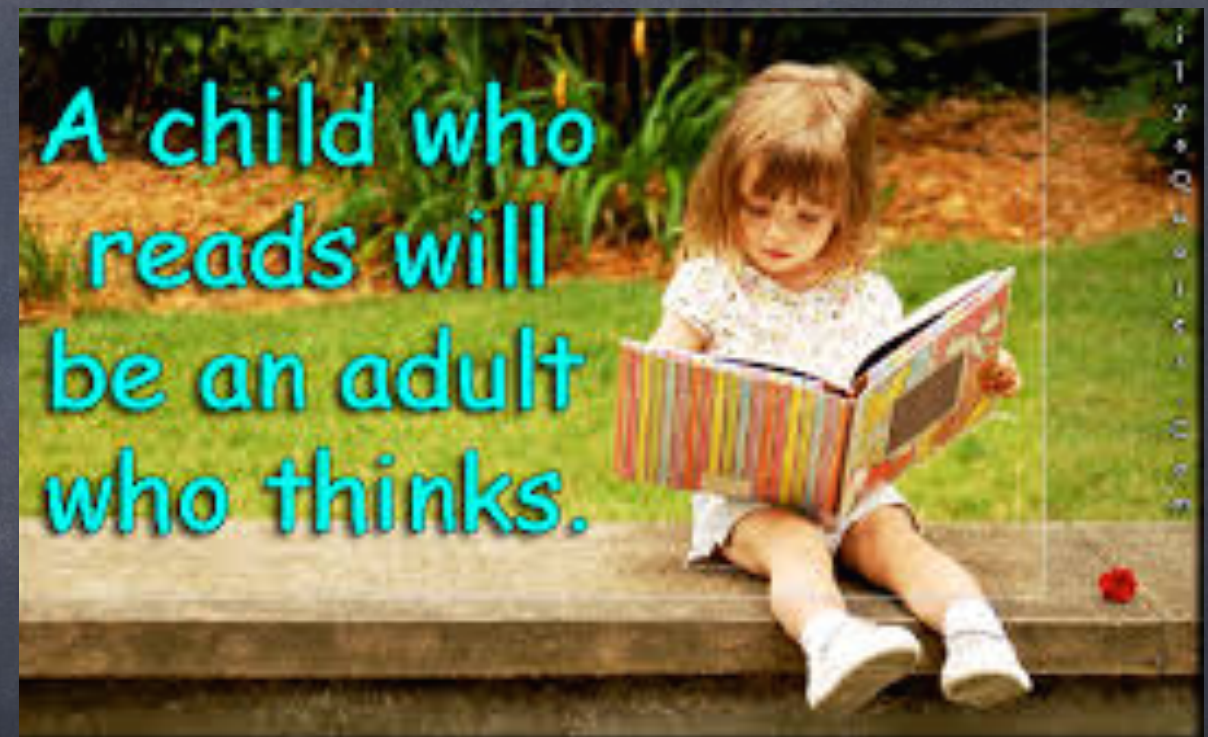
Meet

Mrs. Andrea Watkins

- Joined the Closter staff in 2008
- B.S. in Elementary Education
- M.A. in Reading; Reading Specialist
- Tenaflly Masons scholarship recipient; certificates through Fairleigh Dickinson University and Lexington;
- Orton Gillingham Teacher - IMSLEC accredited,
Dyslexia Therapist, IDA accredited, May 2018
- Work in small groups with kindergarten through 4th grades supporting the classroom teachers' instruction and reinforcing skills by using multisensory strategies in literacy
- Assess students who may be having difficulty, to give the classroom teachers information and strategies.
- Consult with teachers in the middle school.

How Did We Get Here?

- This workshop is the product of observation, assessment, and research of the evolving needs of a child of the 21st century
- “It takes a village...”– By working together, we can truly empower our children to become more literate beings, and enthusiastic learners.
- We will take a look at all the components that foster a more literate child, and how we can collaborate to support that ideal, both at home and at school



Today's Agenda

- Demonstrate the foundation of early literacy development
- Highlight the importance of setting a daily reading routine
- Outline the 5 components of reading
- Illustrate what learning to read feels like from your child's perspective
- Review Kindergarten and First Grade expectations
- Discuss how we as a learning community can help to cultivate your child's love of learning

Back to the Beginning

- Think back to one of the first things that you did with your child- sing to them, rock them, coo to them, interact with them, sing them nursery rhymes and lullabies
- These types of interactions not only deepen your relationship, but they keep your child interested. They are the first steps toward building strong readers and interactive learners.



Nursery Rhymes





READING WITH YOUR CHILD

TWENTY minutes a day is all it takes to develop key reading skills with your child. Here are seven ways to build a better reader from birth!

- 1 Create reading rituals and read together every day.
- 2 Talk about the pictures and ask them questions about the book as you read.
- 3 Have fun and read with expression. Children love silly voices!
- 4 Make reading a part of your family time. You can integrate reading into daily family activities by reading bedtime stories, visiting the local library and creating a comfy space for reading in.
- 5 Choose books that match your child's likes and interests.
- 6 Share different kinds of books - cook books, comics, picture books, chapter books, non fiction books.
- 7 Snuggle up close and read favourite books again and again.

'GOOD READERS ARE MADE ON THE LAP OF A PARENT'



PARENTS

Research shows that YOU are the secret ingredient to your child's academic success! And, it's easy. READ to them. READ with them. Listen to them READ. Students who read every day for as little as twenty minutes get better grades than those who don't. A child who reads alone is learning. But when your child receives just a little extra support from you, magic can happen!

We Need YOU!

HELP YOUR CHILD READ AT HOME

THE SWEET SPOT

Find books that interest your child AND are at his/her reading level.

5 FINGER RULE

Pick a page. Any page. Have your kiddo read it. Put up a finger for each word he/she stumbles over.

0-1 Fingers: May be too easy
2-3 Fingers: May be just right
4-5 Fingers: May be too difficult



IS YOUR CHILD STUCK?

It is ALWAYS okay to say, "Sound it out." Here are a few more tips of the trade!



"Break the word up into parts. Can you find any pieces that you can pronounce? Put them together."



"Think about the story. What word would make sense right now? Do the pictures give you a clue?"



"Skip over the word and keep reading. Go back to the beginning and read the sentence again."



JUST TALK ABOUT IT

Ask your child questions about what they are reading. The questions are not meant to 'check up' on them but to explore their understanding.

ASK...

What do you think will happen next?



ASK...

What does this story remind you of?

ASK...

What was the most exciting part?

ASK...

How does the main character change?

ASK...

How was the problem solved?

ASK...

What do you think _____ means?

ASK...

Were you wondering about anything as you read?

TIPS ON

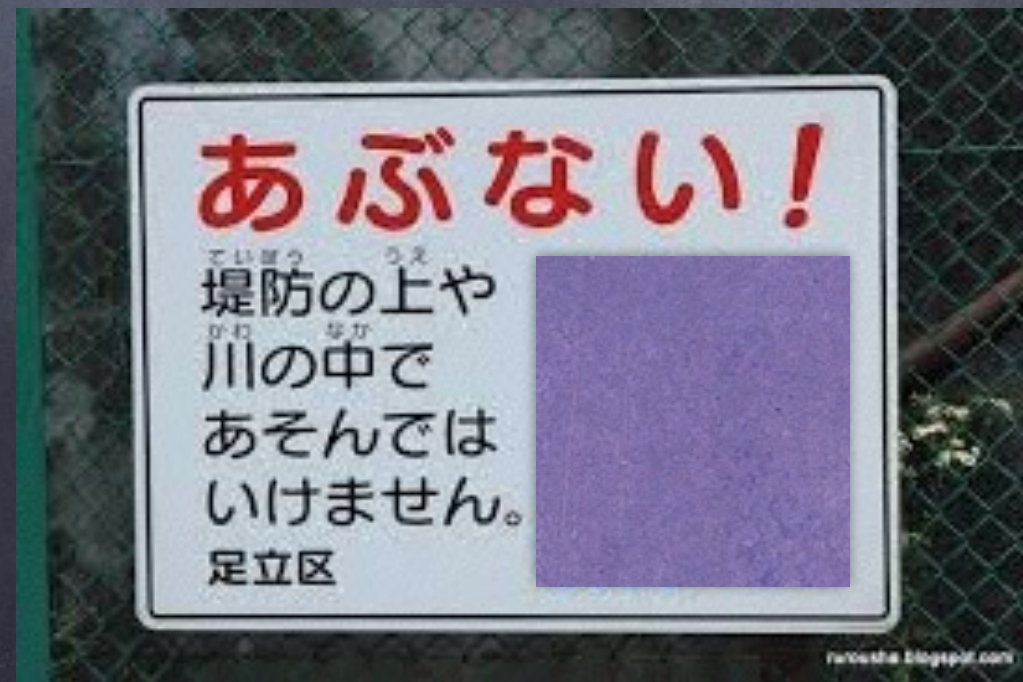
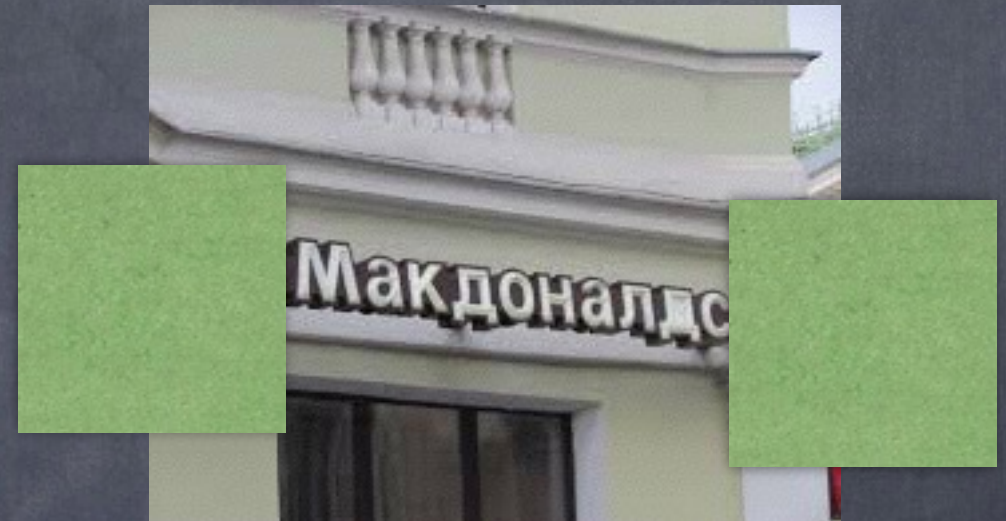
FLUENCY

When your child reads out loud, it should sound as if he/she were just talking with you.

* Read the words to your child with expression. Have them reread it after you.

* Take turns reading longer text. Model how the words should sound.

Learning To Read Really Can Feel Like Walking in a Foreign Land



A Picture Really is Worth a Thousand Words!

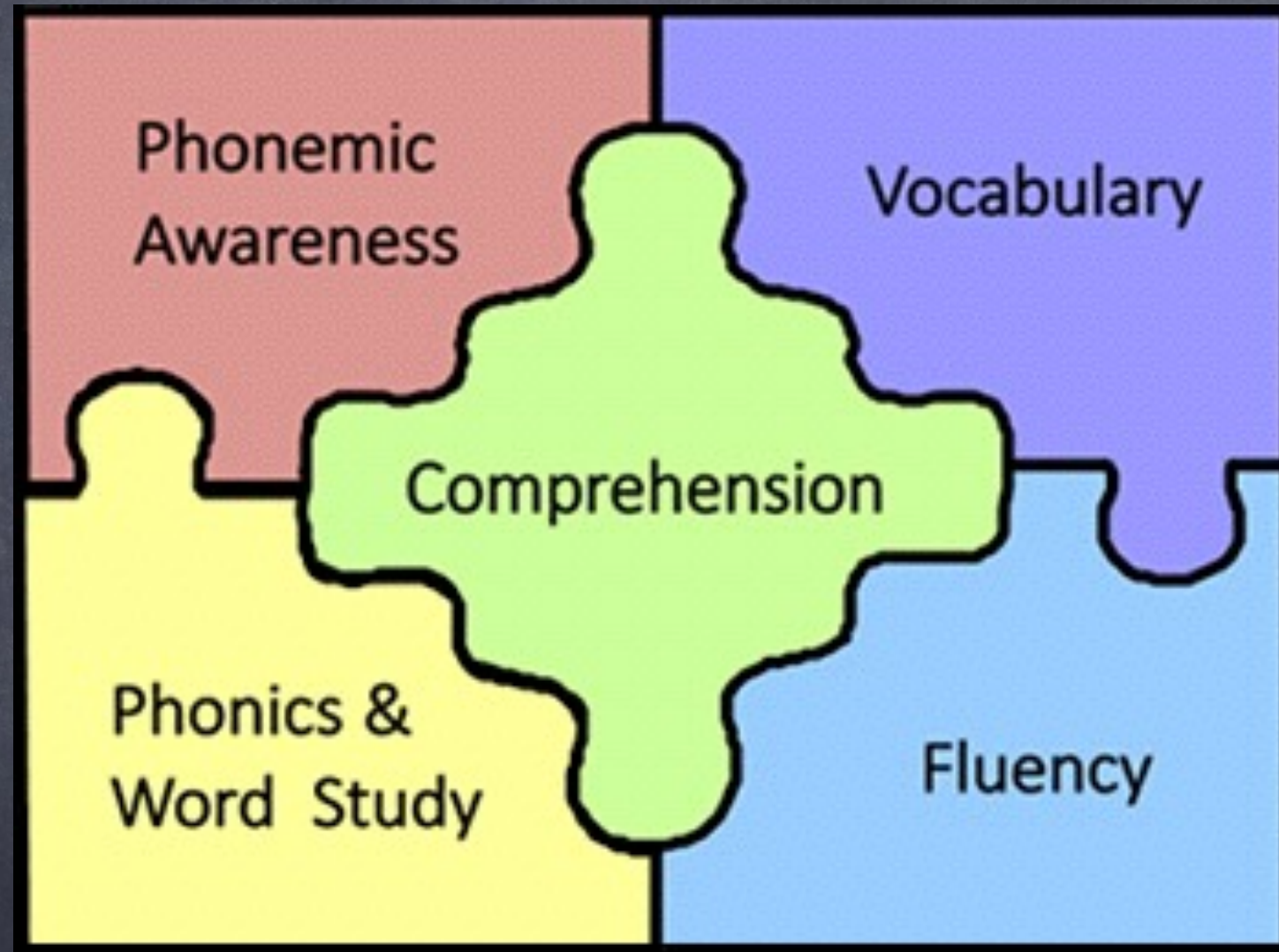


What's the Best Way to Foster a Reader?

READ, READ, READ!

- Don't just take our word for it, let's see what science has found:
- The results showed that children from more stimulating home environments with increased reading exposure had greater activity in the areas of the brain that support narrative comprehension, mental imagery, and extraction of meaning— all of which are important for learning and reading.
- "We are excited to show, for the first time, that reading exposure during the critical stage of development prior to kindergarten seems to have a meaningful, measurable impact on how a child's brain processes stories and may help predict reading success," study author John Hutton said in a statement when the preliminary findings were presented last April. "Of particular importance are brain areas supporting mental imagery, helping the child 'see the story' beyond the pictures, affirming the invaluable role of imagination."
- Previous research has linked reading to a child to stronger parent-child relationships and improved oral language and literacy skills. This study, however, was the first to show direct evidence of the quantifiable effects on the brain.

5 Components of Reading



What is Phonemic Awareness?

- Phonemic Awareness means NO PRINT! Print, changes the subject to Phonics
- It is essential to hear sounds/patterns before the sound/symbol is introduced
- A mastery of phonemic awareness accelerates reading/writing/spelling development
- Phonemic awareness skills entering school are held as the strongest predictor of success (or failure) in learning to read
- "Without direct instruction, phonemic awareness eludes roughly 25% of middle class first graders and substantially more from less literacy-rich backgrounds (Adams, 1990).

Phonemic Awareness activities

- Identify and produce rhyming words
- Segment a sentence (count the number of words in a sentence)
- Blend and segment syllables (clap the number of syllables in a word)
- Identify and match sounds
- Count the phonemes in a word (children hold up a finger for each sound they hear in a word)
- Blend phonemes to make a word (\c\ a\ t\ would read cat)
- Isolate the beginning phoneme in a word (such as \b\ in big)
- Isolate the ending phoneme in a word (such as \g\ in big)
- Isolate the medial phoneme in a word (such as \i\ in big)
- Substitute one phoneme for another, either the initial, medial or ending phoneme (changing the \b\ in big to a \d\ to read dig)



Phonics

A student:

- Uses initials letters/sounds
- Can identify and uses long vowel sounds
- Can produce final letters
- Can use vowels + r (ar, er, ir, or, ur, and our)
- Can identify and use short vowel sounds
- Can identify and produce "strange" vowel teams (oo, oy, oi, ow, ou)
- Can blend CVC words (consonant, vowel, consonant) to read new words such as cat, pig, lip....
- Can read longer words, by breaking words into syllables to decode

Multisensory Letter, Sound, and Word Activities



Fluency

A fluent child:

- Can decode unknown words quickly
- Uses intonation and expression while reading
- Knows high frequency (sight/red) words
- Can dialogue about text
- Uses punctuation correctly (stops at a period, pauses at a comma, volume at exclamation)
- Adjusts reading rate (doesn't read too fast or too slow)
- Reads in phrases



Popcorn Sight Word Game





Vocabulary

A student with a good vocabulary background:

- Identifies unknown words and figures out meaning
- Uses word parts (such as prefixes and suffixes) to figure out unknown words
- Uses pictures or meaning from text to discover new words
- Can identify and apply features of non fiction text
- Uses words with multiple meanings correctly
- Uses new words correctly
- Uses book language and idioms correctly (For example say "The moon climbed higher in the sky" instead of "The moon is way up in the sky.") ("Don't let the cat out of the bag.")

Talking with young children encourages learning

A great deal of research supports the value of talking with young children:

"When adults purposefully talk more with children, children develop larger vocabularies." (Hart & Risley, 1999)

"When children have larger vocabularies, they become better readers in middle childhood." (Snow, Burns, & Griffin, 1998)

"When adults talk to children with longer, more complex words and sentences, children have higher IQ scores."

(Hart & Risely, 1999)

"When adults talk with children in a responsive and sensitive way, they encourage children's social and emotional development." (Ensor & Hughes, 2008)

Modeling Good Conversation Skills

- Choose a topic that is important to your child.
- Ask a thought-provoking question or make an open-ended comment to prompt your child's response.

"What do you remember most about what happened at school today?"

"How would you describe the texture of _____?"

"How did you figure out which puzzle piece fit there?"

- Wait at least 3 seconds (longer for whom English is a second language), to give your child a chance to think and respond.
- Listen to your child and respond with more conversation.

Comprehension



A student with good comprehension can:

- Monitor the meaning of text
- Summarize (can retell a story including all important details, beginning, middle and end, setting and characters)
- Use schema/prior knowledge to understand a text
- Understand text structure (fiction/nonfiction)
- Ask questions
- Use a graphic organizer
- Visualize a story (creates a picture in their head)
- Use deeper meaning (text-to-text, text-to-self and text-to-world connections)

Your Child Reading To You



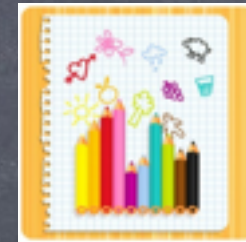
Strategies to use at home if your child gets stuck on a word



What Good Readers Do

- Use one to one correspondence (point to each word when reading)
- Use the pictures to figure out unknown words
- Ask: "Does it make sense?" or "What would make sense?"
- Look for chunks in the word that one knows (grand)
- Get his/her mouth ready and sounds out the word
- Make connections between words you know and words that are similar (look, hook, took...)
- Reread the sentence
- Read ahead and then reread the sentence

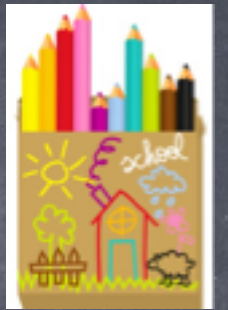
Kindergarten



In Kindergarten students need to be able to:

- identify the letters and sounds of the alphabet
- use one to one correspondence
- understand and apply concepts about print
- sound out words
- identify and produce rhyming words
- read Kindergarten sight words
- read pattern sentences
- read longer texts with sight words

First Grade

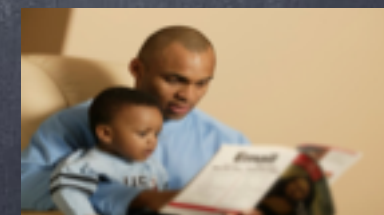


In First grade students need to be able to:

- use one to one correspondence
- sound out words
- produce blends & digraphs (such as bl, ch, sh...)
- identify and produce rhyming words
- read Kindergarten and First grade sight words
- use reading strategies to figure out unknown words
- read pattern sentences
- read longer texts with sight words
- read with fluency
- have adequate comprehension (should be able to retell a story using characters, setting, beginning, middle and end)

Cultivating Literacy at Home

- Find a quiet, cozy spot in your home for your child to read to you, 10 to 20 minutes a night
- Share a good book together, from school, home, or the library
- Have discussions with your child about what they have read to you
- Monitor his/her reading progress
- Try to enjoy at least 10 minutes of uninterrupted, quality, talk time





- Thank you for coming!
- Keep in touch with your child's teacher
- Enjoy your day!
- Read, Read, Read!

