FAMILY LITERACY NIGHTS ACROSS ONE YEAR

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P.S. 360 Library
WHEN?

- Testing
- Workshops
- Holidays
- Personal Calendar
WHY?

- Reading and talking about books makes a huge difference in how well students are prepared for school - and for life.

- A culture of literacy - reading and talking - is contagious. It spreads between parents and children, between children and siblings, and even to new generations.

- Why do you think these workshops are important?
WHAT?

- Workshop #1 - Introducing Family Reading
- Workshop # 2 & 3 (or 4)- Topics & Genres
  - Reading nonfiction information
  - Reading dialogue
  - Punctuation
  - Reading levels & types of reading (to/with/by)
  - Poetry (Usually in April)
- Workshop #4 or #5 - Wrap it up
  - Summer Reading
  - Celebrate growth
WORKSHOP # 1
INTRODUCING FAMILY READING

- Why reading to and with your children is important
- Why talking about books is important
- Conversations before, during & after reading
COMPREHENSION

Reading
↓
Thinking
↓
Talking
↓
Understanding
BEFORE READING

- Look at the cover
- Read the title
- Make a prediction
DURING READING

- Ask open ended questions
- Check your predictions
- Look at the pictures
**AFTER READING**

- Talk about the story or information
- Connect what you read to your own life
- Go back and read part of the book again
- Let your child read or look at the book
READING NONFICTION INFORMATION

- Acknowledge that this can be challenging to both child and adult!
  - Students may choose books they can’t read independently
  - The books may seem very skinny
  - There may be lots of pictures

- Why is my child encouraged/allowed to borrow these books?
- What do you do with books like this?
READING NONFICTION INFORMATION

- **Before Reading**
  - Think about the topic. Ask “What do you know already, or what can you predict from the cover.
  - Preview the book by reading the Table of Contents.

- **During Reading**
  - Talk about the pictures and the information. Encourage your child to think about what they are learning.

- **After Reading**
  - Talk about what you learned.
BALANCED FOOD CHOICES

BE ACTIVE
Balance food with fun activities!

Fruits
Make half of your starches whole!

Grains
Eat different colors!

Vegetables
Focus on fruits!

Protein
Your bones need calcium!

Milk
Go lean!


Fun, healthy eating for kids. © Nourish Interactive, All Rights Reserved.
Thinking and talking about books boosts comprehension.

**Think!**

**Talk!**

<table>
<thead>
<tr>
<th>Nonfiction: &amp; school subjects</th>
<th>Practice reading!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make an effort / ask for help as you read to learn.</td>
<td>Independent, not too hard, usually fiction.</td>
</tr>
<tr>
<td>Nonfiction: interest based</td>
<td>Read with or be read to by an adult</td>
</tr>
<tr>
<td>Read to discover and explore</td>
<td>This includes “snacks.”</td>
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</tbody>
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Practice reading!

Independent, not too hard, usually fiction.

Read with or be read to by an adult

This includes “snacks.”

**BALANCED READING CHOICES**
READING NONFICTION INFORMATION

- **Before Reading**
  - Think about the topic. Ask “What do you know already?” or “what can you predict from the cover?”
  - Preview the book by reading the Table of Contents.

- **During Reading**
  - Talk about the pictures and the information. Encourage your child to think about what they are learning.

- **After Reading**
  - Talk about what you learned.
Understanding dialogue is key to understanding fiction.

How do you know who is talking?

The way dialogue is represented changes from beginning readers to chapter books or novels.

Dialogue is represented differently in English and Spanish print.
READING LEVELS & TYPES OF READING

- Parents often express concern about their children reading books that are too easy or bringing home books that are too hard.

- There is reading work that can be done with almost any type of text.

- The challenge is how to model this with a broad range of students in the room.
3 LEVELS OF READING

- **Independent**
  - Easy books
  - Child reads by him/herself
  - Parent is available to talk afterwards

- **Instructional**
  - Words and sentences have some challenges
  - Parent sits with child to encourage or help

- **Frustration**
INDEPENDENT LEVEL READING

- Easy books
- Child reads by him/herself
- Parent is available to talk afterwards
- Questions are about “big ideas”
  - What is the author’s message?
  - Why do you like this book so much?
This Little Light of Mine

This little light of mine, I'm gonna let it shine.
This little light of mine, I'm gonna let it shine.
This little light of mine, I'm gonna let it shine.
Let it shine, let it shine, let it shine.

I'm gonna take this light around the world and I'm gonna let it shine.
I'm gonna take this light around the world and I'm gonna let it shine.
I'm gonna take this light around the world
BENEFITS OF INDEPENDENT READING

- Reading well!
- Joy in Reading
- Fun & Relaxing
- Builds stamina (reading and focusing for extended time)
- Builds fluency (reading smoothly)
INSTRUCTIONAL LEVEL READING

- **Instructional**
  - Words and sentences have some challenges
  - Parent sits with child to encourage or help
  - During reading parent asks questions to help child understand the story
    - Tell me about what happened in the story?
    - What do you think might happen next? Why?
  - After reading, talk about the story
    - Why did the characters act that way?
    - What happened in the beginning, middle, end?
Benefits of Instructional Level Reading

- Practicing figuring out words
- Learning new words
- Practicing reading harder books with you!

- Remember, your child can read more difficult books when you are there to help or encourage.
Frustration Level Reading

- Many words are difficult to figure out
- The reader isn’t connecting the words
- The effort of reading prevents the reader from understanding the story

- If your child is reading like this, and really wants to read that story or needs the information: READ IT TO YOUR CHILD
BENEFITS OF READING COMPLEX TEXT TO YOUR CHILD

- Child gains access to ideas, facts, and stories.

- Builds vocabulary.

- Gives your child experience with more complicated sentences.

- Gives you and your child time to think and talk together.
HOW?

- Use a predictable structure. This makes it easier for me to relax and emote.
- I use a script - there is a lot to remember and a lot to say.
- Organize your materials.
- Watch the clock! (For many Pizza looms large)
- Organize your space. Bring the participants as close as possible. Plan the flow for book distribution.
STRUCTURE

- Welcome
  - Song
  - Welcome & Thank you

- Introduction
  - What are we doing tonight
  - Why is it important

- Shared Reading
  - Practice the Strategies

- Review & Wrap-up
  - What did we do?
  - What did we learn?

- Announcements
  - (including Family Library Time & intro to parent’s library)

- Accountability / Survey

- Book Distribution

- Pizza

- Pack up materials & book baskets while families eat

- Check out books from family library
MATERIALS

- Computer & projector (Always have a backup plan!)
- Sign in sheets (multiple) Sharpened pencils
- Handouts & Surveys
- Books organized in baskets (Fiction/nonfiction; K-2, 2-5)
- Gifts (bookmarks & pencils organized in bag or cup)
- Gifts for parents who read, translate, etc.
- Drinks, cups, plates, napkins