Six Practical Ways Parents Can Support Literacy

1. READ, READ, READ
2. Once is Not Enough
3. Ask Questions and Dig Deeper
4. Target the Teachable Moments
5. Play with Words
6. Talk A Lot

Bianca Cole
Consultant, Special Education Curriculum and Instruction
Bianca.cole@esc20.net
210.370.5452
Alphabetic Understanding

Activities to Pair with Reading

- Practice letter formation (Play Dough, Sand, Shaving Cream, Flour, Legos, Beads, Pipe Cleaners)
- Practice Letter Stamps (Try having students stamp letters in order and as you call them)
- Letter Recognition (Flash Light Game, Glow in the Dark sticks)
- Hop Scotch with letter calling
- Matching game with Letters printed in various fonts
- Find letters in signs as you drive, shop or do other daily activities.

Listening Comprehension

Listening Activities

- Simon Says
- Listen and color sheets: orally give directions on what color to fill in each object on a coloring sheet
- I Read, You Draw—Read a text without showing any pictures. Have your child draw pictures as you read. Compare the book illustrations to your child’s drawings and talk about similarities and differences. This can also be done page by page with a white board.
- Ask A LOT of questions as you Read.
- Read books over and over and over again.

Once is Not Enough
# ASK QUESTIONS AND DIG DEEPER

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Sentence Starters</th>
</tr>
</thead>
</table>
| **Asking Questions** | • I wonder . . .  
• I would like to ask the author . . .  
• Who?  
• What?  
• When?  
• Where?  
• Why?  
• How?  
• This makes me wonder about . . . |
| Readers ask themselves questions before, during, and after reading to better understand the meaning of the text. |
| **Making Connections** | • This reminds me of . . .  
• _____ made me remember a time when . . .  
• This relates to my life because . . .  
• _____ makes me think about . . .  
• This illustration makes me think about . . .  
• This part makes me remember . . .  
• This is familiar to me because . . .  
• This is similar to . . . |
| The process of linking what you know to the text.  
Text to Text Connections  
Text to Self Connections  
Text to World Connections |
| **Predicting** | • I think this will be about _____ because . . .  
• I think _____ is going to happen next because . . .  
• I predict that . . . because . . .  
• _____ make me think that _____ will happen.  
• I’m guessing this will be about ____ because . . .  
• Since _____ happened, I think ___ will happen.  
• My predictions were right/wrong because . . . |
| The process of thinking about what’s going to happen and make predictions based on what they know and what they have read so far in the text. |
| **Inferring** | • From the text clues, I can conclude that . . .  
• Based on what the text says and what I know, I think . . .  
• This information makes me think . . .  
• This evidence suggests . . .  
• That is probably why . . .  
• Although the writer does not come right out and say it, I can figure out that . . . |
| The process of connecting what you know from your own experiences to what the text says to make educated guesses about the text.  
Background Knowledge + Text Evidence = Inference |
| **Visualizing** | • I could really picture . . .  
• The description of _____ helped me visualize . . .  
• I created a mental image of . . .  
• In my mind I could really see . . .  
• When it said _____, I could imagine . . .  
• If this were a movie . . . |
| The process of picturing what is happening as you read.  
A mental movie or Image. |
| **Summarizing** | • The text is mainly about ____.  
• The author’s most important ideas were ____.  
• The details I need to include are . . .  
• Some important concepts are . . .  
• The most important evidence was . . .  
• The basic gist . . .  
• The key information is . . .  
• In a nutshell this says that . . . |
| The process of identifying the most important ideas from the beginning, middle and end of a text and telling them in your own words.  
**Beginning, Middle, End**  
**Somebody, Wanted, But, So, Then** |
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Shorter Books For Skill Based Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Asking Questions</strong>&lt;br&gt;Readers ask themselves questions before, during, and after reading to better understand the meaning of the text.</td>
<td><img src="image1.png" alt="Book Images" /> <img src="image2.png" alt="Book Images" /> <img src="image3.png" alt="Book Images" /> <img src="image4.png" alt="Book Images" /></td>
</tr>
<tr>
<td><strong>Making Connections</strong>&lt;br&gt;Linking what you know to the text.</td>
<td><img src="image5.png" alt="Book Images" /> <img src="image6.png" alt="Book Images" /> <img src="image7.png" alt="Book Images" /> <img src="image8.png" alt="Book Images" /></td>
</tr>
<tr>
<td><strong>Predicting</strong>&lt;br&gt;Thinking about what’s going to happen and make predictions based on what they know and what they have read so far in the text.</td>
<td><img src="image9.png" alt="Book Images" /> <img src="image10.png" alt="Book Images" /> <img src="image11.png" alt="Book Images" /> <img src="image12.png" alt="Book Images" /></td>
</tr>
<tr>
<td><strong>Inferring</strong>&lt;br&gt;The process of connecting what you know from your own experiences to what the text says to make educated guesses about the text.</td>
<td><img src="image13.png" alt="Book Images" /> <img src="image14.png" alt="Book Images" /> <img src="image15.png" alt="Book Images" /> <img src="image16.png" alt="Book Images" /></td>
</tr>
<tr>
<td><strong>Visualizing</strong>&lt;br&gt;The process of picturing what is happening as you read.</td>
<td><img src="image17.png" alt="Book Images" /> <img src="image18.png" alt="Book Images" /> <img src="image19.png" alt="Book Images" /> <img src="image20.png" alt="Book Images" /></td>
</tr>
<tr>
<td><strong>Summarizing</strong>&lt;br&gt;The process of identifying the most important ideas from the beginning, middle and end of a text and telling them in your own words.</td>
<td><img src="image21.png" alt="Book Images" /> <img src="image22.png" alt="Book Images" /> <img src="image23.png" alt="Book Images" /> <img src="image24.png" alt="Book Images" /></td>
</tr>
</tbody>
</table>
Target the Teachable Moments

Play with Words

Build a rich language environment and build vocabulary throughout childhood during daily activities.

While in the grocery store, have your kids take charge of your grocery list. Have them use the store signs and box labels to locate specific items. This is a great way to practice looking for detail. (IE: 2% milk)

Start watching a TV series with your child. Talk about the plot, make predictions, discuss character traits and motivation. Another option is to do a family book club. Each of you can enjoy a book independently or read it together orally then see the movie and compare. Make sure to read the chapters as your child does and talk about what’s happening.

Car time is a perfect time to talk! Encourage kids to dictate directions to you or help you locate street signs. Talk about new things your see or places your want to try.