Helping Children to Read
What Can Parents Do?

Alison Davis

Bringing the world to the classroom and the classroom to life

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With 45 years of teaching experience in more than 50 countries, Alison Davis has held a wide variety of leadership roles in education from Principal to that of Early Years Director, Curriculum Leader, Head Teacher and classroom teacher.

More recently, Alison has been responsible for the development of quality professional development and product-specific training programs across K-12 curriculum including Common Core State Standards, assessment, differentiation, personalized instruction and digital learning.

Alison was also a Training & Development Consultant for Cengage Learning where she was responsible for the training and development of literacy for leaders and teachers across Asia, Middle East, Australia and New Zealand

Bringing the world to the classroom and the classroom to life
Today Alison will cover:

1. What can educators do to encourage reading success outside of class?
2. The challenges for teachers and parents
3. How teachers can work with parents to deal with these challenges
What can educators do to encourage reading success outside of class?
Work with parents
Three-way Partnership

Educators

Parents
This is the Goal
Balanced Reading

- Comprehension
- Fluency + Phrasing
- Decoding

The balanced reader

Wide range of text types and genres
Goal of Reading

• Success
• Makes sense
• Relevant
Chatbox Poll

What challenges do parents face with reading at home?
Challenges of reading at home
Challenges for Parents

1. Competing with devices
2. Finding Time
3. I Don’t Know How!!
1. Competing with Devices
1. Device Usage

When children are on devices, there is total engagement:

- sound
- animation
- action
- colour
- feedback
Competing with devices

What is the child doing?
Reading for Meaning

• What do we know about this reader?
Digital Content vs Reading

In a game
- Child consumes ideas and actions
- Child changes characters, sequence
- Results are explicit
- No communication
- Limited vocabulary
- Failure is temporary

In a book
- Child produces the ideas and action
- Child focuses and concentrates
- Infer people’s attitudes and feelings
- 2-way communication
- Build a large vocabulary of book language
- Failure can be long-term
Make time with reading as engaging!

Front Cover

Kitty Cat Runs up a Tree

Story by Annette Smith
Illustrations by Ben Beanby

Back Cover
Before you Read

- Keep the introduction short – 1 minute
- Read the Title
- Flick through book - talk about the illustrations and the title.
- Talk about any unusual words or concepts
- Discuss the characters or topic.
- Let your child do the talking
Picture Walk Through
Focus on Prior Knowledge
Prediction
Meaning
Now - Read the Text

Kitty Cat Runs up a Tree

Story by Annette Smith
Illustrations by Ben Shih
Focus on Words

Kitty Cat went into the garden.
She hid in the flowers.

“Fat Cat is not here,” she said.
“I am going to eat his food.”
Focus on Meaning

“I like Fat Cat’s food,”
said naughty Kitty Cat.
Fat Cat came into the garden.

“Kitty Cat,” he said, “you are eating my food. Go away!”

Kitty Cat looked up. “I like your food,” said Kitty Cat.
“Go away!” said Fat Cat.
Kitty Cat ran away.
She ran up a little tree.

She looked down at Fat Cat.

“You cannot come up here,” she said.
“I’m coming to get you,” said Fat Cat.

Kitty Cat ran way up the tree.

Fat Cat ran after Kitty Cat.
Fat Cat got on to a little branch.
The little branch went down

. . . down

. . . down!

Fat Cat fell off.
“Good,” said Kitty Cat.
Making meaning

Kitty Cat Runs up a Tree

Story by Annette Smith
Illustrations by Jon Scieszka

Wide range of text types and genres

THE BALANCED READER
Decoding
Fluency & Phrasing
Comprehension
Literal - Inferential - Response
Engagement

Fully engage with text

Build independence and confidence.

Don’t interrupt.
Managing Device Usage

• Time limits for device
• School work comes first
• No screen-time zones - meals and bedtime (whole family)
• Alternative activities ready to go
2. Finding Time
Make a commitment

- Make time commitment
- Create special time
- Reading routine
Routines for Reading

• Special family time
• Time for joy and fun with a book
• Bedtime is great time
• Reward is coming for bedtime routine with a reading routine
• Story is a reward
No room for struggle
3. I Don't Know How !!!
Making meaning
Talk
Build language
Build concepts
Build engagement
Build confidence
Build success
Glossary

ants’ nest

pollen
Little Creatures

It is fun to look at little creatures. You can see many little creatures in your yard.

Your mom and dad can help you look at them.
High-interest

Busy Bee
Can you see a bee?
The bee is on a flower.
It will get some **pollen**
from the flower.
Predictable

Spider’s Web
Can you see a spider in its web?

A fly will go on the spider’s web.
The spider will eat the fly.
Supportive

**Stick Insect**

Look at the tree branch. Can you see a big stick insect? It looks like a brown stick.

The stick insect can hide on the tree branch.
Little Ants
Can you see some ants?
The ants are looking for food.

The ants live in an ants’ nest.
Hungry Dragonfly

Can you see a dragonfly?

The dragonfly is looking for little bugs to eat.

Look at its big wings!
Hopping Grasshopper

Can you see a grasshopper on the leaf?

The grasshopper has big legs.
Its big legs help it hop.
During Reading - Praise

Give feedback about skills and strategies used

- ‘I like how you read on when you came to that difficult word.’
- ‘I like how you changed your voice to be the voice of the character in the story’.
- ‘I noticed that you reread the bit that did not make sense.’
If the Child Gets Stuck

Focus is on Meaning

- Read on and collect other clues.

- Go back to the beginning of the sentence and re-read what you read.

- Look at the illustration and see if there are clues there.

- What do you think would make sense here?
4 P's

- Pause
- Praise
- Prompt
- Patience
Child reads

- Child reads to
  - Teddy
  - Younger siblings
  - Grandparents
  - Video
Do’s and Don’t’s

- The reader holds the book
- The reader has the power
- Read, talk + think through the book
- Read somewhere fun
- Turn off electronic devices
- No struggle
- No stress
Learning English with your Child

- English in books is good
- Speak as much as you can
- Use own language to support if don’t know word
- Signals that not knowing word is OK.
- Focus on meaning
Do Your Best

- Read the best you can
- Say "Hmmm – I think it says …"
- Take a picture and use translator at later time
- Tell them meaning on next read
- If you say “I can’t speak English – sends signal that it is impossible
Use audio

• Use audio with book if you are less confident with reading in English

• Read book and listen to audio prior to reading with child
Parents model love of reading
Read everything

• Print is everywhere – Read it
• English is everywhere – Read it!
• Multiple forms of print
• Multiple devices
• Multiple text types
Read everywhere

Boredom manager

• Have books in the car
• Basket of books in bathroom
• Carry books in your handbag for delays
• Take books on holiday
• Buy books as rewards
• Join the library
• Have etext on your device
3 Rules for Reading Success

• Read to your child

• Read with your child

• Read by your child
What You Do Matters

- Model reading
- Have fun with books
- Talk about what you have read
- Focus on meaning
You Make the Difference!!

Educators

Parents
Any questions?

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Upcoming Webinar

Teaching Grammar to Young Learners in a Real-World Context

Grammatical structures are the building blocks of language, but the approach to teaching grammar should match the way students learn. Children do not learn through grammatical explanations; rather, they gain an understanding of the grammar implicitly through repetition and recycling of the language in different contexts. In this workshop, we’ll discuss the ways in which young learners approach language learning, and what we can do as teachers to ensure our grammar instruction is learning-centered, meaningful, interesting, and most importantly effective.

READ MORE
WHAT IS BLENDED LEARNING?

13 September 2018  |  Alex Warren

In this first post in a series of blogs on the use of technology in the ELT classroom, National Geographic Learning’s in-house teacher trainer Alex Warren, looks to demystify and clarify what exactly is meant by the term blended learning. Here’s the thing: everyone thinks they know what blended learning.

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WHY IMAGES ARE POWERFUL FOR LEARNING

7 September 2018  |  Anna Hapner

Welcome to the fourth post in this series. In this post, we will be looking at why images are so powerful in the language learning process and at bringing images into the classroom to develop our students’ creative thinking. The Social-Age You may have noticed, with the popularity of Instagram.

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DEVELOPING GLOBAL CITIZENSHIP IN YOUNG LEARNERS

9 October 2018  |  Luciana Hernández

We live in a world that has become an increasingly complex web of connections and interdependencies. Our young learners need to get ready to thrive in such a world to do so. Tangible skills such as language proficiency are obviously critical to success. But language skills are just part of

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WE’RE ALL DIFFERENT, WE’RE ALL THE SAME!

16 September 2018  |  Katherine Bilsborough

In this month’s blog post, Katherine writes about the importance of creating a classroom which promotes equality and celebrates diversity. She explains what equality and diversity mean and why they are important in our context. She then shares a classroom activity that children think about one aspect of diversity.

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