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A Guidebook of Resources and Interactive Literacy Activities for Use by Parents with Primary Students

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A GUIDEBOOK OF RESOURCES AND INTERACTIVE
LITERACY ACTIVITIES FOR USE BY
PARENTS WITH PRIMARY
STUDENTS

A Project Report
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
Of the Requirements for the Degree
Master of Education, Reading Specialist

by
Cheryl Ann Youngblood
July 25, 2007
ABSTRACT

A GUIDEBOOK OF RESOURCES AND INTERACTIVE LITERACY ACTIVITIES
FOR USE BY PARENTS WITH PRIMARY STUDENTS

by

Cheryl Ann Youngblood

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The purpose of this project was to create a home Literacy Guidebook to increase children’s reading and writing skills. By encouraging parental support at home through the use of children’s literature and relevant activities, the lessons are intended to make learning fun and meaningful for children and their parents. Research reviewed supported the significance of the parents’ role in literacy development at home and at school. Parents who read to their children and practice related activities contribute to their children’s success in school. The guidebook includes children’s literature selections, book lists for future readings, step-by-step instructions to guide parents through interactive activities and picture books. The guidebook helps parents learn to discuss, question, and listen to their children during oral readings and extend literacy activities which allows children an opportunity to think, create, and make comparisons to real life and share their experiences with a parent or partner.
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Chapter One
Background of the Project

Introduction

Parental involvement refers to an active role parents can play in their children’s education. The actively engaged parent becomes a vital contributor to an ever-increasing educated society that requires literacy. Parents can make powerful contributions to their children’s early learning literacy in school (Reutzel, Fawson, & Smith, 2006). Parent involvement has a positive influence on student achievement (Epstein, Clark, Salinas, & Sanders, 1997; Jordan, Snow, & Porche, 2000; Shaver & Walls, 1998; Westat & Policy Studies Associates, 2001). In addition, extensive research reviews find that the home environment is among the most important influence on academic performances (Wang, Haertel & Walberg, 1993).

Since evidence, cited above, reveals that parental involvement at home significantly contributes to a child’s literacy, it is important to have a home environment that supports learning. The presence of newspapers, magazines, books, a dictionary, and a computer or word processor helps to create a positive home setting. Even when these resources are in short supply, reading to a child and asking the child to read to the parent are crucial activities for the development of literacy (Finn, 1998).

An actively engaged parent reinforces a positive environment at home by becoming supportive of the educational process. Ballantine (1999) suggests the following:

1. Parents discuss the importance of school and validate education.
2. Parents establish priorities and guidelines for after-school activities to develop positive work habits.

3. Parents model the value of reading and have books and magazines around the house.

4. Parents convey a respect for the teacher and work with the teacher to accomplish goals for their child.

5. Parents visit the school to attend parent-teacher conferences, open house, and special events.

In contrast to the parents engaged in their children's learning, there are parents who are disengaged. Steinberg (1996) describes parents who are "disengaged" as authoritarian in their interactions with their children, who fail to provide guidance or structure in the family setting, and who fail to provide emotional support needed when the child encounters problems. Children whose parents are disengaged have the poorest developmental patterns, lacking psychological maturity, social competence, and self-esteem. Psychologists and educators agree that early behavior that is dysfunctional tends to be sustained and to increase over the years, therefore; the most efficient time to set a child on a positive path is at a young age. Parental engagement at home is persuasive and disengagement is incapacitating (Finn, 1993, 1998).

Hart and Risley (1995) suggest that parent interventions designed to improve child academic outcomes might be focused more productively on more fundamental issues: what being a good parent is all about, what constitutes an appropriate parenting role, and how to relate to one's child in a manner that enhances cognitive and emotional development. These are far harder concepts to define than family background, ethnicity,
and socio-economic status. Good parenting is not enmeshed in a social context defined by poverty, wealth, or ethnic background.

Although Epstein (1984, 1988) has always emphasized the importance of non-school involvement, many parent involvement programs focus on schools. A large share of programs are designed to make parents feel comfortable at school, and to inform parents of new directions in curriculum, rules, or governance. Although these programs are not unimportant, educators need to acknowledge the research in support of the home environment for literacy development.

Schools are limited to the time they can teach students. Children are at home for longer periods of time than they are at school, even during the school year. It seems reasonable to think that there is a large and untapped amount of time at home that can be used by parents to help bring their children to literacy (Rasinski, 2003). When parents are helping their children at home, instruction is on a personal level and usually on a one-to-one basis. School efforts aimed at reinforcing the importance of parents as educators and of homes as learning environments provide a greater potential for positively influencing children’s learning (Silvern, 1988).

Since parents are contributors to literacy development, it is necessary for teachers to train parents how to implement various strategies and activities to foster literacy in the home. “Reading acquisition includes early literacy behaviors such as knowledge of letter names and letter sounds, phoneme awareness, and early decoding abilities, as well as word recognition and reading comprehension” (Darling & Westberg, 2004, p. 774). After finishing a skills activity, parents could relax and share a book with their child. Parent-child discussions that are prompted by reading books together provide rich
learning contexts and enables children to extend their understandings on more personally meaningful levels (Neuman & Roskos, 1993). The opportunity for parent-child interactions while reading at home promotes a higher understanding of the reading processes while building literacy and language skills.

Rasinski (2003) reports that parent involvement in children's literacy development is crucial to children's success in reading and other academic learning, from kindergarten through high school and beyond, but most significantly in the primary grades. "Parents can have an enormous impact on their children's reading success. And if that success occurs early enough in their school careers, it is likely to have an effect on their child's academic life well beyond the primary grades" (p. 2). Rasinski's research seems clear: parents and the home do make a difference.

*Purpose of the Project*

The purpose of the project is to present a guidebook based on children's literature with interactive literacy activities and guidelines to follow so parents can support their children's academic progress in reading and writing. The guidebook was developed to increase reading and writing skills for at risk children with specific learning disabilities to a first grade level or beyond. The step-by-step procedures, ideas, and strategies were designed to support the interactive literacy activities and encourage on-going parental participation.

Teachers need to meet with parents for an orientation period to include one on one conferencing so parents can become acquainted with the guidebook and supporting activities. A private conference allows the teacher and parent time to discuss the guidebook and the instructional needs of the child. During this time, the teacher
can practice the interactive literacy activities, answer questions, and recount positive parent behaviors to reinforce opportunities for success in parent-child activities. The guidebook and literacy activities are meant to encourage and strengthen parent-child literary experiences at home. When parents gain a sense of accomplishment from their children’s successes, they are more likely to remain active participants in future activities.

Significance of the Project

This project’s significance focuses on literacy development and parental involvement in the home setting to establish reading and writing activities that are the most effective in helping parents support their child’s literacy needs and achievements. As Ballantine (1999) indicates, “Children who achieve the most are the ones whose parents are most involved “(p. 170).

It is the author’s goal as a teacher to provide guided practices, activities, and resources for parents to use productively. As parents experience success tutoring at home, they will recognize the vital role they can play in the educational achievement of their children.

Limitations of the Project

The limitations of this project are listed as follows:

- The guidebook is designed for parents of children with disabilities, regardless of age, who are functioning at a first grade instructional reading level.
- The guidebook of resources and interactive literacy activities have not been presented to parents at this time.
- The effectiveness of the guidebook on improving children’s literacy skills has not been tested.
• The guidebook's resources and activities are limited to only English or bilingual speaking parents.
• The guidebook cannot be effective with parents who are illiterate.

Definition of Terms

In order to better understand the project, the following terms have been defined:


Children’s Literacy. A child who can read and write successfully (Becher, 1985).

Reading Comprehension. It is the understanding of language while communicating or to perceive meaning while reading (May, 1994).

Decoding. The process of identifying the sounds of letters in a word, blending the sounds in sequential order to identify a word, and searching for the meaning of the word in one’s mental dictionary (Chard & Osborn, 1999).

Disengaged Parents. Parents who are authoritarian in their interactions with their children and lack the ability to provide guidance, structure, and emotional support in the family setting (Steinberg, 1996.)

Home Environment. A home or place that a person or family lives (Wang et al., 1993).

Parental involvement. A parent interacts with their child, and the interactions provide a positive influence on student accomplishments (Bailey, 2004).

Phoneme Awareness. It is the insight or knowledge that a word is made up of smaller units (May, 1994).
Reading Acquisition. Gaining an early knowledge of letter names, and sounds, phoneme awareness, early decoding abilities, as well as word recognition and reading comprehension (Darling & Westberg, 2004).
Chapter Two
Review of Literature

Introduction

The review of the literature focuses on four main areas that impact literacy development in young, school age children. The areas include the importance of parental involvement, parental behaviors, teacher/parent partnerships, and family backgrounds that influence reading and writing literacy. In addition, the review of the literature includes reading and writing strategies, emergent skills that support literacy, and a selection of picture books used to support early literacy development.

Literacy development and success in school has been linked to school and the home environment. Most parents recognize that they are their child’s first teacher, but some consider literacy to be something children develop in school. Educators can encourage parents to accept the challenge of offering activities at home, like reading aloud, that support their children’s emerging literacy. Children cannot become literate alone. They need the help of others to claim their own unique literacy (McVicker, 2007).

The Importance of Parental Involvement

The research indicates that parent involvement in children’s education appears to be associated with a range of positive outcomes for elementary school children. Comer (1987) stated that positive outcomes for children may range from an interest in books and related activities, interests in reading and writing, desire to learn new things, spending time with a parent, and enjoying personal parent/child interactions.
From a research analysis of over twenty-five hundred studies of learning, Walberg (1986) concluded that an academically stimulating home environment is one of the chief determinants of learning. It includes informed parent/child conversations about everyday events, asking questions about homework, helping with homework as needed, and making sure that homework is complete.

Rasinski (2003) found that parents are more willing to work with their children and their children’s teacher in the primary grades. Parents feel more competent, because the reading material is less complex and the subject matter is not likely to be beyond their own knowledge. Therefore, parents seem more likely to carry through with programs designed to help their children at home.

Since parental practices at home influence academic performances, it is important to recognize the influences that contribute to student learning. Home literacy experiences that appear to be associated with early reading achievement in school include children having their own books, being read to frequently, using the library, and having parents that model literacy activities (Mason, 1992; Teale & Sulzby, 1986).

“Simply by diverting a small amount of their time to work with their children, parents can have an enormous impact on their children’s reading success. And if that success occurs early enough in their school careers, it is likely to have an effect on their child’s academic life well beyond the primary grades” (Rasinski, 2003, p. 2). Clearly, the child’s environment is supremely important in nurturing emerging literacy (Morrow 1995).

The importance of parental involvement was accentuated by the 2001 No Child Left Behind Act (NCLB), which holds our nation’s schools accountable for academic
achievement for all students. Parents, teachers, and teacher preparation institutions need to know this law, its accountability provisions, and its benchmarks, which set achievement standards for all students. Parent involvement has teeth; no longer can schools pay lip service to this involvement because parents have the right to know what is happening in schools. Their right to know has been formalized through this legislation (Henderson, Jacob, Kernan, & Raimondo, 2004).

Parental Behaviors and Attitudes

Research appears to associate parental behaviors and attitudes as contributing to the values students place on learning. If children are to become proficient readers and writers, then teachers need to remind parents that the positive or negative attitudes they express toward schooling can profoundly influence their child’s values and efforts for learning. The following attitudes and behaviors, if implemented by parents, are associated with improved academic performance (Finn, 1998).

- Structuring routines at home
- Monitoring the youngster’s expenditure of time
- Reviewing homework
- Teaching and explaining concepts
- Providing emotional support when child experiences difficulties
- Coordinating with school officials when problems arise

Children from homes in which parents set routines are more likely to do well in school. For instance, “homework offers an opportunity for parents to show an interest and take a direct role in their youngster’s schooling” (Finn, 1998, p. 21). Children whose parents’ converse regularly with them about school experiences perform better.
academically than children who rarely discuss school with their parents (Astone and McLeanahan, 1991; Ho and Willms 1996; Finn, 1993).

Parents who are willing to hear about difficulties, as well as successes, and play a supportive role, encourage persistence when schoolwork or relationships at school are problematic, (Clark, 1983; Lamborn, Brown, Mounts, & Steinberg, 1992; Steinberg, 1996). Although the importance placed on each of these attitudes and behaviors above varies from parent to parent, it does not reduce the credibility of the home environment. In fact, studies of student resilience indicate that many of these influences explain why students succeed academically despite the adversities posed by poverty, minority status, or native language (Finn, 1993; Masten, 1994; Peng and Lee, 1992).

Parent and Teacher Partnerships

Resetar, Noell, and Pellegrin (2006) suggest that the most effective parent tutoring procedures utilize instruction, reinforcement, modeling, and/or corrective methods. Supported by the willingness of a parent to unite school with home, a child’s literacy development will extend beyond the classroom to a parent and child’s home setting where reading and educational activities provide a supportive learning environment with a ratio of one-to-one.

"Training parents to teach their children reading with specific exercises produced greater results than having parents listen to their child read with or without training. In addition, training parents to listen to their child read was two times more effective than having parents listen to their child read without training “(Darling & Westberg, 2004, p. 775).
Darling & Westberg (2004) listed types of exercises that parents are trained to include when working with their children. The exercises may include corrective feedback; paired/shared reading; using context clues to determine a correct word in a sentence; using initial phonemes to guide word choice; phonics cues instead of direct word prompts; praising children; encouraging children to self-correct; and delaying intervention when children struggle to read a word. In addition, teachers should provide practice sessions for parents such as review the reading materials, engage in the activities, and receive teacher support throughout instruction. A practice session might include using flash cards with children learning to read new words; letter names; letter-sound correspondence and letter-sound blending; helping children to read one-syllable words; recognizing and saying beginning consonant and ending vowel-consonant sounds; and using new words in simple sentences. Practice sessions will allow parents to gain confidence in their ability to tutor their children at home.

Paratore (2006) stated that parents, who listen to their child, answer a question, discuss an assignment, and observe finished work reinforce the importance of education. Effective teachers can help parents learn about and engage their children in these literacy practices that are closely related to success in school.

Success in parent involvement depends on the development of a partnership between parents and teachers. The partnership needs to be based on mutual respect and valuing of the position of each partner and the ongoing, frequent two-way communication between parents and teachers. Both the teachers and parents must be empowered to help solve the literacy learning problems that vex many students (Rasinski, 1989).
Caimey and Munsie (1995) agreed that parents must be viewed as partners. This implies a reciprocal relationship, with each partner coming to a better understanding of the other. Teachers need to go beyond simple involvement and recognize the vital role that parents play in education. Every attempt to involve parents more fully in their children's education has the potential to lead to this type of desirable partnership.

Family Background and Literacy

There are various factors that influence a child's ability to read, and the influence of the home environment has a significant effect on a child's earliest language learning. Some researchers have suggested that the relationship between school success and a range of other factors associated with family and cultural background accounts for the greatest proportion of variability in student literacy performance (Rowe, 1990; Rutter, Tizzard, & Whitmore, 1970; Thompson, 1985).

According to Ada (2003), the following themes are relevant to many families: preserving tradition, celebrating the richness of culture and family life, telling one's personal story, telling stories of people who share similar experiences, and addressing social issues and concerns. Fostering social interactions is crucial for developing an understanding of reading activities.

Many families differ in their experiences and literacy practices, as well as in their understanding of learning processes. Reading and related activities together seem to strengthen children's abilities to decode and interpret their world. Many children begin life in homes that honor literacy and immerse children in literature. Families tend to choose reading material that is interesting, helpful, and important to them, and some
families try to include authentic (valid) multicultural literature that reflects the rich, diverse realities of family backgrounds (Ada, 2003).

Potvin and Deslandes (1999) found that parenting variables (parenting style and parental involvement dimensions) are stronger predictors of school achievement than family characteristics (family structure and parents' education). Regardless of the family structure and parents' education, the factors that benefit school achievement are parental warmth, supervision, psychological autonomy granting and affective support.

*Reading and Writing Strategies That Support Literacy*

Bailey (2004) asserts through the use of interactive resources with games and activities, parents are more likely to become motivated to participate in their child’s education. From a teaching perspective, it is important to identify specific prereading skills in which children are weak and address these weaknesses directly, as high levels of phonological and letter-sound skills are strongly associated with success in reading. Bailey further asserts that finding interactive cooperative games are effective in teaching prereading skills and reading strategies means that the direct teaching can be provided in ways that young children find enjoyable. It is important that teachers design interactive/constructive activities such as connecting children’s home experiences to textual readings, sending books home for parents to read to their children, and encouraging families to talk about the books in natural conversations to increase interest in education for both students and parents in order to build greater home-school relationships (Bailey, 2004).

Darling & Westberg (2004), stressed intervention strategies that were effective for children at risk or experiencing reading difficulties were the same as they were for
typically developing children. Parents were trained to teach their children specific reading skills. Strategies included using flash cards with children to learn new words, sentences with these new words, and letter names; selecting reading environments; correcting children's errors, teaching letter-sound and letter-sound blending; helping children learn to read one-syllable words; saying beginning consonant and ending vowel-consonant sounds; and blending beginning and ending sounds to sound out new words.

Also, Chard and Osborn (1999) have determined, that children should be encouraged to explore a variety of books, look for and identify words they know in the books, and discuss the plot and themes of the stories they hear. Many early reading books contain too many words that children don't know. Chard and Osborn encourage parents to help students sound out the words aloud, and eventually the students will be sounding them out in their heads (1999).

One of the most important reading strategies to improve reading skills is the read aloud. Trelease (1989) says that reading aloud is the most effective advertisement for the pleasures of reading. Reading aloud is fun, simple, and it is inexpensive. It is fun for both the listener and the reader.

Another factor that makes reading aloud a success is the simplicity and enjoyment of sharing a story. A parent doesn't need a college diploma in order to do it. All they need is the ability to read. The final key to the success of reading aloud is the cost. All a parent needs is the ability to read and a free public library card. As long as research demonstrates reading aloud to be a critical factor in the creation of a nation of readers, it is incumbent upon educators to ensure its success by convincing their business partners (parents) of its importance. No education program can survive without the support of
When a child watches and listens to a competent reader aloud, the child sooner or later wants to imitate the reader. The child looks to the day when he or she will be able to work such magic with words and books. Reading aloud plants the seeds of desire that can only spring from awareness (Anderson, Hiebert, Scott, & Wilkinson, 1985).

“As children move from toddlerhood to school age, they will learn about a variety of reading and writing skills, including print concepts, letter knowledge, phonics, and vocabulary. All these skills are really designed to help children learn one thing: how to look at print and understand what it says. Simple activities give children the needed opportunities to explore, manipulate, sort, and use materials in a variety of ways. To comprehend what they read, children must draw on these experiences to become a skilled reader. Therefore the best way to support children’s comprehension skills is to provide varied and interesting experiences, while supporting their understanding of basic concepts and vocabulary (Neuman, 2007).

Emergent Literacy Skills

In a review of word recognition research, Chard, Simmons, and Kamnenui (1998) identified four prerequisite conditions to strong word recognition skills. The first two conditions are that children recognize the communicative function of print and understand that speech maps onto print. Children seem to develop both of these prerequisite conditions through being read to and observing others reading. The third prerequisite condition for word recognition is phonological awareness. The fourth prerequisite to word recognition is alphabetic understanding.
The term “phoneme awareness” should be distinguished from another commonly used term, “phonological awareness.” Phonological awareness is a general term describing a child’s awareness that spoken words are made up of sounds. Phoneme awareness is a specific term that falls under the umbrella of phonological awareness.

Phoneme awareness refers to the specific understanding that spoken words are made up of individual phonemes—not just sounds in general (which would include syllables, onsets and rimes). Children with phoneme awareness know that the spoken word “bend” contains four phonemes, and that the words “pill” and “map” both contain the phoneme /p/. And most importantly, they know that phonemes can be rearranged and substituted to make different words (Wren, 2000).

Teaching reading involves helping children to apply their developing letter-sound knowledge to the reading of meaningful words that contain the most “regular” spellings in English. Decoding is the process of determining the sounds of letters in a word, blending the sounds together in sequence, identifying the word, and searching for a definition of the word in one’s mental dictionary, because written English is alphabetic, decoding is a fundamental strategy for reading words. An alternate strategy would be to memorize each word, but there are too many words in the English language to rely on memorization (Chard & Osborn, 1999).

Research asserts that good readers use their letter-sound knowledge as part of a reliable strategy to phonologically recode words. After many and frequent opportunities to read the same words, readers seem to make a more expeditious connection between letter patterns in the words and the word’s meanings, making word reading seem nearly automatic (Stanovich & West, 1989).
Cunningham and Stanovich (1998) stated that the importance of early and successful development of decoding skills is motivated by the essential role of skilled word identification in the acquisition of vocabulary and knowledge that children derive from wide reading. Children with below-average reading skills are exposed to less text than their skilled peers and often find themselves in materials that are too difficult for them to read. The problems arise from the inability to read materials. The combination of deficient decoding skills and difficult reading material results in unrewarding early reading experiences that lead to less involvement with reading-related activities. “Lack of exposure and practice on the part of the less skilled reader delays the development of automaticity and speed at the word recognition level. Reading for meaning is hindered; unrewarding reading experiences multiply; and practice is avoided or merely tolerated without real cognitive involvement” (p. 8).

Picture Books Support Literacy Development

According to Jurenka (2005), picture books for young children often capture the cadence and rhythm of language. The well-written picture book begs to be read aloud because children respond to the musical qualities of language. Picture book authors and illustrators are among the most imaginative and creative talents among us. In cooperation with their editors, they produce books that delight and enchant readers.

Reading books to children is a way of using written language to create shared experiences in thinking about ideas, and a way of making connections between children’s personal worlds and those of their classmates or parent. When children listen to stories being told or read aloud, and as they discuss them with others, they acquire an understanding of narrative structure, an intuitive sense of what a story is. They learn that
stories have beginnings, middles, and ends, and there is a problem or conflict that is described and then resolved (Neuman, 2007).

Smith and Walker (2004) reflect on struggling readers that need more than a specific program designed to directly teach phonics. This means that phonics instruction should start with a whole story then move to individual words and the sounds and patterns found within those words, all the while continuing to focus on context and meaning of the whole.

Young children should be exposed to a variety of storybooks. Cunningham and Stanovich (1998) conclude, successful readers read with their eyes open, unlike the Cat in the Hat in Dr. Seuss’ I Can Read with My Eyes Shut. The successful readers read; they identify both the familiar and unfamiliar words by relying primarily on the letters in the word rather than the context of the sentences or pictures on the page. Readers use context and pictures to confirm the accuracy of their word identification, as they ask themselves, “Does this make sense?” “Parents should be encouraged to provide children with as much reading experiences as possible . . . children should experience reading with their eyes open” (Cunningham and Stanovich, 1998, p. 14).

Dunnewind (2006) states that it is important for parents to support literacy, and parents can support literacy by keeping lots of books everywhere, look for books that tell stories in rhyme or song, help kids make their own books by drawing and writing a simple story, and parents read what they love. “Children will develop their favorites, but parents should read stories they like or remember fondly from their own childhoods, too.” The parent who displays a love for reading sets in place a love for reading that could last the child a lifetime.
A parent should read a diverse assortment of picture books to encourage their developing reader. Parents should select picture books such as: alphabet books, pattern books, wordless books, and poetry. Parents can access these varied types of picture books at the local public library or their child’s school library.

**Alphabet books** offer a myriad of writing opportunities for children of all ages. Although they do help young children learn letters and sounds, they also contribute, to visual literacy, phonemic awareness, and organizing and sequencing skills. They can be identification books, using key words to label objects or animals, or they can take on a more sophisticated or humorous tone, using information, riddles, and visual puns.

Students in kindergarten or first grade can write a themed alphabet book, with each page devoted to a letter or illustration (Calkins, p. 19).

**Pattern books** use simple language, rhyme, and repetitive language. Pattern books allow children to anticipate what is coming next. Their subject matter is often familiar to children, and their text and illustrations are closely related. Use of predictable pattern books facilitates the introduction of writing instruction in kindergarten and first grade (Calkins, 2005).

**Wordless books** picture books are powerful parent-education tools. Wordless books help teach parents to talk about pictures when they share books with their young children. These books emphasize how important the pictures are to children and encourage parents to ask questions and relate the pictures to the child’s real world. They demonstrate that often the best part of the read aloud experience is the conversation generated by those pictures. Wordless picture books also help us get the message across that people who do not read themselves, can still enjoy sharing a book with the children.
in their lives. ESL classes respond to wordless picture books. Wordless picture books are great for families who read with children of mixed ages. Children get excited about telling stories that go with those pictures. Narrative and comprehension skills are developed and strengthened while everyone has fun (Arnold & Colburn, 2006).

Poetry has an important element call rhythm that helps children learn to read and write. Through the repetition of specific sounds or stressed and unstressed syllables, rhythm reinforces the meaning of a poem (Cullinan, 1999). Almost every child comes to school having had some experience with poetry. Unlike fiction or expository text, poetry as a genre has usually been part of a child's life since birth. Early language experiences are rooted in lullabies, childhood chants and songs, and first books shared on laps. Children develop early an affinity for rhyme and rhythm and easily memorize and say (or sing) simple verse again and again (Perfect, 1999).

Summary

Parental involvement and support in the early years is a major factor contributing to the acquisition of reading and writing literacy in the early years of schooling. When parents engage in literacy activities with their children at home, they are affirming the importance of education and reinforcing that learning is valuable.

Engaged parents show an interest in school and homework requirements. They play a supportive role in their child’s education by listening to difficulties as well as successes, answering questions, insisting that homework be completed, and observing their child’s finished work. They read to their children frequently, take them to the library, provide books, and most importantly, they model literacy in their everyday lives.
The disengaged parents are the ones that interact with their children in a rigid, controlling manner, and they fail to provide guidance or emotional support when their child faces difficulties. Often, the disengaged parents are immature, lack self-confidence, create negative social interactions, and lack structure in their and their child’s lives.

The teacher has an important role to assist parents and families with the necessary tools to help them feel competent in supporting their child’s learning at home. Although family backgrounds and beliefs vary, it is the meaning of tradition, of families sharing their experiences, of their cultural beliefs and stories, and their social interactions that are fundamental to the development of reading and writing activities.

Parents can support literacy acquisition at home using storybooks and written activities that develop language. Through pictures, patterns and rhyme, story structure, oral readings, repetitive text, and discussions, children share experiences in thinking and make connections to the real world while developing life long literacy skills.
Chapter Three

Procedures of the Project

Introduction

In today's society, the capability to read and write touches everyone's life in one-way or another. It could be the father whose child asked him to read a bedtime story, a mother filling out enrollment forms at her child's new school, or a parent who is following the directions to assemble a bike for their child's birthday. More imperatively, it could be the parent who is trying to help their child with homework. This project was designed to help parents support their child's literacy achievements in the home environment.

Development of the Project

The purpose of this project was to assemble a guidebook with literacy resources, activities, and materials in an accommodating format that would enable parents to tutor their children at home. The picture books and interactive literacy activities were developed for parents who have struggling readers performing at or below a first grade level.

Since the classroom time and personnel are limited, the author believes that much more progress could be achieved both academically and emotionally if parents could help from home. Often, the classroom limitations do not allow the teacher time for multiple skill practices, extra exposures to print, frequent opportunities to read aloud, or the one to one discussions that are so important for children with processing difficulties. Therefore, the author decided to create a special Literacy Guidebook for parents to support literacy
development for their children at home. It is the author’s intent to provide tools to help close the gap between children struggling to read and actually reading.

The Literacy Guidebook in this project is intended to supply parents with the necessary resources and information to allow parents to tutor their children successfully in the home environment. When parents are actively engaged in reading and writing activities with their children at home, then parents will create many opportunities to play an important role in their children’s literacy development.

Procedures

This guidebook is supported by the research and focused on parent-home involvement, family literacy and its impact on student performance, strategies for at risk emergent readers and writers, and the role of the teacher in promoting home literacy environments. The research shows a correlation between reading and writing ability and parents reading to their children. Most of the research for this project was gathered through ProQuest and ERIC databases at the Central Washington University Library. Textbooks from the author’s previous classes at Central Washington University were reviewed. Picture books were read and reread from The Central Washington University Library, The Ellensburg Public Library, and The Children’s Library at the author’s school.

The Literacy Guidebook consists of four individual sections that were developed to progressively increase a child’s reading and writing proficiency:

Literacy Guidebook Sections:

• Section 1, Children’s literature supports letter and sound.

• Section 2, Children’s literature supports the awareness that sounds make words.
• Section 3, Children's literature supports word patterns and repetition.
• Section 4, Children's literature supports fluency and comprehension.

In addition to print resources, information was received from various professional meetings to discuss a student's disability determination prognosis and the student's individual needs with the school psychologist, speech and language pathologist, occupational therapist, general education teacher, school counselor, and school or district administrators to determine the student's least restrictive environment for placement. The determining factors for student placement included standardize testing results, present levels of performance, speech and language performances, and situations in the home environment that affect attendance, behavior, and emotional stability. Also, there are monthly teaming and collaboration meetings with the resource room teachers from other elementary schools in the Yakima School District. These meetings provided opportunities to discuss intervention strategies and effective methods and materials to facilitate the progress of at risk students with disabilities.

An excellent time for eliciting aid from parents is during an IEP meeting or a parent/teacher conference. A meeting is an outstanding opportunity to show examples of the student’s work, talk directly to the parents about their child’s academic weaknesses and strengths, and explain how important extra support at home is for their struggling reader.

When introducing this Literacy Guidebook to a parent, the teacher would follow these appropriate steps:

1. Explain the key points of each section of the guidebook to the parent.
2. Review the child’s reading and writing deficits with the parent.
3. Discuss with the parent the reasons for choosing a particular section for their child.

4. Demonstrate to a parent the procedures to follow for reading picture books, for asking story questions, completing activities, and practicing the activities with their child.

5. Remind parents that you are available to support their efforts, answer questions, and supply feedback as needed on their children’s progress.

During the time of introducing the Literacy Guidebook, the teacher needs to stress to parents the importance of displaying positive behaviors toward their child such as patience, praise, listening, answering questions, and sharing in the activities to make learning fun for the parent and their child.

By giving the parents an opportunity review the Literacy Guidebook, the teacher can discuss the various sections, the picture books, and activities with the parent. Then, the teacher can check for understanding, answer questions, and reassure parents that they can make a difference in their child’s literacy development and progress. The benefits of parent involvement will be reaffirmed once parents experience success working with their child at home.
Introduction

The goal of this project is to increase parental involvement at home by providing guidance and tools for parents to assist their children in improving their child’s literacy skills. The project consists of a guidebook of resources and interactive literacy activities that will promote parental involvement by empowering parents to become teachers of their own children. As Darling and Westberg (2004) stated, “Training parents to teach their children reading with specific exercises produced greater results than having parents listen to their child read with or without training” (p. 775). Studies of literacy development show that parents at home influence reading successes in the primary grades. One of the major underlying reasons for the success of parental involvement is time (Kamcmnui, 1993). Parents have their children home for longer periods of time, and they are not limited by instructional time or class sizes as teachers.

The contents of the guidebook of resources and interactive literacy activities will be based on the early literacy needs of children in the first grade. However, it is not limited to only first grade students, because a child’s literacy development does not always follow age or grade level performances. The guidebook’s key elements will include helpful tips, reading strategies, and instructional ideas for parents. Parent and child interactions will include picture books and poems to develop concepts of print, decoding activities (letters and sounds, onsets and rimes), word recognition practices (sight words), fluency and reading comprehension opportunities, and writing/drawing activities.
This project intends to make available for home use to parents selections of children books, resources and materials relating to the child’s needs. It is very important to train parents how to use these resources and activities to support the parent and benefit the child’s literacy achievements. When a parent gains a sense of pride and accomplishment from helping their child succeed, it encourages a parent to remain active in their child’s education.

It is vital that the teacher communicate openly with parents during conferences, IEP meetings, or other scheduled times as deemed necessary to explain the value of literacy development at home. Morrow & Young (1997) stated that collaboration between home and school is an important factor in conducting a successful at home reading program. Since research studies clearly point to home literacy experiences as a positive method of effectively improving reading acquisition, parents need to be empowered with the knowledge, skills, and related materials to actively work with their children at home. As Mason (1992) stated, “Home literacy experiences that appear to be associated with early reading achievement in school include children having their own books, being read to frequently, using the library, and having parents model literacy activities” (p. 108).

For the project to be successful, the teacher has a responsibility to listen to a parent’s concerns and answer questions. It is essential to facilitate parent support by explaining the importance of parental involvement. Then, the teacher would select and describe to the parent the appropriate materials and activities designed in the guidebook that support their child’s literacy needs. Next, the teacher should review the different components in the guidebook to the parent and provide helpful tips and step-by-step
directions. It is vital that the teacher instruct the parents on how to use the related materials. When parents feel knowledgeable and comfortable in their ability to use the guidebook, they are more likely to continue helping their child’s at home. Finally, open communication between the teacher and parent is important, because it helps the teacher monitor the child’s progress, allows parents to ask questions and receive additional support. Above all, the teacher must validate the parent’s efforts and help.

As Rasinski (2003) stated, “If we are concerned about the achievement of all children; if we have any hope of breaking the cycle of parental alienation from schools, then it is up to us to enlist the active support and engagement of all parents in their children’s literacy development so that no child and no family will be left behind” (p. 5).
GUIDEBOOK

FOR

PARENTS

TO PROMOTE

CHILDREN'S LITERACY

READING & WRITING

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*Goodnight Moon*

Activity 5

Gameboard

Sight Word Flash Cards

Activity 6

Section IV, Reading Comprehension

**Picture Books and Activities**

*Jamberry*

*There’s A Hole in the Bucket*

*Jump, Frog, Jump*

*One Fish Two Fish Red Fish Blue Fish*

*Frog Legs*

Activity 7

Hand Imprint

*School*

*A Boy, A Dog, and A Frog*

*A Dragon in a Wagon*

*The Bear and The Fly*

*Deep in the Forest*

Activity 8

Comprehension Flash Cards

**Book Lists**
Dear Parents or Guardian,

As a parent or guardian, you want your child to enjoy learning and to do well in school. The picture books and activities in this guidebook are designed to help you help your child develop literacy skills that lead to reading and writing success. When children feel successful, they will gain confidence in their own abilities to learn.

In this Guidebook, you will find for different sections, and each section has picture books and activities that are linked together to support your struggling reader. The sections are named:

1. Letters & Sounds
2. Blending Sounds to Read
3. Word Recognition
4. Comprehension

Each section has a series of recommendations and resources to guide parents through step-by-step procedures for the picture books and activities. The picture books include questions to ask before, during, and after the story.

At the conclusion of each picture book, you will find the last area called, “End of Story”. These are extension activities and their purpose is to help increase your child’s literacy awareness and critical thinking skills. You
will find the picture books at you child’s school library or downtown at the public library. Please let me know if you need help locating a book.

At home, please move slowly through the step-by-step instructions for each of the guided activities. Each activity has a list of materials needed and directions to help you and your child practice the activity successfully.

There are booklists in the Guidebook that lists the titles and authors of a variety of picture books. Picture books are fun to look at, and children are interested in reading them. Picture books can provide special moments for you to share with your child.

Before you get started with each activity, take a moment to choose a quiet and comfortable place to work together. It is helpful if you pick a special time to work with your child everyday. Remember a child needs time to think, answer, and learn so please be patient and do not hurry. Make this a fun time for both of you. If you have questions, need help with resources or materials, please send a message with your child or contact me by phone at school.
Section I

Letters & Sounds
Nibbly Mouse by David Drew

*Story Summary

A mouse nibbles her way through items in a house.

Prepare to Read

1. Look at the story cover and read the title out loud to your child.
2. Ask, “What is this story about?”

Start Reading Out-Loud

1. Ask, “What do mice like to nibble on?”
2. Ask, “What is Nibbly eating in the picture?”
3. Give your child time to think and answer.
4. Have your child turn the pages in the story.

Sample Questions to Ask

Pages 2-3:
Nibble ate a hole in an apple.
Ask, “What can you see through the hole in the apple?”
• I will give you a hint. It starts with the letter “b”.
• Give your child time to think up some “b” words.

Pages 4-5:
Ask, “What did Nibbly eat a hole through blanket?”
• I will give you a hint. It starts with the letter “t”.
• Give your child time to think up some “t” words.

Pages 6-7:
Ask, “What did Nibbly eat a hole through?”
Ask, “What can you see through the hole in the toast?”
• I will give you a hint. It starts with another letter “b”.
• Give your child time to think up some more “b” words.

Pages 8-9:
Ask, “What did Nibbly eat a hole through?”
Ask, “What can you see through the hole in the basket?”
• I will give you a hint. It starts with the letter “c”.
• Give your child time to think up some “c” words.

* Story summaries based upon library descriptions at Martin Luther King Elementary.
Pages 10-11:
Ask, "What did Nibbly eat a hole through?"
Ask, "What can you see through the hole in the cake?"
• I will give you a hint. It starts with the letter "d".
• Give your child time to think up some "d" words.

Pages 12-13:
Ask, "What did Nibbly eat a hole through?"
Say, "Oh! No! What do you see through the hole in the door?"
Ask, "What do you think will happen, now?"
• Give your child time to think and answer.

Pages 14-16:
Ask, "Did Nibbly try to eat a hole through the cat? Why not?"
Nibbly ate a whole through our _________ instead!
Ask, "Why did Nibbly do that?"
• Give your child time to answer each question.

End of Story Suggestions
1. Have your child retell the story to you.
2. Answer questions your child may ask you.
3. Give your child time to enjoy telling you the story.
4. This would be a fun story for your child to tell a sibling.
Dr. Seuss’s ABC by Dr. Seuss

Story Summary

Dr. Seuss adds fun to learning with this book about animals and letter sounds.

Prepare to Read

1. Look at the book cover and read the title to your child.
2. Point to the A-B-C letters of the title.
3. What do you think this story is about?

Start Reading Out Loud

1. Look at the Dr. Seuss’s funny creatures.
2. Point to the words and have your child follow along with you.
3. Take time to stop and listen and answer any questions.

Sample Questions to Ask

Page 7:
Ask, “What word do you know that begins with “B”?"
- Give your child time to answer.
- Turn the page and share Dr. Seuss’s examples of what begins with “B”.

Page 12:
Ask, “Do you think duck-dogs are real? Why?”
- Listen

Page 26:
Ask, “What do you think a King’s Kerchoo sounds like?”
- Both of you take turns making the sounds of a Kerchoo.

Page 58:
Say, “Look at all the letters on this page!”
Ask, “Can you read these letters to me?”
- Guide your child, as needed, reviewing the letter names.

End of Story Suggestions

1. Practice saying the alphabet in order.
2. You both point out your favorite Dr. Seuss’s characters.
3. Share your choices with each other.
my first rhyming picture abc by Brian Miles

Story Summary
Introduces children to the alphabet through the imaginative use of enchanting rhyming verse and brightly colored illustrations.

Prepare to Read
1. Look at the book cover and read the title to your child.
2. Point to the abc letters of the title.
3. What do you think we will find inside this book?
4. Open the book to the inside cover.

Start Reading Out Loud
1. Look at the blanket covering the bunnies’ bed.
2. Point to the letters and have your child repeat after you.
3. Take time to go slowly and listen for errors.
4. Share, listen, and take time to answer all questions.

Samples of Questions to Ask

Pages 1-2:
Ask, “What things do you see that begin with the letters “a & b”?"
• Give your child time to look at the pictures before answering.
• Now, read the verses to your child.
• Ask your child if they have any questions.

Pages 3-4:
Ask, “What do you see that begin with the letters “c & d”?"
• Yes, “c” is for cat and “d” is for dog.
• Point to the pictures and help your child name others.
• Now, read the verses to your child.

Pages 5-6:
Ask, “What do you see that begins with the letter “e & f”?"
• Give your child time to look at the pictures before answering.
• Name and explain the things that your child does not recognize.
• Read the verses and share any related experience with your child.

Pages 7-8:
Ask, “Why is the little boy covering his mouth?”
• Say, “Sound out the word with me to find out.”
• Yes, "H" is for hen, hat, and hiccup.
• "G" is for garden, grape, and grandma.
• Now, read the verses and answer your child’s questions.

Pages 9-24:
Ask, “Can you read these letters to me?”
• Ask your child to identify the different items on pages 9-24.
• Read the verses and let your child read or pretend to read words.
• Repeat questions listed earlier.

End of Story Suggestions
1. Look at the final two pages and lay the book flat in front of you both.
2. Both of you look at the word list on the left page.
3. Both of you look at the bunnie’s alphabet quilt on the right page.
4. Take turns matching the first letter of each word to a letter on the bunny quilt.
5. Remember to be patient and praise your child frequently.

Extended Activity for letter sounds

1. Read through the book on another day.
2. Look at the top picture shown on each page with a matching letter.
3. Say the word that matches the picture (cat picture shown, you say cat).
4. Listen to the first sound you hear when you say C-at.
5. C in cat is the sound letter “C” makes.
6. Practice the letter sounds with your child (B-aker).
7. Go to the “LETTER SOUND GUIDE” for extra help.
Bob and Larry's ABC's (Sic) by Phil Vischer

Story Summary

Bob the Tomato and Larry the Cucumber take a tour of 26 different veggies through the alphabet. As they travel from A-Z in the world of vegetables, children will get a chance to laugh at the veggie characters and associate letters to sounds.

Prepare to Read

1. Look at the book cover and read the title to your child.
2. Point to Bob the Tomato and Larry the Cucumber on the cover.
3. Ask, “What do you think Bob and Larry are going to do?”

Start Reading Out Loud

1. Read each phrase that repeats a beginning sound, and your child can repeat them with you.
2. Point to the veggie’s names and sound them out clearly.
3. Take time to answer any questions about a vegetable.

Samples of Questions to Ask

Page 3:
Ask, “What do you see in Bob’s Bamboo Boat?”
Ask, “Where do you think the boat will go?”
• Give your child time to think and answer.

Page 6:
Ask, “Why do you think PA Grape is sad?”
Tell your child to, “Look at the pictures for clues.”
• Listen to the answer and help with clues when necessary.

Page 10:
Rub-a-dub-dub. Ask, “What are the three vegetables shown in the tub?”
Ask, “What do you think will happen to them?”
• Listen to your child’s ideas and share your own.

Pages 14-15:
Ask, “Where are Bob and Larry?”
Ask, “What do you think they are hunting for?”
• Give your child time to look at the pictures and find clues for the answers.
Page 20:
Ask, “Where do vegetables grow?”
Ask, “What do vegetables need to live? What do animals need to live?”
Ask, “What plants and animals live around our house?”
• Listen to your child’s answers.
• Answer your child’s questions.
• Share your knowledge of plants and animals.

End of Story Suggestions

1. Bob and Larry have traveled all over.
2. Where would you want to travel?
3. Have your child explain their choice.
From Apple to Zipper by Nora Cohen

Story Summary

Children will love following along with this rhyming text, and the creative letters that are made out of the strangest things.

Prepare to Read

1. Look at the book cover and read the title together.
2. Point to the letters “A” and “Z” on the cover.
3. What are the things the author used to make letters “A” and “Z”?
4. What other letters will we find in this book?

Start Reading Out Loud

1. Point to the letters on each page as you read.
2. Ask your child to, “Read the letters out loud.”
3. Ask your child, “What the author used to make each letter?”
4. Ask your child to, “Point to the rhyming words and read from left to right.”

Sample Questions to Ask

Page 7:
Ask, “What other words begin with the same sound as mouse?”
Ask, “Can you think of a word that rhymes with mouse?”
Listen, give clues, and praise the right answers.
   • Give your child time to think and answer.

Page 11:
Ask, “What is a quilt?”
Ask, “Does grandma have a quilt?”
Ask, “What letter sound begins with quack?”
Ask, “Does the word guilt begin with the same sound as quack?”
   • Give your child time to think and answer.

Page 14:
Ask, “What do you see hidden in the T-tree?”
Ask, “What other things could we see in a tree?”
   • Listen and share

End of Story Suggestions
1. Let your child lead you through the story sharing his/her favorite letter characters.
2. Share your favorites, too.
3. Have your child draw their favorite letter on the following “funny” page.
The sound guide's alphabet, A-Z, is divided into five separate letter groups. The letters and sounds are introduced in a similar order as the "ReadWell" Program at the author's school. Although the author's and the general education reading programs are different, both programs introduce letters and sounds in a comparable order. The author's purpose is to make the Letter Sound Guide as user friendly and self-explanatory as possible so parents will feel comfortable helping their child practice.

Since many first grade students, who qualify for Special Education services in reading, are not able to name many of the letters of the alphabet or recite the letter sounds. It is very important to recruit parents who are willing to spend extra time practicing the letters and sounds with their children at home.

As a parent looks across the headings from left to right, they will see the group number, letters to be practiced in that group, examples of words that have the same beginning sound for each letter, examples of actual sound pronunciations, and a second set of words to reinforce the letter sounds. The sounds of the vowels (a-e-i-o-u) on the Letter Sound Guide are long. The long vowels make the same sound you hear when saying the letter's name (long "a" says "a" as in ape). The short vowels will be practiced later.

A parent is to practice only one group/set of letters and sounds at a time with their child. When a parent is confident that their child knows the letters and sounds in one group, the parent may move on to the next group/set of letters and sounds.
### Letter Sound Guide

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Letter</th>
<th>Beginning Sounds</th>
<th>Sounds Like</th>
<th>Examples</th>
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<tr>
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</table>
Activity 1

Materials

- “Letter Sound Guide” Chart, page 47
- “Flash Cards,“ sheet, pages: 50-52.
- scissors
- pen, marker or crayon

Preparation

1. On the “Letter Sound Guide” Chart, look at “Group I” letters: Ss, Ee, Mm, Aa, and Dd.
2. Cut out five blank flash cards on the following page.
3. Print the letter pairs (Ss, Ee, Mm, Aa, and Dd ) on each flashcard. Do not write on the backs of the flashcards you cut out on the next page.
4. Place the five flash cards in a row with the letters facing up.

Time

Practice Activity 1 for 5-10 minutes each day.

Practice Steps

1. Point to each flash card and ask your child to name the letters.
2. This is a good time to go hunting with your child for things in the house that begin with the practice letters (Ss-spoon, Ee-eraser, Mm-mop, Aa-angel, and Dd-door).
3. Follow your practice session with an ABC book from the selected books or look at the booklists for ideas.
4. After your child knows the letter names in Group 1, repeat the practice steps 1-3 for Group 2, Group 3, Group 4, and Group 5.

Next Steps

- Mark down the letters that are named correctly on the Progress Report sheet on Page: 62.
- Finish Group Five on Activity One.
- Start Activity II on Page: 60
Activity 2

Materials To Assemble

- Newspapers, magazines, coloring books, or mail advertisements
- Scissors, envelopes, and markers
- Letter Flash cards from Activity 1
- Letter Sound Guide

Preparation For Activity

1. Start with the first 5 flash cards in Activity 1 (Ss, Ee, Aa, Mm, Dd).
2. Look through your sources of materials and find objects to cut out.
3. Ask your child to, “Match the pictures to the beginning sound of each letter.
   (Letter Sound Guide for help). “
4. Ask your child to, “Listen to the first sound you hear when you say, sss-pider.”
5. Give your child examples of the sounds in group one:
   Ss (sss): snake, snail, scarf, sandals, soup, and seal
   Ee (eee): eagle, eel, electric, emu, and evening
   Aa (aaa): ape, angel, acorn, aviary, and April
   Mm (mmm): mug, muffin, mouse, mitten, and mom
   Dd (d): dog, door, donut, diaper, and dryer

Time

Practice Activity 2 for 5-10 minutes each day.

Practice

1. Ask your child to, “Place all of the cutout pictures in a pile.”
2. Spread 5 flashcards out in a row with the letters facing up for your child.
3. Take turns picking up a picture from the pile, saying the name of the picture, and listening for the beginning letter sound.

4. Ask your child to, “Place the picture next to the correct letter flashcard.”

5. Ask your child to, “Match all of the pictures and sounds to a letter flashcard.”

6. Place any mismatches in a separate envelope for extra practice.

7. Mark and store each group of pictures and flashcards in separate envelopes.

Next Steps and Suggestions

- When your child matches the letter sounds from Group 1 flashcards, repeat Activity 2 for Group 2, Group 3, Group 4, and Group 5.

- In the end, you should have 5 envelopes each with a set of letter flashcards and pictures to match each letter name and sound.

- Let your child practice with you, a sibling, or friend.

- After the letter/sound practice, take time to share a favorite story.
Progress Report

- Check-off letter as name and sound are learned.

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</table>

* Please return to teacher when completed.
Section II

Learning Sounds
To Read
Guess the Animal! by Lilian Obligado

Story Summary

The story has large pictures of animals that live on land and in the sea. There are clues to help the reader recognize each animal.

Prepare to Read Out Loud

1. Look at the book cover and read the title to your child.
2. Ask your child, “What do you think the title means?”
3. Give your child time to answer.

Start Reading Out Loud

1. As you read to your child, let your child guess what animal is being described.
2. Give extra clues if needed.
3. Give your child time to say the letter sounds to read the words.

Samples of Questions to Ask

Page 1:
Ask your child, “What else do you know about a lion?”
Ask your child, “What sound does a lion make?”
Ask your child, “What is the first sound you hear in lion? What is the last sound you hear?”
• Give your child time to think and answer the questions.

Page 4:
Ask your child, “What else do you know about a giraffe?”
Ask your child, “How are giraffe’s able to get a drink of water?”
Ask your child, “What is the first sound you hear in giraffe? What is the last sound you hear?”
• Give your child time to think and answer questions.

Page 6:
Ask your child, “What else do you know about an octopus?”
Ask your child, “How many arms do they have?“
Ask your child, “What is the first sound you hear in octopus? What is the last sound you hear?”
• Give your child time to think and answer the questions.

Page 8:
Ask your child, “What else do you know about a zebra?”
Ask your child, “What makes a zebra different from a horse?”
Ask your child, “What is the first sound you hear in zebra? What is the last sound you hear?”
• Give your child time to think and answer the questions.

End of Story Suggestions

1. Take turns giving each other clues and guessing animals.
2. Have your child draw their favorite animal.
3. Write down a few reasons your child drew this animal for he/she to observe.
Hand, Hand, Fingers, Thumb by Al Perkins

Story Summary

A monkey shows the reader about great rhyme and rhythm with an easy to say, do and sing book.

Prepare to Read

1. Look at the book cover and read the title to your child.
2. Point to the words, Hand, Hand, Fingers, Thumb of the title.
3. What do you think we will find in this book?

Start Reading Out Loud

1. Open the book and read the words Hand, Hand, Fingers, Thumb to your child.
2. Read each of the words and have your child repeat the words.
3. Take time to let your child identify the parts of his/her hand.

Sample Questions to Ask

Pages 2-5:
Ask your child, “What words do you see that begin with “D”?”
• Have your child sound out each letter starting with letter “D” (dum, ditty).
• Practice the rhyming verse, “Dum Ditty-Dum Ditty-Dumdum dum dum” with your child.

Pages 6-11:
Ask your child, “What letter sounds do you hear in the words h-u-m and d-r-u-m?”
• Help your child with the words as needed.
• You read the story lines and have your child repeat the lines after you.

Page 12-15:
Ask your child, “Pick the monkey you would choose for a friend? Why?”
• Listen to your child’s answer.
• Read the story lines and have your child repeat the rhyming verses.
• Practice this verse together, “Hands with handkerchiefs. Blow! Blow! Blow!”

Pages 17-20:
Ask your child, “Jack and Jake look like friends. How can you tell who is your friend?”
Give your child time to think and answer.
• Read the story lines and help your child read, “Wh-ack”, “Wh-ack”, “Wh-ack”.

Page 21-29:
Ask your child, “Where are all the monkeys going in the story?”
• Give your child time to look back over the pictures.
• Listen to your child’s answer and turn the page.
• Read the rest of the story lines and verses together.
• Correct any misread words, and write them down for later practice.

End of Story Suggestions

1. Spend a few days practicing reading the verses and words.
2. Let your child read the book to an important person.
3. Have your child draw a very silly monkey.
4. Ask your child to name the monkey.
5. Ask your child to explain his/her choice of name.
In A People House by Theo. LeSieg

Story Summary

A mouse invites a bird to fly through an open window into a people house, because the mouse wants to show the bird the people things inside.

Prepare to Read

1. Look at the cover of the book, and point to the mouse, bird, and house.
2. Read the title of the book.
3. Ask your child, “What do you think this story is about?”
4. Let your child have time to look at the cover and answer.

Start Reading Out Loud

1. You read the sentences in the story.
2. Let your child read the individual words that have picture examples.
3. Give your child time to look at a picture before reading the word.

Sample Questions to Ask

Page 1:
Ask your child, “Why is the mouse inviting the bird inside the house?”
• Let your child look at the picture before answering.
• Picture/word match allows children to feel successful reading.
• Give your child lots of praise.

Pages 2-5:
There are lots of things in a people house.
Ask your child, “Can you read the “B” words?”
• Let the pictures help your child read the words. Praise!
• The “B” words are boy, bathtub, bottles, and brooms.

Pages 6-9:
There are lots of things in people rooms.
Ask your child, “Can you read the following words?”
• Let the pictures help your child read the words. Praise!
• The words are scissors, needle, cup, pillow, door, ceiling, and floor.

Pages 10-11:
There are lots of things in a people house.
Ask your child, “Can you read the “P” words?”
• Let the pictures help your child read the words. Praise!
• The “P” words are piano, peanuts, popcorn, pails, pencil, and paper.
Pages 12-15:
There are lots of things all through a people house.
Ask your child, "Can you read the following words?"
• Let the pictures help your child read the words. Praise!
• The words are goldfish, keys, a telephone and table, shoes and socks, and even a clock.

Pages 16-21:
Say to your child, "Come on and see what else is in a people house.
Ask your child, "Can you read the next 10 words?"
• Let the pictures help your child read the words. Praise!
• The words are wall, toothbrush, hairbrush, ball, beans, lights, hats, mirror, fork and spoon.

Pages 22-26:
There are lots of other things in a people house.
Ask your child, "What is the most important thing in a people house that the mouse forgot to tell the bird?"
• Give your child several chances to guess what it could be!
• Give some clues and praise.

End of Story Suggestions

1. Help your child practice reading the words in the book.
2. Tell each other what pages were the funniest to you.
3. Let you child share his/her success with another special person.
4. Later, your child can practice reading the sentences.
My Messy Room by Mary Packard

Story Summary
A stubborn girl describes how she likes to keep her room very messy.

Prepare to Read
1. Read the title to your child.
2. Look at the girl and her things on the cover.
3. Ask your child, "What do you think will happen in the story?"

Start Reading Out Loud
1. Read the words of the story and ask your child to read along with you.
2. Help your child match words that have the same beginning letters and sounds.
3. Help your child find words that have the same ending sound.

Sample Questions to Ask
Ask your child, "What makes a room messy?"
• Ask your child to, "Look at the girl’s messy room."
• Give your child time to answer.
• Share your ideas.

Ask your child, "Why does she want her room messy?"
• Give your child time to answer.
• Listen

The little girl says, "It is my room. So There!
Ask your child, "Why is the girl feeling mad?"
• Guide your child to think about why the girl is so mad.

Ask your child, "How does her mom feel (sad, mad, glad) about the messy room? Why?"
• Listen to your child’s viewpoint.
• Share your views.

End of Story Suggestions
1. Ask your child, "What makes him/her sad, mad, or glad."
2. Share with your child things that make you feel sad, mad, or glad.
3. Practice reading the story together.
4. Encourage your child to read the story to you.
Extended Activity for reading words and making sentences

1. Make flash cards to match the flash cards in the story for your child.
2. Have your child match the flash cards to words in the story.
3. Have your child put words together to make sentences with your help.
4. Have your child read the words and sentences with you.
5. Encourage your child to make his/her own sentences with your help.
Activity 3

Materials

• Silly Faces Sheet

• Short Vowel Cards

• scissors

• glue

Preparation

1. Cut out the “Silly Face Cards” on page 69.

2. Cut out the short vowel cards on page 70.

3. Match the Silly Face “a” card to the short vowel card “a”.

4. Glue the back of Silly Face “a” card to the back of short vowel “a” card.

5. Now, you should have one card with a Silly Face on one side and a short vowel card on the other side.

6. Repeat with the other Silly Faces and short vowel cards.

Time

Practice Activity 3 for 5-10 minutes with one vowel card at a time.

Practice

1. Name the pictures out-loud to your child on the “a” card (apple/ant).

2. Turn the short vowel card over to see the matching Silly Face.

3. Look at the Silly Face and repeat the first sound you hear in apple and ant.

4. It sounds like someone taking awful tasting medicine.

5. Your child should listen for the same sound when saying apple.
6. Repeat the steps for the other Silly faces and matching short vowel sounds.

   • Name the pictures out-loud to your child on the “e” card (elephant/elf). It sounds like an old woman who can’t hear.

   • Name the pictures out-loud to your child on the “i” card (insects/igloo). It sounds like you smelled something bad.

   • Name the pictures out-loud to your child on the “o” card (octopus/owl). It sounds like you are saying “ah” for the doctor to see your tonsils.

   • Name the pictures out-loud on the “u” card (umbrella/umpire). It sounds like a noise your child would make if they were trying to think up an excuse for something.

7. As you practice, one can say a word with the short vowel sound, and the other person can make their face match the Silly Face for that sound.

Next Steps

   • When you are sure that your child knows one of the short vowel sounds, check off the letter on the Short Vowel Progress Chart on page 71.

   • Repeat with each short vowel sound learned.

   • Return the Short Vowel Progress Chart when completed.

   • Any concerns about a letter or sound send a note with your child to school and the teacher will contact you.
Please note:

This content has been redacted due to copyright concerns.

Pages 69 - 71: Three activity sheets have been redacted due to copyright concerns.
Section III
Word Recognition
Activity 4

Materials

- Groups 1-5, the 5 envelopes from Activity 2 (pages 52-53).
- Groups 1-5, the letter flash cards from Activity 2
- Groups 1-5, cut out pictures from Activity 2
- Scissors, glue, and markers
- Index cards (unlined)

Preparation

1. Start with the envelope labeled Group 1 that includes the flash cards and pictures.
2. Mark and cut the index cards the same size as the letter flash cards in the envelope.
3. Each standard index card will make 3 flash cards.
4. Lay out the original Group 1 flash cards in front of you.
5. Take the pictures out of the Group 1 envelope.
6. Match one letter flash card to a picture with the same beginning sound.
7. An example would be: I Dd I
8. Your child can select the pictures he/she wants to match the letter flash cards.
9. Suggestion: You can trim the pictures to fit the index cards, and your child will have fun gluing each picture to an index cards.
10. After Group 1 is completed, you should have 5 letter flash cards and 5 matching picture cards.
11. Repeat the same steps above to make picture cards for Group 2, Group 3, Group 4, and Group 5.
12. After the picture cards are made for all 5 groups, you should have 26 letter flash
cards and 26 picture cards for the game.

**Time**

Practice Activity 4 for 10-15 minutes to allow time to complete a game.

**Practice Steps**

1. Shuffle the letter flash cards and the picture cards together.

2. Lay all the cards face down on a table or flat surface.

3. Toss a coin to see who goes first.

4. The first player picks up 1 letter card and 1 picture card. The 2 cards are turned face up.

5. If the letter sound and picture match, the player keeps the 2 cards.

6. The next player takes a turn. If the cards match, the player keeps the 2 cards.

7. If the cards **do not match**, the player returns the cards to the table face down.

8. Continue taking turns until all the cards are matched. The player with the most cards is the WINNER!
Farmer Schnuck by Brenda Parkes

Story Summary

Farmer Schnuck and his wife give the farm animals a ride in their new red truck.

Prepare to Read

1. Look at the book cover with the farm animals.
2. Read the title and name the letters together.
3. Let your child name the animals.
4. Ask your child, “What do you think this story is about?”

Start Reading Out Loud

1. Look at Farmer Schnuck and his wife, Mrs. Schnuck.
2. They so happy about their new __________.
3. Give your child a chance to read with you.
4. Be patient.

Sample Questions to Ask

Pages 2-3:
Ask your child, “How do Farmer Schnuck and Mrs. Schnuck live?”
Ask your child, “What does the duck say to Farmer Schnuck?”
• Listen and share ideas.

Pages 4-5:
Ask your child, “What does the pig and do say?”
Ask your child, “Do you think you could take them for a ride? Why or Why not?”
• Listen to your child’s reasoning.

Pages 6-7:
Ask your child, “Who else asked for a ride in the story?”
Ask your child, “How would you feel going for a ride in a new truck?”
• Both of you share your feelings.

Pages 8-11:
Farmer Schnuck is driving fast down the road.
Ask your child, “Why should people not drive fast?”
• Listen to your child’s reasoning.

Pages 12-13:
Ask your child, “What happened? Were your ideas right about driving too fast right?”
• Praise your child.
Pages 14-15:
The animals were lucky that they were only shook up a little.
Ask your child, “Do you think the animals will climb back in the truck? Why or Why not?”
  • Turn the page and found out.

Page 16:
Ask your child, “Why didn’t the animals climb back in the truck?”
Ask your child, “How would you feel if someone drove too fast with you?”
  • Listen and share your feelings.

End of Story Suggestions

1. Spend time helping your child reread the book.
2. Make a list of all the words you child can read.
3. Show the list to someone important to your child.
Goodnight by Penelope Coad

Story Summary

This is a nice rhyming story that compares a child’s bedtime routine to other animals.

Prepare to Read

1. Look at the book cover and read the title to your child.
2. Point to the boy in bed, his teddy bear, and the cat all sleeping.
3. Ask your child, “What do you think this story is about?”
4. Give your child time to think about an answer.

Start Reading Out Loud

1. Open the book to the inside cover.
2. Ask your child, “What do you think the fish is doing?”
3. Listen to your child’s answer.

Sample Questions to Ask

Page 3: 
Ask your child, “What other animals sleep in the sea?”
Ask your child, “Where are some places that animals sleep in the sea?”
• Listen to your child’s examples.

Pages 4-5:
Ask your child, “Do all birds sleep in trees? Why?”
Ask your child, “Do all horses sleep standing up? Why?”
• Give your child time to think and make comparisons.

Pages 6-7:
The little hen and little pig sleep at night.
Ask your child, “Why do animals sleep in different places?”
• Give your child time to think and make comparisons.

Pages 8-9:
The little fox and the little lamb are curled up sleeping.
Ask your child, “Why do some animals curl up at night?”
• Both of you think of at least one reason or more.

Pages 10-11:
The little dog and the little joey look comfortable.
Ask your child, “What does comfortable mean? Why are they comfortable?”
• Explain the meaning of the word comfortable, if necessary.
• Let your child explain why the animals are comfortable.

Pages 12-13:
The little cat and the bat are asleep. Lots of animals sleep at night.
Ask your child, “What animals can you name that do not sleep at night? Why?”
• Take turns naming animals that do not sleep at night.
• Discuss why these animals only sleep during the day.

Pages 14-16:
You sleep at night in your bed. Animals sleep at night in their beds.
Ask your child, “What do you like about your bed? What don’t you like about your bed?”
• Listen to your child’s opinion about his/her bed.

End of Story Suggestions

1. Have your child practice reading the words in the book with you.
2. Have your child draw a picture of his/her bed.
3. Ask your child, “How does your bed make you feel at night?”
4. Write down your child’s answer under their picture.
**Hop on Pop** by Dr. Seuss

**Story Summary**

Pairs of rhyming words are introduced and used in simple sentences, such as "Day. Play. We play all day. Night. Fight. We fight all night."

**Prepare to Read**

1. Look at the book cover and read the title to your child.
2. Ask your child to, "Point to the two little bears that hop on pop."
3. Explain to your child that words that sound the same can rhyme.

**Start Reading Out Loud**

1. Ask your child to, "Look at the Dr. Seuss's funny characters."
2. Point out to your child the matching word families (up, all, ay, ight).
3. Give your child an opportunity to read, too.

**Sample Questions to Ask**

Page 5:
Ask your child, "What 2 words can you find with the word “up” in them?"
- Give your child time to find the words cup and pup.

Page 8-13:
Ask your child, "How many words can you find with the small word “all”?"
- Guide your child with an example (Look all is in tall).

Page 18-21:
Ask your child, "How many bees and fish do you see?"
- Give your child time to look at the pictures and find the answer.

Page 26-31:
Ask your child, "Pat sat on what things?"
- Encourage your child to read the words that tell what Pat sat on.

Page 42-47:
Ask your child, "Where is Mr. Brown?"
- Together, find out where Mr. Brown went.

**End of Story Suggestions**

1. Reread the story and look for words that rhyme.
2. Together, create new words that rhyme with those in the book.
3. Have your child write the words down and show to an important person.
The Eye Book by Dr. Seuss

Story Summary
A boy and rabbit both have two eyes that see all kinds of things from blue and red to a bird and a bed.

Prepare to Read
1. Look at the book cover and read the title with your child.
2. Point to the boy and the rabbit.
3. Ask your child, “What do you think this story is about?”

Start Reading Out Loud
1. Ask your child to, “Look at the two main characters eyes.”
2. Point to your child’s eyes and your eye’s
3. Ask your child, “How are our eyes the same and different?”

Sample Questions to Ask
Page 2-8:
Ask your child, “How are the boy’s and the rabbit’s eyes the same and different?”
Ask your child, “Whose eyes can wink and blink?”
• Give your child time to look at the pictures before answering.

Page 9-14:
Ask your child, “Can your eyes see the same things that the boy and rabbit see?”
Ask your child, “What things can you, the boy, and the rabbit see in the book?”
• Listen to your child following along in the book, naming the objects.

Page 15-20:
Ask your child, “Can you see up, down, and all around you?”
Ask your child, “What things can you, the boy, and the rabbit see in the book?”
• Help you child match the words to the pictures.

Pages 21-25:
Ask your child, “Why are the boy and rabbit having fun seeing many, many things?”
• Give your child time to look at the pictures before answering.

End of Story Suggestions
1. Reread the book together.
2. Help your child think of other words that rhyme with the words in the book.
3. You can make up your own words, too.
4. Together, you can use your words and ideas to write a poem, (See next page).
I Have a Little ___ (title)

I have a little______

His name is__________

I put him in the__________

To see if he could____________

He drank up all the__________

And gobbled up the__________

And when he tried to________________

He had a____________ in his ____________
**Goodnight Moon** by Margaret Wise Brown

**Story Summary**

Tucked away in bed, a little bunny says goodnight to all the familiar things in the softly lit room.

**Prepare to Read**

1. Look at the book cover and read the title to your child.
2. Point to the moon, fireplace, and the green room on the cover.
3. Ask your child, "What do you think this story is about?"
4. Give your child time to answer.

**Start Reading Out Loud**

1. Open the book to the first 2 pages for your child.
2. Find the bunny’s telephone, red balloon, and the picture of ________.
3. Ask your child, “What picture do you see first in the room?”

**Sample Questions to Ask**

**Pages 3-4:**
Ask your child, “What are the animals doing in the picture above the bed?”
Ask your child, “What do the words say under the pictures in black and white?”
• Have your child read the sentences under the pictures for the answers.
• Help with a word if necessary.

**Pages 5-6:**
Have your child name all of bunny’s familiar things.
Ask your child, “What do the words say on both pages?”
• Help with a word if necessary.
• Take time to let your child find and name bunny’s familiar things.

**Pages 7-8:**
Ask your child, “What was the quiet old lady doing in the chair?”
Ask your child, “Who is the quiet old lady?”
• Have your child read the words under the pictures.
• Help with a word if necessary.

**Pages 9-10:**
Ask your child, “Do you think bunny is asleep?”
Ask your child, “What is different and the same in bunny’s room on pages 5-6 and pages 9-10?”
• Go back and compare together.
- Praise your child as he/she points out things that are different and the same.

Pages 11-20:
Ask your child, "Do you think bunny is asleep, yet?"
Ask your child, "What changes have you found in bunny's room, now?"
- Have your child look very closely for the tiniest of changes.
- Continue to let your child read the story.

Pages 21-26:
Ask your child, "Do you think bunny is asleep, now?"
Ask your child, "Why is bunny saying goodnight to everything in his room?"
- Explain the meaning of the word "hush".
- Have your child use the word hush in a sentence.

Pages 27-30:
Ask your child, "Do you think bunny is asleep, finally?"
Ask your child, "What clues tell you that bunny is asleep?"
- With your child compare the bunny's room at the beginning and end of the book.
- Talk about the differences with each other.

End of Story Suggestions

1. Practice reading the sentences in the book together.
2. Write down words that your child finds difficult and practice.
3. Have your child draw his/her favorite thing in bunny's room.
4. Under his/her picture, help your child write down 2 reasons why it is their favorite.
5. "I like it." "It is fun." These reasons give the reader little information.
6. If you get the above answers, ask your child questions. Why do you like it? Why is it fun?
Activity 5

This game is a fun way to practice and learn sight words and misread words.

**Materials**

- Game Board & 2 Coins
- Sight Word Flash Cards
- Misread Words List
- 3x5 Index Cards (unlined)
- Glue & Cardboard
- Markers or Crayons

**Preparation**

1. Let your child color the game board.
2. Glue the game board to heavy paper or cardboard
3. Cut each index card cross ways to make 3 flash cards.
4. Write a misread word on the back of each index card you made.
5. Place the pile of sight word cards and the pile of mis-read cards face down near the game board.
6. Cut a sheet of paper into little squares and number each piece with a 1, 2, or 3.
7. Place the numbered pieces into a cup or small container.

**Time**

Practice Activity 5 for 10-15 minutes at a time.

**Play Game**

1. Each player picks a number (no peeking) from the cup.
2. The higher number gets to play first.
3. Each player takes their coin and places them on the start square.

4. The first player chooses a sight word card or a missed word card.

5. If the player reads the word correctly, they get to move the same amount of spaces as the number picked from the cup.

6. If the word is read incorrectly, it is the next player’s turn to pick a card.

7. Repeat the above steps until you have a winner!

Next Steps

- When your child learns a word, you can replace the word with a new one.
- Change the game by substituting the sight word cards and the missed word cards for letter/sound cards or rhyming words.
You Win

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Activity 6

Materials

- 3x5 Index cards (unlined)
- Scissors
- Markers

Preparation

1. A standard 3x5 index card cut crosswise will make 3 flash cards.

2. Mark and cut each index card to make 3 flash cards that are all the same size.

Set 1

a. Write this rime \textcolor{red}{\textit{at}} ending on the top of one flash card.

b. Write eight letters b, c, f, h, m, p, r, and s on the top of eight more flash cards.

c. When you place the letter cards in front of the rime (at card), your child can make eight new words to read (bat, cat, fat, hat, mat, pat, rat, and sat).

Set 2

a. Write this rime \textcolor{red}{\textit{et}} ending on the top of one flash card.

b. Write five letters m, n, j, p, and w on top of five more flash cards.

c. When you place the letter flash cards in front of the rime (et card), your child can make five new words to read (met, net, jet, pet, and wet).

Set 3

a. Write this rime \textcolor{red}{\textit{ig}} ending on the top of one flash card.

b. Write four letters b, f, p, and w on top of four more flash cards.
c. When you place the letter flash cards in front of the rime (ig card), your child can make four new words to read (big, fig, pig, and wig).

Set 4
a. Write this rime \( \text{ip} \) ending on top of one flash card.
b. Write three letters d, h, and l on top of three more flash cards.

c. When you place the letter flash cards in front of the rime (ip card), your child can make three new words to read (dip, hip, and lip).

Set 5
a. Write this rime \( \text{ot} \) ending on top of one flash card.
b. Write five letters d, h, l, n, and p on top of five more flash cards.

c. When you place the letter flash cards in front of the rime (ot card), your child can make five new words to read (dot, hot, lot, not, and pot).

Set 6
a. Write this rime \( \text{un} \) ending on top of one flash card.
b. Write four letters b, f, r, and s on top of four more flash cards.

c. When you place the letter flash cards in front of the rime (un card), your child can make four new words to read (bun, fun, run, and sun).

**Time**

Practice, Activity 6, for 5-10 minutes a day.

**Practice Steps**

1. Lay the first set of letter flash cards for the rime (-at) face up in front of your child.
2. Start by reading the rime ending to your child. Let your child say (-at) to you.
3. Point to (-at) and move your finger from left to right, and say the sound of each letter.

4. Ask your child to do the same using his/her finger.

5. Take the letter (b) card and move it in front of the rime (-at) card to make a word.

6. Sound out the new word by saying b-at then say the sounds together bat.

7. Slide each letter for the set in front of the rime (-at).

   • Repeat the practice steps 1-7 with the other sets (et, ig, ip, ot, and un).

   • Practice and learn one set at a time.
Section IV

Reading Comprehension
JAMBERRY by Bruce Degen

Story Summary

A rhyming book about a boy that goes walking in the woods and meets a playful potbellied bear, and they go off on a wonderful adventure looking for berries of all sorts.

Prepare to Read

1. Look at the book cover and read the title to your child.
2. Have your child point to the two characters with their hats full of berries.
3. Ask your child, “What do you think those two characters are going to do in the story?”

Start Reading Out Loud

1. Look at the inside cover pages before you start reading.
2. Talk with your child about the boy walking away from his house into the woods.
3. Start reading the first page together.

Sample Questions to Ask

Pages 1-2:
Ask your child, “What 3 words look the same?”
• Read the verse to your child.
• Read the rhyming verse together.
• Let your child read as many words as possible in the rhyming verse.

Pages 3-4:
Ask your child, “Where are the bear and boy going? What are they riding in on the water (canoe)?”
• Listen to your child’s answers and correct as needed.
• Cover up the word berry in “Hatberry”. Have your child read the word “hat”.
• Cover up the word hat in “Hatberry”. Have your child read the word “berry”.
• This will help your child see that sometimes 2 words are put together to make a new word (hat + berry = hatberry).

Pages 5-8:
Say to your child, “Oops! Are they in trouble? Why?”
• Give your child time to look at the pictures and answer you.
• Read the verse to your child; then, read it together.
• Take time to talk about all the different characters in the pictures.

Pages 9-12:
Ask your child, “What two things could make the bear and the boy so happy? What type of berries did they find?”
• Read the verses to your child.
• Help your child separate and practice reading the compound words.
• Together, practice reading the words.

Pages 13-19:
Blackberries! They are off on a new adventure on a _______ with a _______.
• Read the verses to your child.
• Discuss the different characters in the pictures.

Pages 20-26:
Ask your child, “Are they still having fun in Berryland? “
Ask your child, “What does the word “fun” mean?”
• Listen and share your opinions with each other.
• Together, practice reading the verses.
• Go on a word hunt and find words in the book that rhyme.

End of Story

1. Together, create new funny words that rhyme with words in the book.
2. As the words are created, write them down on paper.
3. Together, play with the words and write a verse or poem.
4. Together share them with another important person.
There's A Hole in the Bucket by unknown author

There's a hole in the bucket, dear Liza, dear Liza,
There's a hole in the bucket, dear Liza, a hole.

So fix it dear Henry, dear Henry, dear Henry,
So fix it dear Henry, dear Henry, fix it.

With what should I fix it, dear Liza, dear Liza,
With what should I fix it, dear Liza, with what?

With straw, dear Henry, dear Henry, dear Henry,
With straw, dear Henry, dear Henry, with straw.

But the straw is too long, dear Liza, dear Liza,
The straw is too long, dear Liza, too long.

So cut it dear Henry, dear Henry, dear Henry,
So cut it dear Henry, dear Henry, cut it!

With what should I cut it, dear Liza, dear Liza,
With what should I cut it, dear Liza, with what?

Use the hatchet, dear Henry, dear Henry, dear Henry,
Use the hatchet, dear Henry, the hatchet.

But the hatchet's too dull, dear Liza, dear Liza,
The hatchet's too dull, dear Liza, too dull.

So, sharpen it, dear Henry, dear Henry, dear Henry,
So sharpen it dear Henry, dear Henry, sharpen it!

With what should I sharpen it, dear Liza, dear Liza,
With what should I sharpen, dear Liza, with what?

Use the whetstone, dear Henry, dear Henry, the whetstone.
With a whetstone, dear Henry, dear Henry, with a whetstone.

But the whetstone's too dry, dear Liza, dear Liza,
The whetstone's too dry, dear Liza, too dry.

So wet it, dear Henry, dear Henry, dear Henry,
So wet it dear Henry, dear Henry, wet it.

With what should I wet it, dear Liza, dear Liza,
With what should I wet it, dear Liza, with what?

With water, dear Henry, dear Henry, dear Henry,
With water, dear Henry, dear Henry, water.

With what should I carry it, dear Liza, dear Liza,
With what should I carry it dear Liza, with what?

Use the bucket dear Henry, dear Henry, dear Henry,
Use the bucket, dear Henry, dear Henry, the bucket!

But...there's a hole in the bucket, dear Liza...

Extended Activity Suggestions

1. *Dear Liza* is a traditional folksong by an unknown author. It is fun to read or sing with another person. *Dear Liza* will help increase a child's rate of reading (fluency), because the verses rhyme and the words frequently repeat.

2. Look for picture books that have repeated rhymes or word patterns.

3. You and your child should dress up and play the roles of Dear Lisa and Dear Henry for friends and family.

4. Let others join in the fun and be creative.
JUMP, FROG, JUMP by Robert Kalan

**Story Summary**

A frog jumps out of the water to catch a fly, and sees that he may become someone else’s meal if he doesn’t jump.

**Prepare to Read**

1. Look at the book cover and read the title to your child.
2. Ask your child to, “Point out the creatures lurking in and by the pond.”
3. Ask your child, “What do you think this story is about?”
4. Give your child time to look an answer.

**Start Reading Out Loud**

1. Open the book to the first page.
2. Ask your child, “Where is the frog at in the pond?”
3. Let your child start reading the sentences on page 1.

**Sample Questions to Ask**

**Pages 2-4:**
Ask your child, “How did the frog catch the fly?”
Ask your child, “Who is looking at the frog? Why?”
• Listen to your child’s answer.

**Pages 5-10:**
Ask your child, “Is the frog in danger? Why?”
Ask your child, “How did the frog get away?”
• Give your child time to read and answer.

**Pages 12-15:**
Ask your child, “What did the snake do when he dropped from the branch? Why?”
Ask your child, “How did the frog get away?”
• Give your child time to read the repetitive verse before answering.
• Discuss the facts that all living things need water and food.

**Pages 16-19:**
Ask your child, “What did the turtle do when it slid into the pond? Why?”
Ask your child, “How did the frog get away?”
• Give your child time to read the repetitive verse and answer.
• If possible, ask your child to read faster.

**Pages 20-27:**
Ask your child, “Why do you think the boys are trying to catch the turtle and frog?”
Ask your child, “Why are they using a net?”
• If necessary, explain what a net does?
• Listen to your child’s ideas when answering the questions.

Pages 28-32:
Ask your child, “How did they catch the frog?”
Ask your child, “Do people eat frogs? Why?”
Ask your child, “How did the frog get away?”
• Discuss the facts that people eat many different kinds of animals.
• Give your child time to read and answer the questions.

End of Story Suggestions

1. Reading repetitive verses increases reading speed (fluency rate).
2. Allow your child to read this story many times.
3. Give your child an audience to listen as he/she practices.
4. When your child feels ready, time their reading for one minute.
**Story Summary**

This picture book has poetic verses highlighting the activities of such unusual animals as the Nook, Wump, Yink, Yop, Gack, and the Zeds.

**Prepare to Read**

1. Look at the book cover and read the title to your child.
2. Point out the fish on the cover and read the words together.
3. Ask your child, “What do you think this story is about?”
4. Give your child time to think about an answer.

**Start Reading Out Loud**

1. Open the book to the first, red inside cover page.
2. Have your child describe the things he/she sees.
3. Let your child start reading the words on page 3.

**Sample Questions to Ask**

**Pages 4-9:**
Ask your child, “Read the words on the pages.”
Ask your child, “Do they rhyme? Why?”
• Listen to your child’s answer.

**Pages 10-17:**
Ask your child, “Read the words on the pages.”
Ask your child, “Where are all the strange characters going?”
Ask your child, “Which character is your favorite so far? Why?”
• Listen to your child’s reasoning.

**Pages 18-19:**
Ask your child, “What does a Wump look like?”
Ask your child, “How many humps on the Wump?”
Ask your child, “Does the name of the owner rhyme with Wump?”
• Take time to find the rhyming words on these two pages.

**Pages 20-25:**
Ask your child, “Why is Ned having trouble with his bed?”
Ask your child, “How would you fix it?”
Ask your child, “Who is strong enough to fix it?”
• Listen to your child’s ideas.
• Both of you read it together for fun.
Pages 26-31:
Ask your child, “Look at all the silly characters in this book.”
Ask your child, “What is wrong with the Nook?”
Ask your child, “What could the girl and boy do to help him cook?”
• Read the rhyming words to your child.
• Listen to your child’s answers.

Pages 32-41:
Read the words on the pages to your child.
Ask your child, “Who do the boy and girl like?”
Ask your child, “Who do they not like? Why?”
• Discuss the fact that people like different things.

Pages 42-49:
Ask your child, “Characters are created to like different things. Why?”
Read the words on the pages to your child.
Ask your child, “Who are the 3 characters doing something they like?”
• Listen to your child’s ideas.

Pages 50-61:
Ask your child, “The boy and girl go everywhere and have all kinds of pets.”
Ask your child, “What pet would you choose as the best? Why?”
• Discuss the characters you both like the most?

End of Story Suggestions

1. Children will read more often when the verses are repeated and fun.
2. Encourage your child to practice reading the verses to a friend.
3. Your child and his/her friend can pretend to be different characters in the book.
4. Let them dress up in silly hats, shoes, and old clothes to play their parts.
5. Take time to watch their performance and clap, loudly!
Frog Legs by George Shannon

Story Summary

A picture book with twenty-four poems inspired by what frogs do best when spring is in the air and puddles are on the ground.

Prepare to Read

1. Look at the book and read the title to your child.
2. Read the words under the title to your child.
3. Look at the variety of frogs on the cover together.
4. Ask your child, “What will this book look like inside?”
5. Give your child time to answer.

Start Reading Out Loud

1. Open the book to the first poem on page 4.
2. Help your child read the poem.
3. Ask your child, “Which verses rhyme?”
4. Read the poems that are difficult for your child.
5. Let your child have the freedom to select the ones they enjoy reading.

Sample Questions to Ask

Pages 6-7:
Read the first poem to your child.
Have your child look at the pictures and determine what jamboree means (active party)?
• Let your child try to read the next poem to you easier words and help if needed.
• Ask your child to tell you the difference between tulips and two lips.
• Listen to your child’s answer.

Pages 8-9:
Read the next poem to your child.
Ask your child, “What is the ending sound on most of the words (ing)?”
• Let your child read the poem on the following page.
• Ask your child, “What is a CanCan (dance)?”
• See if your child can find the answer from looking at the pictures.

Pages 10—13:
Read the first poem on these pages to your child.
Ask your child, “Does the poem make sense?”
• Explain to your child that rhyming verse can lack meaning.
• Ask your child to point out the repeated words in the next 2 poems (you can/twinkle).
• Listen to your child’s answer.
Pages 18-19:
Read the Jitterbug poem to your child.
Ask your child, “Would you feel the same with a mosquito bite? Why?”
• Let your child describe how they feel with a mosquito bite.
Both of you read the next poem together.
• Ask your child to find the word with many colors.

Pages 20-23:
Read the first poem on these pages to your child.
Ask your child, “What is a lightning bug?”
• Discuss with your child what each word means (light + bug).
• Give your child a chance to put the two words together for meaning.
Ask your child, “What word is not a real word in the TuTu,Too poem?”
• Practice reading, boop-oop-dee-dee-doop, together.
• Let your child read the alphabet poem and you follow along.

Pages 24-31:
The rest of the poems are easier for your child to read.
They are brief and excellent for fluency practice at a later date.
• Watch for the more difficult words and help your child read them (retreat, disappear, punctuation, etc.).
• Let your child reread these poems several times to build self-confidence.

End of Poems
1. Make reading Frog Legs fun-not frustrating.
2. Encourage your child to read their favorite poems to special people.
3. Read and share your favorite poems with each other.
Activity 7

Materials

- Picture Book Selection
- Pencil
- Comprehension Hand Imprint

Preparation for Activity

2. Read the words on the hand imprint to your child.
3. Discuss the story elements with your child: characters (who), main idea (what), setting (where), time (when), reason (why), how (cause/effect).
4. Practice only the story elements the teacher suggests for your child.

Time for Activity

Practice Activity 7 will take a total time of 10-15 minutes.

Comprehension Hand Activity (Read a story to your child.

1. Ask your child questions about the story.
2. Review the meanings of the words who, what, where, when, why, and how.
3. Sing the short song on page 113, and then point to the thumb (who) for your child.
4. Ask your child to write or tell you his/her answer for the “who” in the story.
5. Ask your child “where” the story takes place and “when” and then stop!
6. Once your child understands and can identify the three story elements (who, where, and when), you can begin practicing the other three “what”, “why”, and “how” (only one at a time).
7. Share your ideas with your child to reinforce his/her understanding of the story.

8. Review the story with your child and answer questions to clarify meaning.

Next Steps

- Explain the stories if your child is confused.

- Practice as needed to reinforce understanding.
I've got the who, what, where, when, why and how in my hand.
I've got the who, what, where, when, why and how in my hand.
I've got the who, what, where, when, why and how in my hand.
I've got the main idea in my hand, too.

Source: www.edHelper.com
School by Emily Arnold McCully

Story Summary
A curious little mouse decides to find out what school is all about.

Prepare to Read
1. Look at the cover and read the title to your child.
2. Ask your child to, “Point to the little mouse on the cover.”
3. Ask your child, “What do you think little mouse wants to do?”

Start Reading Out Loud
1. Turn to the first pages with the mouse family having breakfast for your child.
2. Ask your child to name the characters.
3. Ask your child, “What is little mouse wearing that is different from his brothers or sisters.”

Sample Questions to Ask

Pages 5-6:
Ask your child, “What is little mouse thinking when his siblings go off to school?”
• Ask your child, “What did he do wrong?”
• Give your child time to answer.

Page 12:
Ask your child, “Why did little mouse go off to school?”
• Listen to your child’s answer.

Page 16:
Ask your child, “How does little mouse feel when the teacher sees him?”
• Discuss and share how you each would feel?

Page 20:
Ask your child, “Why is the teacher nice to little mouse?”
• Have your child think of 2-3 reasons.

Pages 24-26:
Ask your child, “What does little mouse and the class do after snack time?”
Ask your child if he/she likes to do this, too? Why?
• Listen to your child’s answers.
Ask your child, "Why did mother mouse come to school?"
Ask your child about rules at home and rules at school.
• Share the importance of following rules with your child.

End of Story Suggestions

1. Talk about the Fall season and the story pictures with your child.
2. Give your child opportunities to tell you the story.
3. Listen to your child share his/her feelings about school.
A Boy, A Dog, and A Frog by Mercer Mayer's

Story Summary

The story uses pictures to tell of a boy’s unsuccessful attempts to catch a frog.

Prepare for the story

1. Look at the book cover and read the title to your child.
2. Point to the boy, dog, and frog on the cover for your child.
3. Ask your child, “What do you think the three characters are going to do?”

Start Reading Out Loud

1. Turn to the first two pages.
2. Look at the pictures.
3. Ask your child, “Where do you think the boy is going?”
4. Take time to listen to your child’s ideas.

Sample Questions to Ask

Pages 3-4:
Ask your child, “Why would the boy want to catch a frog?”
- Give your child time to answer.
- Turn the page for your child

Page 5-6:
Ask your child, “What did the boy do wrong?”
Ask your child, “How would you catch a frog?”
- Turn the page for your child.

Pages 7-10:
Ask your child, “Why do you think the boy is having so much trouble catching the frog?”
- Ask your child, “What would you have done different than the boy?”
- Listen to your child’s reasoning.

Pages 11-14:
Ask your child, “What is the frog feeling? Why?”
- Together look closely at the frog’s face.
- Ask your child, “What do you think the frog is feeling?”

Pages 15-20:
Ask your child, “How are the boy and the dog feeling, now?”
- Encourage your child to explain his/her ideas.
- Guide your child, as needed.
Pages 21-24:
Ask your child, “How does the frog find out where the boy and the dog live?”
Ask your child, “What makes the frog follow them home?”
• Take time to listen to your child’s reasoning.

Pages 25-27:
Ask your child, “What finally happens to the boy, dog, and frog?”
• Guide your child beyond them taking a bath—think friendship.

End of Story Suggestions

1. Give your child an opportunity to retell the story in his/her words.
2. Ask questions along the way, even though you know the answers.
3. Give your child a chance to compare the characters to real life situations.
4. Share your similar experiences with each other.
A Dragon in a Wagon by Jane Belk Moncure

Story Summary

A little girl goes to the library to open a new book so she can go on a new adventure.

Prepare to Read

1. Look at the book cover and read the title to your child.
2. Talk about the cover with the little girl and her dragon in a wagon.
3. Ask your child, "Where do you think they are going? Where do you think they have been?"

Start Reading Out Loud

1. Open the book for your child to the poem called "The Library-A Magic Castle".
2. Read it slowly to your child.
3. Ask your child, "What does the poem mean by rows upon rows of word windows?"
4. Talk about the pictures around the poem with your child.

Sample Questions to Ask

Pages 6-7:
Ask your child, "Megan opens a word window and what does she see?"
Ask your child, "Where did the Dragon come from?"
* Give your child time to think and answer.

Pages 8-9:
Tell your child to help you read when they know a word.
Ask your child, "Where are the Dragon and Megan going?"
* Listen and ask him/her to explain their answer.

Pages 10-13:
Ask your child, "Name the events that have happened to Megan and the Dragon so far?"
Ask your child, "What do you think will happen next?"
* Listen to your child’s ideas before you turn the page.

Pages 14-21:
Megan and the Dragon are having an unlucky day.
Ask your child, "What makes it an unlucky day for them?"
* Give your child time to think and answer the question.

Pages 22-25:
Megan and the Dragon fly away in a hot air balloon.
Ask your child, "Where do you think the balloon will take them?"
Both of you share your ideas before you turn the page.

Pages 25-29:
Ask your child, “Why did Megan and the Dragon’s adventure end?”
Ask your child, “Where did the Dragon really live?”
Ask your child, “Why did Megan say good-bye?”
• Read the poem again from the beginning of the book.
• Remind your child that wonderful stories are waiting for them to read.

End of Story Suggestions

1. Practice reading the words at the end of the book with your child.
2. Explain to your child that when someone reads a book, their imaginations can take them anywhere they want.
3. Ask your child what type of stories he/she likes?
4. Cut out the bookmark and glue heavy paper to the back for support for your child to use.
5. Let your child pick a poem, song, or special phrase to write on his/her bookmark.
The Bear and The Fly by Paula Winter

Story Summary
A bear tries to catch a fly with disastrous results.

Prepare for the Story
1. Look at the book cover and read the title to your child.
2. Ask your child, “What do you think this story is about?”

Start Reading Out Loud
1. The family is getting ready to have dinner.
2. Ask your child to; “Think about our house at dinner.”

Sample Questions to Ask
Pages 1-3:
Ask your child, “How are your house and the father bear’s house similar or different?”
Ask your child, “When you wanted to eat, do you remember a fly that kept bothering you?”
• Listen to your child and share your experiences, too.

Pages 4-7:
Ask your child, “What do you think father bear is doing wrong?”
Ask your child, “How could you help him do better?”
• Listen to your child

Pages 8-13:
The fly lands on the mother bear’s head.
Ask your child, “What are the events that happen next?”
• Listen and help your child put the events in order.

Pages 14-20:
Ask your child, “Why does father bear not realize what his actions are doing to the family?”
• Listen to your child’s reasoning and share you own insights.

Pages 21-26:
Say to your child, “What a disaster! Father bear has ruined dinner. Why?”
• Listen and give your child time to answer.
Ask your child, "What character is the winner in this story?"
Ask your child, "Why did the bear lose?"

- Discuss the outcome of the story with your child.

End of Story Suggestions

1. Let your child enjoy telling you the story.
2. On the Sequence Sheet, your child can write and draw 3 favorite story events.
3. Make sure the events are in the order of the story (first, second, third) for your child.
4. Ask your child tell you about his/her story events and what was written.
Sequence of Events 1-2-3

1.

2.

3.
**Deep in the Forest** by Brinton Turkle

**Story Summary**

This is a story with an opposite twist to Goldilocks and the Three Bears story. A curious bear cub wreaks havoc in the cabin of a pioneer family out for a walk.

**Prepare for the story**

1. Look at the cover and read the title to your child.
3. Listen to your child’s opinions.

**Start Reading Out Loud**

1. Open the book to the mother bear with her two bear cubs playing for your child.
2. Ask your child, “Do you see the third bear cub? Where did he go?”
3. Take time to listen to your child.

**Sample Questions to Ask**

Turn the page for your child:
Tell your child the bear cub went into the cabin.
Ask your child, “What trouble did he get into in the kitchen?”
• Give your child time to answer.

Turn the page:
Ask your child if he/she was right?
Ask your child, “What did the bear cub do to papa’s bowl, mama’s bowl, and the little girl’s bowl of cereal?”
• Listen to your child’s describe the order of events (first, next, and last).

Turn the page:
Ask your child, “What did the bear cub do to papa’s chair, mama’s chair, and the little girl’s chair?”
• Listen to your child describe the order of events (first, next, and last).

Turn the page for your child:
Ask your child, “What did the bear cub do to papa’s bed, mama’s bed, and the little girl’s bed?”
• Listen to your child describe the order of events (first, next, and last).

Turn the pages:
Tell your child the pioneer family comes home.
Ask your child, “What do they find in the cabin first, next, and last?”
• Listen to your child describe the mess in the cabin.
• Guide your child to put the story in sequence.

Turn the pages for your child:
Ask your child to, “Look at papa’s face, mama’s face, and the little girl’s face.”
Ask your child, “How do they each feel about the bear cub in their cabin?”
• Listen to your child explain how the pioneer family felt.

Turn the pages:
Ask your child, “What happens to the bear cub?”
Ask your child, “Do you think he learned a lesson or will he do it again?”
• Share your ideas and opinions with your child.
• Listen to your child’s ideas and opinions.

End of Story Suggestions

1. Spend time with your child comparing Deep in the Forest and Goldilocks and the Three Bears.
2. Let your child experience the fun of telling you the story.
3. Together disguise your voices and pretend to be different story characters.
Activity 8

This comprehension activity will boost your child’s knowledge of the meaning of a story and provide a fun game that continues the discussion of that story.

Materials

• Game board & Game pieces
• Comprehension Flash Cards
• 3x5 Index Cards and scissors
• Pen or Markers
• Spinner or Die

Preparation

1. Select the game board from Activity 5 or use a game board such as “Candyland”.
2. Select coins or games pieces from other games to use.
3. Cut out the comprehension flash cards.
4. Cut each 2x5 index card cross ways to make 3 flash cards.
5. Place the pile of comprehension flash card face down on the game board.
6. Select a spinner or a die from another game to determine the numbers of moves.

5. You may cut up small pieces of paper and number each piece with a 1, 2, or 3 as a substitute for the spinner or die. Place the pieces in a cup or small container to be mixed up.

Time: Practice Activity 8 will last about 15 minutes for each game.

Play Game

1. Each player spins, rolls, or picks a number, and the player with the highest number is first.
2. The players have to place their game pieces on the start line.

3. The first player chooses a comprehension card from the pile and answers the question.

4. If the question answered was correct, the player spins (rolls or picks) a number and moves his/her game piece that many spaces on the game board.

5. If the answer was incorrect, the play moves back one space on the game board.

6. Repeat the steps above until there is a winner!

**Next Steps**

Add new questions to the game pile by cutting and using the index cards.

- Write specific questions that are related to one story.
- Write questions that are related to feelings.
- Write questions that compare a character to the reader.
- Write questions that compare an event to real-life.
- Write questions that reflect on the author’s purpose (values, beliefs)?
<table>
<thead>
<tr>
<th>Describe where the story takes place.</th>
<th>Which character would you like for a friend?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell about your favorite part of the story.</td>
<td>What did you think about the ending? Tell how it could end differently.</td>
</tr>
<tr>
<td>If the story were to continue, what do you think might happen next? Why?</td>
<td>Do you have any questions about the story?</td>
</tr>
<tr>
<td>What other books have you read that remind you of this one?</td>
<td>Describe the problem in the story. How was it solved?</td>
</tr>
</tbody>
</table>
Picture Book Lists
For
Parents and Children
26 Letters and 99 Cents by Tana Hoban

A is for Adobe by Tana Hoban

Aardvarks, Disembark by Ann Jonas

ABC T-Rex by Bernard Most

Action Alphabet by Marty Neumeier

Alexander’s Midnight Snack by Catherine Stock

All Aboard ABC by Doug Magee

Alison’s Zinnia by Anita Lobel

Alligator Arrived with Apples by Crescent Dragonwagon

Alpha Beta Chowder by Jeanne Steig

Alpha Bears by Kathleen Hague

Alphabet Animals by Charles Sullivan

Alphabet Times Four by Ruth Brown

Alphabet Book by Dave King

Alphabet City by Stephen Johnson

Animal Parade by Jakki Wood

Awful Aardvarks Go To School by Reeve Lindbergh

Bembo’s Zoo by Roberto De Vicq de Cumptich

Birthday ABC by Eric Metaxas

C for Curious by Woodleigh Hubbard
**Pattern Book List for Children**

*My Five Senses* by Aliki

*My Visit to the Zoo* by Aliki

*Happy Birthday Moon* by Frank Asch

"A" *My Names is Alice* by Jane Bayer

*Clifford, the Big Red Dog* by Norman Bridwell

*Goodnight Moon* by Margaret Wise Brown

*Today is Monday* by Eric Carle

*Jamberry* by Bruce Degan

*Go Dog Go* by P.D. Eastman

*Corduroy* by Don Freeman

*Is Your Mama a Llama?* by Deborah Guarino

*Brown Bear, Brown Bear* by Bill Martin, Jr.

*Chicka Chicka Boom Boom* by Bill Martin, Jr.

*If You Give a Mouse a Cookie* by Laura Numeroff

*The Kissing Hand* by Audrey Penn

*Read Aloud Rhymes for the Very Young* by Jack Prelutsky

*Where the Wild Things Are* by Maurice Sendak

*No, David!* by David Shannon

*The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear* by Audrey Wood

*Little Penguin’s Tale* by Audrey Wood

*The Napping House* by Audrey Wood
Wordless Picture Books for Children

Elephants Aloft by Kathi Applet
Do You Want to Be My Friend? by Eric Carle
Dylan's Day Out by Peter Catalanotto
In My Garden by Ermanno Cristini & Luigi Puricelli
In the Woods by Ermanno Cristini & Luigi Puricelli
Truck by Donald Crew
Good Dog, Carl by Alexandra Day
The Hunter and the Animals by Tomie de Paola
Our House on the Hill by Philippe Dupasquier
Rain by Robert Kalan
Will's Mammoth by Rafe Martin
Ah-Choo by Mercer Mayer
Frog Goes to Dinner by Mercer Mayer
A Boy, a Dog and a Frog by Mercer Mayer
School by Emily McCully
Time Flies by Eric Rohmann
Mouse Around by Pat Schories
Have You Seen My Duckling? by Nancy Tafuri
Deep in the Forest by Brinton Turkle
Tuesday by David Wiesner
Free Fall by David Wiesner
The Bear and the Fly by Paula Winter
Comprehension Book List for Children

*We Are Best Friends* by Aliki

*The Mitten* by Jan Brett

*Clifford’s Manners* by Norman Bridwell

*The Very Hungry Caterpillar* by Erica Carle

*Today I Feel Silly* by Jamie Lee Curtis

*Big Dog, Little Dog: A Bedtime Story* by P. D. Eastman

*Red Leaf, Yellow Leaf* by Lois Ehlert

*Fire! Fire!* by Gail Gibbons

*The Moon Book* by Gail Gibbons

*Oh, How I Wished I Could Read* by John Gile

*Danny and the Dinosaur* by Syd Hoff

*Who Will Be My Friends?* by Syd Hoff

*Harold and the Purple Crayon* by Crockett Johnson

*The Carrot Seed* by Ruth Krauss

*Mouse Soup* by Arnold Lobel

*Mouse Tales* by Arnold Lobel

*All by Myself* by Mercer Mayer

*Just Grandma and Me* by Mercer Mayer

*Pretend You’re a Cat* by Jean Marzollo

*Baby Beluga* by Raffi

*Mr. Putter and Tabby Bake the Cake* by Cynthia Rylant

*Red Fish, Blue Fish* by Dr. Seuss
Series Book List for Children

*Miss Nelson* by Harry G. Allard

*Madeline* by Ludwig Bemelmens

*The Berenstain Bears* by Stan and Jan Berentain

*Franklin* by Paulette Bourgeois

*Clifford, The Big Red Dog* by Norman Bridwell

*Arthur Adventures* by Marc Brown

*Biscuit* by Alyssa Satin Capucilli

*Olivia* by Ian Falconer

*Corduroy* by Don Freeman

*Purple Crayon Books* by Crockett Johnson

*Frog and Toad* by Arnold Lobel

*Little Critter* by Mercer Mayer

*Little Bear* by Else Minarik

*If You Give...* by Laura Numeroff

*Amelia Bedelia* by Peggy Parish

*Curious George* by H. A. Rey

*Henry and Mudge* by Cynthia Rylant

*Dr. Suess Classics* by Dr. Suess

*Nate the Great* by Marjorie Sharmat

*Eloise* by Kay Thompson

*Alexander* by Judith Viorst

*Harry* by Gene Zion
Chapter 5

Summary, Conclusions, and Recommendations

Summary

Parents can play an important role in the educational development of literacy skills especially in the early grades, because children at a younger age are easily influenced by their parent’s expectations. When parents interact with their children and show a positive interest in their children’s learning, they are directly and indirectly telling their children that education is important. The review of the literature in Chapter Two demonstrated that parental involvement both in the home and at school has a definite effect on literacy development and overall school success.

From the information in the literature and the author’s experiences teaching children struggling to read, the Literacy Guidebook was created to emphasize the importance of children’s picture books, related resources, and supporting writing activities to boost a child’s reading and writing skills to a solid first grade level. However, the guidebook can be modified to include higher reading levels and older students. For the guidebook to be successful, the author is relying on parents to take an active role in reading and discussing the picture books and sharing in the activities.

The guided instructions and step-by-step procedures in the guidebook were designed to be parent friendly. Most parents will be able to implement the guidebook at home after a practice session with the teacher and reassurance that the teacher will be available to answer questions and help out. The author hopes that parents will remain actively engaged in their children’s reading and writing progress once they observe progress in their child’s reading and writing assessments.
Conclusion

Parental involvement at home has the potential of being a powerful tool for early children’s literacy development and establishes precedence for future academic successes. The parent’s home environment focuses on the personal interactions of the parent and child and usually on a one-to-one basis. An engaged parent, one involved in their child’s education, has the power to motivate learning, create order for after school activities, provide guidance and emotional support, and convey to their child a respect for education.

Since teachers are limited by time and classroom size when teaching children at school, it becomes practical for teachers to acknowledge the learning potential of the home environment. Teachers should approach parents and begin to develop a partnership based on respect and open communications between both partners. If a teacher is concerned about a child’s literacy development and they meet with a parent to discuss the child’s learning difficulties, the teacher has “opened a door” that could foster parental involvement and an interactive relationship between parent and child.

At first, parents may feel intimidated by the prospect of being involved in their children’s education. After parents realize that they have the support and guidance from the teacher, they will be more confident in their ability to help their child practice a variety of reading and writing activities at home. When a parent gains a sense of accomplishment for improving their child’s literacy skills, the parent will be encouraged to remain an active participant in their child’s education. In addition, it is the belief of the author that the Literacy Guidebook will be an important tool to involve parents in their
children’s literacy achievements by promoting reading, writing, and interactive activities in a non-threatening manner for the home environment.

Recommendations

It is recommended that this Literacy Guidebook with resources and activities be implemented in the fall of 2007. The teacher will select the appropriate guidebook section and materials and schedule a session of instruction and practice for the parent. When the parent does not feel comfortable using the guidebook and materials after the first session, the teacher will schedule another session that includes the parent and their child for further instruction and practice. The parent will be assured that the teacher is available at other times to answer questions, provide help, and supply additional materials when needed. If parental involvement at home is to promote a child’s reading and writing development, it is essential that the parent feels confident and willing to use the Literacy Guidebook’s resources and activities.

During each quarter of the following school year, the teacher will evaluate the student’s progress through observations and assessments, report the child’s progress to the parent, monitor schoolwork from home, and schedule meetings as needed. The effectiveness of the guidebook will be reported to the resource room teacher’s collaborative, monthly team meetings. If the guidebook is proven to raise reading and writing achievement levels for at risk children, it could be implemented by other teachers working in the Yakima School District to support struggling readers.
References


