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Recipe for Reading: A Handbook for Parents in a First Grade Classroom

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RECIPE FOR READING;
A HANDBOOK FOR PARENTS
IN A FIRST GRADE CLASSROOM

A Project Report
Presented to
the Graduate Faculty
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In Partial Fulfillment
of the Requirements for the Degree
Master of Education
Reading Specialist

by
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ABSTRACT

RECIPE FOR READING;
A HANDBOOK FOR PARENTS
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A handbook, supported by research on parent involvement and reading was developed to help promote literacy in beginning readers. The handbook incorporates both parents and students as they are encouraged to participate in pre-assigned activities together. Each activity involves a different type of strategy designed to help their child become a successful reader.

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CHAPTER ONE

BACKGROUND OF THE PROJECT

Introduction

William Bennet, former U.S. Secretary of Education, has stated, "Not every teacher is a parent, but every parent is a teacher. The most important thing a parent can give a child is the sense of importance of education (National School Public Relations Association, 1987, p. 3)." Parents are children's first teachers, and likely the most influential teachers, as attitudes about reading and education are shaped early in childhood before the child ever sets foot in a school. When children enter the school system, studies have shown that children in kindergarten through high school graduation only have contact with their instructors eight percent of the time, leaving 92 percent of the time in the home, or from outside sources (National School Public Relations Association, 1987).

Learning to read can be compared to learning to play an instrument, as it takes a lot of experimentation and regular, sustained practice before it is mastered. Parents and teachers need to work together to help make a child's early reading experiences exciting enough to catch their interest and encourage them to practice. A child's practice must become intrinsically motivated if reading is to become fluent, truly enjoyed and eventually mastered. Things that parents/teachers can do are model reading, show its importance in every-day living, and provide plenty of interesting, easy to read, material for children (Readence & Searfoss, 1994).

The teaching of reading is one of the greatest responsibilities in education for teachers and parents. Reading impacts us in a variety of ways, helps us to become

knowledgeable, and reach out towards a world of endless possibilities (Educational Service District 105, 2000).

Purpose of the Project

The focus of this project was to develop an informational handbook focused on the importance of parent involvement in reading success. The handbook was designed to provide parents of first graders with information related to the benefits of parent involvement, resources, techniques, strategies, and activities that would encourage reading development.

Significance of the Project

In states such as Washington, with new education reform standards, students are being placed under even more pressure to produce ever-increasing assessment scores in the fourth, seventh, and tenth grades. Student mastery is required by the time they reach the tenth grade in all subject areas. As a result, teachers are learning better ways to teach and are constantly changing their skills, strategies, and experiences to benefit their students (Educational Service District 105, 2000).

Along with teachers, this is a time for parents to find new ways of helping their children meet these new standards. A lot of parents want to become involved in their child's education, but just need to be taught the skills/strategies and activities, that can be used to help their child in the home. As a result, partnerships between educators, adults, and children are ever increasingly being formed to provide educational opportunities, for parent involvement in reading and education (Handel, 1992).

Scope of the Project

This project involved a program that included strategies, activities, resources, and ideas to help parents become involved in their child's reading development and to help their child to grow a love for reading. It was developed for first grade students and their parents. Timelines and instructions on the initiation and follow up of this project were established. The activities were scheduled to be completed during the months of September, November, January, February, March, and April. Supplementary resource guides include information on why parent involvement is important, how parents can become involved, tips on setting up a print-rich environment, the Language Experience Approach, visiting a library, recommended websites, book selection, a book list, and tips on questioning.

Limitations of the Study

The limitations of this study are identified as:

- Parents must take time to participate, and follow through with activities.
- This project doesn't address or assist families with illiterate adults.
- This project doesn't address or assist families with non-English speaking adults.
- This project's effectiveness in reading improvement is not determined.
- The activities and materials in this project are limited to first graders and their parents.

Definition of Terms

Terms that are used in this project were defined as follows:

Background Knowledge: An individual's previous understandings, learning, and experiences that help them to comprehend concepts, ideas, and relationships (Cooper, 1986).

Basal Readers: Anthologies of children's fictional and non-fictional literature (May, 1994).

Comprehension Strategies: Problem-solving procedures used to understand an author's words and ideas (May, 1994).

Directed Reading and Thinking Activity (DRTA): A method of asking questions related to a child's thoughts on the text, along with encouragement for further thinking, predictions, and insight (May, 1994).

Environmental Print: Printed language on signs, displays, billboards, and labels found in the environmental context of everyday living (Reutzel & Cooter, 1996).

Fluency: The ability to read a book with smoothness and ease, grouping words together in meaningful phrases (Gunning, 1998).

Language Experience Approach (LEA): A single student or group dictates a story, which is scribed by the teacher and then used to teach reading and writing (Gunning, 1998).

Modeling: Demonstrating or showing an individual step by step, what you want them to do (Borich, 1996).

Parent Involvement: The time that is spent by a parent or family member participating with their child in learning activities that will truly aid in their child's educational success (Cooper, 1986).

Patterned Book: A book that comes in the form of a picture book, and contains a certain rhythm, pattern, plot, or language use (repeated phrase, or sentence), that easily sticks in the mind of the reader (May, 1994).

Predictable books: Easy to read books which contain repeated phrases, rhymes, and illustrations that give clues about a lot of the story's progression (Gunning, 1998).

Story Grammar: Story grammar is the main parts of a story, which includes who the characters are, what the problem is, when the story is taking place, where the story is taking place, why there is a problem, and the solution to the problem (Smith, 1990).

Wait time: The amount of time a teacher gives a student to respond after asking a question (Gunning, 1998).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The review of related literature will address three areas: the importance of parent-involvement, how parents can become involved, and specific strategies or activities that will help parents to strengthen their beginning reader's skills. Teaching children to read is a process that must be shared by teachers and parents. This paper seeks to share information that can be used collaboratively between the home and school.

THE IMPORTANCE OF PARENT-INVOLVEMENT

In 1994, The United States Department of Education published a set of goals for schools. By the year 2000 one of the goals was for all schools to promote partnerships with parents that would increase parent involvement and promote the social, emotional, and academic growth of all children (U.S. Department of Education, 1994).

Today, parent involvement in schools is composed of more than moms and dads baking cookies or serving as chaperones on class field trips. Many states, such as California, have looked to the nation's leading researcher on parent involvement, Joyce Epstein, for current ideas and suggestions (Soloman, 1991).

The six types of participation that Epstein has suggested schools encourage are:

1. Help parents develop parenting skills and foster conditions at home that support learning.
2. Provide parents with knowledge of techniques designed to assist children in learning at home.
3. Provide access to and coordinate community and support services for children and families.
4. Promote clear two-way communication between school and the family as to the school programs and children's progress.

5. Involve parents, after appropriate training, in instructional and support roles at school.
6. Support parents as decision makers and develop their leadership in governance, advisory, and advocacy roles (Epstein, 1987. p. 6-9).

In a review of 66 studies of how students succeed in school, it was found that student achievement in school, along with student attitudes and behavior were greatly affected when their parents were involved. These children had higher grades and test scores, reduced placements in special education or remedial classes, higher graduation rates, and higher enrollment in post secondary education. These students' attitudes about school and their behavior at school was more positive than students whose parents were not involved (Berla, & Henderson, 1994).

One program that believes that parents are their child's first and most influential teachers, and that all parents want to be good parents and have strengths, is called "Parents as Teachers (PAT)." In this completely volunteer program, parents from all socioeconomic and educational levels, who have children ranging in age from birth through five years old, are taught about topics such as child development, language and intellectual growth, and social skills. The program is made up of four components consisting of personal home visits with a certified parenting educator, group meetings with other families, developmental screenings, and a community referral network (Rouse, 1994).

In 1985, a study showed that children whose parents participated in PAT consistently scored significantly higher on all measures of intelligence, achievement, language ability, and positive social development, in contrast to the comparison group and National norms (Pfannenstiel, 1989). Later in 1989, a follow up study showed that

at the end of first grade, children whose parents participated in the program scored significantly higher than the comparison group on standardized measures of reading and math achievement (Pfannenstiel, 1989). Another study of twenty-two small, rural school districts in South West Missouri showed that children who participated in the PAT program scored significantly higher on kindergarten readiness tests in number concepts, auditory, language and visual skills, than a comparison group whose parents didn't participate (Wheeler, 1994). The Parkway School District in St. Louis County found that third graders whose parents had participated in PAT scored significantly higher than non-participants on the Stanford Achievement Test, and were less likely to receive remedial reading, or be held back in grade school (Coates in Rouse, 1994).

A study was conducted to find the effects of parent involvement in developing competent readers in a first grade classroom. Eight students were chosen to participate, because they had been identified as reading below grade level. The students were placed in two different groups. In the experimental group, the children's parents received training in selected reading strategies (e.g. reading familiar books, letter identification, writing sentences and reading cut up sentences). They then used these strategies at home with their children for five weeks. The control group's parents didn't receive any training, or access to the strategies.

The students were tested using unfamiliar text, and their scores were based on the number of words read correctly. The teacher also made journal entries, documenting each student's progress. After five weeks, the results of this study showed that in this classroom the students in the experimental group whose parents had participated in

training significantly increased their reading scores, in comparison to the control group, who didn't receive additional help at home (Faires, Nichols, & Rickelman, 2000).

The research shown indicates that parent involvement is truly beneficial for children academically. There are many ways for parents to become involved in their child's education, and the next section will be devoted to uncovering a few of these ideas.

HOW PARENTS CAN BECOME INVOLVED

When teachers are asked, "How can I become involved with my child's reading development?," the most likely answer is, "Read to your child daily." Children learn to read at home with parents reading to and with them in their daily lives (Readance & Searfoss, 1994). Specialists recommend that parents read to their child for at least a few minutes every day, and twenty minutes ideally. Modeling reading, or picking up a book and reading in front of your children, is also key, showing children reading's importance in our every day lives (Franzen, 1993; Glazer, 1998; Gunning, 1998; Loupe, 1997; Readance & Searfoss, 1994; Washington Education Association, 1999).

Georgia State University's Applied Research Center surveyed 1,993 randomly selected parents from the attendance forms of the state's lottery funded pre-kindergarten program to see how many parents regularly spend more than a half an hour a day reading to their children. The results showed that less than a fourth confirmed that this was a regular practice that they followed. Children whose parents spend 30 minutes daily from age one walk into kindergarten with at least 500 hours of experience. These children prove to have a much more successful kindergarten experience than children without this prior experience (Loupe, 1997). Robin Morris, chairman of the Georgia State

University's psychology department studied a group of fifty children in first through third grades who had reading difficulties for the past year. Twenty-five percent of their parents reported that they rarely read to their children. Morris explains that these parents failure to read to their children at an early age is contributing to their reading comprehension problems. Children who are read to score significantly higher on reading comprehension tests and standardized tests (Loupe, 1997).

Dalia Candanoza, a parent services coordinator for Migrant Education, asks parents what comes to mind when they hear that they should read to their child each night. She often hears parents say that they can not imagine fitting a long, drawn out reading session into their already busy schedule. Candanoza invites parents to share their evening schedule with her and she helps plan reading times around it (e.g. while dinner is cooking, before or instead of television, during breakfast, before bed time). She finds that parents are pleased to learn that it does not take a long time to engage children in reading, and that small amounts of time are important and beneficial (Educational Service District 105, 2000).

In 1999, Washington Elementary, an inner-city school in Santa Ana, California received the "Golden Bell" award for their massive parent involvement and reading effort. At this school parents are invited to come into the classroom before and after school hours to sit down and read with their children. The school also offers family literacy courses and workshops for families with young children. Since this program has been introduced, the school's reading test scores have jumped fifteen percentage points in the first and second grades (Richardson, 1999).

Along with reading to children at home, it is important for parents to become aware of their child's reading progress at school. Generally news about a child's reading development travels from school to home on a report card and parents can respond through conferences, or an occasional phone call. Lazar and Weisberg (1996), found that in many schools parents receive information about their child, rather than contribute information relating to their child's literacy development at home and school.

Some classroom teachers are trying to keep in contact by starting journaling programs with parents, in which parents are encouraged to describe through journals their child's reading and writing experiences at home. Information from the journals provided these teachers with greater opportunities to support the literacy learning that is taking place in the home. At home parents see their children reading and writing in many literary contexts, and can help by sharing these important clues and concerns with teachers. When teachers are given this information they can then offer and explain specific enrichment activities and strategies for parents to use in the home with their child (Rhodes & Shanklin, 1993).

Shockley (1994), a first grade teacher, implemented home response journals at the beginning of the school year. She started by inviting parents to tell about their children. As correspondence continued, parents wrote about books they read with their children along with experiences their children were having with print and concerns. Shockley was able to respond individually to issues regarding reading and writing development, as well as offer strategies and ways to support the learning that was taking place at home. Besides reading to their children each night and communicating with teachers about

reading progress at home, possibly through journals, parents can also benefit from learning about different reading strategies and activities.

STRATEGIES & ACTIVITIES

"Parents are usually interested in helping their children learn to read, and often are looking for ways to help their children in the most effective and useful ways (Readence & Searfoss, 1994. p. 86)." This section will introduce environmental print, the language experience approach, book selection, and questioning as different strategies and activities that parents can use at home to help strengthen their child's reading skills.

Environmental Print

Environmental print can be described as the print that one must read in the course of interacting with the world all around us. Some examples of environmental print are food labels, traffic signs, and restaurant logos (Readence & Searfoss, 1994). It is very important for beginning readers to be surrounded by a learning environment, home and school, filled with print from the ceiling to the floors (e.g. labels, posters, lists, poetry, books, songs, children's writing, home/classroom rules, job lists). The use of environmental print, is one way to help make a home or classroom a print rich environment. This helps children become interested in learning to read and understand print. Parents and teachers who provide a print rich environment are giving children opportunities to practice reading. By setting up a print-rich environment, parents and teachers can help foster a love of reading (Readence & Searfoss, 1994).

A way to incorporate a print rich environment is to divide a wall into 26 squares with tape, and place a letter of the alphabet in each square. Children are then encouraged to find environmental print or packaging from familiar items (e.g. cereal boxes and candy wrappers). The packaging is then taped into the square with the corresponding letter. This could easily be adapted to an environmental print book, if the space isn't available (Laminack, 2000).

Another important way of incorporating print into the home or classroom is by labeling objects and areas which can be done in two ways. The first way, is to use the name of the object as the only word on the label (e.g. table, door, desk). The other way is to label by using a sentence pattern (e.g. This is the sink.). It doesn't take long for children to notice the pattern, and connect the last word in the sentence with the object and labels. It is suggested for beginning readers to start with one word only then progress to a sentence and from that point the labeling can be extended by adding a function statement with the sentence (e.g. This is the sink. We wash our hands here.) (Laminack, 2000).

Two studies that were conducted relating to environmental print and word reading involved a total of 46 children who came from two separate child care centers. The children were first given a short word list to see if they could read any words. If a child could read any of the words, he/she was taken out of the study. The children were then tested on two series of cards. The first series consisted of ten environmental print logos that contained words (e.g. "McDonald's"). The second series consisted of the environmental logos on one side and the same logos typed on the other side, without a background or picture. Control words were mixed in with the second set as well. These

words were intended to look similar to the logos as they were printed with colored ink and started with the same initial consonant (e.g. Monster for "McDonald's" and Sock for Stop). The results from both of the studies showed that the children who could recognize the environmental print logos appeared to learn the words associated with those labels easier than the words from the matching control labels.

In another study, 177 children from eight Head Start classrooms were randomly placed into three groups. The first group received an intervention which incorporated an office play setting with a parent-teacher assigned to assist children in their play, and actively engage in conversation with them. The second group received an intervention as well, that incorporated the same office play setting, but the parent-teacher that was assigned to this group was strictly there to observe and monitor the children. The third group received no intervention and the children were to be engaged in their normal activities during free play time.

In each setting seven alphabetic labels were inserted (e.g. office and exit). Ten common functional print items were also easily available (e.g. telephone book, calendar). The children, along with adults, were observed and videotaped over a five month period and were analyzed by researchers. A research assistant was assigned to each group and observed each child's spontaneous play. Children were also tested on the environmental print word reading of the seven labels and signs that had been placed in the play setting. The results showed the impact of the office play setting on the children's ability to label the print in the environment. Children's ability to read environmental print and label functional items was linked to parent-teacher's active participation with the children's activities. It was also found that the children in both intervention groups engaged in more

handling, reading, and writing interactions with environmental print than the control group (Neuman & Roskos, 1993).

Language Experience Approach

Another method to help strengthen readers is the language experience approach (LEA). This can be described as a single student or group who dictates a story, which is scribed by the teacher and then used to teach reading and writing (Gunning, 1998). The first step in the LEA involves a teacher/parent who conducts a discussion of a topic or experience or engages students in an actual experience. Next, students verbalize their impression, or offer a retelling of the experience, while the teacher/parent writes down exactly what is spoken on a large piece of paper. The teacher then reads back the ideas and encourages the student(s) to read, and re-read the ideas (May, 1994). It is very empowering to children when they have opportunities to work with an adult individually, making permanent records of their story which can be revisited again and again by themselves and others. It is also promising as it helps students with their language learning as well as building a personal relationship with their teacher (Eichenberger & King, 1995).

The LEA method helps students make the important connection between spoken and printed words. Mini lessons can be taught with the LEA relating to stories, vocabulary, graphophonic patterns, and comprehension strategies with the use of mini-books, word cards, and the original piece of large paper (Collins & Shaeffer, 1997).

Research found that the benefits of LEA are that it's a good method for beginning readers, second language learners, and struggling readers because it uses the student's

present language, not language created by teachers or other adults and it's natural, predictable, and meaningful to the reader (Collins & Schaeffer, 1997 ; Lim & Watson, 1993). It helps tune in readers who have been "turned off" by traditional methods of learning to read (e.g. worksheets, assigned basals) as it touches on experiences that are important and interesting to the student (May, 1994).

Betty Belcher, an English as a Second Language Teacher has used the LEA in her classroom. She routinely engaged her students in reading and writing using the LEA with individual students as well as larger groups. Students were encouraged to talk with Belcher about their own experiences, feeling, and ideas. With larger groups, the students would work with a selected classroom theme or topic adding their own knowledge and experiences on a volunteer basis. Belcher saw that through all of the conversation and writing that was taking place her students became more knowledgeable of new concepts and vocabulary (Lim & Watson, 1993).

Collins and Shaeffer (1997) found that when children watch their own spoken words being written down, or hear a teacher or parent read them back, it is a natural and effective way for children to learn sound/spelling correspondences. It helps the child gain a new level of understanding about the function of print and its purpose.

In 1992, Colleen Reese, a classroom teacher, applied for a Grant to buy wordless picture books for her second grade class. She wanted her students to use these books to help develop their reading and writing skills. Reese started by modeling the LEA process with a wordless picture book. She brainstormed with the children what each page might be about and what words should go with the pictures. She wrote exactly, word for word, the agreed upon sentence and attached it to the accompanying page. When the book was

finished, the class then re-read the entire story a couple of times. After the next few months and eight books later, Reese found that the sentences that her students were contributing during the LEA activities were longer, and more descriptive. After six months, the students had the opportunity to make their own individual book to take home and share with their family (Reese, 1996).

It has been found that second language learners (SLL) progress more rapidly in print-rich environments where interesting activities and experiences are taking place. SLL learn best when new material is culturally relevant and experientially familiar. LEA works well in this situation because an instructor can work with an individual child, small group, or entire class. A child can create a story related to something outside of school, or a classroom activity. When using LEA, the text will always be comprehensible, because the child verbalizes the experiences to the teacher (Lim & Watson, 1993; Readence & Searfoss, 1994).

Book Selection

The opportunity to practice real and fluent reading is very important for beginning readers. This type of reading helps children to build confidence in the process of becoming a good reader. Parents and teachers can help children not only by giving them opportunities to practice reading often, but to offer books that are easy and predictable, often referred to as patterned books (Franzen, 1993; Manning, 1997; May, 1994).

Patterned books are usually in the form of a picture book and contain a certain rhythm, pattern, plot, or language use (repeated phrases or sentences) that easily sticks in the mind of the reader. The goal of the reader is to predict what the author is going to say next, and when the reader becomes confident with the text, they will be able to confirm

the predictions made previously (Mason & Mc Cormick 1986; May, 1994). With beginning readers, it's a good idea to pick out books that are almost fully predictable from the illustrations, which in turn helps build confidence (Franzen, 1993). Predictable books are easy to read books which contain repeated phrases, rhymes, and illustrations that give clues about a lot of the print. It's important for parents/teachers to find patterned books that are interesting to their reader. If a book doesn't excite the child on the first reading a different book should be selected (May, 1994). When selecting books, it is also important to take into consideration the prior knowledge and experiences of beginning readers. Books that show pictures of children and families, or other characters doing every day things can prove to be a good choice as children can relate and already have the background knowledge and experiences that serve as a foundation to build upon (Franzen, 1993).

When children read predictable books, their fluency, or ability to read the book with smoothness and ease tends to increase, along with their confidence in making predictions. Mason & McCormick (1986), found that when predictable books were given to an experimental group of parents and pre-kinder/kindergarten aged children to practice reading, these children later scored significantly higher on story reading, word reading, and spelling than a control group of children who weren't given the books.

After parents become aware of the types of books that their child will benefit from, it is suggested that parents take their child to the nearest public library. The library experience will involve the parent in the process of modeling. Modeling can be described as demonstrating or showing someone step by step, what you want them to do. On their way to the library they can talk about interests of their own and then have their

child talk about their interests. When arriving at the library parents can give their child a tour of the different parts of the library or ask a librarian. Next, the parent should search for a book in the adult section with the child at their side. After finding a book, the parent should discuss why that selection was made, for modeling purposes. Then it's the child's turn to go to their section of the library and follow the same procedures. Children can learn how to check out their book and obtain a library card as well (Glazer, 1998; Kines, 1997).

Comprehension and Reading

Questioning is an important tool for parents/teachers to use while reading with children that helps promote comprehension. This section will introduce "Story Grammar" and the "Directed Reading Thinking Activity" as different types of comprehension/questioning strategies along with important research on wait time, that parents/teachers can use with beginning readers.

As children become readers we expect them to learn certain characteristics about the stories they are reading. One important method that helps students with reading comprehension is learning the parts of a story or story grammar. Story grammar includes who the characters are, what the problem is in the story, when the story is taking place, where the story is taking place, why there is a problem in the story, and the solution to the problem. Readers must have many experiences reading stories and being read to for the story grammar to aid in comprehension (Smith, 1990). It is suggested that a variety of questions be used with the different parts of the story, to aid in discussion, and help

children to extend their thinking. The following questions can be used, in any order, for many stories in the classroom or at home:

- Character: What kind of person is she? What makes you think so? Why do you think (s)he did what (s)he did in this situation?
- Conflict: What problem does (s)he face now? How do you think she will solve it?
- Setting: Where is the story taking place? When? If it happened at another place, would it make a difference? What about another time?
- Attempts: What did (s)he do first? What do you think she'll do next? Why did the first attempt fail?
- Resolution: How was the problem finally solved?
- Reaction: How did (s)he feel about the way it was solved? What are some other ways it might have been solved? What do you think she will do now that the problem has been solved (May, 1994. p. 258).

A study by Baumann & Bergeron was conducted to investigate the effectiveness of story map instruction to promote first grade students' comprehension of central story elements, or story grammar, in children's literature. Participants included 74 children from four first grade classrooms. The students were randomly assigned to one of four groups.

In the first group students were taught to construct story maps for stories they had read. A story map is a type of graphic outline used to identify the main parts of a story. In the second group, students were taught to construct story maps for stories they had read. Along with this, they also used story maps to compose their own stories. In the third group, students read the same stories, but used a prediction/verification method

called the Directed Reading-Thinking Activity (DRTA). In the fourth group, the control group, students followed a method called the Directed Reading Activity (DRA), in which they were involved in a non-interactive guided reading of the same stories that the other groups were reading.

Students in all four groups took a pre-test to evaluate prior knowledge of story grammar elements, before any instruction occurred. There was a total of ten sessions during a one month period consisting of one pretest session, six instructional sessions, and three post-test sessions. The post-test sessions aimed at finding the students' ability to comprehend central story elements.

The results suggested that story mapping and the DRTA were more effective than the control group DRA for enhancing students' immediate and short delay comprehension of story elements. The findings failed to attain statistical significance when it came to DRTA's instructional effectiveness compared to story mapping. Lastly, the results of the study suggested that teaching students about story grammar helped them identify and remember important elements in the reading selections (Baumann & Bergeron, 1993).

Another comprehension/questioning strategy that can be used with children is the Directed Reading-Thinking Activity (DRTA). The DRTA is a prediction/verification method that enables parents/teachers to experience a reading selection with a child. A DRTA includes questions related to a child's thoughts on the reading material, along with encouragement for further thinking and insight. In the DRTA it's important for parents/teachers to expect that a variety of predictions and responses will be given for the same story, as student's background knowledge varies (Golden, Lewis, & Meiners, 1992; May, 1994). "The Goal of active comprehension is to have children learn to ask their

own questions of text, and guide their own learning before, during, and after reading (Readance & Searfoss, 1994. p. 232)."

The DRTA can be used as a strategy for comprehension by following a few steps:

- First, show the children the reading selection, and ask them to predict what the story is going to be about, verbally, or through writing. The children should be told that they are going to check their predictions through reading.
- Second, the teacher reads the story (older students can read silently) to check their predictions.
- Third, the students are told to prove whether their prediction was correct or not, using interpretation of what the author told them through the story (May, 1994. p. 253).

A study by Baumann, Jones, & Seifert-Kessell, was done to find the effect of Think Aloud instruction on elementary students' comprehension monitoring abilities. The study involved 64 fourth grade students who were randomly assigned to one of three experimental groups. The first group was the Think Aloud (TA) group, in which students were taught different TA comprehension monitoring strategies for reading stories (e.g. self questioning, prediction, retelling, and re-reading). In the second group, the students were taught the Directed Reading-Thinking Activity (DRTA) strategy, which involved a prediction/verification method. The third group of students were engaged in the Directed Reading Activity (DRA) which is a non-interactive guided reading of stories. The study took place in a three week period. One day was spent on pre-tests, while ten days were spent on instruction, and three days on post-testing. The results of the study showed that the TA and DRTA students were more skillful in comprehension monitoring than the DRA students. It also suggested that the TA students were more aware of their

comprehension monitoring abilities, but DRTA students' performance was equal to or exceeded that of TA students (Baumann, Jones, & Seifert-Kessell, 1992).

After parents and teachers have learned different types of questioning strategies such as story grammar and the DRTA, it's important for them to look at the research that has been done related to wait time. Wait time is the amount of time a teacher gives a student to respond after asking a question (Gunning, 1998). It has been shown that teachers, on average, only wait about one second for their students to respond to a question. It has also been found that by increasing the amount of wait time from one second to three- four seconds for lower level questions and fifteen seconds for higher level questions, the following effects occur:

- Students respond with longer answers to questions.
- Students volunteer more responses without being called on.
- There are fewer questions that remain unanswered.
- Students are more certain of their answers.
- Students are more willing to give answers in which they have truly reflected upon.
- The frequency of student questions increases (Rowe, 1986, p. 43-49).

SUMMARY

Parents play a crucial part in their child's education, and serve as their child's first educators. Most parents are interested in becoming involved in their child's education, and through links such as school /home journals, workshops, and conferences, a lot of these parents can, and will become involved. When educators build partnerships with parents, share the research, and provide strategy/activity packets that will help strengthen beginning reader's skills parent involvement will only help their children in becoming successful life-long readers, and learners.

CHAPTER THREE

PURPOSE AND SCOPE OF THE PROJECT

Something most people do daily is read. Some read the newspaper in the morning to learn about what's going on in the world. Some read recipes in order to cook their family a meal. Some read maps to find out how to get from one point to another. While some read the environmental print that labels just about everything in the world around them. The ability to read is a goal that all children should strive for. Working together parents and teachers can help model reading's importance and encourage children to read and practice reading skills, strategies, and activities.

The purpose of this project was to create an informational handbook that focused on the importance of parent involvement in reading success, along with specific strategies and activities that would encourage reading development. The specific strategies used in this project were: environmental print, the language experience approach, book selection, and comprehension/questioning.

Research on parent involvement in schools, along with the specific strategies were reviewed. The collection of research began in the Fall Quarter of 1999. A search was conducted in the above named topics through the Central Washington University Library's Research Library Periodicals Database. Books and professional journals with relevant articles were then located. An ERIC search was also conducted using the named topics. Online research was conducted as well and relevant articles from websites such as the Washington Education Association and the U.S. Department of Education were downloaded and printed for use in the project.

All of the articles and research were carefully read and used to develop "The Review of the Literature," found in Chapter two. A handbook entitled , "Recipe For Reading; A Handbook for Parents in a First Grade Classroom," was created based upon the information that was examined. The following criteria was used in the development of the handbook:

1. It should provide parents with information on the importance of parent involvement.
2. It should provide parents information on how to become involved with their child's reading development/education.
3. It should provide parents information on the different strategies/activities that help strengthen skills (Environmental Print, Language Experience Approach, Book Selection, and Comprehension/Questioning).
4. Each participating family will be given a handbook.
5. An informational meeting will be available for all participating families.
6. Opportunities for parent/feedback will be available to improve future handbooks and meetings.

In conclusion, chapter four will provide specific information, activities, and materials ready to use for each month's assignment. Each month's activity engages parents in a different reading strategy, home/school journal response, and the opportunity for feedback. The handbook was ultimately created to provide parents with tools to help strengthen their beginning reader's skills in the home.

CHAPTER FOUR

THE PROJECT

Introduction

The following chapter contains the handbook and activities entitled, "Recipe For Reading; A Handbook for Parents in a First Grade Classroom." This chapter is made up of six strategies/activities that encourage parents to read, model each concept, and interact together with their child. The six activities have been scheduled for one during each of the months of September, November, January, February, March, and April of the 2001-2002 school year.

An informational meeting will be held in September for all participating families. From that point on reminders will be sent at the beginning of each month as to which activity families should be working on. Each month parents/children will be responsible for filling out the "Journal Response Sheets" collaboratively and returning them to school.

This chapter is organized first, with a meeting/workshop guide with all handouts, notes, and overhead masters, included for teachers to follow. From that point the chapter is organized by strategies/activities numbered one through six. Prior to the informational meeting, an introductory letter to the classroom's parents inviting them to participate in the program will be sent home. For parents who accept the invitation, a confirmation letter will be sent home a week prior to the meeting. A survey will also be sent home in May of 2002 to evaluate the program and make changes for future handbooks/meetings.

*Recipe
For
Reading;*

*A Handbook For Parents
in a First Grade Classroom*

P-1

Please note: Clip art throughout this project was redacted due to copyright concerns.

Teacher Tools

Recipe For Reading Meeting Schedule

7:00 -7:10:

- *Eat and Greet*

7:10- 7:30:

- *Parent Involvement Research*
- *How Parents Can Become Involved*

7:30-7:45:

- *Research on Environmental Print*
- *Activity #1*
- *Activity #2*

7:45-8:00:

- *Research on Language Experience Approach*
- *Activity #3*

8:00-8:15:

- *Research on Book Selection*
- *Activity #4*

8:15-8:30:

- *Research on Comprehension/Questioning*
- *Research on The Directed Reading-Thinking Activity*
- *Activity #5*

8:30- 8:45:

- *Research on Story Grammar*
- *Activity #6*

8:45-9:00:

- *Closing/Questions answered*

V.I.P. Teacher Information

- *The "Recipe For Reading" invite letter (P- 6) needs to be sent out two weeks prior to the scheduled meeting.*
- *The reminder letter (P- 7) needs to be sent out the Friday before the scheduled meeting.*
- *Prior to the meeting the facilitator should have collected and prepared the following items based on the # of parent responses.*
 - *Cups*
 - *Beverages*
 - *Napkins*
 - *No bake cookies from the LEA activity*
 - *Handbooks copied and ready (1 per family)*
- *The handbooks going to parents will not contain pages p-2 - p-16 as this is the teacher tools section. The handbook going to parents will have the cover p-1 with p-17 directly following. Pages p-6 - p-15 will be sent to parents at their designated times.*
- *All of the monthly activities will be included in the handbook. Reminder letters(p-8-13) will be sent home the first week of the month in which the activity is to be completed. If parents lose handbooks, new copies of the monthly activities will be sent home as replacements.*

- *The months in which activities are to be completed are: September, November, January, February, March, and April.*
- *The program evaluation letter (P-14-15) needs to be sent home the first week of May.*
- *The handbooks will be given to parent/guardian(s) the night of the "Recipe For Reading" meeting. For parents who aren't able to attend, handbooks will be available and explained at parent conference time.*

Dear Parents,

You and your child are invited to our first ever, "Recipe For Reading" meeting. While enjoying dessert with your child, you will learn why your involvement is the key ingredient in your child's reading development. Along with this, you will get to see first hand, different reading tips that you can use with your child. You will also be given your first take-home reading activity.

Our first "Recipe for Reading" meeting has been scheduled for Tuesday, September, 18, 2001 at 7:00 p.m. in our school library.

I look forward to working with you and your child at this meeting! Please fill out the bottom portion of the form and return it to school with your child, so that arrangements can be made for our meeting!

Sincerely,
Mrs. Anderson

Recipe For Reading

____ Yes, we will be able to attend .

Child's Name _____

Name of Adult(s) attending _____

____ No, we will not be able to attend.

Don't Forget!!!

Recipe For Reading Meeting

- *Come enjoy dessert, and learn more about parent involvement, reading tips to use with your beginning reader, and receive your own handbook with take home activities.*
- *Tuesday, September, 18, 2001*
- *7:00 p.m.*
- *Our school library*
- *Free for parents and their first grader*

*Just a Reminder!!!
You should be working on activity # 1
during the month of September.*

**Please send the journal response sheet for
activity # 1 back to school when it has been
completed.*

Thank you for your involvement!

*Just a Reminder!!!
You should be working on activity # 2
during the month of November.*

**Please send the journal response sheet for
activity # 2 back to school when it has been
completed.*

Thank you for your involvement!

*Just a Reminder!!!
You should be working on activity # 3
during the month of January.*

**Please send the journal response sheet for
activity # 3 back to school when it has been
completed.*

Thank you for your involvement!

*Just a Reminder!!!
You should be working on activity # 4
during the month of February.*

**Please send the journal response sheet for
activity # 4 back to school when it has been
completed.*

Thank you for your involvement!

Just a Reminder!!!
You should be working on activity # 5
during the month of March.

**Please send the journal response sheet for*
activity # 5 back to school when it has been
completed.

Thank you for your involvement!

*Just a Reminder!!!
You should be working on activity # 6
during the month of April.*

**Please send the journal response sheet for
activity # 6 back to school when it has been
completed.*

Thank you for your involvement!

Recipe For Reading Evaluation

Thank you for taking the time to participate in our first ever Recipe for Reading program. In order to make our program even better in the future, we are asking that you take a few minutes to read the statements below, circle the statement that reflects your feelings. Comments are also welcome, in the space provided. Thank you for your active participation in your child's reading and school experience!

1. Did the Workshop help explain the importance of Parent Involvement in Reading?

Very much

Some

Little or None

2. Did you feel comfortable and welcome at the workshop?

Very much

Some

Little or None

3. Did your family feel that the workshop was helpful in explaining the handbook activities?

Very much

Some

Little or None

4. Overall, did your family enjoy all of the activities in the handbook (environmental print book, labeling, Language Experience approach, library visit, Reading & Thinking, and V.I.P. story parts)?

Very much

Some

Little or None

5. Overall, do you feel that your child benefited from these activities?

Very much

Some

Little or None

6. Do you, as a parent, feel that you successfully used the strategies that you learned at the workshop with your child?

Very much

Some

Little or None

7. Do you think that you will continue to use these strategies with your child, in the future?

Very much

Some

Little or None

8. Did you find that the journal response sheet helped you to successfully communicate with the classroom teacher?

Very much

Some

Little or None

9. In your opinion, is there anything that should be added to the handbook or workshop (If yes, please add suggestions in space provided below)?

Very much

Some

Little or None

10. Any additional comments may be added in this space:

Optional: Parent's Name _____

Child's Name _____

Phone Number _____

Parent Involvement

Two Sculptors

*~Author Unknown
(In Fuller & Olsen, p.152, 1998).*

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Please note: A poem on this page was redacted due to copyright concerns.

Recipe For Reading's

Research on Parent Involvement

Joyce Epstein, the Nation's leading researcher on parent involvement, has suggested six types of participation that schools should encourage:

- 1. Help parents develop parenting skills and foster conditions at home that support learning.*
- 2. Provide parents with knowledge of techniques designed to assist children in learning at home.*
- 3. Provide access to and coordinate community and support services for children and families.*
- 4. Promote clear two-way communication between school and the family as to the school programs and children's progress.*
- 5. Involve parents, after appropriate training, in instructional and support roles at school.*
- 6. Support parents as decision-makers and develop their leadership in governance, advisory, and advocacy roles (Epstein, 1987, p. 6-9).*

Recipe For Reading's
Research on Parent Involvement

In a review of 66 studies of how students succeed in school, it was found that student achievement in school, along with student attitudes and behavior, were greatly affected when their parents were involved.

- *These students had higher grades and test scores.*
- *There were reduced placements in special education or remedial classes with these students.*
- *These students had higher graduation rates.*
- *These students had a higher enrollment in post secondary education.*
- *These students also had positive attitudes about school and their behavior at school was more positive than those whose parents were not involved.*
(Berla, & Henderson, 1994).

Recipe For Reading's Research on Parent Involvement

Parents as Teachers (PAT) is a program that helps educate parents of young children, on child development, language and intellectual growth, social skills, through learning activities and community resources (Rouse, 1994).

Results of PAT

Children whose parents participated in PAT have consistently shown the following results, compared to children whose parents didn't participate in PAT and National Norms:

- *Higher scores on all measures of intelligence, achievement, language ability, and positive social development.*
- *At the end of first grade, higher scores on standardized measures of reading and math achievement (Pfannenstiel, 1989).*
- *Higher scores on kindergarten readiness tests including:*
 - *number concepts*
 - *auditory skills*
 - *language skills*
 - *visual skills (Wheeler, 1994).*
- *Students were less likely to receive remedial reading, or be held back in grade school (Coates in Rouse, 1994).*

How Parents Can Become Involved With Their Beginning Reader

- *Parents should read to their child daily, for at least 20 minutes. "Children learn to read naturally at home with parents reading to and with them (Readence & Searfoss, 1994, p. 86)."*
- *Parents need to model reading daily, showing its importance to their children (Washington Education Association, 1999).*
- *Parents should provide a variety of print in their house, and encourage their children to read it often (e.g. books, poetry, & newspapers) (Washington Education Association, 1999).*
- *Parents can encourage reading, anywhere they may be (e.g. grocery shopping-have the child read the environmental print) (Laminack, 2000).*
- *Take part in a family literacy course or workshop that is designed for families with young children. Parents can learn about, and participate in different reading strategies/activities that they can use at home to help support their beginning readers (Gelfer, 1991).*
- *Parents need to become aware of their child's reading progress at school and be in contact with the classroom teacher regularly through conferences, phone calls, and home response journals (Lazar & Weisberg, 1996).*

Reading Tips

Independent Strategies

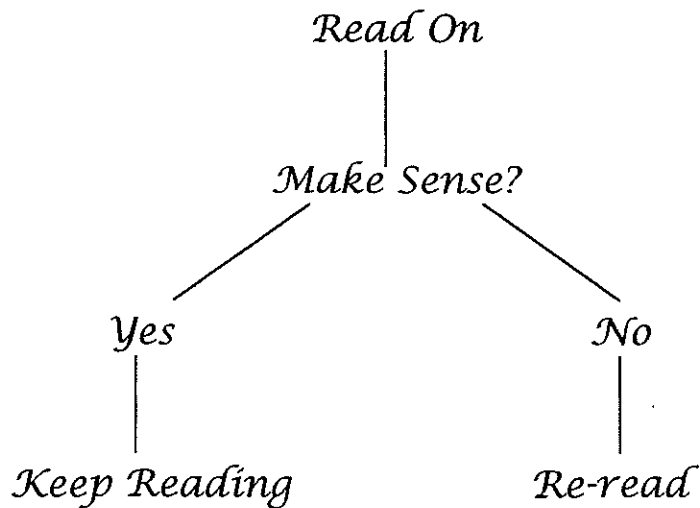
(Jill Marie Warner, in Wiener, H.S. , 1996. p. 42).

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Recipe For Reading's Reading Tips

If your child is reading and they don't understand something, encourage them to practice the following methods:

Method #1



Method #2

If you can't figure out a word:

- *Skip it*
- *Guess*
- *Sound it out*
- *Ask for help* (Readance & Searfoss, 1994)

Recipe For Reading's Reading Tips

Method #3

When you get stuck on a word try the following:

- 1. Go Back and Read again.*
- 2. Try the beginning sound of the word.*
- 3. Read to the end of the word.*
- 4. Look at the picture.*
- 5. Now have another try:*
 - Does it make sense?*
 - Does it look right?*
 - Does it sound right?*
- 6. Go On (Readance & Searfoss, 1994)*

*Recipe
For
Reading's
Strategies & Activities*

Recipe For Reading Activity Material List

Activity #1

- *Old magazines, newspaper ads, or food labels*
- *Glue*
- *Scissors*
- *Environmental print pages provided in handbook*
- *Journal response sheet*
- *Pen/pencil*

Activity #2

- *Scissors*
- *Markers*
- *Tape*
- *Journal response sheet*
- *Pen/pencil*

Activity #3

- *Recipe card for chosen recipe*
- *Ingredients listed for recipe*
- *Journal response sheet*
- *Pen/pencil*

Activity #4

- *Parents Identification to get a library card*
- *Books checked out(2-3 for activities #5&6)*
- *Journal response sheet*
- *Pen/pencil*

Activity #5

- *Library book that child checked out (that hasn't been read)*
- *Reading and thinking activity worksheet from handbook*
- *Journal response sheet*
- *Pen/pencil*

Activity #6

- *Library book*
- *V.I.P. story parts worksheet from the handbook*
- *Journal response sheet*
- *pen/pencil*

Environmental Print

ENVIRONMENTAL PRINT

What Is Environmental Print(EP)?

- *Environmental print can be described as the print that one must read in the course of interacting with the world all around us. Some examples of environmental print are food labels, traffic signs, and restaurant logos.*

Why Is EP Important?

- *This helps children to become interested in learning to read and understand print.*
- *Parents and teachers who provide a print rich environment are giving children opportunities to practice reading.*
- *By setting up a print-rich environment, parents and teachers can help foster a love of reading.*

(Readence & Searfoss, 1994).

Ways To Provide A Print-Rich Environment

- *The use of EP is one way to help make a home or classroom a print rich environment.*
- *Make an EP book (See Activity #1), with your child, and practice reading, and adding to it daily.*
- *Make an EP wall. Divide a wall into 26 squares with tape, and place a letter of the alphabet in each square. Children are then encouraged to find packaging from familiar items (e.g. cereal boxes). The packaging is then taped into the square with the corresponding letter.*
- *Label objects, and areas in your house. This can be done in two ways:*
 1. *The first way is to use the name of the object as the only word on the label (e.g. table, door, and desk).*
 2. *The other way is to label, by using a sentence pattern (e.g. This is the sink.). It doesn't take long for children to notice the pattern, and connect the last word in the sentence with the object and labels.*

**It is suggested for beginning readers to start with one word only, then progress to a sentence, and from that point the labeling can be extended by adding a function statement along with the sentence (e.g. This is the sink. We wash our hands here.) *(See Activity #2)*

Ways To Provide A Print Rich Environment

Provide a variety of reading materials in your environment. Some examples are:

- *Fiction books*
- *Labels on household objects*
- *Poetry*
- *Newspapers*
- *Magazines*
- *Posters*
- *Music*
- *Computer Programs*
- *Materials for children to make their own book (e.g. paper, scissors, and markers).*
- *Recipe books*
- *Junk mail*
- *Catalogues*
- *Reference books*
- *Dictionary*
- *Encyclopedias*
- *Non-fiction books*

(Laminack, 2000)

Recipe For Reading
Activity #1
Environmental Print Book

Environmental Print Book Instructions

Environmental print is described as printed language on signs, displays, billboards, and labels found in the environmental context of everyday living. Directions: With your child cut out pictures of environmental print items from newspaper ads, magazines, or food labels (i.e. a candy wrapper). Make an environmental print book by gluing the pictures on the pages provided. Read through the book daily, with your child, and continue to look for new items to add.

*Recipe For Reading
Environmental
Print Book*

Environmental Print Book

Environmental Print Book

Environmental Print Book

*Recipe For Reading
Activity #1
Journal Response Sheet*

*Question: Did you enjoy the activity? What did you learn from the activity? What improvements could be made for next time?
Other comments also welcome.

Parent's Response:

Child's Response:

**(Parents please write down your child's response to the questions above.)*

Recipe For Reading
Activity #2
Labeling Kit

Labeling Instructions

*Write down names of objects found in your house on each label.
Cut out each label. Have your child tape each label to the item.
Practice reading the labels with your child daily.*

C

C

C

*Recipe For Reading
Activity #2
Journal Response Sheet*

*Question: Did you enjoy the activity? What did you learn from the activity? What improvements could be made for next time?
Other comments also welcome.

Parent's Response:

Child's Response:

**(Parents please write down your child's response to the questions above.)*

*Language Experience
Approach*

LANGUAGE EXPERIENCE APPROACH

The Language Experience Approach (LEA) is a strategy in which a single student or group dictates a story, which is scribed by the teacher/parent and then used to teach reading and writing (Gunning, 1998, p. 161).

What Are The Steps involved in the LEA?

- 1. The first step in the LEA involves a teacher/parent who conducts a discussion of a topic or experience, or engages students in an actual experience.*
- 2. Next, students verbalize their impression, (or offer a retelling) of the experience, while the teacher/parent writes down exactly what is spoken on a large piece of paper.*
- 3. The teacher/parent then reads back the ideas and encourages the student(s) to read, and re-read the ideas (May,1994).*

What Are The Benefits Of The LEA?

- *The LEA method helps students make the important connection between spoken and printed words.*
- *Mini lessons can be taught with the LEA, relating to stories, vocabulary, graphophonic patterns, and comprehension strategies with the use of mini-books, word cards, and the original, piece of large paper (May, 1994).*
- *Research, has found that the LEA is just as effective as basal programs in teaching reading concepts (Hall, 1981).*
- *It's a good method for beginning readers, second language learners, and struggling readers because it uses the student's present language, not language created by teachers, or other adults, and it's natural, predictable, and meaningful to the reader.*
- *It helps tune in readers who have been "turned off" by traditional methods of learning to read (e.g. worksheets, assigned basals), as it touches on experiences that are important and interesting to the student .*
- *With the LEA, an instructor can work with an individual child, small group, or entire class.*
- *When using LEA, the text will always be comprehensible, because the child verbalizes the experiences to the teacher/parent (May, 1994; Readence & Searfoss, 1994).*

Recipe For Reading
Activity #3
Language Experience Approach

Language Experience Approach Instructions:

With your child, look at the recipe below, gather all ingredients needed, as well as paper and a pen/pencil, and follow the recipe instructions together. If parent would rather use their own recipe, that is fine too.

After the recipe is completed, have the child retell what they just did step by step. The parent should write down exactly what the child says, one step per page. Have the child draw pictures of each step on the according pages. When completed, have the child read the story to the parent 3x per page.

Grandma Fran's No-Bake Cookies

Ingredients Needed:

- 1 Cup White Sugar*
- 1 Cup White Karo Syrup*
- 2 Cups Peanut Butter*
- 6 Cups of Corn Flakes*
- 1 Large sheet of wax Paper*

Procedures to follow:

- In a pan, heat the white sugar, and Karo syrup, bringing the mixture to a boil.*
- Add the peanut butter and corn flakes to the pan.*
- Stir the mixture.*
- With a spoon, scoop up the mixture, and place the spoonful sized cookie on the wax paper. Continue until all of the mixture is on the wax paper.*
- Let the cookies cool for 30 minutes.*
- Eat the cookies!*

*Recipe For Reading
Activity #3
Journal Response Sheet*

Question: Did you enjoy the activity? What did you learn from the activity? What improvements could be made for next time?

**Other comments also welcome.*

Parent's Response:

Child's Response:

**(Parents please write down your child's response to the questions above.)*

Book Selection

Book Selection

Parents and teachers can help children not only by giving them opportunities to practice reading often, but to offer books that are easy and predictable, which are often referred to as patterned books.

Things To Take Into Consideration When Selecting Books

- *Patterned books are usually in the form of a picture book, and contain a certain rhythm, pattern, plot, or language use (repeated phrases or sentences), that easily sticks in the mind of the reader (May, 1994).*
- *It's important for parents/teachers to find patterned books that are interesting to the reader. If it doesn't excite the child on the first reading a different book should be selected (May, 1994).*
- *When selecting books, it is also important to take into consideration the prior knowledge and experiences of beginning readers (Franzen, 1993).*
- *Books that show pictures of children and families, or other characters doing every day things, can prove to be a good choice, as children can relate, and already have the background knowledge and experiences that serve as a foundation to build upon (Franzen, 1993).*
- *With beginning readers, it's a good idea to pick out books that are almost fully predictable from the illustrations, which in turn helps build confidence (Franzen, 1993).*

What Are The Benefits Of Choosing Predictable Books?

- *When children read predictable books, their fluency tends to increase, along with their confidence in making predictions.*
- *McCormick & Mason (1986), found that when predictable books were given to an experimental group of parents and pre-kinder/kindergarten aged children to practice reading, these children later scored significantly higher on story reading, word reading, and spelling than a control group of children who weren't given the books.*

Recipe For Reading's Patterned Book List

Title

This Old Man
One, Two, Three, Going to Sea
Hush Little Baby
Animals Should definitely not wear clothing
I Know an Old Lady
The Three Billy Goats Gruff
I Can't Said the Ant
The Very Hungry Caterpillar
How Many Bugs in a Box?
This Is the Way
Jamberry
The Day Everybody Cried
Did You Ever See?
Klippity Klop
Play With Me
Ask Mr. Bear
Hattie and the Fox
Henny Penny
Roll Over
Across the Stream
Mary Had a Little Lamb
Papa's Going to Buy Me a Mockingbird
Rosie's Walk
I Love My Anteater With an A
Mama, Do You Love Me?
What Do You Do, Dear?

Author

Adams
Alain
Aliki
Barrett
Bonne&Mills
Brown
Cameron
Carle
Carter
Dalton
Degan
de Regniers
Einsel
Emberley
Ets
Flack
Fox
Galdone
Gerstain
Ginsburg
Hale
Higgins
Hutchins
Ipcar
Joose
Joslin

Patterned Book List Continued

<i>Never Talk to Strangers</i>	Joyce
<i>"Paddle," said the Swan</i>	Kamen
<i>Over in the Meadow</i>	Keats
<i>The Fat Cat</i>	Kent
<i>Gather My Gold Together: Four Songs For Four Seasons</i>	Langstaff
<i>We're Off to Catch a Dragon</i>	Laurence
<i>A Tree Full of Pigs</i>	Lobel
<i>Brown Bear, Brown Bear, What Do You See?</i>	Martin
<i>What Do You Do with a Kangaroo?</i>	Mayer
<i>If I were a cricket</i>	Misumura
<i>The Dress I'll Wear to the Party</i>	Neitzle
<i>Who Took the Farmer's Hat?</i>	Nodset
<i>If You Give a Mouse a Cookie</i>	Numeroff
<i>Hailstones and Halibut Bones</i>	O'Neill
<i>A Bug in a Jug</i>	Patrick
<i>Mary Wore Her Red Dress</i>	Peek
<i>The House That Jack Built</i>	Peppe
<i>She'll Be Comin' 'Round the Mountain</i>	Quackenbush
<i>Boats</i>	Rockwell
<i>Here Is a Cat</i>	Rokoff
<i>We're Going on a Bear Hunt</i>	Rosen
<i>Where the Wild Things Are</i>	Sendak
<i>It Looked Like Spilt Milk</i>	Shaw
<i>What Do the Animals Say?</i>	Skaar
<i>Pumpkin, Pumpkin</i>	Titherington
<i>The Great Big Enormous Turnip</i>	Tolstoy
<i>Wombat Stew</i>	Vaughan
<i>Alexander and the Terrible, Horrible....Day</i>	Viorst
<i>Goodbye, Hello</i>	Welber
<i>I Went Walking</i>	Williams
<i>King Bidgood's in the Bathtub</i>	Wood
<i>Chicken Little</i>	Zaid
<i>Hush, Little Baby</i>	Zemach
<i>Do You Know What I'll Do?</i>	Zolotow

(May, 1994. pp. 569-573)

*Recipe For Reading
Recommended Websites
For Families*

The following websites contain information and activities related to beginning readers:

www.learningnetwork.com

www.ed.gov/pubs/ideasatwork/ch_3.html

www.cec.sped.org/ericec/ptips.htm

www.ed.gov/pubs/parents/reader/index.html

www.ed.gov/pubs/compactforreading/

www.parentsoup.com/library/readaloud/html

A Library Visit

LIBRARY VISIT

What Should A Visit Include?

- *Parents should take their child to the nearest public library often.*
- *On their way to the library they can talk about interests of their own and then have their child talk about their interests.*
- *When arriving at the library for the first time, parents can give their child a tour of the different parts of the library, or ask a librarian.*
- *Next, the parent should search for a book in the adult section with the child at their side.*
- *After finding a book, the parent should discuss why that selection was made, for modeling purposes.*
- *Next, it's the child's turn to go to their section of the library and follow the same procedures.*
- *Children can learn how to check out their book and obtain a library card as well (Glazer, 1998).*

Recipe For Reading
Activity #4
Visiting a Library

Library Visit Worksheet

Instructions: During your tour of the library you will see many new, and exciting things. To help you remember these things, fill out the sections below when the tour is complete. Use The worksheet, "What Should A Visit Include?" as well for further ideas.

- 1. What is the name of the library you are visiting?*
- 2. What are the different areas that you saw in your tour?*
- 3. What kinds of items can be found in each area?*
- 4. How much does a library card cost?*
- 5. What kind of items can you check out?*
- 6. How long can you check out items for?*
- 7. What are the names of the book(s) you checked out?*

*Recipe For Reading
Activity #4
Journal Response Sheet*

*Question: Did you enjoy the activity? What did you learn from the activity? What improvements could be made for next time?
Other comments also welcome.

Parent's Response:

Child's Response:

**(Parents please write down your child's response to the questions above.)*

Comprehension/Questioning

WAIT TIME

Wait time is the amount of time a parent/teacher gives a student to respond after asking a question (Gunning, 1998).

What Has Research Shown On Wait time?

- It has been shown that parents/teachers, on average, only wait about one second for their students to respond to a question.
- It has also been found that by increasing the amount of wait time from one second to three- four seconds for lower level questions and fifteen seconds for higher level questions, the following effects occur:
 - Students respond with longer answers to questions.
 - Students volunteer more responses without being called on.
 - There are fewer questions that remain unanswered.

- *Students are more certain of their answers.*
- *Students are more willing to give answers in which they have truly reflected upon.*
- *The frequency of student questions increases (Rowe, 1986. p. 43-49).*

DIRECTED READING-THINKING ACTIVITY

"The Goal of active comprehension is to have children learn to ask their own questions of text, and guide their own learning before, during, and after reading (Readance & Searfoss, 1994. p. 232)."

Questioning is an important tool for parents/teachers to use while reading with children, that helps promote comprehension. The Directed Reading-Thinking Activity is one type of comprehension/ questioning strategy that can be used.

What Is A Directed Reading-Thinking Activity (DRTA)?

- The DRTA is a method that enables parents/teachers to experience a reading selection with a child.*
- The DRTA includes questions related to a child's thoughts on the reading material, along with encouragement for further thinking and insight.*
- In the DRTA it's important for parents/teachers to expect that a variety of predictions and responses will be given for the same story, as student's background knowledge varies (May, 1994).*

What Are The Steps Involved In The DRTA?

The DRTA can be used as a strategy for comprehension by following a few steps:

- *First, show the children the reading selection, and ask them to predict what the story is going to be about, verbally, or through writing. The children should be told that they are going to check their predictions through reading.*
- *Second, the teacher/parent reads the story(older students can read silently) to check their predictions.*
- *Third, the students are told to prove whether their prediction was correct or not, using interpretation of what the author told them through the story (May, 1994. p. 253).*

Recipe For Reading
Activity #5
Reading & Thinking

Reading and Thinking Activity

Directions: Pick out a book to read with your child. Before reading the book fill out the title, author, and illustrator information below. Next read the instructions listed "Before", "During," and "After," and follow accordingly.

Title:

Author:

Illustrator:

Before: (What do you think the story will be about? Why, what clues are you using?)

During: (What is the story about? Was your guess right? What do you think is going to happen in the rest of the story?)

After: (What happened? Was your guess right? Why or why not?)

*Recipe For Reading
Activity #5
Journal Response Sheet*

*Question: Did you enjoy the activity? What did you learn from the activity? What improvements could be made for next time?
Other comments also welcome.

Parent's Response:

Child's Response:

**(Parents please write down your child's response to the questions above.)*

STORY GRAMMAR

Questioning is an important tool for parents/teachers to use while reading with children, that helps promote comprehension. Story Grammar is one type of comprehension/questioning strategy that can be used.

What Is Story Grammar?

Story grammar includes, learning the following parts of a story:

- *Who the characters are.*
 - *What the problem is, in the story.*
 - *When the story is taking place.*
 - *Where the story is taking place.*
 - *Why there is a problem in the story.*
 - *What the solution is to the problem .*
-
- *Readers must have many experiences reading stories and being read to for the story grammar to aid in comprehension.*

The following questions can be used, in any order, for many stories in the classroom or at home:

- *Character: What kind of person is she? What makes you think so? Why do you think s(he) did what (s)he did in this situation?*
- *Conflict: What problem does (s)he face now? How do you think she will solve it?*
- *Setting: Where is the story taking place? When? If it happened at another place, would it make a difference? What about another time?*
- *Attempts: What did (s)he do first? What do you think she'll do next? Why did the first attempt fail?*
- *Resolution: How was the problem finally solved?*
- *Reaction: How did (s)he feel about the way it was solved? What are some other ways it might have been solved? What do you think she will do now that the problem has been solved (May, 1994.p258)?*

Recipe For Reading
Activity #6
V.I.P. Story Parts

V. I. P. Story Parts

Directions: Pick out, and read a short story with your child. Help your child deepen their understanding of that story by having them identify the main parts of the story. Begin by writing the title and the author/illustrator below. Next explain the very important parts of a story to your child. (Setting(Time/Place), Main Characters(Who?), Problem(What is wrong in the story?), and Solution(How did they fix the problem?) Finally, have your child give suggestions about what to write under each story part.

Title:

Author:

Illustrator:

Setting(Time/Place):

Main Characters(Who?):

Problem(What is wrong in the story?):

Solution(How did they fix the problem?):

*Recipe For Reading
Activity #6
Journal Response Sheet*

*Question: Did you enjoy the activity? What did you learn from the activity? What improvements could be made for next time?
Other comments also welcome.

Parent's Response:

Child's Response:

**(Parents please write down your child's response to the questions above.)*

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*Recipe
For
Reading;
A Handbook For Parents
in a First Grade Classroom*

*Designed By
Katherine R. Anderson
If further information is needed:*

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of the project, "Recipe For Reading; A Handbook for Parents in a First Grade Classroom," was to develop a handbook for parents that would show the importance of parent involvement in reading and provide different reading strategies and activities that parents could easily use at home with their children. To accomplish this, a review of current literature and research was conducted in the areas of parent involvement, the effects of parent involvement in children's education, and specific reading strategies. The reading strategies reviewed were: environmental print, the language experience approach, book selection, and comprehension/questioning. Ideas were gathered to create accompanying activities for each reading strategy that parents could use in the home to help strengthen their child's reading skills.

Conclusions

Most parents want their children to become successful, life-long readers. With a little support and education parents can learn to become involved, help strengthen their beginning reader's skills, and develop a love of reading. Conclusions reached as a result of this project were the following:

1. Schools need to involve parents in the education of children as much as possible.
2. Parents need to understand that their involvement is crucial in their child's reading skills, and success.
3. Most parents are willing to become involved when they know how.

4. Children learn more when their parents are involved.
5. There are specific strategies/ activities that parents can learn and incorporate in the home that will help strengthen reading skills.
6. Attitudes are shaped early and children learn that reading is important when reading is modeled, in daily living, by their parents.

Recommendations

As a result of developing this project, the following recommendations are suggested:

1. Schools need to develop partnerships with parents, and involve parents early in children's education.
2. The handbook could be translated into other languages.
3. The informational meeting could include translators for parents.
4. Parents and educators should look for new additions and improvements, for the book list.
5. Parents and educators should look for new additions and improvements for the website list.
6. More activities could be added to the handbook.
7. More meetings could be added for parent convenience.
8. Look at the evaluation of the handbook/meeting to help determine changes for the future.
9. Follow up the activities with a study of their effectiveness by seeing if there were any changes in reading improvement as a result of the handbook.
10. Parents could form their own groups for support.

When partnerships between schools, parents, and communities are strong, children develop a love of reading, become successful readers, and ultimately, life-long learners.

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