Literacy: From the Classroom to the Living Room

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Workshop Agenda

• Discussion groups
• Pre-school strategies
• Elementary school strategies
• High school strategies
• Supporting higher level comprehension
• Technology resources
• Hands-on strategies
Discussion groups

- Family of pre-school children
- Family of elementary children
- Family of high school students
- In your groups, develop questions you have on how to support your children at home
Overview: Literacy

- Children begin learning language from birth
- Use language to express their needs and wants
- Conversation is important in developing language
- Language and literacy are connected
Family goals

• Create a love of reading
• Support your children to become independent readers
• Make reading and writing visible
• Read to your child
• Talk about the books
• Ask questions
Literacy in the pre-school classroom

Circle time is one of my favorite activities at school.
Pre-school writing
Strategies for supporting literacy in pre-school

• Be a role model
• Grocery lists
• Identify print around them
Supporting literacy in the pre-school classroom

• Notes on the refrigerator
• Scavenger hunts
• Playing games
• Visiting the library/bookstores
• Special programs at the library
• Author visits
Have a good day!

Mom
Literacy in the elementary classroom

- Interactive read aloud
- Small group guided reading
Supporting literacy in the elementary classroom

• Conversation ideas: I wonder how tornadoes are formed
• Build a bird feeder: Identify birds-research them if you can’t
• Take pictures of the clouds- label them
Journal writing

Individual journals

Dialogue Journal
Journals at home

- Photo journal
- Travel journal
- Sports journal
- Writing about an event
Narrative writing

- Telling and writing personal stories
- Writing about a book they read
- Writing about a family trip
Expository writing

- Type of writing to explain, give information, describe the steps in a process

What is Expository Writing?

Writing used to:
★ Explain
★ Describe
★ Give Information

**The creator of an expository text CANNOT assume that the reader has prior knowledge of the topic.**
Supporting expository writing at home
Argument/Opinion writing

Should Schools STOP Serving Chocolate Milk?
Supporting argument/opinion writing at home

• Choosing a restaurant
• Selecting a movie to watch
• Selecting a cereal
• Selecting a snack
Middle and high school

• Focus is on content area literacy:
  – Vocabulary instruction
  – Comprehension within content areas: Social Studies, Science

• Opportunities for deeper discussion
Vocabulary Instruction

• Uncommon words:
  – Austere- of a stern or strict bearing or demeanor
  – Timorous-shy and fearful by nature
Comprehension

Effective Comprehension Instruction

- Activating Prior Knowledge
- Monitoring Comprehension
- Using Graphic Organizers
- Answering Questions
- Generating Questions
Activating Prior knowledge

- By discussion students learn to make connections from prior knowledge to new information
Monitoring comprehension

• Determining if they understand what they are reading
Answering questions

• Answer is in the Book:
  – Right There in the text
  – Answer is in different parts of the text

• Answer is in my Head
  – Answer is not explicitly stated in the text. Student has to think
  – On my own: Students has to use own experiences and knowledge to find the answer
Strategies for supporting literacy in high school

• Plan meals: research health benefits of food
• Conversation ideas: Extinction of wild life
• Read the book your child is doing in school
• Discuss the book
• Watch the movie together
Beyond reading

• Building comprehension skills
  – Questioning (Before reading, during reading and after reading)
  – Visualization:
  – Inferring
  – Schema
  – Synthesizing
Questioning

• Before reading:
  – What do you think will happen in this story?

• During reading:
  – I wonder why……

• After reading:
  – What would have happened if the dad came home early that day?
Visualization

• Read part of a page and ask your child to imagine what they just read.
Inferring

• George comes home and sees cookie crumbs on the floor. He sees chocolate around his two year old’s mouth
  – George can infer that his son had his hand in the cookie jar.
Schema

Making connections from what you read
• To what you have read in another book.
• To what is happening in the world
Synthesising

Synthesizing

My thinking grows and changes as I read.
Technology resources

• https://bookcreator.com
Activities
References


• https://iris.peabody.vanderbilt.edu/module/sec-rdng/cresource/q3/p12/#content