



Helping Children to Read What Can Parents Do?

Alison Davis

Bringing the world to the classroom and the classroom to life

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

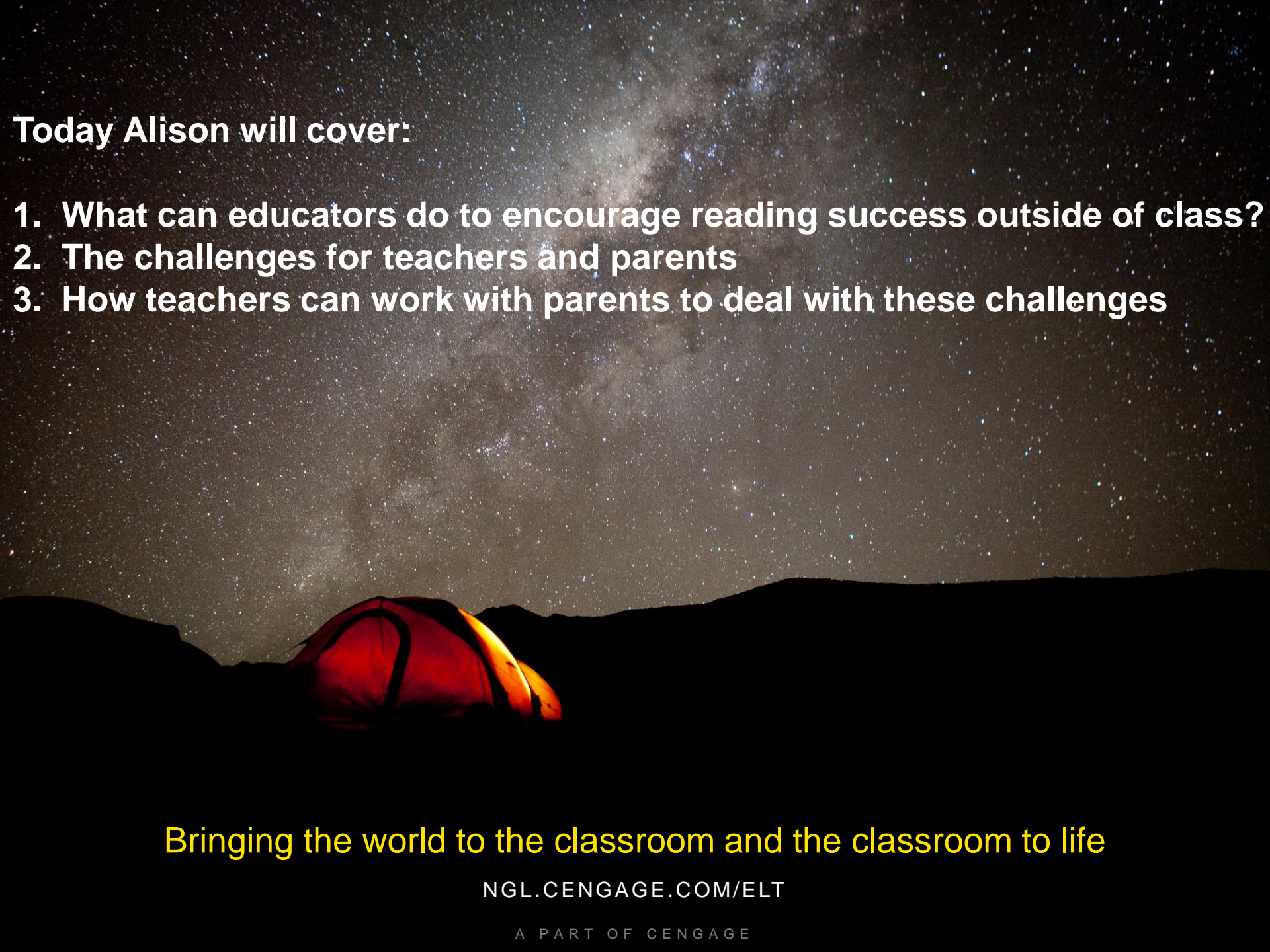
More recently, Alison has been responsible for the development of quality professional development and product-specific training programs across K-12 curriculum including Common Core State Standards, assessment, differentiation, personalized instruction and digital learning.

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

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Today Alison will cover:

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

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What can educators do to encourage reading success outside of class?



Work with parents

Three-way Partnership

Educators



Parents

This is the Goal



Balanced Reading



- Comprehension
- Fluency + Phrasing
- Decoding

Goal of Reading



- Success
- Makes sense
- Relevant

Chatbox Poll

**What challenges do parents
face with reading at home?**

Challenges of reading at home



Challenges for Parents

1. Competing with devices
2. Finding Time
3. I Don't Know How!!

1. Competing with Devices



1. Device Usage

When children are on devices, there is total engagement:

- sound
- animation
- action
- colour
- feedback

Competing with devices



What is the child doing?

Reading for Meaning



- What do we know about this reader?

Digital Content vs Reading

In a game

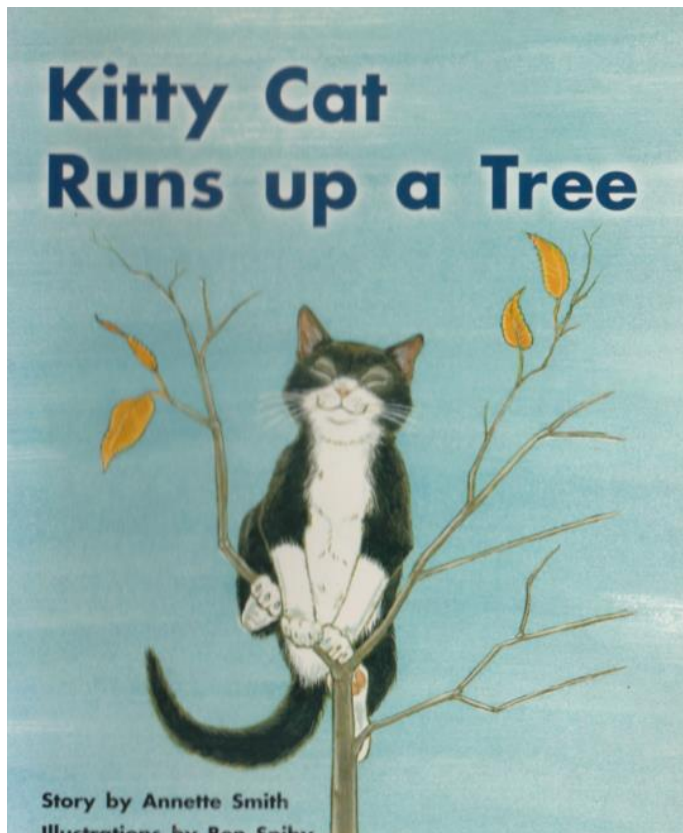
- Child consumes ideas and actions
- Child changes characters, sequence
- Results are explicit
- No communication
- Limited vocabulary
- Failure is temporary

In a book

- Child produces the ideas and action
- Child focuses and concentrates
- Infer people's attitudes and feelings
- 2-way communication
- Build a large vocabulary of book language
- Failure can be long-term

Make time with reading as engaging!

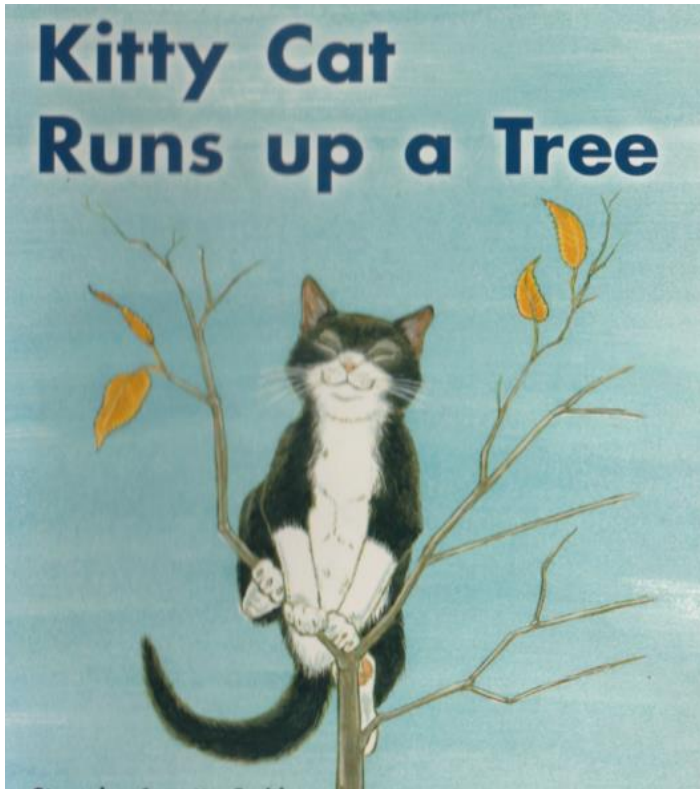
Front Cover



Back Cover



Before you Read



- Keep the introduction short – 1 minute
- Read the Title
- Flick through book - talk about the illustrations and the title.
- Talk about any unusual words or concepts
- Discuss the characters or topic.
- Let your child do the talking

Picture Walk Through



Focus on Prior Knowledge

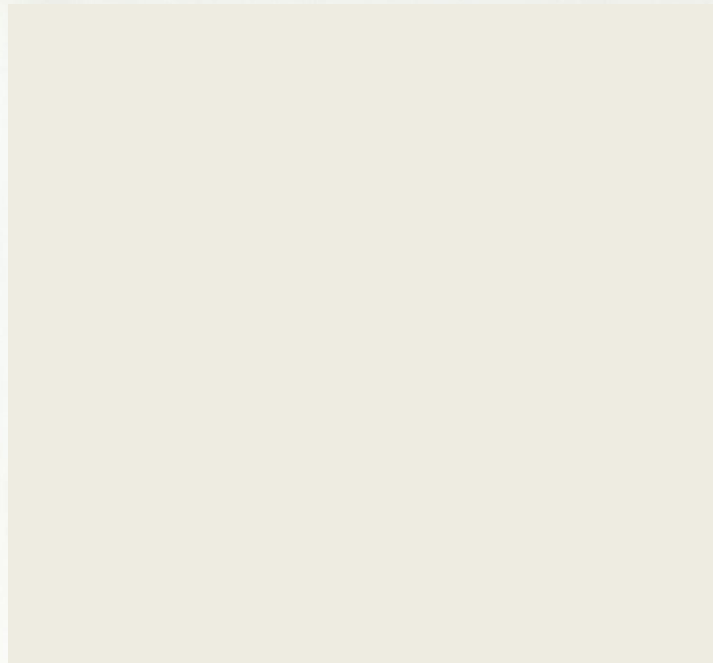


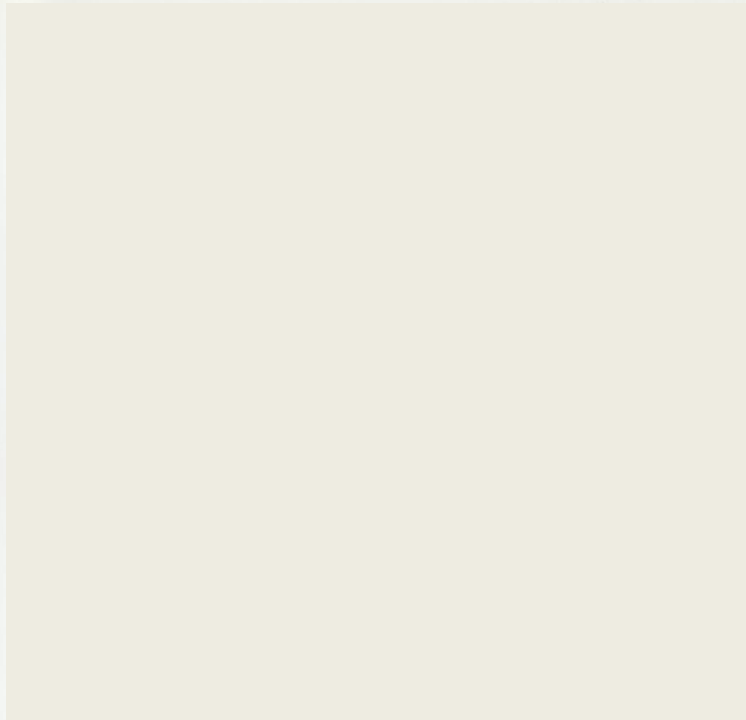
Prediction

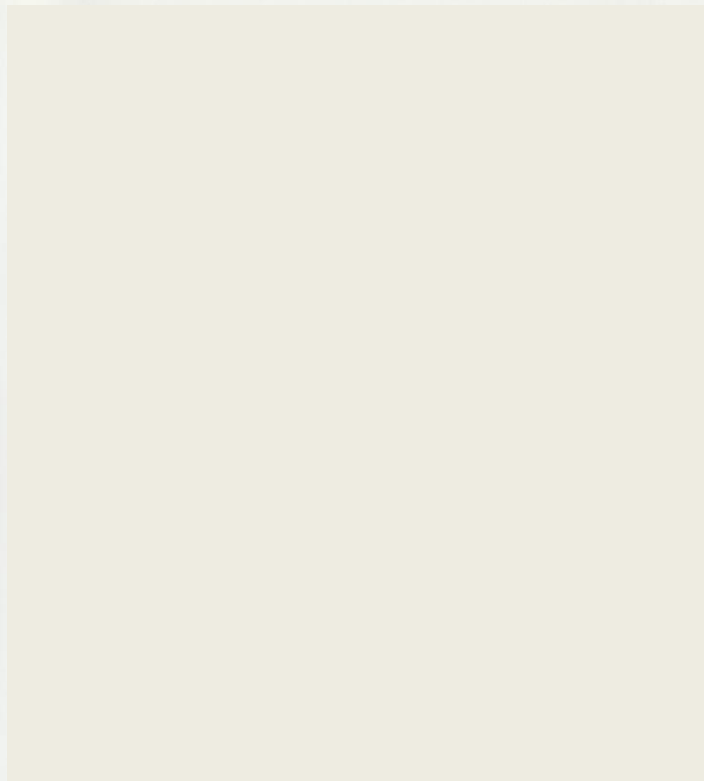


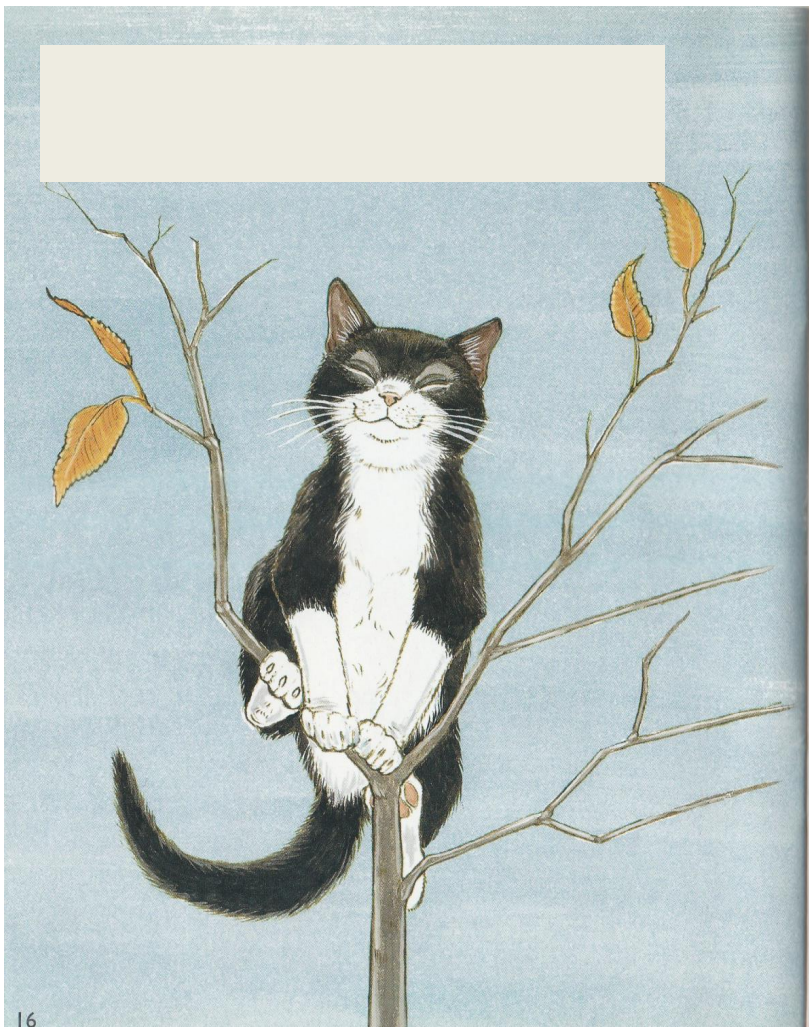
Meaning



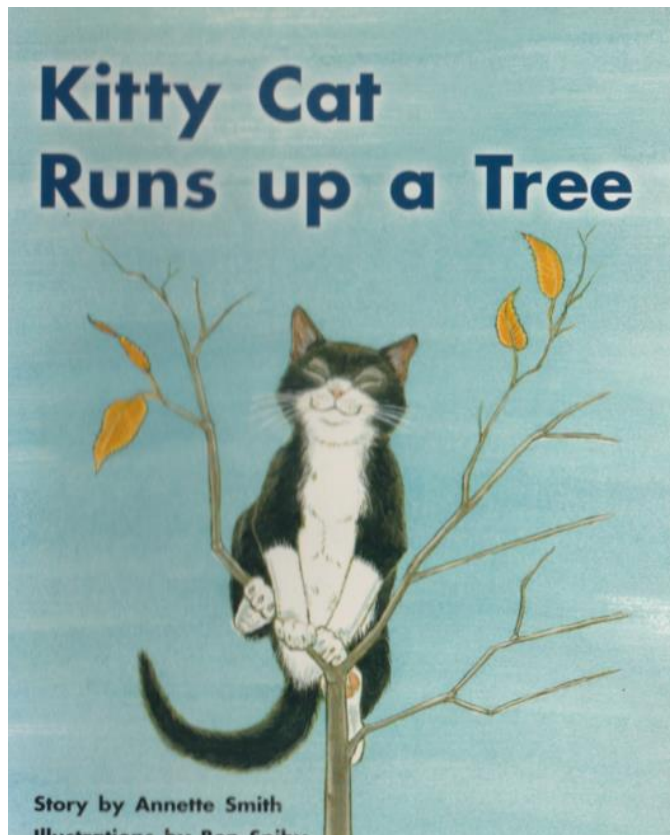








Now - Read the Text



Focus on Words



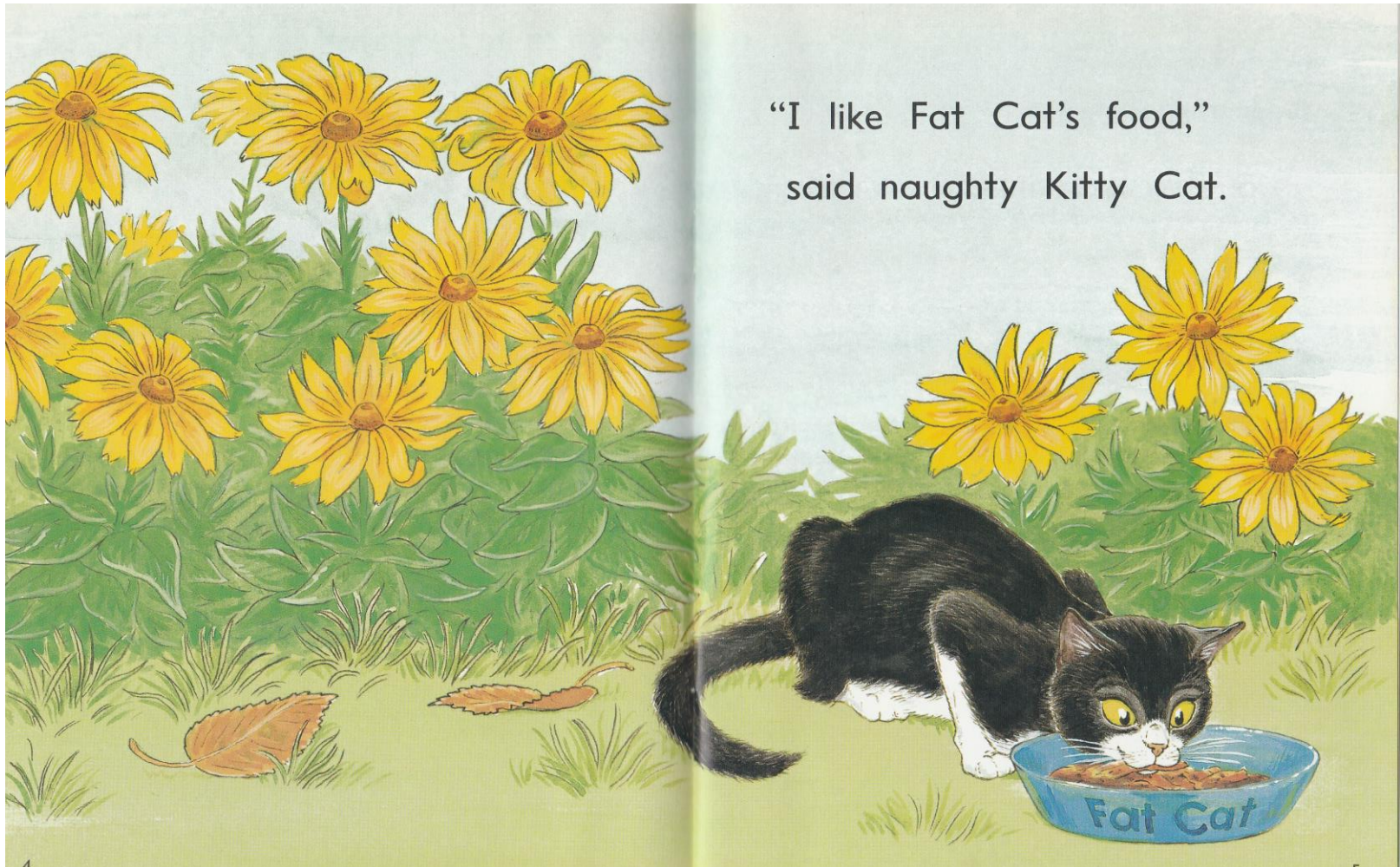
Kitty Cat went
into the garden.
She hid in the flowers.

“Fat Cat is not here,”
she said.

“I am going to eat
his food.”



Focus on Meaning

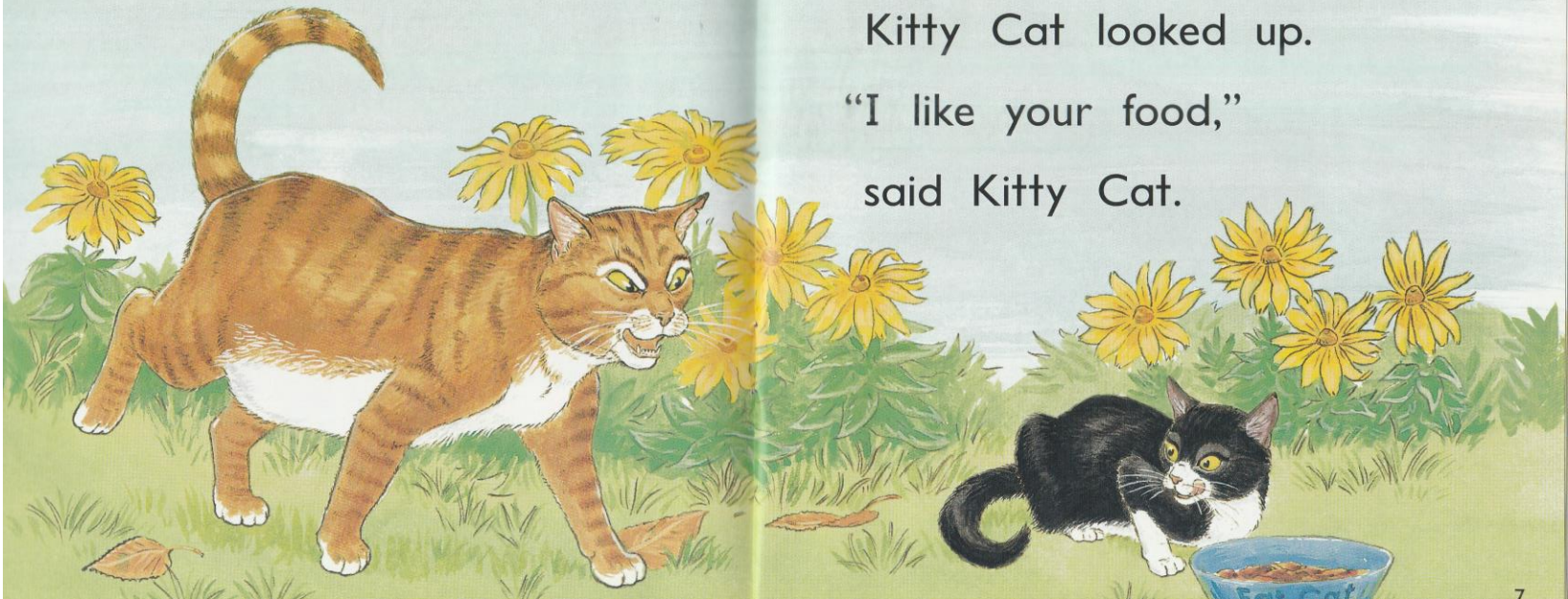


Familiar words

Fat Cat came
into the garden.

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

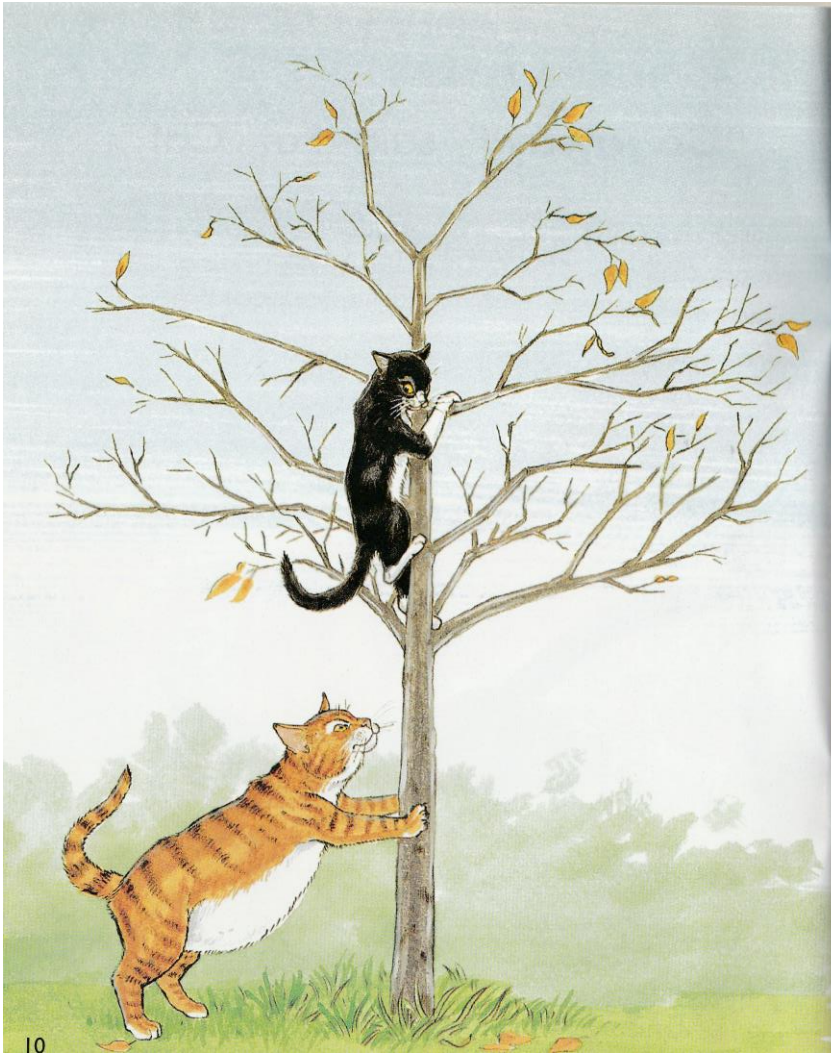
Kitty Cat looked up.
“I like your food,”
said Kitty Cat.



“Go away!” said Fat Cat.



Fluency



Kitty Cat ran away.

She ran up a little tree.

She looked down at Fat Cat.

"You cannot come up here,"
she said.



“I’m coming to get you,”
said Fat Cat.

Kitty Cat ran
way up the tree.

Fat Cat ran after Kitty Cat.

Language



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

. . . down

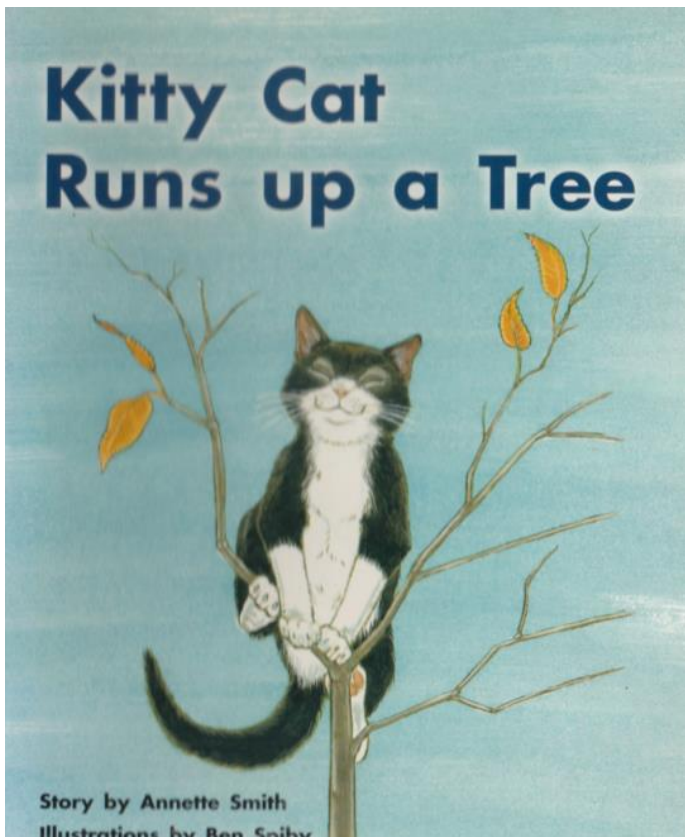
. . . down!

Fat Cat fell off.

“Good,” said Kitty Cat.



Making meaning



Engagement



Fully engage with text

Build independence and confidence.

Don't interrupt.

Managing Device Usage

- Time limits for device
- School work comes first
- No screen-time zones - meals and bedtime (whole family)
- Alternative activities ready to go

2. Finding Time



Make a commitment



- Make time commitment
- Create special time
- Reading routine

Routines for Reading

- Special family time
- Time for joy and fun with a book
- Bedtime is great time
- Reward is coming for bedtime routine with a reading routine
- Story is a reward



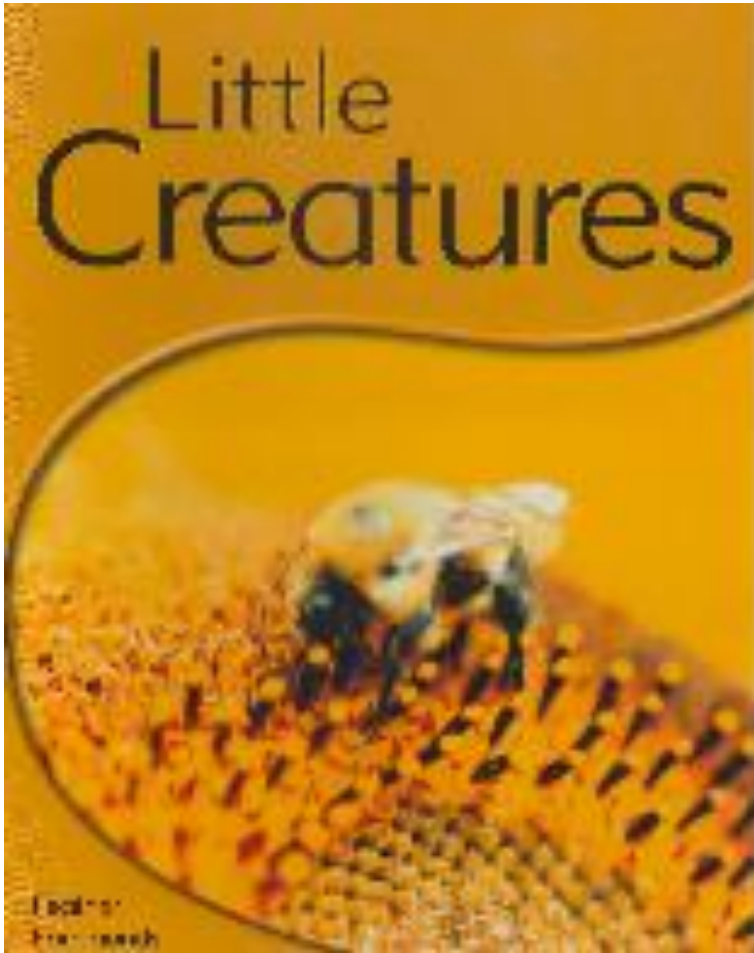
No room for struggle



3. I Don't Know How !!!



Making meaning



Talk



Build language





Build concepts



Build engagement



Build confidence

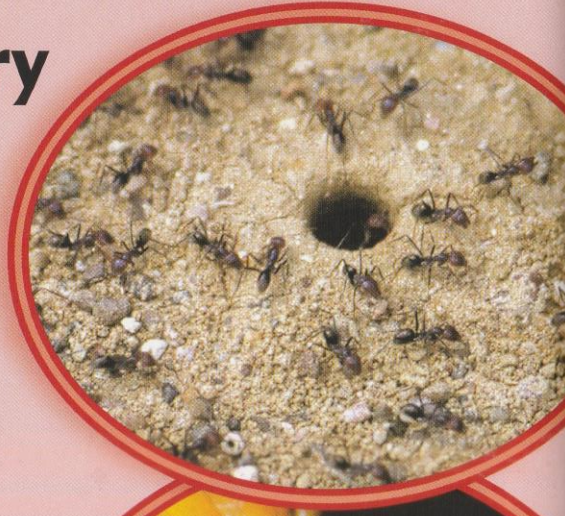




Build success

Glossary

ants' nest



pollen



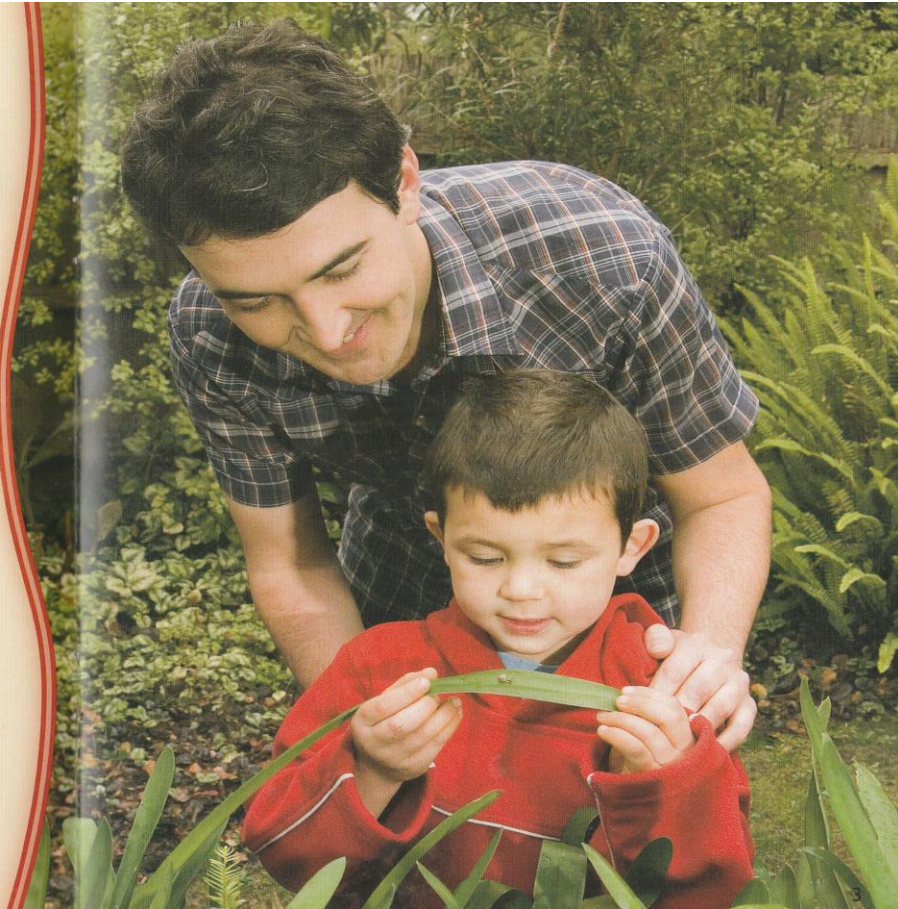
Read the Text

Little Creatures

It is fun to look
at little creatures.

You can see many
little creatures
in your yard.

Your mom and dad
can help you look at them.



High-interest

Busy Bee

Can you see a bee?

The bee is on a flower.

It will get some **pollen**
from the flower.



Predictable

Spider's Web

Can you see a spider
in its web?

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



Supportive

Stick Insect

Look at the tree branch.

Can you see
a big stick insect?

It looks like a brown stick.

The stick insect can hide
on the tree branch.



Little Ants

Can you see some ants?

The ants are looking for food.



The ants live
in an **ants' nest**.



Language

Hungry Dragonfly

Can you see a dragonfly?

The dragonfly is looking
for little bugs to eat.

Look at its big wings!

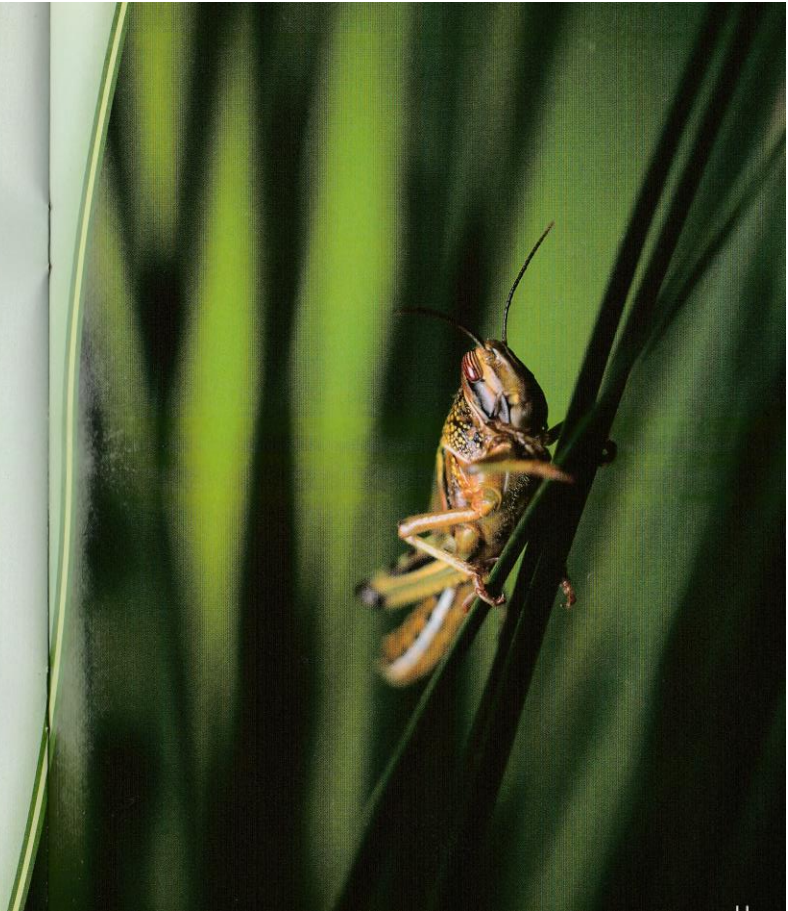


Hopping Grasshopper

Can you see a grasshopper
on the leaf?

The grasshopper
has big legs.

Its big legs help it hop.



During Reading - Praise



Give feedback about skills and strategies used

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

If the Child Gets Stuck



Focus is on Meaning

- Read on and collect other clues.
- Go back to the beginning of the sentence and re-read what you read.
- Look at the illustration and see if there are clues there.
- What do you think would make sense here?

4 P's



- Pause
- Praise
- Prompt
- Patience

Child reads



- Child reads to
 - Teddy
 - Younger siblings
 - Grandparents
 - Video

Do's and Don't's

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



Learning English with your Child



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

Do Your Best

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



Use audio



- Use audio with book if you are less confident with reading in English
- Read book and listen to audio prior to reading with child

Parents model love of reading



Read everything

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



Read everywhere

Boredom manager

- Have books in the car
- Basket of books in bathroom
- Carry books in your handbag for delays
- Take books on holiday
- Buy books as rewards
- Join the library
- Have etext on your device



3 Rules for Reading Success

- Read to your child
- Read with your child
- Read by your child



What You Do Matters



- Model reading
- Have fun with books
- Talk about what you have read
- Focus on meaning

You Make the Difference!!

Educators



Parents

Any questions?



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TEENS

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Upcoming Webinar

Teaching Grammar to Young Learners in a Real-World Context

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

[READ MORE](#)



in focus

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WHAT IS BLENDED LEARNING?

13 September 2018 • Alex Warren

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

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WHY IMAGES ARE POWERFUL FOR LEARNING

7 September 2018 • Anna Hasper

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

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DEVELOPING GLOBAL CITIZENSHIP IN YOUNG LEARNERS

9 October 2018 • Luciana Fernández

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

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

18 September 2018 • Katherine Bilsborough

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

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Thank you for attending!



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