

## CHAPTER 8

Get Families  
Involved

### Fluency Skills Practiced

**E**

Expression



**A**

Automatic  
Word Recognition



**R**

Rhythm  
and Phrasing

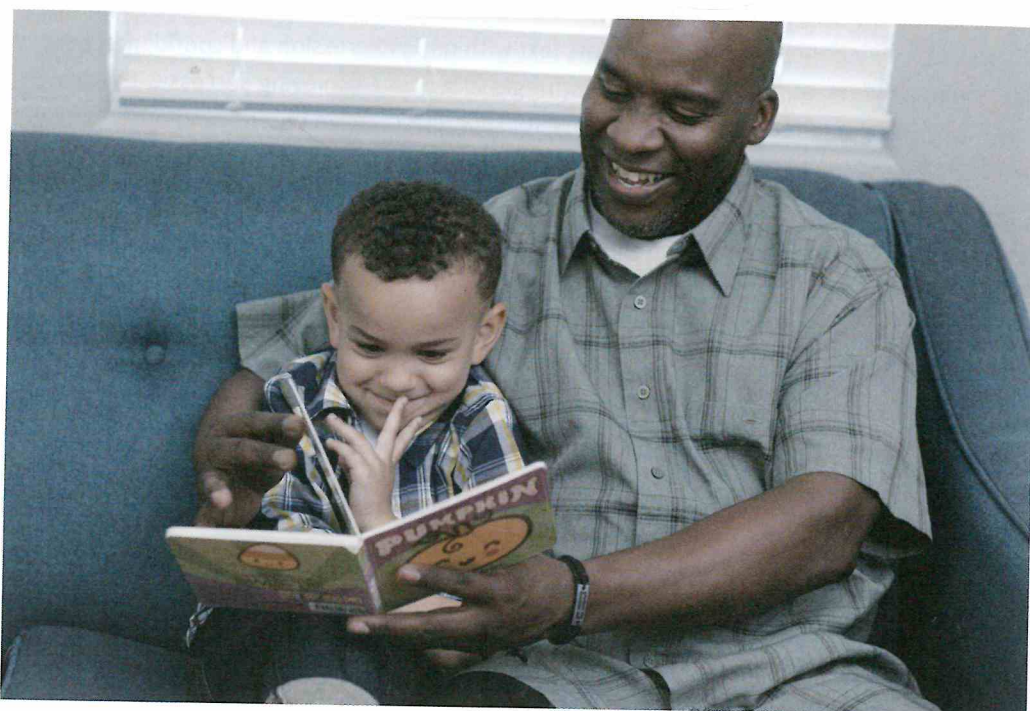


**S**

Smoothness



## 8.A Parent Read-Aloud



Parents choose a book that they and their child will love to hear—a classic book or a new one. When reading aloud to their child, encourage them to focus on expression—how the character talks, feels, etc. When they model how to make meaning while reading, their child will pick up on it for their own reading.

|                    |                                                                                                                                                          |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Materials Needed   | Book of choice                                                                                                                                           |
| Grades             | 1–8                                                                                                                                                      |
| Length of Activity | 10–20 minutes                                                                                                                                            |
| Location           | home                                                                                                                                                     |
| Extension Idea     | <ul style="list-style-type: none"><li>Read consistently every night to help keep the child excited to hear what will happen next in the story.</li></ul> |

## 8.B Parent Paired Reading



Parents and their child work together (ideally on a daily basis) to improve his or her reading. Here's how parent paired reading works:

- Child chooses a book or other type of text that he or she is able to read with some degree of success.
- Parent and child sit side by side and read the text aloud together. Child follows the text with a finger as it is read.
- Parent and child create a nonverbal signal (e.g., tap on the wrist) to be used when he or she wishes to "solo" read. The parent follows along silently until the child signals again for him or her to join in.
- If the child experiences difficulty when reading "solo," the parent immediately rejoins the reading, and parent and child continue reading without interruption for at least 10 minutes.

|                           |                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Materials Needed</b>   | Reading material of the child's choice                                                                                                                                                                                                                                                                                                                                            |
| <b>Grades</b>             | 1–8                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Length of Activity</b> | 10–15 minutes                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Location</b>           | home                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Extension Ideas</b>    | <ul style="list-style-type: none"> <li>• After paired reading, encourage parents to examine any words that gave the child difficulty because he or she struggled to decode them and/or understand their meaning.</li> <li>• For more information, see Topping, K. (1987). Paired reading: A powerful technique for parent use. <i>The Reading Teacher</i>, 40, 604–614</li> </ul> |

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## 8.C Family Sing-Along



Organize a sing-along for individual families. Make copies of songs that the family is likely to be familiar with or songs for members of earlier generations to teach to members of later generations. If possible, involve multiple generations in the sing-along!

|                           |                                                                                                                                                                                                    |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Materials Needed</b>   | Songs familiar to the family. You can find song lyrics at various web-sites such as <a href="http://www.theteachersguide.com/ChildrensSongs.htm">www.theteachersguide.com/ChildrensSongs.htm</a> . |
| <b>Grades</b>             | 1–8                                                                                                                                                                                                |
| <b>Length of Activity</b> | 10–60 minutes                                                                                                                                                                                      |
| <b>Location</b>           | home                                                                                                                                                                                               |
| <b>Extension Idea</b>     | <ul style="list-style-type: none"><li>Have parents practice the songs with their child before the sing-along so he or she will feel successful.</li></ul>                                          |

## 8.D Fast Start Reading

Parents and their child work together each day to read and reread short patterned texts, such as poems. Here's how Fast Start Reading works:

- Parent and child sit side by side with a copy of the chosen text.
- After a brief discussion of the text's content, parent reads it to child several times, pointing to the words as they are read.
- Parent and child then read the text several more times together, with either parent or child pointing to the words as they are read.
- After several readings, child is likely to have the text largely mastered. So parent invites child to read aloud the text several more times. Child may perform the text for other family members who should praise him or her.
- Parent and child engage in a brief study of interesting letters, words, sounds, or phrases in the text.



|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Materials Needed</b>   | A daily nursery rhyme or poem, such as "Little Bo Peep" (pp. 304–305) and "A Song of Sixpence" (pp. 306–307)                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Grades</b>             | K–3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Length of Activity</b> | 15 minutes per day                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Location</b>           | home                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Extension Ideas</b>    | <ul style="list-style-type: none"> <li>• After the child has mastered several poems, urge parents to return to and read previously read poems.</li> <li>• Have parents create a word wall or display of interesting words harvested from each poem, and then read the ever-growing list of words with their child daily.</li> <li>• For more information, see <i>Fast Start for Early Readers</i> and <i>Fast Start: Getting Ready to Read</i> by Nancy Padak and Timothy V. Rasinski.</li> </ul> |

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