

Interactive Literacy Activities: Making Learning Fun for Families

August 28, 2019

Dr. Carol Clymer, Dr. Beth McLean, Ms. Emily Wolfe, and Dr. Anna Kaiper

*Literacy Education and Second Language
Learning for Adults Conference*

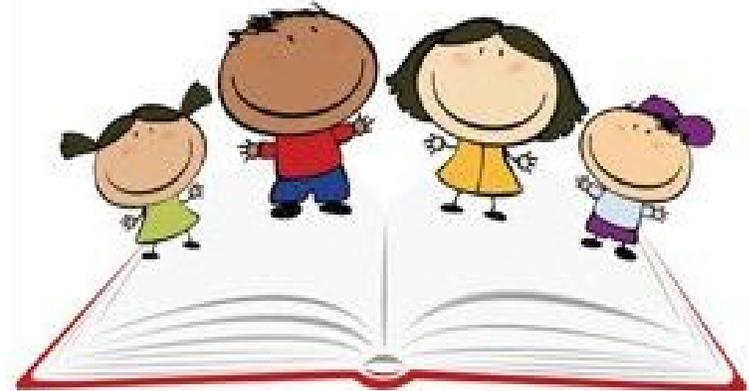


Session objectives

- Review evidence about the value of ILAs to develop language and literacy for immigrant families
- Discuss connections between parent engagement and children's academic success
- Outline key characteristics of ILAs
- Explore how to develop ILAs to support language and literacy development
- Discuss fundamentals of ILA implementation in family literacy program components
- Develop an ILA to take-home and use in the classroom

What is Family Literacy?

- Family literacy is designed to “integrate early childhood education, adult literacy (adult basic and secondary-level education and instruction for English Language learners), parenting education, and interactive parent and child literacy activities for low-income families” (U.S. Department of Education, 2014).
- Core components
 - Adult Education (AE)
 - Early Childhood Education
 - Interactive Literacy Activities (ILA)
 - Parent Education (often a part of AE and ILA)



Value of family literacy for ELL Parents

- Parents can learn along with their children
- Enhances parents' leadership, self-efficacy, and confidence
- Helps integrate immigrants/refugees who are excluded from school-based activities or aspects of U.S. society (ethnic, social, economic)
- Offers a place for parents to tackle topics that they identify as significant to their families
 - e.g. learning about educational systems or how to integrate with schools, while building English language and literacy skills.



MULTILINGUALISM:

Empowering
Individuals

Transforming
Societies

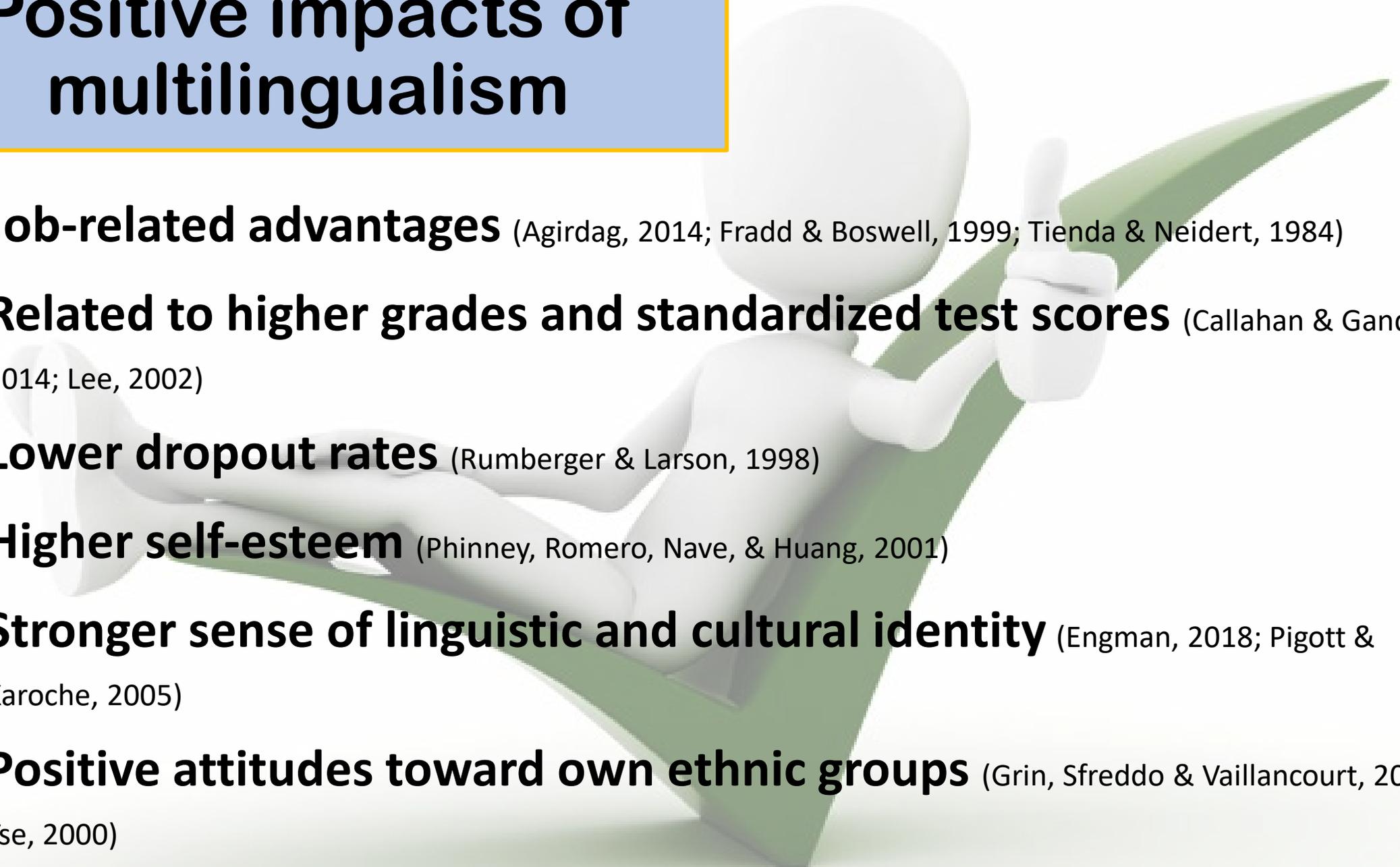
Multilingualism
is not a deficit (or a “barrier”),
but a strength!

Commonly verbalized fears of multilingual parents

- Fear that child's English (dominant language) will be stunted or delayed
- Fear that child will be confused by learning more than one language
- Fear that introducing a second language will delay language development
- Fear that a lack of focus on English will result in a lack of opportunity for jobs/higher ed./ etc. in the future

Positive impacts of multilingualism

- **Job-related advantages** (Agirdag, 2014; Fradd & Boswell, 1999; Tienda & Neidert, 1984)
- **Related to higher grades and standardized test scores** (Callahan & Gandara, 2014; Lee, 2002)
- **Lower dropout rates** (Rumberger & Larson, 1998)
- **Higher self-esteem** (Phinney, Romero, Nave, & Huang, 2001)
- **Stronger sense of linguistic and cultural identity** (Engman, 2018; Pigott & Karoche, 2005)
- **Positive attitudes toward own ethnic groups** (Grin, Sfreddo & Vaillancourt, 2010; Tse, 2000)



Therefore...

Support the use of multilingual literacies when creating ILAs!

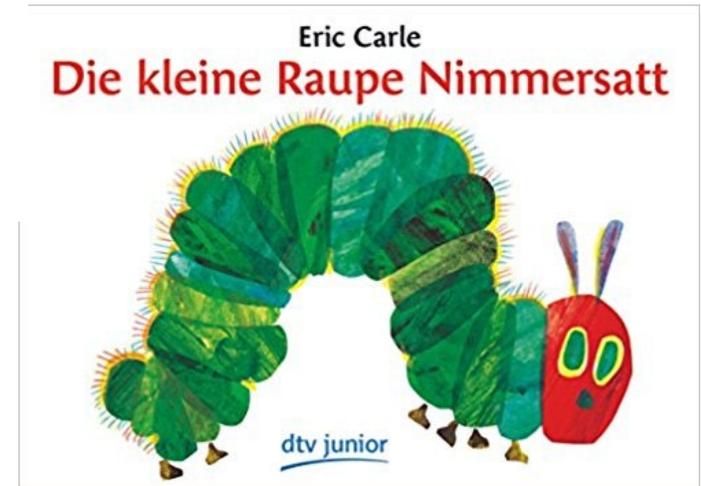
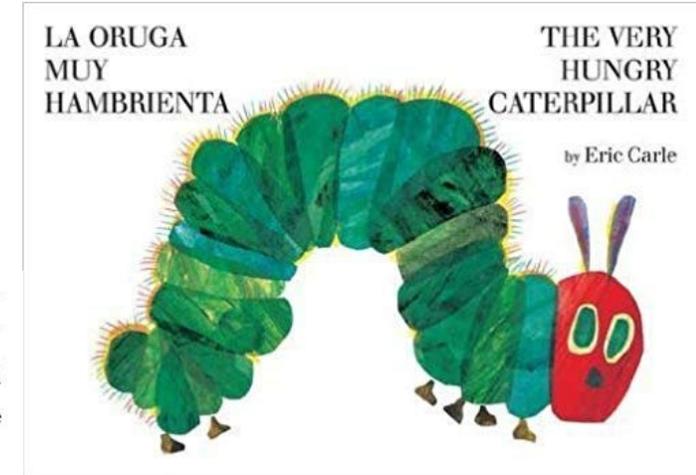
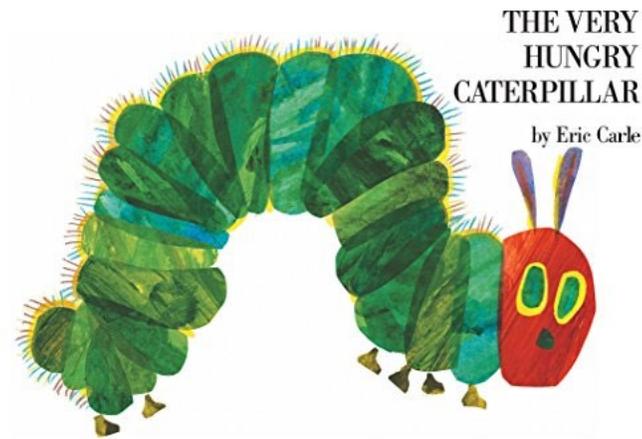
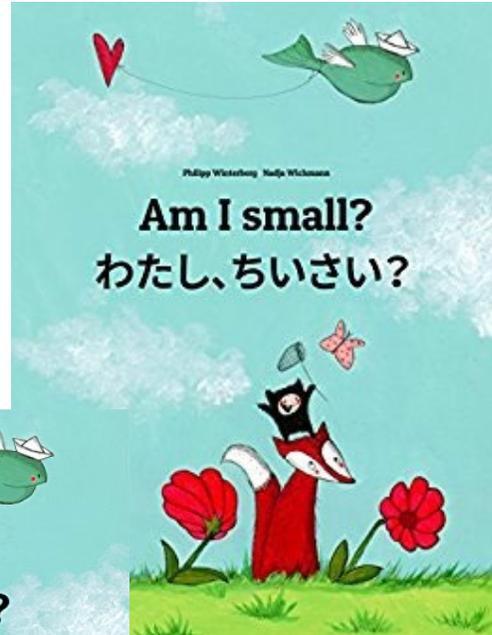


Ways to make classroom and home environments multilingual

- Greetings
- Songs
- Rules and Routines charts
- Labels
 - Book baskets
 - Common things in the classroom and at home
 - Supplies
 - Math manipulatives

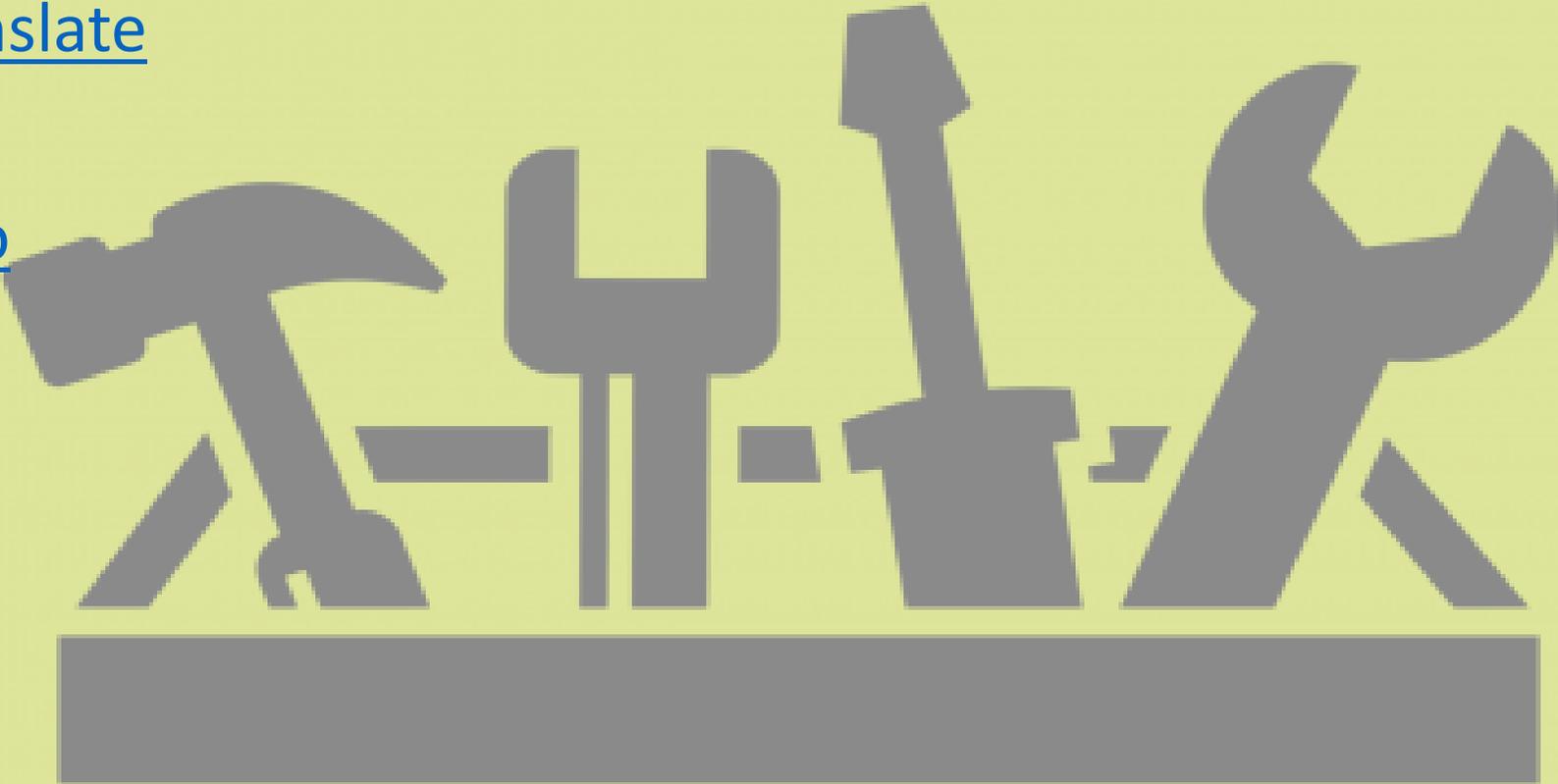


Multilingual versions of books



Multilingual digital language tools

- Online Multilingual Picture Dictionaries (ex: <https://pdictionary.com/italian/>)
- [GoogleTranslate](#)
- [WordHippo](#)
- [Duolingo](#)





Interactive Literacy Activities or ILA

Why do we do ILA?

- ILA supports parents and children learning language and literacy skills together.
- Parents become engaged and involved in their children's educational development and achievement.
- Parents learn how children grow and learn, particularly with language and literacy skills.
- Parents learn ideas and strategies to help children at home.
- ILAs build on the idea that parents are the child's first teacher.



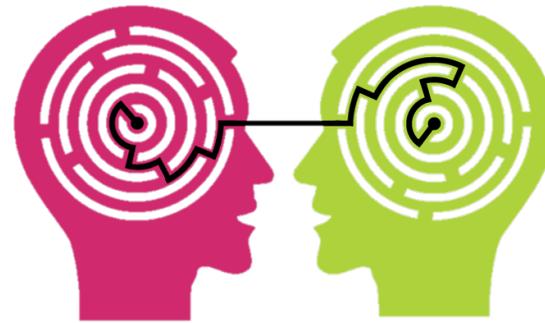
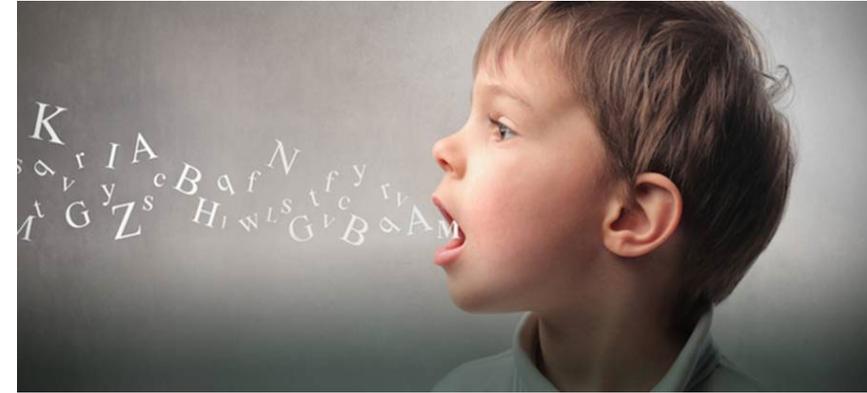
Fundamentals of early literacy development

- Learning to read and write begins before formal schooling
- Literacy has a function
- A strong oral language foundation is critical
- Learning is best through active engagement and constructing knowledge



Children's language and literacy development

- Oral language
- Alphabetic principles
- Vocabulary
- Fluency & comprehension
(including background knowledge)
- Print awareness & writing



Basic ILA ideas for each skill

- **Oral language** – playing with silly words, reading poems, emphasizing beginning/end sounds of words, playing with rhymes
- **Alphabetic principles** - pointing out letters in the environment, having a letter “of the day,” developing a book of letters
- **Vocabulary** – engaging in conversations, doing shared reading, asking questions, using varied words, engaging in imaginary play

Basic ILA ideas for each skill

- **Fluency & comprehension** – reading aloud together, talking about past events, rereading stories, talking about events in the story
- **Print awareness & writing** – writing letters to each other, making grocery lists, finding a family member to pen pal with, using writing in imaginary play

Integrating parent education into ILA

- Parent education is a time to discuss and reflect on the family, including child development, parenting skills, health and nutrition, communication, etc.
- Try to develop ILA activities that can integrate these topics (i.e., an ILA about making healthy food)



Different ways to do Interactive Literacy Activities

- **Face-to-face:** introduce activity and then have time for parent and child to work/play together.
- **Hybrid of adult education/parent education and take-home ILA:** introduce a lesson in adult education and explain and model the activity and the parents' take home the activity to do with the child.
- **Take-home ILA:** briefly introduce the activity about how to do it, then the entire activity is done at home.

Interactive Literacy Activity sequence

- Prepare the activity:
 - Use a template,
 - Identify the objective and age-group,
 - Determine the time-frame for each part,
 - Gather the resources/materials, and
 - Spend time prepping.
- Explain and model the activity to parents. Parents should model the activity as well.
- Have parents and children engage in the activity together.
- Discuss or debrief the activity's successes and challenges.



Example of a face-to-face ILA: Beginning sound sticks A to Z

- Prepare the activity
- Explain and model the activity
- Allow time for parents and children to do the activity
- Debrief



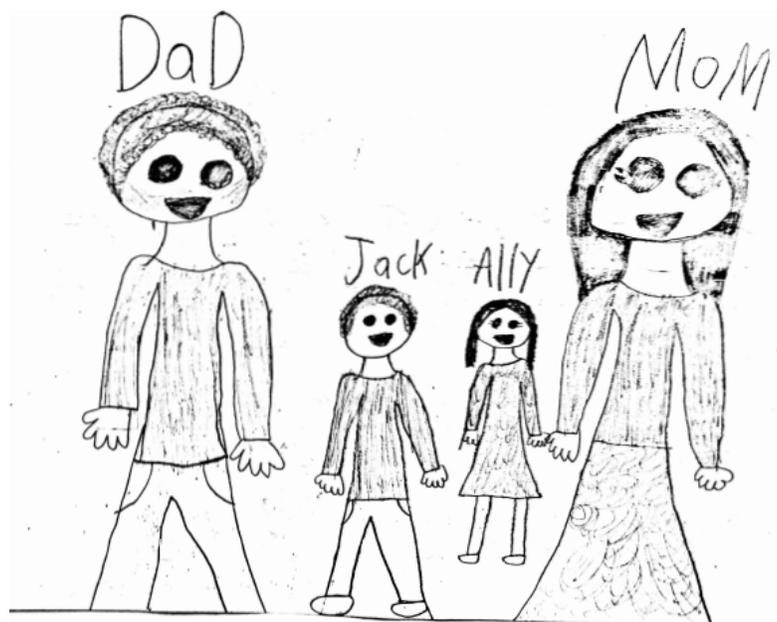
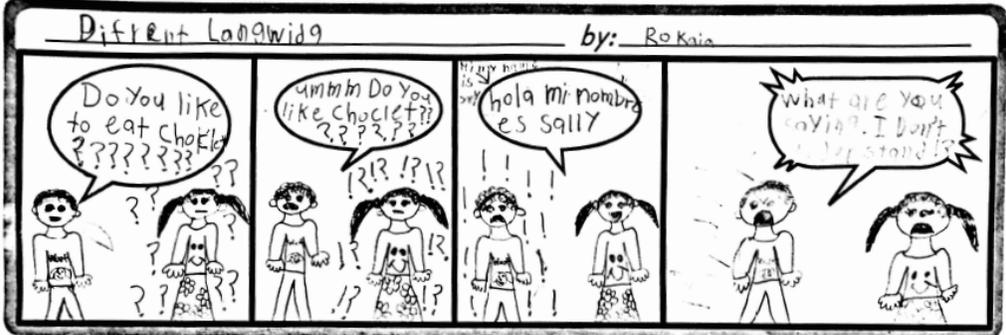
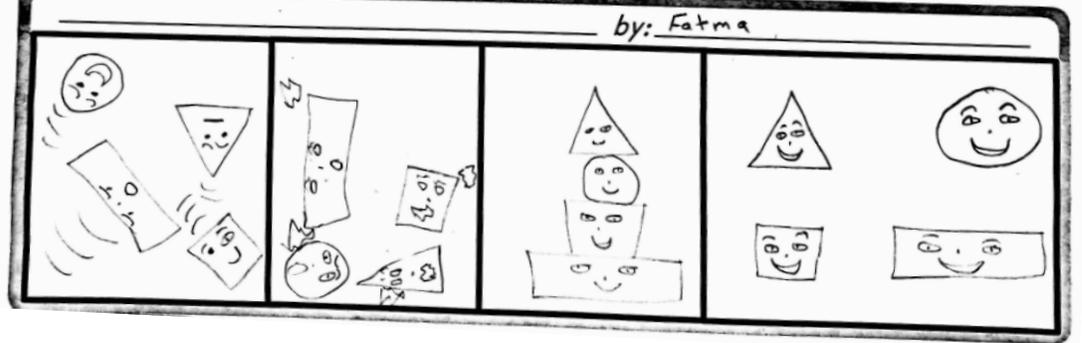
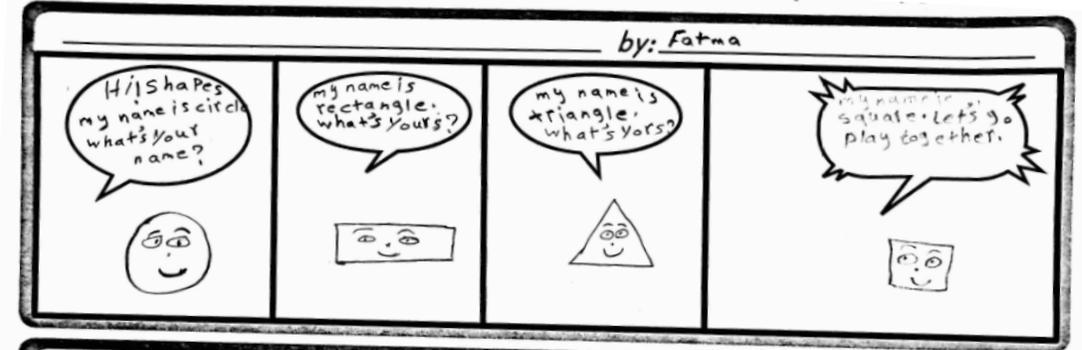
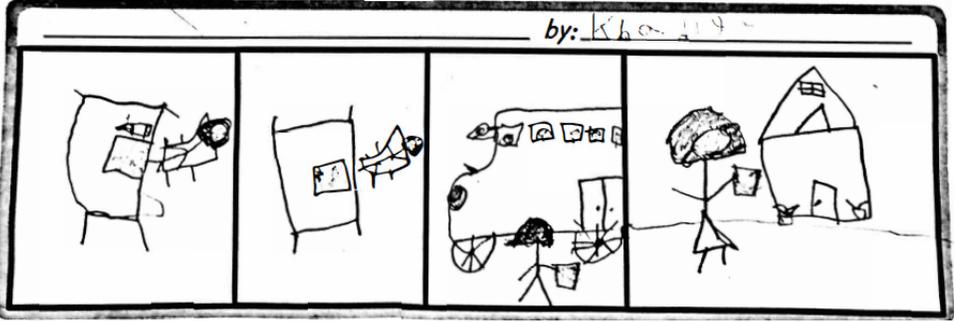
Hybrid of AE/PE and ILA

Take-Home ILA Lesson with Optional AE/PE Activities



Time	Content	Materials
	Topic: Preventing the Summer Slide through Comics	
Total Lesson Time: 40 minutes + 15 minutes debrief (during next class)	Objectives: At the end of the lesson, the caregiver will be able to: <ul style="list-style-type: none"> • explain Summer Slide. • detail three strategies to prevent a reading slide. • describe how comics help children learn. • create a comic with their child and reflect on the experience. 	N/A
Approx. 45 minutes	Teacher Prep for the Activity: <ol style="list-style-type: none"> 1. Read all articles thoroughly and prepare any comments or examples to clearly demonstrate. Also consider vocabulary or phrases that might be unfamiliar to caregivers and how to best present. 2. Print <i>Three Ways to Prevent Summer Slide</i> article and <i>Create a Comic Strip</i> handout. 3. Watch <i>Kids Create Comics</i> (1-7) videos. 4. Create a comic sample. <p>Note... All referenced articles and videos are listed below in the Essential Resources section. It is imperative that you review everything before beginning the lesson.</p>	<ol style="list-style-type: none"> 1. Scholastic articles – <i>Three Ways to Prevent Summer Slide</i>, <i>Why Use Comics with Kids? How Comics Strips Help Kids Read and Learn</i>, <i>Create a Comic Strip</i> 2. Variety of writing utensils: Pencils, pens, markers, crayons, colored pencils 3. Electronic device/computer with internet connections
5 minutes	I. Introduce the activity (before) <i>Today we are going to talk about what schools refer to as the Summer Slide. Have you heard this term before? What does it mean to you?</i> <ol style="list-style-type: none"> 1. Define Summer Slide. You can also draw a playground slide to 	<ol style="list-style-type: none"> 1. White board 2. Dry erase markers

and speech bubbles. Here's a tip: Print out multiple copies...



Turn the Page! →

Connecting AE and PE

- **PE:**
 - Activity done in connection to an article on the “summer slide”
 - Gave an example of one strategy parents can use to prevent the summer slide from taking place
- **AE:**
 - After creating the comics, ask learners to read comics to focus on pronunciation
 - Together, look through the wording for grammar and spelling
 - Possible future lessons include based on these comics could include:
 - Present simple tense subject/verb agreement
 - Writing questions with negative and positive answers
 - Capital letters and punctuation for full sentences/questions

Take-home ILA

- Casual to structured take-home ILA – a continuum
- Use a template and have a document for parents to follow
- Introduce the activity for parents
 - What are the objectives, materials, and timeframe for the activity?
 - Explain and model how to do the activity
 - Provide a document that outlines with pictures or easy to follow instructions exactly what parents are to do at home
- Provide a reflection sheet about the activity that also documents time to do the activity

Example
of take-
home
ILA:

Alphabet
Letter-
Word
Game

Three-letter (CVC) Words





Activity!

- Use the blank template with the topic *Learning new words!*
- Examine the objectives and think about an activity you might do to meet part or all of the objective.
- Think about.....
 - How much time will the entire ILA take? By section?
 - What is the target child age for the activity? If there are varied ages, how do you adapt the activity?
 - What materials do you need?
 - How much prep does the teacher have to do?
 - What questions will you ask the parent in the debrief?
 - Think of home activities related to the objectives to extend learning.

For more information:

- Dr. Carol Clymer – cdc22@psu.edu
- Dr. Elisabeth McLean – elg6@psu.edu
 - Emily Wolfe – eap3@psu.edu
- Dr. Anna Kaiper – axk1222@psu.edu

