**FAMILY MATTERS *EVERY CHILD. EVERY PARENT.***

# **ACADEMY OF EDUCATIONAL EXCELLENCE** 728 Parkside Boulevard, Toledo, Ohio 43607

# ***A monthly newsletter from the Department of Special Services***

# VOL. 1 Issue 8 *WORKING TOGETHER FOR FAMILY SUCCESS* FEBRUARY, 2021

*Family Matters* is an outreach effort from the Academy of Educational Excellence– Department of Special Services and its SPED Program. *Family Matters* will provide parents with information about special education and other resources available to assist them to help their children.

  

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|  | **MESSAGE FROM THE DIRECTOR OF SPECIAL SERVICES** **Editor—Family Matters Newsletter**  **Dr. Israel I. Koppisch**iikoppisch@aeetoledo.orgTel: 419-382-2280 |
| ***STRONG PARENTAL INVOLVEMENT IS A KEY COMPONENT OF OUR READING INITIATIVE***Today, perhaps more than ever due to the pandemic and virtual learning, parents play an important role in their child’s education. Gone are the days when it was solely the school’s job to educate. Parents are an active part of the teaching and learning process, which can be challenging combined with all the other tasks of providing for a family. Reading with children and helping them practice specific reading components can dramatically improve their ability to read. Scientific research shows that there are five essential components of reading that children must be taught in order to learn to read. Adults can help children learn to be good readers by systematically practicing these five components:* *Recognizing and using individual sounds to create words, or phonemic awareness. Children need to be taught to hear sounds in words and those words are made up of the smallest parts of sound, or phonemes.*
* *Understanding the relationships between written letters and spoken sounds, or phonics. Children need to be taught the sounds individual printed letters and groups of letters make. Knowing the relationships between letters and sounds helps children to recognize familiar words accurately and automatically, and "decode" new words.*
* *Developing the ability to read a text accurately and quickly, or reading fluency. Children must learn to read words rapidly and accurately in order to understand what is read. When fluent readers read silently, they recognize words automatically. When fluent readers read aloud, they read effortlessly and with expression. Readers who are weak in fluency read slowly, word by word, focusing on decoding words instead of comprehending meaning.*
* *Learning the meaning and pronunciation of words, or vocabulary development. Children need to actively build and expand their knowledge of written and spoken words, what they mean and how they are used.*
* *Acquiring strategies to understand, remember and communicate what is read, or reading comprehension strategies. Children need to be taught comprehension strategies, or the steps good readers use to make sure they understand text. Students who are in control of their own reading comprehension become purposeful, active readers.*

Reading with children is a proven way to promote early literacy. As most parents know however, it’s not always easy to carve out time each day for reading. Luckily, by putting a few simple strategies into action a parent can make a significant contribution to their child’s reading in as little as **20 minutes per day**. CONTINUED FROM JANUARY’S ISSUEThe following ideas are intended to help increase your child’s understanding of reading and writing skills and to develop confidence in learning, while providing parents with a general framework for how to get this all done. Choose two or three of the following strategies and use them throughout the year.1. When reading a book where the print is large, point word by word as you read. This will help the child learn that reading goes from left to right and understand that the word he or she says is the word he or she sees.
2. When you come to a new word, take this opportunity to talk about it in interesting ways that your child will enjoy and learn from. For example, “This big house is called a palace. Who do you think lives in a palace?”.
3. Read a child’s favorite book over and over again. This will provide positive reinforcement and your child will gain confidence as they are able to successfully recognize words.
4. Choose stories with rhyming words and lines that repeat. Invite the child to join in on these parts.
5. Stop and ask about the pictures and about what is happening in the story.
6. Read from a variety of children’s books, including fairy tales, song books, poems, and information books.
7. Set aside special reading time (and a special reading place). Setting a designated reading time helps in several ways. First, it allows a parent to plan their day more effectively and make time for reading. It also helps the child, especially reluctant readers, to think of reading as a normal scheduled daily activity.
8. Read with emotion. Reading with emotion draws a child into the story in a way that is much more memorable and enjoyable. It also helps them to better understand how words can describe something sad, happy, or exciting.
9. Let your child turn the pages. Besides, being enjoyable, this activity helps more active children stay focused on the book.
10. Take your child to the library to check out books. Most popular Children’s books are available at the local library. This is an affordable way to give your child access to a wide range of books. Taking your child to the library also turns reading into a special occasion.

Extension Activities for Bread and Jam for FrancesReading in front of children will encourage your children to read – Indy K12Reading for Meaning with Your Child | Reading Rockets**AT HOME READING SUPPORT FOR PARENTS****GENERAL READING AND WRITING IMPROVEMENT STRATEGIES****READING COMPREHENSION*** Read a story or have your child read
	+ Have your child pick their favorite part
	+ Ask your child to think of alternative solutions to a problem
	+ Have your child predict what will happen next
	+ Ask your child to change the ending
	+ Make up a sequel
* Use audio books to follow along with text
* Have your child make a list of things that could never happen, things that might happen, and things that are sure to happen
* Monitor your child’s reading by:
	+ Asking literal questions about the facts
	+ Asking inferential questions about what they think it means
	+ Asking critical questions about how they might use the information, like:
		- Why did the author choose to use this particular word?
		- How could the author have explained this better?
	+ Compare and contrast movies with previously read books
	+ Provide high interest literature, including magazines
	+ Provide reference materials and activities that encourage your child to use reference skills
	+ Read newspaper articles with your child and discuss events in the news. Discuss:
	+ What is the importance of the news?
	+ What might happen as a result of these events?
	+ What actions might have led to different results?
	+ After watching a movie, have your child retell the movie from beginning to end in the correct order, and using details, describe their favorite scene
	+ While you’re reading to your child or when your child is reading to you, encourage them to create their own movie in their mind; have them draw pictures of the story
	+ When reading together, after each paragraph ask the child ‘wh’ questions (Who? What? Where? When? Why?) to see if they are understanding

Kids can keep learning even during a lockdown. Here's how**WRITING*** Encourage your child to keep a journal (for travel, family events, or feelings)
* Encourage letter writing, pen pals, and thank-you notes
* Have your child write a declarative statement, interrogative question, and exclamatory sentence about a picture in a magazine. An example would be: There is a barn on the farm. What animals live in the barn? There are baby chickens hatching in the barn!
* Have your child write a story, song, poem, or article about a family event and then read it back to an adult
* Have your child write a conversation using correct punctuation. The conversation could be between two of their favorite TV characters, two characters in a book, or even two members of their family
* Students who become interested in certain aspects of the news should be encouraged to write letters requesting information or commending the actions of some person in the news
* Encourage students to write to their Congressperson. Their office staff is glad to supply information about current affairs—new bills being considered, their opinions regarding certain issues, and so on. They will often respond to letters that request information or ask questions.

So, without doubt, reading with children spells success for early literacy. Putting a few simple strategies into action will make a significant difference in helping children develop into good readers and writers. Through reading aloud, providing print materials and promoting positive attitudes about reading and writing, you can have a powerful impact on children's literacy and learning.* Invite your child to read with you every day.
* When reading a book where the print is large, point word by word as you read. This will help the child learn that reading goes from left to right and understand that the word he or she says is the word he or she sees.
* Read a child's favorite book over and over again.
* Read many stories with rhyming words and lines that repeat. Invite the child to join in on these parts. Point, word by word, as he or she reads along with you.
* Discuss new words. For example, "This big house is called a palace. Who do you think lives in a palace?"
* Stop and ask about the pictures and about what is happening in the story.
* Read from a variety of children's books, including fairy tales, songbooks, poems and information books.

***Reading well is at the heart of all learning. A child who can't read well, can't learn.***  |

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| **MESSAGE** **FROM THE INTERVENTION SPECIALIST****Margaret Hallett**mhallett@aeetoledo.org | C:\Users\AEE Principal\Desktop\SPED- 2020-2021\MARGARET HALLET.jpg |
| **ALL CHILDREN CAN LEARN!**Sincerely,Mrs. Margaret Hallett  |
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