

Family Literacy Activities



GRANT RECIPIENTS

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PROGRAM DESCRIPTION

At Open House parents were introduced to this new program. I alleviated their fears about how much time this would take by explaining that it is easy to do and only takes ten minutes each night. Parents were given a demonstration of the 2 parts of the homework. Part one is reading the poem and part two is doing the activities together. Actual activities were used to demonstrate. I also demonstrated how to fill in the reading log and what some important things are to model for students. From that point on, students will take home 2 poem sheets, activity pages and a log sheet each week. All materials needed for the activities would be included in a canvas bag. Log sheets and canvas bags are returned in on Mondays. Log sheets are used to record time they worked on the activities each night as well as a section for parent comments. Weekly log sheets are kept in a 2-pocket folder for each child. Students also share activities they are working on at home weekly. To continue to reinforce the concepts, activities are used as future centers in class. To keep the students motivated throughout the year, incentives are used from bookmarks and stickers to free books. Children would receive points for each weekly assignment completed and can redeem these points for prizes.

NYS STANDARD

ELA Standard 1.02.RE1
ELA Standard 2.02RE1

GRADE LEVEL

First and Second Grade

STUDENTS SERVED

Twenty-two students and families participated in this project

STUDENT OUTCOMES

Students made appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words. This was accomplished by using the interactive games with their parents. These games use letter sound relationships and breaking words into parts. They also interpreted written and oral directions. Students had purposeful oral reading activities. They used phonics and context cues to determine pronunciation and meaning. By directly teaching the phonological codes and making connections to words they know, students will become more fluent readers. By discovering word patterns, students identified and produced all letter sound correspondences. They were able to blend sounds using knowledge of the letter sound correspondences in order to decode unfamiliar words. They also decoded by analogy using what they know about word families to decode unknown words. By repeated reading of poems students developed sight word acquisition and fluency skills. This also helped with comprehension skills.