

PARENT-CHILD READING CLUBS

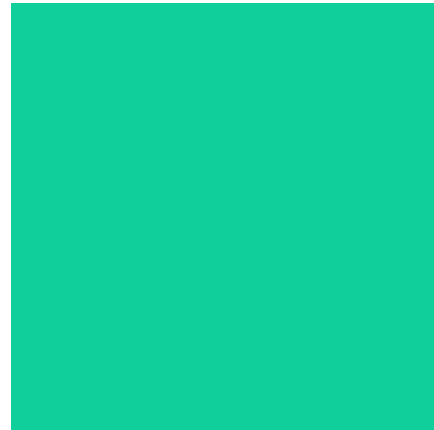
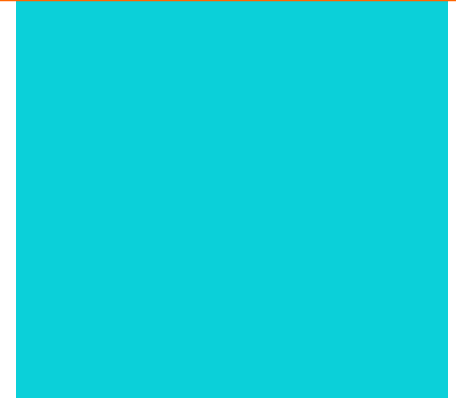
Alice Levine
Family Education Curriculum Specialist

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To discuss at your tables:

- **What do our children need in order to become strong and eager readers?**
- **What do parents need in order to support their children as strong and eager readers?**
- **What are the benefits of having **adult family members** and **children/youth** read together, even once the children are able to read on their own?**



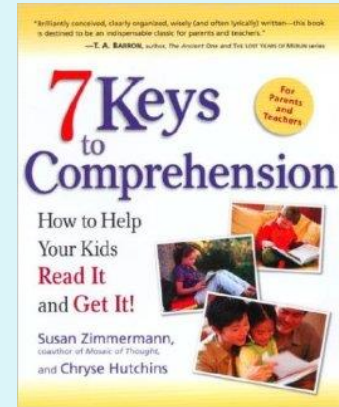
Parent-Child Reading Clubs!
Alice Levine, Family Education Curriculum Specialist
Boston Public Schools Office of Engagement

Parent-Child Clubs: History and Replication

- **2009—Launching of Boston Public Schools Parent University**
- **Summer 2012—Parent University needs assessment**
- **2012-2013—First Parent-Child Reading Clubs**
- **2013-2015—Addition of Parent-Child Math Clubs and training of school-based staff to lead Parent-Child Reading Clubs (in English and in Spanish).**
- **2015-2016—Training of School, Community and Parent Leaders to implement clubs at their sites (in English, in Vietnamese, and in Chinese)**

GOALS of PARENT CHILD READING CLUBS

- To strengthen parents' understanding of how to engage children actively in what they read and to promote deep understanding of text.
- To build children's confidence in reading for deep comprehension and in articulating their thinking.
- To provide the opportunity for parents and children to read and discuss books together that are meaningful to their families.
- To increase adults' and children's excitement about reading and joy in sharing books with their families.



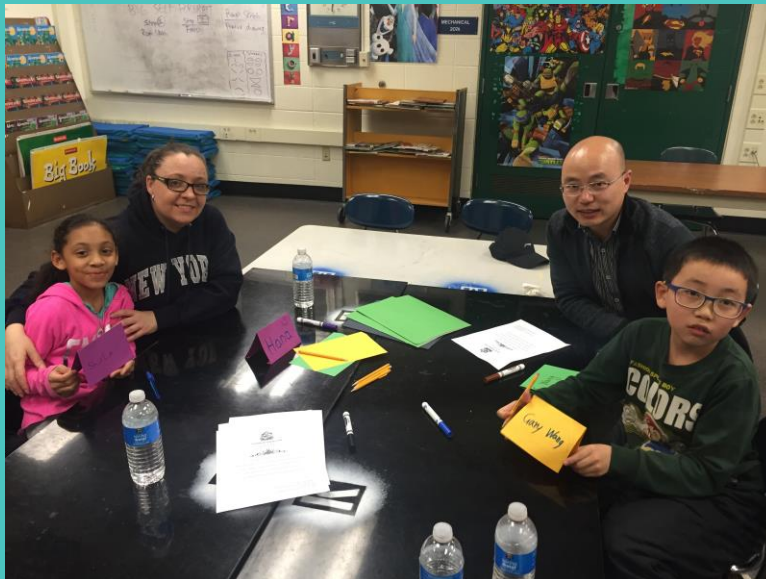
Key Components

- Environment
- Facilitation
- Supports for Family Participation
- Attention to Parent Role
- + • Choice of Books and Activities
- Final Project



Environment

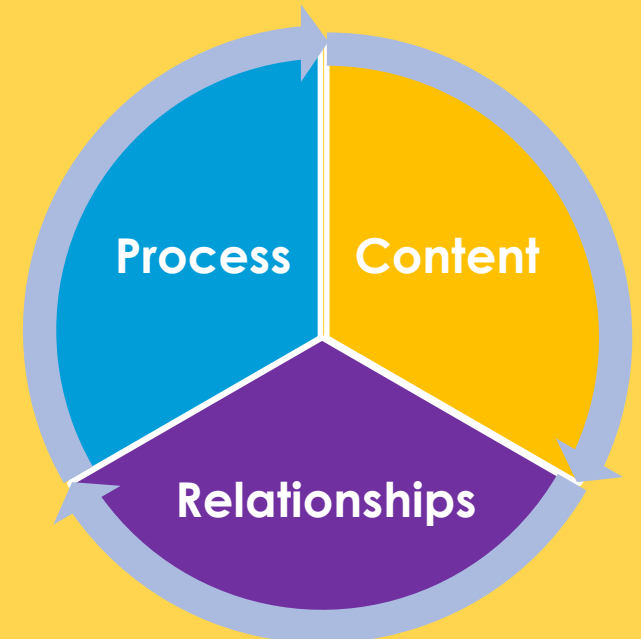
- Fun, engaging, and non-stressful
- Balance of intellectual challenge and psychological safety
- Opportunities for family bonding
- Respectful listening
- Lots of positive feedback



Facilitation

Select facilitators who

- Are passionate about sharing reading with children and families;
- Share a common language (and, where possible, a common culture) with families in the club;
- Can effectively and respectfully engage all participants--adults and children;
- Are reflective and able to adapt facilitation style and activities.



Supports for Family Participation



- Create a ***buzz*** about the club and **reach out personally** to families that you would like to have participate.
- Throughout the duration of the club, **continue to build relationships**, and **communicate with families between sessions**.
- **Provide dinner** for families to make it easier for them to participate. Sharing food also makes for a club atmosphere.
- **Provide childcare** for younger ones, allowing parents to focus on their older children.

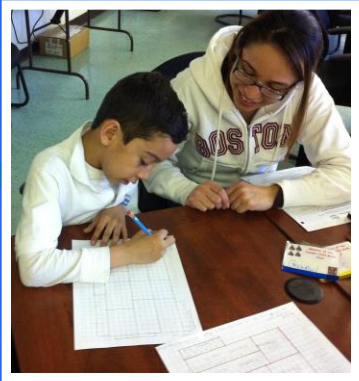


From final evaluation of the first Parent-Child Reading Club:

“Every one of the parents in the focus group recalled having had a positive interaction with the facilitator that marked their initial interest in attending the club, at either a school Open House or on the phone... and remarked on how particularly friendly, energetic, and enthusiastic she was.”

■ Attention to Parent Role

- ❖ In early sessions parents and children work together as learning partners.

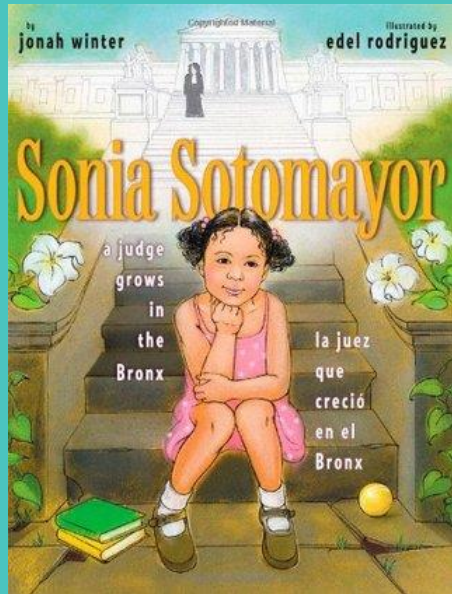


In later sessions parents serve as learning coaches.

Directions for final project:

- The project should reflect the ideas of all family members who are in the club; however, the students should take the lead role!
- Parents should ask their children a lot of questions to help them develop their ideas.





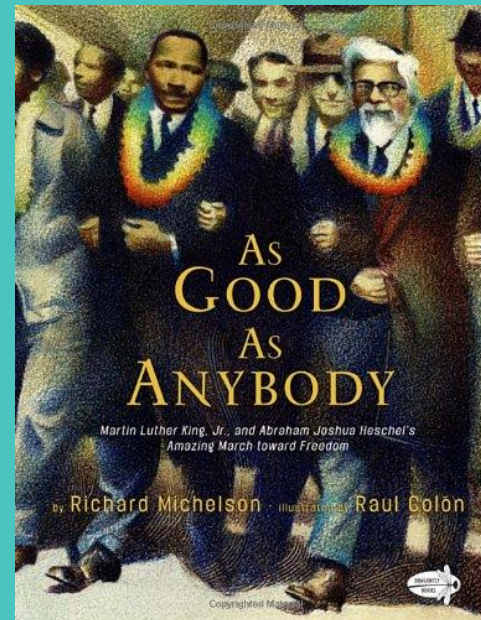
Books and Other Resources

Bilingual books that reflect families' experiences

Books that inspire families and stimulate parent-child conversation



Using a movie as your first sample text: Caine's Arcade



Books that get families to talk about history that is meaningful to them



Activities and discussions that support cultural pride and sharing between generations

- *"I liked that my children learned about our family and our traditions and we could talk about our family in China."*
- *"The club helped my child learn about her second home--Vietnam--and the language."*



Club
theme:
The Five
Senses of
Vietnam



Final Projects: Families Connecting with Books



I Remember

I remember the freedom riders

I remember the buses on fire

I remember going to Georgia

I remember the Holiday Inn

I remember being hungry

I remember people staring

I remember Uncle Martin's smile

I remember being tossed in the air

I remember going to the YMCA

I remember the dinners we shared

I remember listening under the table

I remember my family sounding like instruments

I remember mom telling me to set the table

I remember the food and laughter

I remember being hugged goodbye

I remember daddy going to jail

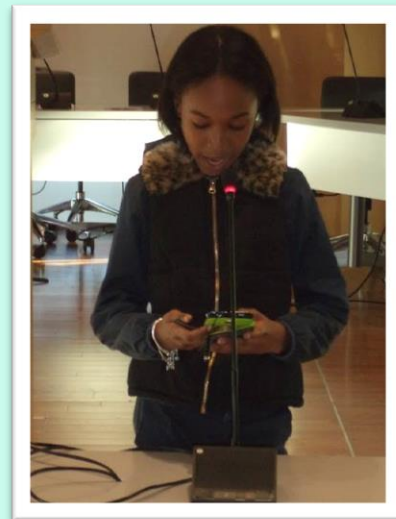
I remember marching

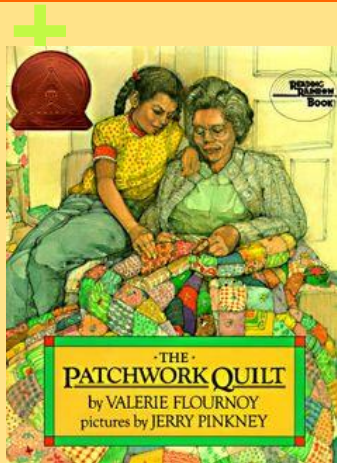
I remember all the different people

I remember the pride in my Civil Rights family

Written by 4th grader and her mother

+ Parent-Child Reading Club Fair!



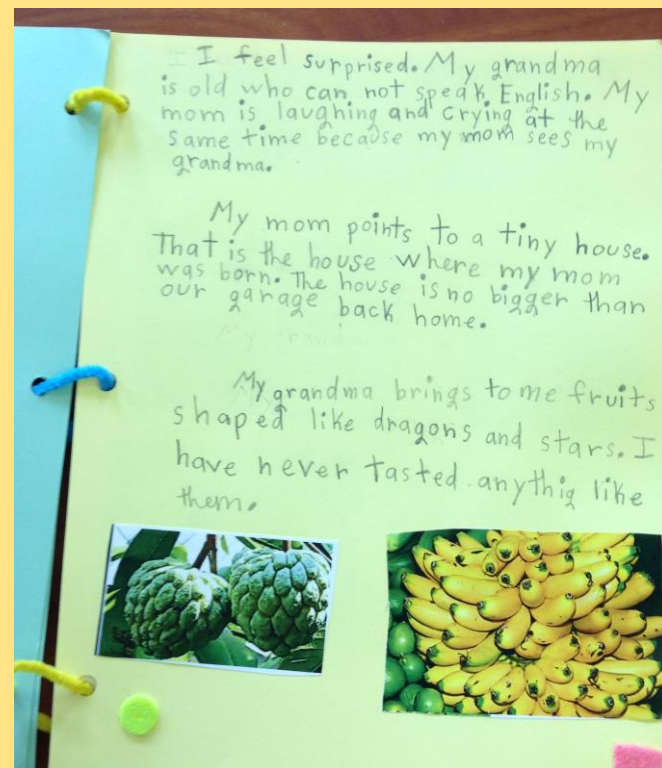
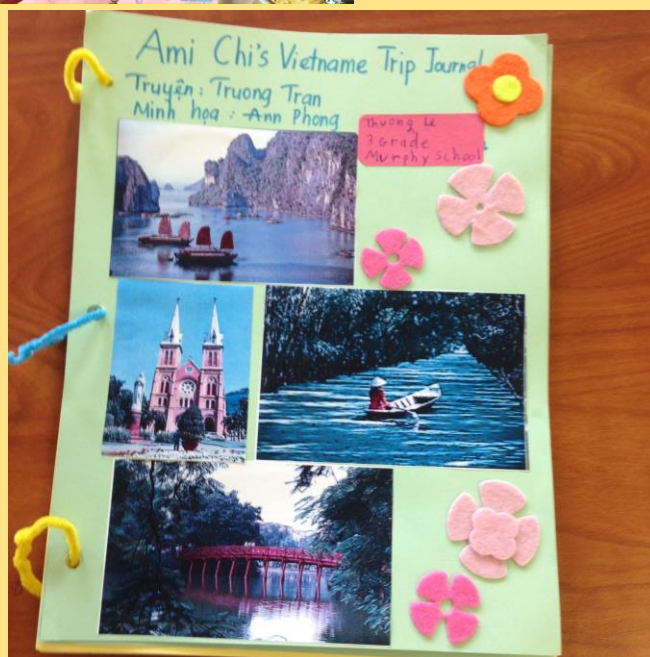


More from the Fair

In the Patchwork Quilt Grandma says, “A quilt won’t forget. It can tell your life story.” How does your quilt tell your family’s story?



Pretend you are Ami Chi. Keep a journal describing what you see each day on your first trip to Vietnam.



Sample Effects on Families and on Student Learning (from focus groups, interviews, club observations, surveys, and written evaluations)

- Students increased their **confidence and motivation** as readers.
- Students strengthened their ability to **articulate their thinking** and their comfort in **presenting ideas** to a group.
- Parents deepened their **understanding of what it means to read for deep comprehension**.
- Parents enhanced **their ability to serve as learning coaches** for their children, helping children to understand text and to articulate their ideas clearly.
- Parents and children **increased their enjoyment of reading and discussing books together**.

Voices of Parents

- **“The small groups really helped him come out of his shell. By the end he was really ready to stand in front of the group. In the classroom, he holds back. That’s why it was surprising to see how quickly he got comfortable.”**
- **“This was my first opportunity to understand how to assist my child more to help her develop her own ideas”**
- **“I really enjoyed the books they chose for the club, and the projects and activities. It gave me an idea of things we can do at home.”**
- **[Getting]“outside of the house away from all the busy-ness of homework, and dinner, and people coming in and out. This became just ‘us time’ and I really enjoyed that, we really did.”**
- **“[I decided to join the Club because] my son was feeling that reading and writing are boring and did not want to do them in school. [Now] he wants me to read to him all the time. The books we read were mind-building.”**

Voices of Children

- After Reading Thank You, Mr. Falker by P. Polacco, a 4th grade boy wrote, “What I learned from Patricia is we share similarities. She had dyslexia and I have a behavioral disability. Like Patricia overcame her dyslexia and grew up to be a famous author, that means I too can grow up and be amazing just like her.”
- **A letter from a child to her mother: “There might have been days where you didn't feel like coming, but once you came I'm sure you loved it because I know I did.”**
- A comment from a child who attended the club with her (non-custodial) dad and her sister: “I didn’t know that reading was something I could share with my dad...and now I do!”
- **A spontaneous comment from a boy during a game played with chopsticks, “Mom, can we play this game at home?”**



Budget

(based on one 8-week club cohort in the fall and one 8-week club cohort in the spring; 10-15 families in each club)

- ❖ **Facilitators:** Utilize salaried family engagement or curriculum and instruction staff and/or pay each teacher or community/parent leader \$1000 a semester to get trained, plan club sessions, and facilitate. (Using 2 co-facilitators is preferable)
- ❖ **Books** for Reading and Writing Club (15+ copies of 2-3 titles): \$400-\$500 for 2 semesters
- ❖ **Dinner** \$3000 for 2 semesters (\$150 per session)
- ❖ **Childcare** \$760 for 2 semesters (@\$15/hr. for 2 ½ hrs. per session)



Taking it to your community: Benefits and challenges



- Does this sound like a model that you would like to try in your community or school?
- Why do you think it would or would not be a good match for your families?
- What are some challenges you imagine that you would face in implementing this model in your district or school?



If you have further questions:



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