



# Parent Ed


Newhall Session 1:

## Creating a Literacy Rich Home Environment

# Schools NEXT: Parent Ed

Who are we?

**Schools Next: Parent Ed** focuses on educating parents to foster balanced literacy and digital habits that support children's overall cognitive, language, and social-emotional development.



There has been a major shift in how  
much and when we read, and that is  
having an impact on children and their  
literacy development

# ***Building habits of mind through reading, for adults and the children we are modeling for...***

**57% of Americans don't read a single book per year.**

**By 2017, the average American spent 17 minutes per day reading books and more than 5 hours on their phone.**



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(Hari, Stolen Focus, 2022: 80)

## *Reading on a screen vs. reading in print*

Reading books (vs. screens) trains the brain to read in one way- linearly, in a sustained fashion.



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By design, reading on a screen trains the brain to “scan and skim”....

## *Reading on a screen vs. reading in print (continued)*

As a result, people understand and remember less of what they absorb on screens.

In elementary school, this is the equivalent of 2/3rds of a year's growth in reading comprehension by 3rd grade.



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Anne Mangen, Professor of Literacy, Univ of Stavanger, Norway (in Hari, Stolen Focus, 2022: 81-82)

# ***Reading print materials helps make deeper connections in brain***



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“Reading in print... reinforces core temporal and spatial dimensions in reading, adding important tactile associations in the young reading circuit, and provides the best possible social and emotional interaction.”

**Maryanne Wolf Building a Biliterate Brain: 172**

## ***Impact of reading on a screen before going to bed***



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**The ambient lighting of the screen makes the brain think that it is time to wake up, rather than go to sleep. This can result in poorer sleep quality, which is especially terrible for children.**

**(Hari, Stolen Focus, 2022)**



# Presenters



Program Manager

Aida Rodriguez



Parent Educator

Cristy Cuellar-Lezcano

# Introductions

Who is in the room?



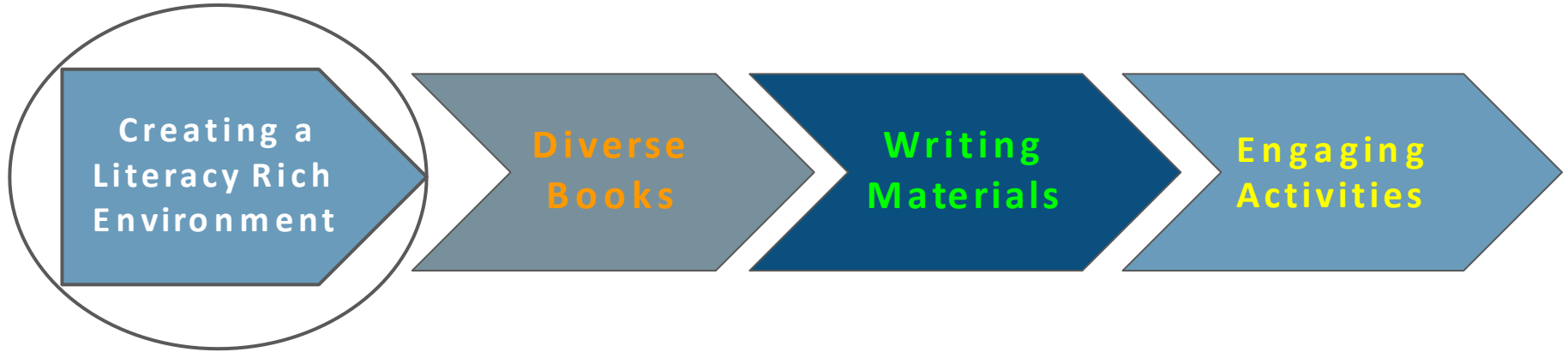
At your table share...

1. Your name
2. Ages of your children
3. (Fun fact, why did you join today, etc?)

# Agenda

1. Introductions and Overview
2. Creating a **Literacy Rich** Home Environment
3. Reflections and NextSteps
4. Closing

# Overview of Session 1



# Creating a Literacy Rich Home Environment

What are your  
earliest  
memories  
about **books**,  
**reading**, or  
**writing** at  
home?

## Think - Pair - Share

- Introduce yourself
- Think about the question
- Introduce yourself to a partner
- Share your thoughts





# What is a literacy rich environment?

LITERACY  
RICH  
environments  
*inspire* and  
*empower*  
learners to  
read and  
write.





# Kids Who Are Read to Before Kindergarten Know 1 Million More Words Than Peers

Readers are leaders.

 Save Article



By [Stephanie Grassullo](#), Contributing Writer

Updated April 5, 2019



## Words they say kids would hear by the time they turn 5:

- Never read to: 4,662 words
- Read to 1 to 2 times a week: 63,570 words
- Read to 3 to 5 times a week: 169,520 words
- Read to daily: 296,660 words
- Read 5 books a day: 1,483,300 words

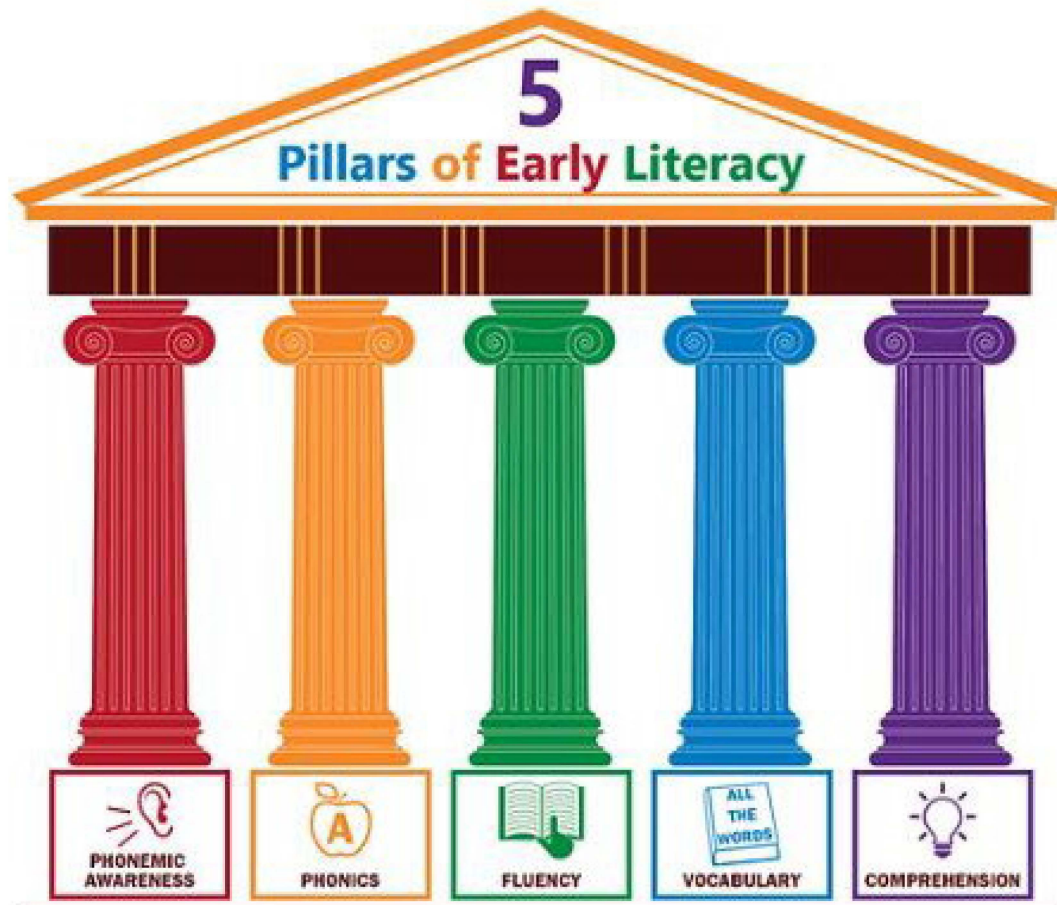
# Benefits of a literacy-rich home:

OSU study estimates that children who are read to every day hear 1.4 million more words by age 5

[Public, School, The LRS Number](#) / By [Miranda Doran-Myers](#) / July 3, 2019



- Develops literacy skills
- Inspires a love of reading
- Promotes self-expression
- Introduces language structure
- Helps children learn concepts of print
- Helps children understand the relationship between symbols and language





# How do I create a literacy rich environment at home?

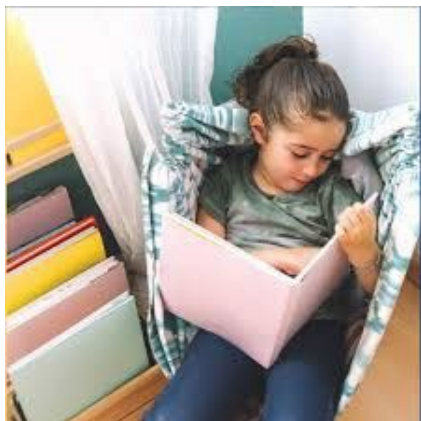
**Display &  
provide  
a variety  
of print  
materials**

Books  
Posters  
Signs  
Labels  
Letters  
Calendars  
Magazines  
Newspapers  
Signs & Charts  
Greeting Cards



**SCHOOLS  
NEXT** →

**RISE**  
SCHOOL PROGRAMS



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SCHOOL PROGRAMS

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**SCHOOLS**  
**NEXT** →

**RISE**  
SCHOOL PROGRAMS





Which ideas  
would you  
implement to  
create a  
literacy rich  
home  
environment?



**SCHOOLS**  
**NEXT** →

**RISE**  
SCHOOL PROGRAMS

# Choosing books for the home library



***Kids read more, understand more, and are more likely to continue reading when they have an opportunity to choose what they read.***



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**88% of kids say they're more likely to finish a book they picked out**

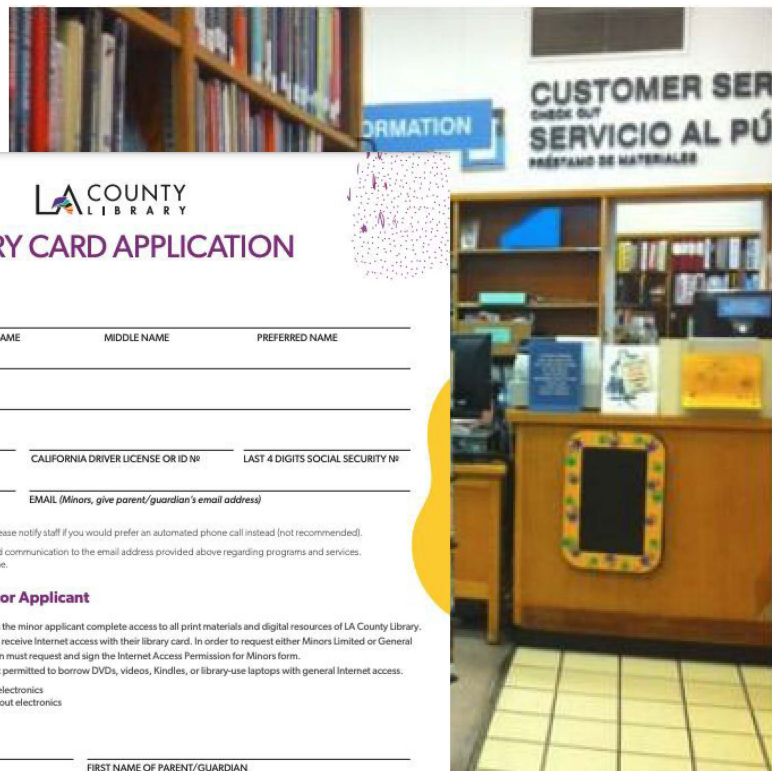
**89% of kids agree their favorite books are the ones they picked out**

# To know what the book is about

- Read a book review
- Read the book
- Show genuine interest and ask your child



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## LIBRARY CARD APPLICATION

PLEASE PRINT CLEARLY

LAST NAME	FIRST NAME	MIDDLE NAME	PREFERRED NAME
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MAILING ADDRESS \_\_\_\_\_

RESIDENCE ADDRESS (if different from above) \_\_\_\_\_

BIRTH DATE (MM/DD/YYYY)	CALIFORNIA DRIVER LICENSE OR ID NO	LAST 4 DIGITS SOCIAL SECURITY NO
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TELEPHONE \_\_\_\_\_ EMAIL (Minors, give parent/guardian's email address) \_\_\_\_\_

Library notices are automatically sent via email. Please notify staff if you would prefer an automated phone call instead (not recommended).  
Please note, by default LA County Library will send communication to the email address provided above regarding programs and services.  
You may unsubscribe from these emails at any time.

### For Parent/Guardian of Minor Applicant

- Library Materials:** This library card entitles the minor applicant complete access to all print materials and digital resources of LA County Library.
- Internet Access:** By default, minors do not receive Internet access with their library card. In order to request either Minors Limited or General Internet access for a minor, parent/guardian must request and sign the Internet Access Permission for Minors form.
- Electronics Use:** By default, minors are not permitted to borrow DVDs, videos, Kindles, or library-use laptops with general Internet access.
  - ☐ My child **is** permitted to check out electronics
  - ☐ My child **is not** permitted to check out electronics

LAST NAME OF PARENT/GUARDIAN	FIRST NAME OF PARENT/GUARDIAN
------------------------------	-------------------------------

ADDRESS OF PARENT/GUARDIAN (if different from above) \_\_\_\_\_

By signing below, I agree to be responsible for all materials charged on my LA County Library card; to report a lost library card at once; to observe Library rules; to pay promptly all charges; and to notify the Library of any name or address changes. This card is non-transferable.

SIGNATURE OF APPLICANT \_\_\_\_\_ DATE \_\_\_\_\_  
(For minors: Signature of Parent/Guardian)

### STAFF USE ONLY

USER CATEGORY				
<input type="checkbox"/> MC_ARGENTINA	<input type="checkbox"/> MC_ARGENTINA	<input type="checkbox"/> MC_ARGENTINA	<input type="checkbox"/> MC_ARGENTINA	<input type="checkbox"/> MC_ARGENTINA
<input type="checkbox"/> VIF	<input type="checkbox"/> STAFF			
INPUT	DATE	REVIEW	DATE	BARCODE

# Increasing writing opportunities at home



# Readers Write and Writers Read

## Model Writing

Let kids see you write grocery lists, journal, jot notes, write letters.

## Storytelling & Reading

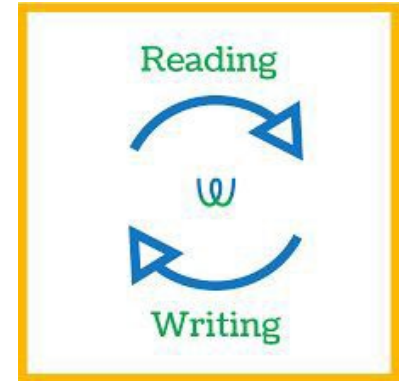
Tell stories, play audio books, and read aloud. This increases understanding of language and how reading and writing are connected.

## Provide Authentic Experiences

Ask kids to write grocery lists, thank you notes, invitations, ideas down for a vacation

## Encourage Lists

Create lists that serve for future writing ideas like - things I love about summer





# Creating Space & Routines To Increase Literacy at Home



Set reading &  
writing spaces

Schedule Time

Use Visual Timers

Set Goals



# Developing Engaging Family Literacy Activities



**SCHOOLS**  
**NEXT** →

**RISE**  
SCHOOL PROGRAMS

# Activities with Young Children

- Read Books & Nursery Rhymes Aloud Together
- Share stories about your day with each other
- Sing, Draw, & Tell Stories
- Play Letter & Word Games

# Activities with Older Children

- Play word games
- Discuss word meanings, books, and movies
- Share stories about your day with each other
- Create word collages

## Next Steps: Bridge to Practice



1. Listen to the question
2. Take 2 minutes to jot down your answers
3. Be prepared to share one of your answers with the group



Select (1) goal.



Create a print-rich home

☐

Choosing books to increase home library

☐

Planning for family activities

☐

Increase writing opportunities at home

☐

Create space & routines

☐

Exit Ticket



I will .....

This will ensure my child....



# Closing

# Reflections



1. What are some big takeaways from today's session?
2. What questions do you have after session 1?



# Select Books!

