

# Interactive Literacy: Fun for Parent and Child!

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<https://ed.psu.edu/research-grants/centers-institutes/goodling-institute>

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**PennState**  
College of Education



# Welcome and Objectives



- Discuss family literacy and its value, especially during the pandemic.
- Review the research that emphasizes the importance of parent engagement
- Explain the different formats for ILA/PACT®
- Explore how to develop ILAs/PACT® activities and link them to adult education, early childhood education, or parent education components.
- Introduce the ILA Toolkit

# What is Family Literacy?

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- 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)
  - Childhood Education
  - **Interactive Literacy Activities (ILA)/  
Parent and Child Together (PACT®) time**
  - Parent Education (often a part of AE and ILA)



# Value of Family literacy

- 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.



# Family Literacy and the Pandemic

- Pandemic demonstrated how critical family literacy is to adult learners who are parents.
- Parents had to learn to navigate the new version of “school” for themselves and their children
- Family Literacy programs uniquely able to support parents with programming targeted to assist them to understand new remote school and learning environments and how to combat the “covid slide”.
- New Goodling Institute Practitioner’s Guide – *What we learned yesterday will guide us today: How family literacy programs can address the COVID-19 slide* [find it on the Goodling website under GI Publications - <https://ed.psu.edu/research-grants/centers-institutes/goodling-institute/> ]

# Research About Parent Involvement

- Literacy activities at home positively influence development in oral language, vocabulary, print awareness, comprehension, and children's views about reading.
- The amount of time spent reading at home is a major predictor of student success in reading, literacy development, and overall learning.
- There are consistent findings regarding the positive effects of parent involvement on children's academic and reading achievement.
- High levels of parent involvement (attending parent-teacher conferences, volunteering, going to school events) predict gains in literacy.

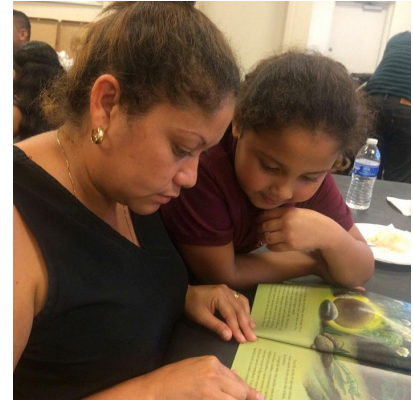


# Interactive Literacy Activities (ILA)

# Why do we do ILA?

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- 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

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- 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

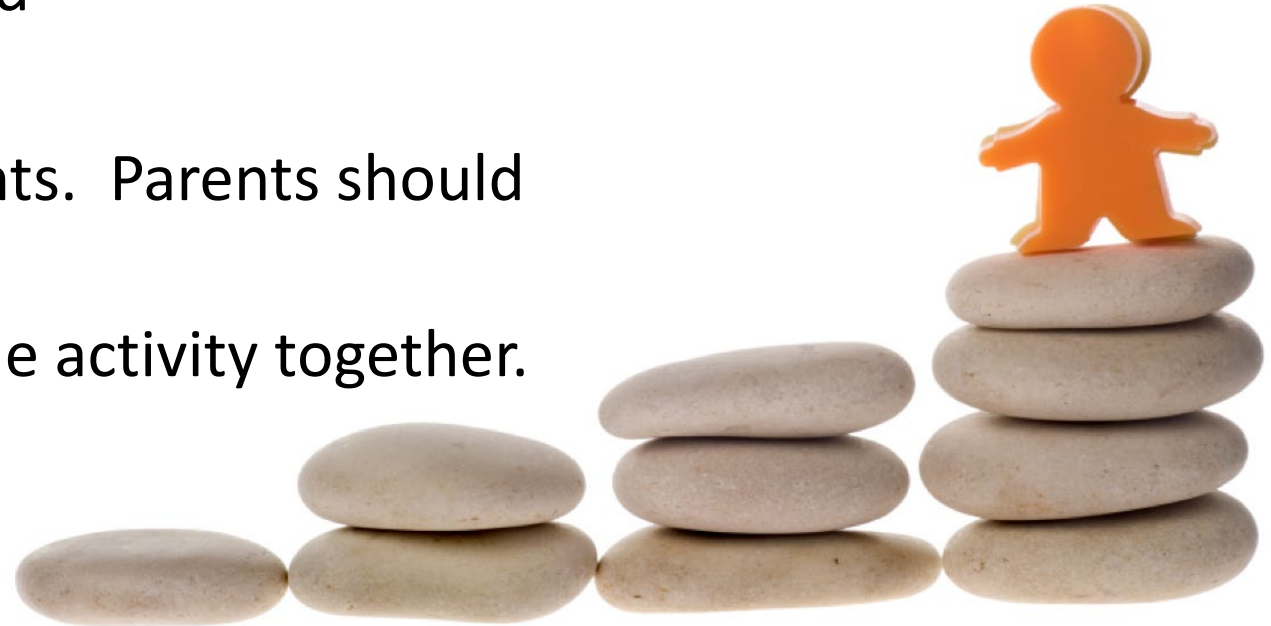


# Developing an ILA

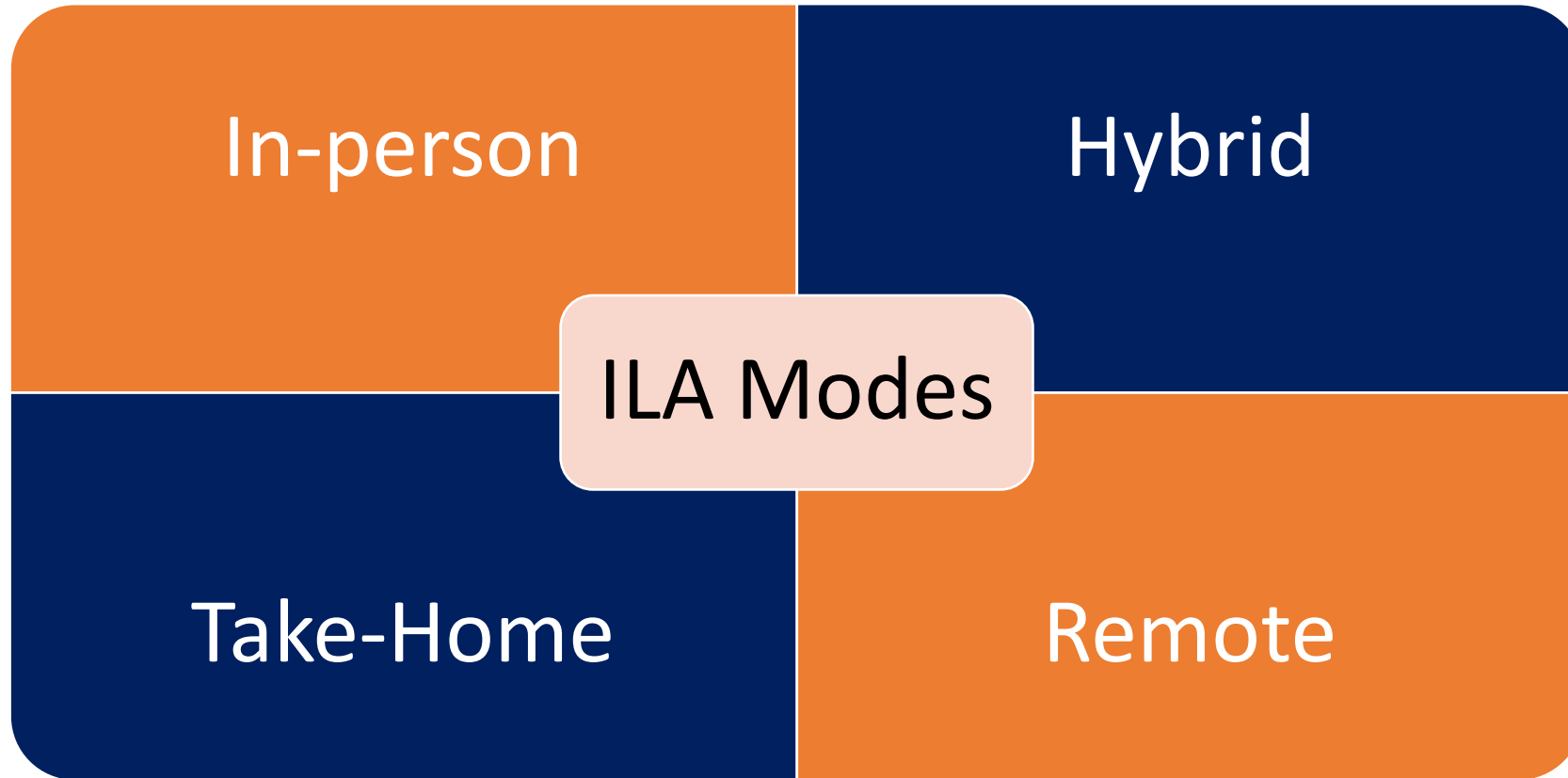
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# Interactive Literacy Activity Development Sequence

- 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.



# Modes of Providing ILAs



# In-Person ILA

- All parts of the ILA occur in-person with the family and child together.
- The activity is discussed and modeled during AE or PE and then the parent and child meet immediately after, or another time is scheduled if the parents and children are not in the same building.
- Parents are provided an opportunity to debrief or provide input about the activity.
- The teacher is present to help guide and scaffold the activity.

# In-Person ILA → Example

## *Beginning Sound Sticks A-Z*

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- Objectives
  - Increase children's understanding of letter-sound correspondence
  - Expand children's vocabulary
  - Practice learning with alphabet
- Prepare the activity
- Explain and model the activity
- Allow time for parents and children to do the activity
- Debrief



# Hybrid ILA

- The topic is introduced and discussed during adult education or parent education class.
- The activity is explained during the lesson including the objectives.
- The activity is presented and modeled for the parents during class
- Parents take home the supplies and engage in the activity at home.

# Hybrid ILA → Example

## *Summer Slide*

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- Introduce and read an article about the summer slide
- In AE, practice grammar and spelling or write about experiences with the summer slide
- Introduce, explain, and model the activity
  - Discuss objectives for parent and child
  - Explain and model the activity
  - Provide examples of what parents will do
- Have parents take the activity home to do with their children
- Discuss the challenges and successes of the activity at the next AE/PE class





# Take-home ILA

- Can be casual to structured take-home ILA – a continuum
- Introduce the activity briefly to parents
  - What are the objectives, materials, and timeframe for the activity?
  - Explain and model how to do the activity
  - Provide a take-home bag and 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

# Take-Home ILA → Example

## *Alphabet Letter-Word Game*

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- Objectives
  - To increase children's understanding of the letter-sound correspondence
  - To assist children to understand the segmenting and blending of sounds
  - To provide children practice identifying beginning sounds of words
- Prep the activity (prepare popsicle sticks with word starts and endings)
- Develop a take-home bag with items and an instruction sheet for parents to follow
- Have parents do the activity at home
- Ask parents to complete a reflection sheet



# Remote ILA

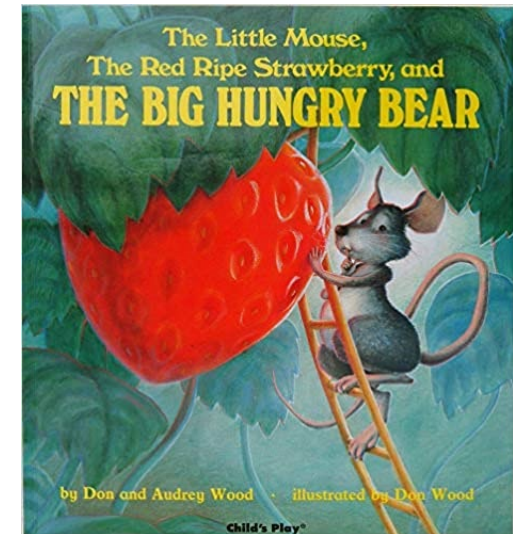
- ILA is entirely online.
- The activity is introduced to the parents online during the adult education, parent education, or ILA component.
- The remote ILA may occur synchronously (live online) or asynchronously (recorded for later viewing).
- Parents can engage in the ILA live with the instructor or on their own later.
- This type of ILA became critical during COVID.

# Remote ILA → Example

## *Storytime and an Activity*

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- Videotape or read live online a story so parents and children can watch together.
- For example, read *The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear* by Audrey Wood and illustrated by Don Wood.
- Read the story and point out illustrated items and letters in the words and pose questions about the story.
- Develop several ideas for activities to be done online live or at home:
  - Draw a picture together of a mouse, a strawberry or a big hungry bear.
  - Develop a PowerPoint that parents can access that has a slide with pictures of items that begin with the letter M (i.e., mouse, map) and a slide with a list of the words for the pictures. Play a matching game!
- Discuss and reflect about the activity in the next class.



# Take-Home Interactive Literacy (ILA) Activity Reflection Sheet

Your Name: \_\_\_\_\_

ILA ACTIVITY #1		
Date:	Start Time:	End Time:
Describe the activity (this can be a planned activity sheet or an everyday activity you might do):		
<b>After the Activity:</b> <ol style="list-style-type: none"><li>1. What do you think about the activity? Why or why not did you like it?</li><li>2. What makes you think your child liked or did not like the activity?</li><li>3. What did you learn about your child?</li><li>4. What do you think your child learned?</li><li>5. Do you have suggestions to make the activity better?</li></ol>		

# 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)



# Connecting AE, PE, and ILA

## ~ EXAMPLE ~

### Parent Education:

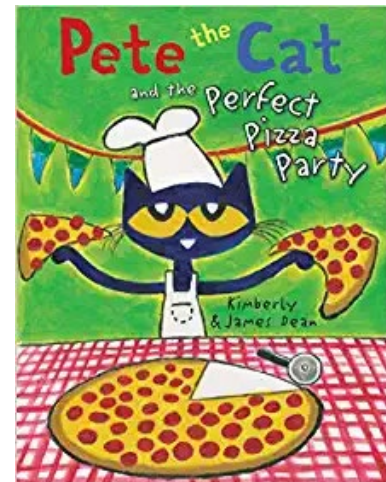
- Talk about healthy eating and fun things to eat.
- Learn about the importance of learning together and eating family style.

### Adult Education:

- Write a recipe and learn new vocabulary words
- Learn to read a label on food in the grocery store.

### ILA:

- Read the book together *Pete the Cat and the Perfect Pizza Party* by James Dean or listen and watch a book reading on Youtube:  
<https://www.youtube.com/watch?v=yrVrFBGi43w>
- Make a pizza together – go to the grocery store, read the recipe, and make the pizza
- Debrief about activity at next PE/AE class.



# ILA Toolkit

- Information connected to
  - Research about ILA and parent engagement
  - Understanding children's language and literacy development
  - Working with ELL families
  - Parent education
- How to develop an ILA
- Modes of engaging in ILA
- Examples of ILA
- URL - [https://ed.psu.edu/sites/default/files/inline-files/ILA%20ToolKit%20FINAL\\_5.pdf](https://ed.psu.edu/sites/default/files/inline-files/ILA%20ToolKit%20FINAL_5.pdf)





# Toolkit Appendix

- Additional resources
- Blank template for ILA development
- Examples of ILAs for each mode
- Examples of ILA educational apps
- Reflection sheet

Time	Content	Materials
	Topic:	
Total Time:	Objectives:	
	Mode (In-person, hybrid, take-home, or remote):	
	Teacher prep for activity	
	I. Introduce the activity (before)	
	II. Activity (steps)	
	III. Debrief (after)	
	IV. Home Activity	

# Resources

- Caspe, M. & Lopez, E.M. (2017). *Seven research-based ways that families promote early literacy*. Global Family Research Project.  
<https://globalfrp.org/content/download/88/593/file/Early+Literacy+Brief+Final.pdf>
- Dial a story – FREE by calling the library’s Dial-A-Story service at 416-395-5400 by the Toronto Public Library:  
<https://www.torontopubliclibrary.ca/services/dial-a-story.jsp>
- Five Easy Ways to help your child develop literacy skills:  
<https://www.maine.gov/msl/libs/pr/posters/lit/flyerA-fillable.pdf>
- Raising a Reader – parent tips for reading with children (8 languages available): <https://www.raisingreaders.org/promoting-a-love-of-reading/parents-families/>

# THANK YOU!!

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