

**Parent University  
John Will Elementary  
October 18, 2021**

***We are in this Together!***

**Today's Agenda:**

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| <b>Welcome</b>                                 | <b>Deidre Jefferson, Principal</b>  |
| <b>Encouraging Reading at Home with ebooks</b> | <b>Erin Rembert, Media Specialist</b>   |
| <b>ELA &amp; Math Tips for Parents</b>         | <b>Angel Germany, ARI Coach<br/>Jasmine Howard, Lead Teacher and Math Intervention<br/>Jennifer Risner, Lead Teacher and Reading Intervention</b> |
| <b>Closing</b>                                 | <b>Deidre Jefferson</b>   |

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**Social Media Information:**

John Will Elementary Website: <https://willelemmcpssal.schoolinsites.com/>

Facebook: [facebook.com/JWDragonsES/](https://www.facebook.com/JWDragonsES/)

Twitter: [@JohnWillDragons](https://twitter.com/JohnWillDragons)

# How can I help my child with **MATH**?

Count your steps as you take a walk. Count by 1's, 2's, 5's, and 10's.

Give your child story problems to try and solve. Have your child explain how to solve the problem.

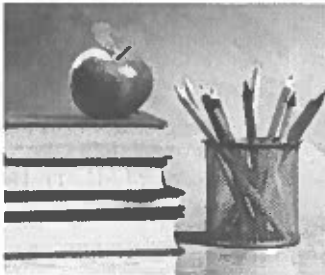
Let your child help you cook. Cooking involves a lot of counting and measuring.

Help your child learn math vocabulary.

Give your child coins to practice counting money.

Have children point out patterns they find.

Show your child that math is in our everyday lives.



# Tips for Helping Children Learn Math Facts

It is extremely difficult to teach students higher order math skills when they are not fluent with their basic facts (addition, subtraction, multiplication and division). If children are not automatic in responding to math facts, their attention is necessarily taken away from the multiple steps necessary to solve more complex problems, causing them to become distracted in solving the problem by having to figure out the answers to facts. If children are not automatic with math facts, it often results in simple, computation errors in higher grade level math. Getting those facts down early is so important!

5

## Mastery - Automaticity

Automaticity is the ability to say the answer to a problem immediately after reading the fact. There should be no hesitation.

6

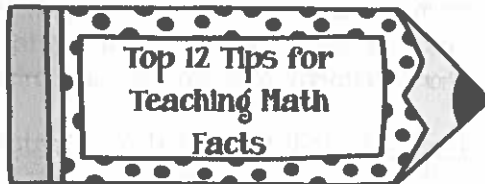
## Set Realistic Goals

It takes time to learn new things. It is important to set goals, but they need to be realistic. Break goals down into what is manageable for your child and that still challenge them.

7

## A Routine For Daily Practice Is Essential

Practice is most effective when it is done regularly. A regular, daily routine is necessary in order to help accomplish this goal.



## Top 12 Tips for Teaching Math Facts

1

### Teach a Limited Number of Math Facts at a Time

There is a big difference between figuring out the answer and memorizing facts. If children have too many facts to learn at one time, they necessarily fall back on figuring out the answer. Instead, we want students to REMEMBER the answers without having to figure them out.

2

### Only Add More Facts As The Previous Set Has Been Mastered

Once students have mastered learning a set of facts, it is now possible to add two or three more facts to be learned. Student success is greatest when there are only two or three new things to add to the sea of material they have already mastered.

3

### Practice Should Be Cumulative

Practice should be set up in a way where facts that have already been learned continue to appear along with the two or three new facts that are being added.

4

### "Memorize" Facts In A Way That Forms A Verbal Chain

Students should always practice the facts by saying the whole problem AND the answer aloud. In this way, a verbal chain is created. As a result of this kind of practice, students hear/sec 8x7 and can't stop from saying/writing 56.

8

## Have A Routine For Corrective Feedback

The absence of feedback can be considerably more harmful to students because it causes children to experience greater amounts of frustration and failure, therefore learning a new skill takes a great deal more practice. Clear, corrective feedback has a positive effect because it shows students how they can be more successful.

9

## Practice Sessions Should Be Short

Students cannot maintain focus on drill for more than 24 minutes at a time. Practice sessions can occur more than one time during the day, but should remain short.

10

## Create a Process For Progress Monitoring

If students are really learning math facts, the number of facts they can answer within a set time period should gradually increase. Periodically, students should be given a timed test of all the facts in the operations they are learning to see if their fluency is improving.

11

## Future Success - Know ALL Facts By 4<sup>th</sup> Grade

Fractions demand instantaneous recognition of multiplication facts, these must be mastered before fractions can be successfully learned.

12

## CELEBRATE SUCCESS!

Students will be motivated to learn math facts if you act like it is important. Finding ways to celebrate success is the best way to demonstrate the importance of learning math facts!

# At Home Activities

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Identified Areas for Improvement: Check all areas that apply.

Phonological Awareness \_\_\_ Letter Naming \_\_\_ Letter Sounds \_\_\_ Nonsense Words \_\_\_

High Frequency Words \_\_\_ Oral Reading Fluency \_\_\_ Vocabulary \_\_\_ Comprehension \_\_\_

## **PHONOLOGICAL AWARENESS:**

- Read books over and over again containing rhymes. As you read, have your child complete the rhyming word at the end of each line. (e.g. Jack and Jill went up the \_\_\_\_\_.)
- How many words can you say that rhyme with \_\_\_\_\_?
- Orally provide pairs of words that rhyme and pairs that do not rhyme (EX: pan/man; pat/boy). Ask, "Do 'pan' and 'man' rhyme? Why? Do 'pat' and 'boy' rhyme? Why not?"
- "Syllable Move." The child stands across the room from you. Say a word, the child claps the syllables, if correct, the child moves that many spaces forward. You continue until the child reaches you and wins the game.
- Play "I Spy" with your child, but instead of giving a color say, "I spy something that starts with the sound, /b/," or "I spy something with these sounds, /d/ /õ/ /g/." Have your child do the same.
- Play the "Silly Name Game." Replace the first letter of each family member's name with a different letter. For example, 'Tob' for 'Bob' or 'Watt' for 'Matt', etc.
- Play Head, Shoulders, Knees and Toes with sounds. Say a word and have your child touch his/her head for the first sound, shoulders for the second sound, knees for the third, and touch toes while saying the complete word.

## **LETTER NAMING:**

- Write letters with your finger on your child's back. Have your child do the same to you.
- Use stores as an opportunity for learning. Ask questions like, "Can you find something that has a letter C? Can you find a word that begins with an M? Can you find something with 4 letters?" Praise all efforts and keep it like a game.

## **LETTER SOUNDS:**

- Use alphabet books and guessing games to give your child practice in matching letters and sounds. A good example is the game, "I am thinking of something that starts with /t/."
- Point out words that begin with the same letter as your child's names (for example, John and jump). Talk about how the beginning sounds of the words are alike.
- Hunting for words - Choose a letter and have your child hunt for five items beginning with that letter sound. As each object is found, help your child write the word on a list. For example, if the target sound is "m", the child might find and write mop, mat, Mom, money, and microwave.

## **NONSENSE WORDS:**

- Show your child how to say each letter sound in a word, starting at the left-hand letter and moving right, and then joining all the sounds together to form the word.
- Build words by using magnetic letters to make a three-letter word on the refrigerator (cat). Have your child read the word and use it in a sentence. Every day change one letter to make a new word. Start by changing only the beginning letter (cat, bat, hat, sat, mat, rat, pat). Then change only the ending letter (pat, pal, pad, pan). Finally, change only the middle letter (pan, pen, pin, pun).
- Sound out words by encouraging your child to identify the vowels (a, e, i, o, u) in words and tell you the sound they would make before trying to sound out the word.

## **ORAL READING:**

- Listen to your child read aloud and write down any words your child reads incorrectly. Look for patterns. What types of words does your child need to practice: words with regularly spelled long and short vowels, words with prefixes or suffixes, or high frequency words?
- Encourage your child to be a word detective by examining words in a text that have a prefix and/or a suffix added. Ask your child to write the word down and draw a square around the prefix, while chatting about what it means. Circle the suffix and discuss its meaning. How does the meaning of the word change when you remove the prefix or suffix?
- Decodable text is a type of text used in beginning reading instruction. Decodable texts are carefully sequenced to progressively incorporate words that are consistent with the letter–sound relationships. [Click here for links](#), compiled by The Reading League, for a list of decodable text sources for students in grades K-2, 3-8, teens, and all ages.

## **HIGH FREQUENCY WORDS/SIGHT WORDS:**

- Tape one or two words written on an index card next to the front door. As EVERYONE in the family leaves or enters the house...ask them to touch the word and yell it out.
- Play concentration with matching sets of sight words.
- Put letters onto a set of Legos and BUILD the words.
- Repeated readings of a high-frequency word phrases help your child develop fluency and proficiency. You can make it a game. See how many ways you can read the phrases in the link. For example, read it like a cheerleader, a baby, a cowboy/girl, a grandparent, a cool teenager, etc. Click the link to phrases and short sentences for repeated reading practice. [High-Frequency Phrases](#)
- Hide two or three sight words around the house (written on an index card, Post-It, or small piece of paper). Have your child search for them. (Hide them in a new place each day).
- Tape words on the wall or ceiling. Turn off the lights. Use a flashlight to shine on the word, then have your child read it.

## **VOCABULARY:**

- Continue to read aloud to your child even after he is able to read independently. Choose books above your child's reading level to build a stronger oral vocabulary. This way, you are teaching him new words and how they are used in context.
- Play hot potato with synonyms. Choose a word and your child has to think of another word that means the same thing. Take turns until neither player can think of another word. For example, you may say, "Cold," and your child might say, "Freezing." Then you could say, "Chilly," and so on. Try the game

again with antonyms (opposites).

- Discuss positional words such as beside, below, under, over, etc. Make it into a game at dinner by asking your child to place his/her fork in different places in relation to his/her plate. Ex: Put your fork above your plate.
- Use trips to everyday places to build vocabulary. Discuss what you are doing and seeing as you are going through the store, for example. "I'm here in the bakery. I can find donuts, cookies, and bread." Ask your child, "What else do you think I could find here?"

### **COMPREHENSION:**

- Sequence events by talking about errands that you will run each day. Use sequencing words (sequence, first, next, last, finally, beginning, middle, end) when describing your trip. For example, you might say, "We are going to make three stops. First, we will go to the gas station. Next, we will go to the bank. Finally, we will go to the grocery store."
- Build every day comprehension by asking your child who, what, when, where, why, how questions about an event in his/her day. For example, if your child attended a party, you could ask, "Who was there? What did you do? When did you have cake? Where did you go? Why did the invitation have dogs on it? How did the birthday child like the presents?" Once your child is comfortable answering these questions about his/ her experiences, try asking these questions about a book you've read together.
- When you read aloud to your child, talk about what you are thinking. It is your opportunity to show your child that reading is a lot more than just figuring out the words. Describe how you feel about what's going on in the book, what you think will happen next, or what you thought about a character's choice.
- After reading, ask your child, "What was your favorite part? Show me. Why do you like that part?"
- Help your child make connections to his/her life experience while reading. You could say, "Is there anything you read in the story that reminds you of something? The boy who went to the zoo with his family reminds me of when we went to the zoo over the summer. What do you think?"
- As you are reading, think out loud to your child. Ask questions such as, "I wonder why the boy is crying in the picture? Will he find his lost toy?" This demonstrates that reading comprehension is an active process, not passive.

# Free Websites for parents

[Starfall.com](https://www.starfall.com)

[Abcya.com](https://www.abcya.com)

[TIMEforkids.com](https://www.timeforkids.com)

[Scholastic.com](https://www.scholastic.com)

[Funbrain.com](https://www.funbrain.com)

[Getepic.com](https://www.getepic.com)

[Readinga-z.com](https://www.readinga-z.com) (free trial)

[ReadingRockets.org](https://www.readingrockets.org)

[Thereadingleague.org](https://www.thereadingleague.org)