



Strengthening Early Literacy Through Family and Community Partnerships

Speech, Literacy, Play
Summer Summit



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CENTER**

Welcome & Objectives



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Objectives

- **Identify** evidence-based strategies for engaging families and communities in the development of early literacy skills.
- **Describe** the relationship between family involvement, culturally responsive practices, and emergent literacy outcomes in young children.
- **Develop** a plan for implementing collaborative, literacy-rich experiences that extend beyond the classroom and support language and print awareness at home and in the community.



Initiative

- What's ***one word*** that comes to mind when you think of family and community engagement?



The Power of Families in Early Literacy



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Research

- Consistent **family involvement** significantly boosts literacy outcomes.
- Activities like **reading aloud, storytelling, library visits, and educational games** enhance vocabulary, comprehension, and phonemic awareness.
- **Low-income families** see even greater benefits when involved, helping close achievement gaps.
- **Trusting partnerships** between families and educators foster motivation, confidence, and a love for reading.
- **Implications for Practice:**
 - Encourage **interactive reading** at home.
 - Build **culturally responsive programs** to support diverse families.
 - Strengthen **home-school connections** through events, communication, and shared decision-making.



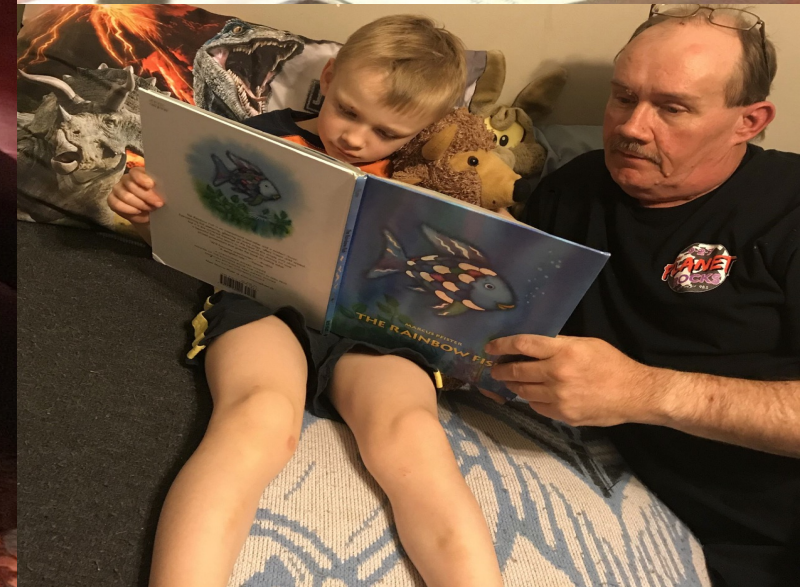
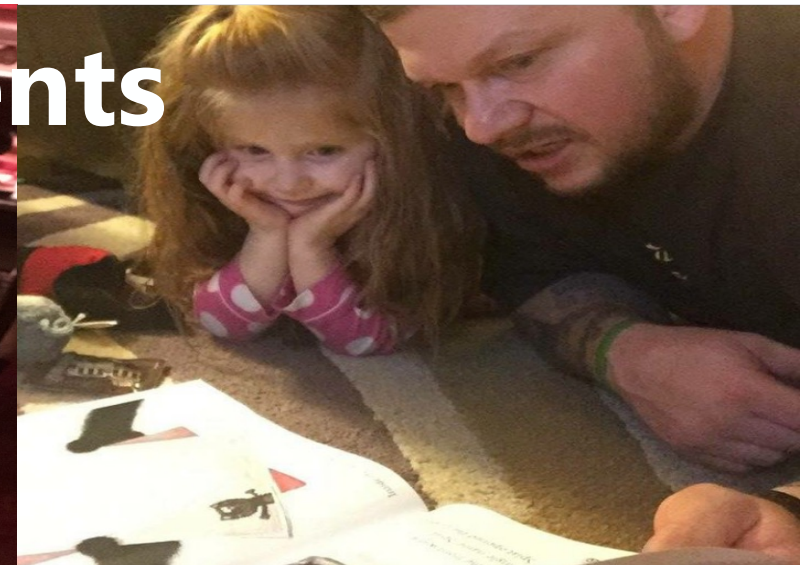


Traveling Marco



Oral Language Expression

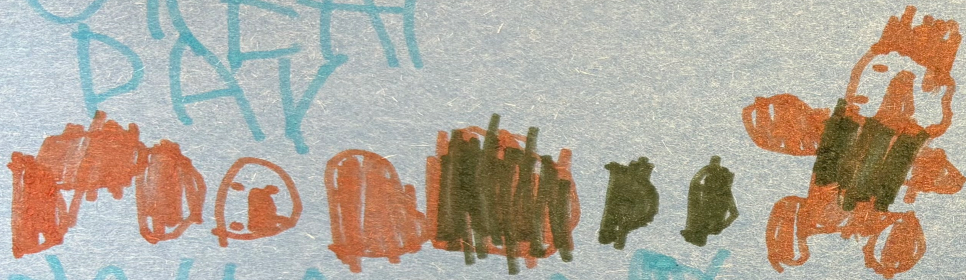
Shared Reading Moments





Choice and Ownership

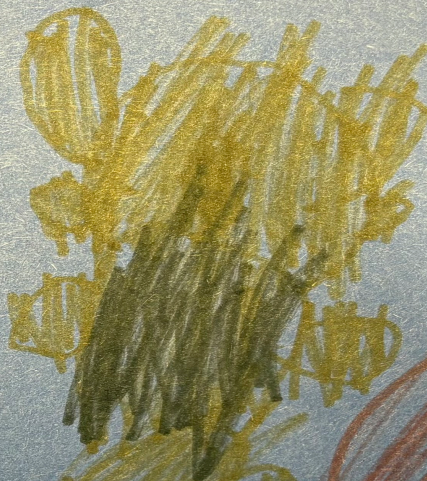
HAVE A
GREAT
DAY



PLEASE ADM
DADDY
MOMMY

MARCO

BOGDAN



WATSON
MOMMY



Nolan

Nolan 2/24



Marco's Strategies- CSPAR

Using the names of story parts can help your child develop a sense of how stories come together. The following examples use *The Three Little Pigs*.

C- Characters

This story is about three little pigs. They are the *characters*. The *characters* are who the story is about.

S- Setting

These little pigs live in the country. The country is the *setting* of this story. The *setting* is where the story happens.

P- Problem

Uh-oh, there's a *problem*! The wolf is trying to get into the pig's house.

A- Actions

Let's read about the *actions* that the pig does to try to keep the wolf out of his house.

R- Resolution

The wolf ran away and the pigs can live happily ever after! That is the *resolution*. The *resolution* is how the story ends.

Marco's Strategies- POP

P- Point

O- Out

P- Print

Drawing attention to print in your child's environment builds print awareness! POP can be used during book reading and other daily activities.

Things your child needs to learn about print:

- Books are used in specific ways
 - They are held right side up
 - They are read front to back
- Print is read in a specific order
 - We read from left to right and top to bottom
- Print includes letters, words, spaces, and punctuation marks
 - Letters have names
 - Words are separated by spaces

Here are some ideas for using POP in book reading:

- Point out the front of the book
- Point out the title
- Point out the names of the author and illustrator
- Tracking with your finger as you read
- Explain that print in speech balloons tells us what the character is saying
- Explain the meaning of punctuation marks

Marco's Strategies- SSTaRS

S- Stress. Pause before and after the word to draw attention to it. Example:
“She could see many*pedestrians*.... on the sidewalk.”

S- Show. Point to a picture and act it out

T- Tell. Name the category or define the word. Then use familiar words with the new word. Provide more details. Talk about what the word is and what it is not.

aR- and Relate. Relate the word to experiences that your child has had. Talk about other ways that the word could be used.

S- Say it again. Use the word before, during, and after book-reading. Read the book again. Use the word throughout the day

Other Ways to Empower Families in Early Literacy

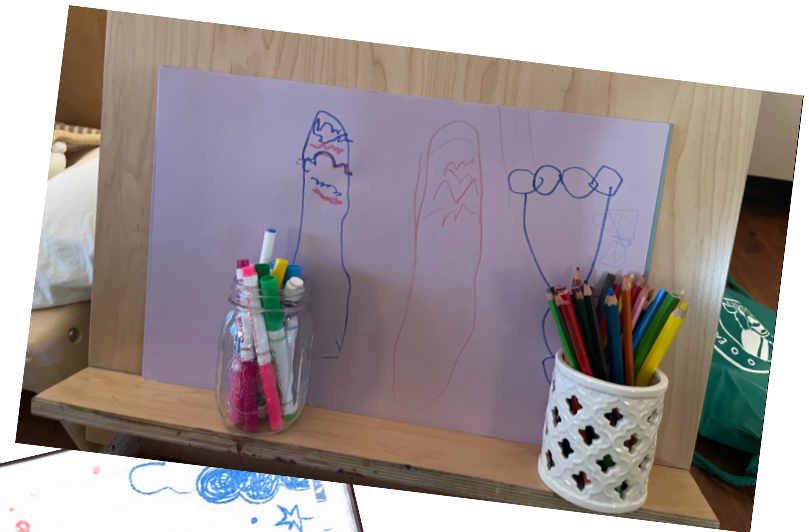


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Family Nights



Message Center



Mystery Reader





Boats

Yesterday, the children constructed boats out of recycled materials. Many of them thought their boats would "float" in water, so today, they tested their predictions. One child said, "I knew mine would float!" Another child explained, "Mine didn't float, it sunk. It's a submarine." The children worked together offering turns to sink and float boats. Question(s): What did you notice about the boats?



The Magic Tree House

The children continued adventuring with Jack and Annie today. During Morning Exploration, they used recycled materials to make a castle. One child explained, "This is the 'lion pool', and this is where the guard sleeps." During Group Time, they listened to more of *The Knight at Dawn* and made connections about three new characters: "Squinty, Red, and Mustache". These guards have **squinty** eyes, a **red** face, and a **long mustache**. The children wondered about their names. One child said, "I think he has a red face because he must be angry." Another child shared, "his eyes look like this" and demonstrated, "barely opening" his eyes. Question(s): Why do you think Red has a red face? What has happened in the castle, so far?



February 26, 2024



My Day

MUEE STEAM Center @ Explorer Academy



Flower Exploration

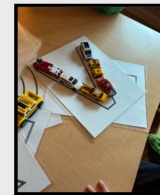
The children explored a variety of flower provocations today. They started by using observation tools to further explore the flowers. "These tweezers are putting the flower in the jar," a child shared. Next, the children used flowers as paintbrushes to create a picture. Finally, they used flowers outside at the mud kitchen by adding water, glitter, and essential oil. One child said, "I'm making soup for us." Another child said, "The flower is mixing it up."

Questions: How did you explore flowers today? Tell me your favorite way you explore a flower today.

Transportation Project

After exploring tools during innovation time, the children relaunched the transportation project. "These tools help fix cars," a child shared. The children worked together to build a car today. One child said, "I'm working on the engine. Something is inside of it." Other children used cars to trace and fill letters. "My cars made the letter V," a child shared. Another child added, "You used 6 cars."

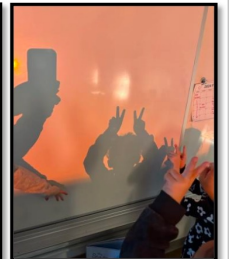
Questions: How did you work with transportation today?



Introduction to Light and Shadows

The children developed an interest in light and shadows after using the reading projector last week. Today, they were introduced to a different projector and were invited to share their notices and wonders. "I see a lot of shadows," a child shared. Another child suggested, "Let's make it a movie theater. I'm making a dog for the movie with my hands."

Questions: What did you notice about shadows? How did you explore light today?



Community Partnerships



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Project Healthy Kids





Local Libraries

Community Events





Your Turn!

Think about a way you have involved families or community in early literacy experiences. Work with a partner to create a “My Day” to send home to families about that experience, along with open-ended questions for reflection.

My Day

MUEE STEAM Center @ Explorer Academy

Problem-Solving with the Bike and Scooter

Gross motor experiences, specifically the bike and scooter, are a PreK Crew favorite. Conflict arises quickly with only having one of each, but the children have mastered working through this problem. Today they added their name to the signup sheet if they wanted a turn. One child shared, “I wrote my name all by myself.” Another child asked, “Which one is for the scooter?”

Questions: How did you wait for a turn with the bike or scooter today? Which one did you sign up for?

Traveling Marco

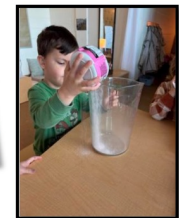
Yesterday Marco traveled home with a friend but first needed to make a stop at the dentist. He helped his friend be brave while she had her teeth checked and cleaned. She shared, “I’m wearing these glasses to protect my eyes. Marco makes me brave.” Marco will complete his last travel experience on Wednesday.



Comparing and Contrasting Lemonade Flavors

The children have been asking to make lemonade again and today they were invited to make pink lemonade. They shared notices as they worked together to make it. “The powder is pink but it’s turning red with the water,” a child shouted. The children compared regular lemonade and pink lemonade at group time. “Regular lemonade looks like lemons. It’s yellow,” a child said. After tasting the lemonade, everyone came to an agreement that pink lemonade tastes better.

Questions: How are the lemonades different? What makes them the same?



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