

**“I Can Read 100 Words” Challenge
Parents/Guardians Kick-off Meetings
May 1, 2007**

Outline

Goal: Orient parents/guardians to the I Can Read 100 Words Challenge in Ms. Wright’s first grade class at the Trotter School, Dorchester

Objectives: 1)Parents/Guardians will be able to name the 5 components of reading development and how sight words fit into this process; 2)Parents/Guardians will learn at least five strategies to help their children learn the words. These strategies are part of a “kit” they receive; 3)Parents/Guardians will be able to try out the strategies with their children during the meeting; 4)Parents/Guardians will know how the process will work in the classroom including the use of incentives for the children.

I. Introductions/Warm-Up

Maria will name workshop and what is about. As a warm-up, parents will say their names, the name of their child and/or other children.

Go over agenda as a transition to next piece.

II. Five Components of Reading – Five Skills Children Need to be good readers by 3rd grade.

Unveil graphic in newsprint of the 5 Components of Reading and their definitions.

Phonemic Awareness - how language sounds. Before your child ever sees a word on a page, she/he would have heard thousands of sounds.

Phonics – how letters represent sounds. That’s when they start paying attention to print – around 4 years old

Fluency – reading accurately and fast. Your first grader, as a beginner reader, is reading kind of slowly, with jerky stops and starts. That’s okay for right now. However, you know that the goal is for him/her to read smoothly and easily. This is where learning to recognize quickly the most commonly used words come in. That’s what sight words are and we’ll talk more about that in a little while.

Vocabulary - The knowledge of words and what they mean. Research has shown that kindergarteners need to know the meaning of about 2,000 words. That number jumps to about 10,000 words by the end of first grade.

Comprehension – The ability to understand what you read. It’s not just about knowing meaning of individual words – that’s vocabulary – but the shades of meaning that are imparted when all those words are put together. If your child can decode – or sound out the words in a page but doesn’t understand what they mean, then she/he is not really reading, right?

III. Sight Words – what are they?

Sight words are those that occur frequently in reading and are often non-phonetic so they must be recognized by sight.

Research has shown that when beginning readers are learning letter-sound correspondences, they usually perfect that skill on text that contains highly familiar words.

Although first graders in Ms. Wright’s class have been exposed to these words since September, some children have to learn them all. With the “I can read 100 words” challenge, we will engage the children and their families in a series of activities in a final push to learn all of the words by the end of the year.

IV. Reading to your child – So, you know it’s important, but how to fit it in with all the other responsibilities.

Brainstorm with parents how they fit in reading - Maria shows the WeReadTogether books – demo?

V. The campaign – activities to support your child

Maria will go over list and model them. She may start with the more fun ones such as the activities with movement for the parents to do.

There are 110 words on the list and they have been divided into 5 sets of words (4 sets with 23 words and 1 set with 20 words). These sets of words correspond to the rows on the entire list. The idea is that you will coach your child every day on that week’s set of words. Here are some ideas:

VI. Wrap -Up

Maria goes over the process in the classroom

VII. Trying it out

The children are brought in and parents try out the activities.

VIII. Evaluation