Supporting your Child’s learning at Home

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Building a Bridge:

Coaching Your Child



Math

When your child encounters difficulty in math, pause and consider these questions:

Q: Is it a concept issue?

A: If your child is having difficulty understanding the concept (of addition, or decimals, or adding fractions, etc), use a model to represent the number or concept. Examples: a hundreds chart, counters, fraction blocks, etc

Q: Is it a process, or procedural, issue?

A: Typically, a process issue is a concept issue in disguise. However, if a student truly understands the concept but has difficulty following a math procedure, coach your student through the process a few problems at a time, being sure to connect the procedure with conceptual understanding.

Q: Is it a problem solving issue?

A: First, is your child having difficulty with reading the problem? Is so, read the problem to, or with, your student.

Once you know that your child has read the problem, isolate the issue by asking yourself these questions:

Does your child know what information s/he has?

Does your child understand what information s/he needs?

Does s/he know how to get from one to the other?

MATH

*Brian Dea and Kristina Baham, SRVUSD, 2012*

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Reading

Finding books that kids love to read is a like a treasure hunt! Time, effort, and patience are required, but the treasure is priceless!

Here are a few resources to guide your hunt:

[www.guysread.com](http://www.guysread.com)

[www.scholastic.com/bookwizard/](http://www.scholastic.com/bookwizard/)

[www.audible.com](http://www.audible.com) and iTunes (audio books)

[www.reading.org/Resources/Booklists.aspx](http://www.reading.org/Resources/Booklists.aspx)

\*Local libraries and booksellers

READING

As you support your child with reading, consider the following questions:

Q: How can I coach my student with decoding?

*A: When your child needs support solving a word, instead of saying “sound it out”, try using prompts that teach and support your student (see attached handout).*

Q: How can I support my student’s fluency (ability to group words in phrases, expression, pace)?

A: Reread familiar texts. When a student is comfortable with a text, it is easier to focus on practicing fluency strategies. Encourage your student to pay attention to punctuation, “scoop” words together to improve phrasing, and “read like you are talking” to practice expression.

Q: How can I support my student’s comprehension (understanding of the text)?

A: Talk to your child about his/her reading. Let him/her know before reading that you plan to have a conversation about the text. Pose a question BEFORE the child reads so s/he can be prepared for the conversation. See attached handout for comprehension questions.

*Kristina Baham, SRVUSD, 2012*

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Prompts and Questions For Talking About Reading

INFERRING

(For a narrative text) Can you predict what is about to happen next? Why did you make that prediction? Can you point to something in the book that helped you to make that prediction? OR What do you already know that helped you make that prediction?

Why did (the character) do that? What did the author mean by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

(Character name) must be feeling \_\_\_\_\_\_\_\_\_\_\_\_. Are there clues that help us to know that?

What’s going to happen next? What must have taken place before \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? Is there evidence in the story that helps you to know that? What do you think that (character) meant by \_\_\_\_\_\_\_\_\_\_? ... felt about \_\_\_\_\_\_\_\_\_\_?

... thought about \_\_\_\_\_\_\_\_\_\_\_\_\_\_? ... will do about \_\_\_\_\_\_\_\_?

SUMMARIZING

In general, what is this story about? What is the problem to be solved in this story? Is there a solution?

What has happened so far? Who did what? What makes you think so?

What do you wonder about after reading so far? What is the most important point in this story or passage?

SYNTHESIZING

Is there anything you understand in a new way from reading this story? What ideas (or concepts, of feelings) are most interesting to you? Why?

Does (a historical event or personal experience) make more sense after reading this?

What is something that you understand better after reading this? What is confusing about this story or event?

What picture comes to your mind when thinking about how (character)

\_\_\_\_\_\_\_\_? What are the reasons that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_happened?

Does this book make you think of anything that has happened to you? Does this story remind you of anything else you have read?

ANALYZING

What things would make everyone like this book? Describe the writing style of this author.

The author makes you feel as if you were there by \_\_\_\_\_\_\_\_\_\_\_\_\_. What are some examples of rich, colorful, or great language that makes this a good passage to read?

What are the critical points in the plot? How doe4s the story unfold?

CRITIQUING

Would people in your life act this way? What is unbelievable about this text?

Should other kids read this? Why or why not? What makes this (book, story, biography) authentic or real?

What important information is missing? What would have made this story more interesting to read?

What parts of the story show the attitude of the author? What are the words or phrases that you really liked? That made you feel?

*Above information paraphrased from guiding Readers and Writers by Fountas and Pinnell, What Really Matters for Struggling Readers by Allington, and Mosaic of Thought by Keene and Zimmerman.*

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Decoding Strategies

* Do a picture walk of the book BEFORE reading. This will help prepare the child to decode by familiarizing her with the meaning of the text.
* Use a reading finger or pointer to point under each word as you read.
* Look at the beginning and ending sound of the word.
* Look for words you know to help you read new words.
* Look through the whole word.
* Get your mouth ready.
* Check the picture and ask, “Does that make sense?”
* Ask yourself, “Does that sound right?”

*Kristina Baham, SRVUSD, 2012*