



ZOOM-ROOM ACTIVITY 2

FIND THE LINK TO A READING GOAL

Which activity—**A** or **B**—might work well in one of YOUR schools?

- What is the **GOAL** of the activity?
- How might the activity have to change in your school?

Activity A

Literacy Night: Under the Big Top or Fall into Reading (Family Reading Night) Types 2, 3, & 4

Help parents see how students use literacy skills across the curriculum. In Reading/ELA students wrote and presented poems related to the circus or carnival. In Science, students studied and reported on circus performers' bodies/muscles to do their acts. In Math, students studied and reported on fractions and decimals linked to circus carnival snacks. Students presented their work. Parents picked up follow-up materials on how they and students can practice specific grade-level skills at home.

Activity B

Seussational Extravaganza or Grandparents' Favorite Children's Stories/Books (Family and Community Reading Day) Types 3 & 6

Volunteers shared their love of reading. Parents, other family members, and/or community partners came to school to read from and explain why a Seuss book or other children's book was their favorite when they were about the age of the students in the class. Volunteers were prepared to do their readings. Children asked questions about the books or about the volunteers' memories of school and reading.

Why did your group think **Activity A** or **B** would be of interest to your schools?

What design element(s) would need to change to engage your schools' families?

ENGAGING IN READING AT HOME AND IN THE COMMUNITY

Which activity—**C** or **D** or **E**—might work well in YOUR schools?

- What is the **GOAL** of the activity?
- How might the activity have to change in your school?

Activity C

Accelerated Reading (AR) Program (Types 2 & 4)

Motivate students to read for pleasure and improve literacy skills. Teachers guide parents to read with their child and/or discuss the books that their child is reading. Parents can go online to monitor their child's reading progress and see the AR tests that enable students to advance to next reading level.

Activity D

One School, One Book (Types 2 & 4)

Increase discussions as teachers, students, parents, and others read the same book. One example in the middle grades is *Wonder* (by R. J. Palacio). The book encourages discussions of difficult topics in the teen years—friendship, understanding, growing up, and being “yourself.”

Activity E

Read for a Bead (Types 2, 4, & 6)

Students visit community partners who volunteered to have students visit their locations and report on a book they read in the past months. Students collect a colorful bead from each location, and after reporting 4-5 books may create a necklace or key chain of their beads.

Why did your group think **Activity C, D, or E** would be of interest to your schools?

What design element(s) would need to change to engage your schools' families?
