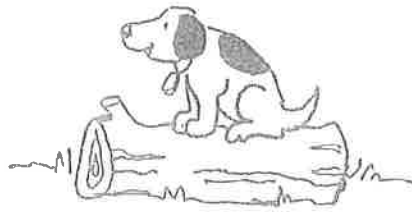


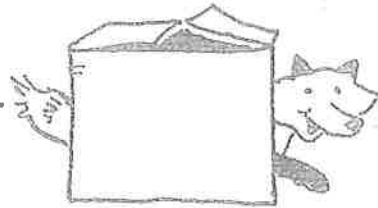
Τη δογ σατ ον α λογ.



Τη χατ σατ ιν α ηατ.



Βυτ τη φοξ σατ βεηινδ τη βοξ.



Τη δογ σατ ον α λογ.



Τη χατ σατ ιν α ηατ.



Βυτ τη φοξ σατ βεηινδ τη βοξ.



# Parent Involvement

Parents play a key role in the development of reading skills in young children. They help provide critical background knowledge and real-life experiences that beginning readers need in decoding and understanding printed text. Family discussions and storytelling also help create excitement and enthusiasm for both spoken and written language.

## Introducing Parents to Reading Strategies

At the beginning of the year, invite parents to school to discuss reading strategies. Photocopy and share the following example to illustrate the difficulty of reading and understanding unfamiliar print.

Τη δoγ σατ ον α λογ.



Τη χατ σατ ιν α ηατ.



Βυτ τη φοξ σατ βεηινδ τη βοξ.



Explain to parents that by using different “reading strategies”—looking at the pictures, finding “clue words” in the sentences, looking at sentence structure, sounding out words, and recognizing rhyming patterns—the reader is able to translate the sentences: *The dog sat on a log. The cat sat in a hat. But the fox sat behind the box.*

After sharing the example with parents, distribute photocopies of Guidelines for Bookmark Pictures (pages 14–16) and the bookmarks (page 17) and explain how each picture prompt correlates to different reading strategies. Have parents look at a textbook passage and refer to the bookmark graphics as you demonstrate how to use different reading strategies. Encourage parents to use the suggestions in Parents as Reading Partners (page 20) to practice reading strategies with their children.