

STUDY OF THE EFFECTIVENESS OF A HOME READING PROGRAM ON
THE INVOLVEMENT OF FIRST GRADE PARENTS

THESIS

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Abstract

The purpose of the study was to investigate the effectiveness of thematic book bags as a home reading program. Each thematic book bag contained various books and activities that was focused around parental involvement with their child's reading. This program was developed to mirror the topics and units covered throughout the first grade year.

The subjects were the parents of 20 first grade children. The parents were asked to respond to a survey that was sent home before the book bag program started and then again after five months. The survey was designed to obtain information on parent perceptions about the content and quality of the program as well as their perceptions and activeness in their child's reading.

The results of the completed surveys showed high ratings in the areas of increased involvement and enjoyment in the program. The comments were generally positive and included specific information about how the families read together. The surveys also showed an increase in the involvement of the children while reading in the home.

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Chapter 1 Statement of the Problem

Purpose

The purpose of this study was to determine if there was an increase in parental involvement while using a thematic based reading program with 20 first grade students.

Introduction

Parental involvement is essential in the partnership between school and home. Most of the research done in children's education on parental involvement shows definite advantages to all that are involved (Dauber & Epstein, 1993; Kellaghan, Slone, Alvarez, & Bloom 1993; Louks, 1992; Powell, 1989). Children gain from this partnership and see parents and teachers working together to help them succeed.

Although this relationship is positive, it is very difficult to promote due to the diverse needs and time limits of both parents and teachers. In today's society children come from many different

environments. Most parents are working and do not have large amounts of time to spend on home work activities. Teachers who wish to implement a specific home reading program meant to involve parents are often at a loss for money or time needed to create such an elaborate program.

Teachers often try to stay connected with parents through weekly letters and homework but these avenues are often not enough. When parents try to assist their child with his or her homework they often lack the knowledge of how a teacher has presented the information. They often help their child using different language and strategies than the teacher uses. These mixed signals often confuse children and present further problems. Parents need to be informed about specific ways they can help their children. They need to be aware of techniques and language used by teachers so there is consistency.

These above concerns led me to create the thematic book bag program. With the help of another first grade teacher we created a program that involved books, activities and specific strategies that

parents could use to help their child develop better reading strategies. These were the same strategies that were being used in the classroom everyday.

Problem

Although the idea of creating a thematic book bag program was not new, it was a relatively new concept for teachers to create a comprehensive program that involved all areas covered in the New York State curriculum. There has been little research done on the impact of such a specific program on the attitudes and behaviors of parents. Also because of the expense of this program it would be difficult for other school districts to recreate this program for the use of all first grade students.

Need for the Study

During the first few years of a child's schooling it is very important for a child to practice reading in many different situations. Children need to feel comfortable with books and be able to see the

benefits of reading not only in school but also at home. Over the past few years of my teaching career I have seen the need to establish a reading program that could be extended into the children's homes. I have attempted to send individual books home with the children but, they were not sent home on a regular basis, or with techniques and tools to assist the parents. In my attempt to provide reading materials for home use I was concerned the parents lacked the support they may have needed.

I believe that if children were able to take home books that were at their level to share with their parents the children would greatly benefit. Research has supported home reading programs as a wonderful way to get parents more involved but the implementation of such a huge project often scares off even the most veteran teachers. Many teachers see the value of home-school partnerships but are unsure of how to implement a strong program.

If teachers were able to have a set routine with set books and information that shows the parents strategies and techniques they can be doing with their children, I think the parents would feel more

successful and the children would benefit from this approach. “To effectively assist their child in his or her efforts to meet the demands of school, parents need to have knowledge about the child’s schooling and access to resources to help their child” (Baker & Stevenson, 1987, p.1348). Parents need to have specific activities or procedures to help their children. They need to feel comfortable with a teacher’s expectations before they can assist their child properly. Epstein (1986) found that over 80% of the parents questioned in her study said they would be willing to spend more time at home assisting their children if they were shown how to help with specific learning activities.

If we were able to help parents feel more comfortable helping their child at home, parents would be more willing to help. Research has shown that when parents are involved in their child’s education there is a noticeable increase in academic achievement, students have a increased sense of well-being and their attitudes and behaviors improve. (Greenwood & Hickman, 1991) These are powerful statements that could only help our children thrive under the new “pressures” of state and national requirements.

Program Description

After deciding that parent involvement needed to be strengthened within their classrooms the researcher and colleague created the idea of a home thematic book bag program. They knew that they would not be able to fund this project on their own, so they began looking for alternative ways to support it financially. The program was funded by a grant from a program called Delta Dollars: Doing Business Differently.

The topics for the the book bag program were chosen in conjunction with the New York State Standards. Units from each content area including math, science, social studies and language arts were selected. These units encompassed much of the information that first graders were to cover during the school year. By creating a program that closely related to the curriculum it was hoped that the parents would understand what was being expected of their child on a daily basis at school.

After making the final unit choices, various books and activities were identified and matched to each of the twenty four units selected. The units included plant life, healthy eating habits, weather, life cycles, money, time, community helpers and many more.

The books chosen were at many different levels to accommodate the wide range of reading abilities in first grade. Some were chosen so that the student would be able to be read them independently, while others were meant to be shared by the parent. Each topic also included activities that were meant to be played with or completed with the help of other adults in the home. Some activities included; journal responses, concentration games, graphs, matching, picture taking and word building skills. After all books and activities were chosen for each thematic unit, they were placed into separate canvas bags which were then decorated with the unit's name.

Definition of Terms

Note: The definition given for the purpose of this study may have some variations throughout the literature.

Thematic book bag- A bag that has activities and books centered completely around one common theme. The books, puppets and games included in the bag would revolve around one unit of study.

Chapter II

Review of Literature

Purpose

The purpose of this study was to determine if there was an increase in parental involvement while using a thematic based reading program with 20 first grade students.

Parental Involvement

Parental involvement is seen as one of the most unused resources in the educational system (Henderson, 1988). Some early educational programs such as Head Start and Home Start have provided parents and teachers with great insight into the child's social and emotional behaviors (Scott-Jones, 1988). These programs have enhanced the relationships of the two major care givers in a child's life, family and school. They have worked together to provide the best possible environment for a child's learning and growth.

Over the past 15 years there has been a dramatic increase in the number of double income homes. This often leaves less time for parents to be involved as they would like. "Time crunches, gridlocks, Call Waiting, fax avalanches, and power lunches are taking their toll" (Davis, 1989 p.21). Parents seem to have less time to be involved in their child's education. In many situations they would like to be involved but lack the proper resources to help. "Parents vary greatly in their capacity to help their children directly with school skills and in their ability to provide books and other accoutrements that support formal learning" (Scott-Jones, 1988 p.67). They have difficulty understanding what it is that their child needs whether it be appropriate level books, help with understanding fractions or some additional support with the concept of changing weather conditions.

Parents and teachers need to "bridge the gap" between school and home. They need to be aware of the importance of communication, and work on ways to improve it. "Teachers' and parents' lack of knowledge about ways they can use each other more effectively is the major barrier to positive home-school relationships" (Leitch & Tangri, 1988, p.71). If teachers and parents worked to

rehabilitate their relationship, children would reap the benefits of this “new” partnership.

Options for Parent Participation

Students come from many types of family situations. Each family has a different routine and idea of what its home environment entails. Some include large amounts of time that is set aside for “homework “ and other families have a limited amount of time at night for these tasks. Many schools have realized this truth and have worked towards providing parents with the best way to become more involved.

Cervone and O’Leary (1982) believe that the best parent involvement programs include strategies for keeping the less visible parents “connected” as well as to tap the resources of the highly visible parents. They believe that it is very important that teachers and parents not be discouraged when they can not reach the goal of 100 percent parental involvement at all times. It is most important for teachers to continue to make their “parents” feel welcomed and a part

of their child's classroom. Teachers have the important responsibility of working with and relating to families, not just children. "All programs for children will have an impact on the families from which they come and it is, therefore, essential that supporting a good relationship between parents, child, and teacher should be a priority" (Potter, 1989, p.21).

"Some schools and school systems have developed programs aimed at helping poorly educated and low-income parents contribute to their children's schooling" (Moles, 1982, p.46). These programs are focused on providing parents with ways they can expand their homemaking and community-related skills. These schools feel that if they support the parents in their efforts to improve themselves these parents will better be equipped to help their children. Other schools encourage "make and take" workshops where parents are able to create educational games that they can play with their child (Moles, 1982). These workshops are meant to help modify the concept that parental involvement only includes time spent in the classroom volunteering. These schools are trying to communicate that the

involvement by parents in the home is as valuable as the involvement in school (Epstein, 1983; National Center on Education and the Economy, 1995).

Epstein (1988) has created a model that demonstrates what she feels as the five major types of parental involvement. These five types are: The basic obligation of parents, the basic obligation of schools, parent involvement at school, Parent involvement in learning activities at home and, Parent involvement in governance and advocacy. “The five types of involvement occur in different places, require different materials and processes, and lead to different outcomes” (Brandt, 1989 p. 25). Type one refers to the health and safety responsibilities of parents and the ways in which they supervise, discipline and guide their children. Type two refers to the communication that parents receive from schools. These include conferences, notes and report cards. Type three refers to the parent volunteers that assist the teachers in the classroom. It also includes the parents who attend workshops for their own training. Type four refers to the the help or assistance that a parent gives to a child at home whether it be parent, student or teacher initiated. Type five

refers to the the parents that are involved in decision-making or advocacy roles at the district or state level.

These five levels have many different “steps” within them; every parent reacts differently to the diverse “demands” of each level. Epstein (1988) states that one of the most important factors that teachers need to realize the larger population may not understand what is being done in the classroom if only a few parents are involved in any situation. She feels that it is very important for teachers not to forget those few parents who find it very difficult to get involved in any form.

Some parents find it very difficult to become involved in their child's education due to the belief that they will not be able to change their child's learning. “These parents believe both that intelligence or ability is fixed and that ability and luck are the preeminent sources of school success” (Hoover-Dempsey & Sandler, 1997 p. 28). Parents are often more involved in the younger grades due to their belief that they can help their child. As their child grows, parents often feel less capable to assist with the homework that is sent home (Chavkin & Williams, 1993). These parents need to be made aware that their support and involvement enhance performance at any age.

Why Parent Involvement Is Important

Education is simply not something which is provided either by teachers in schools or by parents and family members in the home. It must be a continuing cultivation of the child's experiences in which both schools and families jointly take part. (Fletcher 1966, p.189)

Parents are a child's first and primary teacher. They help a child to grow socially, emotionally and educationally throughout their early, school-age and young adult years. A student's performance, attitude, and behavior is influenced positively by parents' involvement (Lueder, 1989). Teachers have a huge responsibility. They need to be aware of how important their role is to not only the child but to family as well. "The teacher should strive to develop an environment where there is a *participatory* role for the family which facilitates the parent-teacher-child relationship and so enables the teaching and evaluation of the child by the teacher to be appropriate and just" (Potter, 1989, p. 21). Parents may have insights as to why a child might have difficulties in a certain area. After talking with a parent a teacher often has a better understanding of that child and his or her needs.

Teachers should be aware that many parents may feel uneasy in the school environment. This might be caused by negative memories of their own schooling or poor home-school relations in the past. Sometimes parents have a difficult time realizing how important they are in their child's education. Parents are educators and supply experiences to their child which enrich their lives and contribute to their ever-growing body of knowledge (Potter, 1989).

Many parents have specific talents that they would be willing to share within the classroom or school if only they were asked. Many parents have talents that they can use to beautify the school or provide the children with an educational experience that a teacher would not be able to provide (Davis, 1989). Teachers need to work harder to enlist parental support and make them feel welcome within the school environment.

Family Environments

Throughout history research in this area has suggested that there are clear advantages for children whose parents support and

encourage school activities inside and outside the school day. The many benefits include increased levels of interest in school learning, school achievement, and number of years of schooling the children will receive beyond high school (Dave, 1963; Epstein, 1983; Epstein & McPartland, 1979; Majoribanks, 1979; Scott-Jones, 1984). There has even been research done on international comparisons to show the high academic success of students from Asian countries. This may attribute to the priority their families give to all levels of education. (Stevenson, 1993).

Differences in Reading Styles

Although parental support plays an integral role in the creation and implementation of at home reading programs, another important aspect to be aware of is the numerous reading styles that individual children have. Much research has been done in the area of reading styles and how it affects the children as readers. Carbo (1997) states the importance of making sure that children are given a multitude of different genre and materials to read. Children have different

interests and the books provided to them should reflect this. They should be given many reading choices including fiction, non-fiction, poetry, magazines, catalogs and so on. When given different types of materials on the same subject area children will be more capable of taking from the material the necessary information.

It is also very valuable for children to have the opportunity to engage in puppet plays to reenact the books that have been read Thomasson (1993). These types of kinesthetic activities help the children who need these hands-on experiences to become more emotionally involved in their reading. Children who have these needs benefit from the use of puppets and manipulatives to reinforce topics covered in the literature.

Many other reading styles can be addressed throughout the proper selection of books and materials. Children can use their different reading styles to assist them in using the materials to write down reactions to and commentaries about the books they have read. They can use their creative abilities to recreate the story in written form.

Like differences in reading styles many children have different

talents or strengths that are described in Gardner's theory of multiple intelligences. "Teachers are planning projects, lessons, assessments, apprenticeships, and interdisciplinary curriculums around the multiple intelligence theory (Campbell, 1997). In preparing lessons of this nature the teacher not only awakens children's joy in learning but they also fuel the persistence and effort necessary for mastering skills and information for being inventive.

When creating specific reading programs it is imperative the materials included accommodate the children's strengths while compensating for any weaknesses. Teachers do not need to recreate their curriculum they need only to be aware of ways to enhance their instruction so that all children are able to learn to the best of their ability.

Summary

The wealth of research on parental involvement suggests that parents are a resource that is very valuable. Children greatly benefit from activities that actively involve parents.

Involving parents on a continual basis has become a difficult

challenge due to changes of a nature in the last two decades.

Variations in the family environments have caused school districts to reconsider how they can energize their traditional parental involvement approaches. Many educational organizations have begun to modernize their established programs to fit the changing communities they support.

Much of the research shows that parental involvement is an area that educators need to investigate further. With a quality program that blends a combination of necessary skills and engagement educators can create the necessary link between school and home.

Although there has been little research done on the specific benefits of a thematic home reading program, educators would benefit from attempting to create a program that supports their curriculum so closely.

Chapter III

Design of the Study

Purpose

The purpose of this study was to determine if there was an increase in parental involvement while using a thematic based reading program with 20 first grade students.

Methodology

Subjects

The subjects in this study were the families of 20 first graders who attended a elementary school in a suburb of Rochester in the 1999-2000 school year. This particular classroom was an inclusion room due to some of the education and emotional needs of a few of the children. The results and discussion of the study are based on the responses of 75% of the families.

Materials

The materials for this study included the thematic book bag program developed by a first grade teacher and the researcher. The program consists of 24 different thematic bags. These bags include various books and activities centered around a common theme. In each bag there is at least three books of varying levels, an age appropriate activity, puppets, a task card and a list of reading tips. A sample of 6 thematic bags is pictured in Appendix A.

Inside each bag the parents were also provided with a task and strategy cards. This provided them with ways that the bag can be used to best help their child. Each card included helpful reading tips and ways to introduce the topics. The parents were encouraged to ask their child questions and to look for evidence of comprehension. The card also gave the parents many ways to stretch their child's understanding.

The examiner also created a survey. This survey was created to investigate the reading behaviors of the child and his or her family. It also examined the nature of parental involvement in the reading

process of each first grader. A copy of the survey can be found in Appendix B.

Procedures

Before the children started the program the parents were asked to fill out a questionnaire focusing on reading habits of their child and ways in which these parents helped their child become a better reader. The program was then implemented on the first week of October. A schedule was created so that it would be possible for every child to bring home all twenty four bags before the end of the school year. Each Monday the child would bring home a new bag to keep for the week and return on the following Friday. Due to holidays and shortened school weeks the bags were only sent home on full weeks of school.

The children read the books and performed the different activities with the help of their parents. The book bag was brought back to school that Friday so that the supplies could be inventoried and replenished for the following Monday.

In late February the parents were asked to fill out the same survey again to see if the program had any effect on their involvement and attitudes towards their child's reading habits.

Analysis of Data

The data collected from the pre and post surveys were tallied and placed into appropriate categories that represented the different answers given. Each of the twelve questions was evaluated individually.

Chapter IV

Analysis of Data

Purpose

The purpose of this study was to determine if there was an increase in parental involvement while using a thematic based reading program with 20 first grade students.

Parent Survey

Table one displays results of the pre and post survey which was given to all of the families who participated the the thematic home reading program. The pre-surveys were given out in late September before the book bag program started. The post surveys were given out in late February, after more than half of the bags had been seen by each family. Out of the twenty families who participated sixteen pre-surveys and fifteen post surveys were completed and returned.

Table I

Results of Parent Survey

Question #1 - What are your favorite times to sit and read with your child?

	<u>After Dinner</u>	<u>Before Bed</u>	<u>On Weekends</u>	<u>When Quiet</u>
pre:	4	10	1	1
post:	6	8	1	0

Question #2 - When you read with your child where do you prefer to be? (on the couch, in bed, at the kitchen table etc.)

	<u>Couch</u>	<u>Bed</u>	<u>Couch or Bed</u>	<u>Kitchen Table</u>
pre:	4	3	9	0
post:	4	2	7	2

Question #3 - When you read with your child do you notice that
your child likes to look at the words you are reading?

	<u>Yes</u>	<u>No</u>	<u>Sometimes</u>	<u>Reads to us</u>
pre:	12	2	2	0
post:	12	0	2	1

Question #4 - How often does your child read to you?

	<u>Sometimes</u>	<u>Every night</u>	<u>3-4 times a week</u>	<u>When the books are at appropriate level</u>
pre:	2	5	6	3
post:	0	7	5	3

Question #5 - How often do you go to the library?

	<u>Not Often</u>	<u>Never</u>	<u>1-2x per month</u>	<u>Summer</u>	<u>All the time</u>
pre:	7	1	3	2	3
post:	6	2	2	1	4

Question #6 - When you do go to the library what types of books do you like to pick out for your child?

	<u>Child Picks</u>	<u>picture books</u>	<u>Nothing</u>	<u>Beginning Readers</u>	<u>Non Fiction</u>
pre:	6	3	3	3	1
post:	5	2	1	5	2

Question #7 - Do books sent home by a teacher encourage reading at home? why or why not?

	<u>Yes Excited</u>	<u>Yes Appropriate</u>	<u>Yes Confidence</u>	<u>Yes New Material</u>
pre:	5	6	5	0
post:	5	1	5	4

Question #8 - Do school activities centered on reading help to encourage more reading? Why or why not?

	<u>Yes Loves Reading</u>	<u>Yes New Opportunities</u>	<u>Yes Interesting</u>	<u>Yes Improves Reading</u>	<u>Yes Confidence</u>
pre:	3	4	4	3	2
post:	1	3	3	3	5

Question #9 - What types of help do you offer to your child if he or she is stuck on a word?

	<u>Sound It Out</u>	<u>Picture Clues</u>	<u>Context Clues</u>	<u>Word Chunking</u>	<u>Multiple Ways</u>
pre:	9	3	2	1	1
post:	5	2	3	1	4

Question #10 - If your child has older brothers or sisters do they like to read with your first grader?

	<u>Yes</u>	<u>Sometimes</u>	<u>Not Applicable</u>	<u>No</u>
pre:	4	3	8	1
post:	4	1	8	2

Question #11 - Does your first grader like to read to his or her younger or older siblings?

	<u>Yes When Interested</u>	<u>Yes</u>	<u>Yes to Pets and Dolls</u>	<u>Not Applicable</u>	<u>No</u>
pre:	1	3	2	5	4
post:	2	2	2	5	4

Question #12 - Do you see your child as an eager reader?

In your opinion why or why not?

	<u>Yes Loves to Read</u>	<u>Yes</u>	<u>Sometimes</u>	<u>No Frustrated</u>
pre:	8	4	1	3
post:	10	2	3	0

Commentary on Selected Survey Items

Item 4

The responses to this question show a noticeable improvement in the area of how often the child reads to his or her parents. Comments were made about the the fact that the books included were appropriate for their child's reading level. These comments show the importance of making sure that children have appropriate reading materials at home to read.

Item 7

The changes in the responses given to this question show that numerous parents realize the multitude of units covered by the book bag program. The comments involved changes in the number of responses related to the levels of the books to those which discussed the new material that were being covered by the books included. This question shows the importance of making families aware of what is being taught in the classroom on a daily basis.

Item 8

Even though there is a decline in the number of parents that responded that their child loves reading, there was an increase in the number that stated their child now felt more confident. It was stated that many of the children felt more comfortable about reading more challenging material independently.

Item 9

This question shows an increase in the number of parents that attempted new strategies with their child. The rise in the number of parents that were willing to offer assistance in different ways demonstrate that the reading tips included in each bag might have supported the parents in this area.

Item 12

The data collected from this question show a large increase in the number of children that enjoy reading more. There was also a decline in the number of parents that responded negatively to this

question. It seems as though the children have become more confident readers and enjoy sharing their talents with their families.

Although the results collected from both surveys were positive it is hard to measure how much each family gained from this program. Many times throughout this year I received comments and notes which reflected the gratitude many of these parents had. They spoke with me about how it helped to make their child a more confident and eager reader. In class many times the children would comment about how they learned about a specific lesson from a book bag they had brought home previously. This program helped the children become more confident readers, but it also supported them in becoming more eager learners as well.

Chapter V

Implications

Purpose

The purpose of this study was to determine if there was an increase in parental involvement while using a thematic based reading program with 20 first grade students

Conclusions

The results of this study seem to support the conclusion that a thematic book bag program is an effective additional tool for parental involvement in schools. Parents are in need of specific programs that they can use with their children to increase the value of their “homework” time. The survey shows an increased amount of positive comments about the value of program that is complete and age appropriate. This coincides with the Powell’s (1989) research which states that there needs to be more exploration in the area of new inventive ideas that involve parents.

Disappointments involving the book bag program involve the lack of time that was given to parents on direct instruction. Even though a list of reading tips was placed in each bag; if the parents had no prior knowledge of how each of those strategies should be used, it would be difficult for them to utilize them appropriately. It is necessary for parents to observe a reading “lesson” so that when they attempt to help their child they could use specific language that is used by the teacher. It would be valuable to create a video taped lesson that goes home or to have the parents come to an “Demonstration Lesson” put on by the teacher. This way the parents have a specific idea or “recipe” of how to help their child when they are struggling on a word.

The results of the program might have been different if the parents involved were not as willing to participate as they were. These book bags were elaborate and had many activities that needed to be completed with the help of an adult. The parents not only helped their child complete the bags each week they were very conscientious about returning the bags on time and without losing any of the valuable materials inside. The children were also very

conscientious about taking care of the supplies in each bag. They saw the book bag program as a privilege and were responsible when transporting it to and from school.

Implications for Classroom

When attempting to establish a program similar to this one there are many variables that need to be addressed. Funding for the program is necessary since the materials needed are numerous. Once funding is decided upon, units that will be included in the program need to be chosen. It is important to choose only units that are relevant and suitable for the children involved. Units that come directly from the state curriculum are an excellent way to start.

After choosing the units that will be involved, great care needs to be placed on the actual selection of the books and various materials inside each bag. The books should be at appropriate reading and comprehension levels for a multitude of children at that grade level. Due to the differences in reading styles there should be books from many different genres as well. The children will greatly benefit from fiction and non-fiction materials on the same subject. After creating

the different bags that will be included in the program it is necessary to enlist the support of the parents. They should be aware of the rules and proper care needed to make the program a success.

Parents play an integral part in this program. If they do not know what is expected of them throughout the duration of the program it will be very difficult for the children to gain as much as possible.

Throughout the duration of the program it would be valuable to ask the parents how they feel about the subjects and materials used. This information would give the teacher insight into the parents opinions about the quality of each bag. Parents might make suggestions on how to improve an activity or another book that would be appropriate to include.

Implication for Further Research

This book bag program worked very well with a class of first graders. The children gained a lot of knowledge about the subjects and the parents gained insight into the units that were covered and ways in which to help their children become better readers. It would be interesting to see how such a program would work at other grade

levels. This program would be very easily adapted to the kindergarten and second grade curriculum. Units, books and activities should be chosen in the same conscientious way.

Another area that would benefit from greater research is the area of parental education. The list of tips that was included in each bag was the only element of parent education in this study. Other approaches and materials might be included and their effectiveness researched. These might include specially developed videos or in school parent education sessions.

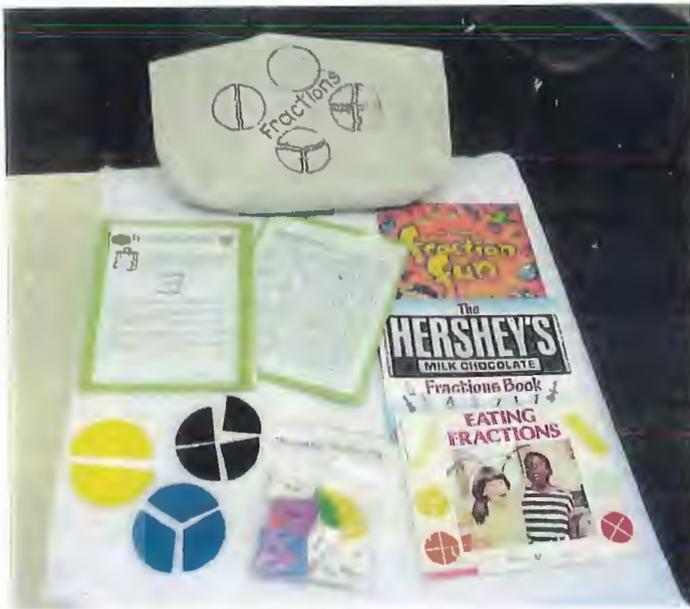
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Appendix B

Parent Survey

1. What are your favorite times to sit and read with your child?

2. When you read with your child where do you prefer to be? (on the couch, in bed, at the kitchen table etc.)

3. When you read with your child do you notice that your child likes to look at the words you are reading? _____

4. How often does your child read to you? _____

5. How often do you go to the library? _____

6. When you do go to the library, what types of books do you like to pick out for your child?

7. Do books sent home by a teacher encourage reading at home?
_____ why or why not? _____

8. Do school activities centered on reading help to encourage
more reading? _____ why or why not? _____

9. What types of help do you offer to your child if he or she is
stuck on a word?

10. If your child has older brothers or sisters do they like to read
with your first grader? _____.

11. Does your first grader like to read to his or her younger or
older siblings ? _____

If so how often? _____

12. Do you see your child as an eager reader? _____

In your opinion why or why not? _____