Supporting and forming partnerships with the at-home reading coach (part 2)

Springboard Collaborative helps teachers just like you build strong working relationships with families. This resource is everything you need!

*Note: you may want to start with Part 1. Find it on* [*Springboard Collaborative’s resource page*](https://www.springboardcollaborative.org/resources/teacher-resources/)*.*

# Three touchpoints

Here’s how it works. Each week Springboard Collaborative gives you specific language you can use to have **3 touchpoints with families.** The goals of each of these touchpoints are the same:

* Build an academic partnership.
* Enlist the support of families as you gauge where students are and what they need next.
* Give families the skills and knowledge they need to be effective at-home reading coaches for their children.
* Encourage families to create “together reading” and children to spend time reading on their own so that children are reading at least 15 minutes every day.

We envision the touchpoints as a combination of phone calls and text messages. Of course, you can use whatever medium you want. But in our experience, the more personal the communication (like a phone call), the more effective it can be.

While we understands that families are currently turning to multiple resources, including screen-time, to keep children engaged, our hope is that we can empower you, the teacher, to encourage families to use this crucial opportunity to nurture at-home reading, conversations, and critical thinking. Reading together is a gift that a quarantined family can offer their child. Let’s support them as they do it!

Finally, at the end of this resource you’ll find a list of e-books you can share with families for the week, if needed.

# Weekly reading focus: Feeling Frustrated? That’s okay!

To prepare, please [watch the video reading tip](https://youtu.be/Agiqk0Qcs8I) and read through the reading tip summary (found at the end of this coaching guide). You may also enjoy checking Springboard Collaborative’s Facebook page to watch a Facebook Live on this reading tip.

***Monday: Personal phone call (touchpoint 1)***

The goal of this phone call is to build relationships and help adults learn a doable reading tip they can use for the week. We’ve provided a frame and some sentence starters to help you think through and prepare for the call but we encourage you to be yourself!

* **Introduction:** Identify who you are and why you are calling. Keep it positive and upbeat!

*Hi! I’m \_\_\_\_\_\_. I am [student’s name] teachers from [school name]. I am reaching out to check in and see how you are doing.*

(Tip: If there is no response, leave a voicemail. For privacy purposes, use only your name and title; do not reference the child’s name. Ask them to call you back at your preferred number.)

* **Request permission:** Ask if now is a good time to talk.

*“Do you have a few minutes to chat right now?”* or *“Is this a good time to connect?”*

 (Tip: If the family can’t talk now, as when a good time to talk is and call back then.)

* **Wellness check-in**: Acknowledge the COVID-19 situation.

*“I know things are a bit strange right now, and wanted to let you know that I’m here as a partner,”*or *“I wanted to check-in to see how you and [student name] are doing. I miss our time together!”*

* **Build relationships**: Offer praise and compliment something the student has done a good job with.

 *“I wanted to let you know that [student name] has been doing a great job of retelling important events in a story.”*

(Tip: Be explicit and specific. Try to connect the praise to the scholar’s reading goal.)

* **Present reading tip:** Briefly explain the reading tip and give a specific example.

Introduce the reading tip

*“This week I was thinking you and [student name] could practice a reading tip called ‘Feeling frustrated? That’s okay.’ This strategy will help [insert name] feel less frustrated when they’re reading. Do you have time for me to tell you a little more about it?*

(Tip: If the family can’t talk now, send them the at-home reading coach plan from [Springboard Collaborative’s resource page](https://www.springboardcollaborative.org/resources/family-resources/) (week 3) or arrange a new time.)

 “*To help your child feel less frustrated you’re going to follow this formula:*

* *Acknowledge*
* *Ask*
* *Answer*
* *Encourage rereading”*

Model

*“For example, let’s say you and [insert] are reading together and they run into a word they are having trouble reading. You might say something like, ‘That is a big word you’re trying to read!’ This is to* ***acknowledge*** *that reading is not always easy. Then you might* ***ask*** *a question like, ‘What can we do to figure out this word?’ If your child has no idea, you might* ***answer*** *the question by saying, ‘Well, I think we may want to start with the first couple of letters and really sound it out.’ And finally, after your child has tried that,* ***encourage*** *them to reread the phrase with the word in it. So, the steps are acknowledge, ask, answer, and encourage rereading.”*

Invite questions

*“Remember, we want your child to read on their own for 15 minutes, and we want the two of you to read and talk about books for 15 minutes every day. During that ‘together reading,’ you can use this reading tip. What questions do you have about the reading tip? Does that feel doable?”*

Provide additional resource

*“I’m going to text you [insert resource] right after we get off the phone that I hope will help.”*

As a follow up, consider texting families:

* An activity idea: *“Here is a fun activity you might enjoy: Cut a circle of out three pieces of paper. Color the circles green, red, and yellow. When they begin to read, hold up each circle like it's a stoplight. Hold up green until your child comes to a place in the book where they need to slow down, then hold up the yellow circle. To pick up the pace, hold up the green circle again. Use the red circle to signal when you need to stop and work on something together.”*
* Links to e-books (see section entitled “Book resources”)
* Springboard Collaborative’s at-home reading coach plan (download and send to families or send them to [Springboard Collaborative’s resource page)](https://www.springboardcollaborative.org/resources/family-resources/)
* An image of the reading tip summary sheet (found on [Springboard Collaborative’s resource page](https://www.springboardcollaborative.org/resources/family-resources/))
* A link to [the video](https://youtu.be/Agiqk0Qcs8I) ([Spanish version here](https://www.youtube.com/watch?v=oXjtsJYQH4Y&t=2s))

***Wednesday: Text to check in (touchpoint 2)***

The goal of this check in is to remind families to read and use the strategy. You also want to offer support.

*“How’s the reading going this week? Are you getting your 15 minutes of together reading? Are you and your child feeling a little less frustrated?”*

[Engage in some back and forth as needed]

*“Today when you focus on helping your child minimize frustration, ask things like:*

* *This story is a little confusing. Can you tell me what’s going on in the story? What do we need to do to understand it better?*
* *There are a lot of words on this page. Can you read again, and this time make your voice match the characters better? Let me show you what I mean (then demonstrate with a read aloud).*

*Does that sound like something you could try?”*

***“****Great! Is there anything else I can do to support you?”*

[Insert book links, if needed]

[Insert link to [video here](https://youtu.be/Agiqk0Qcs8I)]

[Insert link to other resource]

***Friday: Text to gauge progress and celebrate (touchpoint 3)***

*“Hello [insert name]. How did this week go? Did your family get some reading time in this week?*

*“When your child is doing their alone-time reading, can they work through frustrating moments using the skills that they have learned?”*

*“Thanks so much for your help as we work together to help your child’s reading grow even though we can’t meet in the school building. I really appreciate our partnership! I look forward to talking to you next week.”*

***Additional ways to engage families this week:***

* Record a video of yourself doing a read aloud for families
* Host a Facebook Live read aloud
* Create an anchor chart that says “Acknowledge, Ask, Answer, Encourage rereading.” Take a picture and send to families to use as they read.
* Ask families to send you one or two things they do that help them when they are frustrated. Then compile the list and send out to the whole class.

# Weekly reading focus: Scoop

To prepare, please watch the reading tip  [video here](https://youtu.be/xPZ_bfwu4K8) and read through the reading tip summary (found at the end of this coaching guide). You may also enjoy checking Springboard Collaborative’s Facebook page to watch a Facebook Live on this reading tip.

***Monday: Personal phone call with follow up text (touchpoint 1)***

Teachers, this is an opportunity to connect, build relationships, and offer resources and support. See past week’s suggested script to see ways you might build relationships, request permission and check in before explaining the reading tip.

The goal of this phone call is to build relationships and also help adults learn a doable reading strategy they can use for the week.

* **Present reading tip:** Briefly explain the reading tip and give a specific example.

Introduce the reading tip

*“This week I was thinking you and [student name] could practice a reading tip called ‘Scoop’. This strategy will help [insert name] read more fluently or sound more like a storyteller when they’re reading. Do you have time for me to tell you a little more about it?”*

(Tip: If the family can’t talk now, send them the At-home reading coach plan from the [Springboard Collaborative’s resource page](https://www.springboardcollaborative.org/resources/family-resources/) or arrange a new time.)

 “*When I say ‘scoop’ I mean that your child should try to read words together in phrases. Beginning readers often read word by word, giving equal emphasis to each. But as we get better at reading, we read words in phrases.”*

Model

*“For example, if I was a beginning reader I might read the sentence: The dog ran out to the backyard as The…dog…ran…out…into…the…backyard. But we want to help [insert name] read a sentence like that as The dog/ ran out/ into the backyard. And eventually they will read it like this: The dog ran out/ into the backyard.*

*“The easiest way to practice this is to reread something. So, during your reading together time you can practice scooping the words together on a page that [insert name] also reads during their alone-time reading. Or you could read a page and then reread it to practice scooping.”*

Invite questions

*“Remember we want your child to read on their own for 15 minutes, and we want the two of you to read and talk about books for 15 mins every day. During that together reading, you can practice scooping the words into phrases. What questions do you have about the reading tip? Does that feel doable?”*

Provide additional resource

*“Right after we get off the phone, I’m going to text you [insert resource] that I hope will help.”*

As a follow up, consider texting families:

* An activity idea: “*Here is a fun activity you might enjoy: play ‘Save the Robot!’*
	+ *Take turns being the robot that gets ‘saved’ and turned into a human.*
	+ *First, whoever is the “robot” reads aloud a sentence (or page) in their best robot (choppy, word-by-word) voice.*
	+ *Then their partner looks for the ‘magic button’ on the robot. Is it on their back? On the bottom of their shoe? When they push the button, the robot turns into a human!*
	+ *As a new human, the robot can’t wait to read the sentence in their new human (smooth) voice.*
	+ *Switch roles and play again with a new page.”*
* Springboard Collaborative’s at-home reading coach plan (download and send to families or send them to [Springboard Collaborative’s resource page)](https://www.springboardcollaborative.org/resources/family-resources/)
* An image of the reading tip summary sheet (found on [Springboard Collaborative’s resource page](https://www.springboardcollaborative.org/resources/family-resources/))
* A link to the [video here](https://youtu.be/xPZ_bfwu4K8). (Spanish video available soon on [Springboard Collaborative’s](https://www.springboardcollaborative.org/resources/recursos-familiares/) resource page in Spanish)
* A model video of what “fluency” sounds like. Find a video from the Greatschools.org Milestones project [kindergarten](https://www.greatschools.org/gk/grades/kindergarten/), [first grade](https://www.greatschools.org/gk/grades/1st-grade/), [second grade](https://www.greatschools.org/gk/grades/2nd-grade/), and [third grade](https://www.greatschools.org/gk/grades/3rd-grade/).

***Wednesday: Text to check in***

The goal of this check-in is to remind families to read and use the strategy. You also want to offer support.

*“How’s the reading going this week? Are you getting your 15 minutes of together reading? Is your child reading in phrases?”*

[Engage in some back and forth as needed]

*“Today when you work on scooping words together in phrases ask things like:*

* *Can you read those words in a phrase?*
* *Did that scooping sound like talking?*
* *Can you try putting it all together?*

*“You also might try doing different ‘voices.’” Sometimes when children can reread in a ‘mouse’ voice, they don’t mind rereading and trying again.*

***“****Great! Is there anything else I can do to support you?”*

[Insert book links, if needed]

[Insert link to  [video here](https://youtu.be/xPZ_bfwu4K8).]

[Insert link to other resource]

***Friday: Text to gauge progress and celebrate***

*“Hello [insert name]. How did this week go? Did your family get some reading time in this week?*

*“When you listen to your child reading aloud, are they reading word by word or are they scooping word together into phrases? (This takes a long time to really ‘get’ so don’t worry if you haven’t seen much a change this week. Just keep working on it!)*

*“Thanks so much for your help as we work together to help your child’s reading grow even though we can’t meet in the school building. I really appreciate our partnership! I look forward to talking to you next week.”*

***Additional ways to engage families this week:***

* Record a video of yourself doing a read aloud for families.
* Host a Facebook Live read aloud.
* Create an anchor chart that says, “Don’t read like a robot!” Take a picture and send to families to use as they read.
* Ask families to send you the titles of one or two books they enjoy reading over and over again. Then compile the list and send out to the whole class.

# Book resources

We’ve compiled a list of e-books for families who may have limited access to books. Each link takes families directly to a book and matches the reading tip for the week. On Day 5, invite families to reread one from the week or for a change of pace, sit down and listen to read aloud with their child. [Find one here](https://www.storylineonline.net/) read by a professional actor!

## Feeling frustrated? That’s okay!

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| Day 1 | If your student has access to Raz-Kids, try these books: |
| * [K: Sammy's Picnic](https://www.wilbooks.com/free-resources/online-books/3204.html)
* [1: Pluto, the Dwarf Planet](https://bit.ly/39w987b)
* [2: Cell Phone Games](https://bit.ly/2UBcCRS)
* [3: Tablecloth Pull Challenge](https://bit.ly/2wUAdUs)
 | * [K: Are These His or Hers?](https://www.raz-kids.com/main/ActivityPreview/id/17431)
* [1: How to Make a Paper Airplane](https://www.raz-kids.com/main/ActivityPreview/id/36739)
* [2: Landon's Pumpkins](https://www.raz-kids.com/main/ActivityPreview/id/20932)
* [3: Kid Inventors](https://www.raz-kids.com/main/ActivityPreview/id/21106)
 |
| Day 2 | If your student has access to Raz-Kids, try these books: |
| * [K: Family vs. My Family](https://bit.ly/2JqT1NH)
* [1: Polar Bear Adaptations](https://www.wilbooks.com/free-resources/online-books/2787.html)
* [2: Would You Step Out into Space?](https://www.uniteforliteracy.com/unite/earthandsky/book?BookId=60)
* [3: Time for Turtles](https://bit.ly/3bKgwgR)
 | * [K: Drop It!](https://www.raz-kids.com/main/ActivityPreview/id/34303)
* [1: Extreme Insects](https://www.raz-kids.com/main/ActivityPreview/id/15555)
* [2: I Collect That!](https://www.raz-kids.com/main/ActivityPreview/id/34434)
* [3: Adventures with Abuela](https://www.raz-kids.com/main/ActivityPreview/id/18028)
 |
| Day 3 | If your student has access to Raz-Kids, try these books: |
| * [K: Why Do I Have Bones?](https://rivet.area120.com/read/#/reader/d2h5X2RvX2lfaGF2ZV9ib25lc19qb19jbGVsYW5kX2wx)
* [1: Pancakes for Breakfast](https://rivet.area120.com/read/#/reader/cGFuY2FrZXNfZm9yX2JyZWFrZmFzdF93ZW5kaV9qX3NpbHZhbm9fbDQ=)
* [2: Everyone Counts in the 2020 Census](https://www.uniteforliteracy.com/featured/new/book?BookId=1851)
* [3: 17 Most Intelligent Animals in the World](https://rivet.area120.com/read/#/reader/MTdfbW9zdF9pbnRlbGxpZ2VudF9hbmltYWxzX2luX3RoZV93b3JsZF9lcGljX3dpbGRsaWZlX2w4)
 | * [K: Bridges](https://www.raz-kids.com/main/ActivityPreview/id/20146)
* [1: Día for María](https://www.raz-kids.com/main/ActivityPreview/id/17985)
* [2: Cinderello](https://www.raz-kids.com/main/ActivityPreview/id/24511)
* [3: Drums and Drumming](https://www.raz-kids.com/main/ActivityPreview/id/15403)
 |
| Day 4 | If your student has access to Raz-Kids, try these books: |
| * [K: Little Rabbit is Sad](https://rivet.area120.com/read/#/reader/bGl0dGxlX3JhYmJpdF9pc19zYWRfd2lsbGlhbXNfZGVib3JhaF9sMg==)
* [1: Make Your Bed](https://www.uniteforliteracy.com/unite/family/book?BookId=181)
* [2: Make Believe Box](https://www.uniteforliteracy.com/unite/family/book?BookId=1248)
* [3: How the Tiger Got His Stripes](https://www.storynory.com/how-the-tiger-got-his-stripes/)
 | * [K: Abby and Zots](https://www.raz-kids.com/main/ActivityPreview/id/33858)
* [1: Monster Music](https://www.raz-kids.com/main/ActivityPreview/id/15564)
* [2: Alia and the Furniture Troll](https://www.raz-kids.com/main/ActivityPreview/id/19425)
* [3: The Black Stones](https://www.raz-kids.com/main/ActivityPreview/id/18047)
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## Scoop

On Day 5, encourage families to read a story aloud to their child, pausing to talk about how readers “scoop up” all the words together. Want to listen to a story with silly voices? [Find one here.](https://www.storynory.com/the-three-sillies/)

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| Day 1 | If your student has access to Raz-Kids, try these books: |
| * [K: Happy](https://rivet.area120.com/read/#/reader/aGFwcHlfcml2ZXRfbDE=)
* [1: We the Children](https://www.uniteforliteracy.com/unite/community/book?BookId=1828)
* [2: The Busy Bee](https://www.uniteforliteracy.com/unite/plantsandfood/book?BookId=1745)
* [3: Bake Cool Cakes in the Microwave](https://rivet.area120.com/read/#/reader/YmFrZV9jb29sX2Nha2VzX2luX3RoZV9taWNyb3dhdmVfY29va193aXRoX25pc2hhX2w3)
 | * [K: Bananas Sometimes](https://www.raz-kids.com/main/ActivityPreview/id/17622)
* [1: Brainstorm Bear](https://www.raz-kids.com/main/ActivityPreview/id/24836)
* [2: Voyagers in Space](https://www.raz-kids.com/main/ActivityPreview/id/19233)
* [3: Animal Discoveries](https://www.raz-kids.com/main/ActivityPreview/id/19537)
 |
| Day 2 | If your student has access to Raz-Kids, try these books: |
| * [K: Something New to Do](https://www.uniteforliteracy.com/unite/friends/book?BookId=246)
* [1: Lost and Found](https://rivet.area120.com/read/#/reader/bG9zdF9hbmRfZm91bmRfc3VraGFkYV9yYWhhbGthcl9sMw==)
* [2: How to Draw Funny Spaghetti and Meatballs](https://rivet.area120.com/read/#/reader/aG93X3RvX2RyYXdfZnVubnlfc3BhZ2hldHRpX2FuZF9tZWF0YmFsbHNfYXJ0X2Zvcl9raWRzX2h1Yl9sNQ==)
* [3: The Wild Parrots of San Francisco](https://rivet.area120.com/read/#/reader/d2lsZF9wYXJyb3RzX29mX3Nhbl9mcmFuY2lzY29fdGhlX2VsbGVuX2xlcm9lX2w4)
 | * [K: Making Salsa!](https://www.raz-kids.com/main/ActivityPreview/id/17797)
* [1: Jane Goodall](https://www.raz-kids.com/main/ActivityPreview/id/20578)
* [2: HeroRATS: Rats Who Save Lives](https://www.raz-kids.com/main/ActivityPreview/id/20880)
* [3: Mortyangelo and the Mystery Art](https://www.raz-kids.com/main/ActivityPreview/id/30291)
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| Day 3 | If your student has access to Raz-Kids, try these books: |
| * [K: Play Ball!](https://www.uniteforliteracy.com/unite/go/book?BookId=121)
* [1: Play Dough Fun](https://www.uniteforliteracy.com/unite/createandplay/book?BookId=122)
* [2: Why Do You Like Being a Kid?](https://www.uniteforliteracy.com/unite/friends/book?BookId=1705)
* [3: Try Not to Laugh Challenge](https://rivet.area120.com/read/#/reader/dHJ5X25vdF90b19sYXVnaF9jaGFsbGVuZ2VfbmlhbmFfZ3VlcnJlcm9fbDg=)
 | * [K: Bridges](https://www.raz-kids.com/main/ActivityPreview/id/20146)
* [1: Día for María](https://www.raz-kids.com/main/ActivityPreview/id/17985)
* [2: Cinderello](https://www.raz-kids.com/main/ActivityPreview/id/24511)
* [3: Drums and Drumming](https://www.raz-kids.com/main/ActivityPreview/id/15403)
 |
| Day 4 | If your student has access to Raz-Kids, try these books: |
| * [K: Moving at the Zoo](https://www.uniteforliteracy.com/unite/healthyme/book?BookId=115)
* [1: Is This a Wild Animal?](https://www.wilbooks.com/2650)
* [2: Space](https://rivet.area120.com/read/#/reader/c3BhY2VfbHlubl9zdG9uZV9sNg==)
* [3: Awesome Animal Jokes](https://www.wilbooks.com/387)
 | * [K: Take a Bite](https://www.raz-kids.com/main/ActivityPreview/id/20238)
* [1: Josh Gets Glasses](https://www.raz-kids.com/main/ActivityPreview/id/18681)
* [2: Beyond the Five Senses](https://www.raz-kids.com/main/ActivityPreview/id/20818)
* [3: Special Effects](https://www.raz-kids.com/main/ActivityPreview/id/19593)
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