



I'M STUCK! NOW WHAT? Supporting literacy at home

Wednesday, **February 3rd**
8:30 AM - 9:30 AM **Morse School Library**

Brought to you by the Morse School Literacy Leadership Team. Light refreshments will be provided. All parents/ guardians are welcome!

WHAT DOES YOUR CHILD STRUGGLE WITH?

Please write down specific things your child struggles with on the post-it notes.

Reading
Comprehension

Writing

Word Study,
Spelling,
Vocabulary

AGENDA

1. Introduction
2. Breakout Sessions
 - Word Study, Spelling, Vocabulary
 - Writing
 - Reading Comprehension
3. Wrap Up with Q & A
4. Raffle!



The Lesson of the Butterfly - A Story for Parents (adapted by Carol Reiley. Original author unknown)

One day a little boy was playing outdoors and found a fascinating caterpillar. The caterpillar was creating a cocoon. It was preparing to go through a metamorphosis and become a butterfly.



A few days later, a small opening appeared in the cocoon. The boy sat and watched the butterfly for several hours as it struggled to force its body through that little hole. Then it got stuck! It seemed to stop making any progress. It appeared as if it had gotten as far as it could, and it could go no further.



The little boy was so concerned he decided to help the butterfly. He got a pair of scissors and cut the opening of the cocoon bigger. The butterfly then emerged easily. But it had a swollen body and small, shriveled wings.



The little boy continued to watch the butterfly because he expected that, at any moment, the wings would enlarge and expand to be able to support the body, which would contract in time. Neither happened! In fact, the butterfly spent the rest of its life crawling around with a swollen body and shriveled wings. It was never able to fly.

Later, the little boy learned that the butterfly was SUPPOSED to struggle. In fact, the butterfly's struggle to push its way through the tiny opening of the cocoon pushes the fluid out of its body and into its wings. Without struggling out of the cocoon, the butterfly would never, ever fly. Sometimes struggles are exactly what we need in our lives. Without struggle, we could never reach our amazing potential! We could never fly!



As you go through school, and life, keep in mind that struggling is an important part of any growth experience. In fact, it is the struggle that develops your ability to be the best you possible. Like the butterfly, struggle will help you spread your wings and fly.

***As parents and educators our gift to you is stronger wings...
You all are meant to fly!***



CELEBRATE MISTAKES

Many students shy away from Challenging schoolwork and get discouraged when they make mistakes



“We are raising a generation of children who are terrified of blundering, of failing, of even sitting in the discomfort of not knowing something for a few minutes.”

MindsetKit.org

Alina Tugend

“Making mistakes is the most useful thing to be doing!”

[Video](#)

MindsetKit.org

Jo Boaler

How can you support
your child in their
struggle and **WHY** is
the struggle important?

GO TO QUESTIONS

- What are you supposed to do?
- What materials do you need?
- What part is confusing you?
- Have you done something like this before?
- What strategies have you already tried?
- What other strategies could help you?
- How can you break this into smaller steps?
- Where can you find information to help you?
- Remind child of past successes.

BREAKOUT GROUPS

**Reading
Comprehension**
with Maureen & Joanna

Writing
with Lisa & Sam

**Word Study,
Spelling,
Vocabulary**
with Gena, Emily & Jen

WORD STUDY, SPELLING & VOCAB

- Give High Frequency Word List - these are the words your students should know
- Ways to support vocabulary: prefixes, suffixes, root words, connections to other words

High Frequency Words | Kindergarten

a	go	me	up
am	he	no	we
an	I	on	you
and	in	see	
at	is	so	
can	it	the	
do	like	to	

High Frequency Words | Grade 1

a lot	be	day	go	how	look	no	park	she	then	was	with
a	because	did	got	I	love	not	part	sit	there	water	would
about	black	do	green	if	made	now	people	so	they	way	write
all	blue	down	had	in	make	of	play	some	this	we	yellow
am	but	find	has	into	many	on	please	Sunday	time	were	yes
an	by	first	have	is	may	one	ran	than	to	what	you
and	can	for	he	it	me	or	red	that	two	when	your
are	car	Friday	her	like	Monday	orange	said	the	under	where	
as	come	from	him	little	more	other	saw	their	up	who	
at	could	get	his	long	my	out	see	them	us	will	

High Frequency Words | Grade 2

able	around	change	front	house	line	name	picture	say	take	Tuesday	work
after	ask	cousin	full	I'll	little	need	place	should	tell	turn	world
again	away	does	give	into	live	new	play	show	they're	use	year
air	back	end	good	just	mean	next	point	sister	thing	very	you're
also	because	didn't	great	kind	most	off	predict	small	through	want	your
America	before	different	hand	know	mother	old	put	sound	take	Wednesday	
animal	boy	even	help	large	move	only	read	spell	think	well	
another	brother	feel	her	learn	much	our	right	still	Thursday	went	
answer	came	found	here	letter	much	over	same	study	too	why	
any	can't	friend	home	life	must	page	Saturday	such	try	won	

High Frequency Words | Grade 3

above	being	close	example	few	high	kind	March	November	real	soon	thought	without
almost	below	country	eye	finally	hold	last	May	October	river	special	today	young
along	better	December	face	food	hurt	later	might	often	school	start	together	until
always	between	don't	fall	full	idea	laugh	mile	once	sea	start	tomorrow	walk
April	both	done	family	girl	important	leave	miss	open	second	state	under	
August	bring	drink	far	group	it's	left	myself	own	seem	story	Massachusetts	
awesome	Cambridge	earth	father	grow	January	life	near	paper	September	talk	warm	
beautiful	carry	eat	favorite	hard	July	light	nest	pick	side	third	watch	
began	children	enough	February	head	June	list	never	plant	something	those	while	
begin	city	every	feet	hear	keep	long	night	pretty	song	though	white	

High Frequency Words | Grade 4

across	certain	easy	himself	mark	pattern	short	through	whole
against	color	everybody	hold	measure	piece	since	toward	wind
almost	complete	field	horse	money	problem	sincerely	town	wood
among	course	figure	hours	morning	products	slowly	travel	you're
area	covered	fire	however	music	pulled	source	trouble	
became	cried	friends	hundred	north	questions	south	true	
become	different	ground	instead	notice	reached	space	upon	
body	draw	hair	knew	number	remember	suppose	usually	
brought	during	happened	knock	order	seen	sure	voice	
careful	early	heard	listen	passed	several	table	waves	

High Frequency Words | Grade 5

additionally	carefully	difference	filled	known	object	quickly	shown	thousands
afterwards	check	different	fourth	language	ocean	quiet	simplify	threw
already	circle	done	furthermore	machine	opinion	quit	sincerely	throughout
although	common	embarrass	government	material	pair	quite	special	toward
behind	conclusion	English	heavy	minutes	person	recommend	strong	understand
believe	contain	equation	inches	necessary	plain	round	success	
brought	correct	especially	include	neighbor	plane	science	surface	
building	decided	explain	inside	opposite	power	scientists	system	
built	demonstrate	explanation	interest	nothing	probably	separate	taught	
cannot	describe	fact	island	noun	produce	shape	therefore	

K-5 Spelling & Vocabulary Strategies for Home

SPELLING

- ❑ Say it slow: what sounds do you hear?
- ❑ Do you know a chunk of that word?
- ❑ If you know _____ then you know _____
(example: if you know tree, then you know street)
- ❑ When these letters are together, they make this sound. Now you finish the word.
- ❑ You're missing some sounds. Let me show you where they are (example: if the word is star, but your child spells it "str" you can show them s t _ _ r and have them fill in the blank with the sound they hear)
- ❑ If it is a very difficult word, you can write it down for them and have them copy it into the work
- ❑ Create a spelling dictionary for home with frequently used words for students to reference

VOCABULARY

- ❑ Context: use the other words in the sentence and decide what word would make sense to go there.
- ❑ Look at the pictures to help you figure out what makes sense
- ❑ Read what comes before and what comes after. You might see the definition or spot some clues
- ❑ Look at chunks of the word (prefix, root, suffix)
(example: if the word is disagree, the student can use what he/she knows about "agree" and that "dis" means "not" to figure out that it means to not agree)
- ❑ It's OK to teach a new word! Teaching new words help build your child's vocabulary.
 1. Tell what it means
 2. Use it in a sentence
 3. Ask the student to try using it
 4. Make a connection to a character, experience, or story

READING COMPREHENSION

COMPREHENSION means thinking about & understanding the text at **MULTIPLE LEVELS**:

* **WITHIN** the text *

**UNDERSTAND
LITERAL MEANING**

(meaning of author's words)

* **BEYOND** the text *

**PREDICT, INFER, CONNECT +
ACQUIRE NEW KNOWLEDGE**

(author's words + reader's knowledge)

* **ABOUT** the text *

ANALYZE + CRITIQUE

(notice *how* the author wrote the text + make judgements)

Is the
CONFUSION
really in the
**READING
PASSAGE?**

Sometimes the reading passage itself (the book, article) is **NOT** causing the confusion!

The **QUESTION OR PROMPT** about the passage may be what's really confusing your child.

We encourage children to **SAY THE QUESTION IN THEIR OWN WORDS** to help them determine whether part of the question (a specific word, etc.) is the reason they're is "stuck."

If necessary, you can **REWORD THE QUESTION** or **EXPLAIN TRICKY WORDS** to ensure your child fully understands what's being asked.

READING COMPREHENSION

At all levels of comprehension, children are encouraged to use **EVIDENCE FROM THE TEXT** to **SUPPORT AND EXPLAIN** their thinking and responses.

PHRASES to help children **USE THE TEXT TO SUPPORT THEIR THINKING**:

- * I know this because the text says...
- * I read in the text..., which makes me think...
- * The author wrote...in the text, so I know...
- * I think... because it says on pg....
- * When the author wrote... it made me think..., because...



GUIDING QUESTIONS to help children in **GRADES K-2**

WITHIN the Text Thinking	BEYOND the Text Thinking	ABOUT the Text Thinking
<p><i>Readers use the meaning of the story or book to problem solve unknown words. When stuck it helps to ask questions to support readers to integrate meaning with other strategies.</i></p> <ul style="list-style-type: none"> *Can the picture help you think about this part of the story? *Think about the story *Think about what would make sense. *Try ____ (insert correct response). Would that make sense? <p>Questions to support comprehension after reading:</p> <ul style="list-style-type: none"> *What happened in the story? *What did you learn about in that book? *Show me the important parts of this story or book. 	<p>Questions to support comprehension after reading:</p> <ul style="list-style-type: none"> * What new information did you learn from this book? *How did you change your ideas after reading this book? *What did this book make you think about? 	<p>Questions to support comprehension after reading:</p> <ul style="list-style-type: none"> *What did the writer do to make this topic interesting? *What are examples in the book of how the writer interested you? *Why do you think the author chose to include the pictures and/or graphics in this book?

GUIDING QUESTIONS to help children in GRADES 3-5

WITHIN the Text Thinking	BEYOND the Text Thinking	ABOUT the Text Thinking
<p>Word solving during reading:</p> <ul style="list-style-type: none"> * What word would make sense? * Can you skip the word, read to the end of the sentence, and think about what might make sense? * Could word parts help you figure out its meaning? <p>*a prefix: <i>reunite- unite again</i> *a suffix: <i>purposeful- full of purpose</i> *a root: <i>biology- study of living things</i></p> <p>Thinking during & after reading:</p> <ul style="list-style-type: none"> *What part confuses you? Can you reread the part that doesn't make sense? * Can you identify the main characters, the setting, the main conflict, the important events? (Fiction) * Does the conflict get resolved? How? (Fiction) * What are the important facts? What did you learn from the text, photographs, diagrams, etc. (Nonfiction) 	<p>Thinking during & after reading:</p> <ul style="list-style-type: none"> * How would you describe the main character? What makes you think so? * Why do you think the character acted the way they did? * What do you predict will happen next? Why do you think so? Was your prediction correct? * What's the central theme (lesson) in this fiction text? What's the big idea in this nonfiction text? 	<p>Thinking during & after reading:</p> <ul style="list-style-type: none"> * What point of view is the story told from? How does this impact how events in the story are described? (Fiction) * What powerful descriptive words (adjectives) does the writer use and how do they help the reader? * How does the writer capture the reader's attention? * How do headings, photos, illustrations, etc. help the reader understand the text?

THREE TYPES OF WRITING

<p>NARRATIVE</p> <ul style="list-style-type: none"> • Interesting ideas about one topic • Engaging introduction • Details such as: <ul style="list-style-type: none"> ○ descriptive language ○ dialogue ○ feelings ○ inner thoughts ○ actions • Events in the order that they happened (in paragraphs for grades 3-5) • Conclusion that wraps up the story 	<p>OPINION</p> <ul style="list-style-type: none"> • Introduction • State an opinion • 3 reasons to support opinion • Facts and details to support the reasons • Organized in paragraphs (grades 3-5) • Transition words such as First, Second, Next, Finally • Conclusion related to the opinion 	<p>INFORMATIONAL</p> <ul style="list-style-type: none"> • Write about a topic that they know a lot about, researching when needed • Introduce a topic and group related information together • Include illustrations, charts, sidebars, maps, diagrams, etc when useful • Develop the topic with facts, definitions, and details • Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. • Provide a concluding statement or section.
--	--	---

BEFORE WRITING ASK

- What are you supposed to do? Do you understand what you're being asked to do?
- What does the question or directions ask you to do?
- What type of writing is it? (narrative, opinion, informational, writing about reading)
- What is confusing you?
- What materials do you need?
 - If you are responding to a book or article, do you have it with you?
 - Do you need to do this on paper or on the computer?
 - Do you need to gather research?

DURING THE WRITING ASK:

- What strategies have you already tried?
- Have you tried a planning strategy (make a list of topics; an idea web; an outline;.....)
- Do you know any other strategies to help you?
- Have you answered a question or done something like this before? Have you done similar work in class? Remind child of past successes.
- How can you break this job into smaller chunks?
- Where could you find the answer? (for example, have they looked back into the book)

AFTER THE WRITING ASK:

- Do you have all of the parts you need?
- Do you have an intro....
- Have you read what you wrote?
- Is there anything else you can add to make your thinking clearer?
- Have you checked for spelling?
- Are there any ___th grade words that you could use?
- Is your work organized?

WRAP UP

Questions & Comments
from breakout session

Please share your
thoughts and feeling
about our parent
workshop series.



Library/Technology | School Calendar | Contact Morse

CPS Morse School

Cambridge Public Schools Home About Our School Academics Activities for Students for Families for Staff

Joining Forces

Morse educators join together to learn how to equip families with the tools students need to develop a growth mindset.

[View the Story >>](#)

Bus Info School Calendar Contact Us School Closings Library Lunch Menus

We are one heart, we are one hand, we are the children and people of many different lands. We're a neighborhood filled with hope and pride, a belief in walking side by side.

School Tours

 Learn more about the Morse School and schedule a school tour >>

Quick Links

- [Lunch Menus](#)
- [School Newsletter](#)
- [2015-16 District Calendar](#)
- [Morse Community School](#)
- [Contact Morse](#)
- [Parent Workshops](#)

Get Involved

 Help build a stronger community by volunteering at the Morse School >>

NEWS

- 02/01/2016 Buona Fortuna & Ci Mancherà! Mr. Mili (Good Luck & You Will Be Missed) >>
- 02/01/2016 Kodály Survey for Families >>
- 01/21/2016 Family Survey Results are Here! >>

[View All School News >>](#)

SAVE THESE DATES!



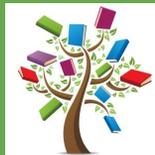
**Math & Literacy
Carnival**

MARCH 30TH



**Math Parent
Workshop**

APRIL 27TH



**Literacy Parent
Workshop**

MAY 25TH