

**Pennsylvania Department of Education  
2017 State Parent Advisory Council (SPAC) Conference**

**Using Pop Culture Resources at Home to Increase Literacy Development**

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Literacy development including strategies to use valuable resources can be utilized at home. This will help prepare children for school success by making pro-active school preparations using strategies to improve early literacy skills at home through media sources such as songs and television shows that depict diversity in popular culture. Adults who are raising young children have a direct influence, as the first teacher, on reading readiness. Media sources readily available in the home, i.e., movies, songs, and television shows, depict diversity in popular culture from which adults and children alike may draw positive identity images. Hearing and participating in a lot of informal yet purposeful pre-literacy activities at home sprinkled throughout the day overtime, prepares children for the formal literacy instruction that occurs during formal schooling.

Literacy development = There are several conceptual areas that are correlated to learning how to read. Successful development of these areas provide a foundation leading to proficiency in literacy. These areas include concepts about print, phonemic awareness, phonics, fluency, vocabulary, and comprehension.

**Concepts about print** includes orientation of the book, directional rules, knowledge that print not the picture tells the story, understanding the terms word, letter, beginning of the sentence, top of the page, and simple punctuation marks.

**Phonemic awareness** is the ability to recognize sounds in words without involving written language.

**Phonics** is the understanding of the sound-symbol relationship known as the alphabetic principle.

**Fluency** is reading rapidly, automatically recognizing words, and phrasing clusters of words.

**Vocabulary** is learning the meaning of a word.

**Comprehension** is understanding the meaning intended.

Pop Culture (Popular Culture) = Activities and/or commercial products  
that reflect the culture of the people.

**MUSIC and TELENOVELAS**

## **MUSIC**

### **Activity 1. PHONEMIC AWARENESS**

Play with words in the song. Choose a word(s) from the song. Say a rhyming word(s).

### **Activity 2. FLUENCY**

Sing the chosen song being played. How does that song go? Let's sing it together.

### **Activity 3. PHONICS. WRITING WORDS**

Allow children to use paper and pencil/crayon/marker. Write a word you hear in the song. Change the beginning sound with several different letters to make new words.

### **Activity 4. VOCABULARY**

Talk about the meaning of the words. Repeat the words (use the words) so that your child listens to the words and sees the words in print. Throughout the day or week, use the words often.

## **TELENOVELAS**

### **Activity 1. COMPREHENSION: MAKE CONNECTIONS**

Connect to your child's background by talking about the episode/story. Ask questions.

### **Activity 2. COMPREHENSION: POINT OF VIEW. WRITING NAME**

Have your child write his name. Help your child write his favorite character's name, and draw a picture of that favorite character. Discuss the character.

### **Activity 3. COMPREHENSION: STORY SEQUENCING**

Retell the episode/story for sequencing, and have your child do the same. Ask: What happened first? Then what happened? How did the episode/story end?

### **Activity 4. VOCABULARY. WRITING WORDS**

Choose a few words from the episode/story to write and talk about. Write the words. Talk about the meaning of the words.