

## Resources

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- **The Power of the Telenovela Article:**  
<http://www.pbs.org/newshour/rundown/the-power-of-the-telenovela/>
- **Teen Telenovela (*House of Anibus* on Nickelodeon)**  
<http://www.nick-asia.com/shows/house-of-anubis/dk3c81>
- **National Association for the Education of Young Children (NAEYC for Families)**  
<http://families.naeyc.org/>
- **National Education Association (NEA Parents' Resources )**  
<http://parents.nea.org/>



## Contact Information

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

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**Pennsylvania Department  
of Education**

**2017 STATE PARENT  
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(SPAC) CONFERENCE**  
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**Pop Culture (Popular  
Culture) =** Activities and/  
or commercial products  
that reflect the culture of  
the people.



## Literacy Development

**Literacy development** = Successful development of the following areas provide a foundation leading to proficiency in reading and writing.

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

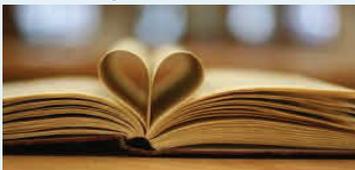
**Phonemic awareness** is the ability to recognize sounds in words without involving written language.

**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 overall meaning intended.



## Music

### Activity 1. To develop PHONEMIC AWARENESS

Play with words in the song. Choose a word. Make a rhyming word by changing the beginning sound.  
/shopping/ sounds like hopping, bopping, mopping, cropping, sopping.

### Activity 2. To develop FLUENCY

Sing the song over and over again. How does that song go? Let's sing it together.

### Activity 3. To develop PHONICS; and to WRITE WORDS

Write a word you hear in the song. Change the *beginning* sound with several different letters to make new words.  
/big/ can be changed to wig, swig, rig, pig, jig, dig, gig.  
Change the *middle* sound with several different letters to make new words.  
/big/ can be changed to bug, beg, bag.

### Activity 4. To build VOCABULARY

Choose a word, write it, and talk about the meaning. Repeat the word (use the word) so that your child listens to the word and sees the word in print. Throughout the day or week, repeat and use the word often.



## Telenovela

### Activity 1. To build COMPREHENSION: MAKE CONNECTIONS

Connect to your child's background by talking about the episode/story. Ask questions: What does this remind you of? Where is the setting? (in the house, at a restaurant, in the yard). Who is your favorite character? Why? Is the character happy? How do you know? Did the character have a problem? How did they work it out? Is the show exciting? Why?

### Activity 2. To build COMPREHENSION: POINT OF VIEW; and to WRITE NAMES

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, and your child's opinion of that character.

### Activity 3. To build 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 it end?

### Activity 4. To build VOCABULARY; and to WRITE WORDS

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