

Grades 4-12

# Supporting Your Child's Reading at Home

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Livingston Public Schools

# Tonight, We Will Learn...



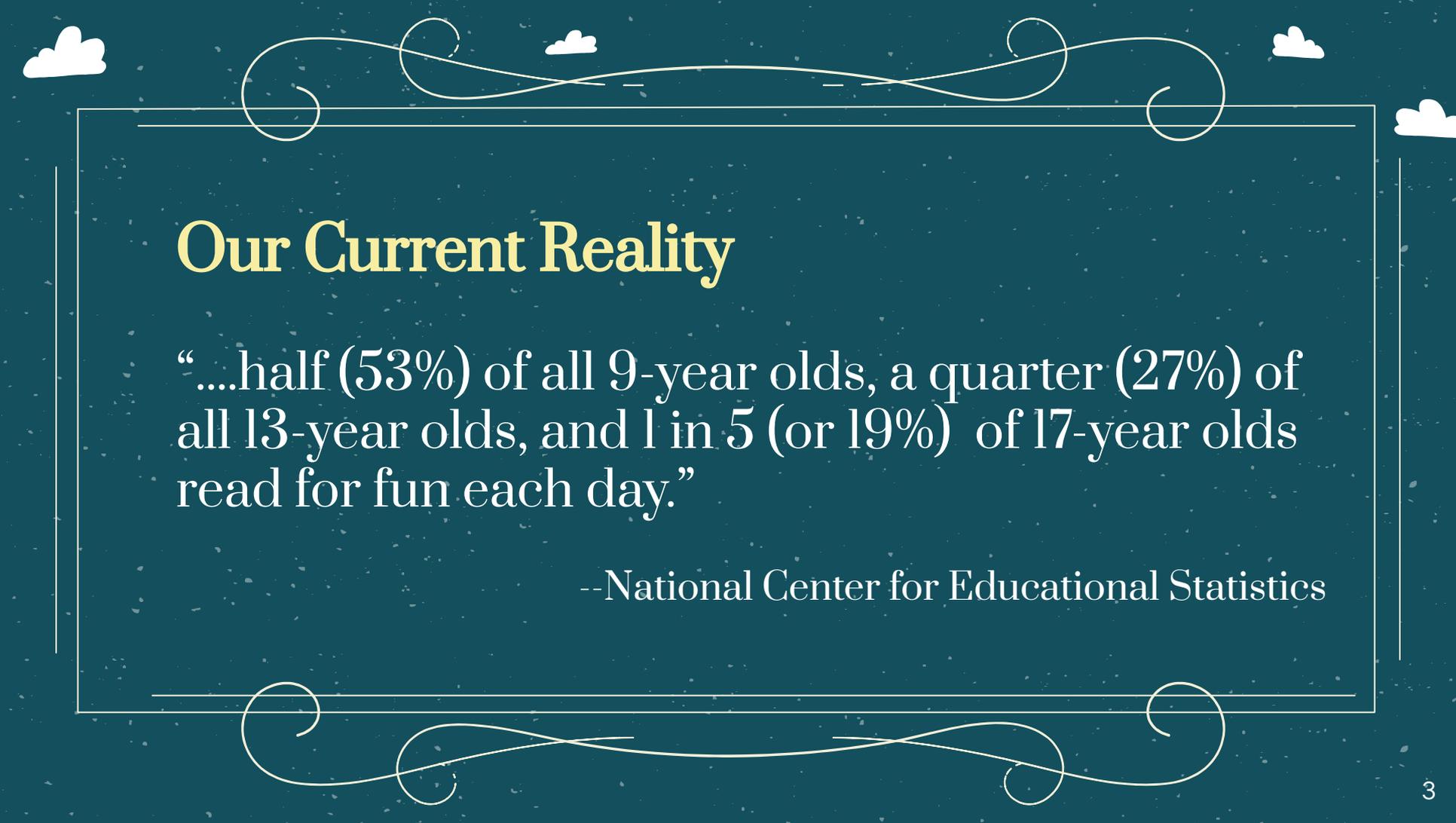
- 1 What brain research teaches us about the adolescent brain, and what that means for how we can best support our child's academic and social-emotional development.



- 2 The six most supportive things we can do to help you foster a genuine love of reading and learning in your home and, in turn, foster a reading habit that lasts a lifetime.



- 3 Provide you with practical tools/resources.



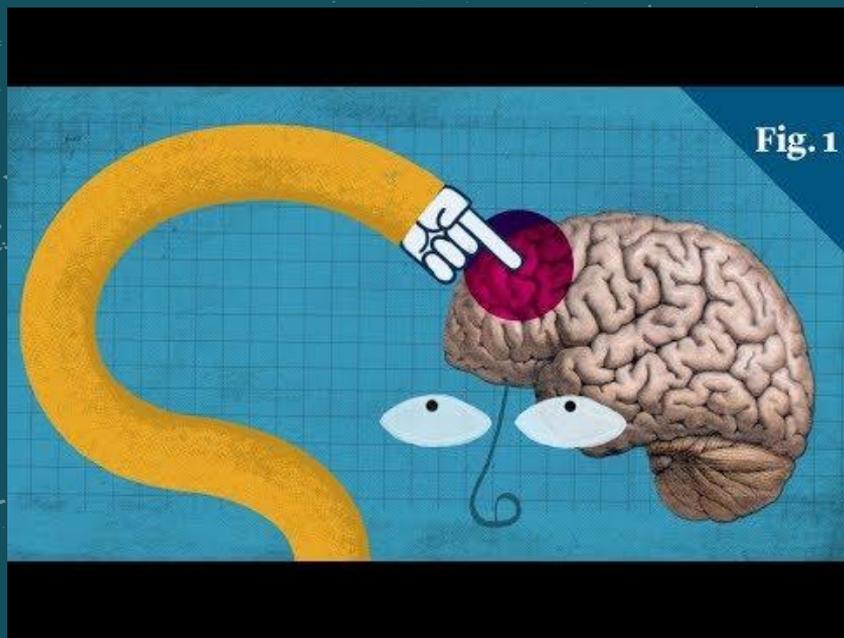
## Our Current Reality

“...half (53%) of all 9-year olds, a quarter (27%) of all 13-year olds, and 1 in 5 (or 19%) of 17-year olds read for fun each day.”

--National Center for Educational Statistics

# The Good News: The Adolescent Brain is Wired to Learn!





# In Summary...

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## LIMBIC SYSTEM

Part of brain that controls emotional responses and instant gratification.

Develops at an accelerated pace in adolescents.

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## PREFRONTAL CORTEX

Part of brain that is responsible for logic (cognitive control, attention span, executive functioning). Develops slowly--through age 25.

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## STRIATUM (Rewards)

The brain's reward system. Adolescents respond most strongly to social and monetary rewards.

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## STRIATUM (Quick Learning)

Also responsible for feedback learning. When given information, adolescents learn faster. Important with regard to habit development.

# The Big Takeaways...



Emotions rule the day. Learning needs to trigger a social or personally meaningful issue to resonate.



Adolescents respond quickly to feedback, and are keenly attuned to their environment for clues about how to act. If their peers read, so will they. Can also incentivize competition/reward around reading in the home.



Building routines for reading does not come intuitively at this age. Adolescents must see models of a reading life (usually at home) on a regular basis to develop this schema.





01

It doesn't matter what they read,  
as long as they are reading.

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02

**Make sure kids have constant  
access to books.**

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# Book Recommendations/Lists

- [AdLit: High-Interest Booklists for Reluctant Readers](#)
- [Nine Great Books for Teen Readers](#)
- [High-Interest Books for Middle Schoolers](#)
- [Middle Grade Nonfiction](#)
- [Fostering Discussion With Your Child: Books that Support Social-Emotional Wellbeing](#)
- [A Selection of Podcasts for Children at All Levels](#)
- *Goodreads: Readers Also Enjoyed/Books Similar*



03

Reading is SOCIAL.

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# Parent Lifhack #1:



When reading,  
discuss social issues  
and themes.

## Strategies to Help

1. Come prepared (share an article, listen to the same podcast).
2. Take a stance of genuine learning (rather than teaching).
  - Questioning is always a good starting point.
  - Start by asking, “What have you learned already? What questions do you still have?”
  -
3. Thank them for the discussion and set next steps (e.g. “I want to read more about what you brought up? What is standing out for you?”).

# Parent Lifhack #2:



Make reading a  
family affair.



## Strategies to Help

1. Take turns selecting a text: book, article, audiobook, podcast.
2. Set the schedule (when are we meeting, how much should we read/listen to, what should we bring prepared to discuss-such as a quote/passage, theme).
3. Prepare for the meeting (food, decorations, activities).
4. Have book club!

**Possible follow-ups:** If the book is based on a movie or TV show, watch it together. Or go on a field trip to the setting (if accessible) as a family.

Parent  
Lifhack  
#3:



Sign Up for After  
School and  
Community Book  
Clubs

## Strategies to Help

1. The Livingston Public Library's Children's Room and Teen Zone have an ongoing collection of events and activities for readers of all interest levels and ages.
2. HMS and LHS have an ongoing afterschool book club that is open to all students in grades 7-12. For more information, please reach out to:
  - HMS: Susan Tannler: [stannler@livingston.org](mailto:stannler@livingston.org)
  - LHS: Mary Ann Dellosa: [mdellosa@livingston.org](mailto:mdellosa@livingston.org)  
Susan Cunfer: [scunfer@livingston.org](mailto:scunfer@livingston.org)

04

## Redefine WHY we read

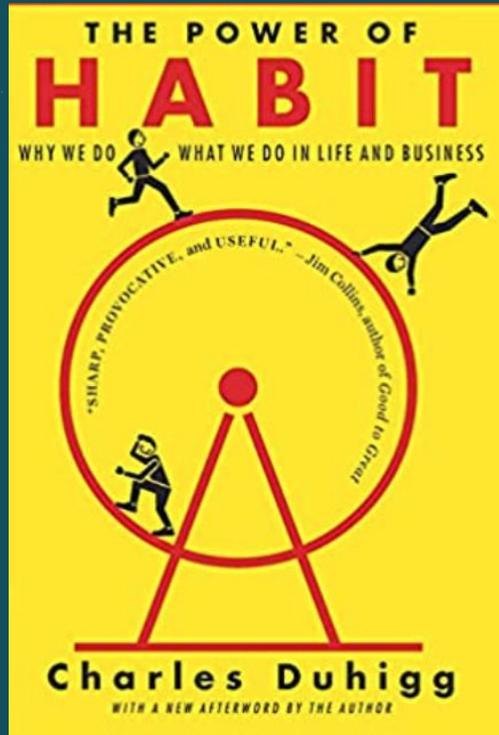
(Not as just something we do for school, but to help us more fully understand ourselves and our world.)

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Mix books and other media.

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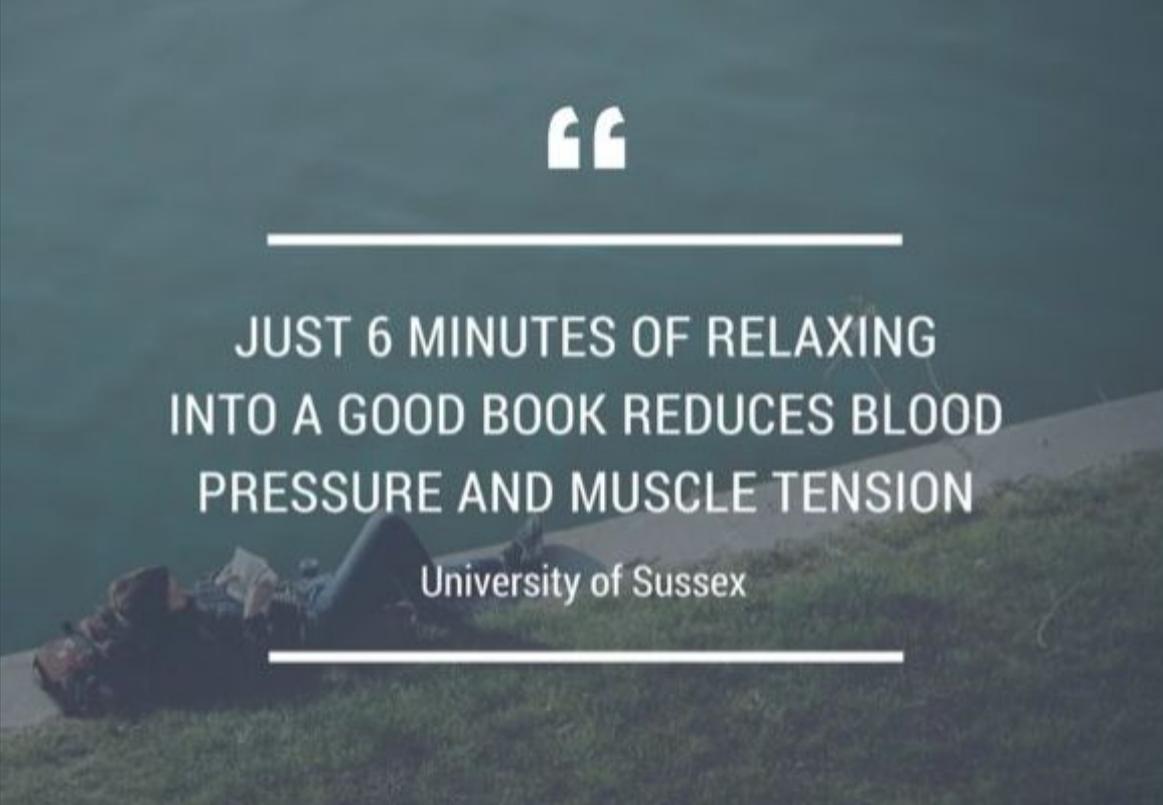


06

**Make time for reading.**

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A person is lying on their back on a grassy hill, reading a book. The background is a soft-focus landscape with a body of water and a cloudy sky. The text is overlaid on this image.

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JUST 6 MINUTES OF RELAXING  
INTO A GOOD BOOK REDUCES BLOOD  
PRESSURE AND MUSCLE TENSION

University of Sussex

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# Libraries (and Librarians) are Your Lifeline!



# LIVINGSTON PUBLIC LIBRARY

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# Livingston Public Schools Library/ Media Centers

<b><u>Burnet Hill</u></b> Media Specialist: Jill Mills	<b><u>Collins</u></b> Media Specialist: Sheila Stafford	<b><u>Harrison</u></b> Media Specialist: Coleen Caulfield
<b><u>Hillside</u></b> Media Specialist: Colleen Donnelly	<b><u>Mount Pleasant ES</u></b> Media Specialist: Lenore Piccoli	<b><u>Riker Hill</u></b> Media Specialist: Christy Caruso
<b><u>Mount Pleasant MS</u></b> Media Specialist: Jessica Sental	<b><u>Heritage MS</u></b> Media Specialist: Susan Tannler	<b><u>Livingston HS</u></b> Media Specialists: Susan Cunfer and Mary Ann Dellosa



# Thank you for your partnership!

Please reach out if you have any questions.

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