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## FAB:ulous! Family Literacy Nights: Learning to Listen to Families

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**FAB:ulous! Family Literacy Nights:  
Learning to Listen to Families**

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*This article describes our implementation of a program aimed at supporting families' literacy through books and strategies and through capitalizing on what the families know and care about. We held several Family Literacy Nights in which we planned activities, workshops, and book give-aways around families' interests, discerned during the first event. We struggled with simultaneously accomplishing our goals and those that reflected the families. In this article we share our successes as well as the lessons we learned about how to do this work.*

ONE EVENING IN SPRING, more than 100 families gathered at an urban elementary school to hear, read, and write poetry together. From a topic selected by many of the families, the project organizers decided to use the genre to connect more deeply with families around reading and writing. This was not hard to do. After many readings of poetry of all sorts and a short lesson on some attributes of poetry, the families set out to create their own poem to be hung on the school wall. More than 200 voices could be heard murmuring in the large recreation room—in English, Spanish, Dinka, Urdu, Chinese, Japanese, and more. By the end of the evening, children and their parents or guardians proudly mounted their poems to be displayed on the school walls for weeks to come.

What gets families to come to school and participate in literacy activities? How can schools reach out to families in a variety of ways? How can families and schools work together for higher student achievement? As university professors interested in literacy and home-school relationships, we used these questions to guide us in implementing a program in an urban elementary school that brought children, teachers, and families together around books.

Our inspiration for the project began when we received a grant from the state's attorney general's office to implement a reading program in an urban school. One of us wrote a proposal that included families for the purposes of sustaining literacy activity after the project was over. We knew that the best projects were those with staying power, and that involving families in schools and academics is critical for sustaining literacy (Epstein, Salina, Sanders, & Simon, 1997).

We shared our idea of hosting several family literacy events with the principal and teachers of an urban elementary school with whom we had previously worked. This project became a collaborative university-school project in which teachers took leadership roles in planning and hosting events, while the university researchers provided grant support, guidance in book selection, assistance during each of the events, and taught during events as well. We called the project FAB:ulous! The acronym stands for "Families And Books: Using Literacy Opportunities to Unleash Success!"

Our goals for the project were two-fold: to build on families' knowledge and interests (Moll, Amanti, Neff, & González, 1992; Tharp, Estrada, Dalton, & Yamauchi, 2000) and to teach specific ways families can assist their children with literacy. The goals were sometimes difficult to accomplish simultaneously. This article is the story of the benefits for families and teachers in our project as well as lessons we learned about doing this kind of work.

### The School and Community

The elementary school served 600 students, some of the poorest children in our large urban school district, with 97 percent of the students participating in the free or reduced breakfast and lunch programs. The student body consisted of about 50 percent African American students and 50 percent other, with approximately 10 percent of the student body speaking English as a second language.

We found particular interest in this school because of the diverse population and its strong leadership and commitment to the community. The principal had worked at this school for over 20 years. She demonstrates her commitment to the families in a myriad of ways. Besides greeting each student every morning, she stays late to support ongoing evening community programs held at the school. Because she knows each child by name, she writes comments on each student's report card and provides post cards for the teachers to send to their students before school starts to welcome them to the new school year. In addition, the principal emphasizes the importance of knowing the school's families. For instance, she has taken her faculty on walking tours of the surrounding community.

The local housing in the community consists primarily of small, wood-frame, single-family homes and two large subsidized housing complexes. The school is situated in a high crime area. A number of assistance programs located in and around the school support families in poverty and/or crisis. While some of the students are bused to the school, most students come from this surrounding community. Many of the participants walked to the evening gatherings.

### Our Perspective

As university professors, we have long recognized the value of family involvement (Epstein, et. al, 1997; McIntyre, Kyle, Moore, Sweazy, & Greer, 2001; McCarthy, 2000). But our most recent focus has been to work with families in creative ways as a means of raising student school achievement (Kyle, McIntyre, Miller, & Moore, 2002; McIntyre, Rosebery, & González, 2001). Traditional views of family involvement seek to change families or to teach families that which they lack or what others assume they lack. We knew that getting poor and working class families to do what schools wanted them to do has not necessarily affected achievement. We also knew that “one-shot” parent involvement interventions have not worked to build either positive home-school relationships or increase student achievement. We did not want a “drop your kids off” program either.

Further, we view literacy broadly, and we wanted the project to reflect these views. Literacy includes reading as a necessary component, but also focuses more broadly not only on the act of reading, but on the beliefs, attitudes, and social practices in which literate individuals and social groups engage in a variety of settings and situations, including those involving technology (Pearson & Raphael, 1999). Literacy involves knowledge of the underlying discourses in a group (Gee, 1990); that is, the values, viewpoints, “funds of knowledge” (Velez-Ibanez & Greenburg, 1992), and language patterns established by members of that discourse group. In addition, we recognize the difference between *school* literacy and *community* literacy (Bloome et al., 2000). Rueda and McIntyre (2002) explain:

School literacy, or what we call ‘reading’ is characterized by practices we see in school—reading as an assignment, completing homework; drilling and practicing with print to ‘get better’ at it. This is in contrast to community literacy which includes practices that serve a community function—to find something out (what happened to the fired police chief), for entertainment (to find out when the game is on), to run the family more efficiently (writing grocery lists), and so

on. As we become literate, we learn the discourses underlying the literacy we are engaged in learning (or acquiring). Again, these discourses have to do with language patterns and internally accepted meanings and ways of behaving (p. 192).

With these views, we knew we wanted the evening events to build on the families' literacy. We knew that we must have families engaging in both school and community literacy activities. We decided we would interview groups of parents about their interests, funds of knowledge, and ideas for future FAB:ulous! programs.

We also knew we wanted to spend the majority of the grant funds on books—highly recommended, culturally appropriate books for the population of students in the school. With backgrounds in elementary literacy and social studies, we knew many culturally appropriate books for the diverse cultural backgrounds of the families at the school. We also knew effective ways of supporting children's reading and writing. With this knowledge we decided to host evening literacy-focused events seven or eight times each academic year for two years. We decided to provide a light meal because the events would occur at the dinner hour, have activities for children and workshops for parents and guardians, and give away a book to each child at the end of each evening.

We had several committed teachers who worked, not only to organize the events, but also to help bridge the work at school with the work at these family events in order to capitalize on instructional strategies (or school literacy). We had solid goals, but they were not always easy to put into action. At issue was *how* we would work on our goals for literacy and engage family knowledge simultaneously. We discovered that we needed to listen and observe the families carefully at the beginning in order to be sure their needs were being met.

### Getting Started

We met with a faculty advisory board at the school in the spring of the preceding year to plan the program. In the fall we met with all the teachers in the school to explain the program and our theory of literacy

instruction and family involvement, and to ask for volunteers to work on the program. Then we made the organizational plans for the first night, which was focused on "Sports," as recommended by the teachers. We ordered food, bought materials, selected and ordered sports books and magazines for give-aways, and hired childcare workers. The teachers prepared for their roles as group leaders who would hold interviews with the adults to discern family knowledge and interests.

### Family Knowledge and Information

On the very first FAB:ulous! night program, after dinner, we separated the children for activities while we met with the adults. We held small group sessions, led by several classroom teachers and ourselves. We hoped that in the small group format we could elicit information from parents and guardians to use in planning subsequent sessions. We wanted to find out about families' interests, funds of knowledge, dispositions (especially regarding literacy), and educational goals. We also wanted to know about the adults' concerns for helping their children as readers and writers and any assistance the adults may want in meeting their goals. We took notes as the adults talked and provided response sheets for those who preferred to write their responses. We found out more about the children than about the adults and more about interests (i.e., children's activities, book preferences, interests, experiences, knowledge, and writing at home, and adults' concerns about helping with literacy) than funds of knowledge. The list below shares our findings from interviews with adults:

- Children's activities. The adults identified a wide range of activities that their children enjoyed. However, sports, games, and "play" were among the most frequently mentioned. Play was often described as dress up, action figures, socializing and many included visual entertainment (popular culture and media) as a primary source of entertainment as well, such as TV, movies, music, video games, and the like.
- Children's book preferences. The adults mentioned many categories of topics of books that their children enjoyed, often reflecting the children's activities. Sports, animals, fairy tales,

poetry, science, mysteries, and those of popular culture (Snoop Doggy Dog, Pokémon, Barbie, Disney Channel, Animorphs). In identifying children's favorite books, the parents provided more specific titles for fiction than for nonfiction. These were well-known, easily available books such as Dr. Seuss, Disney, Berenstain Bear books, Arthur, Clifford, Franklin, RugRats. For nonfiction, they listed topics (e.g., how-to books, science/chemistry experiments, army, dinosaurs) rather than titles.

- Children's interests. The adults listed a wide range of interests for their children as well. However, unlike those listed for reading preferences, this list represented more topics that would likely be in a school curriculum, such as the human body, science, solar system, math, astronauts, computer, different cultures, cursive handwriting, foreign languages, animals, and nature. Many said their children wanted to know more about people of the past than those of the present. (However, Michael Jordan and Ricky Martin did make several lists!) Some adults also indicated that their children wanted to know more about their own family members, especially grandparents.
- Children's knowledge. When asked about what topics their children know, the adults generated a list that reflected their activities: video games, Pokemon, cartoons, movies, sports (pro wrestling, car racing, football, and fishing), religion (church, Jesus), current social trends (fads and fashions, slang, music, haircuts) and other topics such as carpentry, girls, trucks, horses, snakes, and chores. Five responses reflected topics typical of a school curriculum: math, computers, dinosaurs, science (plants and the solar system).
- Children's writing at home. From the responses of parents, it seems like children's writing at home was mostly functional: letters to family, thank you cards, lists, phone numbers, and even several "running away from home" letters. Some family members mentioned creative writing (poems, portraits, music, journals, doodling), and a few mentioned school-related writing

such as homework, definitions, spelling words, etc. This is similar to the types of writing in middle class homes (Taylor, 1985) and to the scope of writing in similar working class homes (Taylor & Dorsey-Gaines, 1988; Teale, 1986).

- Concerns about helping with literacy. Parents had a variety of concerns with regard to helping their children achieve as readers and writers. Some were general such as how to help improve study habits or how to help with reading skills (phonics and comprehension). Other comments were very specific: Do you review? How do you review? How important is spelling? Most often parents or guardians asked questions about how to help children with the processes of reading and writing (rather than merely on the mechanics). For example, several asked how they could help their children enjoy reading more and how to help with focus and expression. A few asked about how to help with handwriting or grammatical skills.

These summaries served as our plans for the year's schedule.

The interests and knowledge were rich and varied, in contrast to often-perceived notions of what families of poverty know (Kyle, McIntyre, Miller, & Moore, 2002). Indeed, this highly multicultural group of families knew so much about the world including its geography and culture, that we decided to plan one evening that focused on "Around the World." Many of the African American families expressed an in-depth interest and understanding of African and African-American history. From this, we planned an event focused on leaders and significant historical figures, with an emphasis on people of color. The children's interests proved typical of today's media-saturated youth (TV, videogames, computers), but were academic (science, poetry) as well. We wanted the evenings to reflect as many of the common interests as possible.

After the first night, we examined the data from the families and made plans. During the next year, we focused the literacy nights on topics that emerged from the interviews and taught strategies based on

what the families wanted and what we believed they might need. Our schedule looked like this:

| <u>Topics</u>                              | <u>Activity</u>                                       |
|--|---|
| Sports                                     | Group interviews of adults on knowledge and interests |
| Around the World (Multi-cultural)          | Ten Ways to Increase Reading in Your Home             |
| Animals                                    | Helping Your Child With Reading                       |
| Science                                    | Helping Your Child With Writing                       |
| People Who Made a Difference (Biographies) | How to Select a Book for Your Child                   |
| Dr. Seuss                                  | Reading and Writing Bingo Game                        |
| Poetry                                     | Writing Family Poetry                                 |
| Writing                                    | Written Conversation                                  |

In each of the sessions, we provided handouts for the parents to take home. We tried to keep the handouts simple and handy for regular use. For example, the evening we taught "How To Help Your Child During Reading," we provided prompts for parents when they listen to their child reading and hear the child pause at an unknown word. Prompts were written on a bookmark, and the bookmarks laminated. We taught the parents how to use them, had them practice them with the children during the family literacy evening, and allowed them to take as many bookmarks as they thought they might need. The bookmark looked like this:

### Help With Words

Does that make sense?

Does that sound like language in a book?

Read it again, a bit faster.

Read it again, slower this time.

Look at the picture.

What is a better way to say that word?

Try skipping the word for now and read to the end of the sentence.

Can you make a guess?

Can you cover up part of the word?

Find the little word in the big word.

Can you sound it out?

Look at the vowel sound.

Say every sound in the word.

Go on and read.

### Listening to the Families

While gaining the interview information from the families was essential, we soon learned from the next two sessions that the families wanted to spend these evenings *together*. In our attempt to provide for each group, we had separated the adults and children. We planned fun events for the children while we “taught” the parents lessons that extended from their interests in literacy strategies from our initial group interviews. The adults were pleasant and cooperative, but not always enthusiastic. When we asked adults for feedback at the end of the sessions during the first three events, several said they enjoyed the activities. However, many were more specific about needs and desires:

“More hands-on activities.”

“More on how to motivate reluctant readers.”

“More help when a child doesn’t know a word.”

“Would like to work with my child when I am here.”

“Keep us with our children.”

“I would like to pick the book *with* my child.”

This sample of responses reflected what the parents and guardians wanted. They wanted to *live* the literacy experiences and do it *with their children* that evening, not after they got home or later in the week. Indeed, upon reflection, our presentations on "How to Read to Your Child" and so on looked more "sit and get" than hands-on (and we knew better). Early on, we did not have parents actually learning the strategies alongside their children. Thanks to the families, we could see that our events were at cross-purposes to what we wanted to do. We know that historically African American and Hispanic families are very family-oriented communities (Edwards, 1993; Valdes, 1996). We soon became more responsive to the families and we moved to more of a workshop approach with families and children working together, making games, making books, writing poetry, and writing conversations.

On one particularly successful night, we showed the parents and children a model of how to write a poem, and they wrote together. They then mounted their products on attractive paper and hung them in the school building. We heard many proud comments from the adults as they gazed at their work on the wall. One of the teachers told us, "They [families] loved it [the poetry evening]. [One of the parents] came the next day and said, 'Here, we finished ours when we got home. Here's our poetry to hang on the wall.'" One teacher explained how proud her students were the next day at school. She said, "It didn't matter who they grabbed in the hall, it was 'Come look at what I did. Look what Mama did.' I was sorry I didn't go to that workshop."

A second popular event was the evening we talked about writing. Many of the parents had questions about spelling and how much they should insist on correct spelling and when. We wanted to get parents writing with their children in order to experience themselves the sense of when it might be appropriate to correct spelling (when your poem is hung on the wall) and when mere communication is important (as in a written conversation with your child). We also wanted the parents and children to become metacognitive (Baker & Brown, 1984) about their reading because we believe the more they think and talk about literacy acts, the more the acts will become part the participants' identities. Thus, we had parents and children engage in a written conversation

around reading. After modeling one on the overhead, the adults paired with their children and wrote (See Appendixes A, B, C).

Upon reflection, these latter events met both of our goals:

- to capitalize on the interests, backgrounds, and needs of families (poetry, working together, questions about writing and spelling), and
- to promote our literacy agenda (get children reading and writing more with their families).

One parent recognized the changes we had made, and she preferred the latter workshops. She said that she wanted, "...more interaction with the children. I know in the beginning that wasn't really incorporated, and I don't know if it had to do with people's comments [on the surveys], or if you all were just trying to get a feel for, you know, how it would go, but I liked the way you had us in a group...the parents as well as the kids learned. So, I really enjoyed it towards the end."

One of the teachers liked it too:

I think if you had more workshop sessions where the parents actually work with their kids, and then they feel like, you know, we can tell them what to do, but if they can *actually do it* and ask questions while they are doing it, they'll be more motivated to go the extra mile with their kids, and the kids can see they can learn too. Not just the kid learning, but also the parent.

Thus, while our schedule was packed full of worthwhile literacy activity, how we initially organized it needed to be re-thought. We might have started more with the workshop and interviews, and later implemented the "stand and deliver" messages about techniques. The latter only work when real trust is built anyway, and these kinds of "stand and deliver" workshop lessons can emerge from the needs and desires of the families.

After the end of the first year, we also interviewed a few adult family members in-depth about the program, as well as about other issues in the community. All of the respondents were enthusiastic about the program, particularly our change to have more family workshop time:

“I like the interaction time.”

“I like the one-on-one time with my child.”

“I liked the one [lesson] on how to interact with my child during reading.”

“Keep the one-on-one time.”

When asked about the literacy techniques, some of the responses included:

“I liked the ‘echo reading’ strategy.”

“Asking good questions.”

“I liked the techniques, and getting the books.”

When asking whether they used the strategies, many said they had:

“Yes, we are trying them and they are working.” (not specific)

“Spending more time reading, less TV.” (echoed by many)

“Making them think about what words make sense.”

“The best thing was being more, keeping your mind fresh with things to do with ‘em. Especially if you’re not used to kids being around, you forget how you actually learned to do it.”

One excerpt from an interview typifies what many of the adults believed about the program:

Interviewer:       What did you like best about the program?

Parent:               The books, I have to be honest, the books. I liked the parent interaction, some things I knew, but I did learn some other pointers to help her [child] become a better reader.

Interviewer: Can you get specific about anything you remember that you learned?

Parent: Well, one thing is I didn't know whether to be, to correct her all the time. And I didn't know whether to let her on her own, and then, it is the process. It taught that, you know, just let her read and let her tell me what kind of help she needs.

Interviewer: Do you do anything differently because of something you learned at the program?

Parent: I go to the library more, and I made her go with me. She's got her own card. Cut the TV off. I had to learn to do that, we both did. Like the other day, the lights went out and she said, 'Well, we could read.'

### Listening to Teachers

Of course, planning family events around families' interests and funds of knowledge is only half of family-school connection goal. We also needed to engage classroom teachers, and make a direct connection to curriculum in the classroom with what we were doing at the FAB:ulous! events. We included teachers' attitudes, values, and beliefs when we considered the curriculum. From the beginning, we had the support of the faculty and the help of several teachers. During the second FAB! night, a few of the teachers in the school presented to the parents. One reported:

It went great! I spent extra time on the prompts and talked about taking the child beyond "sounding it out." I really tried to hit meaning hard and the basics of crosschecking. The adults responded really well. They asked specific questions about their children. I had most interest in the prompts and what they could do to help their children with an unknown word. I had a parent come up to me afterwards and ask me about programs for adult reading to make herself a better reader!

At the end of the school year, we surveyed the teachers on their perspectives on the FAB:ulous! Program. Fifteen teacher surveys were returned. Fourteen of the fifteen respondents attended at least one FAB:ulous! night; two attended most; six attended all. When asked about overall impression, thirteen respondents gave high praise; one gave a "good" assessment, and three gave no response. Examples of some of the high praise include:

"Very successful. The parents found the information valuable. I saw many families implement what they learned."

"This was a wonderful opportunity for our population to actually learn how to help their children read. The books they were given were great."

"I'm very impressed. I think parents learned how to work with their own kids' understandings of reading."

"I was impressed with how much actually goes into the program and the number of people that attend."

"Great. Something we really need. Our parents really need help in how to help their kids! Free books and food get them in the door."

Some teachers responded that they believed the "family togetherness" was the most impressive part of the program, while others thought giving away books the best. Several said that they saw positive attitudes on the parts of adults and children while at the event, and some said that many of their students talked about the program and the books they received in school after each program. A few teachers said the strategies they taught or observed being taught at the family night reinforced their own activities at school. Another said she has made a special effort to use the strategies taught during the family nights at school. When we asked if they did things differently since the program, they responded, "We bring up more, the importance of books. It's not just something we read out of a basal or content book."

We knew that to make the program work and to sustain it for years, we had to cultivate relationships with the teachers. While we had several teacher participants involved from the beginning, we gradually invited some of them to take over organization of the program, and we paid them a small stipend for their time. One teacher remarked that she was impressed that they were respected enough to be paid. She commented, "It involves a lot of people and a lot of logistics and all that. But this school has really embraced that. Like you got paid to do, to present a workshop and this sort of thing."

We also knew that teachers needed to see the families in a new way, and that no amount of explicit teaching about what families know would do if we did not directly involve the teachers. And some of the teachers did begin to see the families in new ways by the end of the first year of the program. Some of the comments included:

"I have heard some people say these people only come to FAB for the free food, but these women are trying the strategies you teach them here, at home!"

"I see how much the parents value reading and time with their children."

"I think one of the biggest, the biggest benefit to come out of this was making parents more comfortable with their ability [to help their child with reading]."

"The kids got to see another side of me. I am only doing science, OK, so they saw another teacher, me, involved in reading. I am hoping they thought, OK, science can be reading too."

### Lessons Learned

Our success in hosting the FABulous program did have its struggles. During our first few sessions we learned a number of valuable lessons. We had originally invited speakers based on the topic (e.g., a national sports hero for our night focused on sports) who did not engage the families and could barely be heard with pre-schoolers on the laps of

adults. We had initially separated children from adults with different activities, but then learned that the families wanted this time together. We sometimes shared wonderful literature during the literacy strategy sessions and then did not have those books available for the give-aways because they did not match the event's theme. We learned these lessons the hard way, but we did learn to listen and watch and ask the families what they want.

In fact, one of the things we learned as we continued the program into the upcoming year is that adults like and value reading for themselves too. During the interviews, more than one parent said, "I want a book, too!" Another suggested that the following year we focus more on parents, "Maybe parents...stress to the parents the importance of continuing their education and reading, and continue to read. Because not just work related items but just for personal leisure, enjoyment." Our current project does just that. We now buy a book or magazine for each adult who shows up as well as continually providing books for the children. Our goal is to have discussions about literature with children participating and observing their adult loved ones getting excited about literature. We continue to recognize that good ideas about curriculum usually come from the participants themselves.

We learned other unexpected lessons as we went on which could not be easily addressed. In particular, the stereotypes that the teachers at the school embraced surprised us. On looking back at interviews and incidents, we noticed beliefs on the part of the faculty that "these" families needed fixing, rather than a belief in a partnership built on funds of knowledge and school valued learning (or built on community literacy and school literacy). The nature of these perceptions across race and class lines are not uncommon, just surprising given the level of involvement that the school as an institution had in the community. We know that doing this kind of work takes a long-term effort with teachers as well as families.

### Conclusion

Overall, we remain impressed with the commitment and enthusiasm of the faculty and principal at the school. The project fostered real

connections between university, school and families. We loved the literature shared with families and the literacy and literate activities that the project supported. As noted, we originally hoped to build literacy events from families' interests and knowledge and to simultaneously help families learn new ways of assisting their children with literacy. This project reminded us of the challenges involved in such work and of the time needed to build trusting and respectful relationships with families. We learned to listen more intently to what families needed and wanted from the project and to respond appropriately. And, perhaps, most importantly, we learned (again) that schools and families working together offers the most promise for all children becoming successfully literate.

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Appendix A

**FAB:ulous! Family Reading Program**

Written Conversation About Reading

Adult: Hi Robert. In the last year or so, what has been your favorite thing to read?

Child: Ancient Greece.

Adult: Where did you get that book? I don't remember that one.

Child: At a fab night: this school year.

Adult: Have you read this book more than once?

Child: I have not even read it once.

Adult: I asked you in the first place what was your favorite thing you have read in the last year.

Child: So what was it?

~~didn't~~ didn't really read the book, I read the contents to see what things in the book sounded interesting

Adult:

Child:

A Picture of Your Favorite FABulous! Night

doing the cha-cha  
; Je part two



\*For child or children.

The best book I read in the last two years

was Aliens Are My Homework

Signature of Adult Family Member Shelia Tenney

Signature of Child or Children Brandon Tenney

Appendix B

FAB:ulous! Family Reading Program

Written Conversation About Reading

Adult: Do you like to read?

Child: It all depends on the book.

Adult: When you say depends on the book  
"Explain."

Child: I like books that have comedy and  
~~some~~ interesting.

Adult: If you take time to read all books  
are interesting. Do you agree?

Child: No because some books are boring.

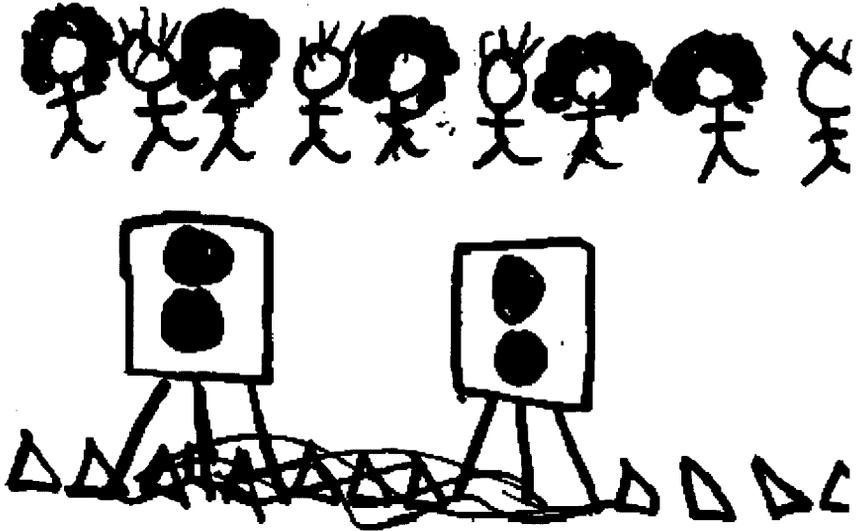
Adult: If you have not read the books how  
do you know if they are boring?

Child: By looking at the cover.

Adult: The cover on the book can be  
decepted. Remember the saying "you can't  
judge a book by the cover."

Child: ☺ that's right, from now on I'll read one  
page of the book to understand.

A Picture of Your Favorite FAB:ulous! Night



\*For child or children:

The best book I read in the last two years

was the journey parents by carter b.

Signature of Adult Family Member

Ruby Colbert

Signature of Child or Children

Anderson R. Brown

Appendix C

FAB:ulous! Family Reading Program

Written Conversation About Reading

Adult: Sherika, Have you read any good books lately?

Child: Yes I have. Have you read any books?

Adult: Yes, I read Milk in My Coffee. It was very interesting. <sup>Have you read?</sup>

Child: Today I read ~~there~~ something in a attic.

Adult: What kept you reading?

Child: The way it kept me hook was I wanted to know what was that something.

Adult: Did you find out?

Child: Yes I did. it was a toy store.

Adult: Will you continue to read?

Child: Yes I will continue to read!!  
FAB:ulous

A Picture of Your Favorite FAB:ulous! Night



\*For child or children

The best book I read in the last two years  
was The sign of the loever

Signature of Adult Family Member: D. Stealy

Signature of Child or Children: Shirika