

PARENT EDUCATION WORKSHOPS

Workshop Topic:

What's in a CROWD?

This Parent Education lesson should follow the workshop on Dialogic Reading “ExPEERiencing Reading.” The PEER strategy and the CROWD strategy in this lesson combine to form the Dialogic Reading strategy.

CCRS Reading Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NELP Predictors of Later Success

- **Reading readiness:** usually a combination of alphabet knowledge, concepts of print, vocabulary, and phonological awareness
- **Concepts about print:** knowledge of print conventions (e.g., left-right, front-back) and concepts (book cover, author, text)
- **Oral language:** the ability to produce or comprehend spoken language, including vocabulary and grammar

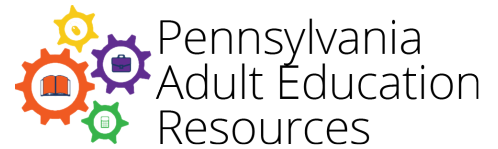
Objective: At the end of this session, participants will be able to

- Define the CROWD prompts they can use when reading with their children
- Explain how using CROWD prompts expand and improve children’s literacy skills
- Describe how the CROWD strategy is part of the overall Dialogic Reading Strategy and can be used in conjunction with the PEER strategy
- Give examples of the types of questions they can ask children when reading together

Materials:

- A book you have chosen to use to model the CROWD sequence
- A selection of children’s books for parents to use to practice the CROWD strategy
- Copies of *The CROWD Strategies* parent handout
- Copies of *Prompts for CROWD* parent handout
- Handouts for parents who were not present at PEER Parent Time session
 - *PEER* parent handout
 - *PEER* Sequence parent handout
 - *Open-Ended Questions and Expansion* parent handout
 - *25 Good Books for Dialogic Reading* parent handout

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Welcome/Ice Breaker:

Greet parents as they come in. Build rapport and break the ice.

Have parents introduce themselves and tell something about their family—how many children they have and their names and ages. Ask them to tell one fact about themselves. After everyone has introduced themselves, ask parent to raise their hands if they had read one book to their child that week. Two books? Three books? More than three?

Topic Review:

Give a brief overview of the previous Parent Time session on the PEER strategy, especially focusing on those parents who were not in attendance for that session. Then ask those who did learn about the PEER strategy how they used it with their children. What was helpful? How did the children respond? Give parents who were not at the session on PEER, the *PEER* parent handout and the *PEER Sequence* parent handout. Tell them you will be glad to answer questions about the strategy at the end of the session.

Tell parents when they ask children questions about a book they are reading to children they become actively involved in the reading. A conversation between parent and child when reading a book helps children learn new vocabulary and develop their language skills more quickly. It also can help children develop critical thinking skills.

Opening Activity:

Explain to parents that you will be reading a book to them to model a reading strategy called CROWD. It is a fun and interactive way to have a conversation with children around reading a book. This questioning strategy is part of a larger reading-questioning strategy called dialogic reading. It expands and supports children's literacy skills. CROWD involves the prompts you might use to ask the kinds of questions you would use with the PEER strategy.

Read the book you have chosen all the way through so parents will be familiar with its pictures and its content. Ask a parent to act as the child as you read the story. Encourage her to answer the questions you ask the way that she thinks her child might answer. Using the book that you read through and prepared in advance, read the book demonstrating CROWD strategies.

Central Ideas and Practice (Content and Strategies):

1. Interacting with children when reading should be fun for both parents and children. One way to make it fun for children is to get them actively involved by asking them questions. Parents can encourage children's active involvement by prompting them with questions and involving them in discussions when reading. A strategy called Dialogic Reading promotes this kind of interaction.
2. "Dialogic reading" implies a dialogue or conversation while reading. During dialogic reading, the adult uses a specific approach to prompt children and becomes both an active listener and questioner. The adult and child often switch roles so that the child learns to become the storyteller. Parents should be introduced to this strategy and shown how to use it with their children.
3. The dialogic reading method is based on an adult sharing a book with a child so that the child becomes an active participant in reading. The adult asks the child questions about the story and serves as a supportive audience. Dialogic reading can be implemented by adults who have little experience reading books or reading to their children. Because dialogic reading is based largely on verbal communication, wordless picture books also can be used.
4. The first time you read a new book to children, read it without using any specific strategies. Read the book to children so that they can get familiar with the content and story before trying the dialogic reading strategy.
5. A key technique in dialogic reading is the use of CROWD prompts. The prompts help create the discussion between the adult and child around the book.

6. There are five types of prompts that are used in dialogic reading. You can remember these prompts with the word CROWD. Give parents the CROWD handouts. As you go through the following descriptions, review the information on *The CROWD Strategies* handout with parents.

Completion prompts — You leave a blank at the end of a sentence and get the child to fill it in. These are typically used in books with rhyme or books with repetitive phrases. Completion prompts provide children with information about the structure of language that is critical to later reading.

Recall prompts — These are questions about what happened in a book a child has already read. Recall prompts work for nearly everything except alphabet books. Recall prompts help children to understand story plot and to describe sequences of events. Recall prompts can be used not only at the end of a book, but also at the beginning of a book when a child has been read that book before.

Open-ended prompts — These prompts focus on the pictures in books. They work best for books that have rich, detailed illustrations. Open-ended prompts help children increase their expressive fluency and attend to detail.

Wh- prompts—These prompts usually begin with what, where, when, why, and how questions. Wh- questions teach children new vocabulary.

Distancing prompts—These prompts ask children to relate the pictures or words in the book they are reading to experiences outside the book. Distancing prompts help children form a bridge between books and the real world, as well as helping with verbal fluency, conversational abilities, and narrative skills.

7. Distancing prompts and recall prompts are more difficult for children than completion, open-ended, and wh- prompts. Frequent use of distancing and recall prompts should be limited to four- and five-year-olds.
8. Tell parents almost all children's books are appropriate for dialogic reading. The best books have rich detailed pictures or are interesting to your child. Always follow your child's interest when sharing books with your child. Give parents a copy of the *25 Good Books for Dialogic Reading* parent handout.

Content or Strategies

- *Infant/Toddler Content or Strategies*

Use the dialogic reading strategy with children when you are reading a book with them that they have already heard. The dialogic reading strategy will help build children's verbal language skills and vocabulary. Use the CROWD completion, open-ended, and Wh- prompts with two and three year olds. The kinds of questions you ask a very young child (two and three years old) are different from questions you can ask an older child (four and five years old). Infants/Toddlers can have fun with completion prompts, which work well with rhyming books and books that have repetition.

- *Preschool Content or Strategies*

Four and five year olds can recall events in a story and can make connections between what they see in a book and their own lives. Recall and distancing prompts can be added to the questioning prompts for this age group. Preschoolers like to answer the "Who," "What" "Where," "When," and "Why" questions. They also can respond to distancing prompts, such as "Have you ever seen a swan? "Where did you see it?" "What was it doing?"

- *Elementary Content or Strategies*

Use the CROWD prompts to actively engage elementary-age children in reading. There are many books, both fiction and nonfiction, that are of interest to children this age. Choose books on topics that children enjoy. Recall prompts work well with nonfiction books. Ask children from their reading in a social studies lesson something the pilgrims had to do to survive in their new land or from their reading in a geography lesson how the Grand Canyon was formed You can begin chapter books and ask children "Tell me what has happened in the story so far." "What do you think is going to happen next?" After finishing a chapter, ask children if their prediction was accurate or needs some adjusting.

- *Middle School Content or Strategies*

Middle school children are involved in reading their science, social studies, and sometimes even math texts, as well as their reading text. They have varied interests and like to delve deeper into topics they enjoy. Assign middle schoolers an article on the Internet to read and ask CROWD prompts before, during and after their reading as a review of their reading. The Wh-prompts, recall prompts, and open-ended prompts would work well. “Who was the first to ...?” “Where did that take place?” “What was the sequence of events leading up to the ...?”

Application:

Have parents work in pairs to practice CROWD by choosing a children’s book from those you have provided. Have parents role play with one being the child and one the parent as they read the book together. Ask the “parent” to practice the CROWD strategy with the “child.” Have them switch roles and practice again. Tell them they can practice the CROWD strategy with their child in PACT Time using the same book if their child has read it or choosing another book that they know their child has read.

Connection to Parent and Child Together (PACT) Time®:

- *Infant/Toddler Connections*

Parents can read rhyming books and books with repetition to their children giving children completion prompts. Infants/toddlers can also answer Wh-prompts when you point to a picture and ask them to name the object or action. Books such as *Brown Bear, Brown Bear* and *The Little Blue Truck* are examples of rhyming books children might enjoy.

- *Preschool Connections*

Parents can ask children questions that relate what they see in a book to their own lives. “There is a cake.” “Have you ever had a cake?” “Yes, that’s right. You had a cake for your birthday.” They also still have fun with completion prompts when reading rhyming books and books with repetition. *Chicka, Chicka Boom Boom* and *Llama, Llama Red Pajama* are examples of rhyming books to read with preschoolers.

- *Elementary Connections*

Parents can use recall prompts with elementary school children to tell details about the story. “What happened when Nick introduced the word ‘Frindle’ to Mrs. Granger?” “What was the outcome?” Rhyming books, such as *Madeline* are still favorites of elementary school children. They also are beginning to enjoy chapter books and being given time to reflect on what has happened so far in the story and to predict what might happen next. Books like *A Wrinkle in Time*, *Frindle*, and *Rickshaw Girl* are examples of chapter books you could read to elementary students.

- *Middle School Connections*

Parents can use any of the CROWD prompts with their middle schoolers. “Tell me how *character* did that.” “What steps did *character* take to reach that solution?” Books such as *The Twenty-One Balloons*, *Because of Winn Dixie*, and *The Lion, the Witch and the Wardrobe* are examples of chapter books you could read to your middle school children.

Wrap up/Closure:

Thank parents for coming. Review with parents how to use CROWD strategies. Ask them how they will use these strategies with their child when reading books with them. Remind those who were there for the PEER session to use that strategy for extending children’s responses. Remind parents of the book list they can use when borrowing books from the library or their child’s classroom if that is an option. Tell them that at the next meeting, you will want to hear how they used the CROWD prompts from the dialogic reading strategy with their children during the week.

The CROWD Strategies

	C Completion	R Recall	O Open-Ended	W Wh-prompts	D Distancing
How do you do it?	<ul style="list-style-type: none"> Ask the child to complete a word or phrase. Completion questions are often used in books that rhyme. Ask the child to supply a repeated refrain, such as “Not by the hair of my chinny, chin, chin.” 	<ul style="list-style-type: none"> Ask the child details about what happens in the story. Ask the child what the characters do. 	<ul style="list-style-type: none"> Ask the child to tell what is happening in the picture. Ask the child what they would do if that happened to them. 	<ul style="list-style-type: none"> Point to something in a picture and ask the child to name the object or action. 	<ul style="list-style-type: none"> Ask questions that relate something in the story to the child’s life.
How does it help?	<ul style="list-style-type: none"> Encourages the child to listen and use language 	<ul style="list-style-type: none"> Builds a sense of story. Helps children recall details. 	<ul style="list-style-type: none"> Provides an opportunity for the child to use language. 	<ul style="list-style-type: none"> Builds vocabulary 	<ul style="list-style-type: none"> Helps the child make connections between books and life. Provides an opportunity for the child to use language.
Example	<p>Let’s finish this page together.</p> <p>Over in the meadow in a hole in a tree,</p> <p>Lived a mother bluebird and her birdies...</p>	<p>What happens after the wolf climbs onto the third little pig’s roof?</p>	<p>Tell me what’s going on in this picture.</p> <p>What would you do if you were...</p>	<p>What’s this called?</p> <p>What does the pig use it for?</p>	<p>Have you ever made a cake?</p> <p>Who was it for?</p> <p>What does it look like?</p>

Adapted from information in *Read Together, Talk Together*™, published by Pearson Early Learning.



C Completion questions

R Recall questions

O Open-ended questions

W “Wh” questions

D Distancing

Parent Handout

25 Good Books for Dialogic Reading

...and there are so many more!



These books were chosen because they are rich narrative stories and/or books that children love. Many other books work well, especially if they are familiar and requested by the children.

Practice using your child's favorite books for dialogic reading. If your child loves the story, then the book will probably work very well.

Look for other titles by the authors of these books:

1. *The Very Hungry Caterpillar* by Eric Carle
2. *Bunny Cakes* by Rosemary Wells
3. *The Snowy Day* by Ezra Jack Keats
4. *Frog on His Own* by Mercer Mayer
5. *If You Give a Mouse a Cookie* by Laura Numeroff
6. *The Napping House* by Audrey and Don Wood
7. *A Mother for Choco* by Keiko Kasza
8. *Corduroy* by Don Freeman
9. *Whistle for Willie* by Ezra Jack Keats
10. *The Mitten* by Jan Brett
11. *Seven Blind Mice* by Ed Young
12. *Mrs. Wishy Washy* by Joy Cowley
13. *Turtle's Race with Beaver* by Joseph Bruchac

These storybooks can also work well, and you'll find more to add, too, as you look closely at children's books:

14. *The Little Engine that Could* by Watty Piper
15. *Caps for Sale* by Esphyr Slobodkina
16. *The Grumpy Morning* by Pamela Duncan Edwards
17. *The Kissing Hand* by Audrey Penn
18. *Mama, Do You Love Me?* by Barbara Joose
19. *The Doorbell Rang* by Pat Hutchins
20. *Each Peach Pear Plum* by Allan and Janet Ahlberg
21. *I Went Walking* by Sue Williams and Julie Vivas
22. *Ruby in Her Own Time* by Jonathan Emmett
23. *Guess How Much I Love You* by Sam McBratney
24. *The Three Billy Goats Gruff* by numerous authors
25. *The Three Bears* by numerous authors