

PARENT EDUCATION LESSON PLAN

Workshop Topic: Sharing Books and Reading Aloud

CCRS Reading Anchor/Standard: 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, and text)

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

SMART objective 1: Record a children's book to do a modified read-aloud with their children.

SMART objective 2: Model two read-aloud strategies: 1) follow along with your finger as you read sentences aloud, and 2) repeat back after hearing someone else read first.

SMART objective 3: Ask their children "what happened" and "what will happen next" to support reading comprehension.

Materials:

- A book, poem, or simple text to read to learners for enjoyment (see Opening Activity section)
- Appropriate leveled texts as learner handouts (see Central Ideas and Practice section)
- 1-2 audio recordings of you reading an appropriate children's text for your learners (see Central Ideas and Practice Section)
- Speakers
- Children's books or texts at the appropriate level for learners to use (See Central Ideas and Practice section)
- Access to a computer lab for recording purpose and/or learner's own cell phones with basic recording devices
- *Optional:* Checklist or rubric for learners to self-assess (See Central Ideas and Practice section)
- Prompts for exit tickets or learning journals (see Wrap-Up and Closure section)

Welcome/Ice Breaker:

Ask learners to work in small groups of 3-4 to discuss the following questions. Choose questions that are appropriate for the learners' levels and backgrounds.

- Did you like to read as a child?

- Do you like to read as an adult? (What do you like to read?)
- Do you read books with your child? (What do you like to read?)
- Did you read books with a parent or family member when you were a child?
- Do you enjoy listening to stories? (What stories do you like to listen to?)

Opening Activity:

Read aloud a part of a favorite children’s book or a short poem. Be sure to choose a text that learners will mostly understand and to show pictures to support comprehension. For literacy learners, you can show a picture and tell a story about the picture. Share with parents that you read for pleasure and for information, and that you want to share this experience with them. Depending on the level of the learners, you might talk about what you read, why you like the book or poem you chose to read to them, and what reading means to you.

Central Ideas and Practice (Content and Strategies):

- 1) Transition:** Today, we are going to talk about how you can help make reading an enjoyable experience for your child and help him or her become a strong reader.
- 2) Reading:** Select the appropriately leveled text below for the learners. Adjust the text as needed to meet learners’ needs.

Higher-level text:

Teachers read frequently to children and ask children to read aloud in class. Children may read many kinds of texts, and ask and answer questions about the text. Teachers work to help students understand the texts that they are reading and become stronger readers.

There are also ways that parents can help their children understand texts and become stronger readers! Read-aloud strategies and sharing books at home are ways parents can help children understand what they are reading. When parents read with their children, they can help them to enjoy reading more and create habits to read more often.

Intermediate-level text:

Teachers often read to children and ask children to read aloud in class. Children read many different things in school. Children ask and answer questions about the things they are reading. Teachers help children understand the things that they are reading. Teachers help children become better readers.

Parents can help their children become better readers at home, too! Parents can read books aloud with their children. When parents read with their children,

parents help children to enjoy reading more. They also help children to read more often.

Lower-level text:

Teachers read to children. Teachers ask children to read aloud.
Children read many different books in school.
Teachers help children understand the books.
Teachers help children learn to read better.

Parents can help their children learn to read better at home, too!
Parents can read books with their children.
Parents help children to enjoy reading, and parents help children to read more often.

Literacy-level text:

Teachers read to children. Teachers ask children to read aloud.
Children read many different books in school.
Teachers help children learn to read better.

Parents can help their children at home, too!
Parents can read books with their children.
Parents can help their children learn to read better at home.

3) Reading comprehension: Check to see if learners understand what they read.

Possible Reading Comprehension Check:

Ask learners to put the text away and tell a partner what they read. If they don't remember or are reluctant to speak, have them read the text again. Then, have them put the text away and tell a partner. Repeat this process a couple of times with all learners. Circulate to check for understanding.

4) Transition: Tell learners that parents can help their children at home. They can read aloud to their children and ask them questions about the book. They can have their children read aloud to them, too. Children can also listen to audio books. (Play an excerpt of an audio book if possible). Today, we will record ourselves reading a book to play for our children during read aloud at home.

5) Reading practice: Choose a book, poem, or text for learners. All learners can use the same book, or you can choose different texts to meet the needs of diverse learners. Remember when choosing texts to consider the following: a) the print language skill

level(s) of the parents; b) the age of their children; c) the topic; and d) the language/vocabulary needed to discuss the book. Individually or in pairs of learners who are the same level, have learners read the text silently. Dictionaries should be available for learners and the teacher should circulate to support. Learners can then practice reading the books aloud to themselves. Although this may seem like a noisy classroom environment, learners may be more inclined to read aloud if they are not worried about someone hearing them. Then, if learners are not already in pairs, pair learners up. Ask them to practice reading their books aloud to their partners. Change partners as many times as necessary to build fluency and confidence.

Modification or support: (for the whole class or individual students)

- Option 1: Record yourself reading the selected book aloud. Share the audio file with learners so that they can hear the pronunciation of the words in the text and practice on their own.
- Option 2: Read the book aloud to the learner. Have the learner follow along. You can read sentence by sentence and have the learner repeat as necessary.
- Option 3: Sometimes you can find videos online of people reading children's books aloud. If learners have access to computers or smartphones, they can listen and follow along to these videos.

6) Recording: (Be sure to note how many learners have cell phones with basic recording capability before this stage. If not all learners have cell phones with basic recording devices, have learners work in pairs. They can take turns reading the text and recording. You can also do this on a computer if computers are set up with headsets.) Explain that students will record themselves reading the same book that they just practiced. They will be able to share this recording with their children to do read-alouds at home. Set learners up in quiet spaces to do the recording, or ask them to do it at home for homework. Remind students that they are welcome to record as many times as they want until they are satisfied with how it sounds.

***Note:** While it may seem like an unnecessary step, recording has a few advantages for learners. Some learners may not feel comfortable reading aloud in real-time to their children for fear of making a mistake. Recording the read-aloud on their phone allows learners the opportunity to re-record until they are comfortable with the product. In addition, the recording is a good opportunity for learners to hear their own speech and for teachers to assess learner progress. It also serves as an opportunity to for learners to build digital literacy skills and comfort with devices they already have.

Central Ideas and Practice (Content and Strategies):

- 1) **Transition:** Explain to learners that you will now model how they can use the recordings at home with their children to do a read-aloud.
- 2) **Model Strategy 1:** Play an audio recording of yourself reading an appropriate children’s book. The first time, have learners follow along with their fingers. Explain that parents can ask their children to follow along with their fingers as they read at home. Listen to the book again. This time, pause the audio and have learners read back the same text after listening. Explain that parents can have their children read back to them at home after listening to the story.
- 3) **Controlled Practice Strategy 1:** Ask learners to read a few pages to their partner. The first time the listener should just follow along with his or her fingers. The second time, the listener should read back to his or her partner. Then, switch roles.
- 4) **Model Strategy 2:** Write on the board “What happened? What will happen next?” With the same text from the previous activity or a different text, play an audio recording for the learners. Pause at the end of a page. Ask learners, “What happened?” Point to the language on the board. Learners can re-tell what they heard in partners or to the whole class. Repeat as necessary. Then, read another part of the text. Pause at the end of the page. Ask learners, “What will happen next?” Learners can answer in partners or with the whole class. Repeat as necessary. Explain that these two questions help children to stop and think about what they are reading.

Modification for lower-levels: If appropriate, you may choose to teach only one of these questions to lower-level learners. Consider whether learners will be able to understand both questions and answer both questions with the texts you have chosen.

- 5) **Controlled Practice Strategy 2:** Learners in partners can take turns reading from the same book and asking their partner the two questions on the board.
- 6) **Application:** After learners have recorded their final versions of their books, ask them to work in pairs. One learner will play their recording of the read aloud to his or her partner. He or she will ask the partner to follow along with his or her finger and read back. Each will ask the partner the two questions, “What happened?” and “What will happen next?” Repeat as necessary with learners rotating to new partners.

***Note:** It can be helpful to have a checklist or a specific rubric for learners to follow so they know what the expectations are for this practice. The rubric can be “I did” statements, and learners can self-assess by circling “yes” or “no.”

Example Rubric:

I asked my partner to follow along while they listened.	Yes	No
I asked my partner "what happened?" at least 3 times.	Yes	No

Interactive Literacy Activities (ILA):

Parents can bring their recordings to ILA to share with their children. They should follow the same procedures as they did during the Parent Education application practice.

Wrap up/Closure:

Ask learners to make a plan for using this strategy at home. You can do this as an exit ticket or a learning journal. You can add additional options for parents as well. Parents should be encouraged to return to these goals in an appropriate period to see if they met their goals or not.

Example Goal-Setting Exit Ticket or Learning Journal:

I will help my child read for fun this week. We will... (choose 2)

___ listen to my read-aloud recording ___ times

___ visit the library and choose ___ new books together

___ read together. My child can read aloud to me ___ times this week.

___ find a new audio book on the computer or at the library. We will listen to the new book together ___ times this week.