

## PARENT EDUCATION LESSON PLAN

### Workshop Topic: During Reading, PEER Method

#### CCRS Reading Anchor/Standard:

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:

- 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:

- Demonstrate the PEER method during reading with a partner.

#### Materials:

- Appropriate children's book(s) (see *Modeling and Application* sections)
- Parent Handout (see *Content and Strategies* section)
- Dry erase board and markers
- *Optional:* Teacher-created exit ticket (see *Wrap-up/Closure* section)

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#### Welcome/Ice Breaker:

Write on the board:

1. What will you do this weekend?

#### Lower-level students:

Note: The instructor will only focus on the **P** (prompting) and **E** (evaluating) parts of PEER.

Create notecards with pictures of activities that people do on the weekends (e.g., sleep, go to dinner, clean, visit family, etc.). Give every parent a different notecard and a simple chart with "Name" and "Activity" written at the top of the columns. Ask parents to walk around the room and ask each other "What will you do this weekend?" Parents will answer the question using the sentence stem: *This weekend I will \_\_\_\_\_* + the activity on their notecard. Partners will write what each parent in the class is doing this weekend in their chart.

The instructor will ask each parent to share back what someone else in the class will do that weekend (the activity from the notecards that they wrote in their charts). The instructor will “evaluate” the parents’ answers, modeling what they will be teaching parents about “evaluate” later in the lesson. For example, “Yes, that’s great!” or “Anna will visit a museum. / Fun!” or “Mateo will relax with his family.”

#### Higher-level students:

Note: The instructor will only focus on the **P** (prompting) and the second **E** (Expand) in this ice breaker.

The instructor will write on the board:

1. What will you do this weekend?

Parents will interview a partner. Each parent will write two things that their partner will do this weekend on the board. The instructor will lead the class through a few examples of follow-up questions they could ask their classmates based on their original answers. For example, “I will work this weekend.” Follow-up question: “How many hours will you work this weekend?” “I will see a movie this weekend.” Follow-up question: “Which movie will you see this weekend?” The instructor will give parents time to write one or two follow-up questions to ask their partners. Then, they will meet with their partner again to ask the original question “What will you do this weekend?” and the follow-up questions they wrote. A few learners can model their conversation for the class if this is level appropriate.

**Transition:** The instructor will explain that parents will learn the PEER method for reading with their children. We did some of the PEER method in this warm-up. Let’s look more closely at the different parts of the PEER method.

#### **Central Ideas: (For the Teacher Only)**

These are examples of ways to use the PEER method with children of different ages. Take into consideration the ages of parents’ children when planning this lesson. You may want to choose strategies from this list to add/adapt the lesson below. You could add example questions to the parent handout, model those age-appropriate strategies during the modeling section, and assess learners for using age-appropriate strategies during the practice and application stages of the lesson.

- *Infant/Toddler Content or Strategies*

Use the PEER strategy with children when you are reading a book with them that they have already heard. The PEER strategy helps build children’s verbal language skills and vocabulary. Use the PEER sequence with two- and three-year-olds with books like *Brown Bear, Brown Bear* that give children an opportunity to complete a phrase or a sentence— “*Brown bear, brown bear*”... pause to give child a chance to say “*What do you see?*” Children also can answer *who, what, when, where, and why* prompts. Asking open

ended questions, questions that require more than a one-word answer, also are good questions to ask infants and toddlers when reading together. 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- to five-years-old).

- *Preschool Content or Strategies*

You can ask four- and five-year-olds the same kinds of questions as you would ask an infant or toddler. Preschoolers also can recall events in a story and can make connections between what they see in a book and their own lives. For example, “Look the dog is wagging his tail. Have you ever seen our dog, Spot, wag his tail? How do you think dogs feel when they wag their tails?”

- *Elementary Content or Strategies*

Use the PEER process to actively engage elementary-age children in reading. Any book that a child is interested in is a good choice. The PEER strategy can be used to help children make connections between the book and themselves. For example, “Duncan seems sad when he opens his crayon box and finds his crayons have run away. Have you ever felt sad?” Or “Duncan is happy when his crayons return. What makes you happy?”

- *Middle School Content or Strategies*

Middle school children are beginning to read content texts, such as social studies and science. Using the PEER strategy helps them delve more deeply into the meaning of a text and build their critical thinking skills. Newspaper articles about local happenings, favorite sports teams, or community events are good texts for parents and children to read together using the PEER strategy.

## **Content and Strategies:**

### Before reading

Pre-teach vocabulary (Prompt, Evaluate, Expand, Repeat)

Create a mini-worksheet that requires parents to match the vocabulary words to level-appropriate synonyms or definitions.

Examples:

Prompt: Ask a question

Evaluate: Judge; say if something is good or bad

Expand: Add more information, ask a related question

Repeat: Say the same information again

### Reading

Copy the following text into a parent handout. Adapt the level of the text as necessary to meet the needs of learners. Change the language examples to be applicable to the text parents will be using in later parts of the lesson.

## Parent Handout

Today, we will learn about the PEER method for reading. The PEER method for reading can help you to remember a few important ways to read with your children in an interactive way.

**P PROMPT** (Ask your child a question.)

- Asking your children questions while they read helps them to understand what they are reading. It also helps them pay attention.
- Examples: What is this? What is he/she doing? What do you see? Who is this? Where are they? What is the problem? Tell me about this picture.

**E EVALUATE** (Think about what your child said.)

- Say something positive about the answer your child gave.
- Examples: Yes, that's right! Great job! Yes! Almost, try again.

**E EXPAND** (Add to your child's response.)

- Ask your child another question about their answer or add more information.
- Examples: What color is it? How many are there? Why are they \_\_\_\_\_? How are they \_\_\_\_\_? We know \_\_\_\_\_. We saw \_\_\_\_\_.

**R REPEAT** (Ask your child to repeat.)

- Repeat what you said during **P: Prompt** to help your child think about the new information.

### After Reading

Give your learners an example PEER dialogue that is level appropriate. Ask them to put the dialogue in order according to what they read. Ask them to give evidence for the sequence using information from the parent handout.

Example dialogue (in the correct order):

- Point to a picture in the book. Ask: "What is that?"
- Say: "Yes, that's right! It is a dog."
- Say: "It is a dog. It's a black and white dog. Our neighbors have a black and white dog."
- Ask again while pointing to the picture: "What color is the dog in the story?"

**\*Teaching tip for lower-level learners:**

You may decide to reduce this method to the PE method (Prompt and Evaluate). Then, you can add to the method in future classes. If you reduce the lesson to the PE method, adjust the parent handouts and the lesson to reflect this change.

**Practice (Content and Strategies):****Modeling:**

Choose an appropriate children's book to model reading with parents. When choosing a book, take into consideration the following: a) the print language skill level(s) of the parents; b) the age of their children; c) the pictures/topic; and d) the language/vocabulary needed to describe the pictures. Show the parents how they could complete the PEER sequence (prompt, evaluate, expand, and repeat) by reading the chosen story and pointing at the pictures on the page. Prompt the parents by asking questions about the pictures, "What is this? What is he doing?" Then, evaluate the answers appropriately, "Yes, that is a pig! He's playing in the mud." After that, expand, "Who could tell me where pigs live?" Finally, repeat the information given throughout that example. Note, the instructor should model this two to three times before application. Ask parents to find and circle the questions/statements you modeled on the parent handout to remind them how to use those questions as a tool.

**\*Teaching tip for lower-level learners:**

The instructor can use sample pictures with parents rather than a children's book. The instructor can handout index cards with a picture on each of someone sleeping, eating, or doing other familiar actions. Model the PEER method by asking the parents, "What is this person doing?" The instructor can evaluate the parents' responses: "Good answer! The woman is sleeping."

**\*Teaching tip for higher-level learners:**

Increase complexity by offering more examples of appropriate prompts and expansion questions/statements. Ask parents to add to their initial list of example questions/prompts on the parent handout. You may also want to model different examples of appropriate questions for children of various ages (see *Central Ideas: For the Teacher Only* section above for ideas).

**\*Teaching tip for all levels of learners:**

Vocabulary support: Depending on the book you have chosen, you may need to provide a list of vocabulary words or useful phrases to help learners understand the story or respond to the PEER method. Remember that words and phrases in children's books are not always familiar to adults (example: owl, rhinoceros, rainbow, jumping rope, playing hopscotch).

**Controlled Practice:**

Use the same book from the modeling section. If you have multiple copies of the same book, parents can work in pairs or small groups. Parents should use the suggestions provided on the parent handout. If only one copy of the book is available, allow parents to pass the book around the room. Ask each parent to model one of the suggestions from the handout on a different page of the book.

**Application:**

Provide the same, or similar, books to the one that you used to model with first. Take the topic of the previous book, parents' levels, and vocabulary skills into consideration. Have parents work in pairs to practice the PEER method while reading the story. The instructor will monitor, assess competency, and provide vocabulary/language support. Parents should use dictionaries and translation tools for additional support.

Note: For parents struggling with the new vocabulary and language of this activity, the instructor may want to use the same book from the modeling section of this lesson for the application. This will help parents build fluency and confidence by repeating the same exercise with different partners.

**Interactive Learning Activity:**

Parents will use this same strategy with their children. For struggling learners, allow them to use the same book as they used during parent education.

At home: The instructor should encourage parents that this same practice is valuable when done in their native languages. It can increase the richness of the conversations and parents' confidence to complete this before reading with their children at home.

**Wrap-up/Closure:**

Parents will complete the exit ticket at home after completing this strategy.

**Exit-Ticket Example:**

Parent: \_\_\_\_\_ Child: \_\_\_\_\_

Activity: PEER Method during reading

Title of Book: \_\_\_\_\_

Date: \_\_\_\_\_

What questions did you ask to prompt your child?

Was your child interested in this book? Why or why not?