

PARENT EDUCATION LESSON PLAN

Workshop Topic: Reading Aloud during Partner Reading

CCRS Reading Anchor/Standard:

Anchor 4: Read with sufficient accuracy and fluency to support comprehension.

NELP Predictors of Later Success:

Predictor 1: Concepts about print: knowledge of print conventions (e.g., left-right, front-back) and concepts (book cover, author, and text)

Predictor 2: 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:

SMART objective 1: Demonstrate reading aloud as a fluency strategy to use at home.

SMART objective 2: Demonstrate partner reading (repeated oral reading) as a fluency strategy to use at home.

Materials:

- Copies, or handouts, of the book *Read to Your Bunny* (If this book is unavailable, use appropriate children's book—see Modeling and Application sections.)
- Whiteboard and markers
- *Optional*: Teacher-created "Tips to support engagement" handout (see Instruct section)
- *Optional*: Teacher-created exit ticket/take-home handout (see Wrap-up/Closure section)

Welcome/Ice Breaker: Greet parents as they come in. Build rapport and break the ice.

1. Write on the board: Two are better than one.

(Lower-level learners) Learners will copy the sentence and think about the meaning. Tell the learners that it means, "Two people can fix a problem faster than one person." Ask learners if they have ever needed two people to fix or do something or give an example: "It is easier to clean the house when my son helps me."

(Higher-level learners) Instructor will ask a learner to read the phrase aloud. Then, the class will write down what they think the meaning of the expression is. They will share their thoughts with one-another. Ask the learners to give examples of when they can use this expression.

2. Instruction of "partner reading"

- a. The instructor links the previous activity to the meaning of the expression.

(Example: “You said that having two people to clean the house is easier than just one. Reading with a partner can also be easier than reading by yourself.”)

- b. To check for comprehension, instructor can ask more questions: “Can you play games by yourself? Is it easier with another person? Can you learn English by yourself? Is it easier with another person?”

Opening Activity:

1. **Introduce the read-aloud strategy:** (Write the sentences below on the board for parents to read)

Lower- levels

Read the story to your child. Your child can repeat after you.

Higher-levels

What does it mean to ‘read-aloud’? Why is reading aloud important?

- The class will brainstorm answers to the questions, and the instructor will write the responses on the board.
- (Optional: **Higher-level**) In the book *Read to Your Bunny*, there is a note from the author, Rosemary Wells. Read the note to the parents, or choose a learner to read the note aloud. Talk about the ideas for reading aloud and ask the learners how the author’s ideas match with the parents’ ideas.

2. **Connect partner reading with read-aloud:** Ask a learner to be your partner. The instructor and the volunteer will model reading aloud through partner reading. (Detailed modeling instructions follow.)

Possible comprehension support: One truth and one lie

Write two statements on the board. Ask the learners which one is correct, and which is incorrect. (Example: 1, Reading aloud does NOT help you understand the book. Example 2, You can read a book with a partner.)

Central Ideas: (for the teacher only)

When readers stumble over words and are focusing only on the pronunciation of the words, they often lose track of what the words mean. Reading fluently and with accuracy supports concentration because the reader is no longer focusing on the pronunciation, but on the meaning behind the text.

- **Reading aloud** is a strategy that supports fluency. Read aloud frequently to the class, modeling pronunciation and fluent reading
- **Partner reading** is another strategy that supports fluency. Reading aloud with a more fluent partner (or with a partner of equal ability) who provides a model of fluent reading, helps with word recognition and pronunciation and provides constructive feedback.

Practice (Content and Strategies):

- 1. Modeling:** Use *Read to Your Bunny* to model reading with the parents. (If you do not have this book, be sure to take into consideration the following when choosing a different book: a) the print language skill level(s) of the parents; b) the age of their children; and c) the vocabulary used in the book you choose.) With a learner as your partner, show the class how they can use the read aloud strategy by reading the book to the volunteer learner first. Make sure the volunteer is following along in the book as you read and is interested and engaged. Then, have the volunteer try to read the book aloud. Offer help if the volunteer struggles with any pronunciation, but let the focus remain on reading fluently rather than being stuck on individual words.

Give praise to the learner often: "You're doing great!" "Great job!"

Ask the learner questions about the story, like "Where are the bunnies in this picture?" "What are they doing?"

Vocabulary Support: Depending on the book you use, you may need to provide a list of vocabulary words or useful phrases to help learners understand the book or ask questions related to the story. Remember that words in children's books are not always familiar to adults (example: owl, rhinoceros, rainbow, jumping rope, playing hopscotch).

- 2. Instruct:** Create a handout (or use index cards with one tip on each) with language from the modeling section above. Include tips about how to keep your partner (child) interested and engaged in the book. Explain/model the tips as necessary to support comprehension. For example: Give praise to your partner three times. Ask three questions about the story. Read with expression!

Ask each set of partners use one (1) of these tips during application.

3. Controlled Practice:

Place learners with a partner. One learner will read the story *Read to Your Bunny* while the other follows along. Then the second learner will read while the other learner follows along. Both learners will offer assistance to each other, if needed. Learners will practice using each of the tips one time when prompted by the teacher. The instructor will ensure comprehension and use of the tips by moving around the room while learners complete the activity and offering assistance when needed.

Tips for pairing learners: Consider the level of your learners. For the first round of practice, you may want to pair a higher-level and a lower-learner level together. The higher-level learner should read first, while the lower-level learner follows along. Then, they can switch roles with the higher-level learner offering assistance as

needed. However, after the first round or two of practice, you may want to pair similarly leveled learners together so that they both can be in the “assistance-giving role” at some point.

4. Independent Practice:

Make other books available to the learners. Choose a variety of books depending on the learners’ levels. For lower level-learners, you may want to choose books that learners have used in class before so that they are familiar with the book. Learners will work with partners and repeat the activity from before, but with the newer books. Each learner in the pair should have the chance to be the “parent” and the “child.” Do not prompt which tips the learners should use for the read-aloud, but ask learners to keep track of which tips they use on a simple checklist. Afterward, learners can self-reflect on which tips they used and which tips they forgot to use.

Interactive Literacy Activities (ILA):

Use this same strategy with children. For any learners who seem to be struggling, send home the same book used during modeling and application sections practiced in class.

At home: Encourage parents that they can use these strategies when reading in their native languages, and that it is just as valuable. This may help develop conversation and parents’ confidence when conducting these activities with their children outside of the classroom.

Wrap up/Closure:

Give learners a handout that they can use at home to reflect on how the partner read-aloud activity went with their children.

Take-home Handout Example

Activity: Partner Read-Aloud
Parent: _____ Child: _____
Title of Book: _____
Date: _____ Start time: _____ End time: _____
What did your child like in the book?
What did you learn?
Were there any difficulties when completing the activity?