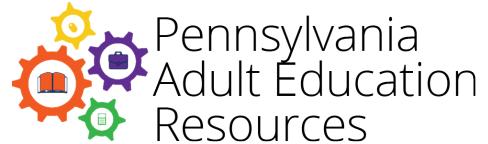


## PARENT EDUCATION WORKSHOPS

# Workshop Topic: ExPEERiencing Reading

*This workshop is a prerequisite to the What's in a CROWD? session.*



**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 PEER questioning strategy they can use when reading with their children
- Explain how using the PEER strategy expands and improves children's literacy skill
- Describe how the PEER strategy is part of the overall Dialogic Reading Strategy
- Give examples of the types of questions they can ask children when reading together

For parents to learn a questioning strategy that actively involves their children in the shared reading of books and expands and improves children's literacy skills.

### Materials:

- A book you have chosen to use to model the PEER strategy
- A selection of children's books for parents to use to practice the PEER strategy. (*The 25 Good Books for Dialogic Reading* Handout provides some good selections.)
- *PEER* parent handout
- *PEER Sequence* parent Handout
- *25 Good Books for Dialogic Reading* parent handout
- *Open-Ended Questions and Expansion* handout
- Chart paper or white/SMART Board and markers

## Welcome/Ice Breaker:

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

Break parents into small groups of 3-4 and ask each group to suggest one question they might ask a child about a book when they are reading together. The question can be specific, e.g., what color was an object in the story? or general, e.g., What do you think a character in the story will do next? Ask each small group to share with the large group. Write responses on chart paper or the white board separating general questions from specific questions.

## Topic Review:

Ask parents to think about the books they read or wanted to read with their children the past week. In addition to the questions created during the ice breaker, ask parents what other kinds of questions they might ask when reading with their child. Add their answers to the chart paper or a white/SMART Board dividing them into (general) questions that require one-word answers and (specific) questions that require more than one word answers. Point out the difference to parents and ask them which kind of question they think would require the child to think deeply about a book and to use more language when responding.

Tell parents that when they encourage children to talk about a book, children learn new words and ideas and their language develops more quickly than if you just read the book to them.

## Opening Activity:

Explain to parents that you will be reading a book to them to model a reading strategy called PEER. It is a fun and interactive way to have a conversation with their 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. Give parents the *Open-Ended Questions and Expansion* parent handout. Review the handout telling parents open-ended questions are questions that encourage children's use of new vocabulary and help them think about the story you are reading together.

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 the PEER Sequence.

## 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 and involving them in discussions when reading. A strategy called Dialogic Reading promotes this kind of interaction.
2. "Dialogic reading" is just as it sounds—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. Often, adult and child 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. Parents ask children questions about the story and serve as a supportive audience. The good thing about dialogic reading is that it 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. Use dialogic reading with a book that children have read previously.
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.
5. One of the techniques used in dialogic reading is the PEER sequence, a repetitive method of interaction between the adult and child. Tell parents the PEER sequence is what the focus is for today.

6. Give parents the PEER handouts and review them.

The adult:

**Prompts** the child to say something about the book

**Evaluates** the child's response

**Expands** the child's response by rephrasing and adding information

**Repeats** the response (child repeats or the adult repeats if the child does not respond)

For example, when reading a story, the parent prompts the child by asking, "What do you think Simon will do next." The child *responds*, "Take the dog home." The parent takes a moment to *evaluate* what the child has said and *expands* the response by saying, "You think Simon will take the dog to his house?" The child (or parent) *responds*, "Simon will take the dog home to his house." Remind parents how you modeled the process earlier in the meeting.

7. Review the PEER Sequence handout with parents so they see some examples, can understand how the strategy is used with children, and have a reference they can take home with them.

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 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 ones to ask infants and toddlers around books. 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 doggie 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?" "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.

## **Application:**

Have parents work in pairs to practice PEER 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 PEER strategy with the "child." Have them switch roles and practice again. Tell them they can practice the PEER 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*

Use the PEER strategy to engage infants and toddlers in the reading of a book. Books that have rhymes are perfect for infants and toddlers who love to chime in to complete the rhyme. There also are many picture books that you can use to engage children and to increase their vocabulary by pointing out different animals ("Tell me what kind of animal this is." or "What kind of truck is this?" "What do you see on this page?")

- *Preschool Connections.*

When a child is comfortable with a book, you can encourage him to respond further by asking him questions such as "What else do you see?" or "Tell me what you think is happening?" You can expand on what children say by repeating and adding to their response, "Yes, there are dark clouds. What do you think they mean?"

- *Elementary/Middle School Connections.*

After reading the story at least one time, ask children questions that relate what you have read to their lives. When a character in the book is mad, you might ask "Have you ever been mad?" "What made you mad?" And then "How did you get over being mad?" Elementary students are beginning to really enjoy reading and can become actively engaged when you use the PEER strategy.

- *Middle School Connections*

You can actively participate in the reading of a textbook with a middle school-age child. Middle school children participate in classes such as geography, social studies, and science in addition to reading. There are many questions that can be considered in the study of these content areas. For example, you might ask, "What is that in the picture?" The child responds, "That is a crater." You ask, "Can you tell me how a crater is formed?" Child responds, "This crater is on the moon and was formed by meteorites hitting it." You respond, "Great answer." And the reading continues.

## **Wrap up/Closure:**

Review with parents how to use the PEER strategy. Ask them how they will use this strategy with their children when reading books with them. Tell parents that once they have read a book with their children, at the next reading they can implement the PEER strategy by asking questions and expanding on children's answers. This is an important way to ensure children at any age enjoy reading and to increase their vocabulary.

# Parent Handout

## Open-ended Questions and Expansion



Asking open-ended questions encourages your child to answer with more than one word answers.

- Instead of saying “What’s this?” you can say “What do you see on this page?” and she may respond with more words to describe the picture.
- Another way to phrase the question is “Tell me about the picture” which encourages even more words.

If your child doesn’t have anything else to say you can say something about the picture.

- “I see a kitty in the tree” and ask your child to repeat it. “Can you say, I see a kitty?”

When your child is comfortable with talking about the pictures, ask him to say more by asking a question.

- “What else do you see? Or “Tell me what you think is happening.”

You can expand what your child says.

- If she says “Doggie barks,” you can say “Yes, the doggie is barking at the kitty.”

### Open-Ended Questions

Need more than one-word answers

Can have many right answers

*Sample questions:*

What else could (character) do?

What would you do?

Tell me more...

What do you think will happen next?

What would happen if...?

Why do you think that happened?



## Steps for the Dialogic Reading Process

**P PROMPT** (ask a question)

**E EVALUATE** (think about what child said)

**E EXPAND** (add to child's response)

**R REPEAT** (ask child to repeat)

## The PEER Sequence

PEER is a special way you ask questions and respond to a child as you are reading a familiar book together. PEER stands for prompt, evaluate, expand, and repeat.

	<b>P</b> <u>Prompt</u> the child	<b>E</b> <u>Evaluate</u> what the child says	<b>E</b> <u>Expand</u> on what the child says	<b>R</b> <u>Repeat</u> - Child repeats the expanded word
How do you do it?	<ul style="list-style-type: none"><li>Ask the child a question or invite child to talk about something on the page</li><li>Ask the child to name an object in the book or talk about something in the story</li></ul>	<ul style="list-style-type: none"><li>Think about what the child says. Is it correct? What information can you add to the child's words?</li></ul>	<ul style="list-style-type: none"><li>Add only a few words to the child's response</li><li>Sometimes give the right words to the child</li></ul>	<ul style="list-style-type: none"><li>Ask the child to repeat your expanded response</li><li>If the child doesn't repeat the words, then you say it again</li></ul>
How does it help?	<ul style="list-style-type: none"><li>Focuses the child's attention on a specific part of the book</li><li>Builds the child's interest in the story</li><li>Helps the child understand what's happening in the story</li><li>Adds new words to the child's vocabulary</li></ul>	<ul style="list-style-type: none"><li>Focuses the adult's attention on what the child said</li><li>Provides the adult time to choose the words to add to what the child said</li></ul>	<ul style="list-style-type: none"><li>Encourages the child to say a little more than he or she would naturally say</li><li>Builds the child's vocabulary in a way that makes sense</li><li>Connects new words directly to familiar pictures, objects, and what happens in books</li></ul>	<ul style="list-style-type: none"><li>Encourages the child to use language that he or she has just heard</li></ul>
Example	<p>Book: <i>The Three Pigs</i> Example #1 Adult: What is this? (pointing to house) Child: A house.</p> <p>Example #2 Adult: What is he doing? Child: He's blowing.</p>	<p>Adult: Yes, it's a house.</p> <p>Adult: He is blowing.</p>	<p>Adult: It's a straw house. Can you say that? (Evaluate and Expand are often done as one statement.)</p> <p>Adult: That wolf is going to blow the pig's house down. What's he going to do?</p>	<p>Child: Straw house.</p> <p>Child: Blow house. Adult: "Yes, he's blowing the house down."</p>

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

# 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:

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| 1. <i>The Very Hungry Caterpillar</i> by Eric Carle<br>2. <i>Bunny Cakes</i> by Rosemary Wells<br>3. <i>The Snowy Day</i> by Ezra Jack Keats<br>4. <i>Frog on His Own</i> by Mercer Mayer<br>5. <i>If You Give a Mouse a Cookie</i> by Laura Numeroff<br>6. <i>The Napping House</i> by Audrey and Don Wood<br>7. <i>A Mother for Choco</i> by Keiko Kasza | 8. <i>Corduroy</i> by Don Freeman<br>9. <i>Whistle for Willie</i> by Ezra Jack Keats<br>10. <i>The Mitten</i> by Jan Brett<br>11. <i>Seven Blind Mice</i> by Ed Young<br>12. <i>Mrs. Wishy Washy</i> by Joy Cowley<br>13. <i>Turtle's Race with Beaver</i> by Joseph Bruchac |
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These storybooks can also work well, and you'll find more to add, too, as you look closely at children's books:

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