

PARENT EDUCATION LESSON PLAN

Workshop Topic: Speaking and Listening

CCRS Speaking and Listening Anchor/Standard:

Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NELP Predictors of Later Success:

- **Reading readiness:** usually a combination of alphabet knowledge, concepts of print, vocabulary, and phonological awareness
- **Phonological memory:** the ability to remember spoken information for a short period
- **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 sitting or kneeling to model having rich conversations with their children.

SMART Objective 2: Ask 2-5 open-ended questions to build richer conversations with their children. (Note: The instructor will identify the appropriate number of questions based on learners' proficiency levels.)

Materials:

- Audio file of common sounds (see Welcome/Ice Breaker section)
- *Optional:* Pictures to match audio file
- Handout(s) with appropriately leveled text, comprehension questions, and discussion questions (see Opening Activity section)
- Pictures of a parent standing over a child and of a parent sitting with a child (see Practice: Modeling section)
- Pictures for generating discussion (see Practice: Content/Strategies section)
- Notecard with the 2-5 chosen open-ended questions (see Practice: Content/Strategies section)
- Checklist with the 2-5 chosen open-ended questions (see Practice: Content/Strategies section)
- Exit tickets (see Wrap up/Closure section)

Welcome/Ice Breaker:

Have some fun with listening! Play a recording of different environmental or interesting sounds. Ask participants to distinguish the sounds. Alternatively, you could ask the participants to sit with their eyes closed and listen to the different sounds they hear. Ask them to write the sounds they hear while listening attentively; they might hear breathing, coughing, car horns, the heating/AC system, traffic noises, and the like.

Modification for lower-level learners:

Provide pictures of the sounds they will hear. Let them hold up the picture that matches the sounds. Then, ask learners to match the picture to the word bank. Repeat the activity. This time, take away the pictures. Ask learners to listen to the recording and select or write the correct vocabulary word.

*Make this audio file available for learners so that they can use the audio to practice the target skills for this lesson with each other, repeat the activity with their children during ILA, or take the audio home to do the activity with their children.

Opening Activity:

- 1) Transition/Topic Introduction:** Today, we will learn about listening. Children learn by listening to people talk. Children ask questions and learn about new things. Listening helps children learn to read.
- 2) Reading:** Choose the appropriate text below for your group of learners and have them prepared on handouts. You can modify these texts to meet the needs of your group of learners.

Higher-level text:

How do children learn to talk? Because children seem to learn language naturally, adults often believe that simply because the child is getting older he or she will be able to talk. However, it is not. Children learn to communicate through their experiences from birth on.

Some people say, "Children should be seen and not heard." However, research shows that children should speak and not be silent. When we give children the chance to talk and listen, they learn language skills needed for reading and writing.

Children learn the sounds of language by listening to people talk. As children learn to talk with others, they ask questions, learn the meaning of words, and find out interesting and important things about the world around them. Experiences of listening and talking prepare children to read!

Talk with your child, use a variety of new and different words, and listen to your child when he or she is telling you something. The more you talk with your child, and the more you describe things for your child, the better! This is an easy way to help your child learn more words and feel comfortable talking with others.

Intermediate-level text:

How do children learn to talk? Children seem to learn language without help. Adults sometimes believe that as the child gets older, he or she will be able to talk. However, communication is not automatic. Children learn to talk by speaking and listening to the people around them.

Research shows that children should speak. When children talk and listen to others, they learn language skills for reading and writing.

Children learn language by listening to people talk. When children learn to talk with others, they ask questions, learn new words, and find out interesting and important information. Listening and speaking with other people helps children learn to read!

You should talk with your child, use new and different words, and listen to your child when he or she is talking to you. The more you talk with your child, the better! You can help your child learn more words and feel comfortable talking with others.

Beginner-level text:

How do children learn to talk? Children learn to talk by speaking and listening to the people around them.

Some people say children should be quiet and not talk to adults, but this is not true. Listening and speaking with other people helps children learn to read!

Children learn language by listening to people talk. When children learn to talk with others, they ask questions, learn new words, and find out interesting and important information.

You should talk with your child. You should use new and different words. You should listen to your child. Talking to your child is very important.

Literacy-level text:

How do children learn to talk?

Children learn by listening and speaking with other people.

Listening and speaking helps children learn to read and write.

You should talk with your child. You should listen to your child.

Talking to your child is very important.

3) After Reading Comprehension Check: Use a comprehension-checking activity with your learners to ensure that they understood what they read.

Possible reading comprehension support:

Provide yes or no questions about the main ideas in the text on the board or on a handout for the learners. Instead of having students respond orally, ask them to respond by holding up a yes or no card so you can check comprehension for more students.

4) Discussion Questions: Choose several of the discussion questions below (or create your own) that are appropriate for the level of the learners and related to their daily routines of speaking with their children. Ask learners to work in pairs or small groups to answer the questions.

Possible questions:

- Do you speak with your child?
- When do you speak with your child?
- How much time do you speak with your child every day?
- What do you speak with your child about?
- Do you speak to your child in your language or in English? Why?

5) Transition: Now we know it is important to speak with our children every day. Let's practice two good habits for speaking with our children.

Central Ideas: (for the teacher only)

Young children learn from everyone and everything they see, hear, taste, smell, and touch. They learn by interacting with loved ones, by watching and listening to others talk, and by imitating what they see and hear. From the time they are tiny, children are fascinated with our voices, songs, and the sounds of the world around them. Loving parents that take time to talk and listen, sing songs, play, and share things about their world, give children wonderful experiences and information that they will want to talk about.

A baby might hear the family dog bark, touch his soft fur, feel his wet nose, and hear someone call his name—Spunky. This begins to build the child's "file folder" of information that will be labeled "dog." New words and experiences are added to this "dog file" so that when the child is able to talk, she will be able to attach words to her knowledge about dogs—they have cold, wet noses, might bite, run fast, jump up on you, and can snuggle

close. As the child grows, the file could also grow to create a more complete understanding about dogs—there are many kinds. Dogs are pets and companions, and some are work mates to people.

A child who does not have rich learning experiences has fewer and less complete “file folders” to build upon as she grows. She may not understand new bits of information or might not have a “folder” where related information lives. It is important that parents learn their role in providing their child with experiences so she can build her language skills.

Talking with and listening to young children help to develop language skills. When parents give children opportunities to participate in conversations, they learn the “dance of language” where partners take turns talking and listening. This teaches children the rhythm of conversation as they speak, listen, and respond.

Language used in many daily experiences and conversations can be full of learning. The way parents respond to their children invites conversations. Remember: frequent, meaningful, and interesting conversations with parents are important ways to provide rich language learning.

Practice (Content and Strategies):

- 1) Transition:** Let’s model how we can speak and listen with our children.

- 2) Modeling/Instruction of Strategy #1:** Model the strategies for the learners before teaching the strategies. Show two pictures. One picture should be of a parent sitting and speaking with his or her child. One picture should be of a parent standing while a child sits or stands. Explain that learners should sit at their children’s level when speaking and listening with them. Ask learners why this is a good idea. Explain that sitting or kneeling by a child when possible helps keep the child from feeling frightened by a tall adult standing over him.

- 3) Modeling of Strategy #2:** Choose another picture to share with the class. You should choose a picture related to the topic they have been studying, something familiar, or something interesting to them. Ask learners first to think by themselves about what they see in the picture, and then have them work in partners to describe the picture. Write the target open-ended questions on the board, but do not go over them with learners at this time. Ask one learner to come to the front to model with you. (You and the learner should both sit in chairs to reinforce strategy #1.) Ask the learner to describe the picture. Ask: Can you tell me more? What do you see? Why do you think that? As you ask the questions, point to the corresponding question on the board.

- 4) Instruct Strategy #2:** Explain that learners should ask questions that their children can't answer with a "yes," "no," or other one-word answer. This invites the children to talk and think. They should ask questions they do not know the answer to. Explain that they will learn (3-5) open-ended questions to increase conversation with their children. Give learners a notecard with the 3-5 chosen open-ended questions. Read the questions together. Model the use of the questions with pictures and/or acting.
- 5) Controlled Practice:** Give learners a series of pictures of familiar activities or related to a topic they have been learning about in their ESL class. Discuss the pictures as necessary to build vocabulary. Provide sentence stems to support language production when they are describing the pictures. Then, put learners in pairs. Ask one partner to describe the picture and one partner to ask the open-ended questions. Point to the question on the board that you want learners to practice asking and responding to so that you can check that everyone understands how to ask and answer the question. After the learner has had a chance to practice asking all of the target open-ended questions, switch roles.

*Alternative Activity: Write the target open-ended questions on slips of paper. Have the partner asking the question draw one question and ask their partner after they have finished describing the picture. Switch roles.

*Note: During controlled practice and application, learners should be sitting together as a reminder of Strategy #1.

- 6) Application:** (Pre-work for learners-s – have learners take pictures with their phones of things they do on a daily basis.) Put students in groups of three and assign each learner a role. Learner 1 will describe the pictures she took on her phone. Learner 2 will sit next to his partner and ask open-ended questions. Give the learners a specific goal (e.g., you will ask three different open-ended questions). Learner 3 will listen only and mark off on a checklist every time Learner 2 asks an open-ended question. When the first rotation is finished, Learner 3 will share he heard with Learner 2 to see if they met the goal or not. Then, switch roles and repeat. Repeat until everyone in the group has a chance to share their pictures and ask open-ended questions.

Interactive Literacy Activities (ILA):

Give parents a children's book with interesting pictures or printed images. Be sure to consider the following when choosing books for parents to use with their children: a) the print language skill level(s) of the parents; b) the age of their children; and c) the vocabulary used in the book. Parents sit with their children (in desks or on the floor, as appropriate) and ask their children to describe what they see in the books. Parents should ask open-

ended questions while their children are describing the pictures. Alternatively, play the same audio file you used during the Welcome/Ice Breaker section, but have parents prompt their children using open-ended questions.

At home: Encourage parents that they can use these strategies 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:

Use an exit ticket have learners set a goal to use these strategies at home. Ask learners to identify when and how often they will use these two strategies. Ask higher-level learners to describe what conversations they had with their children after they use them at home.
