

PARENT EDUCATION LESSON PLAN

Workshop Topic: Before Reading

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 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 the picture walk as a before-reading strategy with a partner.

Materials:

- Appropriate children's book(s) (see Modeling and Application sections)
- Teacher-created notecards to support language needed for Picture Walk (see Instruct section)
- Board/markers
- *Optional:* Teacher-created handout with text and reading comprehension support (see Opening Activity section)
- *Optional:* Teacher-created exit ticket (see Wrap-up/Closure section)

Welcome/Ice Breaker:

1) **Write on board:** What did you do before class today?

2) **Introduction of "before"**

- **Lower-level students:** Create a worksheet of pictures that features activities people do before class (did my homework, ate my lunch, took the bus, etc.) Parents circle the pictures of activities they did before class, match to the vocabulary word, and practice saying the vocabulary word in sentence stem: Before class today I _____ (did my homework).
- **Higher-level students:** Students complete a Think-Pair-Share activity to answer the question on the board. The instructor writes the parents' answers on the board and can ask follow up questions as appropriate to draw the parents' attention to actions

that help prepare for class (“How many students reviewed their homework before class today?”).

3) Instruction of concept of “before reading”

- The instructor links the previous activity to the meaning of the word “before.” (Example: “Before you came to class today, you did some things to prepare. Before you read a book, you can also prepare.”)
- The instructor provides additional examples and checks parents’ comprehension of concept.
 - The instructor can ask students questions such as: “What do we do BEFORE an exam? (study)” or “What do we do BEFORE eating dinner? (buy food, prepare food).”
- The instructor links the concept to the activity.
 - “Today, we will learn what you can do with your child BEFORE reading.”

Central Ideas: (for the teacher only)

- Parents who are taking family literacy classes can practice reading new children's books aloud to their peers in the adult education classroom. When adults read children's books to learn how to read better to their children, they are often more engaged in the reading process.
- For parents with low literacy skills, encourage them to tell the story orally, rather than read. They can look at the pictures and talk about what they see. Parents learning English can make up stories about the pictures and share them with their children in their home language.

Opening Activity:

Introduce the “before reading” (picture walk) strategy: (The following sentences should be written on the board or on a handout for parents to read.)

Literacy-level text

You look at all the pictures in the book BEFORE you read the book with your child.

Lower-level text

You can look at all the pictures in the book BEFORE you read the book with your child. This is a Picture Walk. You read the title. You talk about the pictures in the book. You DO NOT read the words.

Higher-level text

You can look at all the pictures in the book BEFORE you read the book with your child to help them prepare for reading. This is a Picture Walk. *Why do you do this?* You can look at pictures BEFORE you read because this helps your child to understand what he or she is reading. *What do you do?* You read the title and talk about the pictures in the book with your child before you read the whole book.

Possible comprehension supports for diverse levels:

- 1) Briefly model what sentence #1 looks like. (Detailed modeling will come later.)
- 2) Ask simple comprehension-checking questions (closed questions) such as, "Do you look at pictures before you read or after you read?" "Does looking at pictures BEFORE reading make the book harder to understand?"
- 3) Ask parents to put the two simple sentences in order by putting numbers next to the sentences according to what happens first.
Example: I look at the pictures in the book. (1) I read a book with my child.
(2)
- 4) Ask more orally proficient students to re-state these sentences in their own words without looking at the original sentences.

Practice (Content and Strategies):

- 1) **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/the topic d) the language/vocabulary needed to describe the pictures. Show the parents how they can do a "picture walk" by flipping through the book with their child before reading it. A "picture walk" includes reading the title together and talking about the pictures in the book. As you model, use language to explain what you are doing, but limit the complexity and quantity of the language you use. For example, we are reading the title together. We are looking at the pictures together. We are talking about the pictures.

For lower-level students, you can model reading the title, naming things you see in the pictures, counting similar objects (*there is/there are*), asking questions of their children: "What do you see?" or "How many ___ are there?"

For higher-level students, you can model reading the title, describing things you see in the pictures, sequencing repeating images (First the chicken was_____, but now the chicken is _____), asking "What do you see?" or "What do you think is happening?" or "How do they feel?"

(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 describe what they are seeing in the pictures of the chosen book. Remember that words and phrases in children's books are not always familiar to adults (example: owl, rhinoceros, rainbow, jumping rope, playing hopscotch).

- 2) Instruct:** Create a notecard for each student to use as a reference. Include the language you modeled from the step above. Remember, sentence stems or frames are helpful to low-level and high-level learners. Read the notecards together. As you review the language again, model again using the same book, as necessary, or ask more proficient students to demonstrate for less proficient students.
- 3) Controlled Practice:** Use the same book from when you modeled for learners. If you have multiple copies of the same book, partners can work in pairs. They should try to use each of the suggestions you provided on the notecard. If you only have one copy, pass the book around the room. Ask each student to model one of the suggestions from the notecard on a different page of the book.
- 4) Application:** Provide similar books to the one that you modeled with first. Consider the topic of the previous book, the level of the parents, their vocabulary skills, etc. Have parents work in pairs or small groups to demonstrate the before reading "picture walk." They should use the notecards the instructor provided for support. The instructor monitors, assesses competency, and provides vocabulary/language support. Dictionaries and translation tools should also be readily accessible for learners for vocabulary support.

*For parents struggling with the new vocabulary and language of this activity, you may want to use the same book again from the modeling and controlled practice sections of the lesson. They can build fluency and confidence by repeating the same exercise with different partners.

Interactive Literacy Activities (ILA):

Use this same strategy with children. For struggling learners, send home the same book modeled and practiced in Parent Education and ILA classes.

At home: You can also 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 activity with their children at home.

Wrap up/Closure:

Ask parents to make a plan for using this strategy at home. They can write this as an exit ticket or keep a learning journal.

Example:

I will practice this before-reading picture walk activity with my child _____ times this week.

We will practice this before-reading picture walk activity on (name days).

We will practice this before-reading picture walk using (write titles of books).
