

Interactive Literacy Activity (ILA)

Lesson Title: Let's Play Hide and Seek	Topic: Repetitive Reading and Extended Play
Parent Level: (ABE, ASE, ESL, multi-) Multi- Child Level(s): (infant, toddler, Pre-K, school-age, multi-) Pre-K and school-age	Time to Complete: 30 minutes
NELP Predictors of Later Success: Oral language: the ability to produce or comprehend spoken language, including vocabulary and grammar. Print knowledge: a combination of elements of alphabet knowledge (AK), concepts about print, and early decoding.	
ILA Lesson Objectives: (<i>Restate the objectives from the parent education lesson.</i>) At the end of this session, participants will be able to: <ul style="list-style-type: none">• implement at least two techniques that encourage their children to recognize printed words and letters; and• explain why it is important to read to children regularly and to reread favorite stories.	
ELPS Anchor and Level Correspondences: ELP Standard 10: An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. Level 1: An ELL can with support, <ul style="list-style-type: none">• recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions; and• understand and respond to simple questions.	
Materials: The following materials will be needed: <ul style="list-style-type: none">• <i>Catch Me If You Can!</i> by Bernard Most copies for each family, if possible.• Hidden Dinosaurs handout• Crayons or colored pencils• Dinosaur booklist• Reading Together handout (optional)	

ILA Lesson Framework

Introduction:

Dinosaurs are often of interest to preschool and early elementary children. Dinosaurs introduce children to scientific inquiry and invite imaginative play. Children can memorize and connect information, categorize and sort dinosaurs, and envision imaginary prehistoric worlds. Some children develop confidence in focused research, learning the names and characteristics and recalling the information for friends and family.

Choosing books of your child's interests, such as dinosaurs, supports literacy. When the child is interested in the book, they are going to want you to read it to them over and over again. Repetition and reading aloud helps children develop comprehension and an understanding of plot structure while encouraging a love for reading. Techniques for [reading together](#) learned in the parent education lesson such as making predictions and emphasizing sounds and letters can make the read aloud process more engaging and meaningful.

Age Group:	Content:	Teaching Strategies:
Infant/ Toddler	<p>Flip through the pages of the book talking about the pictures rather than reading word for word. Allow children to touch the book and turn the pages. Point out features on the page such as a certain dinosaur and try to roar like they do. Although infants and toddlers may not be able to read the material, they can follow along.</p> <p>After reviewing the book together, play hide and seek with your toddlers. Make sure the room is free of hazards and there is enough space to play and hide. For infants consider playing a round of peek-a-boo.</p>	<p>Playing and reading with toddlers and infants can provide a range of benefits for their development and well-being. It is an excellent way for parents and caregivers to connect with young children and to provide a positive and stimulating environment for them to grow and learn.</p> <p>Build your infant's listening abilities by naming objects or reading short phrases. Provide some board books for your infant to manipulate and choose independently. Praise attempts to turn pages, jabber, and point to pictures.</p> <p>Toddlers show an increasing understanding of their native language. To support this development, talk and hold conversations with your child. Use simple, short sentences, emphasizing important words, and have reading material available all throughout the day.</p>
Pre-School	<p>Remind parents of the fun facts learned in the Adult Education Lesson and techniques shared in the Parent Education activity (if possible, list on board or share Reading Together handout).</p> <p>Circulate and listen as parents read the story. Note if they are reading expressively (ACIRI I.2), pointing to the words (ACIRI II.2), or asking questions to encourage engagement (ACIRI II.1). Quietly praise parents.</p>	<p>Techniques for reading together:</p> <ol style="list-style-type: none"> 1. Point to words while reading. 2. Emphasize sounds and letters. 3. Encourage active engagement. 4. Make predictions. 5. Expand knowledge. 6. Build vocabulary.

Age Group:	Content:	Teaching Strategies:
	<p>Ask children to recall what happened. Praise what the children have figured out—that the dinosaur wasn't really scary but was actually a grandpa just playing pretend!</p> <p>Suggest that the group play their own game of hide and seek. It can be done as a whole group or with a few families at a time. Children hide and parents seek them. Encourage children to say, "Catch me if you can!" as they go to hide; and "I'm not afraid of your great BIG claws!" or "...great BIG teeth!" as they are found. Encourage parents to give their children a "great big hug" and an "I love you" as they find their children.</p>	
School-age	<p>Remind parents of the fun facts learned in the Adult Education Lesson and techniques shared in the Parent Education activity (if possible, list on board or share Reading Together handout).</p> <p>Invite parents to review the cover with the child and make predictions before reading. If reading to the child, pause before predictable words or phrases from the text to allow the child to complete the phrase is able (ACIRI II.2). If your child is reading aloud, focus on the child's efforts to make meaning, not the accuracy of each word.</p> <p>Suggest that the group play their own game of hide and seek. It can be done as a whole group or with a few families at a time. Children hide and parents seek them. Encourage children to say, "Catch me if you can!" as they go to hide; and "I'm not afraid of your great BIG claws!" or "...great BIG teeth!" as they are found. Encourage parents to give their children a "great big hug" and an "I love you" as they find their children.</p>	<p>When reading for pleasure, accept approximations of words, especially those that don't change meaning (e.g., "grandad" instead of "grandpa," or "a" instead of "the"). Try to limit corrections. By creating an environment that is without the need for perfection, the early reader will learn to love the story. Accuracy and fluency come with increased practice and opportunity.</p>

Notes for Implementation: *(Does the ILA happen during class time or outside class time? What is the teacher's role in each setting? How will the teacher support parents and children?)*

The activity can be adapted to different situations, but a large room or rooms with some furniture will work best for the hide and seek game. The game could also be played outside if there is a safe area.

The teacher will encourage parents to read expressively to sustain interest. Building upon the Parent Education Activity, the teacher should encourage parents to point to words as they read. Once the parents continue the reading, the teacher should observe and praise parents. The teacher should facilitate the game of hide and seek.

Assessment/Evaluation: *(How will parents demonstrate the skill with their child(ren)? What evidence of mastery will you look for?)*

Parents will demonstrate their mastery of the skill by sustaining interest and attention through use of child-adjusted language, positive affect, and reinforcement (ACIRI 1.2). Look for parents to implement at least two of the techniques learned in the parent education lesson. The child can demonstrate mastery by paying attention and sustaining interest (ACIRI 1.2). They can do this by asking questions, making predictions, recalling the information in the text and so on.

Wrap-Up/Closure: *(How will parents reflect on the ILA? How will they develop a plan to use the skill outside of the classroom?)*

As the games end, give children the Hidden Dinosaurs pages and crayons or colored pencils so that they may find and color the [Hidden Dinosaurs](#). Provide copies of *Catch Me If You Can!* for families to take home and reread together. Share copies of [Dinosaur Booklist](#).

Remind parents to—

- 1) encourage their children to read along leaving time for children to recall the repeated words and phrases, and
- 2) to talk to children about the different kinds of dinosaurs and what they learned about them during the Adult Education Activity.

Encourage families to play game of hide and seek indoors, where they can imagine themselves as a specific type of dinosaur.

Suggested follow-up: Ask for parent input about how well their children understood the story, whether the children joined in on the words, how their children enjoyed acting out the story and its words during the hide and seek game.