

Parent Education Activity

Lesson Title: Sniffing Out Clues Together	Topic: Assisting context clue strategies with a "just-right" text
Level: (ABE, ASE, ESL, multi-) Multi -	Time: 1:10
College and Career Readiness Standard: Language Anchor #4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
NELP Predictor(s) of Later Success: <ul style="list-style-type: none">• reading readiness: usually a combination of alphabet knowledge (AK), concepts of print, vocabulary, memory, and print awareness (PA); and• visual processing: the ability to match or discriminate visually presented symbols.	
Parent Education Lesson Objectives: (<i>Adapt the objectives from the NCFL lesson to meet the needs of your learners. Use action verbs from the CCRS level descriptor above.</i>) At the end of this session, participants will be able to: <ul style="list-style-type: none">• utilize a five-finger method to identify texts that are at an appropriate independent reading stage; and• assist children in determining and or clarifying the meaning of unknown words using context clue strategies.	
Materials: The following materials will be needed: <ul style="list-style-type: none">• <i>King & Kayla and the Case of the Missing Dog Treats</i> by Dori Hillestad Butler• Five-finger rule bookmarks• Geisel Award booklist• Other Geisel Award books (optional)	

Parent Education Activity Framework

Activity	Notes to the teacher	Grouping	Time
<p>Welcome/Icebreaker: Begin the lesson with a quick "What am I?" mystery activity about dogs. Provide clues about a dog breed, and have participants guess what type of dog is described. For example:</p> <ul style="list-style-type: none"> • I'm a black and white dog with spots. I am often connected with firefighters. What am I? (A Dalmatian) • I'm a big dog with long, golden hair. I am great with families, and always seem to be smiling. What am I? (A Golden Retriever) • I am small and low to the ground. Some say I look like a hot dog. What am I? (A Dachshund/wiener dog) <p>Repeat the clues and give wait time for participants to confer with a neighbor and offer a solution. Have participants share their answers and reveal the answers.</p> <p>Introduce the book, <i>King & Kayla and the Case of the Missing Dog Treats</i> by Dori Hillestad Butler to participants. In this book, the dog, a golden retriever named King, uses clues to investigate the mystery of who ate the missing dog treats. This book is a good example of an emergent reader text.</p>	<p>Be sure not to single out participants, as some may not be familiar with certain dog breeds. Consider having them work as a team to figure out the answer.</p> <p>Other dog "What am I?" options:</p> <ul style="list-style-type: none"> • I'm very small, weighing no more than six pounds, but big in personality. I have big round eyes and can fit in a handbag. What am I? (A Chihuahua) • I am muscular and have a bit of a crab-like waddle. I am full of love, despite my scowl. Some of my relatives are British or French. What am I? (A Bulldog) <p>Consider asking anticipatory questions while looking at the cover:</p> <ul style="list-style-type: none"> • Has anyone read this series before? • What do you think happened to the treats? • Does anyone have a guess as to who took them? 	<p>Whole Group</p>	<p>5 Minutes</p>

<p>Review Objectives:</p> <p>As your child begins to read independently, it can be challenging to know which books are good picks for their reading stage. A "just right" book is different for every reader and changes over time. The five-finger method that will be introduced today is a quick way to assess texts.</p> <p>In addition, we will practice context clue strategies using the book <i>King & Kayla and the Case of the Missing Dog Treats</i> by Dori Hillestad Butler. These strategies are building blocks for determining the meaning of unfamiliar words and can be practiced when reading together.</p>	<ul style="list-style-type: none"> utilize a five-finger method to identify texts that are at an appropriate reading stage; and assist children in determining and or clarifying the meaning of unknown words within <i>King & Kayla and the Case of the Missing Dog Treats</i> using context clue strategies. 		
<p>Opening Activity:</p> <p>When selecting new books, keep in mind that all of us are more likely to read books about our favorite topics. The same is true for children (e.g., books about animals, dinosaurs, vehicles, or fairies); books that support their interests are fun to read. Over time, readers may identify favorite authors or genres (e.g., fiction, nonfiction, or poetry). Children's book awards can also help to provide lists of notable titles.</p> <p>For a children's book to receive an award it must be carefully examined by a team of professionals within the field. Children's book awards recognize and celebrate high-quality children's literature, highlighting books that are well-written, engaging, and thought-provoking. One of these awards is the Geisel Award. It is given annually to the best books for beginning readers.</p> <p>The award is named after Theodor Seuss Geisel, also known as Dr. Seuss, and was established in 2006 by the American Library Association. The Geisel Award is highly regarded in the field of children's literature. The award honors books that "provide a stimulating and successful reading experience for the beginning</p>	<p>Criteria for a Geisel Book:</p> <ul style="list-style-type: none"> Subject matter must be intriguing enough to motivate the child to read; The book may or may not include short "chapters;" New words should be added slowly enough to make learning them a positive experience; Words should be repeated to ensure knowledge retention; Sentences must be simple and straightforward; There must be a minimum of 24 pages. Books may not be longer than 96 pages; The illustrations must demonstrate the story being told; The book creates a successful reading experience, from start to finish; The plot advances from one page to the next and creates a "page-turning" dynamic. <p style="text-align: right;">- ALA Geisel Award website</p>	<p>Whole Group</p>	<p>10 minutes</p>

<p>reader containing the kind of plot, sensibility, and rhythm that can carry a child along from start to finish."</p> <p>The book <i>King & Kayla and the Case of the Missing Dog Treats</i> by Dori Hillestad Butler received a Geisel Award Honor in 2018. Not all Geisel books are like <i>King and Kayla</i>. Some, like 2021 Winner <i>See the Cat: Three Stories About a Dog</i>, written by David LaRochelle, have less text but maintain high interest and create a "successful reading experience." In addition, <i>Move Over Rover</i> by Karen Beaumont, a book highlighted in another Family Literacy lesson, was the 2007 Geisel Award winner.</p> <p>Emergent reader texts are designed to introduce early readers to larger blocks of text and reinforce reading skills, such as letter recognition and sound-symbol correspondence. By utilizing simple, repetitive language and familiar topics, these texts promote comprehension and help young readers feel successful, leading to increased confidence.</p>	<p>If possible, provide examples of other Geisel Award winning books for participants to review. See included list of recent Geisel Award titles.</p> <p>Additional children's book awards:</p> <ul style="list-style-type: none"> John Newbery Medal Caldecott Medal Coretta Scott King Award Jane Addams Children's Book Award Pura Belpre Award Sibert Medal Ezra Jack Keats Book Award Walter Dean Myers Award 		
<p>Central Ideas and Practice:</p> <p>It is exciting to witness an emerging reader independently read a book. However, much like goldilocks, a child may find that a book is too hard and will be discouraged, or too easy and become bored. So, how can a parent find a "just right" book for their early reader?</p> <p>The five-finger rule is a way for readers to assess if a book is "just right." This method is a useful tool for young readers to assess the difficulty of a book and make informed decisions about what to read. It can be applied when selecting books from a library, bookstore, or a personal bookshelf.</p> <p>Distribute copies of <i>King and Kayla</i> to each of the participants and ask them to turn to any page and review the text.</p> <p>Encourage participants to consider their child's reading stage.</p>	<p>Share the five-finger rule bookmarks with parents for future reference.</p> <p>If multiple copies of <i>King and Kayla</i> are not available, provide other Geisel Award-winning books. See Geisel Award booklist for titles.</p>	<p>Whole Group</p>	<p>10 minutes</p>

<p>Hold up one finger for each unknown word.</p> <p>0-1 fingers = too easy 2-3 fingers = just right 4-5 fingers = too hard</p> <p>It is important to note that while the five-finger rule helps identify "just right" texts, it doesn't mean that books that are too easy or too challenging should be avoided. Reading both within and outside of their comfort zone offers various benefits.</p> <p>Easier texts can boost the confidence of emergent readers and help them to practice fundamental skills, like sounding out words, that will aid them in reading more difficult texts. Additionally, re-reading familiar books can enhance fluency.</p> <p>Challenging texts with high-interest topics can help build vocabulary and provide opportunities for collaborative reading. These challenging texts can inspire children to want to read them individually and recognize their growth over time.</p> <p>Texts that are "just right" can strike a balance between familiar and unfamiliar words. As children read independently, they are bound to come across words that are unfamiliar to them. Encountering unfamiliar words can reduce the enjoyment of reading and discourage new readers. Adults can be role models for children by demonstrating positive reading strategies, such as using context clues to decipher the meaning of unfamiliar words.</p>	<p>The five-finger method is based upon the concept of the zone of proximal development (ZPD). It assesses what a learner can do independently and what a learner can only do with support. This theory was developed by psychologist Lev Vygotsky in the early 1900s and expanded by Jerome Bruner through the theory of scaffolding in the late 1960s. Recent studies have critiqued the over-simplification of this learning theory for not taking social and cultural factors into account.</p>		
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<p>Direct Instruction: Within the adult lesson, participants are introduced to using context clues to determine meaning of unknown words. Beginning readers also benefit from similar strategies when encountering unknown words.</p> <p>An essential component to learning to read is phonological awareness, or the ability to recognize and manipulate individual sounds in words. Emergent readers learn that words can be broken up into different sounds. So when encountering a new or unknown word, begin with sounding out the word. Invite the child to assist with the initial sound and the parent can model sounding out the remaining parts of the word (e.g., treat: “T” “t-r-ea-t”). By pointing to the letters when making the sounds, parents reinforce sound-symbol correspondence (this letter makes this sound).</p> <p>Repeat the word. Does it sound familiar to the child? An adult can offer a comparison to a known word or idea (e.g., treat: treats are sweets or desserts).</p> <p>Make connections to the child’s personal experiences (e.g., treat, “I know that popsicles are your favorite treat in the summer!”)</p> <p>Reinforce understanding by referring to other parts of the text to clarify meaning, context clues (e.g. “Kayla is making treats with peanut butter, flour, and oatmeal. The treats are on baking sheet in this picture and look like dog bone cookies.”)</p> <p>Thinking aloud and making connections encourages early readers to make meaning of new vocabulary. In addition, it encourages engagement with the text.</p>	<p>It may be helpful to write the strategies on the board for reference:</p> <ul style="list-style-type: none"> • Begin by sounding out the word. • Next, repeat the word and provide a comparison or contrast to a word the child already knows. • Make a connection to the child’s life. • Return to the text to reinforce understanding and identify context clues. 	<p>Whole Group/pair</p>	<p>20 minutes</p>
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<p>Books are great conduits to conversations about words: fun sounds, multiple ways of saying the same thing (synonyms), and words parts (prefixes, root words, and suffixes). By encouraging questions, modeling strategies, and using everyday opportunities to talk about language, parents can support early readers in a multitude of ways.</p>			
<p>Guided Practice: Read the first chapter <i>King & Kayla and the Case of the Missing Dog Treats</i> by Dori Hillestad Butler to participants. Stop along the way to sound out potentially challenging words, think aloud, and review how to assist new readers. Possible words to examine:</p> <ul style="list-style-type: none"> • Treats (something made with peanut butter, flour, oatmeal... and made for another) • Favorite (describes food, the food is something King loves) • Droops (something a tail does, after King learns the treats aren't for him, look at the illustration) • Friend (sound it out – is it a familiar word?, describes Jillian) • Dough (something that can be rolled out, smells good, King wants it) • Lick (something to do to a bowl, picture clues) <p>Have each participant read chapter two with a partner or pair. Ask participants to choose words from the chapter that are either unknown to them or they think might be difficult for a child to understand. Encourage parents to pause, think aloud, and use connections to everyday life and other parts of the text that reinforce the meaning of the new vocabulary. Circulate</p>	<p>Identifying unknown words while reading is important for many reasons:</p> <ul style="list-style-type: none"> • Understanding the meaning of unknown words is crucial for comprehension. If a reader encounters a word they don't know, they may not understand the sentence or passage's overall meaning. • Identifying and learning new words can improve a reader's ability to communicate more effectively in speaking and writing. • When readers encounter an unknown word, they may pause or stumble. Practicing identifying and learning new words can help readers read more fluently. • Many unknown words may be specific to a particular culture or field of study. Identifying and learning these words can help readers gain a deeper understanding of a topic or culture. 	<p>Pair/ Whole Group</p>	<p>15 minutes</p>

<p>throughout the class to observe and individually support the use of strategies when appropriate.</p> <ul style="list-style-type: none"> • Begin by sounding out the word. • Next, repeat the word and provide a comparison or contrast to a word the child already knows. • Make a connection to the child's life. • Return to the text to reinforce understanding and identify context clues. <p>Bring participants back for a whole group discussion. Have each pair share their word and discuss the strategies used.</p>			
<p>Independent Practice/Formative Assessment: During ILA, participants will practice using the five-finger strategy with children. They will determine if it is an appropriate fit for their child to read independently. While reading, <i>King and Kayla and the Case of the Missing Dog Treats</i> participants will model context clue strategies by thinking aloud and asking questions of their children.</p>			(ILA)
<p>Review Objectives: Choosing the right books for early readers enhances their reading skills and assists in developing a love for reading. The five-finger rule provides a helpful tool for assessing a book's suitability. Another valuable resource is the Geisel Award, which offers a vast collection of beginner-level texts suitable for various reading levels. By selecting age-appropriate books, children can practice reading with ease and gain confidence in their abilities.</p> <p>Context clues are helpful in determining the meaning of unknown words. The strategies used to determine the meaning of unfamiliar words in <i>King & Kayla and The Cases of The Missing Dog Treats</i> included sounding out the word, providing a connection to a word the child already knows, making a</p>	<ul style="list-style-type: none"> • utilize a five-finger method to identify texts that are at an appropriate independent reading stage; and • assist children in determining and or clarifying the meaning of unknown words using context clue strategies 	Whole Group	5 minutes

<p>connection to the child’s life, and identifying context clues in the sentence or illustrations to reinforce meaning.</p>			
<p>Wrap-Up/Closure: Share the five-finger rule bookmarks with parents for future reference if they have not already been distributed. Encourage parents to select books with their children using the five-finger rule.</p> <p>Using context clues is a life-long skill that is beneficial in various parts of everyday life. Whether we are reading a novel, browsing through social media, or simply having a conversation with someone, we use context clues to understand the meaning behind words, phrases, and even body language. These skills help us to navigate the world.</p>	<p>Reflect on the Activity:</p> <ul style="list-style-type: none"> • What went well? • What did not go well? • Do you see yourself using the five-finger rule in the future? • How can building connections to your child’s life help with comprehension? • How might you talk about words and introduce vocabulary in everyday activities? 	<p>Whole Group</p>	<p>5 minutes</p>