

Interactive Literacy Activity (ILA)

ILA Topic: Let's Read it Together; Looking for Clues	
Parent Level: (ABE, ASE, ESL, multi-) Multi-	Time to Complete: 30 mins
Child Level(s): (infant, toddler, Pre-K, school-age, multi-) Multi-	
NELP Predictors of Later Success:	
<ul style="list-style-type: none">• Reading Readiness: usually a combination of alphabet knowledge (AK), concepts of print, vocabulary, memory, and phonological awareness (PA); and• Visual Processing: the ability to match or discriminate visually presented symbols.	
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">• 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.	
ELPS Anchor and Level Correspondences:	
ELP Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.	
Level 1: An ELL can, relying heavily on context, questioning, and knowledge of morphology in their native language(s), recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events.	
Level 2: An ELL can, using context, questioning, and knowledge of morphology in their native language(s), determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events.	
Materials:	
The following materials will be needed:	
<ul style="list-style-type: none">• <i>King and Kayla and the Case of the Missing Dog Treats</i> by Dori Hillestad Butler• Other Geisel award-winning books (optional)• Five-finger rule bookmarks• Solve the Riddle worksheet• Writing utensils	

ILA Lesson Framework

Introduction:

King & Kayla and the Case of the Missing Dog Treats by Dori Hillestad Butler is an example of a good book for emergent readers. It can be used to practice the five-finger rule and context clue strategies for determining the meaning of unknown words.

When emerging readers select books at the “just right” reading stage, they are able to practice their reading fluency and comprehension, enjoy the story, and build their confidence over time. Children benefit from reading a variety of too easy, "just right," and challenging books. As children read, they will encounter unfamiliar words. Sharing strategies to analyze word parts and context clues enable readers to expand their vocabulary and understand more complex texts.

Within the classroom, we have a combination of different ages, therefore everyone will approach the text differently. There are endless ways to learn and have fun with books.

Pass out copies of *King and Kayla and the Case of the Missing Dog Treats* by Dori Hillestad Butler. If possible, have a selection of Geisel award-winning texts available for families to read as alternative texts. Provide additional copies of the [five-finger rule bookmark](#) to participants, if necessary.

Age Group:	Content:	Teaching Strategies:
Infant/toddler	<p>Encourage parents to share books with their infants and toddlers to promote early literacy. Although some books may not be designed specifically for toddlers, illustrations can be used as a starting point for conversation. By modeling sounds and actions associated with words, such as pointing to the word bark and mimicking a dog's bark, parents can help their child to make connections between spoken language and the written word. Play with language to support sound awareness.</p> <p>Toddlers are developing phonemic awareness and begin to notice that sounds are associated with letters or symbols. Infants and toddlers may have a</p>	<p>Reading to infants is an important and enjoyable activity that can help promote early literacy and language development. Even though infants may not understand the words or story, they benefit from hearing the variety of language.</p> <p>Strategies for reading:</p> <ul style="list-style-type: none"> • Read expressively; • Alter your voice for different characters to fit their persona and mood; • Have a comfortable reading spot; • Look for books that fit your child's interests;

	<p>shortened attention span, so it is important to use the book as a springboard for other activities. Rhyming games encourage children to focus on the individual sounds in words. Say a word and ask the child to respond with a rhyming word: "cat" – "hat" – "bat" – "sat." Or introduce nonsense words and have the child correct your silliness (e.g. "I love that story about the dog Bing and his friend Bayla.")</p>	<ul style="list-style-type: none"> • Establish a consistent reading routine; and • Reread stories.
Pre-school	<p>Invite parents to read a chapter to their child. Parents should use the pictures to point things out “such as look at the big dog and the little dog.” Parents can tell the story using just the pictures and summarizing the information on the page.</p> <p>Preschoolers are becoming familiar with the initial sounds of words and later noticing that words can be broken down into individual sounds. As the parent reads to the child, they can point to words while reading to reinforce how to read from left to right, how to hold the book, and how to turn the pages. Depending on the child's skill level a child can sound out sight words like “am” and “yes.”</p>	<p>Use alliteration to help children to focus on the initial sounds of words. Tongue twisters often are filled with alliteration (e.g. Sally sells seashells by the seashore, or Peter Piper pecked a peck of pickled peppers, or Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't very fuzzy was he?)</p>
School-age	<p>Invite parents to share the five-finger rule with their children. Pick a page in <i>King and Kayla</i> and have the child determine how many words are unfamiliar. If the text is too easy, the child may read to their parents or pick a new text. If <i>King and Kayla</i> is too challenging, the parent may read alongside the child, either taking turns or reading to the child while pointing to the text.</p> <p>In most cases, there will only be enough time to read one or two chapters. Notice the words that early</p>	<p>Choosing an appropriate reading level book can help to improve the child's reading skills and confidence. By selecting books that match the child's reading level, they can practice their reading fluency and comprehension while still enjoying the story.</p> <p>Alternatively, families can look through a selection of Geisel award-winning texts to find the “just right book” for their child.</p>

	<p>readers found unfamiliar. How might the new word be incorporated into everyday conversation to expand and reinforce new vocabulary?</p> <p>Have the child read aloud to the parent while pointing to the text. Parents should help only when necessary and provide praise as they read. When the child comes across an unfamiliar word, model context clue strategies shared during the parent education activity.</p> <ul style="list-style-type: none"> • Sound out the word. • 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>Notes for Implementation: <i>(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?)</i></p> <p>The ILA plan can be completed during class time or remotely. The teacher provides support by encouraging the parents and assisting during the reading, reinforcing the suggested accommodations for each age group. The teacher will oversee beginning the activity and monitor the timing. In addition, the teacher should take note of positive examples of engagement to share with the parents at the end of class.</p>		
<p>Assessment/Evaluation: <i>(How will parents demonstrate the skill with their child(ren)? What evidence of mastery will you look for?)</i></p> <p>In the lesson, adults can demonstrate the skills learned by pointing to pictures and words in the story to assist the child in identification and understanding (ACIRI II.2). When encountering unknown vocabulary, parents will relate the word to the child's life to assist in meaning-making (ACIRI II.3). Children should respond to the adult cues or identify pictures and words on his or her own to show mastery (ACIRI II.2). This can look like the parent pointing to the dog and saying "woof" or if the child was to point to the dog and say "woof" or "dogs bark." For older children, look for attempts to relate new vocabulary and content to personal experiences (ACIRI II.3).</p>		

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

By using the five-finger rule, children can identify texts that are at the right reading stage for them. Finding books that align with your child's interests and reading level can foster a greater sense of enjoyment and motivation for reading. This approach can be a fun and easy way to discover books that are "just right" for them.

Prompt parents to reflect upon the experience by asking:

- Did my child and I correctly determine the fit of *King and Kayla and the Case of the Missing Dog Treats*?
- Did I come across words I or my child didn't know while reading? If yes, how did we determine the meaning of those words?
- How can I incorporate playing with words into everyday experiences?

At the end of the lesson, suggest that parents use the five-finger rule when selecting books from their local library. Some of the vocabulary words from the first chapter have been incorporated into the [Solve the Riddle worksheet](#). Share this with participants and invite them to work together to decode the funny message. Context clues help in determining the missing letters of incomplete words.