

Parent Education Activity

Lesson Title: Reading Together	Topic: Repetitive Reading
Level: (ABE, ASE, ESL, multi-) Multi-	Time: 1 hour
College and Career Readiness Standard: Language Anchor # 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
NELP Predictor(s) 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.	
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">• implement at least two techniques that encourage early readers to recognize printed words and letters; and• explain why it is important to read to children regularly and to reread favorite stories.	
Materials: The following materials will be needed: <ul style="list-style-type: none">• Recordings of “Twinkle, Twinkle Little Star” and “Baa, Baa Black Sheep,” (optional)• Copies of <i>Catch Me If You Can!</i> by Bernard Most for each family, if possible.• Blackboard, wipe-off board, or chart paper & writing tool (optional)• Reading Together handout	

Parent Education Activity Framework

Activity	Notes to the teacher	Grouping	Time
<p>Welcome/Icebreaker: Gather participants in a circle and inform them that you are going to play/sing two songs, encouraging them to listen closely. Play/sing "Twinkle, Twinkle Little Star" and after a few moments, shift the song to "Baa, Baa Black Sheep." Ask the parents if they noticed that the two songs have a very similar melody. Finally, sing the "alphabet song" and point out that it is also based on the same melody.</p> <p>As an alternative, hum the tune. Then sing each song in succession, either together or as the instructor.</p> <p>The repetition of the same melody makes these easy to remember. Once you know the tune, then you can focus on the words. Singing these songs over and over is great for early childhood literacy because they help children with recall, language development, and social skills. Many early nursery rhymes share common tunes or rhythm patterns.</p>	<p>"Twinkle, Twinkle Little Star," "Baa, Baa Black Sheep," and the "alphabet song" are all based on "Ah! Vous Dirai-Je, Maman." "Ah! Vous Dirai-Je, Maman," an old French melody, was originally featured without words in Paris in 1761. Roughly two decades later, when Mozart was in his mid-twenties, he created 12 improvisations utilizing the same melody.</p> <p>The words to <i>Twinkle, Twinkle Little Star</i> are inspired by a poem entitled "The Star" by Jane Taylor, published in 1806 in England. <i>Baa, Baa, Black Sheep's</i> lyrics were first recorded in the 1744 book Tommy Thumb's Pretty Song Book. The use of the melody for the "alphabet song" can be traced back to the early 19th century in the United States, but its exact origin is uncertain.</p>	Whole group	5 minutes
<p>Review Objectives: There are many benefits to repetition and reading aloud with children. We will share and practice practical techniques for creating engaging and interactive reading experiences when rereading the same book. Today's lesson will also discuss why this regular repetition is important for early literacy.</p>	<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. 	Whole group	5 minutes
<p>Opening Activity: Ask parents to listen to a reading of <i>Catch Me If You Can!</i>, thinking about how this story is similar to other popular children's stories.</p> <p>Point out how most of us remember words from those stories, because phrases are repeated (refrain), rhythmic, or said with</p>	<p>Read expressively: play with emphasis (BIGGEST, BIG), pausing between "great-big-teeth" and use facial gestures to reflect the emotions in the text (afraid), or physical gestures to echo the meaning of words (hid, tail, claws, feet, teeth).</p> <p>Accept reasonable responses, and if necessary, prompt comparisons to The Gingerbread Man (the chase!) and Little</p>	Whole group	5 minutes

Activity	Notes to the teacher	Grouping	Time
<p>great expression, and because the stories have been read and re-read to us.</p> <ul style="list-style-type: none"> • (Say while clapping.) "Run, run, as fast as you can! You can't catch me..." [pause for participants to recall: I'm the gingerbread man!]. • "Grandmother, what big teeth you have!" • Or "I'll huff, and I'll puff, and I'll... [pause for participants to recall: blow your house down.]" 	<p><i>Red Riding Hood</i> (the great big teeth, great big claws, etc.). Some participants may not be familiar with the European folktales of <i>The Gingerbread Man</i> or <i>Little Red Riding Hood</i>.</p> <p>Other fairytales with refrains: <i>The Monkey & the Crocodile</i> (If you let me go...), <i>The Tortoise and the Hare</i> (slow and steady wins the race), <i>The Three Little Pigs</i> (...not by the hair on my chinny-chin-chin), and <i>Juan Bobo</i> (¡Ay, Juan Bobo!).</p>		
<p>Central Ideas and Practice:</p> <p>Recall a time when you listened to a favorite song over and over again. In doing so, we often learn the melody first (can hum the tune), and then memorize the words to the chorus which were repeated throughout the song. Over time we could sing the full song, and finally we might have gained a deeper meaning by recounting the words to ourselves.</p> <p>This same concept applies to early readers. Repetition, whether it is repeated readings of the same book or repeated phrases within a book, is a powerful tool for building readers. With each reading, children learn something new: first experiencing the book, then anticipating the sequence of the story and recalling words, and eventually connecting those words to the letters on the page.</p> <p>As children become familiar with the story's phrases, they are better able to retell the story and build comprehension and understanding of plot structure. The predictability of repetitive stories provides comfort and builds confidence in children's ability to read, even if only by memory. By creating positive associations with reading, these books can help encourage a love of books and literacy.</p>	<p>This discussion about repetition and recall can be incorporated into lessons about nursery rhymes and folktales, as well.</p>	<p>Whole group</p>	<p>5 minutes</p>

<p>Direct Instruction: Ask parents to identify some repeated words that their children are likely to remember in <i>Catch Me If You Can!</i></p> <p>Write responses on a board or large for reference:</p> <ul style="list-style-type: none"> • "They were afraid of his great big ____." • "I'm not afraid of your great big ____." • "Catch me if you can!" <p>Suggest parents listen for their child recalling these words in future readings of the book. Brief pauses allow time for children to fill in the repeated word and contribute to the reading experience.</p> <p>While reading and rereading the same picture books may not bring the same enjoyment to adults, there are ways to make each rereading a new experience. Here are some techniques that can make repetitive texts more engaging and meaningful.</p> <p><u>Point to the words:</u> Invite parents to "point to pictures and words to assist the child in identification and understanding" (ACIRI II.2). Demonstrate this using the large, printed phrase: "Catch me if you can!" This helps children to connect the sounds they hear with the letters on the page, developing letter recognition and phonemic awareness. Children also notice the pattern of text being read from left to right.</p> <p><u>Emphasize sounds and letters:</u> While reading, emphasize the sounds and letters in repeated phrases. Within the phrase "Catch me if you can!" – emphasis can be placed on the "c" sound. As an extension, when the reading is complete review the text to find all the words that start with a letter "c."</p> <p><u>Encourage active engagement:</u> Parents can encourage children to participate in the reading experience by asking them to fill in the repeated words or phrases. Demonstrate this to the parents, using the phrase: "I'm not afraid of your great big ____." Facial expressions and gestures also help to support recall.</p>	<p>Model each technique during instruction.</p> <p>Techniques:</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. 	<p>Whole group</p>	<p>10 minutes</p>
--	--	--------------------	-------------------

<p><u>Make predictions:</u> Pause when reading to ask your child what might happen next. By actively engaging with the text, children can build upon prior knowledge and develop critical thinking skills. In repeated readings, recalling the plot builds comprehension skills and confidence.</p> <p><u>Expand knowledge:</u> While reading, pause to offer additional information and expand knowledge. The Adult Education lesson offered an opportunity to research facts about dinosaurs that may be shared with children. Parents can pause and point out the different types of dinosaurs within the illustrations, sharing their names, distinguishing features, or other fun facts. Discussing images and ideas while reading with children provides an important opportunity for informal learning. These types of spontaneous exchanges encourage curiosity and motivate children to ask questions, investigate, and learn at one's own pace.</p> <p><u>Build vocabulary:</u> Repetitive phrases offer opportunities to introduce new vocabulary. For example, by pausing when reading <i>claws</i> to think aloud: "Claws are like fingernails. Birds, lizards, and some animals have claws." Encourage children to ask questions and make connections to their own life experiences. "The cat has claws, but they would be much smaller than a dinosaur's claws!"</p>			
<p>Guided Practice: Divide participants into pairs or small groups. Invite groups to begin by reading the first few pages of the book. Ask parents to use their books and role play these techniques with one another. Circulate among them, encouraging and praising, answering questions.</p>		<p>Pairs; small/whole group</p>	<p>20 minutes</p>

<p>Independent Practice/Formative Assessment: At the conclusion of the role-play, share the successful use of techniques by participants. Review these techniques by engaging in a discussion about why it is important to read regularly and reread favorite stories – suggested questions provided.</p> <p><i>During ILA, parents/guardians of preschool and school age children are encouraged to use at least two of these techniques when reading together.</i></p>	<ul style="list-style-type: none"> • How can repeated readings build comprehension skills? • How can you vary your approach to repeated readings to keep it fun and engaging for both of you? • After reading and rereading a story, how can asking your child to predict aid in their literacy? • What is a technique for highlighting letter sounds? • What are some ways that you can use facial expressions and gestures to bring engagement with a text? • How can you encourage your child to draw connections to their own experiences while reading? • How can pausing to think aloud or provide additional information extend learning while reading? 		
<p>Review Objectives: Reading regularly is important to developing literacy; and rereading favorite stories is a fun way to help build reading readiness and confidence in young readers. Just as we enjoy listening to and eventually singing along with our favorite songs, children love to hear repeated stories. Through repeated readings, adults can assist children in recognizing printed words and letters, building vocabulary and comprehension skills, and increasing connections to their own experiences while reading.</p>	<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. 	Whole group	5 minutes
<p>Wrap-Up/Closure: The next time your child reaches for the same book, don't be discouraged. Rereading is an important literacy strategy. Share the Reading Together handout with a list of the techniques shared in the lesson. Encourage parents to apply the techniques demonstrated to other storybooks that their children enjoy.</p>		Whole group	5 minutes