

Parent Education Activity

Lesson Title: The Power of Predictability	Topic: Predictable texts
Level: (ABE, ASE, ESL, multi-) Multi-	Time: 1 – 1:05
College and Career Readiness Standard: Reading Anchor #2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
NELP Predictor(s) of Later Success: <ul style="list-style-type: none">• print knowledge: a combination of elements of AK, concepts about print, and early decoding; and• reading readiness: usually a combination of AK, concepts of print, vocabulary, memory, and PA.	
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">• understand how the author uses predictable text to support early literacy; and• use <i>Move Over, Rover!</i> by Karen Beaumont as inspiration for creative play.	
Materials: The following materials will be needed: <ul style="list-style-type: none">• <i>Move Over, Rover!</i> by Karen Beaumont• Predictable Booklist• Examples of predictable books from Predictable Booklist, at least one from each of the seven categories• Strategies for Interactive Reading handout	

Parent Education Activity Framework

Activity	Notes to the teacher	Grouping	Time
<p>Welcome/Icebreaker: Prior to class, have a selection of predictable books (see Predictable Booklist) for participants to peruse. Invite students to look through the books, noticing those that they like and what drew them to the texts.</p>	<p>As an alternative, consider opening class with a conversation about routines or daily/weekly schedules. What are some repeated patterns in everyday living? How does the predictable routine help to organize your day/week?</p>	<p>Whole group</p>	<p>5 minutes</p>
<p>Review Objectives: Each of the books is an example of a predictable text. In this session, we delve into the features that make predictable books effective tools for promoting early literacy. At the end of this session, participants will be able to use Karen Beaumont's book, <i>Move Over, Rover!</i>, as a source of inspiration for creative play.</p>	<ul style="list-style-type: none"> Analyze a text to understand how the author uses predictable text to support early literacy; and Use <i>Move Over, Rover!</i> by Karen Beaumont as inspiration for creative play. 	<p>whole group</p>	<p>5 minutes</p>
<p>Opening Activity: Introduce <i>Move Over Rover!</i> to participants. Explain that it is an example of a predictable book.</p> <p>Read <i>Move Over Rover!</i> aloud and model important strategies to use with children, such as making predictions, asking questions, and noting the illustrations as clues to the story or pictures that enhance the text.</p>	<p>Anticipatory questions: Looking at the cover, ask: "Who might Rover be? What do you think the mouse is going to do?"</p> <p>Note the presence of other animals in the illustrations. Stop to prompt background knowledge:</p> <ul style="list-style-type: none"> "What kind of animals are in the story?" "What sounds do they make?" "Where do birds rest?" <p>Some may not immediately recognize that the images on the second to last page of Rover romping, racing, jumping, and chasing are of the same dog.</p>	<p>whole group</p>	<p>15 minutes</p>

<p>Central Ideas and Practice: After reading the story, share with parents that <i>Move Over, Rover!</i> is an example of a cumulative story. A cumulative story is one in which each time a new event occurs, all previous events in the story are repeated. “With each animal that enters the doghouse the phrase of the previous animal(s) is repeated.” A cumulative story can contain repetitive text, as in The House that Jack Built, or just certain portions that are repeated, as in <i>Move Over, Rover!</i></p> <p>Predictable books have a repeated structure or pattern that children can easily learn and anticipate as they are reading. When a book follows a predictable pattern, children can anticipate what is coming next and better understand the text. This helps children build their sense of story structure: a beginning, middle, and end.</p> <p>The repetitive language and rhyme in these books provide opportunities for children to hear and practice different sounds and word patterns. This assists children in learning new vocabulary and improving their phonemic awareness, or their understanding of the sounds that make up spoken language, an essential foundation for learning to read.</p>	<p>Repeated cumulative events: Slide aside, Snake! Out of the way, Blue Jay! Squeeze in, Squirrel! Make room, Raccoon! Skit-scat, Cat! Move over, Rover!</p> <p>In contrast to predictable books, decodable books often have basic illustrations and repeated sounds. Decodable texts are an essential tool for early reading, as they feature simple spelling patterns and few words, making it easier for children to sound out words using systematic phonics. These texts provide the building blocks for reading and writing.</p> <p>Both decodable and predictable texts play an important role in teaching reading. Decodable texts expose children to new segments and blends, gradually building upon their phonetic awareness, while predictable texts offer recognizable patterns and teach context clues.</p>	<p>whole group</p>	<p>5 minutes</p>
<p>Direct Instruction: A predictable daily schedule or routine supports a child's social-emotional development by making them feel safe and secure. They learn what is expected and can engage with their environment more comfortably. The trust built with caring adults allows a child to move to greater independence.</p> <p>In a similar way, the repetitive nature of a predictable book also provides a sense of security and familiarity for children, as they know what to expect from the story. This can help children feel more comfortable and confident as they are reading. These are books that children want to read or hear over and over again. As discussed in another lesson based on the book Catch Me if You Can! rereading texts is important because it helps children become familiar with story structure and patterns. Young</p>	<p>Some common routines: Meal and bedtimes Nap or quiet time Errands Playtime Childcare routines Bath time Toothbrushing</p>	<p>whole group</p>	<p>10 minutes</p>

<p>children will often be able to retell or "read" predictable stories independently.</p> <p>Engaging children in reenacting or retelling a story extends the fun of reading and reinforces their understanding. Brainstorm together how one might retell <i>Move Over, Rover!</i> with stuffed animals, small toys, or puppets.</p> <p>Distribute copies of Strategies for Interactive Reading handout for <i>Move Over, Rover!</i> to each parent. Explain that there are many ways that children can become involved while listening to a story. Read through the tips on the sheet and encourage parents to try some of them when reading <i>Move Over, Rover!</i> with children.</p>			
<p>Guided Practice:</p> <p>Other predictable book types in addition to a cumulative story include chain or circular, familiar sequence, pattern, question and answer, repetition of phrase, rhyme, or songbooks. Sometimes books will fall within more than one predictable category. <i>Move Over, Rover!</i> is a cumulative story with a rhyming pattern.</p> <p>Hand out the Predictable Booklist. Review the list with parents while sharing examples of the books. The Predictable Booklist contains titles of Baker's Dozen selections. Many titles have been hyperlinked to the Pennsylvania Center for the Book page with additional tips for using the book with children and families.</p> <p>Invite participants to look through examples of predictable books noting the different story types: chain or circular, cumulative, familiar sequence, pattern stories, question and answer, repetition of phrase, and rhyme. Discuss which predictable books they are drawn to and how each of the categories of predictable books differs in structure.</p>	<p>This activity can be completed in different ways depending upon the number of participants and the number of predictable books available for review. At minimum, participants should have the opportunity to read an example of each type of predictable book. This can be completed in pairs, individually, or as a group.</p> <p>Option: Write the types of predictable books on a whiteboard, chalkboard, or large tablet for participants to refer to throughout the discussion.</p> <p>Chain or Circular Story – the story ending leads back to the story beginning.</p> <p>Cumulative – each time a new event occurs, all previous events are repeated.</p> <p>Familiar Sequence – the book is organized around a recognizable theme or concept, such as days of the week, numbers, the alphabet, seasons, opposites, etc.</p> <p>Pattern stories – scenes in the story are repeated throughout the story.</p>	<p>Individual/ pairs</p>	<p>15 minutes</p>

	<p>Question and answer – the same or similar questions are repeated throughout the story.</p> <p>Repetition of phrase – the word order in a phrase or sentence is repeated.</p> <p>Rhyme –the book has rhyming words, refrains, or patterns that are repeated.</p>		
<p>Independent Practice/Formative Assessment: During ILA, parents will read <i>Move Over, Rover!</i> with their children and use simple puppets to retell the story.</p>			
<p>Review Objectives: Predictable texts like <i>Move Over, Rover!</i> support early literacy in several ways. The memorable patterns create comfort and familiarize young readers with story structure, expose them to sound patterns, and encourage connections between the written word and the story.</p> <p><i>Move Over, Rover!</i> is an example of a cumulative text that inspires creative play and conversation. Parents can have fun being creative with their children using the book. The provided Strategies handout offer some ideas to use while reading, and after reading families can retell the story in creative ways.</p>	<ul style="list-style-type: none"> Analyze a text to understand how the author uses predictable text to support early literacy; and Use <i>Move Over, Rover!</i> as inspiration for creative play. 	whole group	5 minutes
<p>Wrap-Up/Closure: Incorporating predictable schedules and predictable books into your child's daily routine can have a tremendous impact on their early childhood literacy. By providing structure and routine, children are better able to anticipate what comes next. This leads to a sense of comfort and security that creates a foundation for learning.</p>	<p>Reflect on the Activity:</p> <ul style="list-style-type: none"> How can predictable schedules and books impact your child's behavior and attitudes towards reading? What challenges have you faced in establishing and maintaining predictable routines? Have you noticed any changes in your child's language development, vocabulary, or comprehension since incorporating predictable schedules and/or books? 	whole group	5 minutes