

**A Facilitation Guide for Working with EL Families:  
*Fun and Effective Ways to Read to Children***

<b>Web Address:</b> <a href="http://www.colorincolorado.org/article/fun-and-effective-ways-read-children">http://www.colorincolorado.org/article/fun-and-effective-ways-read-children</a>
<b>Author/Sponsor:</b> Colorín Colorado (an educational service of WETA)
<b>Target Skill(s)/Topic:</b> Using reading time to effectively build literacy skills
<p><b>Infant and Toddler Early Learning Standard(s):</b></p> <p>Area 4 Communication, Language and Literacy – 4.2</p> <p><b>Preschool Early Learning Standard (s):</b></p> <p>Area 11 Communication, Language and Literacy – 11.2</p> <p><a href="http://www.state.ia.us/earlychildhood/files/early_learning_standarda/IELS_2013.pdf">http://www.state.ia.us/earlychildhood/files/early_learning_standarda/IELS_2013.pdf</a></p> <p><b>Iowa Core Standard(s):</b></p> <p>Reading Standards: Foundational Skills – Standard 1 (K-1)</p> <p>Reading Standards for Literature – Standards 1-7 (K-5)</p> <p><a href="https://iowacore.gov/sites/default/files/k-12_literacy_0.pdf">https://iowacore.gov/sites/default/files/k-12_literacy_0.pdf</a></p>
<p><b>English Proficiency Standard:</b> Standard 1</p> <p><a href="http://www.elpa21.org/sites/default/files/12.22.14%20Standards%20At%20A%20Glance.pdf">http://www.elpa21.org/sites/default/files/12.22.14%20Standards%20At%20A%20Glance.pdf</a></p>

**FACILITATOR PREPARATION:**

Prior to the training session, the facilitator will:

- Familiarize himself/herself with the website.
- Review the agenda and activities within the guide.
- Have information available for the participants regarding computer access in your community (i.e., public library, school buildings, churches, etc.)

## **LEARNER OBJECTIVES:**

- Participants will be able to navigate the featured website so that they can access the information easily and use it independently.
- Participants will learn about effective strategies and activities to use when reading at home with their children.

## **MATERIALS NEEDED:**

- Computer for facilitator with media projector
- Round or small tables to facilitate small group discussion
- Several children's books to model strategies
- Computers or tablets for participants to use
- Session handout

## **SUGGESTED AGENDA (intended for an approximately 30-minute session)**

### **Introduce the topic (2 minutes):**

Greet the participants and review the learner objectives for the session. Then, distribute the handout and explain how it will be used during the session. Emphasize the following points:

- Reading to your child every day is one of the most important things that you can do at home.
- This website will provide you with ideas for using reading time at home to build your child's literacy skills and have fun while you are doing it.

### **Navigate the website (3 minutes):**

The facilitator will demonstrate important features of the website:

- In the top left corner, there is a red box that reads "En español." Demonstrate how to use that box to convert the text to Spanish. Have participants practice changing the text to Spanish.
- Call participants' attention to the bulleted text that is in red in the second paragraph. Demonstrate how they can click on the link to take them directly to the age group of their child. Give participants time to practice linking to the different age groups. Participants also can scroll through the article to the appropriate age group.
- Show the participants the icon in the top right corner of the article that would allow them to print the article.
- Show the participants how to bookmark the website on their computers so that they can return to it easily at a later time.

## Present the Content (15 minutes):

Allow participants to explore the website and discuss the content.

- Have participants choose a section to review that matches the age level of their child: 0-3 year olds, preschoolers, or elementary students. Help participants form small groups 3-4 people who are all interested in the same age group.
- After moving into the small groups, ask the participants to spend about 2 minutes reviewing their particular section individually. Next, ask the 3-4 members of the small group to talk to each other for about 8 minutes about what they noticed on the website. Comments should focus on the guiding questions provided below.

### Guiding Questions

#### Group 1: Reading to 0-3 year olds

- How often should you read with your child(ren)?  
*(Every day! The article suggests at least 15 minutes a day.)*
- What can you do if your child loses interest in reading with you?  
*(Put the book away. It is okay to just read for a few minutes. As reading together becomes a part of your daily routine, your child will be able to sit and listen for longer periods of time.)*
- How can you help your child recognize that the words on the page are the ones you are reading, not the pictures?  
*(Run your finger along the bottom of the words as you read.)*

#### Group 2: Reading with Preschoolers

- How can you help your child choose a book?  
*(Give your child many choices. Allow him/her to pick the book based on something that seems interesting.)*
- How can you help your child become more aware of the parts of a book?  
*(Look at the cover, point to the title, talk about the author and illustrator, look at the page numbers, and talk about what the book might be about.)*
- What kinds of questions are important to ask while reading to your child?  
*(Ask questions like, "What do you think might happen next?, What is this?, What is your favorite part of the story?")*

#### Group 3: Reading with elementary school students

- How can you encourage your child to read more?  
*(If your child has read a book that he or she really liked, find another book on the same subject or by the same author.)*
- What other kinds of things can your child read other than a story book?  
*(Newspaper articles, magazines, books about real things (non-fiction books))*
- How can you help your child connect to books that you are reading together?  
*(Help your child to make connections between what he or she has been reading with things that happen in their own life. For example, if you are reading a story about dogs, talk about your own dog, the neighbor's dog, or an experience that he or she has had with a dog.)*

- Have each group record 3 key points from their discussion about the section.
- Reconvene the larger group and have one person from each small group share 1-2 key points from their section with the larger group. Offer additional explanations of each point when necessary, using the information in italics with each of the guiding questions listed above. Keep the conversation moving along at a good pace so that the sharing time lasts about 5 minutes.
- Briefly summarize the key points and suggestions the participants noted for each age group. You can keep this time short by recording participants' key points as they share.

### **Reflection/Follow-up (7 minutes):**

- In their small groups, have the participants talk for no more than 5 minutes about one activity that they will do from this resource. Have them write that activity on the session handout. Encourage them to discuss why they have chosen the activity and how they plan to implement it.

Possible responses:

- *I am going to sit down with my child when we get home every afternoon and read with him.*
  - *I plan to look for ways to add books to our home library by going to shop at Goodwill and looking at garage sales.*
  - *I am going to think of questions to ask my child while we are reading our book each day.*
- Talk briefly with participants (no more than 2 minutes) about reflecting on the activity after practicing with their child. Suggest they ask themselves these questions:
  - Did my child enjoy the activity?
  - Was I able to make this fit in to our daily routine?
  - What did my child learn from doing this activity with me?
  - If the activity does not go well, do not be discouraged. Review the suggestions on the website to see if there is something that could be done differently.

### **Supplemental activity (up to 10 minutes):**

- If you are able to host the session for a longer time (40 minutes instead of 30 minutes), you could consider demonstrating some of the strategies discussed in the resource.
  - **0-3 year olds** – Demonstrate reading a book and running your finger along the bottom of the words as you read.
  - **Preschoolers** – Demonstrate how to show a child the different parts of the book. (cover, title, author, pages, etc.)
  - **Elementary School students** – Read a page or two in the book and show how to make a connection to real life.

### **Concluding the Session (3 minutes):**

- Check with participants to see if there are any questions.
- Thank them for their participation in the session.
- Make sure that they have the information regarding access to computers or tablets in your community.



## A New Vision for Literacy Research in Iowa

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**Iowa Core Standard(s):**

Reading Standards: Foundational Skills – Standard 1 (K-1)

Reading Standards for Literature – Standards 1-7 (K-5)

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**English Proficiency Standard:** Standard 1

<http://www.elpa21.org/sites/default/files/12.22.14%20Standards%20At%20A%20Glance.pdf>

Things to remember when using this website:

Key ideas from the resource:

Choose at least one activity to try with your child.

How did you do?

- Did your child enjoy the activity?
- Were you able to fit this in to your daily routine?
- What did your child learn from doing this activity?