

<b>READ WITH YOUR LITTLE ONE</b>		<b>Student/Class Goal</b> The parents are learning the value of reading to their children. They want to do this in a way that is fun and beneficial for the child.
<b>Outcome</b> <i>(lesson objective)</i> The parents are learning the value of reading to their children. They want to do this in a way that is fun and beneficial for the child.		<b>Time Frame</b> 45-60 minutes
<b>Standard</b> <i>Read with Understanding</i>		<b>NRS EFL 2-4 (Family Literacy Focus)</b>
<b>COPS</b> Determine the reading purpose.	<b>Activity Addresses Components of Performance</b> Parents read information on websites to learn strategies for reading with their children.	
Select reading strategies appropriate to the purpose.	Parents use Vocabulary Self Collection during and after they read the websites.	
Monitor comprehension and adjust reading strategies.	Parents need to understand what they are reading in order to choose what information is important to them.	
Analyze the information and reflect on its underlying meaning.	Parents must decide what information on the websites is most appropriate for their needs.	
Integrate it (i.e. new information) with prior knowledge to address the reading purpose.	Parents will use the information they have gathered to extend the idea that reading to their children is important. They will also be encouraged to use this information at home or in PACT time.	
<b>Materials</b> Computers with access to the webquest		
<b>Learner Prior Knowledge</b> Students are familiar with the reading standard. Parents have started to learn that they are their child's first teacher and that reading to their child is important.		
<b>Instructional Activities</b> Step 1 - Webquests are defined and explained to students. Students are told that in the <i>Read With Your Little One</i> webquest they will be reading to find the information that is most important to each of them about reading to their children.  <b>TEACHER NOTE</b> A webquest is an assignment which asks students to use the Internet to learn more about a specific topic. Webquests engage a learner in answering a real-life question, performing an authentic task, and thinking critically about a problem or situation that has meaning outside the classroom. <a href="#">Writing a Webquest</a> will give you more information about how to construct them.  Step 2 - Explain to the students that the reading levels of the sites used in this webquest vary. Encourage them to explore all the sites and use the ones they feel comfortable with. Tell students that as they read they will each collect one vocabulary word they would like to discuss in class.  Step 3- Help is given if needed for logging on to the webquest. Students will need to create a password and use the Class Key EZ8030ZRZ7 to access the webquest. Students complete the webquest at their own pace. When the students are finished with the webquest but before they begin to edit and revise their resource page, complete the <a href="#">Vocabulary Self Collection</a> activity with them by having students divide into teams of two to five and decide on a word to emphasize. One student from each team presents the word to the rest of the class and answers the following questions: <ol style="list-style-type: none"> <li>a. Where is the word found in the text?</li> <li>b. What do the team members think the word means?</li> <li>c. Why did the team think the class should learn the word?</li> </ol> Students then record all nominated words in their learning logs or vocabulary notebooks.  Step 4 - Students complete their information sheet from the webquest tasks and, if desired, share with the rest of the class. Students are encouraged to use this information when they read to their children at home or during PACT time.		

**WRITING EXTENSION** Parents can write a journal entry describing what happened when they used the information from their information sheet with their children.

**Assessment/Evidence** *(based on outcome)*  
Completed information sheet

**Teacher Reflection/Lesson Evaluation**  
*Not yet completed.*

**Next Steps**

Parents can use the information from their resource sheets when they read with their children and report in class how that went.

**Technology Integration**

*Read With Your Little One* Webquest <http://www.nicenet.org/> Class Key EZ8030ZRZ7

Vocabulary Self Collection Strategy [http://literacy.kent.edu/eureka/strategies/vocab\\_self-collection.pdf](http://literacy.kent.edu/eureka/strategies/vocab_self-collection.pdf)

Writing a Webquest [http://www.altn.org/webquests/downloads/webquest\\_files/HowToWriteWebQuest.doc](http://www.altn.org/webquests/downloads/webquest_files/HowToWriteWebQuest.doc)

**Purposeful/Transparent**

Parents are reading websites with information about reading to their children in order to practice a reading strategy.

**Contextual**

Parents need to be able to read for themselves and with their children. They have learned the value of reading to their children; this activity gives them more information and strategies to do this.

**Building Expertise**

Parents are using a vocabulary strategy. Parents are extending their knowledge about why it's important to read to their children.

## READ WITH YOUR LITTLE ONE WEBQUEST

Parents are a child's first teacher. A very important part of being your child's first teacher is reading with your child, even if your child is a little baby. What you learn from this webquest will help you when you read to your child. You can write down what you learn as you work on this webquest so you can use it with your child. When you are done with this webquest, use what you have written down to make your own "Read With Your Little One" booklet. This booklet can include:

- Why it is so important to read to your child
- A list of books to read with your child
- What to do when you read with your child

### WHAT YOU WILL NEED

- Computer with Internet access
- Paper
- Pen or pencil

(Task One)

### FIND OUT WHY IT IS IMPORTANT TO READ WITH YOUR CHILD

There are many reasons to read with your child. Visit these sites to find out some of them. As you read the reasons, think about the ones you like best and make a list of **three** of them.

Reading To Children Is Very Beneficial

<http://www.drpaul.com/library/READING.html>

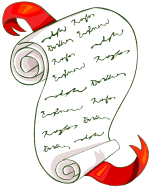
The Importance of Parental Involvement in their Children's Literacy Practices

<http://www.literacytrust.org.uk/familyreading/parents/whyread.html>

Book It: The Importance of Reading To Your Child

<http://childrentoday.com/resources/articles/reading.htm>

## (Task Two)



## MAKE A LIST OF WHAT BOOKS YOUR CHILD WOULD LIKE

Children like lots of different books. Some books are best for very young children. Some books are best for older children. Here are some links to lists of books for children of different ages. Pick out and write down **five** or more of the books you think your child will like.

Books for 0 to 3 Year Olds

<http://www.ala.org/ala/alsc/alscresources/booklists/booksqrow.htm>

[http://www.fergusonlibrary.org/youth\\_link/kidol/booklists/booklists.htm](http://www.fergusonlibrary.org/youth_link/kidol/booklists/booklists.htm)

Books for 3 to 8 Year Olds

<http://www.kidsreads.com/lists/pic-classic.asp#top>

<http://www.kidsreads.com/lists/pic-new.asp>

Early Literacy: Picking Books Birth to 6 Year Olds

[http://www.hclib.org/BirthTo6/EarlyLit\\_Choosing.cfm](http://www.hclib.org/BirthTo6/EarlyLit_Choosing.cfm)

(Task Three)

**PICK OUT SOME THINGS TO DO  
WHEN YOU READ WITH YOUR CHILD**



You can do many things when you are reading to your child. These things will help your child become a better reader. Go to the sites below and read the things you can do when you are reading with your child. Write down **two** things you will try right away.

Literacy Tips for Children

[http://literacy.kent.edu/Oasis/Pubs/child\\_lit\\_tips.pdf](http://literacy.kent.edu/Oasis/Pubs/child_lit_tips.pdf)

Early Literacy Video Clips

[http://www.hclib.org/BirthTo6/EarlyLit\\_Reading.cfm](http://www.hclib.org/BirthTo6/EarlyLit_Reading.cfm)

Helping With Reading: Babies And Preschool

[http://www.literacytrust.org.uk/rif/parentsandcarers/pre\\_school.pdf](http://www.literacytrust.org.uk/rif/parentsandcarers/pre_school.pdf)

Helping With Reading: Ages 5-7

<http://www.literacytrust.org.uk/rif/parentsandcarers/5to7.pdf>

Helping With Reading: Ages 7-11

<http://www.literacytrust.org.uk/rif/parentsandcarers/7to11.pdf>

Helping With Reading: Ages 11-16

<http://www.literacytrust.org.uk/rif/parentsandcarers/11to16.pdf>

(Task Four)

## **MAKE A "READ WITH YOUR LITTLE ONE" BOOKLET**

- Read over the information you have written from each task. If you want to you can add more information or change what you have.
- Use the computer to type the information from each task on a different page. Give each page a title. The titles could be the same as the titles for the tasks: Why it is Important to Read to My Child, A List of Books My Child Would Like, Things to Do When I Read to My Child.
- You can also type out a cover page for your booklet. Ask your child to draw a picture for the cover page.
- Staple the pages together, take your booklet home, and use it to read with your little one.

## **EVALUATION**

Show your teacher your "Read With Your Little One" booklet and talk about what you learned and how you will use it. You can answer these questions, too.

- Was this webquest helpful for you?
- Did you find useful information?
- Was it easy or difficult to find the information you needed?
- Would you want to help another parent make their own booklet?

