

Home Reading Plan: Unit Activities

Activities

I. Vocabulary: Books

(Vocabulary/Speaking)

The teacher should show a children's book as an example to the class and point out the parts listed below, eliciting the vocabulary from students if they already know it.

After all of the vocabulary has been taught (spoken and written), the instructor can pass around a book with sticky notes on each of the parts learned and ask students to write the correct word on the sticky note. That is, they can label the parts of the book.

Vocabulary:

- Cover
- Title
- Author
- Back cover
- Illustration/Picture
- Page
- Page number
- Sentence
- Dialogue

II. Vocabulary: Library (*Appendix A*)

(Speaking/ Writing)

The instructor should use the handout to elicit and teach library-related vocabulary. It may be distributed to students in pairs or groups.

The handout and the vocabulary learned can also be used as a starting point for discussions about the library. In the same or new groups, students may discuss the question: What can you do at the library? If a computer is available in the classroom, students may be encouraged to look at the local library's website to report on the services that are available.

An optional follow-up is to have a presentation of resources from representatives of a local library branch, focusing on information such as how to get a library card and which resources might be useful to ESL parents. It may be necessary to clarify some important details, such as the forms of ID needed to get a library card.

If a representative is not available or time and/or location are not conducive to an in-class presentation, the instructor may gather materials (e.g. library card applications, branch information, current event calendars) to distribute in class. These materials may serve various multiple purposes: applications can be filled out in pairs as a gap-task activity; branch maps may be used in a "find the closest..." or in a directions-based activity; and event calendars may be used in a scheduling activity.

III. Fill Out a Library Card Application

(Speaking/Reading/Writing)

After discussing or learning about some of what the library offers, students can fill out library card applications. These can actually be used to apply for library cards or can simply act as language practice.

To make this a four-skills-focused task, it can be done as an information gap activity. That is, students can be paired and should fill out the form for each other by asking questions (i.e. “What’s your last name?” “How do you spell that?”). Lower level students can be asked to just fill in the “Patron Information” section, while higher students can be asked to complete that and additionally read and reword the “Acceptance of Responsibility” section.

The forms are available [online](#) or can be picked up at a local library branch.

**This activity is also found in the Early Childhood Literacy Unit.*

IV. Read: Why Should You Read with your Child? (Appendices B and C)

(Reading/Writing)

There are two different readings, for lower and higher level students. For both, the bolded words are vocabulary; the teacher should either elicit the meaning from the students (encouraging reading context clues) or give a simple definition.

For groups of students that seem ready, the vocabulary words *literate*, *illiterate*, and *literacy* can be taught, as they will be useful words to know throughout this unit.

V. Discuss: How Can We Encourage Kids to Read? (Appendix D)

(Speaking/Writing)

After reading Appendix B or C and learning the importance of at-home literacy and education, the class can discuss and brainstorm ways to promote reading at home. Students can be grouped and given the half-sheet handout (Appendix D) or simply a piece of paper. In their groups, they should try to answer the question

The instructor should encourage creative thinking in response to this question to help elicit answer such as: *parents can model reading habits to kids, put baskets of books in places where kids get bored (e.g. car, bedroom, bathroom), families can establish “family reading hour,” or play word games like Scrabble.*

The instructor may also choose to address “What NOT to do to encourage kids to read” so that students have the opportunity to suggest or learn that *nagging, lecturing, or criticizing book choices*, for example, may not be very useful.

VI. Read: Reading with Children (Appendices E and F)

(Reading/Writing)

Teach or review “can” and “should” with students before utilizing this reading in class. (Those modals may need a whole class section and simpler build-up dedicated to them, depending on the level of the students. “Should” may have been introduced with Activity IV.)

Appendix E is for lower level students, while Appendix F is for higher students. The worksheet can be read as a class or in groups. The reading should be explained and discussed before students proceed to the writing section of rewording tips. That second section is recommended to be done in groups.

After having gone over this list once, one way to check students' understanding is to ask one or some students to read the tips while others act out or say something that matches the tip (i.e. they hold up books, point out words, or read in voices). An alternative follow-up is for students to read short books or stories together and try to utilize all of these tips, almost as a checklist.

Follow-up information and/or further readings on the same topic can be found through [Colorín Colorado](#).

VII. Jumbled Sentences (Appendices G and H) (Speaking/Reading/Vocabulary/Grammar)

Worksheet G contains jumbled sentences for lower-level students, while worksheet H contains similar sentences for higher-level students. After completing a number of the previous activities, or when the students are comfortable with the concepts, phrases, and language of this unit, give them the sentences in these worksheets. These sentences should be cut up before they are given to students so that they can put them in order. There are suggestions as to how the sentence or phrase should be divided, but that can be changed depending on the students.

At the instructor's discretion, some groups of students may be given anywhere from one to all four sentences in a single envelope. The students should work together to put the sentences in order, while the instructor observes and only tells them if the sentences are correct or incorrect (but gives them time to correct the sentences themselves before offering the answers).

Use this activity to either teach or review proper sentence structure (e.g. capitalization, punctuation) and encourage students, especially at low levels, to use that knowledge as clues to ordering the words.

VII. Reading Log (Appendix I) (Reading)

This reading log template may be used during this unit and the "Early Childhood Literacy Strategies" unit, or throughout the semester.

The instructor may choose how to use this in class, depending on the group and their children. Some ideas for how to utilize this chart in class include: Students may set a goal together of a specific number of books to read with their children over a set period of time. A reward (a free book, a certificate, or food) may be given for meeting the goal. Time may also be set aside weekly for students to present, in groups or to the class, a brief summary of what they've read with their children. It can be used to supplement or enhance reading programs from the students' children's classrooms.

VIII. Reading at Home Report (Appendix J) (Reading/Writing)

This worksheet can be used for lower level students, and perhaps mid-level students, to help them report on books read at home. Higher students might be encouraged to use this handout as a prompt and additionally journal or write a paragraph about their experiences.

The activity of reporting on a book read at home can be used for a specific assigned book or week or regularly throughout the semester. Alternatively, it can be used as a follow-up to this unit and the unit's capstone activity.

Appendix List: Worksheets

- A. "Vocabulary: Library"*
- B. "Why Should You Read with Your Child?" (lower level)*
- C. "Why Should You Read with Your Child?" (higher level)*
- D. "Talk: How Can We Encourage Kids to Read?"*
- E. "Reading with Children" (lower level)*
- F. "Reading with Children" (higher level)*
- G. "Jumbled Sentences" (lower level)*
- H. "Jumbled Sentences" (higher level)*
- I. "Parent and Child Reading Log"*
- J. "Reading at Home Report"*

Why should you read with your child?

Children do better at school if parents are **involved**. Children who read at home do better in school. They have more **success!**

When children read at home, they learn. Children who learn when they are young are ready for school later.

Reading helps children learn more words. Reading at home is good. Reading in any language (English or your **native language**) is good!

Reading teaches children to **pay attention**. It also helps to improve **memory**.



Learning is not only for school! Children **should** learn at home!

Write three good things about reading.

1. _____

2. _____

3. _____

Why should you read with your child?

If parents are very **involved** in education, then children do better at school. Children who read at home or whose parents read to them at home are more **successful** in school. More **success** in school means more success in a job later!

When children read at home, they learn. Children who learn when they are young are ready for school later.

Reading helps children build their **vocabulary**. That means they know more words. This is true in English and in other languages. Reading at home in any language, in English or in your **native language**, is good for children!

Reading teaches children to **pay attention** and **concentrate** on a task. It also helps to improve children's **memory**.

Learning is not only for school! It can and **should** happen at home!



Write three **benefits** of reading for children:

1. _____
2. _____
3. _____

Talk: How Can We Encourage Kids to Read?

With your group, write down **five ideas** for how to promote reading.



Choose **one** idea to share with the class.

Talk: How Can We Encourage Kids to Read?

With your group, write down **five ideas** for how to promote reading.



Choose **one** idea to share with the class.

Reading with Children

Many people have *misconceptions* (wrong beliefs) about how they should read with children.



Some tips for reading with children:

- ❖ It is not necessary to read every word. "Read" the pictures!
- ❖ It is not necessary to read the whole book.
- ❖ You should talk about the book before you read it.
- ❖ Children should hold the book.
- ❖ You should show children the words.
- ❖ You can be fun and creative.
- ❖ You and your child should ask questions.
- ❖ You should read at home regularly.

Now, **reword** (write in different words) three of the tips:

Reading with Children

Many people have *misconceptions* (wrong beliefs) about how they should read with children or what happens when they read together.



Here are some research-based tips for reading with children:

- ❖ It is not necessary to read every word. Children can “read” the pictures!
- ❖ It is not necessary to read the whole book. It’s okay not to finish.
- ❖ You should preview the book. Talk about it before you read it.
- ❖ You should let children hold the book or turn the pages.
- ❖ You should show children the words as you read them.
- ❖ You can be fun and creative. Use voices, change the story, or include yourself.
- ❖ You should ask questions and let children ask questions about the story.
- ❖ Reading at home should be a habit. It may be hard to start, but it can eventually be a normal part of your routine.

Now, **reword** (write in different words) five of the tips:

Jumbled Sentences

Parents and children

should read together at home.

Children should read

to learn more words.

Parents and children should read

in any language.

Reading should be fun!

Jumbled Sentences

Parents should be involved in
their child's education.

Parents and children should read
at home together.

Reading at home
should be a habit.

Children should read to improve
their vocabulary.



Parent and Child Reading Log

Date	Book Title	Number of Pages	Minutes Read	Who Read?



Reading at Home Report

Tell about your experience.

1. Did you read a book with your child (or children) this week?

☐ Yes

☐ No

If no, why not? _____

2. What was the title of the book?

3. When did you read a book? (Day or date)

4. How long did it take? (How many minutes?)

_____ minutes

5. What did your child say about the book?

“ _____ ”

6. Will you read this book with your child again?

☐ Yes

☐ No

