

# Welcome to the JVS Hyde Park Family Literacy Class

Class 5



# Agenda

- Warm-up Discussion
- Review: Reading Tips for Parents
- How to Share Books With Your Child (Video)
- Phonics: English Letter Sounds and CVC Words
- Begin the next book: Dr. Seuss's ABC

## Warm-up

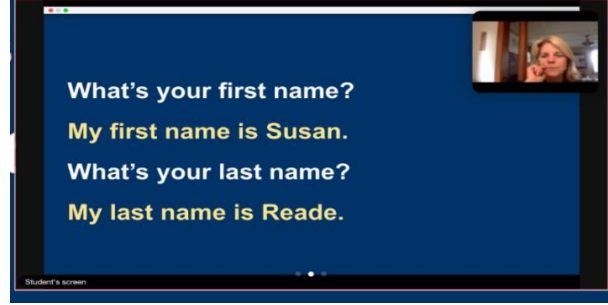
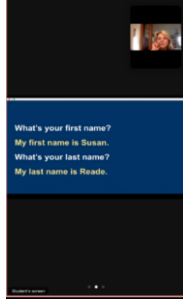
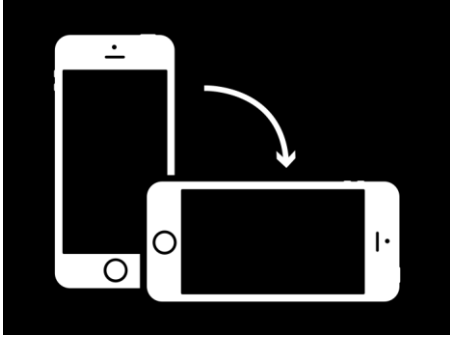
What tips did you learn last week for reading out loud with children?

How do you feel about reading with expression (“making the story come alive”)? Is it easier to read with expression in your language?



# Zoom on a Phone

1. Turn your phone!



2. Lean your phone against something.



# Class Rules

1. **Speak English** - If you need a word or explanation in your native language, that's ok. Come back to English when you can.
2. **Mistakes are ok** - this is a place to learn. We all make mistakes!
3. **Kindness and Respect** - We want everyone to feel safe. Why? We can learn faster when we feel safe.
4. **Mute** your phone or computer if you have noise at home.
5. **Cameras on** - if you need to turn off your camera because the internet is slow, or because you need to take care of your kids, ok. Turn on your camera when possible. It helps everyone to see your face.
6. **Laugh and have fun!**

# Review: HANDOUT: REACH OUT AND READ: READING ALOUD TIPS FOR PARENTS

We are not going to read the entire handout again. We will just look at the **bold** headings.

## **HANDOUT: REACH OUT AND READ: READING ALoud TIPS FOR PARENTS**

### **MAKE READING PART OF EVERY DAY.**

Read at bedtime or on the bus.

### **HAVE FUN.**

Children who love books learn to read. Books can be part of special time with your child.

### **A FEW MINUTES IS OKAY.**

Young children can only sit for a few minutes for a story, but as they grow, they will sit longer.

### **TALK ABOUT THE PICTURES.**

You do not have to read the book to tell a story.

### **LET YOUR CHILD TURN THE PAGES.**

Babies need board books and help to turn pages, but your 3-year-old can do it alone.

### **SHOW YOUR CHILD THE COVER PAGE.**

Explain what the story is about.

### **SHOW YOUR CHILD THE WORDS.**

Run your finger along the words as you read them.

### **SILLY SOUNDS ARE FUN TO MAKE.**

Grab an animal book and practice making animal noises together.

From English for New Bostonians Supporting Children's Learning Unit 3 Activity 2:  
<https://www.englishfornewbostonians.org/esol-for-parents-caregivers-curr>

# When should you start reading to children?

As soon as you can!

It is never too early to start reading to children!

# Video Vocabulary

<b><i>English</i></b>	<b>Kreyol</b>	<b>Spanish</b>	<b>Luganda</b>
<i>story time is family time</i>	lè istwa a se lè fanmi an	la hora del cuento es tiempo de familia	obudde bw'okusoma buba bwa maka
<i>sharing books</i>	pataje liv	compartiendo libros	okugabana ebitabo
<i>your enthusiasm will be contagious</i>	antouzyasm ou ap kontajye	tu entusiasmo será contagioso	obwagazi bwo bujja kusiigibwa
<i>obstacles</i>	obstak	obstáculos	ebiziyiza



# Video: How to Share Books With Your Child

We are going to watch a video. It is long, so we can only watch it one time during class.

Sometimes, parents will be speaking to their children in their native languages.

Using your language while reading is excellent for your child's speaking, listening, reading, and writing skills!

**While you watch, take notes:**









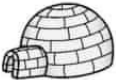




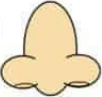












- **What did you see the parents doing?**
- **What tips for reading out loud did they use?**

# Discuss the Video: How to Share Books With Your Child

**What did you see the parents doing?**

**What tips for reading out loud did they use?**

# Alphabet Chart

<b>Aa</b> apple 	<b>Bb</b> ball 	<b>Cc</b> cat 	<b>Dd</b> dog 
<b>Ee</b> elephant 	<b>Ff</b> fish 	<b>Gg</b> goat 	<b>Hh</b> hat 
<b>Ii</b> igloo 	<b>Jj</b> juice 	<b>Kk</b> kite 	<b>Ll</b> leaf 
<b>Mm</b> monkey 	<b>Nn</b> nose 	<b>Oo</b> octopus 	<b>Pp</b> pig 
<b>Qq</b> queen 	<b>Rr</b> rabbit 	<b>Ss</b> sun 	<b>Tt</b> turtle 
<b>Uu</b> umbrella 	<b>Vv</b> volcano 	<b>Ww</b> watermelon 	<b>Xx</b> box 
<b>Yy</b> yo-yo 	<b>Zz</b> zebra 		

# Phonics: Letter Sounds

<https://www.youtube.com/watch?v=tKsli1MH4lw>

# Do you know any games that help you teach the alphabet?

Game: We are going on a picnic.

I'm bringing **a**pples.

I'm bringing a **b**lanket.

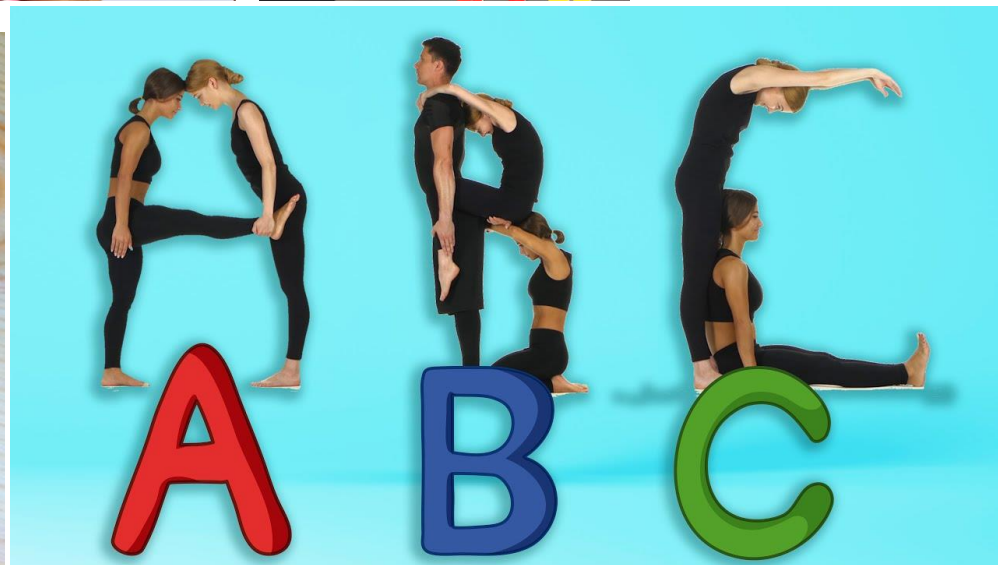
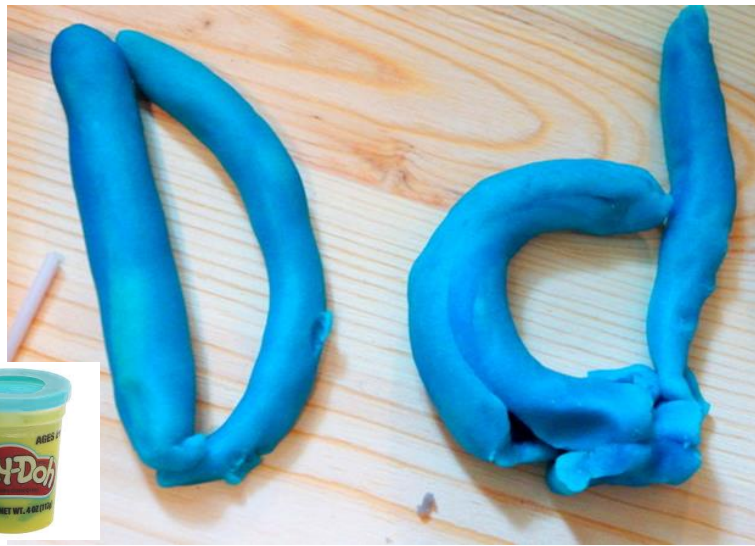
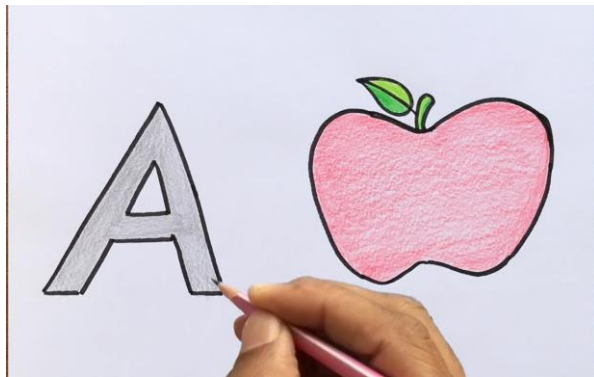
I'm bringing **c**orn.

I'm bringing **d**onuts.

I'm bringing **e**



# How else can you practice the alphabet with children?





Practice the alphabet by talking about the things you see!



# Phonics - CVC words

<https://www.youtube.com/watch?v=BU11eSkCzAw>

**CVC** words have a **C**onsonant, a **V**owel, and a **C**onsonant: like **sat**, **cat**, **hat**

This video shows how to support a child who is learning to read CVC words.

**What do you hear? What do you see in the video?**

**blend**







# Phonics - sounding out CVC words

**CVC** words have a **C**onsonant, a **V**owel, and a **C**onsonant: like **sat**, **cat**, **hat**

First, make each letter sound, then **blend** them together.

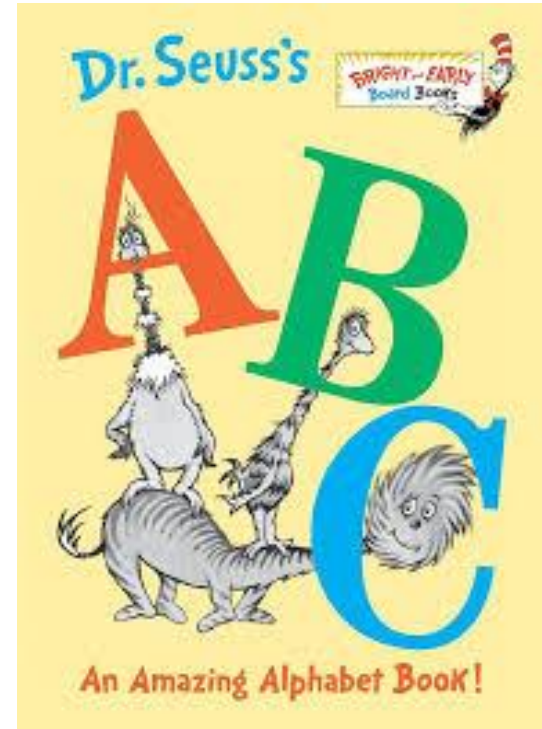
p .	a .	t .	pat →
m .	a .	d .	mad →

rug .	
run .	
sub .	
sun .	



## Preview *Dr. Seuss's ABC*

1. Look through the book. What do you notice?
2. Visually, how is this book different from *The Rainbow Fish*?
3. Who is the author? Do you know any other books by him?

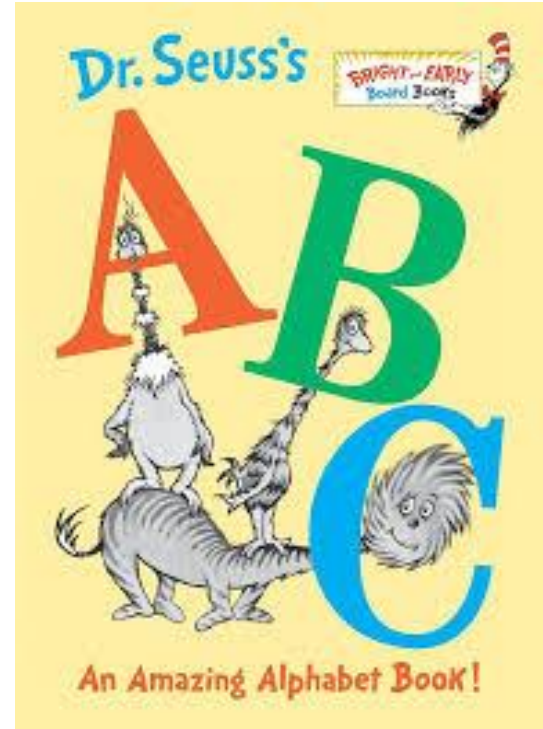


## Dr. Seuss's ABC

The teacher will pretend to be an adult reading to a kid.

As you listen, think about which tips for parents your teacher uses.

What does she do with her hands? How does she use expression when she reads? What does she ask?



# *Dr. Seuss's ABC*

With your partner(s), take turns reading the book.

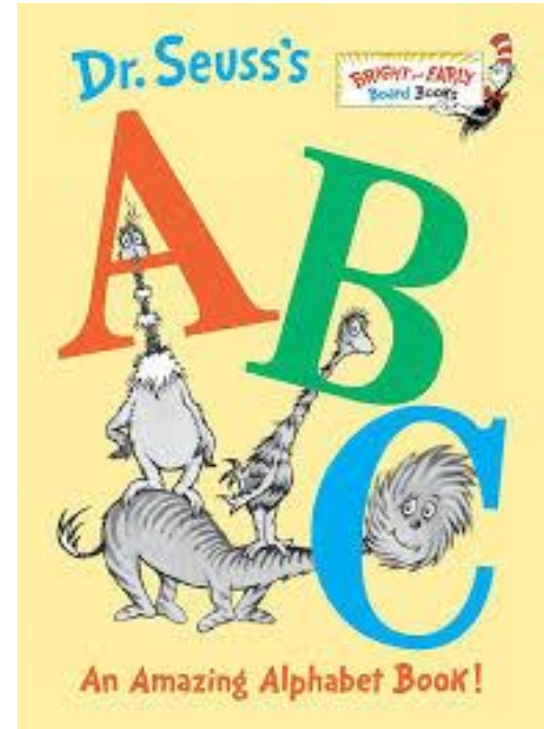
Student 1: Pages about A

Student 2: Pages about B

Student 3: Pages about C

Student 1: Pages about D

And so on...



# This is the end of class. But first...

What did you learn today? A new word? A new reading skill? Write what you learned in the Zoom chat.

When is our next class?

## Did you finish the homework?

- **Complete the reading survey Google Form.**
- **Record yourself reading 1 page of The Rainbow Fish. Practice making the story “come alive.” Send the recording on WhatsApp. Was due on Friday, July 25th.**

# This is the end of class today.

Please write a word that was new for you into the Zoom chat before you leave.

If you have any questions or comments, please send them to your teacher in a private WhatsApp message.

