

JVS Hyde Park Family Literacy Course Outline

As this course progressed, this curriculum was adapted and changed frequently based on the needs of our students. There are many things we would change if we did it again, and many things that were on the original outline that didn't make it into the class! Sometimes, we didn't get to topics we assigned to a specific class, so some topics may appear in multiple places. The books that we used during class were mostly donated, so we did not get to curate the list, but every student received copies of the books.

All of the phonics slides that were used throughout the course were placed in the [Family Literacy Class Phonics Collection](#). Resources used during class, as well as other resources that were shared with students, can be found in the [Family Literacy Class Resources](#) document. Only videos that were used during class will be found in this outline, but more can be found in the resource document.

All [English for New Bostonians \(ENB\) Units](#) referenced in this outline are from the Supporting Children's Learning (SCL) curriculum.

Class 1	<ul style="list-style-type: none">● Introductions - Quick "get to know you" icebreaker● Class norms - lots of parents in this class and they will likely have their kids with them - class discussion about expectations around muting/participation.● Zoom tutorial - How in-depth depends on who is taking the class● Get to know your classmates - breakout rooms to talk with classmates (discuss breakout room expectations)<ul style="list-style-type: none">○ Give list of example questions students can ask, but this is time for them to talk about whatever they want● From ENB SCL Unit 3 Activity 1:<ul style="list-style-type: none">○ Why is reading with your child important? - Whole class discussion.○ <i>Reading is the most important thing you can do with your children at home to help them succeed in school.</i>● Breakout room discussion about reading:<ul style="list-style-type: none">○ Did your parents read to you when you were a child?○ Did you have children's books in the house when you were a child?○ Did you see your parents reading when you were younger?○ Do you like to read? Why or why not?○ What kinds of things do you like to read? For example, books, magazines, newspapers, poetry, on the internet?○ If you have kids, do your children like to read? Why or why not? What kinds of things do they like to read?● From ENB SCL Unit 3 Activity 4: <i>Big Dreams</i> Book<ul style="list-style-type: none">○ <i>Note: We printed out this book and gave it to students when they picked up their copies of the books used during class.</i>○ Read through the book together, using the examples to emphasize the importance of reading with children○ Discuss key vocabulary words and discussion questions<ul style="list-style-type: none">■ How do you show that your children are important to you?
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	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Look at the picture on page 5. What is the mother doing? What is the daughter doing? ■ Look at the picture on page 6. What is the father doing? What is the child doing? ● What is phonics? <ul style="list-style-type: none"> ○ a method of teaching people to read in which they are taught to recognize the sounds that letters represent (Longman Dictionary) ○ Why are we learning phonics? So you can help your child learn to read, and help them with their homework! Learning phonics also helps you sound out new and unfamiliar words in English. It will improve your reading, too! ● Phonics: What are vowels? What are consonants? <ul style="list-style-type: none"> ○ Ask Ss, then discuss. Explain that Y is sometimes a vowel (baby, cry, gym) but sometimes a consonant (yes, yellow). ● Phonics: Introduce short vs. long vowel sounds if there is time. <ul style="list-style-type: none"> ○ Explain that the five main vowels have a short and long sound. The long sounds “say their name.”
Class 2	<ul style="list-style-type: none"> ● Warm-up: Childhood songs and books <ul style="list-style-type: none"> ○ What songs did you sing as a child? ○ What books did you read when you were a kid? ○ What songs do you sing to children? ● Review Zoom/class protocols ● Continue ENB SCL Unit 3 Activity 4: Big Dreams Book <ul style="list-style-type: none"> ○ Have Ss reread the book out loud in breakout rooms. Ss should take turns reading with partners and write down new/confusing words and words that are difficult to pronounce. ○ Discuss vocabulary words and discussion questions <ul style="list-style-type: none"> ■ How do you show that your children are important to you? ■ What are the parents in the book doing to help their children learn? ● KWL chart: Breakout room discussion before whole class KWL chart <ul style="list-style-type: none"> ○ What do you know about teaching children to read? ○ What do you wonder (want to know) about teaching children to read? ○ What do you want to learn about teaching children to read? ● Phonics - quick review of what it is and why we are learning it. ● Phonics: Short vs. long vowel sounds <ul style="list-style-type: none"> ○ Explain/review that the five main vowels (a, e, i, o, u) have a short and long sound. The long vowels “say their name.” ● Discussion about the use of singing during class - songs help kids learn! ● Alphabet song - first song children learn about reading in English <ul style="list-style-type: none"> ○ Alphabet song video used during class ● The Rainbow Fish by Marcus Pfister: Introduce <ul style="list-style-type: none"> ○ <i>Note: We wanted to do board books the first two weeks, but they hadn’t arrived yet. This book had a lot of confusing vocabulary for our students and is long for the purposes of this class.</i> ○ Model read aloud - explain that the teacher will be reading to the class how students might read to their children

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ If possible, have the teacher read and someone pretend to be a child ■ Model intonation, asking the child questions, using voices, etc. ○ If there is time (<i>we did not have time</i>): Discuss vocabulary, have students read in breakout rooms, discuss what children can learn from this book. ● Homework: <ul style="list-style-type: none"> ○ Read <i>The Rainbow Fish</i> out loud (<i>to a child if you can</i>) before our next class. ○ Write down words you have questions about (we will talk about them next week).
Class 3	<ul style="list-style-type: none"> ● Warm-up: Reflection on reading with a child <ul style="list-style-type: none"> ○ How was reading <i>The Rainbow Fish</i> for homework? ○ Did you read to a child or to yourself? ○ What did you like? ○ What was difficult for you? ● The Rainbow Fish: <ul style="list-style-type: none"> ○ Breakout rooms - Students had to <ul style="list-style-type: none"> ■ Talk about vocabulary words they wrote down for homework ■ Read the story out loud alternating with a partner ■ Write down difficult words to discuss with the whole class. ○ Whole class discussion about words (<i>this took quite a long time due to the difficult vocabulary in this book</i>). <ul style="list-style-type: none"> ■ Pantomiming and Google images were used to help explain the vocabulary students asked about. ○ Discussion: <ul style="list-style-type: none"> ■ What did you learn from this book? ■ What can children learn from this book? ■ What questions can you ask your children about this book? ● Reading log: Have Ss take out the reading log they received with their book and have them rate <i>Big Dreams</i> and <i>Rainbow Fish</i> out of 3 stars. ● Homework: Read <i>The Rainbow Fish</i> out loud (<i>to a child if you can</i>) This time, use one of the new reading tips. <p><i>We did not get to the remainder of these activities and they were moved/tweaked for the next class. More detailed explanations can be found in Class 4.</i></p> <ul style="list-style-type: none"> ● From ENB SCL Unit 3 Activity 2: <ul style="list-style-type: none"> ○ Review quote from first class (from ENB Unit 3 Activity 1). Discuss that we talked about WHY it's important to read to children. Now we're going to discuss HOW. ○ Reading Aloud Tips For Parents Handout ○ Video: Read and Discuss Stories

	<ul style="list-style-type: none"> ■ Discuss what the parents are doing in the video ● Phonics: A For Apple Song - using songs to practice letter sounds
Class 4	<ul style="list-style-type: none"> ● Warm-up: Children's reading habits <ul style="list-style-type: none"> ○ Do your children like books? ○ How do you make reading fun for children? ○ What do you do if children want to stop reading or get distracted? ● From ENB SCL Unit 3 Activity 2: <ul style="list-style-type: none"> ○ Review quote from first class (from ENB SCL Unit 3 Activity 1). Discuss that we talked about WHY it's important to read to children. Now we're going to discuss HOW. ● Reading Aloud Tips For Parents Handout (also from ENB SCL Unit 3 Activity 2) <ul style="list-style-type: none"> ○ <i>Students were given a copy of this handout when they picked up their copies of the books used during class.</i> ○ Read through the tips (have Ss read) and discuss ○ Model the tips as you go (example: hold up a book, point to the cover/pictures/words, model asking questions, making silly sounds, etc.) ● Video: Read and Discuss Stories (also from ENB SCL Unit 3 Activity 2) <ul style="list-style-type: none"> ○ Turn on captions and watch at 0.75 speed ○ Ask students to pay attention to what the parents are doing as they read with their children and which tips they used ○ Discuss: <ul style="list-style-type: none"> ■ What did you notice in the video? ■ What did the parents do? ■ What tips did they use? ● Make the story come "alive" = reading with expression <ul style="list-style-type: none"> ○ Discuss that reading with expression makes children more interested in reading ○ Model talking with expression vs. monotone ○ Watch some of Elephants Cannot Dance! by Mo Willems An Elephant and Piggie Read Aloud <ul style="list-style-type: none"> ■ Tell Ss this is a great children's author with many books ○ Model reading a page from <i>Elephants Cannot Dance</i> then have Ss practice reading with expression, too ○ Model reading pages from <i>Rainbow Fish</i> with expression ○ Breakout rooms: Ss practice making pages from the <i>Rainbow Fish</i> "come alive" when they read out loud <ul style="list-style-type: none"> ■ Have Ss demonstrate out loud when they return ● Phonics: A For Apple Song - using songs to practice letter sounds <ul style="list-style-type: none"> ○ Explain that songs are often used to help children practice the main sounds each letter makes. ○ Go through the chart and sing the song - "A for Apple /a/ /a/ /a/ B for Ball

	<p>/b/ /b/ /b/” etc.</p> <ul style="list-style-type: none"> ○ Go through about half of the alphabet. Take your time going through the letters and repeating sounds that are difficult for students ● Homework: <ul style="list-style-type: none"> ○ Record yourself reading one page of the <i>Rainbow Fish</i> out loud. Practice making the story “come alive.” Send a recording on WhatsApp. ○ Complete the reading survey Google Form. (Preview during class.)
Class 5	<ul style="list-style-type: none"> ● Warm-up: Review of topics from last class <ul style="list-style-type: none"> ○ 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? ● Review: Reading Aloud Tips For Parents Handout (from ENB SCL Unit 3 Activity 2) <ul style="list-style-type: none"> ○ Review the bold headings only ● When should you start reading to children? As soon as you can! It’s never too early to start reading to kids. <ul style="list-style-type: none"> ○ Discuss people reading to pregnant bellies, newborn babies, etc. Reading as soon as possible teaches children to enjoy reading and listen for the sounds. ● From ENB SCL Unit 3 Activity 3 <ul style="list-style-type: none"> ○ Discussion: When should you start reading to children? <ul style="list-style-type: none"> ■ When should you start reading to children? As soon as you can! It’s never too early to start reading to kids. ■ Discuss people reading to pregnant bellies, newborn babies, etc. Reading as soon as possible teaches children to enjoy reading and listen for the sounds. ● Watch the video of parents reading to their children: Storytime: How to Share Books With Your Child <ul style="list-style-type: none"> ○ Key phrases to discuss before watching: story time is family time, sharing books, your enthusiasm will be contagious, obstacles ○ Prior to watching - Discuss that reading can be used as a way to spend quality time with kids. ○ Discuss that parents will sometimes be reading in their native languages, and using native languages is excellent for children’s speaking, listening, reading and writing skills! ○ Tell Ss that it’s okay if they don’t understand every word in the video - they will pay attention to WHAT the parents are doing with their kids. They can write down words they are interested in discussing ○ Ss take notes while watching: <ul style="list-style-type: none"> ■ What did you see parents doing? ■ What tips for reading out loud did they use? ○ Breakout rooms to discuss before whole class discussion ● Phonics: A For Apple Song - using songs to practice letter sounds <ul style="list-style-type: none"> ○ Finish the rest of the alphabet: “T for Turtle /t/ /t/ /t/...” ○ Review the entire alphabet ○ Watch the video: ABC Phonics Song with Sounds for Children - Alphabet

	<p style="text-align: center;"><u>Song with Two Words for Each Letter</u></p> <ul style="list-style-type: none"> ● Games/ways to practice letters and letter sounds with children <ul style="list-style-type: none"> ○ “We’re going on a picnic game” ○ Drawing ○ Play doh letters ○ Magnets on cookie sheets or refrigerators (alphabet magnets from dollar tree) ○ Making letters with your body ○ Pointing out words/letters at the grocery store, on the bus, etc. <ul style="list-style-type: none"> ■ Pointing out the sounds in the names of objects you see ● Phonics: Intro to CVC (consonant - vowel - consonant) words <ul style="list-style-type: none"> ○ Explain that children learning to read often start with CVC words. They make each sound in the word first, then blend them together. (Discuss the meaning of the word “blend”) ○ <u>CVC Words Phonics Consonant Vowel Consonant Blending Words</u> ○ Model and practice how you would support a child learning to sound out CVC words: /c/ /a/ /t/ cat (show pointing/finger method) ● Introduce <u>Dr. Seuss’s ABC</u>: <ul style="list-style-type: none"> ○ Look through the book. What do you notice? Visually, how is this book different from <i>The Rainbow Fish</i>? Who is the author? Do you know any other books by him? <ul style="list-style-type: none"> ■ Dr. Seuss books are great for children! ○ Model reading the book. Tell Ss to watch for which tips for reading the teacher is using. Model using expression, making it fun, making sounds, pointing, asking questions, etc. <ul style="list-style-type: none"> ■ What letter do you see? What sound does ____ make? ○ Breakout rooms: Ss read the book out loud with partners ● Homework: Complete the recording assignment and Google Form from class 4.
Class 6	<ul style="list-style-type: none"> ● Warm-up: Fun while reading <ul style="list-style-type: none"> ○ When was the last time you read to your child? ○ What book did you read? ○ What part of the story was fun? ● From <u>ENB SCL Unit 3 Activity 3</u>: How to read out loud with your preschooler: <ul style="list-style-type: none"> ○ Video: <u>https://www.youtube.com/watch?v=ZDseYz5HjM&t</u> ○ Preview vocabulary: set the stage, ham it up, warm and fuzzy ○ What age are preschoolers? 3-5. A mother is reading to her preschooler in the video. ○ Watch the video once. Discuss. <ul style="list-style-type: none"> ■ How does the mother set the stage? (Tip: Show your child the cover page.) ■ How does the mother ham it up? (Tip: Make the story come alive.) ■ How does the mother make it warm and fuzzy? (She shows affection, holds her child in her lap, listens with attention, follows the daughter’s interest). ○ Discuss the <u>Reading Aloud Tips For Parents</u> that the mother in the video uses. Watch the video again.

	<ul style="list-style-type: none"> ● Phonics: CVC (consonant - vowel - consonant) words <ul style="list-style-type: none"> ○ Review how children are taught to sound out CVC words. Practice making each letter sound then blending the sounds together. /d/ /a/ /d/ dad. /s/ /i/ /p/ sip. ○ Breakout rooms - have Ss read the words and practice sounding out and blending the words. ● Phonics: Digraphs - two letters that make one sound, c h /ch/ c h /ch/ <ul style="list-style-type: none"> ○ Explain that after children know all of the letter sounds, they learn digraph sounds. Then, they can blend words with digraphs, too. /ch/ /a/ /t/ chat. /l/ /u/ /ck/ luck. ○ Song: 2 letters make one sound C H /ch/ C H /ch/ ○ Practice sounds and read through example words (don't do all) ○ If there's time time, Ss can practice with partners ● Dr. Seuss's ABC <ul style="list-style-type: none"> ○ Discuss the use of alliteration - good for practicing letter sounds ○ Discuss nonsense words (used to help children practice phonics) ○ Read the book out loud together. Discuss confusing and hard to pronounce words. Practice pronunciation. ○ Breakout rooms: read the book out loud with partners <ul style="list-style-type: none"> ■ Practice: being playful, making the story come alive, asking questions about the book, and showing the pictures. Ss pretend their classmates are children (or read to children present with parents) ● Homework: Record yourself reading one page of <i>ABC</i> and send it on WhatsApp. Practice being expressive and asking questions.
Class 7	<ul style="list-style-type: none"> ● Review reading tips from last class: <ul style="list-style-type: none"> ○ Set the stage - What is the title of the book? Look at the cover: what is this book about? Who wrote this book? ○ Try to make things warm and fuzzy. Invite my child to sit close to me. ○ Ham it up! You can make voices for the characters in the book. Ask questions about the pictures. <i>How many fairies do you see?</i> 1, 2, 3, 4... ● Warm-up: What do you do when your child refuses to read or isn't interested? <ul style="list-style-type: none"> ○ Breakout room discussion then the whole class shares out. ● Different kinds of children's book (inspired by ENB SCL Unit 3 Activity 5): <ul style="list-style-type: none"> ○ Discuss the difference between board books, picture books, and chapter books (hold up examples). ● Reading Tips for Parents in Multiple Languages website <ul style="list-style-type: none"> ○ Preview the website and show Ss how to navigate to different parts ○ Explain that it has more tips for reading with children and is divided by age group and the information is available in many different languages. ○ Have Ss practice looking for tips for reading with a child in Kindergarten, then scroll to the bottom and play the sounds game with their partners. ● Phonics: Magic E - Nessy Reading Strategy Magic E Learn to Read

	<ul style="list-style-type: none"> ○ Explain that when a word has a vowel, then a consonant, then the letter e at the end, the e is silent and makes the vowel say its name (change from a short vowel to a long vowel) <ul style="list-style-type: none"> ■ at → ate, pin → pine, not → note <ul style="list-style-type: none"> ● The E does a magic trick, waves its magic wand and says “say your name!” ○ Practice separating and blending the sounds ○ If time, send Ss into breakout rooms to practice reading the words and blending like they would with their children. ○ Mention that silent e is also found in other words and longer words where the vowel doesn’t say its name (such as love and puddle). ● Invented spelling: A very important stage in children’s writing that shows they are understanding phonics! <ul style="list-style-type: none"> ○ When children are learning to write, they sound out words then write them on paper. Encourage children to sound out words themselves! Don’t worry about spelling mistakes in younger years! <ul style="list-style-type: none"> ■ brgr = burger (they’re hearing the important sounds) ■ kt = cat (they’re getting the consonants) ○ It’s okay if you can’t read their invented spelling! Ask them to read it to you! ● Koulè Bèt - Animal Colors by Brian Wildsmith <ul style="list-style-type: none"> ○ Introduce the book: Who wrote this book? What languages do you see? Is it good to read in more than 1 language? Why? Why not? What is the best language of all the languages? (<i>The last question is a trick question! All languages are wonderful!</i>) ● Open vs. closed questions: <ul style="list-style-type: none"> ○ Discuss the difference - Open questions have more than one answer. Closed questions have only one answer. Explain that open questions make your child interact with you more. <ul style="list-style-type: none"> ■ What color are the flamingos? (closed) ■ What do you think the flamingos are doing? (open) ○ Practice identifying open vs. closed questions. ● Read through <i>Animal Colors</i> modeling tips we’ve been discussing during the class. Ask a lot of questions and make animal sounds. Ask a student to pretend to be the child. <ul style="list-style-type: none"> ○ Students make note of the types of questions asked. ○ Breakout rooms to practice reading out loud with partners ● Extra/for fun: Ask Ss what sounds the different animals make in their languages. Play videos of animals making sounds! ● Homework: Practice reading <i>Animal Colors</i> out loud.
Class 8	<ul style="list-style-type: none"> ● Warmup: what did you learn from the website? ● From ENB SCL Unit 3 Activity 5: Book Related Vocabulary <ul style="list-style-type: none"> ○ Vocab: author, illustrator, copyright, character, series, rhyme ○ Wordwall practice game: https://wordwall.net/play/95602/306/846 ● <i>Animal Colors</i>: Teacher models “setting the stage” by looking at the title, cover

	<p>picture, author, and asking open and closed questions. Also models “hamming it up” with excitement and animal sounds.</p> <ul style="list-style-type: none"> ○ Students go into breakout rooms to practice reading with partners ○ Review open vs. closed questions ● Animal sounds: Ss pretend they are kids/caregivers and ask each other what sounds the animals make (videos of most animal sounds in the book also provided). Students “ham it up” in breakout rooms. ● Phonics: Vowel teams/Irregular vowel teams <ul style="list-style-type: none"> ○ Regular vowel teams: when two vowels go walking, the first one does the talking. The second is silent. <ul style="list-style-type: none"> ■ Examples: stay (only hear a in ay), coast (only hear o in oa), pie (only hear i in ie), etc. ■ Discuss vowel teams separated by those that make the same sound: ai and ay both say long /a/, ee, ey and ea all say long /e/, etc. ■ Discuss irregular vowel teams such as ie making the long /e/ sound (babies, thief), or ea making the short /e/ sound (heavy, head). ○ Breakout rooms to practice reading words and helping “children” if time ● Search for vowel teams in <i>Animal Colors</i>: <ul style="list-style-type: none"> ○ Breakout rooms to search for them. ● Practice reading <i>Animal Colors</i> again, focusing on setting the stage, asking open/closed questions, and hamming it up. ● Homework: Record yourself reading <i>Animal Colors</i> and send the recording on WhatsApp. Include 1 open question, 1 closed question, and loooooots of animal noises!
Class 9	<ul style="list-style-type: none"> ● Warm-up Discussion: What do you do when you don’t understand a word in a book you are reading to your child? What do you do when you don’t know how to pronounce a word? <ul style="list-style-type: none"> ○ Google “how to pronounce” feature ○ Longman dictionary ● From ENB SCL Unit 3 Activity 6: Handout - Is It and Open-Ended or Close-Ended Question <ul style="list-style-type: none"> ○ Review the difference. Work in partners to determine if the questions are closed or open-ended. ● Vocabulary review: Different kinds of books (board, picture and chapter). What kind of book is Pablo Puppy? A picture book. ● Pablo Puppy’s Search for the Perfect Person by Sheila Hamanaka <ul style="list-style-type: none"> ○ Preview vocabulary (there’s a LOT to go over in this book) - answers to match words to definitions in notes on slides ○ Ss write open and closed questions in the Zoom chat to “set the stage” before reading the book ○ The teacher models reading the book using all the tips for parents we’ve discussed. ○ Breakout rooms: Ss practice reading the books out loud using the tips. ● Phonics: Diphthongs

	<ul style="list-style-type: none"> ○ A combination of two vowels when the sound begins as one vowel and changes to another <ul style="list-style-type: none"> ■ oi in coin and point, aw in paw and saw, ou in sound and house, etc. ○ Review the different diphthongs and have Ss practice reading the words and pretending to help children in breakout rooms if there's time ● Homework: <ul style="list-style-type: none"> ○ Write 2 open questions and 2 closed questions for the last page in <i>Pablo Puppy</i>. ○ Practice reading to your child (no recording).
Class 10	<ul style="list-style-type: none"> ● Warm-up: Read your favorite page of <i>Pablo Puppy</i> to your partner. Why is that your favorite page? ● Asking complex questions: Helps your child think deeply about the story <ul style="list-style-type: none"> ○ Prediction = guessing what will happen in the future ○ Inference = guessing based on details in the story and what you already know about life (fill in details the book doesn't have) ○ Summary = telling the main events that happened in the story <ul style="list-style-type: none"> ■ Read through examples of complex questions that can be asked. ○ Breakout rooms: Look at example complex questions about <i>Pablo Puppy</i> and decide if they are prediction, inference or summary questions. ○ Discuss that your child will need time to think and explain answers. ● Making space for your child's feelings: <ul style="list-style-type: none"> ○ Books can bring up lots of emotions. Let your child express and show what they feel (listen closely to them) <ul style="list-style-type: none"> ■ Discuss example questions you can ask to support children to understand their emotions about <i>Pablo Puppy</i> ● Phonics review: Diphthongs <ul style="list-style-type: none"> ○ Review the diphthongs we practiced in Class 9, and practice more ○ Does your mouth change shape when you say the vowels? ○ Search for phonics on specific <i>Pablo Puppy</i> pages. Examples to find: toys, sound, shout ● Why is English spelling so difficult? It's a mix of many different languages (a frankenlanguage). Pronunciation changes over time but the spelling does not. ● Phonics: Sight Words - <i>if you have time</i> <ul style="list-style-type: none"> ○ Because English spelling is so weird, not all words can be sounded out using phonics. In each grade, children are taught "sight words" to memorize (know without having to sound out the word). <ul style="list-style-type: none"> ■ Examples: two, where, you, is, and, the, some, were, etc. ■ Invented spelling is great for these words, too! ○ Lists of sight words are usually sent home by teachers as students are learning them. Flash cards and games are useful for children who have trouble with sight words. <ul style="list-style-type: none"> ■ If time, look at sight word lists. ● Phonics: Silent Letters - <i>if you have time</i> <ul style="list-style-type: none"> ○ Continue the "frankenlanguage" discussion and say there are many silent letters in English because the pronunciation changed over time but the

	<p>spelling didn't</p> <ul style="list-style-type: none"> ■ h in hour, honest, ghost, g is sign, feigh, align, gnat, etc. ○ Discuss patterns with silent letters (wr - the w at the beginning of a word next to r is silent, b at the end of a word is silent when it comes after m - bomb, thumb, limb, etc.) ● Introduce the resource list for students. Explain that this document contains websites, resources and videos we used during class, as well as additional resources and videos for students to keep practicing things we learned during class. <ul style="list-style-type: none"> ○ It includes phonics we won't have time for during this course (that were originally on the outline). ● Homework: Make a WhatsApp recording of one page of <i>Pablo Puppy</i>.
Class 11	<ul style="list-style-type: none"> ● Warm-up: Reading log <ul style="list-style-type: none"> ○ Think of all the books we've read in class and rate them in the reading log out of 3 stars. ○ Which book from this class was your favorite? Why? ○ Books so far: <ul style="list-style-type: none"> ■ <i>Big Dreams</i> ■ <i>Rainbow Fish</i> ■ <i>Dr. Seuss's ABC</i> ■ <i>Animal Colors</i> ■ <i>Pablo Puppy's Search for the Perfect Person</i> ■ Last book introduced today: <i>Mimi's Odd Jobs</i> ■ <i>Note: Students received copies of two other books we didn't have time to use.</i> ● Phonics: Review Sight Words <ul style="list-style-type: none"> ○ Discuss the use of flash cards and lists teachers send home with children ○ Look at sight word lists. ● Phonics: Introduce/Review Silent Letters <ul style="list-style-type: none"> ○ Continue the "frankenlanguage" discussion from last class and say there are many silent letters in English because the pronunciation changed over time but the spelling didn't <ul style="list-style-type: none"> ■ h in hour, honest, ghost, g is sign, feigh, align, gnat, etc. ■ Review patterns with silent letters (wr - the w at the beginning of a word next to r is silent, b at the end of a word is silent when it comes after m - bomb, thumb, limb, etc.) ● Discussion: What are different ways parents and children can read together? (adapted from ENB SCL Unit 3 Activity 9) <ul style="list-style-type: none"> ○ adults read to children in English ○ adults read to children in their language ○ reading bilingual books ○ shared reading - adults read some parts, children read other parts ○ children read to adults (adults can support children as they read) ○ everyone in the family reads independently at the same time ○ Talking about the book together is important (even if your child is telling you about a book they read by themselves).

	<ul style="list-style-type: none"> ○ Make it fun! Make it a routine! You can read together and spend quality time. ● <i>Mimi's Odd Jobs</i> by Anna DiGilio <ul style="list-style-type: none"> ○ How can you "set the stage?" ○ Practice open and closed questions on page 4 and 5. ○ Do a picture walk: Could you read this to a 2 year old? Sure! You can read the words (all or skip some), or read just the pictures. If there's too much text for the child, discuss what's happening in the pictures. <ul style="list-style-type: none"> ■ Ask open, closed and complex questions. "What happens next?" ○ Model reading specific pages in the book. Then have Ss read, too if there's time. (it's a long book!) ○ Look for words with silent letters on pages 6, 7, 8, 9, 12, 14 and 16. ● Discuss the in-person gathering that will happen after the last class. ● Homework: Finish looking for silent letters in <i>Mimi's Odd Jobs</i>.
Class 12	<ul style="list-style-type: none"> ● Warm-up: from ENB SCL Unit 3 Activity 5 - Book Related Vocabulary <ul style="list-style-type: none"> ○ https://wordwall.net/play/95902/846/501 ○ fiction, autobiography, nursery rhymes, non-fiction, fairy tales, biography, poetry ● Homework review: silent letters in <i>Mimi</i> ● Phonics: Bossy R / R-Controlled Vowels <ul style="list-style-type: none"> ○ The Rules of Bossy "R" StoryBots: Learn to Read Netflix Jr ○ When the letter R follows a vowel, the R changes the sound of the vowel. That's why we call it the "Bossy R." (Sometimes called an "R Controlled Vowel.") <ul style="list-style-type: none"> ■ Examples: hen vs. her (short /e/ sound in hen, but the e sound disappears in her), sit vs. sir (short /i/ sound in sit but no i sound in sir), etc. ○ Practice and have Ss repeat the words. Sound it out and blend. ○ Breakout rooms if time. ● Locate words with Bossy R on pages 4 and 5 of <i>Mimi</i> ● Adapted from ENB SCL Unit 4: Using the Library <ul style="list-style-type: none"> ○ Is it good to let children choose a few books on their own? Why or why not? ○ Is it also good for parents to choose books for their children? Why? Why not? ○ Read The Importance of Reading Widely ○ Is it important for children to read a variety of different kinds of books? Why? Why not? ○ What kinds of books? (Review vocab from beginning of class). ○ How can parents choose the books? ● Librarian Dialogues (also adapted from ENB SCL Unit 4) <ul style="list-style-type: none"> ○ When you want to find a specific title: <ul style="list-style-type: none"> ■ Could you _____ me find this book?

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Do you ____ this book? ○ When you want to find books about a topic: <ul style="list-style-type: none"> ■ Where can I ____ books about dinosaurs? ○ To find more books by an author you or your child likes: <ul style="list-style-type: none"> ■ Where can I ____ books by Brian Wildsmith? ■ Can you help me find books by _____? ○ Send Ss into breakout rooms to practice reading the 3 written conversations/dialogues between a librarian and a library patron looking for help. ● Discuss the resource list again and introduce the post-survey. Show Ss how to use the resource list links (people on phones should download Google Docs) and how to complete the Google Form. ● Discuss the in-person celebration! Children are welcome! Ss should practice reading a book of their choice so they can read at the celebration. <ul style="list-style-type: none"> ○ Ss should practice asking open/closed questions. ○ Ss should complete the post-survey Google Form.
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