



english for **NEW
BOSTONIANS**

ESOL for Parents and Caregivers Curriculum

Supporting Children's Learning: Unit 3 *Reading with Children*

Activities:

- #1: Why is Reading Important? (b)
- #2: Reading Tips for Parents (b)
- #3: Watching Videos of Parents Reading to Their Children (b)
- #4: Big Dreams- A Family Book About Reading (b)
- #5: Book Related Vocabulary (b)
- #6: Asking Open-Ended Questions When You Read (b)
- #7: Review—Writing Book Reports (b)
- #8: Using Children's Books as Classroom Texts (b)
- #9: Having a Family Reading Night

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ACTIVITY #1 WHY IS READING IMPORTANT?

(Can be used/adapted for use with beginning level students)

“Once you learn to read you will forever be free.”

---Frederick Douglas

Rationale:

Reading with their children is the most important thing parents can do at home to promote school success. In this opening activity of a long and important unit, students begin to define why reading matters for themselves and for their children.

Student Objectives:

- Students will be able to list two reasons stated by the author of the poem “I Read” why reading is important to him.
- Students will be able to list at least two reasons why reading with their children is important.

Materials:

- Handout: Discussion Questions about Reading
- Handout: Poem, “I Read”
- Handout: Version of “I Read” in Spanish—Yo Leo
- Sample copies of three or four Tomie dePaulo books
- YouTube video: “Why Reading is Important” with Tomie dePaulo, <https://www.youtube.com/watch?v=7epT0qUaaX4>
- Index cards

Activity Outline:

1. Explain objectives.
2. Opening discussion: Divide students into pairs and give them the Handout Discussion Questions about Reading. Allow about ten minutes for partner discussion. Ask whether anyone would like to share what they or their partner said.
3. Distribute poem “I Read.” Read it over slowly, several times. Ask whether any students would like to read it aloud, or have students take turns reading one verse at a time. Ask how old they think the author is and have them point to clues in the

poem.

4. Give out index cards. Ask students to read the poem to themselves, and choose and copy their favorite stanza. What does this stanza say about why the author likes to read? Have parents read what they wrote on their cards and note their answers on the board. Ask students to look over the poem one more time and see if all of the reasons the author gives for liking to read have now been listed.
5. Write on an easel pad, so you can save it: *Reading is the most important thing you can do with your children at home to help them succeed in school.* Explain that this is what most experts think. Ask students why they think this is true.
6. Begin a student generated list on the easel pad which you will save and add to as you move through this unit. The heading is: *Why Is Reading with Children so Important?* Get students to contribute their ideas and put them on the list. Explain that you will do a number of classes on the topic of reading with children because it is so important. At the end of each class, the group will review and add to this list.
7. Pass around the books by noted children's author Tomie dePaolo that you have collected for parents to look at. Explain that he has written and illustrated many wonderful books for children. See whether any of the students are familiar with any of the books.
8. Watch the four minute You Tube video by Tomie dePaolo called "Why is Reading Important." Let students watch it and listen to it several times to help them understand what he is saying.
9. Write a quote of his on the board from the video and discuss what he means: *"If you can read, you can learn anything about everything and everything about anything."*
10. Summary: Discuss meaning of the quote from Frederick Douglass: "Once you learn to read you will forever be free." You may have to explain the context. Ask students why they think teaching slaves to read was forbidden.

Follow-Up:

- Encourage parents to share and discuss the poem "I Read" with their older children.
- Give Spanish speaking parents the poem in Spanish—"Yo Leo."
- Read The Incredible Book Eating Boy, by Oliver Jeffers with the class. This is a very funny picture book about a boy with a voracious appetite for books. If you don't have multiple copies for the class, you can watch it as a read aloud on YouTube. The

graphics are so good, you want students to be able to easily see the pictures. Show students how they can search for children's books Read Alouds on YouTube.

Handout: Discussion Questions about Reading

Directions: Talk about the questions below with your partner. You do not have to write anything, just have a conversation.

- 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?

- Do your children like to read? Why or why not?
- What kinds of things do they like to read?

Handout: Poem "I Read"

I READ

I read because one
life isn't enough, and
in the pages of a book
I can be anybody;

I read because the
words that build
the story become mine,
to build my life;

I read not for happy
endings but for new
beginnings; I'm just
beginning myself, and
I wouldn't mind a map;

I read because I have
friends who don't, and
young though they are,
they're beginning to
run out of material;

I read because every
journey begins at
the library, and it's
time for me to start
packing;

I read because one
of these days I'm going
to get out of this
town, and I'm going to
go everywhere and meet
everyone, and I want to be ready.

Richard Peck, author , Zihuatanejo, Mexico, 1990

Handout: Poema “Yo Leo”

YO LEO

Yo leo porque una sola
vida no es suficiente, y en
las paginas de un libro puedo
ser cualquier otra persona;

Yo leo porque las
palabras que forman la
historia se hacen mias, para
construir mi vida;

Yo leo no en busca
de finales felices sino para
perseguir nuevos comienzos;
apenas estoy iniciando
mi caminio y me vendria
bien tener un mapa;

Yo leo porque tengo
amigos queno leen y, aunque
son muy jovenes, se les
esta acabando el material;

Yo leo porque cada
viaje comienza en la
biblioteca y ya es hora de
que comience a empacar;

Yo leo porque uno
de estos dias me ire de este
pueblo y voy a viajar a
todas partes y conocer a todo
el mundo y quiero estar
preparado.

Richard Peck, Author, Mexico 1990

ACTIVITY #2: READING TIPS FOR PARENTS

(Can be used/adapted for use with beginning level students)

Rationale:

It isn't enough just to convince parents of the importance of reading to their children. They need to be shown how to read to their children in a way that promotes love of books, language development and cognitive skills.

Student Objectives:

- Students will learn how to read to their children in an interactive way.
- Students will be able to identify at least four different parent reading tips when they see them in action.

Materials:

- Handout: Reach Out and Read: Reading Aloud Tips for Parents (English)
- Handout: Reach Out and Read: Reading Aloud Tips for Parents (Spanish)
- Handout: Homework--Using the Reading Tips
- Handouts: Selected Reading Tips by grade level downloaded from Reading Rockets <https://www.readingrockets.org/article/reading-tips-parents-multiple-languages>
- A collection of short children's books. Have enough books for students to work in pairs with each pair having a book. Or use multiple copies of a single short children's book you have already read as a group.
- Video: Boston Basics Series Video #5 Read and Discuss Stories. Go to YouTube. Search for Boston Basics Read and Discuss Stories

Note to Teachers: There are numerous other lists of reading tips for parents one could use and the same activity structure can be used with any of them. Some teachers who have beginning students go over the Reach Out and Read Reading Aloud tips every time they begin a new children's book in class.

Activity Outline:

1. Explain objectives.
2. Opening discussion: Remind students of the partner discussions they had about reading in the previous activity. One question was whether they were ever read to as children. Ask now for a show of hands on this question. In our experience, many of our students were never read to and many had no children's books in their homes

while growing up. Explain that the reason the class will spend a lot of time practicing good ways to read with children is because if you were never read to as a child, you have no models to use when you read to your children.

3. Distribute English version of the handout: Reach Out and Read: Reading Aloud Tips for Parents. Read the handout aloud together. Demonstrate the tips as you go along with a children's book in hand and discuss each one.
4. Ask for a volunteer to come up and role play a child being read to by you, the parent. Ask students to raise their hands whenever they see you acting out one of the tips. For example, if in the role play you discuss the illustrations, students would raise their hands and identify the tip as "TALK ABOUT THE PICTURES."
5. Charades: Divide students into pairs. Give each pair a book and a strip from the Tips handout with one of the tips on it. Explain the game: students decide who will role play the parent and who the child. Each pair will then read some of the book aloud to the rest of the class and act out their specific tip. Other students in the group will guess what tip is being modeled. As soon as someone has guessed correctly, another pair does their role play. Give each pair time to practice reading the book before beginning the charades game.
6. In the same pairs, now have students read the whole book to each other, trying to use as many of the tips as possible as they read. If there is time, have them switch roles and read the book again.
7. To end the activity, review the list of reasons students generated in the previous activity about why it is so important to read with children. See if they have any new reasons to add to the list.
8. For homework, have students choose a book to read to one of their children. The goal is to have them use at least four of the Reading Tips as they read. When they have finished the book (in any language they choose), they should record the four reading tips they used and bring those into class.
9. Give Spanish speaking students copies of the Reading Tips in Spanish for them to take home.

Follow-Up:

- Watch "Read and Discuss Stories," the last in a series of five short videos that comprise the Boston Basics series or assign it to intermediate level students to watch as homework. Discuss with class what parents are shown doing in the video.

- Download and distribute the Reading Rockets Reading Tips (see Materials above) that correspond to the ages of your students' children. As students read the appropriate one-page sheet, have them underline and find the definitions of two words that they don't know. They should also put a check mark next to one of the tips that they will try at home as they read to their children. This can be an in-class or homework assignment. The Reading Rockets website also links to tips for parents in other languages. In a computer lab setting, show parents how to get to find reading tips in their first language.
- At many Boston health centers, pediatricians give out books at each well child visit in a program called Reach Out and Read. Ask students whether they get these books and if they use them. Explain that these Tips came from that program.

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.

CHOOSE BOOKS THAT YOUR CHILD CAN RELATE TO.

Select books that relate to what is happening in your child's world - starting preschool, going to the dentist, getting a new pet, or moving to a new home.

MAKE THE STORY COME ALIVE.

Create voices for the story characters and use your body to tell the story.

ASK QUESTIONS ABOUT THE STORY.

What do think will happen next? What is this?

LET YOUR CHILD ASK QUESTIONS ABOUT THE STORY. Use the story as an opportunity to engage in conversation and to talk about familiar activities and objects

.

LET YOUR CHILD TELL THE STORY.

Children as young as 3 years old can memorize a story and many children love an opportunity to express their creativity.

TAKE ADVANTAGE OF YOUR LOCAL LIBRARY.

Sign your child up for a library card and expose her to thousands more (free!) children's books. Check to see if the library offers story hours or special events!

HANDOUT: JUNTEMONOS PARA LEER

TECNICAS DE LECTURA EN VOZ ALTA PARA PADRES/MADRES

HAGA QUE LA LECTURA SEA PARTE DE CADA DIA

Lea a la hora de acostarse o en el autobus o cuando espere una cita.

DIVIERTASE.

A los niños que les gustan los libros aprenden a leer. Los libros pueden ser parte de un tiempo especial con sus hijos.

POCOS MINUTOS ESTA BIEN.

Los niños pequeños pueden estar sentados solo por pocos minutos para escuchar una historia, pero a medida que ellos van creciendo ellos estarán sentados por mas tiempo.

HABLEN ACERCA DE LOS DIBUJOS.

Usted no tiene que leer el libro para contar una historia.

PERMITA AL NIÑO/A CAMBIAR LAS PAGINAS.

Los bebés necesitan un tablero para los libros y ayuda para cambiar de pagina, pero si el niño/a tiene 3 años de edad el puede hacerlo solo.

MUESTRELE A SU HIJO/A LA PORTADA DEL LIBRO.

Explíquele de que trata la historia.

MUESTRELE A SU HIJO/A LAS PALABRAS.

Corra su dedo a lo largo de las palabras mientras usted las lea.

HAGA QUE LA HISTORIA TOME VIDA.

Puede crear voces para los personajes y usar su cuerpo para contar la historia.

HAGA PREGUNTAS ACERCA DE LA HISTORIA.

Que es lo que tu piensas que pasará después? Que es esto?

PERMITA A SUS HIJOS/HIJAS HACER PREGUNTAS ACERCA DE LA HISTORIA. Use la historia como una oportunidad de abordar una conversación para hablar acerca de las actividades y propósitos familiares.

PERMITA A SU HIJO/HIJA CONTAR LA HISTORIA.

Niños mayores de tres años pueden memorizar una historia

HANDOUT: HOMEWORK—USING THE READING TIPS

1. Choose a simple book in English or your first language to read with your child.
2. Review the list of Reading Tips before you start.
3. Use at least four of the Tips as you read your child.
4. List the four Reading Tips you used:

ACTIVITY #3: WATCHING VIDEOS OF PARENTS READING TO THEIR CHILDREN

(Can be used/adapted for use with beginning level students)

Rationale:

Watching videos of parents reading to their children is an enjoyable way to reinforce the interactive reading strategies students practiced in the previous lesson. Watching English videos is also a valuable way to build listening skills.

Student Objectives:

- Students will recognize and be able to identify reading aloud techniques used by parents in the videos.
- Students will be able to verbalize what their partners learned from the video.

Materials:

- Raising a Reader Video: "[Story Time, How to Share Books with your Child.](#)" This is a 12-minute video which demonstrates shared reading with children ages 0-4. The narration, while in English, is slow and fairly comprehensible and there are lots of examples of ESOL parents reading with their children. To access the video, search for it by title on YouTube. There is also on YouTube a Spanish version of the same video, "La hora de cuentos, como compartir libros con sus niños."
- Video: "[How to Read Out Loud With Your Preschooler.](#)" This is a four minute video on YouTube which shows an African American parent reading Alice the Fairy by David Shannon to her three year old daughter in a very interactive way.
- Extra copies of the handout from the previous activity: Reach Out and Read-- Reading Aloud Tips for Parents.
- Index cards

Activity Outline:

1. Explain objectives.
2. Hand out index cards. Ask students to write down at what age they think you should start reading to your child. Go around the class and have students share what they

wrote. You might want to note the ages on the board, using check marks to denote how many students said “six months” or “three years old.” The “correct” answer here is as soon as the child is born, but often times students who haven’t had much parenting education will assume you should start to read to a child around the time the child begins to talk. Have those students who recognize you should read to babies explain their reasoning and reinforce these reasons. There is widespread agreement from child development, brain development and educational experts that reading and talking to children should start as soon as possible.

3. Write the following key phrases connected to the video “Story Time, How to Share Books with your Children” on the board and discuss what they mean: raising a reader, shared reading, story time is family time and you are your child’s first teacher.
4. Watch the video “[Story Time, How to Share Books with your Children](#).” It works well to view it twice so students understand it better. Afterwards, have students list several things they learned from the video.
5. Pair students and have them discuss what they wrote with their partners. Tell them to make sure they understand what their partner learned from the video, because the next step will be to report what their partner wrote to the whole class.
6. Ask students to get out the Reading Aloud Tips they used in the previous activity. Review these and tell students that as they watch the next, shorter video, “How to Read Out Loud to Your Preschooler” they will be watching to see whether the mother in the video uses any of these tips.
7. Together watch at least twice the video “How to Read Out Loud to Your Preschooler.”. Tell students to just watch it the first time, without trying to use their Tip sheet. The second time through, they can check off tips as they see them being used in the video.
8. To end the activity, review the on-going list of reasons students are generating about why it is so important to read with children. See if they have any new reasons to add to the list.

Follow-Up Activities:

- If you have primarily Spanish speakers in your class, watch the Raising a Reader video in Spanish (“La hora de cuentos, como compartir libros con sus niños”) or assign it as homework.

- Do a read aloud to the class of the book used in the second video, Alice the Fairy by David Shannon. He has written a number of very funny picture books with simple texts. Gather other books by David Shannon for students to leaf through. Emphasize that if a child or parent likes a certain book, they can look at the library for other books by the same author.
- Make sure students know how to find these videos on YouTube. Encourage them watch the videos at home with other caregivers in the household.

ACTIVITY #4: BIG DREAMS—A FAMILY BOOK ABOUT READING

(Designed for beginning level students)

Rationale:

While there are many booklets and brochures about the importance of parents reading to children that you can use as texts with an ESOL class, most are not simple enough for beginning ESOL students. This lovely booklet is. It will also be enjoyed by intermediate students.

Student Objectives:

- Students will be able to read and understand [Big Dreams: A Family Book About Reading](#)
- Students will learn new verbs and expressions

Materials:

- [Big Dreams: A Family Book About Reading](#), available as a PDF. This is a 16-page booklet (eight pages of text, eight photographs of parents reading with kids) produced by the National Institute for Literacy. The vocabulary is very basic and is suitable for beginning ESOL students. Print out copies for your class or share your screen and read it together.
- Handout: [List of Verbs and Expressions in Big Dreams](#).
- Post-it notes

Activity Outline:

1. Explain objectives.
2. Distribute or project the booklet [Big Dreams](#) and have students look it over. Explain that you are going to learn vocabulary from the book before you read it in class.
3. Distribute Handout: [List of Verbs and Expressions in Big Dreams](#). Define “conjugate” or use the verbs any way that is appropriate for the class. For beginning students, one can use the list to review or teach regular and irregular verbs in addition to defining the words. For intermediate students, use the list to review past tense. Explain the expressions.
4. Read the book aloud to the class as they follow along. Pause to use the pictures to

reinforce the meaning. Or act out in your classroom what the parents in the booklet are doing. For example when it says “We look for letters everywhere. We say their names and the sounds they make,” model that by pointing out letters in the classroom.

5. Have students read aloud the booklet themselves. Do this in pairs, by going around the classroom with students each reading a page, or as a choral reading of the book.

6. Play with the new vocabulary:

- **Post-its activity:** Give out Post-its. Have students use the Post-its to choose their favorite picture in the booklet. Point out that this is a good activity to do when reading with their young children. Have them explain why they like it or tell the story of the picture. Find the expressions from the handout List of Verbs and Expressions

- Play **Verb Bingo** with the 15 verbs. Write all the verbs on the board. Have students draw a 3x3 grid on a piece of paper. Ask them to choose words from the board to fill in their nine squares, but not to choose them in the order they are written on the board. Give students something to mark their bingo cards with: dried beans, paper clips, buttons, pennies. Begin calling out words from the list in random order. Make a check mark to remind yourself which words you have already called. When someone has three in a row, they call out Bingo! However in order to win, that person must be able to correctly use each verb in a sentence. If mistakes are made, the game continues until another Bingo is called and the student correctly uses the three verbs in sentences. Warn students not to take the markers off their cards when a Bingo is first called until it becomes clear whether that person has won or not. If students have been learning the simple past, the Bingo task could be to use the verb in the past tense.

- **Paired Dictations:** Dictate the sentences below (or write your own). Each student tries writing the sentence individually, then compares what s/he has written with a partner. Together they make corrections. When they think they have written the sentence correctly, they write it on the board. At the end of the activity, the whole group reviews the sentences and makes corrections together.

- The father has big dreams for his son.
- The mother finds books her daughter likes.
- The father says, “Tell me about the story.”
- We read before bed every night.

7. To end the activity, review the on-going list of reasons to read with children.

Handout: List of Verbs and Expressions in Big Dreams

VERBS:

want
help
look
practice
sing
show
go
know
learn
talk
hear
teach
read
listen
find

EXPRESSIONS

to spend time
reading matters
getting ready for bed
great job
to take turns

ACTIVITY #5: BOOK RELATED VOCABULARY

(Can be used/adapted for use with beginning level students)

Rationale:

If parents are to support their children in reading “a wide variety of texts” as the BPS Report Card says and be partners in their education, it is important to be familiar with basic book related vocabulary. This will allow both parents and their children to choose a variety of books which match their interests and levels and thus become better and more frequent readers.

Student Objectives:

- Students will understand the meaning of at least 75% of the book related vocabulary presented.
- Students will be able to give an example of the kinds of books their children like using the new vocabulary.

Materials:

- A variety of children’s books, collected from a library or elementary classroom, which will serve as examples of the vocabulary in the activity, displayed on a table. ▪
- Handout: Book Related Vocabulary List
- Index cards

Activity Outline:

1. Explain objectives.
2. Display sample books spread out on a table.
3. Distribute handout: Book Related Vocabulary List
4. Read the words over aloud together. Then have students individually mark on their handouts any of the terms they already know. Go over the words one by one. Ask if any students know the word and see if they can define it. Select a book from the sample books collected which you can use to show what the word means.

Example: For the words author and illustrator, choose two picture books, one of which is written and illustrated by the same person (common in children’s books) and the other which has an illustrator distinct from the author. As you explain the meanings, point to the cover of the book and show

where it identifies author and illustrator. Explain what it means if you only see one name. Choose other books, hand them out, and have students practice being able to identify the author and illustrator.

Example: For the word series, have three or four books on hand to illustrate what a series is. The Arthur or Curious George books are well known series for pre-school children. The Junie B Jones books are a popular series with 1st and 2nd graders, especially girls. The Diary of a Wimpy kid books are a very popular series with 2nd through 5th graders. In describing what a series is, make sure to distinguish between a series (many books about the same character) and multiple books by the same author, as in the Dr. Seuss or Maurice Sendak books. In either case, recommend that if a parent or child has read one book by a given author and liked it, you might look in the library for another book by that same author.

Example: For the genre poetry, you could show a poetry book by popular kids' author Shel Silverstein and read a poem with the class that you have copied. The same poem could be used to demonstrate the word rhyme.

5. Draw on any materials the class is already familiar with to help explain the terms.

Example: Remember that book on Martin Luther King Jr. we read? Was that a biography or an autobiography? Was it fiction or non-fiction?

6. Have students fill in the meanings on their handout in their own words or using a familiar example.

7. **Matching game:** Hand out index cards, each with one new term on it. Have students try to match their word with an example from the book table and explain their choice to the class. Allow the class to decide whether the student has correctly chosen a book that matches the term on their card. If you are in a classroom or library where books are already grouped in categories, have students try to find other examples from the classroom.

8. **Circle Question:** Have students go around in a circle, asking and answering the following question that you have written on the board: *What kind of books does your child like best?* Tell students the answer should include at least one of the new vocabulary terms. Give an example to clarify: "My daughter likes books with a lot of repetition" or "My son likes chapter books." You start the game by asking the student on your left the question. She answers the question and then turns to person on her left to ask the same question until you have gone all the way around the circle.

Follow-Up:

- If you have multiple copies of a children's book on hand that you have already read or plan to read with students, create a review worksheet in which students refer to that book to answer questions using the new vocabulary, e.g. What year was *The Cat in the Hat* written? On page 6, what are two words that rhyme?
- Have students go with their children to the library. Their task is to borrow a non-fiction book on a topic their child is interested in and another book by an author their child has already read and liked. Tell them they can ask the children's librarian for help.
- If you are doing a class trip to a library, you can build a scavenger hunt around the word list. See Topic 3, Unit 4: Using the Library.

Handout: Book Related Vocabulary List

Kinds of Children's Books:

Board books

Picture Books

Chapter Books

Genres of Books: Children and Adults

Fiction

Novels

Non-Fiction

Biography

Autobiography

Poetry

Fairy Tales

Legends/folktales

Nursery Rhymes

Words about Books

Author

Illustrator

Copyright

Series

Character

Rhyme

Repetition

ACTIVITY #6: ASKING OPEN-ENDED QUESTIONS WHEN YOU READ

Rationale:

It isn't sufficient to tell students they should ask questions as they read to their children. They need help in formulating open-ended questions which elicit conversations with their children about the stories being read. Also, because forming questions in English is a grammatical nightmare for many, they need to practice writing and asking questions even after they have understood the concept.

Student Objectives:

- Students will be able to distinguish open-ended from close-ended questions. ▪
- Students will be able to write open-ended questions related to a children's book to be used when reading the book aloud with their children.

Materials:

1. A short picture book for the teacher to read aloud
2. Multiple copies of a children's book for class to read together and borrow to take home
3. Handout: Is it an Open-Ended or a Close-Ended Question?
4. Handout: Question Chart

Activity Outline:

1. Explain objectives.
2. Opening discussion: What is an open-ended question? Remind students it is important to ask questions and talk about the book when they read with their children. Write the phrase "open ended questions" on board. Ask students to guess what that means. The easiest way to explain is to say that open ended questions have no right or wrong answer. They can't be answered in a single word. Write down some examples of open ended questions:
 - Looking at the cover and title: What do you think this book is about?
 - How do you think _____ feels? Did you ever feel that way?
 - What is your favorite picture in the book? Why?

Go over each one to show how there is no one answer to the question. Open-ended questions encourage children to express their own opinions. They help children develop their language skills and critical thinking skills. They help children learn how to

have a conversation about a book (or a TV show or a movie).

3. Contrast open-ended questions with close-ended questions. These do have a right answer and can be answered in a single word. Write down some examples of close ended questions:

- How many ducks do you see on this page?
- What sound does a cow make?
- Where does Jose live?

Point out that we use close ended questions more when reading to very young children to help them practice things they are learning like colors or counting.

4. Divide the class into two groups. Make strips out of the handout: Is it an Open-Ended or Close-Ended Question? Put the strips in two baskets. Each group gets its own set. Have students take turns selecting a strip, reading the question aloud, and deciding whether it is an open-ended or a close-ended question. Allow other students in the group to decide whether their classmate has gotten it correct.

5. Do an animated read aloud of a short picture book. Model asking questions as you go along. Stop every couple of pages and have parents write down the question(s) you have asked. Tell them not to worry about their spelling.

6. When you finish the book, have students read back to you the questions you asked. Write these on the board, correcting the grammar, spelling, etc. For each question, have students decide whether it is an open-ended or close ended question.

7. Distribute multiple copies of a short children's book that is an appropriate level for the class. Read it aloud as students follow along on their own copies. Ask occasional questions and pause to explain unfamiliar vocabulary.

8. With intermediate students, divide them into pairs and hand out the question charts. Explain that they should read the book together with their partner and stop after each page (or some number of pages) to write together a question that they could ask their children when reading to them. Circulate to assist with correctly formulating the questions.

9. With the whole group, ask each pair to share one open-ended question they have written and write it on the board.

10. Have parents take the book and their questions charts home and read the book aloud to their children, using some of the questions they have written. Recommend that they might want to ask four or five open-ended questions during the course of reading the story.

Handout: Is it an Open-Ended or a Close-Ended Question?

How many ducks do you see?

What is your favorite picture in the book? Why?

Why do you think the very hungry caterpillar is so hungry?

Why does Lola like going to the library so much?

Who brings George back from Africa with him?

What color is the bear's sweater?

What do you think is going to happen next?

Does anything in the story remind you of something that happened to

you? What is this called?

Can you find a boat, a truck and a taxi in this picture?

Who is your favorite character in the Arthur books? Why?

What noise does a sheep make?

Handout: Question Chart

Name of Book : _____

PAGE	QUESTION
COVER	

- ACTIVITY #7: Review—Writing Book Reports **(Can be used/adapted for use with beginning level students)**

Rationale:

Writing a book report that asks students to utilize the content learned in the previous activities provides a valuable review.

Student Objectives:

- Students will use Reading Tips from Activity #2 in reading to their children.
- Students will show understanding of book related vocabulary from Activity #5.
- Students will ask open-ended questions in reading to their children.

Materials:

- Handout: Book Review Form
- A variety of children's books

Activity Outline:

1. Explain objectives.
2. Distribute the Handout: Book Review Form and go over it slowly with the class. For beginning level students, the form can be shortened to require less writing. Explain that students will choose a children's book from the collection you have gathered. If the program doesn't have enough books, you could borrow some from a local library. They will read it at home to one of their children, and then will fill out the Book Review Form. Have on hand copies of the Reading Tips students practiced in Activity #2 and the Book Related Vocabulary List they used in Activity #5 to review with them as you go over the Handout. Re-visit the concept of open-ended questions from the previous activity by eliciting examples, or giving them yourself and having students decide whether or not the question is open-ended.
3. Have students choose the book they want to read with their child and then write about. After they have chosen a book, ask students to describe why they chose that particular book.
4. Set a due date for the completed book reviews.

5. When students bring in their completed reviews, have them report orally on their book, using the answers they have written down, and showing the book to their classmates. Depending on class size, this can be done with the whole group or in small groups. Before they begin, model an oral report yourself so students understand what is expected.

Handout: Book Review Form

Title	
Author	
Illustrator	
Copyright Date	
Summary	
Characters	
Kind of Book	
Genre Book	¹

Examples of Rhymes	
--------------------	--

What reading tips did you use when you read this book with your child?	
How did your child respond to the reading tips you used?	
What open-ended questions did you ask when you read this book with your child?	

ACTIVITY #8: USING CHILDREN'S BOOKS AS CLASSROOM TEXTS

(Can be used/adapted for use with beginning level students)

Rationale:

Adult education teachers sometimes feel wary of using children's books as texts with their classes because they don't want to infantilize their students in any way. However, everyone loves good children's books, and especially for ESOL students, the pictures, the humor, the repetition, and the simpler vocabulary make them very accessible. When teachers read children's books with their students, they can model how parents can engage their children in meaningful conversations about books and help their children learn to love to read.

Materials:

- Multiple copies of whatever children's books you are choosing, at least enough for every two students, but ideally enough for the class. Scholastic is a good place to order inexpensive children's books. Alternately, one can xerox copies, watch YouTube videos of books being read aloud, or hand out typed transcripts. Any Boston Public Library branch can also order for you multiple copies of a given book and will let you know when they arrive.
- Handout: Book Report Form

Activity Outline:

Note to Teachers: *There are many equally wonderful children's books to read and many different ways a teacher can use children's books in a class. Here three different approaches will be suggested: 1) using part of a class every week to read a different short picture book which students then take home to read with their children; 2) doing an author's study over the course of seven or eight classes; and 3) deep reading and discussing of one book, chosen for its resonance with parents, around which skills are taught and parents learn how to engage with literature. As each of the three approaches is described, one particular book or author will be used to illustrate the approach. These books have been chosen as examples. It isn't to say you should use these books, although of course you are welcome to and will have some ready-made class materials. Choose the approach you want to try and select whatever book(s) you think will be most appropriate and most enjoyable for your class. In the next unit, Using the Library, the final activity includes bibliographies of appropriate children's books.*

Approach #1: Reading a number of different short children's books over the course of your program year

Student Objectives: Students will be exposed to a variety of children's texts and experience the pleasure for themselves and their children that come from reading children's books. At the same time, they will build vocabulary and reading fluency.

1. Read the book aloud so students hear the whole story read in a way that engages them and would engage their children. Discuss new vocabulary words in context and pose questions as you go along. Always ask whether they liked the book and whether their children would like it and why.
2. Have students take turns reading the book aloud or divide them in pairs to read to each other.
3. Give students some questions to answer or tasks to do with the text designed to deepen their understanding of it. For example, after reading the classic Madeleine, by Ludwig Bemelmans, students were given the following cloze exercise the teacher developed:

MADELEINE In an old house in ____ that was covered with vines lived twelve little girls in two straight ____. In two _____lines they broke their bread. And _____their teeth And went _____. They smiled at the good And frowned at the bad And they were very _____. They left the _____at half past nine In two straight lines In rain or _____. The _____one was Madeleine.	lines straight Paris to bed brushed sad shine sometimes smallest house
---	--

Having done previously Activity #5, **Book Related Vocabulary**, students can review those concepts in the context of Madeleine:

Madeleine and Using Children's Book Vocabulary

1. Who is the author of Madeleine? _____
2. Who is the illustrator of Madeleine? _____
3. Give one example of a rhyme in Madeleine (write the two rhyming words).
4. Is Madeleine a book which uses repetition to tell the story? Yes or No
5. Copy down one phrase in Madeleine which repeats. _____
6. Is Madeleine a picture book or chapter book? _____
7. Who is the main character in Madeleine? _____

4. Have the group come up with some open-ended questions they could ask their children as they read this particular book. Remind them that open-ended questions cannot be answered with a Yes or a No. List these on the board and have parents copy them.
5. Do partner role plays with the book in which one student is the parent and the other the child, adopting perhaps the name and age of the reader's actual child. Encourage "the parent" to ask questions of "their child." Circulate as the pairs are doing the role plays to coach and help with pronunciation.
6. Homework: Loan parents the book to take home to read and talk about with their children. Remind them that young children like to hear the same book over and over and that reading it more than once will also be good for practicing their English. Suggest that if they have children who are already readers, that child can read the book to them, and they can talk about it. Or they can read the book to the child and have the child help them with their pronunciation. Have intermediate students fill out the Handout: Book Report Form after reading the book with their child.

Handout: Family Reading Book Report Form

Title: I read _____ with my child.
(Write down the title of the book)

What happened when you read this book with your child? Consider the following:

- Things you said about the pictures or the story

- Questions you asked
- Things your child said
- Questions your child asked
- What you think your child was learning or practicing
- What you think your child liked about the book

[illegible]

Approach #2: Doing an Author Study: Maurice Sendak

Note to Teachers: This approach adapted from the Chelsea Intergenerational Literacy Program.. They typically do two author studies each year and use the same format each time. Over the course of approximately eight classes, students read a different book by the same author each class, learn biographical information about the author, and write a letter to the author. The program orders one or two copies of each book that will be read so students can see the book, but because buying multiple copies of each book is too expensive, illustrations from the books are projected and students are given typed transcripts of the texts to read, or the class watches read alouds on YouTube.

The materials below are adapted versions of lesson plans from the Chelsea Intergenerational Literacy Program's Maurice Sendak Author Study, done in the fall of 2011 (before he passed away). They provide an example of how to do an Author's Study. All materials mentioned will be included at the end of the description of the Author Study classes.

Learning objectives for Author Study: Students will read and comprehend a variety of books by Maurice Sendak. They will connect the author to the text by noting which elements of his life are reflected in the books. They will practice reading books aloud in order to read with their children, connecting oral words with print and building reading fluency. They will evaluate books they read and articulate which are their favorites and least favorites. They will write to the author, sharing their thoughts on his books.

Class #1: Chicken Soup With Rice, by Maurice Sendak

Materials:

- Several copies of the book
- Copies of the transcript of book text
- Carole King singing Chicken Soup with Rice, YouTube video, <https://www.youtube.com/watch?v=r9Vvll6sHJw>

1. Introduce the author study by showing various Maurice Sendak books and check on student background knowledge. Has anyone heard of Sendak or his books? If so, what do they think of his books.
2. Show students the cover of Chicken Soup with Rice and have them guess what the book is about. Generate a list of student predictions.

3. Introduce key vocabulary: laps, concocting, pepped, gusty gale, baubled, bangled
4. Do an oral read aloud, with students following the transcripts. Before each section, pause to talk about the month. What do students associate, for example, with the month of March? Which month is their favorite?
5. Have students read orally in pairs. Point out that it is a rhyming book so they should try to emphasize the rhymes as they're reading aloud.
6. Challenge: have each student practice reading their favorite month with as much expression as possible for the rest of the group.
7. Writing: have students write briefly in their journals about whether they like the book or not, and why. *Would they read it with their children? Why or why not? Do they have a favorite part of the book? What is it?*
8. Wrap up and Reflection: Look at list of predictions. Were any correct? Take a class poll on whether students like the book or not. List reasons on the board.
9. End by re-playing the audio of Carole King singing Chicken Soup with Rice.

Class #2: Maurice Sendak biography

Materials: Copy of one page biography

1. Question: *Is there anything you learned about Sendak from reading Chicken Soup with Rice?* Try to elicit he is both the writer and the illustrator.
2. Group brainstorm: *What do you want to know about him?* List on board.
3. Do oral read aloud of biography (see attached) after writing and explaining key vocabulary on the board: illustrated, idolizing, self-taught, pop culture, stage designer.
4. Re-read biography orally in pairs. For additional practice, do echo reading, stopping after each sentence to discuss.
5. After reading, focus on what they learned about Sendak and what they still want to know.
6. Writing Activity: Students do individual KWL charts (Know, Want to Know, Learned). Then do a whole group KWL chart.
7. Listen to Carole King singing Chicken Soup With Rice again. Have students follow along on their transcripts of the book.
<https://www.youtube.com/watch?v=r9Vvll6sHjw>

Class #3: Where the Wild Things Are

Materials:

- Book copies and transcript of Where the Wild Things Are;
 - Illustrations from the book.
1. Review what has been learned about Sendak.
 2. Introduce Where the Wild Things Are. It is his most famous book and won the Caldecott medal in 1964. Go over key vocabulary: mischief, gnashed, tamed, rumpus. Show students the image of the medal on book cover and explain what that means and that when they see that on a children's book, they will know it is a really high quality book.
 3. Read book aloud, with students following on their transcripts. Connect text with

pictures. Stop as appropriate to discuss vocabulary and talk about students reactions to the book.

4. Re-read book orally in pairs.
5. Additional support: do echo reading, emphasizing the rhythm and flow of the words.
6. Writing activity: have students write briefly in their journals about whether they like the book or not, and why. *Would they read it with their children? Why or why not? Do they have a favorite part of the book? What is it?*
7. Take a class poll on whether students like or don't like the book and why. List poll results and reasons on the board.
8. Ask students if they will read this book with their children and write results on board. Ask what kinds of strategies they will use when reading this book with their children. List these on the board.

Class #4: Alligators All Around

Materials:

- Book copies and transcript of text;
 - Carole King singing Alligators All Around
<http://www.youtube.com/watch?v=r3DRUJUWgOA>
1. Review what students know about Sendak from previous days.
 2. Introduce Alligators All Around. Review the front cover and introduce terms "frontispiece", "title page", and "dedication page". Show enlargement of the pictures from the cover and ask what students think the book might be about.
 3. Key Vocabulary: imitating, quarrelsome, tantrums, vain. Point out that there are many unusual words in this book.
 4. Read book aloud, with students following on their transcripts. Pause as appropriate to discuss vocabulary, connect illustrations with text and discuss student reactions to the book.
 5. Re-read book orally in pairs.
 6. Additional support: do echo reading with emphasis on pronunciation of words and

connection with the pictures.

7. Challenge: have students add in additional alphabetically and thematically appropriate words for each letter, just for fun.
8. Writing activity: have students write briefly in their journals about whether they like the book or not, and why. *Would they read it with their children? Why or why not? Do they have a favorite part of the book? What is it?*
9. Wrap up: Take a class poll on whether students like or don't like the book and why. Lists poll results and reasons on the board. Ask students if they will read this book with their children and write results on board. Ask what kinds of strategies they will use when reading this book with their children. List these on the board.
10. Play Carole King version of song of [Alligators All Around](#), with students following on their transcripts.

Class #5: In the Night Kitchen

Materials:

- Copies of the book and transcript of text
 - Illustrations from the book.
1. Review what students know about Sendak from previous days.
 2. Introduce In the Night Kitchen, pointing out it was/is quite controversial (because the little boy is naked in the story) and was a Caldecott Honor Book. It was banned in many places, like school libraries. *What does **banned** mean?* Tell students to think about their own opinions of the book as they read it. *Is it good? Bad? What do they like or dislike about the book? Why? Should it be banned? Should any book be banned?*
 3. Key Vocabulary: racket, chanting, dawn, batter, dough.
 4. Read book aloud with students following on their transcripts. Stop as appropriate to discuss vocabulary, connect illustrations with text, and talk about learners' reactions to the book—especially when Mickey falls out of his pajamas.
 5. Re-read book orally in pairs.

6. Additional support: Follow the same pattern, but with echo reading, with heavy emphasis on rhythm and flow and connection with pictures.
7. Challenge: After reading through the book, have students discuss censorship and this book. Would they read this with their children or not?
8. Writing activity: have students write briefly in their journals about whether they like the book or not, and why. *Would they read it with their children? Why or why not? Do they have a favorite part of the book? If so, what?*
9. Wrap up: Take a class poll on whether students like or don't like the book and why. List poll results and reasons on the board. Ask students if they will read this book with their children and write results on board. Ask what kinds of strategies they will use when reading this book with their children. List these on the board.

Class #6: Pierre

Materials:

- Book copies and transcript of text;
- Carole King singing Pierre <https://www.youtube.com/watch?v=ToVHzUDYIgU>

1. Review what students know about Sendak from previous days.
2. Introduce Pierre by talking about child behavior and having students brainstorm examples of misbehavior. As with Alligators all Around, review terms “frontispiece”, “title page”, and “dedication age”. Show enlargements of pictures from cover and these pages and ask students what they think the book might be about. Point out the book is in several small chapters and ask students to think about why.
3. Introduce key vocabulary: prologue, suitable, bother, dreadful.
4. Read aloud, with students following with their own copies of the text. Stop as appropriate to discuss vocabulary, connect illustrations with text and talk about students' reactions to the book.
5. Re-read the book orally in pairs.
6. Additional support: Do echo reading, with emphasis on pronunciation and connection with pictures.

7. Writing activity: have students write briefly in their journals about whether they like the book or not, and why. *Would they read it with their children? Why or why not? Do they have a favorite part of the book? If so, what?*
8. Wrap up: Take a class poll on whether students like or don't like the book and why. List poll results and reasons on the board. Ask students if they will read this book with their children and write results on board. Ask what kinds of strategies they will use when reading this book with their children. List these on the board.

Activity #7: Writing Letters to Maurice Sendak

Materials:

- Copies of Sendak books for perusal
- Program letterhead
- Ideas for Your Letters sheet

1. Introduce letter writing. Explain that students will write a letter to Maurice Sendak. Review the format for letter writing with a model on the board. Remind students to include date, salutation, body of letter, closing and signature.
2. Key vocabulary: greeting, introduction, indent, paragraph, closing, signature.
3. Brainstorm what information students can include in their letters and what questions they might like to ask Sendak. Remind students that: letters do not have to be long; they should include some personal information; they should tell about the books they have read and/or liked and have shared with their children. They should include at least one question for the author.
4. Handout and review Ideas for Letters sheet.
5. Explain that students will write a draft of their letter in their notebooks. After the teacher has checked it for spelling, punctuation, etc. they will then copy it over on program letterhead.
- 6 Additional support: for lower level students, they can dictate sentences to the teacher/tutors and then copy those sentences once the teacher has written them down.
7. Wrap up: Ask students to share their letters with the class.
8. Send the letters to the author if possible and invite them to visit the class.

Transcripts and Handouts
Author Study on Maurice Sendak
The Chelsea Intergenerational Literacy Project

Chicken Soup with Rice: A Book of Months
By Maurice Sendak

January

In January it's so nice
while slipping on the sliding ice
to sip hot chicken soup with rice.
Sipping once, sipping twice,
sipping chicken soup with rice.

February

In February it will be
my snowman's anniversary
with cake for him and soup for me!
Happy once, happy twice,
happy chicken soup with rice.

March

In March the wind blows down the door
and spills my soup upon the floor.
It laps it up and roars for more.
Blowing once, blowing twice,
blowing chicken soup with rice

April

In April I will go away
to far off Spain or old Bombay and
dream about hot soup all day. Oh,
my, oh, once, oh, my, oh, twice, oh,
my, oh, chicken soup with rice.

May

In May I truly think it best
to be a robin lightly dressed
concocting soup inside my
nest. Mix it once, mix it twice,
mix that chicken soup with rice.

June

In June I saw a charming
group of roses all begin droop.
I pepped them up with chicken
soup! Sprinkle once, sprinkle twice,
sprinkle chicken soup with rice.

July

In July I'll take a peep
into the cool and fishy deep
where chicken soup is selling
cheap, selling once, selling twice,
selling chicken soup with rice.

August

In August it will be so hot
I will become a cooking pot
Cooking soup of course. Why not?
Cooking once, cooking twice,
cooking chicken soup with rice.

September

In September for a while
I will ride a crocodile
Down the chicken soupy Nile.
Paddle once, paddle twice,
paddle chicken soup with rice.

October

In October I'll be host
to witches, goblins and a ghost.
I'll serve them chicken soup on
toast. Whoopy once, whoopy twice,
whoopy chicken soup with rice.

November

In November's gusty gale I will flop my flippy

tail and spout hot soup.

I'll be a whale!

Spouting once, spouting twice,

Spouting chicken soup with rice.

December

In December I will be

A baubled banged Christmas tree

With soup bowls draped all over

me. Merry once, merry twice

Merry chicken soup with rice.

I told you once, I told you twice.

All seasons of the year are nice

For eating chicken soup with

rice

Maurice Sendak Biography



Maurice Sendak has illustrated more than a hundred picture books throughout his 60-year career. Some of his best known books include *Chicken Soup with Rice*, *Where the Wild Things Are*, and *In the Night Kitchen*. Born in Brooklyn in 1928 to Jewish immigrant parents from Poland, Sendak grew up idolizing the storytelling abilities of his father, Philip, and his big brother, Jack—as a child he illustrated his first stories on shirt cardboard provided by his tailor-father. Aside from a few night classes in art after graduating high school, Sendak is a largely self-taught artist. Throughout his career, he has taken characters, stories, and inspirations from his among his own neighbors, family, pop culture, historical sources, and long held childhood memories. Sendak began a second career as a costume and stage designer in the late 1970s, designing operas by

Mozart, Prokofiev, Ravel, and Tchaikovsky, among others.

He has won numerous awards as both an artist and illustrator, including a Caldecott Award, a Newberry Medal, the international Hans Christian Andersen Award, a National Book Award, the Astrid Lindgren Memorial Award, and a National Medal of Arts. His books continue to be read by millions of children and adults and have been translated into dozens of languages and enjoyed all over the world.

Where the Wild Things Are **Story and Pictures by Maurice Sendak**

The night Max wore his wolf suit and made mischief of one
kind and another

his mother called him “WILD THING!”
and Max said “I’LL EAT YOU UP!”
so he was sent to bed without eating anything.

That very night in Max’s room a forest grew
and grew—

and grew until his ceiling hung with vines
and the walls became the world all around

and an ocean tumbled by with a private boat for Max
and he sailed off through night and day

and in and out of weeks
and almost a year
to where the wild things are.

And when he came to the place where the wild things are they
roared their terrible roars and gnashed their terrible teeth

and rolled their terrible eyes and showed their terrible claws

till Max said “BE STILL!”
and tamed them with the magic trick

of staring into all their yellow eyes without blinking once and
they were frightened and called him the most wild thing of all

and made him king of all wild things.

“And now,” cried Max, “let the wild rumpus start!”

“Now stop!” Max said and sent the wild things off to bed without their supper. And Max the king of all wild things was lonely and wanted to be where someone loved him best of all.

Then all around from far away across the world
he smelled good things to eat
so he gave up being king of where the wild things are.

But the wild things cried, “Oh please don’t go—
we’ll eat you up—we love you so!”
And Max said, “No!”

The wild things roared their terrible roars and gnashed their terrible teeth
and rolled their terrible eyes and showed their terrible claws but Max
stepped into his private boat and waved good-bye

and sailed back over a year
and in and out of weeks
and through a day

and into the night of his very own room
where he found his supper waiting for him

and it was still hot.

Alligators All Around: An Alphabet

By Maurice Sendak

A alligators all around

B bursting balloons

C catching colds

D doing dishes

E entertaining elephants

F forever fooling

G getting giggles

H having headaches

I imitating Indians

J juggling jelly beans

K keeping kangaroos

L looking like lions

M making macaroni

N never napping

O ordering oatmeal

P pushing people

Q quite quarrelsome

R riding reindeer

S shockingly spoiled

T throwing tantrums

U usually upside down

V very vain

W wearing wigs

X x-ing x's

Y yackety-yacking

Z Zippity zound!

Alligators All Around.

In the Night Kitchen Story and Pictures by Maurice Sendak

Did you ever hear of Mickey,
how he heard a racket in the night

and shouted, "QUIET DOWN THERE!"

and fell through the dark, out of his clothes

past the moon & his mama & papa sleeping tight

into the light of the night kitchen?

Where the bakers who bake till the dawn
so we can have cake in the morn
mixed Mickey in the batter, chanting:

Milk in the batter! Milk in the batter!
Stir it! Scrape it! Make it! Bake it!

And that put that batter up to bake
a delicious Mickey-cake.

But right in the middle
of the steaming
and the making
and the smelling
and the baking
Mickey poked through and said:

I'm not the milk and the milk's not me!
I'm Mickey!

So he skipped from the over & into bread dough
all ready to rise in the night kitchen.

He kneaded and punched it

and pounded and pulled

till it looked okay.

Then Mickey in dough was just on his way

when the bakers ran up with a measuring cup,
howling: Milk! Milk! Milk for the morning cake!

What's all the fuss? I'm Mickey the pilot!
I get milk the Mickey way!

And he grabbed the cup as he flew off

and up
and up

and over the top
of the Milky Way
in the night kitchen.

Mickey the milkman dived down to the bottom

Singing: I'm the milk and the milk's in me.
God bless milk and God bless me!

Then he swam to the top, pouring milk
from his cup into batter below—

so the bakers they mixed it
and beat it and baked it.

Milk in the batter!
Milk in the batter!

We bake cake!
And nothing's the matter!

Now Mickey in the night kitchen cried COCK-A-DOODLE

DOO! and slid down the side

straight into bed

cake free and dried.

And that's why, thanks to Mickey
we have cake every morning.

Pierre: A Cautionary Table in Five Chapters and a Prologue

By Maurice Sendak

Prologue

*There once was a boy named Pierre
who only would say, "I don't care!"
Read his story, my friend,
for you'll find at the end
that a suitable moral lies there.*

Chapter 1

One day his mother said
when Pierre climbed out of bed,
"Good morning, darling boy,
you are my only joy."
Pierre said, "*I don't care!*"

"What would you like to eat?"
"*I don't care!*"
"Don't sit backwards on your chair."
"*I don't care!*"
"Or pour syrup on your hair."
"*I don't care!*"

"You are acting like a clown."
"*I don't care!*"
"And we have to go to town."
"*I don't care!*"
"Don't you want to come, my dear?"
"*I don't care!*"
"Would you rather stay right here?"
"*I don't care!*"

So his mother left him there.

Chapter 2

His father said, "Get off your head
or I will march you up to bed!"

Pierre said,

"I don't care!"

"I would think that you could see--"

"I don't care!"

Your head is where your feet should
be!" *"I don't care!"*

"If you keep standing upside down—"

"I don't care!"

"We'll never ever get to
town." *"I don't care!"*

"If only you would say I CARE."

"I don't care!"

"I'd let you fold the folding
chair." *"I don't care!"*

So his parents left him there.
They didn't take him

anywhere.

Chapter 3

Now, as the night began to fall
a hungry lion paid a call.
He looked Pierre right in the eye
and asked him if he'd like to die.

Pierre said,

"I don't care!"

"I can eat you, don't you see?"

"I don't care!"

"And you will be inside of me."

"I don't care!"

"Then you'll never have to bother—

"I don't care!"

"with a mother and a father."

"I don't care!"

"Is that all you have to say?"

"I don't care!"

"Then I'll eat you, if I may."

"I don't care!"

So the lion ate Pierre.

Arriving home at six o'clock,
his parents had a dreadful
shock! They found the lion sick
in bed
and cried, "Pierre is surely dead!"

They pulled the lion by the hair.
They hit him with the folding chair.
His mother asked, "Where is
Pierre?" The lion answered,
"I don't care!"
His father said, "**Pierre's in**

there!"

Chapter 5

They rushed the lion into town.
The doctor shook him up and
down. And when the lion gave a
roar— Pierre fell out upon the
floor.

He rubbed his eyes and scratched his
head and laughed because he wasn't
dead. His mother cried and held him tight.

His father asked, "Are you all right?" Pierre said, "I am feeling fine, please take me home, it's half past nine." The lion said, "If you would care to climb on me, I'll take you there." Then everyone looked at Pierre who shouted, *"Yes, indeed I care!"*

The lion took them home to rest and stayed on as a weekend guest. The moral of Pierre is: **CARE!**

IDEAS FOR YOUR LETTERS

1. INTRODUCTION:

My name is _____.

I am a student

_____ I have _____
children.

I am learning English.

2. BODY:

I like your books because_____.

My children like your books because _____. My
son/daughter's favorite book is _____ because_____.

My favorite book is _____ because_____. We
read your biography.

We looked at your website.

Your books are _____. (interesting, colorful, beautiful, fun,)

3. QUESTIONS:

Are you writing any new books?

What do you like to do in the winter?

Have you visited Boston?

How long does it take for you to finish a book?

4. CLOSING:

Thank you for writing books for us and for our children.

I wish you good health.

I enjoyed learning about you and your work.

I hope you will continue to write books.

Approach #3: Deep Reading: Book of the Month: How to Actively Engage with a Book

Note: This approach in the parent ESOL context has been developed by Alice Levine, former Family Education Curriculum Specialist in BPS. The essence of the approach is to talk, talk, and then talk some more about one book—making predictions, changing predictions as you go along, interpreting metaphoric language, making personal connections to the text. This deep reading approach is very similar to the training BPS teachers recently received in “close reading” to help meet new standards in which students are expected to be able to do close textual analyses.

A second key component of this approach is to use the one book you are reading as the core of all the ESOL skills you want to address over the course of the month—pronunciation, grammar, spelling, conversation, writing. Grandma’s Records, by Eric Valesquez, is used below to demonstrate this approach. Generic discussion questions you can use to promote dialogue with any text, sample materials specific to Grandma’s Records, and an annotated list of other possible books to use have been included at the end.

Extensive curricula for this approach of building core ESOL skills around a single book can be found in the Unit on Advocacy and Special Education (Topic 2, Unit 5). Three books, all dealing with children with disabilities and which resonate deeply with parents are presented. They are Just Ask, by Sonia Sotomayor, Thank you Mr. Falker by Patricia Polacco and Wilma Unlimited, by Kathleen Krull.

Learning Objectives: Students will experience the process of getting deeply involved in and excited about a book so that they can share this same process with their children. They will learn what it means to be an active reader—making personal connections to the story, asking questions, making predictions and reading between the lines. They will build core ESOL skills around the content provided by the book.

Grandma’s Records, by Eric Velasquez. In this memoir, the author describes how every summer, a young Eric goes to live with his grandmother in El Barrio (Spanish Harlem) while his parents work. She shares her love of the music she grew up with in Puerto Rico with her grandson in this celebration of music, memories and a grandparent/grandchild relationship.

1. Go over Handout: Be An Active Reader! Give examples. This will frame the approach students will use as they read Grandma’s Records. Ask students to save this handout and have it in class with them. Then refer back to it frequently. For example, when

students are asked pick something that made them think about an incident in their own lives and then to write about it, go back to the handout and point out that this is one part of Active Reading—E.G.. making a personal connection to the text.

2. Introduce book, explaining that the class will be reading the book together over the course of the next few classes or few weeks. Have students predict what they think the book will be about, based on the cover. Note these predictions on an easel pad so you can go back to them periodically and get parents to check their own predictions.
3. Begin to read the book aloud, defining words as you go. Because you want to encourage as much conversation about the book as possible, it helps to stop every three or four pages and divide students into small groups or with partners to discuss the book. In a multilevel class, there can be an easier and a harder set of discussion questions. Students can answer these with each other orally, or can discuss them and then write their responses.
4. Every time you begin to read aloud a new section of the book, re-read it from the beginning so that students gain increasing familiarity with the book. Point out that re-read means read it again and generate over words beginning with the prefix RE.
5. Have students do two or three writing assignments as they progress through the book in which they make personal connections to something the characters do, say or feel, or make a personal connection to an illustration. Always have them share their writing (or in the case of Grandma's Records their sharing of a favorite song,) with their classmates. Encourage them to share these personal connections as stories with their children. With YouTube it is easy for students to share songs that speak to their heart with their classmates.
6. Encourage a close reading of the text. For example, have students find phrases or sentences in the book that they especially like, mark those with Post-its, and then explain their choices.
7. Create word lists from the book as appropriate. These could be verb lists, expressions, feeling adjectives, Tier 1 and Tier 2 sight words. Relate the words back the text and have students practice these words.
8. Do paired dictations from the text. Again, there can be an easier and a harder set of dictation sentences. (See Activity #4: Big Dreams, in this same unit for a description of how to do paired dictations).
9. Encourage story telling throughout. Have students tell a related story to a partner or to the class as a whole. Or have partners tell each other's stories. Encourage students to tell these same stories at home with their children.

10. Wrap-Up Assignment: Parents take the book home, read it with their children, practicing active reading, and are given a Parents and Children Reading Together activity to do at home.

Be an Active Reader!



- Make personal connections to the story.
 - Be curious, ask questions, and search for answers.
 - Predict what you think will happen—and check out your predictions! ·
- Read “between the lines” to understand the deep meaning of the story.

Have a continuous conversation with the text and the author as you're reading!

Handout: ¡Sea un Lector Activo



- Haga una conexión personal con la historia.
- Sea curioso, haga preguntas y busque las respuestas.
- Prediga lo que usted piensa va a suceder—y compruebe sus predicciones.
- Lea “entre líneas” para un entendimiento más profundo de la historia.

¡Tenga una conversación continua con el texto y el autor del libro que usted está leyendo!

Sample Questions to Promote Dialogue with the Text

Making Connections and Utilizing Background Knowledge

1. When you look at the cover of the book, what strikes you?
2. Does this picture or the text on this page make you think of anything or remind you of anything in your own life?
3. Who do you identify with in this story?
4. Has anything similar ever happened to you?
5. Do you know how this character feels? Can you give an example from your life where you felt similarly?
6. Based on your own experience, why do you think this character responded the way she did?

Making and Checking out Predictions

1. What do you think the book will be about?
2. What can you tell about the characters in the book, based on the picture and words on the cover?
3. Next look at the title page and the dedication. Do these pages offer evidence that confirms or changes your ideas about what the book will be about?
4. As you read the book, keep going back to your initial predictions. Do you think you were right or do you want to change your predictions? Why?
5. Look carefully for clues as if you were trying to figure out the solution to a mystery on a television series. What do you think is going to happen? What clues are you noticing?
6. Is there anything that surprises you in the plot or in the behavior or attitude of one of the characters? Can you think of any clues that this surprising plot twist would happen?

Making Inferences (Reading Between the Lines)

1. How do you think this character is feeling? What makes you think that?
2. Who is speaking here? How do you know?
3. What do you notice about how the colors are different on these two pages? What do you think the change in colors means?
4. The book begins with the sentence, "No one expected such a tiny girl to have a first birthday." What do you think is meant by this sentence? Why wouldn't people expect a child to have a first birthday?
5. Why do you think the author chose the title they did for the book?

Asking Questions

1. The best way to model the process of asking questions when reading with a child is to continually make “I wonder....” statements (in a natural and curious tone of voice), For example:
 - I wonder why she did that.
 - I wonder what’s going to happen next.
 - I wonder why they call this area the West Indies if it’s nowhere near India. · I wonder if the two of them are going to become friends by the end of the book.
2. If you had an opportunity to talk with or write to the author, what would you want to ask him or her?
3. Is there anything you’re curious about from reading this book that you’d like to look up on the internet?
4. Is there anyone we know who you think could help us understand what it was like to live in this time or place?

Grandma's Records

Questions to discuss with your partners

1. How old do you think Eric is? Why do you think that?
2. What are some things Eric likes to do?
Or
How would you describe his personality?
3. Who does the grandmother remind you of? Describe this person to your partners.
4. What is your favorite page of the book? Why?

Grandma's Records: Questions to Discuss

1. Where was grandma born? How do you know?
2. Where do you think the grandson was born?
3. What are some things that the boy likes to do?
4. What are some things that the grandmother likes to do?
5. Why did the parents leave their child with his grandmother for the summer?
6. How do you think the parents felt about leaving him there? (Use the text, the pictures, and your own experience to answer this question.)
7. In what ways do you think that the grandmother and her grandson are similar?
8. How did the grandmother feel when she listened to her special song? (Use the text, the pictures, and your own experience to answer this question.)
9. Why do you think that sometimes the boy would “sneak in Grandma’s special song just to watch her put her hand over her heart and sing?”

Grandma's Records: Talking with a Partner

1. What is your favorite picture in the book? Why? What does it remind you of? What special details do you notice? What feelings or moods are created by the picture? How would you describe the style of the picture? Mark your favorite picture with a Post-It note.
2. Find some phrases or sentences in the book that you especially like. Why do you like these phrases or sentences? Mark your favorite sentences with a Post-It note.
3. Can you and your partner find any new expressions that you learned from reading this book?

Grandma's Records

Making Connections to the Text: Writing Activity #1

Pick something in the book that made you think of something in your own life. Write about what you read (or saw in a picture) in the story that brought that connection to mind. Then write about what thoughts or feelings or memories it brought up for you. (I will do it too.)

Grandma's Records: Homework
Making Connections to the Text: Music

1. Think about what Grandma says. "Sometimes, a song can say everything that is in your heart as if it was written just for you." Think of a song that makes you feel that way.
2. Try to find a recording of the song you like on YouTube you can play for the class.
3. Be ready to explain to your classmates why this song "says everything that is in your heart."
4. For those of you who speak Spanish: listen again to En Mi Viejo San Juan

Grandma's Records: A Review

Discussion Questions for When You Have Finished the Whole Book

1. What is the title of the book? Who was the author of the book? Who is the illustrator? What was the name of the boy in the book?
2. How old do you think Eric is? What makes you think that?
3. Where does the story take place?
4. What are some words you could use to describe the personality or character of the grandmother?
5. What are some words you could use to describe Eric's personality or character?
6. What was the first song the band played? What was the last song the band played?
7. What did Grandma think about when she played her special song? 8. Find a sentence that shows what a good imagination Eric had.
8. What kind of job do you think Eric had when he grew up? Are there any clues in the book?
9. Why do you think the band stopped at grandmother's house? What is the reason that is given directly in the text? What other reasons can you think of? What do you think is most likely?
10. Look at the page that has the picture of the outside of the theater. It says Grandma was nervous the whole ride. Make a list of all the possible reasons she was nervous. Which do you think is most likely? See if you can find any clues (evidence) in the book.
11. Why did Grandma say "Ay, Dios mio" when the concert was about to start?
12. Why did everyone do the same thing when the band sang the last song? How do you know?
13. How would you describe the theme (or the most important idea) of the song "Mi Viejo San Juan?"
14. How would you describe the theme (or the most important idea) of the book Grandma's Records?

Grandma's Records: Present and Past Tense Verbs

Present Past

Drop off Dropped off

Pick up Picked up

Wrap Wrapped

Play Played

Like Liked

Realize Realized

Love Loved

Point Pointed

Start Started

Sing Sang

Draw Drew

Go Went

Know Knew

Spend Spent

Make Made

Take Took

Get Got

Begin Began

Come Came

Have Had

Grow up Grew up

Leave Left

A Book List: Books Which Work for the Deep Reading Approach

Tomas and the Library Lady, by Pat Mora. This is a moving story of a child of migrant workers who discovers the joys of reading and the world of the imagination when a librarian takes him under her wing. Google Images can help set the context. When you read the back cover, you discover that it is a true story and the boy, Tomas, went on to become the Chancellor of a California university.

Running the Road to ABC by Denize Lauture. This book is written by a Haitian poet so the language is complex and would normally be a challenge for ESOL students. However, the illustrations are incredibly clear, beautiful, and evocative so even beginning ESOL students can connect. What became a vital tool for this book was creating picture dictionaries to go with the books. Using Google Images, one can get great pictures from a Haitian context.

Circles of Hope by Karen Lynn Williams. This is a simpler book, not by a Haitian author, that raised good discussion with the parents about the problems of deforestation in Haiti.

Sonia Sotomayor: A Judge Grows in the Bronx by Jonah Winter. English, Spanish and Creole speaking parents have all loved this book which focuses on Sotomayor's childhood, growing up in a housing development in the South Bronx. It's a bilingual book—so teachers of Spanish speakers have to decide if they want parents to have access to both languages on the first read or not.

Thank You, Mr. Falker by Patricia Polacco. This is a wonderful book about a child with learning disabilities. It's longer and more complex than either Grandma's Records or Tomas and the Library Lady, but parents have loved it and it has generated great discussions. *(See Topic 2, Unit 5, Activity #6 for materials to use with this book.)*

Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman by Kathleen Krull . This is a true story. Parents have loved the story of all the challenges Wilma Rudolph faced—polio, racism, and poverty. *(See Topic 2, Unit 5, Activity #6 for materials to use with this book.)*

ACTIVITY #9: HAVING A FAMILY READING NIGHT

Rationale:

Even parents who read to their young children on a regular basis often stop doing so once their children become readers themselves. While this happens in many families, it is particularly likely to happen when children of immigrant parents read English so much more easily than do their parents. However, even as children become capable of independent reading, they lack the life experience necessary to make deep connections to what they read. Family reading nights, which can be structured in a myriad of ways, present an opportunity for parents and children to have conversations about what they are reading and to model both the value of reading and the value of family time. In addition, they can help support children in maintaining their first language.

Student Objectives:

- Students will be able to name at least two different ways to structure a Family Reading Night

Materials:

- Handout: Some Tips for Family Reading Nights at Home

Activity Outline:

1. Explain objectives.
2. Ask students to write down at least one family activity they do on a regular basis and share those. If you have done the previous unit, *You Are Your Child's First Teacher*, refer back to Activities #5 and #6 which focus on family activities. Probably a Family Reading Night will not be among the activities listed.
3. Via a show of hands, determine whether there is a drop off in students reading to their children once they reach first or second grade. Ask parents why this might be so. The reason given will probably be, "They can read themselves now."
4. Using an example from a children's book parents are familiar with, explain that while children can often read the words themselves (decoding), they don't necessarily comprehend what they are reading. For example, in Grandma's Records, by Eric Velasquez, a richly textured book referred to in the previous activity, the

grandmother says, “Sometimes, a song can say everything that is in your heart as if it was written just for you.” Ask parents whether their seven year olds would understand that. Ask what those words mean to them, and whether they can share an example of a song that has a lot of memories and meanings for them. Explain that this is what you mean when you say parents need to continue reading with older kids also so they can share their life experiences and thus help their children understand what they are reading.

5. Write Family Reading Night on the board and ask students what they think that means. Make a distinction between a **family** reading night and a parent reading to one child, perhaps before that child goes to bed. Remind parents of the concept of being reading role models for their children.

6. Do a group brainstorm around the question: *What are some different ways parents and children can read together?* Supplement the list students generate so it includes:

- Parents read to children in English
- Parents read to children in their first language
- Shared reading: parents read one page, children read the next page
- Using bilingual books: child reads English text, parent reads other language text
- Everyone in the family reads independently

Stress that whatever model they choose, talking together about the book is key. Have parents choose the approach from the list they think will work best with their family and write that down in their notebooks.

7. Distribute and read together the handout: Some Tips for Family Reading Nights at Home. Note: this text is too wordy for beginning level students.) Then have parents circle the tip they think is most important. As they share what they have chosen, ask them to explain their choices.

Follow-up:

- Do Activities #5 and #6 in Unit 1: You Are Your Child’s First Teacher (Topic 3) for additional activities on educational ways families can spend time together.

Handout: Some Tips for Family Reading Nights at Home

- Most important to remember is that you want this to be a fun and quality time for your family to spend together. What would make it fun? Snacks? Acting out the story? Having soft music in the background? Sitting on cushions on the floor? Sitting on laps?
- Ask everyone to “unplug” during Family Reading Time. This means **no one** should be looking at their phone unless it’s an emergency. You want to make this a connecting time for your family. The American Academy of Pediatrics 2016 recommends that all families have some media free time every day when all devices are turned off and put away.
- Try to get everyone in your family to participate—this can include grandparents, children of all ages, men as well as women, etc
- Engage your family in deciding the best day, time, and place to hold your family reading night (or afternoon). Write this into a family calendar Make sure to remind each other!
- Consistency is very important in establishing any new routine or tradition in your family. Try to stick to your plan every week. If something comes up, decide on another day to reschedule your family reading night. Commit to never missing two weeks in a row!
- Especially for the first time, make sure to pick some books (maybe shorter ones) that you are sure everyone in your family will enjoy. You want to be sure that this is something that everyone will look forward to.
- Vary the activities from time to time to keep things fresh. One week you might want to have everyone bring a book to the dinner table and read silently for 20 minutes before sharing with each other. Another time, you might want to cook a dinner related to the theme of the book or decorate the room so that it reflects the setting of the story. The whole family can cook or decorate together.
- You can find books that engage people of all ages (like a children’s picture book biography of Sonia Sotomayor or another person your family admires) and all read and discuss the book together. Or, everyone can sit in the living room and read their own books, with older children reading to young ones who can’t read yet. If everyone is reading their own books, they should be encouraged to interrupt each other to say, “Listen to this,” as they share a passage that is funny, scary, sad, moving, etc. Or you can all read on your own for 30 minutes or so, and then have a

planned sharing time at the end.

- There are many movies based on books. Read the book first, discuss it as a family, and then watch the movie (with popcorn?). When it's over, talk about the differences between the book and the movie and which each person liked better.
- Make it a special activity to go to the library together and try to get as many family members as possible to go along. Choose a day that will be your family's regular library day.
- Stay focused on your family and your reading time together. If you keep getting up to check on dinner, it will disrupt your family time
- Some people like to read aloud and some don't. Don't insist that anyone take a turn. It is fine if a parent or an older child reads to the whole group or if people take turns. It is also fine if some people draw or color while they're listening. One mother read to her daughter for years while the child did a jigsaw puzzle Try to set as few rules as possible (except for participation and unplugging) so that it is relaxed time for everyone.
- Even though your elementary or middle school child can read on his or her own, it remains very important to read and discuss books together. Children need to develop an ability to reflect on what they are reading, make personal connections to the text, think about the characters, and be aware of when and where the story takes place. They need to gain confidence in expressing their ideas about the book. All of this happens best when they are reading and talking about books with those they love the most!