

## CHLD 105: Early Childhood Curriculum Development

### Dialogic Reading (Effective Small Group Activity)

<b>Learning Outcomes</b>	5. Identify strategies supportive of reading, writing, and oral communication development for every child, including those who are culturally, linguistically and ability diverse. 10. Identify, describe and implement teaching strategies that support positive peer relationships and interactions, child motivation and engagement.
<b>DEC Recommended Practices</b>	C15 Recommended practices are used to teach/promote whatever skills are necessary for child to function more completely, competently, adaptively, and independently in the child's natural environment... PP 13 Students learn to apply instructional strategies in natural environments
<b>NAEYC Standards</b>	4b: Knowing and understanding effective strategies and tools for early education. 4d: Reflecting on their own practice to promote positive outcomes for each child. 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.

The Center for Early Literacy Learning provides numerous articles promoting reading aloud as an important strategy supporting emerging literacy. Reading aloud is often done one-on-one or in small groups, but can also be done in whole group settings. The CONNECT Module 6: Dialogic Reading provides the specifics of how to read to children to maximize the literacy instruction. For this activity you will first complete part 3 of the CONNECT Module: Dialogic Reading to prepare for the experience and then go out into the field to practice the techniques needed to read effectively to young children.

This field activity will utilize the Participatory Adult Learning Strategy (PALS) recommended by Center for Early Literacy Learning (CELL). The following steps are central to the PALS strategy:

#### **Planning**

1. **Introduction** (Dr. Christopher Lonigan will do this in the CONNECT Module)
2. **Illustration** (the module will provide you several good videos and the HCC video "Wendy's Planning Time" will also be helpful.)

#### **Application**

3. **Practice** (by implementing with young children)
4. **Evaluation** (is the consequence or outcome of the application for the children)

## Deep Understanding

5. **Reflection** (self-assessment of the experience and if it met the predicted outcomes)
6. **Mastery** (repetition of the activity and comparison with your prior performance and the outcome for the children)

### **A. To prepare for this activity you will focus on PALS Step 3, which requires you to implement a read-aloud activity with a small group of children.**

1. Review Chapter 3 in your course text on Effective Small Group Activities.
2. In this step of the activity you will be completing a portion of the web-based training CONNECT Module 6 – Dialogic Reading Practices. You will only be required to complete “Step 3: Evidence – Subsection B: Definition.” The other steps (1: Dilemma, 2: Question, 4: Decision and 5: Evaluation) as well as Step 3 (subsections A: Research, C: Policies and D: Experience-Based Knowledge) are NOT required.

Open the webpage “CONNECT Module 6 – Dialogic Reading Practices” available from <http://community.fpg.unc.edu/connect-modules/learners/module-6>

The above link will take you straight to the module. The “Module Dashboard” provides an overview of each of the five steps to this training. Under the Dashboard you can also pre-print the activities and handouts for the entire module. The “Activities” and “Handouts” are fillable pdf’s so you may either:

print them and then

1. write on them or
2. access them via your computer, fill them out electronically, save them to your computer, and then print them to turn in.

Several “Activity Pages” will need to be submitted for this Assignment. Once you have opened a CONNECT Activity Page, immediately save it to your computer. Only after it has been saved on your local computer should you begin typing directly into the form. Do **not** type directly into the form while it is still a webpage. Anything typed into the form prior to saving it to your computer will be lost because your answers are not saved with the initial download.

Navigate to Step 3, Subsection B: Definition via the left navigation panel.

The module will walk you through the steps of:

- selecting books for dialogic reading.
  - In addition, be sure to consider books in which the children themselves are represented. Please see: “*A world of difference institute: Recommended multicultural & anti-bias books for children*” available from <http://www.adl.org/bibliography/> for a comprehensive list of books that support social justice and combat discrimination

- planning for dialogic reading
    - Be sure to complete “Activity 6.5a Preparing a Book for Dialogic Reading” available from <http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Activity/CONNECT-Activity-6-5a.pdf>
  - creating the prompts
  - determining how to use the prompts
  - conducting dialogic reading.
    - a. Make sure that you review all 5 steps of the “B. Definition” portion of this module. They are outlined in the left navigation bar of the website.
3. Complete the “**Heartland Community College Lesson Plan Form**” to prepare your activity. Use the “**Heartland Community College Lesson Plan Guidelines**” and “**Heartland Community College Lesson Plan Grading Rubric**” to clarify how you are expected to complete the form.
  4. Create your prompts by completing “CONNECT Handout 6.3 CROWD Strategy Planning Sheet” and PRACTICE! Available from <http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout-6-3.pdf>
  5. Contact the Child Development Lab or some other accredited center with culturally, linguistically and ability diverse children to schedule a time to observe during their small-group/ center time. Be sure to tell them that your assignment is to read a book to a small group of children. The “**Partner Site Information Handout**” lists additional sites that will also welcome you.
  6. Watch the video
 

Heartland Equity and Inclusion Project (HEIP). (2012). *Wendy’s Planning Time*. Available from <http://youtu.be/0i8a6JIOX0o>

Complete “Handout 6.5 Dialogic Reading Observation Form” as you watch the video. This will reinforce your comfort level with the strategy and familiarize you with the instrument that you will use to evaluate yourself later. This form is available at <http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout-6-5.pdf>

## **B. Conducting your activity (PALS Step 3)**

1. Give the teacher a copy of this assignment sheet, the lesson plan and the CONNECT handout 6.5 Dialogic Reading Observation Form. The teacher **does not** need to fill it out for you but will be interested in the methods you are using.
2. If possible, spend the first part of your time joining the children’s play with the goal of the children becoming familiar with you.

3. When there is an appropriate lull in their play, offer to read a book. Be sure you follow all of the techniques that you practiced.
4. Ask the cooperating teacher to complete the “**Field Experience Verification Form.**”

**C. After you leave, use the CONNECT Handout 6.5 Dialogic Reading Observation Form and the Reflection Section of the HCC Lesson Plan Form to complete the next steps:**

**1. PALS Step 4** – Reflect on your activity and write your Evaluation of your lesson plan form (consequences or outcomes for the children)

- Were all the children able to participate in the activity?
- Did the children seem engaged in the activity?
- Were the objectives you developed on your Lesson Plan met? In what ways?
- What did you feel were the strengths of your implementation in terms of meeting the objectives?
- What did you feel could be improved upon?

**2. PALS Step 5** – Complete the “Handout 6.5 Dialogic Reading Observation Form.” (It will be worded as if you are evaluating someone else, but use it to evaluate yourself.) This form is available at <http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout-6-5.pdf>

- Add some reflective notes to your lesson plan about your experience with Dialogic Reading.
- Specifically address what you could do better to gain full participation of the children.

**3. PALS Step 6** - Repeating the performance for mastery may be completed later in the semester.

**Submit to your instructor:**

- The completed HCC Lesson Plan form that includes the Evaluation and Reflections addressing the above questions.
- The completed CONNECT Activity 6.5a Preparing a Book for Dialogic Reading
- The completed CONNECT Handout 6.3 CROWD Strategy Planning Sheet
- The completed CONNECT Handout 6.5 Dialogic Reading Observation form you completed on yourself within PALS step 5.
- The completed “Field Experience Verification Form.”