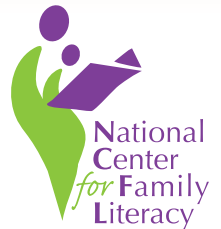


Talking About Wordless Picture Books

A TUTOR STRATEGY SUPPORTING
ENGLISH LANGUAGE LEARNERS



Funded by UPS



Talking About Wordless Picture Books

A Tutor Strategy
Supporting
English Language Learners

1st Edition

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Acknowledgments

Planning for Volunteers in Literacy: A Guidebook and *Talking About Wordless Picture Books: A Tutor Strategy Supporting English Language Learners* are products of a project developed by the National Center for Family Literacy (NCFL) and funded by UPS. Both texts are included in the toolkit *Engaging Family Literacy Volunteers, Tutors and Learners* along with a CD of customizable forms and templates.

NCFL gratefully acknowledges the work of many individuals who contributed to this project:

Planning for Volunteers in Literacy: A Guidebook was written by Noemi Aguilar, Susan Lythgoe, Susan McShane, Jane Mencer, Karen Smith, Amy Wilson and Johnnie (Shani) L. Brown-Falu.

Talking About Wordless Picture Books: A Tutor Strategy Supporting English Language Learners was written by Janet M. Fulton.

Guidance for the development of these materials was provided by Becky King, NCFL, and Barbara Van Horn and Maria Leonor L. Marvin, Goodling Institute for Research in Family Literacy, Pennsylvania State University.

Editorial, design and support services were provided by Gail J. Price, Jennifer McMaster, Akeel Zaheer, and Kathy Zandona.

Our sincere thanks to NCFL's partners in the UPS Family Literacy Volunteer Academy: Chippewa Valley-Literacy Volunteers (Eau Claire, Wisconsin), The Learning Source for Adults and Families (Lakewood, Colorado), Pima College Adult Education (Tucson, Arizona), and Rochester City School District (Rochester, New York) for their participation in piloting materials, evaluation and ongoing input and encouragement.

We are grateful for the suggestions of the program coordinators who piloted the guidebook at the following sites: Sandy Bamford (Dougherty County Even Start, Albany, Georgia), Cindy Dumas (Family Learning Center, Rochester, NY), Johanna Downey (Sierra Valley Even Start Family Literacy Program, Portola, CA), Mary English (Early Years Even Start Program, Jacksonville, IL), Colleen Gray (The Literacy Project, Minturn, CO), Mary Green (Sault Tribe of Chippewa Head Start, Sault Ste. Marie, MI), Valerie Harrison (Richmond Even Start, Richmond, VA), Jennifer Hume (Allen ISD Family Literacy, Allen, TX), Jennifer Jones (Alliance for Families with Children, Plantation, FL), Stephanie Koch (Literacy Volunteers-Chippewa Valley, Eau Claire, WI), Martha Lane (United Methodist Cooperative Ministries, Clearwater, FL), Ellen Lauricella (Literacy Volunteers of Leon County, Tallahassee, FL), Teri Locke (Jefferson County Even Start, Madison, IN), Susan Lythgoe (The Learning Source for Adults and Families, Lakewood, CO), Kay McKinley (Scott County Public Schools Community Education, Georgetown, KY), Lorna Milman (The Village Ready for School Center, Canoga Park, CA), Kathy Nelson (Beaufort County Even Start, Washington, NC), Jessica Noon (ESL Tutor Program, Arlington, VA), Jane Rockwell (Literacy Volunteers-Chippewa Valley, Eau Claire, WI), Marianne Sanders (Grundly County Even Start, Tracy City, TN), Linda Shaddix (RAFT, Orlando, FL), Dee Siemianowski (The Immokalee Foundation Jump Start Program, Naples, FL), Susan Sieverman (Frederick Douglass Family Literacy, New York, NY), Karen Smith (Pima College Adult Education, Tucson, AZ), Johanna Stowe (Even Start Family Literacy Program, Hugoton, KS), Alexa Titus (Literacy Partners, Inc., New York, NY), Frances Vargas (GROWS Family Literacy, Apopka, FL), Howard Veeder (YMCA Family Resource Center, Baton Rouge, LA), Mary Wallace (Branch ISD, Coldwater, MI), Amy Wilson (Goodling Institute for Research in Family Literacy, State College, PA), Leandra Woods (Eastside Family Literacy Program, Los Angeles, CA)

Our sincere thanks to the members of the UPS Family Literacy Volunteer Academy focus group for their initial guidance and input: Stephanie Koch, Teri Locke, Susan Lythgoe, Donna Phillips, Jane Rockwell, Karen Smith, and Amy Wilson.

Special thanks to Sharon Darling, President and Founder of the National Center for Family Literacy, for her vision and guidance on this project.

This publication was made possible by the generous support of UPS

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Introduction

Talking About Wordless Picture Books: A Tutor Strategy Supporting English Language Learners is designed to support tutors who are working with low-intermediate English language learner (ELL) parents in family literacy programs. It provides instructional activities with guidance that describes specific language learning strategies to help ELL parents build and practice English conversational skills.

Tutors model conversational skills by using questioning strategies. Open-ended questions and prompts are created from “wh” questions (who, what, where, when and why) to provide the stimulus for extending conversations between parents and tutors. Parents are then encouraged to apply the strategies they learn to wordless picture books they will share with their children. This creates a mutually beneficial situation for parents as they practice their English speaking skills while learning strategies that can be used to support their children’s language and literacy development.

Parents are encouraged to use the strategies they learn in tutoring sessions with their children using their home language. By providing young children with a firm foundation in their home language, parents give them a basis for learning to read and for learning other languages, including English. Some parents may want to use these strategies in English as well, to work on their own skills and to support their older children’s school readiness and success.

Tutor Tip:

This program and its supporting materials were created for parents who are learning English at the Low Intermediate level and who have preschool children. You will need to adapt the materials for parents at other ESL levels and for children at different ages.



Getting Started

How Do I Use These Materials?

If you are reading this, you probably have agreed to do some tutoring with English language learner parents in a family literacy program. Great! The materials included here have been designed to guide you through each session.

This program has been created for parents who are learning English skills at the Low Intermediate level. Parents at this level have some control of basic grammar and can:

- Understand simple phrases they have learned.
- Understand new phrases containing familiar vocabulary spoken slowly with frequent repetition.
- Ask and respond to questions using the phrases they know.
- Express basic survival needs.
- Participate in routine social conversation (with some challenges).

In this program, there are ten topic areas with follow-up practice (application) activities. Each topic is divided into two sessions and includes instructional activities that should be presented in the sequence in which they appear here. Each facilitation plan guides you through the learning and skill development activities you will share with parents.

These tutoring sessions will work best with a parent one-on-one (although the instructions will refer to “parents” throughout). Small group tutoring sessions may require additional preparation to support parents with different language learning needs and levels. Lessons are designed so that you will demonstrate, or model, learning activities along with questioning strategies parents can use in conversational settings. These language learning activities are used to share conversations about wordless picture books. Parents then have an opportunity to practice the strategy you modeled in the tutoring sessions through conversations, reading and writing. They then are encouraged to apply this same learning activity with their child at home using their home language.

How Does It Work?

Each tutoring session is based on developing and sharing a conversation around wordless picture books and connecting that conversation to parents' personal experiences. Parents are encouraged to tell stories through pictures as a means of developing vocabulary and to build English language skills. Parents will then be able to use these storytelling (conversation) strategies to support their child's language and literacy development using wordless picture books.

A graphic organizer—an instructional tool used to illustrate a learner's knowledge about a particular topic or piece of text—often supports the conversation. When graphic organizers are called for, they are provided in the session material. Ask about the program's policies for making copies for students. You may want to enlarge the graphic organizers so students have more room to write or draw.

Each topic is delivered in two sessions:

Session 1—Focuses on the story line. Help parents determine the story the pictures convey by asking questions, such as:

- What is the title of the story or book? Does it give you a clue to what the story might be about? (*Ask before reading*)
- How do the pictures tell the story?
- What is the theme or main idea of the story?
- How does the story start (*beginning*)? What happens next (*middle*)? How does the story end?
- Did the title tell you what the story or book was about? (*Ask after reading*)

Session 2—Focuses on drawing out conversations around the meaning of the story. This session encourages parents to look for the meaning of the story as they connect it to their own life experiences. Conversations support the development and use of new vocabulary words, the development of language learning skills, grammar, pronunciation, word building and other important parts of language development. Encourage parents to:

- Talk about and build on the story idea.
- Explore the pictures to find clues about each part of the story.
- Use vocabulary based on what the story is about and connect new words to their life experiences.
- Connect the main idea or theme of the story to their prior knowledge—For example, how does this remind you of other things you and your family have experienced? Does your family have a daily routine like the family in the story?

Why Focus on Storytelling?

Using wordless picture books allows those who are learning a new language to express themselves through the pictures of a book without having to read words. Storytelling is something we all can do. Stories and storytelling have a long, rich history. We told stories and shared experiences around community campfires or tables as a way to keep culture thriving, learn lessons about life and to know about worlds outside our own. Stories have the ability to entertain, tantalize, teach, transfer cultural knowledge and transform the way we see ourselves. Everyone has a story to share.

Storytelling is also a wonderful way to link literacy development and language learning. Through stories, parents and children hear a new language spoken and become acquainted with the sounds and rhythms of language patterns. Together, through stories, parents and children build vocabulary knowledge in their new language. Storytelling can elicit lively conversations, develop verbal language skills and provide an opportunity to express personal thoughts and feelings. And as always, storytelling remains an important avenue for exploring, evaluating, re-enforcing and passing on wisdom, beliefs and community values.



What Are Wordless Picture Books?

Wordless picture books are just what they sound like—books without words (or sometimes with minimal words) that tell a story through pictures. Because they don't rely on words to express their stories, wordless picture books can be used to develop important literacy skills, such as:

- Detecting sequence
- Identifying details
- Noting cause and effect relationships
- Making judgments
- Determining main ideas
- Making inferences

Sharing wordless picture books with parents who are English language learners (ELLs) creates exciting language learning conversations that will help them develop English speaking skills. Pictures act as a stimulus for building conversations. Finding the story through the pictures involves both listening and speaking skills. It also gives parents the opportunity to express their personal thoughts and feelings and to use their imaginations. Parents can consider new ideas and life scenarios different from their own. This may involve comparing and contrasting new cultural values or systems with parents' home culture.

Remember, ideas about a story may differ based on parents' backgrounds and previous experiences, so be patient and flexible.

Before starting this program, review the annotated list of wordless picture books in the Appendix. Talk with your program supervisor or volunteer coordinator about how you can access books to share with parents. Some programs have formed partnerships with philanthropic organizations to purchase books for students, purchase books at a discount from library sales, or make arrangements through a school library to allow parents to check out books. Ideally, you will be able to provide books that parents can borrow to use with their children at home. You also may want to suggest that parents get a public library card if they don't already have one.

Note: Most wordless picture books are designed to tell a story. But there are also concept picture books, which focus on a specific topic such as the alphabet, numbers or colors. Both types of wordless picture books are used in this program.

What Are Some Strategies That Can Reinforce and Extend Parents' Learning?

Actively involving parents can reinforce and extend the messages you are teaching. Following are some suggestions for ways to engage parents in learning.

- **Journals**—Encourage parents to write ideas about a story in a notebook, including the story name and the author. To start, you may need to write out ideas generated by parents so that they can copy them into their notebooks. Try to use the vocabulary you have created from the story. Ask parents to read the ideas together. Go back occasionally to read journal entries.
- **Dialogue Bubbles**—Invite parents to record on post-it notes what characters in the story may be thinking, feeling and saying. Help parents write their ideas. Then parents can share what they have written with each other.
- **Magazine Ads**—Use advertisements as examples of one-picture frames that convey a message so you will buy a product. Look for advertisements that use a minimum of words but still depict a clear message. This can be a fun group project.
- **Story Cards**—Reproduce a few pictures from the story that are important to the development of the main idea or theme. Make sure you have pictures from the beginning, middle and end of the story. Then ask parents to put the pictures in order (sequence). Discuss what clues they used to determine order.

- **Dramatization**—Use props (toys, puppets, objects) to dramatize a story by acting it out. Invent dialogue for the characters to extend vocabulary practice as well as increase parents’ understanding of the story. If working with a small group of parents, have them work in pairs and then present their dramatization to the class. Parents can use dramatization as a way to help their children build vocabulary and language skills.
- **Picture Clues**—Help parents discover what the pictures reveal about the story. For example, in the book *Do You Want to Be My Friend?*, different animals appear on each page. On the bottom of each page of the book, there is a green line. At the end, you find out the green line is a snake. Use questions and prompts to help parents look for and understand picture clues, such as:
 - Is there anything you see that appears repeatedly as we look at this story? Why do you think the author put it there?
 - Where do you think that picture is leading us?
 - How does the picture help us know what will happen next?
- **Using Questions to Develop the Story**—Asking parents open-ended questions (those that require more than a yes or no answer) is a good way to engage them in the story, and a great strategy they in turn can use with their children. For example, you can ask:
 - What does the first page tell you about the story?
 - What is happening in this picture?
 - If this book had words, what would they be?
 - How do you think the people in this picture feel?
 - This is the last picture in the story. What do you think happens next?

Time to Get Started

Congratulations! You’ve decided to embark on an exciting, interesting and meaningful journey as you work with English language learning parents. Plan on becoming a reliable conversation partner and developing meaningful conversations as you help parents improve their English skills and support their children’s learning. Remember, just like the parents you’ll be working with, you aren’t expected to do it alone. The staff and other volunteers in your program are at the ready to lend their experience and expertise.

Tutor Session Topics

Each topic contains two different tutoring sessions that build on one another.

Session 1—Focuses on the story line. This session helps parents determine the story the pictures convey. An important question for this session is, “What is going on here?”

Session 2—Focuses on drawing out conversations around the meaning of the story. This session encourages parents to look for the meaning of the story as they connect it to their own life experiences. An important question for this session is, “What do you see?” Conversations support the development and use of new vocabulary words, the development of language learning skills, grammar, pronunciation, word building and other important parts of language development.

Topics	Dialogue & Conversation Supports
Topic 1 – Introduction: Personal Experience Stories	Storytelling – Storyboard Graphic Organizer
Topic 2 – Single Picture Stories	Questions with Single Pictures
Topic 3 – Wordless Picture Book Stories	Questions with Wordless Picture Books
Topic 4 – Story Webs	Story Web Graphic Organizer
Topic 5 – Event Maps	Event Map Graphic Organizer
Topic 6 – Star Stories	Star Story Graphic Organizer
Topic 7 – Concept Picture Books	Question Focus – Concept & Alphabet Books
Topic 8 – Story Characters	Dialogue Boxes
Topic 9 – Building meaning	Question with a Graphic Organizer
Topic 10 – Review and Celebrate: My Story	Parent Success Stories Program Certificates

TOPIC 1:

Personal Experience Stories

Session 1

Tutor Tip:

Pictures act as the stimulus for building your language learning conversations. You and ELL parents will bring your own meaning to the pictures you read. Use the wordless picture books to provide important and safe avenues for ELL parents to consider new ideas and different life scenarios.



Cultural sensitivity is important. While wordless picture books provide an opportunity to explore cultural values and belief systems, they also may show new or different experiences. Help parents recognize and discuss the similarities and differences to their own life experiences.

Materials/Resources

Read through the materials for both sessions in this topic before conducting the first session.

- Parent Success Story—there is an example in the Appendix, or use one of your own
- Storyboard Graphic Organizer—the template follows Topic 1, Session 1
- A Storyboard you have created in advance for the parent success story

Welcome (2-5 minutes)

Build a comfortable relationship with parents so that they feel safe in trying new things. At the beginning of the session, ask about their children, their home lives, a new job, their goals and their interests. Always look for ways to create a fun and meaningful learning atmosphere.

Topic Introduction (2-5 minutes)

Share the goals of this topic with parents:

- To experience storytelling in English and having conversations about stories
- To make personal connections to stories we read or hear
- To build English language skills through conversations

Objective for Session 1: To share a story about a personal experience and to talk about and practice finding the main parts of the story—the beginning, middle and end.

Opening Activity (5-10 minutes)

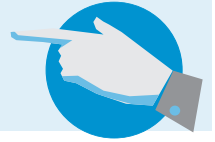
1. Select a parent success story to share with parents and create a Storyboard Graphic Organizer for it (provided as a template at the end of this session). Choose a story you think will inspire, encourage or motivate parents. There is a parent success story in the Appendix, or you may choose a story from a favorite book or video, or a story you know personally (be sure not to share a local student’s identity, though, unless you have permission to do so). For other student success stories, also visit Verizon Literacy Campus at www.literacycampus.org.
2. Share with parents the story you’ve selected for this session. Model the use of the Storyboard you created to help you remember the details of the story.
3. Ask parents what they liked about the story.
4. Talk about the ways children enjoy stories, and also how adults share stories for entertainment, to remember or comment on important events, and to express their thoughts and feelings.

Central Ideas and Practice (20-30 minutes)

1. Share with parents the Storyboard Graphic Organizer you used to tell your story. Talk about how it helped you remember and tell the story sequence step by step, from the beginning through the middle and to the end of the story.
2. Point out and discuss any questions you used to help you remember and tell the story, especially “wh” questions like who, what, where, when, why and how. Show and discuss where these questions are answered on your Storyboard.
3. Retell your story and ask parents to listen carefully. Invite them to make their own Storyboard, drawing pictures to help them remember what happens in the story.
4. Ask parents to think about the way the story begins, what happens in the middle, and how it ends. Help them label the blocks in their Storyboard that represent these three parts.
5. Next, encourage parents to give the story a title and write it in the box at the top of their Storyboard.
6. Finally, invite parents to retell the story in their own words, using the pictures they drew as prompts.

Tutor Tip:

Save the Storyboard you created and the Storyboards that parents create in this session. You will refer to them in the final Topic (10) tutoring session.

**Evaluation** (5-10 minutes)

Check to make sure parents understand the concepts you practiced during the session (i.e., that stories have a beginning, middle and end). Assess their understanding by asking parents to help you identify the beginning, middle and end of the opening activity story using the Storyboard Graphic Organizer you initially created.

Do parents need more practice or support? If yes, provide additional practice or discussion before going on to the session application and closure.

Application – Practice these skills and strategies with your child (10-15 minutes)

1. Provide parents with a blank Storyboard Graphic Organizer to take home. Encourage them to create, with their child, a Storyboard that describes one of their family routines. Suggest some of the following routines, and ask parents if they have other suggestions.
 - Putting your child to bed
 - Getting ready for mealtime
 - Getting ready in the morning
 - Giving your child a bath
2. Let parents know that every box of the Storyboard does not need to be filled—only the number of boxes needed to tell the story.
3. Also let parents know they should tell their stories with their children using their home language. Share with parents that by providing young children with a firm foundation in their home language, parents give them a basis for learning to read and for learning other languages, including English.
4. Encourage parents to look at the pictures and review the story a few times, alone and with their child, before they return for the next session.
5. Encourage parents to use “wh” questions and the conversation strategies they practiced during the tutoring session. Encourage parents to talk with their child about the beginning, middle and end of their family routine story, and to give their story a title.
6. Answer any questions parents have about the assignment before they leave.



Closure (5-10 minutes)

Review the main points of the session.

- Telling stories provides an opportunity to develop conversations and to practice new language skills.
- All stories have a beginning, middle and end.

Point out and help parents recognize and celebrate the things they learned or the skills they mastered in this session (e.g., improved English speaking skills, new vocabulary words, etc.).

**Tutor Reflection** (5-10 minutes)

After parents have gone, think about the following questions and record your thoughts to help you plan for your next tutoring session.

- What went well during this session?
- What do parents (or specific students) want to learn and talk about?
- Are there new vocabulary words, grammar points, pronunciation questions, word building and other important parts of English language development they are showing interest in learning more about?
- What parts of the session do I need to review next time?
- What can I do next time to address language learning needs based on what I observed during this session?

Parent Handout - Storyboard Graphic Organizer

Storyboard

Story Title:

- Ask these questions to help you organize the story: **who, what, where, when, why, how.**
- Use the boxes below to help you organize your story.
- Think of a picture that will remind you of important events and draw it in the boxes below.
- Use the pictures to help you retell the story.

1.	2.	3.
4.	5.	6.
7.	8.	9.

TOPIC 1:

Personal Experience Stories

Session 2



Tutor Tip:

Be aware that parents may come from cultures different from yours, and may have routines that are different from typical American routines but that are culturally rooted. For example, in some Taiwanese families, children often sleep with their parents, which could affect how a routine like reading a bedtime story takes place. Also remember that some parents may not feel comfortable talking about their personal stories and may not want to answer questions that seem too personal. Help them focus on the objective parts of their story, or suggest they try to think of a humorous or positive story to tell.

Materials/Resources

Refresh your memory of the last session and review the materials you will need to conduct this session.

- Storyboard Graphic Organizer—the template follows Topic 1, Session 1

Welcome (2-5 minutes)

Continue to spend time building a comfortable relationship with parents. Talk with parents about their interests, goals and needs.

Topic Introduction (2-5 minutes)

Share the goals of this topic with parents:

- To experience storytelling in English and to have conversations about stories
- To make personal connections to stories we read or hear
- To build English language skills through conversations

Objective for Session 2: To talk about and practice telling a story by using a family or daily routine as a way to develop English speaking skills.



Tutor Tip:

Some parents may not have completed the assignment from the last session. Be encouraging and understanding—and be prepared to help them create a Storyboard about one of their family or daily routines.

Opening Activity (2-5 minutes)

1. Encourage parents to share the Storyboard they developed at home. This is the Lesson Application from the previous session. Ask parents about their experience creating their Storyboard—Was it fun? Difficult? Did they work on their Storyboard with their child?
2. Option: If parents did not complete the lesson application from the previous session, help them create a Storyboard based on a recent personal experience. Keep the focus on the oral telling of the story. Support parents by writing down their comments as possible captions for their Storyboard. For example:
 - Ask parents to tell you the story of their trip to class today.
 - Help parents create their Storyboard by asking “wh” questions like, “Where did you start your trip?” “What happened along the way?” “Who did you see?”
 - Help parents mark the beginning, middle and end of their stories. Finally, ask them to give their story a title.

Tutor Tip:

Questions about personal experiences may bring out strong emotions in parents. Remain open and accepting. Validate parents’ emotions with reaffirming statements such as “Powerful stories bring with them powerful feelings” or “It sounds like that is an important memory for you.” Refocus on story elements such as sequence or setting to help relieve some of the emotional tension.



Central Ideas and Practice (20-30 minutes)

1. Talk about parents’ stories together. Ask parents to retell their story as they walk through their Storyboards.
2. Help parents tell or expand their stories by asking questions. For example:
 - Tell me about the title you chose for this story. What does this tell me about the story? Why did you choose it? Were there other titles you considered?
 - Who is in your story? What is their relationship to you?
 - How does your story begin? Do you know other stories that begin this way? What happened before this story began?
 - How does your story end? What do you think might happen after your story ends?
3. As you discuss individual stories with parents, consider these points about how “wh” questions support conversation about story elements.

“Wh” Questions — How do these support vocabulary development and build on background knowledge?	Story Elements — How does understanding these elements help a reader or listener understand a story?
Who?	Characters
What happens?	Plot or story line
Where and when?	Setting
Why or what are the reasons for?	Background knowledge — This could refer to the background knowledge an author brings to the story, which might appear in a preface or introduction, or it could refer to the feelings the reader brings to the story based on his or her personal experiences

4. After parents have told their stories, ask additional questions to extend their thinking and your conversation. Consider some of these questions to help parents think about the meaning of their story by making personal connections and developing more background knowledge and vocabulary.
 - Does this story remind you of other similar experiences in your life? How?
 - When does this routine happen? Every day? What are some reasons why this routine might get interrupted or change?
 - What are some other routines you do with your child or family?

Evaluation (5-10 minutes)

Make sure parents understand the concepts you practiced during the session (i.e., asking questions about a story to extend conversations). Assess their understanding by asking what types of questions you asked about their stories and how that helped them think about their stories.

Do parents need more practice or support? If yes, provide additional practice or discussion before going on to the session application and closure.



Application – Practice these skills and strategies with your child (10-20 minutes)

1. Encourage parents to take their Storyboard home and talk about it with their child. Suggest that parents look at the pictures and tell the story with their child in the next few days. Encourage parents to ask their child questions

about the story, or invite their child to tell his or her own story using the pictures from the Storyboard. Remind parents to tell stories in their home language as well as in English.

2. Provide additional Storyboards to parents if they'd like to practice drawing and telling a new story.
3. Answer any questions parents have about the assignment before they leave.
4. Ask parents to bring one of the following to the next session:
 - A family photograph
 - A postcard they received

Closure (5-10 minutes)

Review the main points of the session.

- Storytelling builds conversation while developing vocabulary knowledge, grammar and pronunciation skills. This lays the foundation for English language learning and school success.
- Graphic organizers like Storyboards are helpful tools for charting the beginning, middle and end of a story.
- Let parents know that children use and work with graphic organizers in school as part of their regular instruction. When parents and children use graphic organizers together at home, it supports children's experiences at school.

Point out and help parents recognize and celebrate the things they learned or the skills they mastered in this session (e.g., improved English speaking skills, new vocabulary words, etc.). Remind parents to bring a family picture or a favorite postcard to use in the next tutoring session.

Tutor Reflection (5-10 minutes)

After parents have gone, think about the following questions and record your thoughts to help you plan for your next tutoring session.

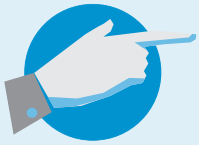
- What went well during this session?
- What do parents (or specific students) want to learn and talk about?
- Are there new vocabulary words, grammar points, pronunciation questions, word building and other important parts of English language development they are showing interest in learning more about?
- What parts of the session do I need to review next time?
- What can I do next time to address language learning needs based on what I observed during this session?



TOPIC 2:

Single Picture Stories

Session 1



Tutor Tip:

Here are some strategies to share about using pictures to tell a story.

- What's in the background? Look at the setting of a picture. What does it tell you about the events happening in the picture? Is it indoors or outdoors? Are there natural elements like trees or a horizon, or does it look like a city setting? Do the objects in the background (such as cars, furniture, etc.) look like they are from the present or the past?
- Who is that? Ask about the people in the picture to determine the characters in the story. What is their relationship to one another?
- What's happening? Ask questions like “What do you think happened before this picture was taken?” “What are they doing in the picture?” and “What do you think will happen next?” to help put the story into a sequence.
- Paraphrase. Retelling the story is a useful way for the listener to be sure he or she understood the story, and an opportunity for the storyteller to clarify important points. Paraphrasing is also a good way for the listener to show that he or she was listening carefully.

Materials/Resources

Read through the materials for both sessions in this topic before conducting the first session.

- A photograph of your family or a favorite postcard to share with parents
- Extra postcards for parents to use in case someone forgets to bring a photograph or postcard
- Tell a Story With a Family Picture or Postcard Handout—the template and directions follow Topic 2, Session 1
- Vocabulary and Knowledge Building Handout—this handout is used in several Topics and Sessions and is located in the Appendix

- Consider using a dictionary of American English for learners of English. This type of dictionary is developed with the English language learner in mind and includes helpful features such as study notes on key language points, situational illustrations, two-word verbs as separate entries, and helpful grammar codes.

Welcome (2-5 minutes)

Continue building a comfortable relationship with parents so that they feel safe in trying new things. At the beginning of the session, ask about their children, their home lives, a new job, their goals and their interests. Always look for ways to create a fun and meaningful learning atmosphere.

Topic Introduction (2-5 minutes)

Share the goals of this topic with parents:

- To build English language skills through conversations
- To practice questioning and conversational strategies
- To make connections to stories we read or hear

Objective for Session 1: To talk about and practice storytelling using a family photo or a favorite postcard.

Opening Activity (5-10 minutes)

1. Share your family picture or favorite postcard with parents. Describe what is depicted in the photo or postcard by answering some of these “wh” questions:
 - Who is in the picture?
 - What are the people doing?
 - When was the picture taken?
 - Where was the picture taken?
 - Why is this picture important or meaningful to you?
2. Explain to parents that describing pictures is a form of storytelling. Asking questions about pictures helps reveal the story line. Parents can tell short stories, or longer stories as they become more comfortable speaking in English. They also can tell stories in their home language, especially when telling stories with their children.

Central Ideas and Practice (20-30 minutes)

1. Encourage parents to tell you about the family picture or postcard they brought to share, following the model you provided in the Opening Activity. As needed, prompt parents with some of these “wh” questions:
 - Who is in the picture?

- What are the people doing?
 - When was the picture taken?
 - Where was the picture taken?
 - Why is this picture important or meaningful to you?
2. Invite parents to retell their story, thinking about the beginning, middle and end of their story, based on some of the questions you asked.
 3. Share with parents the Vocabulary and Knowledge Building Handout. Explain that this is a worksheet parents can use to record new vocabulary and other ideas they have as they go through each session. If possible, provide parents with several copies of the handout and a folder or notebook to keep them in (check with your program supervisor to see if the program can supply these materials).
 4. Support parents in their vocabulary and grammar building by inviting them to ask about words or sentences they are unsure of. Provide examples by using new words in sentences that relate to parents' experiences.

Evaluation (5-10 minutes)

Make sure parents understand the concepts you practiced during the session (i.e., talking about and asking questions about a picture to tell a story). Assess their understanding by inviting them to describe their photo or postcard again, or to ask questions about the photo you brought in for the Opening Activity.

Do parents need more practice or support? If yes, provide additional practice or discussion before going on to the session application and closure.



Application – Practice these skills and strategies with your child (10-20 minutes)

1. Encourage parents to share their photo or postcard with their child at home using the steps in the Tell a Story Parent Handout. Suggest that they may want to tell their child the story about the picture, or ask their child to make up a story, or both. Encourage parents to share and talk about the picture in their home language. If parents don't have their own photo or postcard, try to provide them with a postcard, or invite them to cut out a picture from a magazine or newspaper.
2. Remind parents to:
 - Take time to talk about the picture, looking for and pointing out interesting details
 - Talk about a title for the picture
 - Use the conversational skills and strategies they learned using “wh” questions
3. Answer any questions parents have about the assignment before they leave.

Closure (5-10 minutes)

Review the main points of the session.

- Telling a story based on a picture builds language, background knowledge and vocabulary skills. It lays a good foundation for English language learning and children's school success.
- Pictures provide cues that can prompt conversations. This provides an opportunity to develop new vocabulary and speak in complete sentences.
- Telling stories to your child is a good way to build his or her listening skills, an important part of communication.

Point out and help parents recognize and celebrate the things they learned or the skills they mastered in this session (e.g., improved English speaking skills, new vocabulary words, etc.)

Tutor Reflection (5-10 minutes)

After parents have gone, think about the following questions and record your thoughts to help you plan for your next tutoring session.

- What went well during this session?
- What do parents (or specific students) want to learn and talk about?
- Are there new vocabulary words, grammar points, pronunciation questions, word building and other important parts of English language development they are showing interest in learning more about?
- What parts of the session do I need to review next time?
- What can I do next time to address language learning needs based on what I observed during this session?



Parent Handout – Tell a Story

Tell a Story With a Family Picture or Postcard

1. Pick a family picture or a favorite postcard to share.
2. Look closely at the picture.
3. Talk about the following things:
 - Who is in the picture?
 - What are the people doing?
 - When was the picture taken?
 - Where was the picture taken?
 - Why is this picture important or meaningful to you?
4. Expand and develop the conversations by talking about the things that happened.
 - What happened before the picture was taken?
 - What happened after the picture was taken?
5. Give the picture or postcard a title. Why did you pick that title?

TOPIC 2:

Single Picture Stories

Session 2

Tutor Tip:

Learn to be comfortable with silence. Some parents may be more comfortable thinking things through in their head before saying them out loud. Others may need a moment to search for the “right” word before answering a question or describing a scenario (such as a picture). Give parents time to talk at their own pace. Watch facial expressions and body language for frustration before prompting parents with an additional question or suggestion.



Materials/Resources

Refresh your memory of the last session and review the materials you will need to conduct this session.

- Family picture or favorite postcard
- Storyboard Graphic Organizer—the template follows Topic 1, Session 1
- Vocabulary and Knowledge Building Handout—this handout is used in several Topics and Sessions and is located in the Appendix
- Consider using a dictionary of American English for learners of English. This type of dictionary is developed with the English language learner in mind and includes helpful features such as study notes on key language points, situational illustrations, two-word verbs as separate entries, and helpful grammar codes.

Welcome (2-5 minutes)

Continue to spend time building a comfortable relationship with parents. Talk with parents about their interests, goals and needs.

Topic Introduction (2-5 minutes)

Share the goals of this topic with parents:

- To build English language skills through conversations
- To practice questioning and conversational strategies
- To make connections to stories we read or hear

Objective for Session 2: To expand conversations about pictures by exploring related events or experiences, such as what happened before and after the picture was taken.

Opening Activity (2-5 minutes)

1. Using the same picture or postcard you used in Session 1, share additional information about the events depicted in the picture. Try to add sequencing information. For example:
 - If it is a postcard from a vacation, is it the first place you went on your trip, or the last? What did you do before or after you visited this place?
 - If it is a postcard from a friend or relative, when had you last heard from the friend or relative? Did you and the friend or relative talk after the postcard arrived?
 - Is it a photograph of a family event? What did you do in advance to prepare for the event? What happened afterwards?
2. Ask parents to help you answer the following questions about your picture or postcard:
 - Does this picture show the beginning, middle or end of a story? What makes you think so?
 - What happened before this picture took place?
 - What happened after?
3. Chart the story using a Storyboard Graphic Organizer.

Central Ideas and Practice (20-30 minutes)

1. Ask parents to tell you more about the family picture or postcard they brought with them (this can be the same picture they used in Session 1). Begin by asking them to expand on any details they wish to describe that are depicted in the picture, assisting with vocabulary as needed.
2. Draw parents' attention to the sequence of events they have described or would like to describe by asking:
 - What else happened?
 - What happened before this picture took place?
 - What happened after?
3. Ask parents to chart their story using a Storyboard. Help parents focus on the sequencing words you and they use to help put the story in order, such as *first*, *next*, *last* and *finally*. Help them label their Storyboard with these words as appropriate.

4. Encourage parents to record new vocabulary and other ideas they have using the Vocabulary and Knowledge Building Handout.
5. Support parents in their vocabulary, grammar, and pronunciation skill building by inviting them to ask about words or sentences they are unsure of. Provide examples by using new words in sentences that relate to parents' experiences.

Evaluation (5-10 minutes)

Make sure parents understand the concepts you practiced during the session (i.e., talking about the sequence of a story or a series of events). Assess their understanding by asking them to describe what you did *first* (at the beginning) and *next* (in the middle) of this session. Ask what they think will happen *next* (at the end of the session).

Do parents need more practice or support? If yes, provide additional practice or discussion before going on to the session application and closure.

Application – Practice these skills and strategies with your child (10-20 minutes)

1. Encourage parents to talk with their child (in their home language and/or English) about the picture or postcard and the story that goes with it. Invite them to talk to their child about what happened before the events in the picture took place, and what happened after those events. Suggest that parents and children might enjoy drawing a Storyboard for something that happened just before or just after the events in the picture.
2. Remind parents to use the conversational skills and strategies they have been practicing using “wh” questions.
3. Answer any questions parents have about the assignment before they leave.



Closure (5-10 minutes)

Review the main points of the session.

- One way to expand on a story is to talk about what happened before and after the events that are depicted in the picture.
- When telling a story, words like *first*, *next*, *last* and *finally* help to put the story in sequence or in order.

Point out and help parents recognize and celebrate the things they learned or the skills they mastered in this session (e.g., improved English speaking skills, new vocabulary words, etc.)



Tutor Reflection (5-10 minutes)

After parents have gone, think about the following questions and record your thoughts to help you plan for your next tutoring session.

- What went well during this session?
- What do parents (or specific students) want to learn and talk about?
- Are there new vocabulary words, grammar points, pronunciation questions, word building and other important parts of English language development they are showing interest in learning more about?
- What parts of the session do I need to review next time?
- What can I do next time to address language learning needs based on what I observed during this session?

TOPIC 3:

Wordless Picture Book Stories

Session 1

Tutor Tip:

Choosing wordless picture books. Take time to carefully choose wordless picture books for ELL parents. Consider parents' verbal English skills as you choose wordless picture books to use in your sessions. For parents with less proficient verbal skills, choose wordless picture books targeted for 2-3 year olds. For parents with more proficient verbal skills, choose wordless picture books targeted for 4-5 year olds. There is an annotated wordless picture book list in the Appendix. Select a book you think parents will enjoy for this first session. At this point, do not pick a concept or alphabet book; later sessions will focus on these types of books.



Materials/Resources

Read through the materials for both sessions in this topic before conducting the first session.

- A wordless picture book to share with parents—see the annotated list in the Appendix; you may want to ask your program supervisor what books the program has on hand
- Vocabulary and Knowledge Building Handout—this handout is used in several Topics and Sessions and is located in the Appendix
- Consider using a dictionary of American English for learners of English. This type of dictionary is developed with the English language learner in mind and includes helpful features such as study notes on key language points, situational illustrations, two-word verbs as separate entries, and helpful grammar codes.

Welcome (2-5 minutes)

Continue building a comfortable relationship with parents so that they feel safe in trying new things. At the beginning of the session, ask about their children, their home lives, a new job, their goals and their interests. Always look for ways to create a fun and meaningful learning atmosphere.

Topic Introduction (2-5 minutes)

Share the goals of this topic with parents:

- To experience storytelling in English and talk about stories
- To make personal connections to the stories we read and hear
- To build English language speaking skills through conversations

Objective for Session 1: To talk about and practice “reading” wordless picture books.

Opening Activity (5-10 minutes)

1. Explain to parents that you want to share a wordless picture book with them. Point out that a wordless picture book tells a story through pictures, rather than words. Although some of the books may have a few words, let parents know you want them to concentrate on how the pictures tell the story.
2. Introduce a wordless picture book you’ve chosen and let parents know that you will read the entire book in a few minutes, but first you are going to look carefully at the cover to discover any clues to help them think about the book.
 - Ask parents to look at the cover and talk about what they see.
 - Read the title, the author’s name, and the illustrator’s name aloud. Does the title offer any clues to what this book might be about?
 - Using the title and the illustration on the cover of the book, ask parents to make some predictions. What do you think this story is about? Where do you think this story takes place? Who do you think will be a part of this story? Talk about the reasons parents have for their answers to these questions.

Central Ideas and Practice (20-30 minutes)

1. Page through the wordless picture book together. Ask parents to look at the pictures and take in what is happening. Think of this as silent reading, giving parents time to think about and form opinions and questions about what they are seeing.



Tutor Tip:

In wordless picture books, there are often visual clues to aid in the storytelling. Some visual clues that might indicate a key plot point include:

- Expressions on characters’ faces
- The setting or environment in the story
- Color or changes in the use of color

2. Read the book again, but this time, talk about the story as you ask and answer questions together. For example:
 - Think about the picture on the cover of the book. Can you make connections between that picture and the pictures inside the book? What is similar? What is different? Why do you think that particular picture was chosen for the book?
 - Think about the title of the book. How does the title relate to the story?
 - Think about the predictions you made based on the cover and title. How were your predictions different from what actually happens in the story?
 - Who is in this story? What do they do?
 - What happens at the beginning of this story?
 - What happens in the middle of the story?
 - What happens at the end of the story?
3. Encourage parents to record new vocabulary and other ideas they have using the Vocabulary and Knowledge Building Handout.
4. Support parents in their vocabulary and grammar building by inviting them to ask about words or sentences they are unsure of. Provide examples by using new words in sentences that relate to parents' experiences.

Evaluation (5-10 minutes)

Make sure parents understand the concepts you practiced during the session (i.e., talking about the cover and title of a book and making predictions, then talking about the book as you look at the rest of the pictures). Assess their understanding by asking parents to tell you in their own words about the wordless picture book you reviewed.

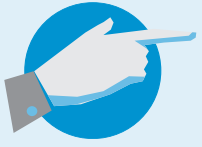
Do parents need more practice or support? If yes, provide additional practice or discussion before going on to the session application and closure.

Application – Practice these skills and strategies with your child (10-20 minutes)

1. Encourage parents to share a wordless picture book at home with their child in their home language and/or English.
2. Remind parents to:
 - Talk about the book cover, the title, the author's name and the illustrator's name
 - Make predictions and talk about those predictions based on the cover picture and title
 - Use conversational prompts like “wh” questions as they talk about the book with their child



3. Answer any questions parents have about the assignment before they leave.

**Tutor Tip:**

If it is unlikely that parents will have wordless picture books at home, check with your program supervisor to see if the program has a lending library that will allow parents to check out books. Develop your own wordless picture book library from the list of books in the Appendix. You also may want to talk to parents about getting their own library card and encourage them to check out the books listed in the Appendix.

Closure (5-10 minutes)

Review the main points of the session.

- Pictures on the cover of and in wordless picture books offer lots of clues to what the story is about
- Think about the cover and title of a story before reading it—this helps you prepare for reading and makes reading more meaningful
- Make predictions before reading a story—this also helps you prepare for reading and makes reading more meaningful
- Talk about the book as you read it, asking questions and comparing the story to the predictions you made

Point out and help parents recognize and celebrate the things they learned or the skills they mastered in this session (e.g., improved English speaking skills, new vocabulary words, etc.)

**Tutor Reflection** (5-10 minutes)

After parents have gone, think about the following questions and record your thoughts to help you plan for your next tutoring session.

- What went well during this session?
- What do parents (or specific students) want to learn and talk about?
- Are there new vocabulary words, grammar points, pronunciation questions, word building and other important parts of English language development they are showing interest in learning more about?
- What parts of the session do I need to review next time?
- What can I do next time to address language learning needs based on what I observed during this session?

TOPIC 3:

Wordless Picture Book Stories

Session 2

Tutor Tip:

What's in a picture? The illustrations in wordless picture books usually have picture clues that help the reader focus on the story line. Color, size and repetition are elements illustrators use to enrich and deepen the meaning of the story. Use these elements to help parents identify story details and the development of the story line—a skill that is important when reading. Sometimes it's helpful to look for details that are missing, too.



Materials/Resources

Refresh your memory of the last session and review the materials you will need to conduct this session.

- The wordless picture book you shared in Session 1
- A second wordless picture book
- Vocabulary and Knowledge Building Handout—this handout is used in several Topics and Sessions and is located in the Appendix
- Consider using a dictionary of American English for learners of English. This type of dictionary is developed with the English language learner in mind and includes helpful features such as study notes on key language points, situational illustrations, two-word verbs as separate entries, and helpful grammar codes.

Welcome (2-5 minutes)

Continue to spend time building a comfortable relationship with parents. Talk with parents about their interests, goals and needs.

Topic Introduction (2-5 minutes)

Share the goals of this topic with parents:

- To experience storytelling in English and talk about stories
- To make personal connections to the stories we read and hear
- To build English language speaking skills through conversations

Objective for Session 2: To review the main ideas about reading wordless picture books and practice reading them and to make personal connections to the stories we read and hear.

Opening Activity (5-10 minutes)

1. Ask parents to share the experiences they had reading with their child at home.
 - What did your child enjoy most?
 - What do you think your child learned?
 - What went well?
 - What do you think you could do differently next time?
2. Using the wordless picture book from the previous session, read through the pictures and talk about the story. This time, though, extend the conversation as you talk about how the pictures make you feel, and ask parents what they like about the story. Provide examples, such as “I like this book because it reminds me of an experience I had when I was a child” or “These pictures use a lot of bright yellows and oranges, which makes me feel warm, like a sunny day.”
3. Ask parents to look at the cover again. Help parents compare their feelings about the story to the predictions they made from the cover and title. That is, did the book make them feel the way they expected to feel, based on the cover and title?
4. Invite parents to share any new information they gained or ideas they got from reviewing the book again.



Tutor Tip:

Parents who are verbally less proficient in English may need your help in labeling elements in a picture (like colors or style) or in describing how the picture makes them feel. As you talk about the book and pictures, discuss any new words or concepts. Encourage parents to add new words to their Vocabulary and Knowledge Building chart.

Central Ideas and Practice (20-30 minutes)

1. Read through the picture book again with parents. Provide enough time for parents to really study each picture. Ask questions to draw their attention to details they may have missed and also to how the pictures make them feel. Encourage them to explain their answers, thoughts and feelings.
 - What do you find interesting in this picture—what draws your attention?
 - What else do you see in the picture? Does it look like there is anything missing from this picture?
 - What do you think the artist wanted us to think about this picture? Where do you think he or she wanted us to focus our attention?
 - Do you like the story? Do you agree with the story? Have you had an experience like the one in the story?
 - How do the pictures make you feel? Happy, sad, sorry, angry?
2. Invite parents to think about a different ending for the story. They may want to draw a new final picture for the story. Or, ask them to think about what might happen after the story ends.
3. Encourage parents to record new vocabulary and other ideas they have using the Vocabulary and Knowledge Building Handout.
4. Support parents in their vocabulary and grammar building by inviting them to ask about words or sentences they are unsure of. Provide examples by using new words in sentences that relate to parents' experiences.

Evaluation (5-10 minutes)

Make sure parents understand the concepts you practiced during the session (i.e., talking about the details in pictures and how the pictures and the story make you feel enriches your experience with a book). Assess their understanding by showing parents the cover of a new book. Read the title aloud, and give them a moment to study the cover illustration. Ask if this is a book they think they would like. Is it a book their child would like? Why?

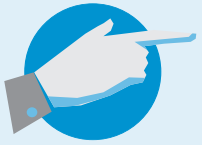
Do parents need more practice or support? If yes, provide additional practice or discussion before going on to the session application and closure.

Application – Practice these skills and strategies with your child (10-20 minutes)

1. Encourage parents to read with their child at home. If their child liked the wordless picture book they read together last time, encourage parents to use the same book. Or, help parents choose a different book their child might find more enjoyable.



2. Encourage parents to read the book several times with their child over the next few days. Let parents know that children learn from reading and talking about the same book over and over again.
3. Let parents know that telling a story in their home language helps their child build important language and literacy skills.
4. Remind parents to ask questions while they read with their child, including questions about the details or elements of the pictures or overall story.
5. Answer any questions parents have about the assignment before they leave.

**Tutor Tip:**

Children enjoy looking at and reading the same books over and over again. Let parents know that each time they share a book—even the same book—with their child, their child learns more about how language works, experiences new vocabulary, and has a chance to think about the ideas or concepts in the book.

Closure (5-10 minutes)

Review the main points of the session.

- Talking about the pictures in a story helps you look for details and relate the story to your personal experience and feelings.
- Pictures are great conversation builders.
- Reading a book a second or third time gives you a chance to look for details you may have missed the first time.

Point out and help parents recognize and celebrate the things they learned or the skills they mastered in this session (e.g., improved English speaking skills, new vocabulary words, etc.)

**Tutor Reflection** (5-10 minutes)

After parents have gone, think about the following questions and record your thoughts to help you plan for your next tutoring session.

- What went well during this session?
- What do parents (or specific students) want to learn and talk about?
- Are there new vocabulary words, grammar points, pronunciation questions, word building and other important parts of English language development they are showing interest in learning more about?
- What parts of the session do I need to review next time?
- What can I do next time to address language learning needs based on what I observed during this session?

TOPIC 4:

Story Webs

Session 1

Tutor Tip:

A Story Web Graphic Organizer is another tool to help learners visualize the key parts of a story. Notice that the circle in the middle of the Story Web provides a space to record the main event or title of a story, and that all the other parts of the story are connected to it. To begin, it may be easier to use this center space to record the title of the story. As parents become more adept at expressing the main idea of a story, they may want to record that in the center circle as well.

One way to help parents think about the story line in a wordless picture book is by looking at the front cover illustration and the last illustration in the book.



Materials/Resources

Read through the materials for both sessions in this topic before conducting the first session.

- A new wordless picture book to share with parents—see the annotated list in the Appendix
- Story Web Graphic Organizer—the template follows Topic 4, Session 1
- Vocabulary and Knowledge Building Handout—this handout is used in several Topics and Sessions and is located in the Appendix
- Consider using a dictionary of American English for learners of English. This type of dictionary is developed with the English language learner in mind and includes helpful features such as study notes on key language points, situational illustrations, two-word verbs as separate entries, and helpful grammar codes.

Welcome (2-5 minutes)

Continue building a comfortable relationship with parents so that they feel safe in trying new things. At the beginning of the session, ask about their children, their home lives, a new job, their goals and their interests. Always look for ways to create a fun and meaningful learning atmosphere.

Topic Introduction (2-5 minutes)

Share the goals of this topic with parents:

- To experience storytelling in English and talk about stories
- To make personal connections to the stories we read and hear
- To build English language speaking skills through conversations
- To use a Story Web Graphic Organizer as another way to organize thoughts about what happens in a story

Objective for Session 1: To use a Story Web Graphic Organizer that focuses on “wh” questions to identify, organize, and retell key elements of a story.

Opening Activity (5-10 minutes)

1. Introduce parents to a new wordless picture book. Make sure parents are comfortable and can easily see the book.
2. Introduce the new book by:
 - Talking about the picture on the cover. What does it show?
 - Talking about the title of the book. Does the title offer more clues to what the book is about? How do the title and the cover picture go together? Why do you think this picture is on the cover?
 - Making predictions together about what this book might be about, based on the cover picture and title. Discuss the elements that make you think the book will be about that particular topic or story line.

Central Ideas and Practice (20-30 minutes)

1. Page through the new wordless picture book together. Take your time, giving parents the opportunity to look at and think about all the pictures in the book and how they form a story.
2. Next, share with parents the blank template for the Story Web Graphic Organizer. Point out the area in the middle labeled “Event/Title.” Talk about the title of the book and how it relates to the rest of the pictures they’ve just looked at. Write the title in the center of the Story Web.
3. Point out the areas on the Story Web labeled “who,” “what,” “where,” “when,” “why” and “how.” Ask parents to keep those questions in mind as you read through the wordless picture book together again. As you read and talk about the book, encourage parents to write words or draw pictures in the circles to represent what you discuss. For example:
 - Who is in the story?
 - What are they doing?

- When does the story happen?
 - Where does the story take place?
 - Why do these things happen?
 - How does the story develop?
4. After reading and talking about these elements of the story, ask parents what happens at the beginning, middle and end of the story as a review.
 5. Encourage parents to record new vocabulary and other ideas they have using the Vocabulary and Knowledge Building Handout.
 6. Support parents in their vocabulary and grammar building by inviting them to ask about words or sentences they are unsure of. Provide examples by using new words in sentences that relate to parents' experiences.

Evaluation (5-10 minutes)

Make sure parents understand the concepts you practiced during the session (i.e., using a Story Web Graphic Organizer and “wh” questions to focus on the important events in a story). Assess their understanding by asking parents to retell the story of the wordless picture book using their Story Web as a prompt. Support parents by asking what happens at the beginning, middle and end of the story.

Do parents need more practice or support? If yes, provide additional practice or discussion before going on to the session application and closure.

Application – Practice these skills and strategies with your child (10-20 minutes)

1. Encourage parents to share a wordless picture book at home with their child, using the Story Web Graphic Organizer and “wh” questions to guide a conversation about the book.
2. Remind parents to:
 - Talk about the cover picture and title of the book before reading the story.
 - Talk about the pictures with their child first, asking about the things they notice on each page.
 - Use “wh” questions to explore the pictures and the stories they tell.
3. Provide parents with extra copies of the Story Web template. Encourage them to share and fill out this graphic organizer with their child and bring it to the next session.
4. Answer any questions parents have about the assignment before they leave.



Closure (5-10 minutes)

Review the main points of the session.

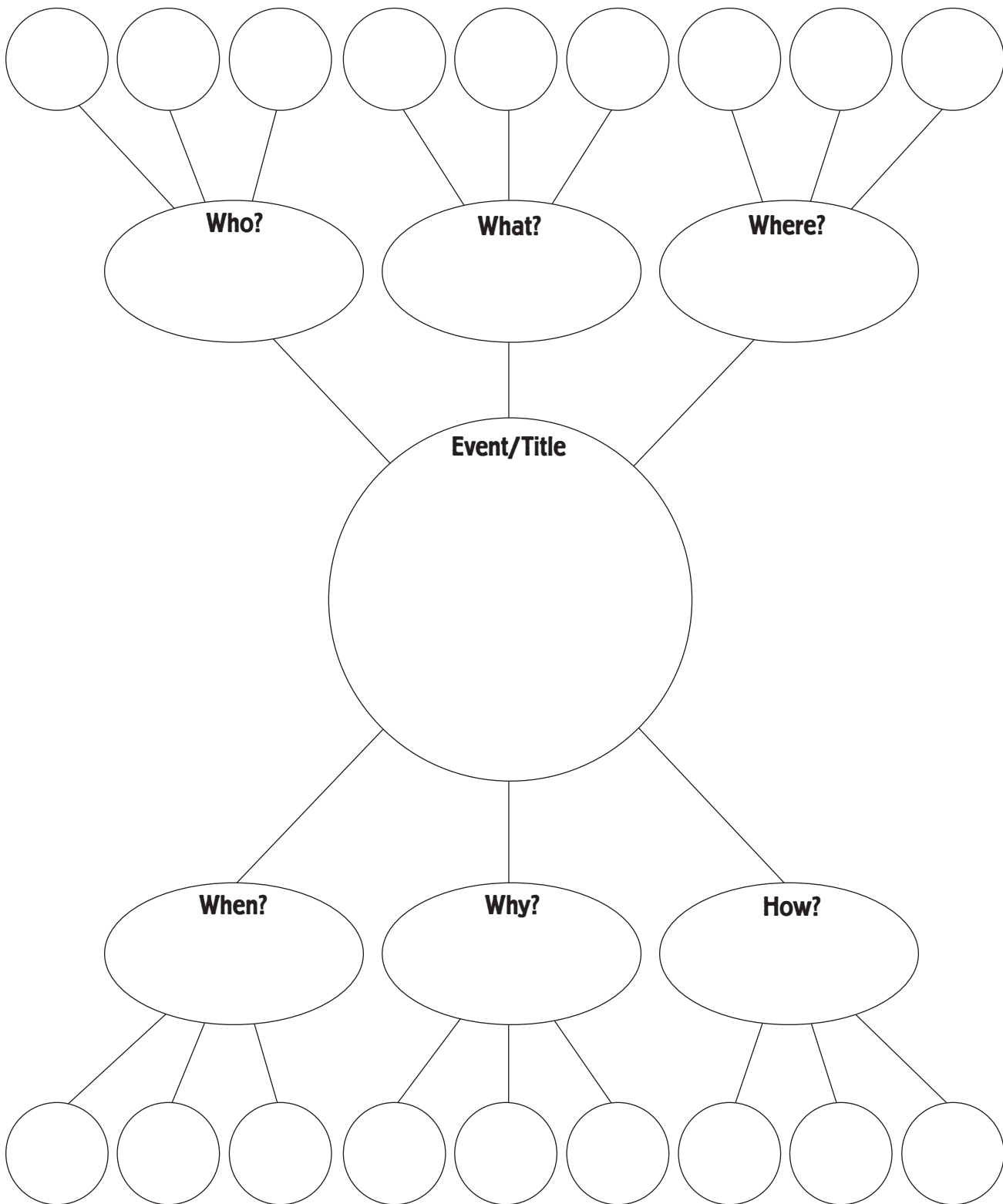
- Talk about the cover and title of a book and make predictions about what you think the story will be about.
- Use “wh” questions to talk about the pictures and the stories they tell and organize your thoughts about what happens in a story. How do these relate to the title of the story?
- Think about what happens at the beginning, middle and end of a story.

Point out and help parents recognize and celebrate the things they learned or the skills they mastered in this session (e.g., improved English speaking skills, new vocabulary words, etc.)

**Tutor Reflection** (5-10 minutes)

After parents have gone, think about the following questions and record your thoughts to help you plan for your next tutoring session.

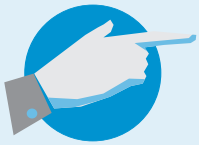
- What went well during this session?
- What do parents (or specific students) want to learn and talk about?
- Are there new vocabulary words, grammar points, pronunciation questions, word building and other important parts of English language development they are showing interest in learning more about?
- What parts of the session do I need to review next time?
- What can I do next time to address language learning needs based on what I observed during this session?



TOPIC 4:

Story Webs

Session 2



Tutor Tip:

Different elements of a picture can help you discover new information when reading a wordless picture book. What things create effects and feelings in readers? Take time to look for and talk about some of these picture elements. They may give you hints for what to include in a graphic organizer.

- Color — Look for changes in *hues* along the color scale.
- Layout — Talk about the order in which the pictures are presented. Some books will use illustrations as a *continuous narrative*, showing action snapshots of a character engaged in a series of activities during a particular time sequence, such as getting ready for bed.
- Perspective — Is there a *linear perspective* where objects closer to the reader appear larger than objects farther away in the book? Is there an *aerial perspective*, which can give the feeling of distance?
- Repetition — Look for objects or picture elements that reoccur throughout the book to form a *running story*. Sometimes a secondary character or picture element will appear throughout a story sequence that is not referred to in the main story line.

Materials/Resources

Refresh your memory of the last session and review the materials you will need to conduct this session.

- The wordless picture book you shared in Session 1
- Story Web Graphic Organizer
- Vocabulary and Knowledge Building Handout—this handout is used in several Topics and Sessions and is located in the Appendix
- Consider using a dictionary of American English for learners of English. This type of dictionary is developed with the English language learner in mind and includes helpful features such as study notes on key language points, situational illustrations, two-word verbs as separate entries, and helpful grammar codes.

Welcome (2-5 minutes)

Continue to spend time building a comfortable relationship with parents. Talk with parents about their interests, goals and needs.

Topic Introduction (2-5 minutes)

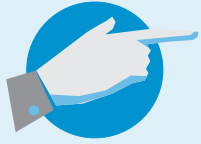
Share the goals of this topic with parents:

- To experience storytelling in English and talk about stories
- To make personal connections to the stories we read and hear
- To build English language speaking skills through conversations
- To use a Story Web Graphic Organizer as another way to organize thoughts about what happens in a story

Objective for Session 2: To expand and explore English language conversations using a Story Web Graphic Organizer.

Opening Activity (5-10 minutes)

1. Encourage parents to talk about and share the experiences they had at home reading with their child. Ask if they used the Story Web Graphic Organizer, and invite them to share it if they brought it back to class.
 - What did your child enjoy most?
 - What do you think your child learned?
 - What went well?
 - What do you think you could do differently next time?
2. Using the wordless picture book from the previous session, talk about the pictures and the story. This time, though, focus on one key “wh” question from the Story Web Graphic Organizer. For example:
 - What happens at the beginning of the story?
 - What happens next, or in the middle of the story?
 - What happens at the end of the story?
3. Point out to parents that there are three smaller circles attached to the “What” circle on the Story Web. Ask them to write or draw what happens at the beginning, middle and end of the story in those three circles.
4. Invite parents to share any new information they gained or ideas they got from reviewing the book again.

**Tutor Tip:**

Not every wordless picture book will lend itself to completing every circle on a Story Web Graphic Organizer. The goal of using the Story Web is to prompt parents to think about the details of the story and how they relate to and enrich the main elements of the story. Thinking about what happens, who is involved, and when events take place at the beginning, middle and end of a story is a good way to help organize a reader's thoughts.

Central Ideas and Practice (20-30 minutes)

1. Talk through the picture book again with parents. Provide enough time for parents to study each picture. Ask questions to draw their attention to details they may have missed, particularly as they affect the outcome of the story.
 - What is happening in this picture? What happened before this picture? What do you think will happen next?
 - Where is this picture taking place? Is this the same place as the picture before? Is it the same place as the one depicted on the cover?
 - Why do you think the author chose this title? Does the title seem to fit the story? Now that you've read the whole story, can you think of another good title?
2. Invite parents to add any new information you discussed to their Story Web. They may want to change the information in one of the main "wh" circles, or they may want to add detailed information to some of the connected circles. Would they like to change the "Event/Title" circle, or add their new title? Help parents add new information, providing vocabulary support as needed.
3. Ask parents if this story reminds them of a similar experience they've had.
4. Encourage parents to record new vocabulary and other ideas they have using the Vocabulary and Knowledge Building Handout.
5. Support parents in their vocabulary and grammar building by inviting them to ask about words or sentences they are unsure of. Provide examples by using new words in sentences that relate to parents' experiences.

Evaluation (5-10 minutes)

Make sure parents understand the concepts you practiced during the session (i.e., using additional questions to organize and clarify your thoughts about the main elements of a story). Assess their understanding by talking about the first picture and the last picture in the book you've been working with. What is the same in both pictures? What is different? What happened in between?

Do parents need more practice or support? If yes, provide additional practice or discussion before going on to the session application and closure.

Application – Practice these skills and strategies with your child (10-20 minutes)

1. Encourage parents to talk with their child at home using the same wordless picture book they read together last time. Or, help parents choose a different book that might be more enjoyable for their child.
2. Encourage parents to talk about the pictures and the story several times with their child over the next few days in their home language and/or English. Remind parents to start by talking about the title and cover of the story, then to revisit the title and cover after reading to compare their predictions with what actually happens in the story.
3. Encourage parents to use the Story Web Graphic Organizer to talk about the story with their child. How many details or additional circles can they fill in together? Provide additional blank templates for parents to use at home.
4. Answer any questions parents have about the assignment before they leave.



Closure (5-10 minutes)

Review the main points of the session.

- Stories have a beginning, middle and end. Often, elements of a story will change as the story progresses, such as where the story is taking place, who is in the story, or what is happening.
- Using “wh” questions and graphic organizers helps you to think about the details of a story, which leads to a richer understanding of the story.

Point out and help parents recognize and celebrate the things they learned or the skills they mastered in this session (e.g., improved English speaking skills, new vocabulary words, etc.)

Tutor Reflection (5-10 minutes)

After parents have gone, think about the following questions and record your thoughts to help you plan for your next tutoring session.

- What went well during this session?
- What do parents (or specific students) want to learn and talk about?
- Are there new vocabulary words, grammar points, pronunciation questions, word building and other important parts of English language development they are showing interest in learning more about?
- What parts of the session do I need to review next time?
- What can I do next time to address language learning needs based on what I observed during this session?



TOPIC 5:

Event Maps

Session 1



Tutor Tip:

Why use different kinds of graphic organizers? For this session, try to choose a picture book that uses a different artistic style. For example, if the book you used in the last session featured photographs, choose one that uses illustrations. Or, if the book you used previously had a very realistic illustration style, choose a book that uses a more abstract style. Use this as an opportunity to discuss with parents that, just as different illustrators have different styles of drawing, so too do different learners have different styles of learning. Capture the story in a different graphic organizer and help parents try out a different style of visual learning.

Materials/Resources

Read through the materials for both sessions in this topic before conducting the first session.

- A new wordless picture book to share with parents—see the annotated list in the Appendix
- Event Map Graphic Organizer—the template follows Topic 5, Session 1
- Vocabulary and Knowledge Building Handout—this handout is used in several Topics and Sessions and is located in the Appendix
- Consider using a dictionary of American English for learners of English. This type of dictionary is developed with the English language learner in mind and includes helpful features such as study notes on key language points, situational illustrations, two-word verbs as separate entries, and helpful grammar codes.

Welcome (2-5 minutes)

Continue building a comfortable relationship with parents so that they feel safe in trying new things. At the beginning of the session, ask about their children, their home lives, a new job, their goals and their interests. Always look for ways to create a fun and meaningful learning atmosphere.

Topic Introduction (2-5 minutes)

Share the goals of this topic with parents:

- To experience storytelling in English and talk about stories
- To make personal connections to the stories we read and hear
- To build English language speaking skills through conversations using wordless picture books
- To use an Event Map Graphic Organizer as another way to organize thoughts and talk about what happens in a story

Objective for Session 1: To use an Event Map Graphic Organizer to talk about and retell a story.

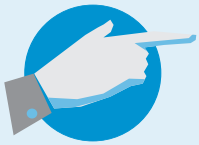
Opening Activity (5-10 minutes)

1. Tell parents you want to share a new wordless picture book with them in this session. Explain that this book looks a little different from the book you worked with previously; that is, it uses a different artistic style. (Option: Talk about the style of the cover illustration—is it a photograph or is it a drawing? Does it depict the subject matter in a realistic or a nonrealistic style?)
2. Ask parents to look at the cover of the book. Based on the picture, what do you think the story will be about? What details in the cover picture draw your attention? Why do you think this picture is on the cover? Does the style of the picture suggest how the story will be told?
3. Talk about the title of the book. Based on the title, what do you think the story will be about? How does the title connect to the cover picture?

Central Ideas and Practice (20-30 minutes)

1. Look through the new wordless picture book together. Take your time, giving parents the opportunity to look at and think about all the pictures in the book and how they make up the parts of this story.
2. Next, share with parents the blank template for the Event Map Graphic Organizer. Talk about how this graphic organizer looks different from the Story Web they used previously. What is the same? Point out the area in the middle labeled “Event/Title.” Talk about the title of the book and how it relates to the rest of the pictures you’ve just looked at together. Write the title in the appropriate box on the Event Map.
3. Look at and talk about the pictures a second time with parents. Support parents in charting the events of the story using the Event Map. Talk about each Event Map box as you encourage parents to write words or draw pictures to remember the things you discuss:

- What happened?
 - Where did it happen?
 - How did it happen?
 - Why did it happen?
 - Who was involved?
 - When did it happen?
4. After reading and talking about the story, ask parents to point out the things that happened at the beginning, middle and end of the story as a review.
 5. Encourage parents to record new vocabulary and other ideas they have using the Vocabulary and Knowledge Building Handout.
 6. Support parents in their vocabulary and grammar building by inviting them to ask about words or sentences they are unsure of. Provide examples by using new words in sentences that relate to parents' experiences.



Tutor Tip:

Provide parents with different color pencils or magic markers to record the different elements of the story on their Event Map (check with your program supervisor to see what resources are available). Encourage parents to choose a different color for each Event Map box to remember that particular story element. For example, they may want to use a color that matches an illustration in the story, or a color that reflects the emotion of a particular character at a specific moment.

Evaluation (5-10 minutes)

Make sure parents understand the concepts you practiced during the session (i.e., using an Event Map Graphic Organizer helps you determine the important events and sequence of a story). Assess their understanding by asking parents to retell the story of the wordless picture book using their Event Map as a prompt. Guide parents as necessary by asking what happens at the beginning, middle and end of the story.

Do parents need more practice or support? If yes, provide additional practice or discussion before going on to the session application and closure.



Application – Practice these skills and strategies with your child (10-20 minutes)

1. Encourage parents to share a wordless picture book at home with their child, using the Event Map Graphic Organizer and “wh” questions to talk about the events (in their home language and/or English) that occur in the book.

2. Remind parents to:
 - Talk about the cover picture and title of the book before reading the story.
 - Talk about the pictures with their child first, and discuss what they see and notice.
 - Use questions and a graphic organizer to prompt and guide a conversation about the book.
 - Review what happens at the beginning, middle and end of a story.
3. Provide parents with extra copies of the Event Map template. Encourage them to fill out this graphic organizer with their child and bring it to the next session.
4. Answer any questions parents have about the assignment before they leave.

Closure (5-10 minutes)

Review the main points of the session.

- There are different ways that artists use to convey meaning and feeling. Likewise, there are different ways we can think about and visualize the events that happen in a story.
- The cover and title of a story help us make predictions about what a story is going to be about.
- The events in a story happen in a particular sequence.

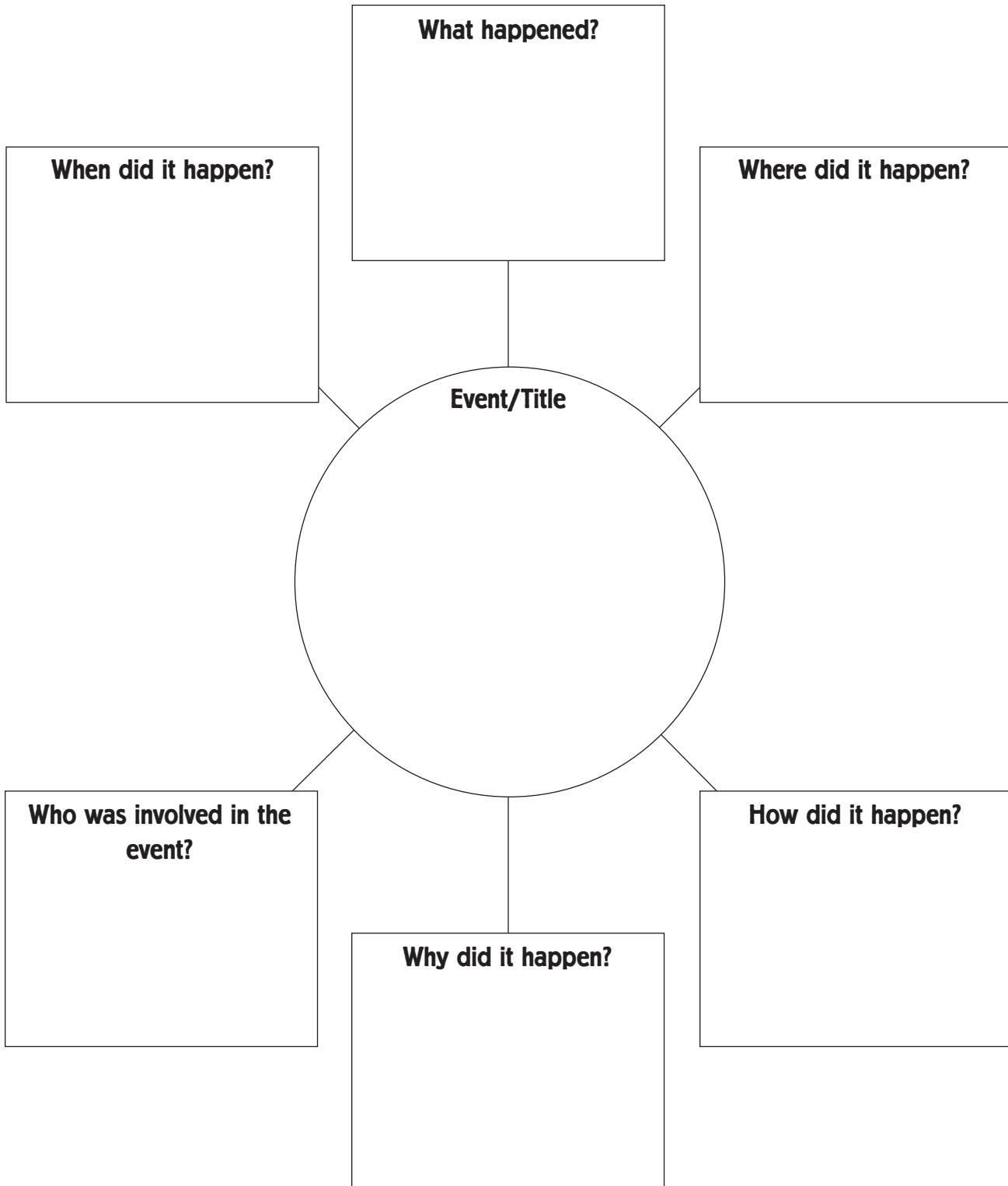
Point out and help parents recognize and celebrate the things they learned or the skills they mastered in this session (e.g., improved English speaking skills, new vocabulary words, etc.)

Tutor Reflection (5-10 minutes)

After parents have gone, think about the following questions and record your thoughts to help you plan for your next tutoring session.

- What went well during this session?
- What do parents (or specific students) want to learn and talk about?
- Are there new vocabulary words, grammar points, pronunciation questions, word building and other important parts of English language development they are showing interest in learning more about?
- What parts of the session do I need to review next time?
- What can I do next time to address language learning needs based on what I observed during this session?





TOPIC 5:

Event Maps

Session 2

Tutor Tip:

As parents begin to develop their English language skills, you can help them think more critically about the pictures and the stories they're reading. Here are some questions that can help expand conversations and extend parents' critical thinking:



- Was there anything in the story or pictures that you had questions about?
- Did the pictures or the story follow a pattern?
- How long do you think it took the story to happen?
- Who is telling the story?
- Why was the story set in a particular place?
- Which character interests you the most? Why?
- What do you think the characters are thinking and feeling? Why?
- What do you think your child will like most about this story?

Materials/Resources

Refresh your memory of the last session and review the materials you will need to conduct this session.

- The wordless picture book you shared in Session 1
- Event Map Graphic Organizer
- Vocabulary and Knowledge Building Handout—this handout is used in several Topics and Sessions and is located in the Appendix
- Consider using a dictionary of American English for learners of English. This type of dictionary is developed with the English language learner in mind and includes helpful features such as study notes on key language points, situational illustrations, two-word verbs as separate entries, and helpful grammar codes.

Welcome (2-5 minutes)

Continue to spend time building a comfortable relationship with parents. Talk with parents about their interests, goals and needs.

Topic Introduction (2-5 minutes)

Share the goals of this topic with parents:

- To experience storytelling in English and talk about stories
- To make personal connections to the stories we read and hear
- To build English language speaking skills through conversations using wordless picture books
- To use an Event Map Graphic Organizer as another way to organize thoughts and talk about what happens in a story

Objective for Session 2: To explore additional questions and strategies to expand conversations using an Event Map Graphic Organizer.

Opening Activity (5-10 minutes)

1. Encourage parents to talk about and share the experiences they had reading with their child at home. Ask if they used the Event Map Graphic Organizer, and invite them to share it if they brought it back to class.
 - What did your child enjoy most?
 - What do you think your child learned?
 - What went well?
 - What do you think you could do differently next time?
2. Refer to the Event Map you created in the previous session. Ask and help parents to tell the story in their own words, using the Event Map as a prompt.
3. Talk about the events in the story. What do parents remember most? What do they have questions about? Looking at the Event Map, can parents identify the beginning, middle and end of the story?
4. Invite parents to share any new information they gained and help them add new ideas to their Event Map.

Central Ideas and Practice (20-30 minutes)

1. Talk through the picture book again with parents. Provide enough time for parents to really study each picture. Ask questions to support them as they compare the events in the story to the events they have recorded on their Event Map.
 - What is happening at this point in the story?
 - Where is it happening?
 - How is it happening?
 - Why is it happening?

- Who is involved?
 - When is it happening?
2. Invite parents to add new thoughts, information and ideas to their Event Map. Ask parents to point out the beginning, middle and end of the story. Talk about the way events develop in the book. What happens first, next, last? Provide vocabulary support as needed.
 3. Encourage parents to record new vocabulary and other ideas they have using the Vocabulary and Knowledge Building Handout.
 4. Support parents in their vocabulary and grammar building by inviting them to ask about words or sentences they are unsure of. Provide examples by using new words in sentences that relate to parents' experiences.

Evaluation (5-10 minutes)

Make sure parents understand the concepts you practiced during the session (i.e., using additional questions to organize and clarify your thoughts about the sequence of events in a story). Assess their understanding by talking about what is happening in the first picture and the last picture in the book you've been working with. What is the same in both pictures? What is different? What happened in between?

Do parents need more practice or support? If yes, provide additional practice or discussion before going on to the session application and closure.

Application – Practice these skills and strategies with your child (10-20 minutes)

1. Encourage parents to share a wordless picture book with their child at home. If their child liked the book they read together last time, encourage parents to use the same book to extend their conversation. Or, help parents choose a different book that might be more enjoyable for their child.
2. Provide parents with a blank Event Map template. Encourage them to fill out the new Event Map with their child, even if they completed one for the same book earlier with their child. Remind parents that this graphic organizer is a helpful tool for talking about what happens in the beginning, middle and end of a story.
3. Encourage parents to make up a new ending to the story with their child.
4. For parents with great English language proficiency, invite them to create an Event Map about a personal experience. For example, they might choose to create an Event Map for the family photograph or postcard they used in Topic 2 to record the event depicted in the picture. Encourage parents to share and talk about this story and Event Map with their child.
5. Answer any questions parents have about the assignment before they leave.



Closure (5-10 minutes)

Review the main points of the session.

- Stories have a beginning, middle and end. The events that make up a story happen in a sequence.
- Using “wh” questions and graphic organizers helps you to think about the sequence of events in a story, which leads to a richer understanding of the story.

Point out and help parents recognize and celebrate the things they learned or the skills they mastered in this session (e.g., improved English speaking skills, new vocabulary words, etc.)

**Tutor Reflection** (5-10 minutes)

After parents have gone, think about the following questions and record your thoughts to help you plan for your next tutoring session.

- What went well during this session?
- What do parents (or specific students) want to learn and talk about?
- Are there new vocabulary words, grammar points, pronunciation questions, word building and other important parts of English language development they are showing interest in learning more about?
- What parts of the session do I need to review next time?
- What can I do next time to address language learning needs based on what I observed during this session?

TOPIC 6:

Star Stories

Session 1

Tutor Tip:

Now that you've shared conversational experiences with parents through several sessions, consider some of these points as you select a new wordless picture book for the next two sessions.



- Interests. Are there topics, events or settings that might be of particular interest to the parents and/or their children?
- Diversity. Books can show diverse times and places as well as cultures. Diversity can help us appreciate other countries and cultures, as well as celebrate our own.
- Themes. Many themes such as family and play resonate with all parents and can be easily interpreted.
- Challenge. Will talking about the book offer opportunities to introduce new and useful vocabulary words?

Materials/Resources

Read through the materials for both sessions in this topic before conducting the first session.

- A new wordless picture book to share with parents—see the annotated list in the Appendix
- Star Story Graphic Organizer—the template follows Topic 6, Session 1
- Vocabulary and Knowledge Building Handout—this handout is used in several Topics and Sessions and is located in the Appendix
- Consider using a dictionary of American English for learners of English. This type of dictionary is developed with the English language learner in mind and includes helpful features such as study notes on key language points, situational illustrations, two-word verbs as separate entries, and helpful grammar codes.

Welcome (2-5 minutes)

Continue building a comfortable relationship with parents so that they feel safe in trying new things. At the beginning of the session, ask about their children, their home lives, a new job, their goals and their interests. Always look for ways to create a fun and meaningful learning atmosphere.

Topic Introduction (2-5 minutes)

Share the goals of this topic with parents:

- To build English language skills through conversations
- To have English language experiences using wordless picture books
- To use a Star Story Graphic Organizer as another way to organize thoughts and talk about key points in a story

Objective for Session 1: To use a Star Story Graphic Organizer to share a conversation and talk about a wordless picture book.

Opening Activity (5-10 minutes)

1. Tell parents you want to talk about a new wordless picture book together. Read the title aloud. Ask parents what they think this story will be about, based on the title. Does this sound like a book they will enjoy reading? Why or why not?
2. Talk about the cover illustration of the book. Does the illustration provide clues about where or when this book takes place, or what might happen in the story? What are those clues? Why do you think this picture is on the cover?
3. Ask parents to make predictions based on the title and cover of the book. Try to make a prediction to answer each of the following questions:
 - Who will this story be about?
 - What will happen?
 - Where will the story take place?
 - When will the story take place?
 - Why do you think the author wanted to tell this story?

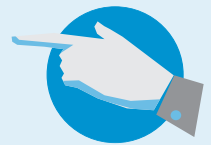
Central Ideas and Practice (20-30 minutes)

1. Look through the new wordless picture book together. Take your time, giving parents the opportunity to look at and think about all the pictures in the book and how they form a story.
2. After you've looked through the book together, talk about the predictions parents made using the cover picture and title. Did their predictions match the story? What was similar and what was different?

3. Next, share with parents the blank template for the Star Story Graphic Organizer. Point out that the center of this graphic organizer is labeled a little differently than the Story Web and Event Map they worked with earlier. Let parents know that filling in the five points of the star (who, what, where, when and why) will help them think about a summary for the story. But for now, fill in the center of the star with the title of the book. Remind parents that the title of a book is often a clue to what the story is about.
4. Look through the pictures a second time with parents. Talk about the five “points” of the Star Story Graphic Organizer as you discuss the book:
 - Who are the characters?
 - What are they doing or trying to do?
 - Where is the story taking place?
 - When does the story happen?
 - Why do the characters do what they do? Why does the story end the way it does?
5. After reading and talking about these story elements, discuss connections to the title of the book. Did the title help you answer any or all of the questions? Talk about the predictions parents made earlier. Do they match the story?
6. Ask parents if they think their child would enjoy this book. Would their child like the main character, be interested in what happens in the story, or be excited by the setting of the story? Why or why not?
7. Encourage parents to record new vocabulary and other ideas they have using the Vocabulary and Knowledge Building Handout.
8. Support parents in their vocabulary and grammar building by inviting them to ask about words or sentences they are unsure of. Provide examples by using new words in sentences that relate to parents’ experiences.

Tutor Tip:

For more proficient ELL parents, ask them which “point” of the star seems most important to the meaning or events of the story. The main character (who)? The events in the story (what)? The setting of the story (where)? The timeframe of the story (when)? The motivation of the characters or the message of the story (why)?



Evaluation (5-10 minutes)

Make sure parents understand the concepts you practiced during the session (i.e., using a Star Story Graphic Organizer helps you identify points or elements in a story and helps you talk about a story). Assess their understanding by asking parents to re-tell the story of the wordless picture book using their Star Story as a prompt. Support parents as necessary by asking what happens at the beginning, middle and end of the story.

Do parents need more practice or support? If yes, provide additional practice or discussion before going on to the session application and closure.

**Application – Practice these skills and strategies with your child** (10-20 minutes)

1. Encourage parents to share a new wordless picture book with their child at home, using the Star Story Graphic Organizer to talk about the story.
2. Remind parents to:
 - Talk about the cover picture and title of the book before reading the story.
 - Look at the pictures with their child first, and talk about what they see.
 - Use questions and a graphic organizer to support and develop a conversation about the book (in their home language and/or English).
 - Compare the predictions they made with their children based on the cover and title of the book to the key points or elements in the story after they have read it.
3. Provide parents with extra copies of the Star Story template. Encourage them to share and fill out this graphic organizer with their child and bring it to the next session.
4. Answer any questions parents have about the assignment before they leave.

Closure (5-10 minutes)

Review the main points of the session.

- Making predictions about the key points in a story helps you evaluate or understand the story better when you read it.
- There are many different reasons to choose a book to share with your child. Choosing a book that your child likes will help you expand the conversations you have about the book. Talking about a book develops literacy and language skills.

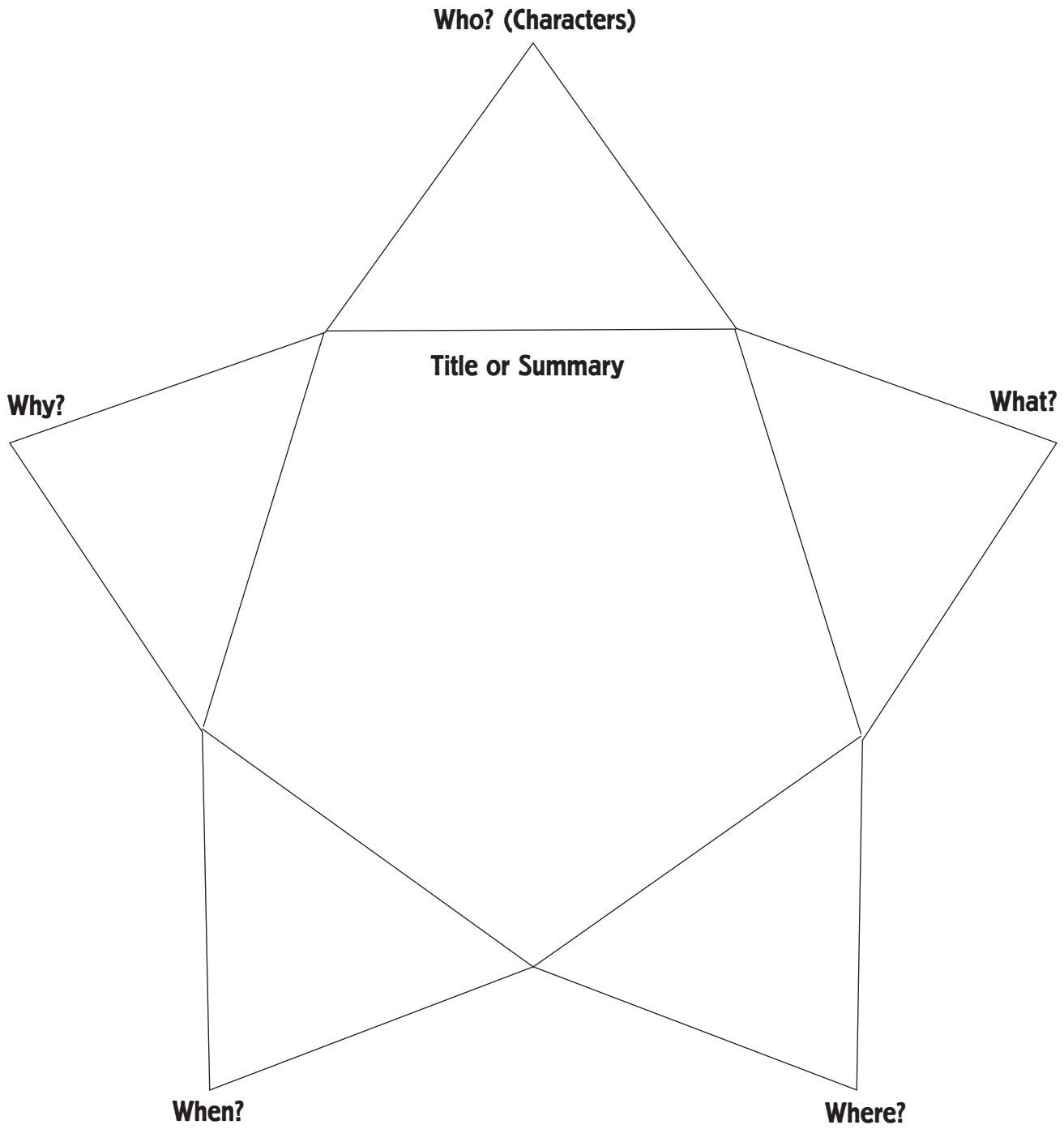
Point out and help parents recognize and celebrate the things they learned or the skills they mastered in this session (e.g., improved English speaking skills, new vocabulary words, etc.)

Tutor Reflection (5-10 minutes)

After parents have gone, think about the following questions and record your thoughts to help you plan for your next tutoring session.

- What went well during this session?
- What do parents (or specific students) want to learn and talk about?
- Are there new vocabulary words, grammar points, pronunciation questions, word building and other important parts of English language development they are showing interest in learning more about?
- What parts of the session do I need to review next time?
- What can I do next time to address language learning needs based on what I observed during this session?





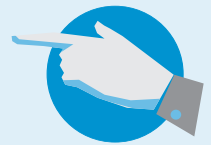
TOPIC 6:

Star Stories

Session 2

Tutor Tip:

What's the point? As you use the Star Story Graphic Organizer with parents, help them make connections between the points of the star (who, what, where, when, why) and the message of the story. Answering these five key points can help parents summarize the story. Retelling a story in your own words (often by talking about the answers to these key questions) is another way to summarize and a great way to enhance your understanding of the story. This is a strategy parents can use with their child as well.



Materials/Resources

Refresh your memory of the last session and review the materials you will need to conduct this session.

- The wordless picture book you shared in Session 1
- Star Story Graphic Organizer
- Vocabulary and Knowledge Building Handout—this handout is used in several Topics and Sessions and is located in the Appendix
- Consider using a dictionary of American English for learners of English. This type of dictionary is developed with the English language learner in mind and includes helpful features such as study notes on key language points, situational illustrations, two-word verbs as separate entries, and helpful grammar codes.

Welcome (2-5 minutes)

Continue to spend time building a comfortable relationship with parents. Talk with parents about their interests, goals and needs.

Topic Introduction (2-5 minutes)

Share the goals of this topic with parents:

- To build English language skills through conversations
- To have English language experiences using wordless picture books

- To use a Star Story Graphic Organizer as another way to organize thoughts and talk about key points in a story

Objective for Session 2: To explore additional questions to develop and expand conversations using a Star Story Graphic Organizer.

Opening Activity (5-10 minutes)

1. Invite parents to talk about and share the experiences they had talking with their child at home. Ask if they used the Star Story Graphic Organizer, and invite them to share it if they brought it back to class.
 - What did your child enjoy most?
 - What do you think your child learned?
 - What went well?
 - What do you think you could do differently next time?
2. Ask parents if they remember the book you discussed in the last session. Do they remember who the story was about? What took place? Where the story happened? When it happened? Why the characters did what they did, or why the story ended the way it did?
3. Show parents the cover of the book and the Star Story Graphic Organizer you worked on in the last session. Discuss whether or not the cover of the book and the title help explain what the story is about. Are there any details in the cover illustration that help you answer the questions—who, what, where, when or why?
4. Invite parents to share any new information they gained or ideas they got from reviewing the Star Story. Help them add this information to their Star Story Graphic Organizer.

Central Ideas and Practice (20-30 minutes)

1. Talk about the picture book again with parents. Provide enough time for parents to really study each picture. Ask questions or prompts to help them think about the story.
 - Who is this story about? Is there a main character?
 - What does the main character do? What do other characters do? What else happens?
 - Where does the story take place? Could the story take place in a different setting? (For example, on a farm or in a city; in a home or in a park.)
 - When does the story happen? How would the story change if it took place at a different time? (For example, the past, present or future; a particular season; or during a particular event like a holiday or family gathering.)

2. Next, talk about why the events of the story take place. Do the characters, situation, setting or time period affect the outcome of the story? Are any of these elements more important than others? Ask parents why they think the author chose to tell the story in this way. Help parents add new information to their Star Story Graphic Organizer, providing vocabulary support as needed.
3. Take time to discuss any connections to parents' life experiences.
4. Encourage parents to record new vocabulary and other ideas they have using the Vocabulary and Knowledge Building Handout.
5. Support parents in their vocabulary and grammar building by inviting them to ask about words or sentences they are unsure of. Provide examples by using new words in sentences that relate to parents' experiences.

Evaluation (5-10 minutes)

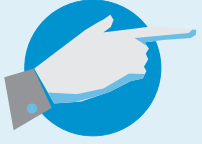
Make sure parents understand the concepts you practiced during the session (i.e., talk about points or elements in a story line to expand conversations and summarize a story). Assess their understanding by asking them to draw, write about or talk about one key point in the story. Why do they think this is an important part of the story?

Do parents need more practice or support? If yes, provide additional practice or discussion before going on to the session application and closure.

Application – Practice these skills and strategies with your child (10-20 minutes)

1. Encourage parents to read and talk with their child at home. If their child liked the wordless picture book they read together last time, encourage parents to use the same book. Or, help parents choose a different book that might be more enjoyable for their child.
2. Encourage parents to use a Star Story Graphic Organizer to talk about the book with their child. Remind them of the questions you used during this session. How might parents use these strategies with their child?
 - Let parents know that answering the question “why” may be difficult for their child. (It also can be difficult for adults!)
3. Talk about the differences between the title of a book and a summary of a book. Sometimes the title of a book offers a very short summary of the story, as in *Breakfast for Jack*. This title lets you know that there will be a character named Jack, and the events of the story will involve having breakfast. Other titles do not provide as much information, but the cover illustration may help you make predictions about the book. Retelling a story after you have read and talked about it is a way of summarizing the story.
4. Answer any questions parents have about the assignment before they leave.



**Tutor Tip:**

Once parents are more comfortable sharing wordless picture books with their children you may want to help them select books. Here are a few things to consider:

- Developmental appropriateness — Ask parents to think about the amount of background knowledge or experience their child needs to appreciate the book.
- Younger children and toddlers can use books for “point and say,” labeling objects or picture elements that they recognize. They can respond to simple questions such as “Where is the _____?”
- Older children will enjoy interpreting and talking about the stories in wordless picture books. They can relate their own experiences (including what they learn in school) to the pictures and stories.
- Format — Small books are known as lap books because they are the right size to see together when a child is snuggled in a parent’s lap. However, larger books will work well when there are siblings in the family who want to share book reading time together.
- Timing — Certain books are filled with bright busy colors and depict lots of energy, and may be well-suited for “high energy” times of day. Other books are better suited for calm and quiet reading times.
- Challenge — Consider whether the pictures will stretch the child’s imagination and thinking. Encourage parents to think about their child’s interests and how the book connects to those interests. Also, encourage parents to think about what kinds of questions their child might have about the book and where they can find those answers together.

Closure (5-10 minutes)

Review the main points of the session.

- Making predictions before reading and asking questions as you read helps you think about the key points in a story.
- Summarizing or retelling a story in your own words is a good way to review and remember the key points in a story.
- Talking about what’s most important in a story helps enrich your understanding of the story. It also helps connect those ideas to your personal experiences.

Point out and help parents recognize and celebrate the things they learned or the skills they mastered in this session (e.g., improved English speaking skills, new vocabulary words, etc.)

Tutor Reflection (5-10 minutes)

After parents have gone, think about the following questions and record your thoughts to help you plan for your next tutoring session.

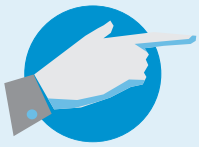
- What went well during this session?
- What do parents (or specific students) want to learn and talk about?
- Are there new vocabulary words, grammar points, pronunciation questions, word building and other important parts of English language development they are showing interest in learning more about?
- What parts of the session do I need to review next time?
- What can I do next time to address language learning needs based on what I observed during this session?



TOPIC 7:

Concept Picture Books

Session 1



Tutor Tip:

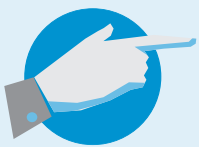
So far, you've been working with parents using wordless picture books that tell a story. Excellent! Take a few moments to think about all that you and the parents you're tutoring have learned from these experiences about story structure and the conversations that naturally flow from a story.

For this topic, you are going to use a different kind of picture book—a concept book. These books focus on a particular theme or concept, such as the alphabet, numbers, shapes or colors. But they still have a story to tell! Not only do these books offer lots of opportunities to build vocabulary for English language learners, they also provide a chance to stretch your imagination when it comes to storytelling.

Materials/Resources

Read through the materials for both sessions in this topic before conducting the first session.

- An alphabet picture book to share with parents—see the annotated list in the Appendix
- Vocabulary and Knowledge Building Handout—this handout is used in several Topics and Sessions and is located in the Appendix
- Consider using a dictionary of American English for learners of English. This type of dictionary is developed with the English language learner in mind and includes helpful features such as study notes on key language points, situational illustrations, two-word verbs as separate entries, and helpful grammar codes.



Tutor Tip:

While the sessions in this Topic use an alphabet book, think how parents might apply the strategies when reading other concept books that focus on a different concept, such as colors or numbers. Help parents make connections to vocabulary building skills and the conversational strategies they've already learned.

Welcome (2-5 minutes)

Continue building a comfortable relationship with parents so that they feel safe in trying new things. At the beginning of the session, ask about their children, their home lives, a new job, their goals and their interests. Always look for ways to create a fun and meaningful learning atmosphere.

Topic Introduction (2-5 minutes)

Share the goals of this topic with parents:

- To build English language skills through conversations
- To have English language experiences using concept picture books
- To build on storytelling techniques and conversational strategies to talk about concepts like the alphabet, numbers, colors and shapes

Objective for Session 1: To talk about and practice English language and conversational strategies using a concept picture book.

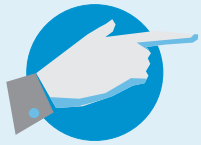
Opening Activity (5-10 minutes)

1. Share an alphabet picture book with parents. Show parents the cover and read aloud the title of the book. What do you think the book will be about?
2. Ask parents what clues the cover or title provides about the way the author/illustrator will present the alphabet. What are those clues? (For example, the cover might show a picture of an animal or the title might refer to animals, and so you might guess that the book will explore the alphabet using animal names.)
3. There are 26 letters in the Roman alphabet (the alphabet used in English). Ask parents what is the first letter of the alphabet? What is the last? What letters are in the middle? Extend the questions to include a discussion about the concept or picture parents think they will see at the beginning of the book, the middle and the end?

Central Ideas and Practice (20-30 minutes)

1. Look through the alphabet book together. Take your time, giving parents the opportunity to look at and think about all the pictures in the book. Talk about what you see, answering questions and offering vocabulary support as needed. Encourage parents to ask questions about what they see.
2. Return to the title and cover of the book. Now that parents have read the book, talk about the predictions they made earlier based on the cover illustration and title.

3. After you've looked through and discussed all the pictures in the book, ask parents to choose a particular picture and/or word that they are interested in. This could be a new word for parents, or a word they feel comfortable with. Study the picture and the word together. How does the picture help you understand the word? What letter does it represent? Say the letter and word out loud together.
4. Next, encourage parents to find this letter in the alphabet sequence. That is, does the word begin with a letter that is at the beginning of the alphabet, in the middle, or at the end? Where does the word appear in the book—at the beginning, middle or end?
5. Return to the cover illustration. Ask parents to compare the cover to the other pictures in the book or to a specific picture in the book. What is similar? What is different? Why do you think that particular illustration was chosen for the cover? Would you choose a different illustration? Why or why not?
6. Encourage parents to record new vocabulary and other ideas they have using the Vocabulary and Knowledge Building Handout.
7. Support parents in their vocabulary and grammar building by inviting them to ask about words or sentences they are unsure of. Provide examples by using new words in sentences that relate to parents' experiences.

**Tutor Tip:**

If time allows, ask parents how this concept picture book could be used to talk with their children about other concepts, such as numbers, colors or shapes. For example, can you look at an illustration and name the colors you see? Can you count the number of animals (or other objects) on a page? Can you look for circles, squares and rectangles on a page?

Evaluation (5-10 minutes)

Make sure parents understand the concepts you practiced during the session (i.e., talking about concepts and reading concept picture books helps build conversation skills). Assess their understanding by talking about some of these questions:

- What is this book about?
- What is the theme or concept?
- How does the book develop and explore this theme or concept?

Do parents need more practice or support? If yes, provide additional practice or discussion before going on to the session application and closure.

Application – Practice these skills and strategies with your child (10-20 minutes)

1. Encourage parents to share and talk about an alphabet picture book with their child (using their home language and/or English).
2. Remind parents to:
 - Talk about the cover picture and title of the book and also the author’s name and illustrator’s name before reading the story.
 - Take time to talk about the pictures and look for interesting details.
 - Use questioning strategies and “wh” questions to guide and develop a conversation about the book, especially about the concept or theme of the book.
3. Encourage parents to talk to their child about the letters in the child’s name. Parents and their child can look for those letters as they explore the alphabet picture book together.
4. Answer any questions parents have about the assignment before they leave.



Closure (5-10 minutes)

Review the main points of the session.

- Concept picture books explore a theme or concept, such as the alphabet, numbers, colors or shapes.
- Concept books also have a beginning, middle and end.
- Parents and children can have conversations about concept picture books by talking about the illustrations and the concept they represent.

Point out and help parents recognize and celebrate the things they learned or the skills they mastered in this session (e.g., improved English speaking skills, new vocabulary words, etc.)

Tutor Reflection (5-10 minutes)

After parents have gone, think about the following questions and record your thoughts to help you plan for your next tutoring session.

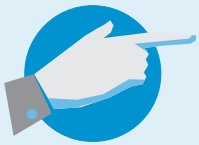
- What went well during this session?
- What do parents (or specific students) want to learn and talk about?
- Are there new vocabulary words, grammar points, pronunciation questions, word building and other important parts of English language development they are showing interest in learning more about?
- What parts of the session do I need to review next time?
- What can I do next time to address language learning needs based on what I observed during this session?



TOPIC 7:

Concept Picture Books

Session 2



Tutor Tip:

What a concept! Although it may take a little extra imagination on your part, look for opportunities to connect information and pictures in a concept picture book to parents' personal experiences. While you look at the pictures and talk about the concepts presented in the book, think about some of these ways to help parents relate to the information.

- Name characters, describe actions, label emotions, and identify motives (of the characters or of the author/illustrator in creating the book). Ask parents what they like and don't like about the book, or what they agree or disagree with. What is familiar or unfamiliar?
- Talk about what parents know about the concept before you read the book. Help them predict what will happen in the book, and ask if there is any information they hope the book will provide. Ask parents if they think their child would be interested in learning about the concepts in the book.
- Give parents an opportunity to reread the book or to retell it in their own words.

Materials/Resources

Refresh your memory of the last session and review the materials you will need to conduct this session.

- A selection of alphabet concept picture books to share with parents—see the annotated list in the Appendix
- Vocabulary and Knowledge Building Handout—this handout is used in several Topics and Sessions and is located in the Appendix
- Consider using a dictionary of American English for learners of English. This type of dictionary is developed with the English language learner in mind and includes helpful features such as study notes on key language points, situational illustrations, two-word verbs as separate entries, and helpful grammar codes.

Welcome (2-5 minutes)

Continue to spend time building a comfortable relationship with parents. Talk with parents about their interests, goals and needs.

Topic Introduction (2-5 minutes)

Share the goals of this topic with parents:

- To build English language skills through conversations
- To have English language experiences using concept picture books
- To build on storytelling techniques and conversational strategies to talk about concepts like the alphabet, numbers, colors and shapes

Objective for Session 2: To expand conversations about concept picture books by relating them to personal experiences.

Opening Activity (5-10 minutes)

1. Invite parents to talk about and share the experiences they had talking with their child at home using an alphabet concept picture book.
2. Provide a selection of alphabet books and ask parents to choose a book they are interested in reading and talking about.
3. Look through the entire book together. Ask some of these questions:
 - Is there a pattern in this book? What is it?
 - What kinds of things do you see in the pictures? Is there anything hidden? Anything repeated?
 - What is the first picture and letter/word in this book?
 - What is the last picture and letter/word in this book?
 - Where is the middle of the book? What do you see there?
 - Why did you choose this book? Do you think your child would like this book? Why or why not?

Central Ideas and Practice (20-30 minutes)

1. Ask parents to write their first name on a piece of paper.
2. Invite parents to look through the alphabet book they selected to find the pictures that correspond with each letter of their name. As parents find those letters, talk about the picture that represents each letter. Encourage parents to describe the things they see in each picture.

3. Ask parents to write down the word that describes each of the pictures they found. Encourage parents to:
 - Arrange the new words in the same order as the letters of their name.
 - Arrange the new words in alphabetical order.
 - Write a sentence using some or all of the words.
4. Talk about the first letter of a parent's name. Where does the letter or picture that represents that letter appear in the book? Is it in the beginning, middle or end of the book? What comes before or after that letter?
5. Encourage parents to record new vocabulary and other ideas they have using the Vocabulary and Knowledge Building Handout.
6. Support parents in their vocabulary and grammar building by inviting them to ask about words or sentences they are unsure of. Provide examples by using new words in sentences that relate to parents' experiences.

Evaluation (5-10 minutes)

Make sure parents understand the concepts you practiced during the session (i.e., ways to develop conversations about personal experiences using concept picture books). Assess their understanding by asking them to write down their child's name and look for pictures in the book that represent each letter. Talk about the pictures.

Do parents need more practice or support? If yes, provide additional practice or discussion before going on to the session application and closure.



Application – Practice these skills and strategies with your child (10-20 minutes)

1. Encourage parents to share an alphabet or other concept book with their child. Ask parents to talk about the concepts of the book with their child, and relate them to their child's experiences, such as the letters in her name or her brother's name, her favorite colors or objects in her home that are the same color, or, for a number book, important dates like her birthday or a holiday.
2. Remind parents to share the cover and title with their child before reading, and make predictions about what they think the book will be about. How will the book's concept be presented?
3. Answer any questions parents have about the assignment before they leave.

Closure (5-10 minutes)

Review the main points of the session.

- Talking about concept picture books builds both vocabulary and conversation skills.
- Relating images or information in a concept book to a personal experience makes the book more meaningful.
- Concept books can be read from beginning to end, or a reader can look for specific information in a concept book.

Point out and help parents recognize and celebrate the things they learned or the skills they mastered in this session (e.g., improved English speaking skills, new vocabulary words, etc.)

Tutor Reflection (5-10 minutes)

After parents have gone, think about the following questions and record your thoughts to help you plan for your next tutoring session.

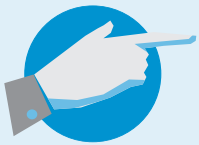
- What went well during this session?
- What do parents (or specific students) want to learn and talk about?
- Are there new vocabulary words, grammar points, pronunciation questions, word building and other important parts of English language development they are showing interest in learning more about?
- What parts of the session do I need to review next time?
- What can I do next time to address language learning needs based on what I observed during this session?



TOPIC 8:

Story Characters

Session 1



Tutor Tip:

In this Topic, you'll be talking about the characters in a story and what they say to one another—that is, their dialogue. Since you're working with wordless picture books, you'll be encouraging parents to create or make up their own dialogue. Let parents know that there are no right or wrong answers, and encourage them to have fun with it! Point out the difference between conversation (oral) and dialogue (written).

Materials/Resources

Read through the materials for both sessions in this topic before conducting the first session.

- A wordless picture book to share with parents; select a book that will lend itself to creating dialogue, where characters are shown interacting and there is a clear story line—see the annotated list in the Appendix
- Vocabulary and Knowledge Building Handout—this handout is used in several Topics and Sessions and is located in the Appendix
- Consider using a dictionary of American English for learners of English. This type of dictionary is developed with the English language learner in mind and includes helpful features such as study notes on key language points, situational illustrations, two-word verbs as separate entries, and helpful grammar codes.

Welcome (2-5 minutes)

Continue building a comfortable relationship with parents so that they feel safe in trying new things. At the beginning of the session, ask about their children, their home lives, a new job, their goals and their interests. Always look for ways to create a fun and meaningful learning atmosphere.

Topic Introduction (2-5 minutes)

Share the goals of this topic with parents:

- To build English language skills through conversations
- To have English language experiences using wordless picture books
- To talk about dialogue between characters as another way of thinking about conversations

Objective for Session 1: To talk about story characters and create character dialogue as a strategy for expanding conversations about wordless picture books.

Tutor Tip:

Encourage parents to talk about and practice writing dialogue for the characters in the book. Answer parents' questions (e.g., what is the difference between single and double quotation marks), but also help them focus on the idea of the dialogue, not the mechanics. The important part of this session is to use dialogue as a way to extend the conversation around wordless picture books.



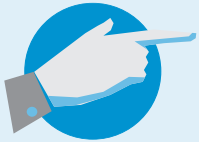
Opening Activity (5-10 minutes)

1. Invite parents to look at the wordless picture book you've selected to share with them during this session. Read the title aloud. Ask parents what they think this story will be about, based on the title and the cover illustration.
2. Ask parents who they think will be the characters in the story? What will those characters do? Where will those characters go or where do they live?
3. Finally, ask parents if they can think of some things the characters might talk about during the story. Encourage them to look for clues in the cover illustration and think about the title of the book.

Central Ideas and Practice (20-30 minutes)

1. Look through the wordless picture book together. Take your time, giving parents the opportunity to look at and think about all the pictures in the book and how they make up a story.
2. After you've looked through the book together, talk about the predictions parents made using the cover picture and title. Did their predictions match the story? What was similar and what was different? Who were the characters and what did they do?
3. Explain to parents that, since this is a wordless picture book, the dialogue of the characters is left up to our imagination. Make sure parents understand the term "dialogue." Invite parents to work with you to create some dialogue for the characters in the story.

4. Start with the first picture in the book and ask parents to describe what the characters might be saying (or thinking). Offer to write the dialogue parents suggest on a post-it note. Place the post-it note in the book near the character (much like a dialogue bubble in a cartoon). Continue this process as you look through and talk about the rest of the pictures in the book.
5. After you have read and talked through the book creating dialogue for each picture, go back to the beginning of the book and role play different character dialogue. Divide parts and read the character dialogue out loud as a different way of retelling the story.
6. Talk about the story. Did parents discover anything new by creating and reading the dialogue out loud?
7. Encourage parents to record new vocabulary and other ideas they have using the Vocabulary and Knowledge Building Handout.
8. Support parents in their vocabulary and grammar building by inviting them to ask about words or sentences they are unsure of. Provide examples by using new words in sentences that relate to parents' experiences.



Tutor Tip:

Let parents know that using different voices when they read aloud with their children stimulates children's listening skills. Early and extensive exposure to the sounds of language helps children to eventually become fluid readers. Encourage parents to give characters their own vocal identity.

Evaluation (5-10 minutes)

Make sure parents understand the concepts you practiced during the session (i.e., talking about characters and creating dialogue is another way to explore a book). Assess their understanding by asking parents to create a dialogue for the picture on the cover of the book you were working with. Ask them to try to include some reference to the title or some words in the title.

Do parents need more practice or support? If yes, provide additional practice or discussion before going on to the session application and closure.



Application – Practice these skills and strategies with your child (10-20 minutes)

1. Encourage parents to share and talk about a wordless picture book with their child. Encourage them to talk with their children about the characters in the story. Talk about how to select books that have interesting characters and that lend themselves to creating dialogue.
2. Remind parents to:
 - Talk about the cover picture and title of the book and also the author's name and illustrator's name before reading the story.

- Take time to talk about the pictures and look for interesting details.
 - Use questioning strategies and “wh” questions to guide and develop a conversation about the book, especially about the concept or theme of the book.
3. Invite parents to create new character dialogue with their child as they reread the book. (Check with your program supervisor to see if you can provide post-it notes for parents to take home.) Encourage parents to create the dialogue with their child in their home language.
 4. Answer any questions parents have about the assignment before they leave.

Closure (5-10 minutes)

Review the main points of the session.

- Talking about the characters in a story—who there are, what they do, where they come from or where they go—is another way to explore a story.
- Creating dialogue for characters in a story is a fun way to build vocabulary and enrich conversations about the story.
- Reading dialogue out loud and using vocal inflections builds children’s listening skills.

Point out and help parents recognize and celebrate the things they learned or the skills they mastered in this session (e.g., improved English speaking skills, new vocabulary words, etc.)

Tutor Reflection (5-10 minutes)

After parents have gone, think about the following questions and record your thoughts to help you plan for your next tutoring session.

- What went well during this session?
- What do parents (or specific students) want to learn and talk about?
- Are there new vocabulary words, grammar points, pronunciation questions, word building and other important parts of English language development they are showing interest in learning more about?
- What parts of the session do I need to review next time?
- What can I do next time to address language learning needs based on what I observed during this session?



TOPIC 8:

Story Characters

Session 2



Tutor Tip:

Adjectives, adverbs and characters. Talking about characters and creating dialogue for characters in wordless picture books provides a great opportunity to talk about adjectives and adverbs. Adjectives are words that describe nouns, like “that girl is tall” or “that is a furry dog.” Adverbs are words that describe verbs, like “she runs quickly” or “he laughs loudly.” As you discuss characters and dialogue with parents, help them use descriptive words (what a character looks like, how a character does something) and encourage parents to record new words on their Vocabulary and Knowledge Building Handout.

Materials/Resources

Refresh your memory of the last session and review the materials you will need to conduct this session.

- The wordless picture book you used in Session 1
- A different wordless picture book
- Vocabulary and Knowledge Building Handout—this handout is used in several Topics and Sessions and is located in the Appendix
- Consider using a dictionary of American English for learners of English. This type of dictionary is developed with the English language learner in mind and includes helpful features such as study notes on key language points, situational illustrations, two-word verbs as separate entries, and helpful grammar codes.

Welcome (2-5 minutes)

Continue to spend time building a comfortable relationship with parents. Talk with parents about their interests, goals and needs.

Topic Introduction (2-5 minutes)

Share the goals of this topic with parents:

- To build English language skills through conversations
- To have English language experiences using wordless picture books

- To talk about dialogue between characters as another way of thinking about conversations

Objective for Session 2: To talk further about story characters and create character dialogue as a strategy for expanding conversations about wordless picture books.

Opening Activity (5-10 minutes)

1. Encourage parents to talk about and share the experiences they had reading and talking with their child at home. Ask if they created new dialogue for the characters in their story. If so, ask them to share an example. Also talk about the following.
 - What did your child enjoy most?
 - What do you think your child learned?
 - What went well?
 - What do you think you could do differently next time?
2. Direct parents' attention to the wordless picture book you used last time to create dialogue for the characters. Talk with parents about the main character in the book (the one the story is about). Are there clues in the title or the cover illustration that tell you who the main character is? What are they?
3. Look at the first picture in the book. How do parents think the main character feels in this first picture? Happy, sad, frightened, angry?
4. Look at the last picture in the book. At the end of the book, how do parents think the main character feels?

Central Ideas and Practice (20-30 minutes)

1. Introduce parents to a new wordless picture book and look through the pictures together. Be sure to look at the cover and the title first. Take your time, giving parents the opportunity to look at and think about all the pictures in the book and how they make up the story.
2. Talk about the characters in the story. Who is this story about? Can you tell from the cover illustration or title? How would you describe the main character?
3. Look through the book and ask parents to describe what the characters might be saying (or thinking). Encourage parents to think about how the character is feeling and what the character is doing. Ask parents to write on a post-it note a sentence or question that each character might say. Place the post-it note in the book near the character (much like a dialogue bubble in a cartoon). Continue this process as you look through and talk about the rest of the book.

4. After you have read through the book and created dialogue for each picture, start from the beginning. Divide parts and read the character dialogue out loud as a different way of telling the story.
5. Encourage parents to record new vocabulary and other ideas they have using the Vocabulary and Knowledge Building Handout.
6. Support parents in their vocabulary and grammar building by inviting them to ask about words or sentences they are unsure of. Provide examples by using new words in sentences that relate to parents' experiences.

Evaluation (5-10 minutes)

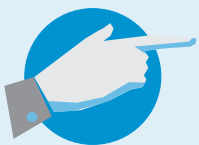
Make sure parents understand the concepts you practiced during the session (i.e., talking about how characters feel, what they do and what they say is another way to have conversations about stories). Assess their understanding by asking them to think about the end of the book you just read. What will the main character do next? If there was one more picture in the book, what would it look like? What would the main character say?

Do parents need more practice or support? If yes, provide additional practice or discussion before going on to the session application and closure.



Application – Practice these skills and strategies with your child (10-20 minutes)

1. Encourage parents to share a wordless picture book with their child (they can use the same one they used in the Application part of the last session, or choose a new one).
2. Remind parents to share the cover and title with their child before reading, and make predictions about what they think the book will be about.
3. Encourage parents to talk to their child about the characters in the story. From the cover illustration and title, can their child guess who the book will be about? Suggest to parents that they help their child compare himself or herself to the main character. “She has brown hair—what color hair do you have?” “He likes to eat chocolate cake—what do you like to eat?”
4. Answer any questions parents have about the assignment before they leave.



Tutor Tip:

Here are some other things to keep in mind and to share with parents about reading and talking about wordless books with children:

- Prior knowledge and experience play a vital role in making meaning from pictures. Readers use previous knowledge to help them understand picture meanings. Help parents make connections between all the books used in this program and their personal experiences.

- Remember, everyday experiences are as important in interpreting books as any previous experiences with books.
- Help parents and children understand books as a whole. While individual parts of the story or picture might interest readers and prompt questions, remind parents that the book is not just the individual page scenes, but the overall story as a whole.
- Playfulness and the opportunity to use imagination and the creative use of language is one of the advantages of using wordless picture books. Parents and children should have freedom to play and interact not only with the book, but with tutors and other readers as well.
- Parents, tutors and children need to bring themselves, their imagination and personal creativity to generating the narrative of a wordless picture book.

Closure (5-10 minutes)

Review the main points of the session.

- The title and cover of a book often provide clues as to who the main character is (who the story is about).
- Talking about characters and creating dialogue are fun ways to explore a story and have conversations about that story.
- Thinking about what a character does and how a character feels makes the story more personal and meaningful.

Point out and help parents recognize and celebrate the things they learned or the skills they mastered in this session (e.g., improved English speaking skills, new vocabulary words, etc.)

Tutor Reflection (5-10 minutes)

After parents have gone, think about the following questions and record your thoughts to help you plan for your next tutoring session.

- What went well during this session?
- What do parents (or specific students) want to learn and talk about?
- Are there new vocabulary words, grammar points, pronunciation questions, word building and other important parts of English language development they are showing interest in learning more about?
- What parts of the session do I need to review next time?
- What can I do next time to address language learning needs based on what I observed during this session?



TOPIC 9:

Building Meaning

Session 1



Tutor Tip:

In the background. Sometimes sharing information about the author or illustrator of a book is a good motivator for readers. Often an author's or illustrator's background or life experiences influence the types of stories he or she tells or the way he or she chooses to tell them. For example, Nicholas Popov, the author of *Why?* which has an underlying antiwar message, used his own childhood memories of the Nazi invasion of Russia as inspiration for creating the book. In this session, try to find a few wordless picture books whose authors or illustrators have had experiences that might be of interest to parents. You may have to do a little research to find out about the author or illustrator—on the Internet or at a bookstore or library—but some books provide biographies on the back cover.

Materials/Resources

Read through the materials for both sessions in this topic before conducting the first session.

- A selection of wordless picture books from which parents can choose—see the annotated list in the Appendix
- Copies of the Story Web, Event Map and Star Story Graphic Organizers—See Topics 4, 5 and 6
- Vocabulary and Knowledge Building Handout—this handout is used in several Topics and Sessions and is located in the Appendix
- Consider using a dictionary of American English for learners of English. This type of dictionary is developed with the English language learner in mind and includes helpful features such as study notes on key language points, situational illustrations, two-word verbs as separate entries, and helpful grammar codes.

Welcome (2-5 minutes)

Continue building a comfortable relationship with parents so that they feel safe in trying new things. At the beginning of the session, ask about their children, their home lives, a new job, their goals and their interests. Always look for ways to create a fun and meaningful learning atmosphere.

Topic Introduction (2-5 minutes)

Share the goals of this topic with parents:

- To build English language skills through conversations
- To have English language experiences using wordless picture books
- To read, talk about and write about a story using a graphic organizer

Objective for Session 1: To use questioning and conversation strategies with a graphic organizer to make meaningful connections to parents' background experiences and knowledge.

Tutor Tip:

Be sensitive about parents' background experiences. For example, if a parent is a refugee who left his or her home country under adverse circumstances, that parent may not be comfortable talking about those experiences. Help parents focus on experiences and memories that are joyful, or build on their interests in other cultures and other people's experiences.



Opening Activity (5-10 minutes)

1. Invite parents to choose a book of interest from the selection you've provided. Take a few moments to look at the cover and read the title together. Talk about why parents chose that particular book. What is it that interests them? What do they think the book will be about?
2. Read the author's name and/or illustrator's name together. Have you read any other books together by this same author or illustrator?
3. Ask parents who they think the story will be about. Where do they think it will take place? When do they think it takes place?
4. Finally, ask parents to guess why the author wrote the book. This may be difficult to answer, so assure parents that you will talk more about this after you have read the whole book. But encourage them to make some guesses. Do they think this book is about a personal experience familiar to the author? Is it about a topic, person or area that the author is interested in? Share any information you have about the author or illustrator, including other books they've created, and any personal history you're aware of.

Central Ideas and Practice (20-30 minutes)

1. Look through and talk about the wordless picture book together. Take your time, giving parents the opportunity to look at and think about all the pictures in the book and how they make up a story.

2. After you've looked through the book together, talk about the predictions parents made using the cover picture and title. Did their predictions match the story? What was similar and what was different? Do parents have a new opinion as to why the author wrote this book?
3. Ask parents to choose a graphic organizer they'd like to work with for this story—the Story Web, the Event Map, or the Star Story.
 - Talk about the title of the book. How does the title relate to the pictures in the story? Ask parents to write the title, main event or summary in the center of the graphic organizer they selected.
 - Look through the book together again. Encourage parents to use their graphic organizer to think about and record their thoughts about who the story is about, what happens, where the story takes place, when it happens, and how the story unfolds. Ask parents to leave the “why” space on the graphic organizer blank for now.
 - As you look through the book together, ask parents what, if any, experiences in the story are similar or different from their own. For example, if the story takes place on a farm, ask parents if they have ever lived on or visited a farm.
4. Once you've read through the book a second time, spend a few moments talking about what happens at the beginning, middle and end of the story.
5. Encourage parents to record new vocabulary and other ideas they have using the Vocabulary and Knowledge Building Handout.
6. Support parents in their vocabulary and grammar building by inviting them to ask about words or sentences they are unsure of. Provide examples by using new words in sentences that relate to parents' experiences.

Evaluation (5-10 minutes)

Make sure parents understand the concepts you practiced during the session (i.e., using graphic organizers and relating a story to personal experiences enriches reading). Assess their understanding by asking parents now to fill in the “why” space on their graphic organizer. Invite them to use the space to record answers to any or all of these questions:

- Why do you think the author chose to tell this story in this way?
- Why did the characters do what they did?
- Why do you like or dislike the book?



Tutor Tip:

Collect the graphic organizers parents have been working with or make copies of them—parents will return to these graphic organizers in the next session.

Are parents ready to apply these same skills and strategies on their own? Do parents need more practice or support? If yes, provide additional practice or discussion before going on to the session application and closure.

Application – Practice these skills and strategies with your child (10-20 minutes)

1. Encourage parents to talk about and share a wordless picture book with their child at home (in their home language and/or English). Invite them to choose a book they think their child would like based on the child’s interests. Let parents know that they can find out more about the author or illustrator by researching on the Internet either at home or at the public library (often by using a commercial book-selling site like Amazon.com). They also may want to talk to the children’s librarian at the public library to find out more about an author or illustrator.
2. Remind parents to:
 - Talk about the cover picture and title of the book and also the author’s name and illustrator’s name before reading the story.
 - Take time to talk about the pictures and look for interesting details.
 - Use a graphic organizer and questioning strategies to guide and develop a conversation about the book.
3. Encourage parents to bring the graphic organizer they use with their child to the next session.
4. Answer any questions parents have about the assignment before they leave.



Closure (5-10 minutes)

Review the main points of the session.

- Choosing books that are of interest to a reader or are about a familiar topic helps motivate a reader.
- Using a graphic organizer to think about and organize thoughts about a story enriches and expands meaning for the reader.
- Learning about the author or illustrator of a book and/or considering why the book was written is another way to think about a book.

Point out and help parents recognize and celebrate the things they learned or the skills they mastered in this session (e.g., improved English speaking skills, new vocabulary words, etc.)



Tutor Reflection (5-10 minutes)

After parents have gone, think about the following questions and record your thoughts to help you plan for your next tutoring session.

- What went well during this session?
- What do parents (or specific students) want to learn and talk about?
- Are there new vocabulary words, grammar points, pronunciation questions, word building and other important parts of English language development they are showing interest in learning more about?
- What parts of the session do I need to review next time?
- What can I do next time to address language learning needs based on what I observed during this session?

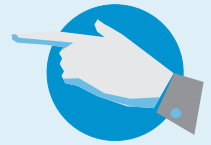
TOPIC 9:

Building Meaning

Session 2

Tutor Tip:

Take note! As parents become more comfortable speaking and writing in English, encourage them to take notes in addition to recording their ideas about a story in a graphic organizer. For some people, writing things down also helps them to remember. After reading a picture book, encourage parents to:



- Note anything in the pictures that draws their attention, such as colors, images or repeated patterns.
- Describe in writing what is happening in a picture and how it relates to the overall story.
- Record their opinions or impressions of a story. How does the story make them feel? Do they like the story? Why?
- Write down any personal connections they make to the book, such as similar life experiences or other books they have read that remind them of this story.

Materials/Resources

Refresh your memory of the last session and review the materials you will need to conduct this session.

- The wordless picture book parents chose in Session 1
- A selection of wordless picture books for parents to choose from
- Copies of the Story Web, Event Map and Star Story Graphic Organizers
- Vocabulary and Knowledge Building Handout—this handout is used in several Topics and Sessions and is located in the Appendix
- Consider using a dictionary of American English for learners of English. This type of dictionary is developed with the English language learner in mind and includes helpful features such as study notes on key language points, situational illustrations, two-word verbs as separate entries, and helpful grammar codes.

Welcome (2-5 minutes)

Continue to spend time building a comfortable relationship with parents. Talk with parents about their interests, goals and needs.

Topic Introduction (2-5 minutes)

Share the goals of this topic with parents:

- To build English language skills through conversations
- To have English language experiences using wordless picture books
- To read, talk about and write about a story using a graphic organizer

Objective for Session 2: To continue to make meaningful connections to parents' background experiences and knowledge using wordless picture books, conversation strategies and graphic organizers.

Opening Activity (5-10 minutes)

1. Encourage parents to talk about and share the experiences they had reading and talking with their child at home. Ask if they used a graphic organizer to talk with their child about the story and invite them to share it if they brought it with them. Also talk about the following.
 - What did your child enjoy most?
 - What do you think your child learned?
 - What went well?
 - What do you think you could do differently next time?
2. Together, look through the wordless picture book parents selected in the last session. Ask parents to review the graphic organizer they created in the last session for this book. Based on this new “read,” are there any areas on their graphic organizer that they want to change or add information to?
3. Talk about parents' opinions and feelings about the book. Do they like the book more, less or the same as before? Why? Did they discover anything new looking through the book again?

Central Ideas and Practice (20-30 minutes)

1. Invite parents to select a new book from those you've provided. Take a few moments to talk about why they chose that book, talking about the cover and title of the book. What do they think this story will be about? Have parents read any other books by this author or illustrator?
2. Look through the book together, taking time to study and talk about each of the pictures. Encourage parents to record on their graphic organizer the who, what, where, when, how and why of the story.

3. Read and talk through the book a second time together. Encourage parents to think about and record on their graphic organizer some personal reactions to the characters and events in the story. Prompt parents with questions like:
 - What do you think of the main character? Do you like him/her? Does he/she remind you of anyone you know?
 - Have you ever been to a place like the one shown in the story? If you were going to draw that place, what would you add or do differently?
 - How does this story make you feel?
 - Is there anything about this story you don't understand?
 - Does this story match the predictions you made? How is it different? How is it the same?
 - Based on your own experiences, is there anything about this story you would change if you were telling it?
4. Encourage parents to record new vocabulary and other ideas they have using the Vocabulary and Knowledge Building Handout.
5. Support parents in their vocabulary and grammar building by inviting them to ask about words or sentences they are unsure of. Provide examples by using new words in sentences that relate to parents' experiences.

Evaluation (5-10 minutes)

Make sure parents understand the concepts you practiced during the session (i.e., using “wh” questions and talking about personal connections to a story makes the story more meaningful). Assess their understanding by asking them to retell the story in their own words. Encourage parents to embellish or add their own elements to the story using their personal experiences and the thoughts they wrote down on their graphic organizer as a guide.

Do parents need more practice or support? If yes, provide additional practice or discussion before going on to the session application and closure.

Application – Practice these skills and strategies with your child (10-20 minutes)

1. Encourage parents to share and talk in their home language about a wordless picture book with their child. They can use the same one they used in the Application part of the last session, or choose a new one they think would be of particular interest to their child. Encourage parents to use a graphic organizer as they share the book with their child to support and guide the conversation.
2. Remind parents to share the cover and title with their child before reading, and make predictions about what they think the book will be about.



3. Encourage parents to talk to their child about how the elements of the story relate to their child's life or experiences. For example, they might want to help their child make comparisons between the characters in the story and real people their child knows. Or, they can talk about the setting of the story (where) and a similar place their child has visited (e.g., a zoo, a farm, a park).
4. After they read the story together, encourage parents to talk with their child about what their child did or didn't like about the story, and why.
5. Answer any questions parents have about the assignment before they leave.

Closure (5-10 minutes)

Review the main points of the session.

- Relating personal experiences to a book or story makes reading more meaningful.
- Using “wh” questions to talk about the events of the story helps organize thoughts about the story, and is also an opportunity to expand conversations related to personal experiences.
- Recording or writing down thoughts and feelings about a story is another way to make sense of the story and to remember the story.

Point out and help parents recognize and celebrate the things they learned or the skills they mastered in this session (e.g., improved English speaking skills, new vocabulary words, etc.)



Tutor Reflection (5-10 minutes)

After parents have gone, think about the following questions and record your thoughts to help you plan for your next tutoring session.

- What went well during this session?
- What do parents (or specific students) want to learn and talk about?
- Are there new vocabulary words, grammar points, pronunciation questions, word building and other important parts of English language development they are showing interest in learning more about?
- What parts of the session do I need to review next time?
- What can I do next time to address language learning needs based on what I observed during this session?

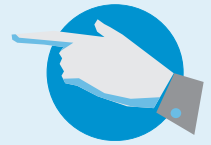
TOPIC 10:

My Story

Session 1

Tutor Tip:

In both sessions of this Topic, you'll be encouraging parents to think back and celebrate all they've learned. Take a few moments before you begin to think about specific examples of parents' accomplishments from past sessions. Also think about the changes you've noticed in the way that parents talk about their interactions with their child around reading wordless picture books. Be ready to remind parents of the changes and successes you've seen.



Materials/Resources

Read through the materials for both sessions in this topic before conducting the first session.

- A blank Storyboard Graphic Organizer
- The Storyboard you prepared for the first Topic about a parent success story
- The Storyboard that parents completed about the parent success story during Topic 1
- Consider using a dictionary of American English for learners of English. This type of dictionary is developed with the English language learner in mind and includes helpful features such as study notes on key language points, situational illustrations, two-word verbs as separate entries, and helpful grammar codes.

Welcome (2-5 minutes)

Continue building a comfortable relationship with parents so that they feel safe in trying new things. At the beginning of the session, ask about their children, their home lives, a new job, their goals and their interests. Always look for ways to create a fun and meaningful learning atmosphere.

Topic Introduction (2-5 minutes)

Share the goals of this topic with parents:

- To build English language skills through conversations
- To provide English language experiences that will help parents write their own success story
- To celebrate parents' successes

Objective for Session 1: To talk about parents' personal experiences in the program using a Storyboard graphic organizer.

Opening Activity (5-10 minutes)

1. Invite parents to think back to the parent success story you shared in the very first session. Ask them what they remember about the story. Chart the points parents remember using a blank Storyboard.
2. Share the Storyboard you initially created for the parent success story. Help parents compare the initial Storyboard with the points they remembered. Retell the story in its entirety, if necessary, to refresh parents' memories.
3. Ask parents to help you chart the successes of the parent in the success story. Talk about what success means (overcoming adversity, achieving goals, improving relationships, etc.)

Central Ideas and Practice (20-30 minutes)

1. Talk with parents about their own experiences and successes in the program. What is similar or different from the success story you shared? Support parents by reviewing the areas where you have seen growth in their English language skills and in their interactions with their child.
2. Ask parents to draw or write their experiences in the program using a blank Storyboard graphic organizer. Remind parents that all stories have a beginning, middle and end. (It may be easier for parents to focus on a specific goal or accomplishment and how they achieved it rather than their overall experience in the program.)
3. Also remind parents of the other graphic organizers you worked with and the questioning strategies you reviewed. That is, encourage them to think about who, what, where, when, how and why as they construct their personal story.
4. Provide parents time and vocabulary support as they write their story.

Evaluation (5-10 minutes)

Make sure parents understand the concepts you practiced during the session (i.e., the strategies they've learned about reading and having conversations can be used to tell their own story). Assess their understanding by asking parents to tell their story using their Storyboard.

Do parents need more practice or support? If yes, provide additional practice or discussion before going on to the session application and closure.

Application – Practice these skills and strategies with your child (10-20 minutes)

1. Encourage parents to take the Storyboard of their own personal success home with them to think about and add to and share with a friend or family member.
2. Ask parents to think about how their experiences with you as their tutor have helped them develop their English language and literacy skills over the course of the program.
3. Ask parents to think about how their experiences with their child in reading and talking about wordless picture books have helped their child develop language and literacy skills.
4. Provide a blank Storyboard graphic organizer, so that parents can create a new story about the experiences they've had with their child since they started in this program. Encourage parents to bring both Storyboards back to the next session.



Closure (5-10 minutes)

Review the main points of the session.

- Personal stories have a beginning, middle and end.
- Using “wh” questions and graphic organizers can help you tell a story.

Point out and help parents recognize and celebrate the things they learned or the skills they mastered in this session (e.g., improved English speaking skills, new vocabulary words, etc.)

Tutor Reflection (5-10 minutes)

After parents have gone, think about the following questions and record your thoughts to help you plan for your next tutoring session.

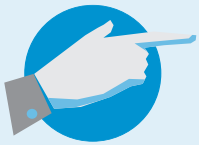
- What went well during this session?
- What do parents (or specific students) want to learn and talk about?
- Are there new vocabulary words, grammar points, pronunciation questions, word building and other important parts of English language development they are showing interest in learning more about?
- What parts of the session do I need to review next time?
- What can I do next time to address language learning needs based on what I observed during this session?



TOPIC 10:

My Story

Session 2



Tutor Tip:

Success and lifelong learning. All adult learners are motivated by success. In this final session, focus not only on the successes that parents have experienced, but also on their goals for the future. Let them know that you appreciate and admire their hard work. Ask about their dreams and aspirations for themselves and their families. Encourage parents to think big!

Materials/Resources

Refresh your memory of the last session and review the materials you will need to conduct this session.

- Certificate of Participation—there is a template in the Appendix, or ask the program supervisor if the program has blank certificates available to customize for students

Welcome (2-5 minutes)

Create a celebratory environment! Ask your program supervisor if you can provide refreshments or decorations. Buy a congratulatory card or create a personalized one on the computer. Write a personal thank you note to all the parents honoring their commitment and hard work.

Topic Introduction (2-5 minutes)

Share the goals of this topic with parents:

- To build English language skills through conversations
- To provide English language experiences that will help parents write their own success story
- To celebrate parents' successes

Objective for Session 2: To celebrate parents' accomplishments.

Opening Activity (5-10 minutes)

1. Invite parents to think and respond to the following questions. Chart their responses.
 - What conversation strategies have you learned and developed?
 - How have these strategies helped you build your comfort level with speaking in English?
 - How have these strategies helped you share books with your child?
 - How have these strategies helped you support your child’s language and literacy development?

Central Ideas and Practice (20-30 minutes)

1. Review and brainstorm with parents the important points about storytelling with wordless picture books and graphic organizers. (It may be helpful to review the main points from the Closure in each session.)
2. Invite parents to share their success story, using the Storyboard they created.
3. Encourage parents to share any additional successes about their literacy interactions with their child, using the Storyboard they created at home.
4. Share and discuss parents’ program experiences using the following questions:
 - What was your favorite wordless picture book? Why?
 - Does your child have a favorite picture book? What is it?
 - What was your favorite graphic organizer? Why?
 - How has talking about picture books helped you improve your English?

Evaluation (5-10 minutes)

Talk with parents to see if they have any additional questions about using questioning and conversational strategies.

Application – Practice these skills and strategies with your child (10-20 minutes)

1. Encourage parents to continue using the tools and strategies they’ve learned, both to improve their own English skills and to help their child develop language and literacy skills.
2. Check to see if parents have any questions about using these skills.
3. Celebrate their success.



Closure (5-10 minutes)

Point out and help parents recognize and celebrate the things they learned or the skills they mastered throughout this program.

Provide a Certificate of Participation to parents.



Tutor Reflection (5-10 minutes)

Once you've concluded this program, take a few moments to reflect on the time you spent with parents. Share your thoughts with your program supervisor.

- What did you like best about the program?
- What was the most challenging about the program?
- Were the materials appropriate? Were they easy to use? Were there other materials you wished you had?
- Were there any activities you didn't do? If so, why?
- What would you do differently next time? Why?
- Any other comments?

Appendix

Parent Success Story

Parent Handout — Vocabulary and Knowledge Building

Parent Handout — Picture Books for Preschoolers

Tutor Handout — Tutor Reflection

Certificate of Participation

Annotated Wordless Picture Books List

Working with English Language Learners

National Reporting System ESL Functioning Level Descriptors (Summary)

Resources for Tutors

References and Further Reading

Parent Success Story

I work as a cook. I work very hard because I want a better life for my family. I thought I was doing everything until I found out that my children were having problems at school. Osiris was not reading at grade level. I wanted to help them, but I realized that I did not speak or read English.

I called for a conference with Osiris' teacher when he started first grade. I had an interpreter. The teacher told me that Osiris was having difficulty reading, and that he needed my help at home. I remember this moment like it was yesterday! Osiris came to me, and I could see tears rolling down his cheeks. I asked him why was he crying. He answered me that he was crying because he did not know how to read.

From that moment I decided to do something to help him. I had received an invitation to come to Haywood's Literacy Program. This program is to help parents and children learn English. I started coming to the program because I wanted to help Osiris and also my other children.

I want to tell you that this changed our lives. Osiris finished first grade reading on level thanks to the program. I remember that there were times when I was so tired from work and did not wish to come to classes, but Osiris, Doris and Bernardina were waiting in the door for me. They really don't care that they have to walk around two miles each way.

Osiris and Doris are not in the English Language Learning Program. Doris exited ELL as a first grader. Bernardina is in kindergarten, but I feel so good because now I can help her! I'm so grateful for every teacher that supports this program, and I can tell you now that I feel more confident with my children, and at my job because now I understand English.

—Gloria, Parent, Haywood Elementary School, Nashville, TN
From *Stories of Impact* (National Center for Family Literacy, 2004)

Parent Handout – Vocabulary and Knowledge Building

Vocabulary — Knowledge Building			
Word	Meaning	Example	Translation

Practice writing new words.

Write a sentence using one or more new words.

Parent Handout – Picture Books for Preschoolers

Books help young children learn new words and ideas. They build on what children already know. Parents help children learn about words and books by making reading an important part of everyday life at home.

Choose books about...

- Funny people or animals in silly situations
- Stories with families, friends, school relationships
- Things that have meaning in children's lives
- Topics that make children curious
- Simple stories with action that moves quickly
- Characters that solve problems and get along with others
- Things children see and do in everyday life
- Female and male characters
- Ideas such as seasons, sizes, feelings, colors or opposites

Choose books that...

- Help children learn new words
- Have a story children can talk about
- Repeat words or phrases
- Are written in the home language

Choose books with...

- Beautiful pictures with details
- Clear round letters
- Attractive designs
- Characters and stories that are easy for children to talk about and connect to their own experiences.

Adapted from: *Bank One Building Readers Project Guide to Parent Involvement*
(National Center for Family Literacy)

Certificate of Participation

This certificate is presented to

to commemorate and celebrate
participation in the program,

Talking About Wordless Picture Books

Tutor's or Teacher's Name

Date

Annotated Wordless Picture Books List

Wordless Picture Books for 2- and 3-Year-Old Children

A Boy, a Dog, and a Frog (Mayer, 1992)

This is the first of a series that introduces the adventures of a boy and his dog trying to catch a frog in the woods. The pictures are detailed black and white sketches with some shading in monochromatic washes. Also in this series *Frog, Where Are You?*; *One Frog Too Many*; and *A Boy, a Dog, a Frog, and a Friend*.

Breakfast for Jack (Schories, 2004)

During a busy morning, Jack, the family dog, wonders if anyone is going to remember to feed him. The characters' faces and body language are easy to follow. Also, try *Jack and the Missing Piece* (Schories, 2004), where Jack's playful habit of knocking down toy block towers lands him in some trouble.

Bunny Box (Andersen, 1991)

Originally published in Sweden, this bedtime story features a little boy who is only ready for sleep when a large rabbit and small rabbit find his blanket at the bottom of a toy box. The illustrations have a light whimsical touch that toddlers will enjoy.

Clown (Blake, 1998)

A toy clown escapes from a city trashcan and finds a new home for himself and his stuffed animal friends. Ink and watercolor washes include several levels of interpretation within the pictures, which brim with action and movement. The thoughts of the clown are seen as speech bubbles filled with smaller pictures.

Dinosaur (Sis, 2000)

This book highlights the imagination of a little boy playing with a toy dinosaur in the bathtub. Changes in scale and number of dinosaurs add to the adventure that peaks in a detailed three-page spread, which uses a different artwork technique to help set it apart from the rest of the illustrations.

Follow Me! (Tafari, 1990)

A baby sea lion follows a red crab along the coast line. The excitement of exploration is balanced with the security provided by the watchful mother sea lion. The rich watercolor illustrations also add elements of humor to the simple story. Also see *Have You Seen My Duckling?* (Tafari, 1991), an

almost wordless book that won a Caldecott medal. A duckling distracted by a butterfly wanders off, and the mother duck asks other pond creatures the title question. The little duckling can be seen hiding on each page.

Good Night, Gorilla (Rathmann, 1996)

Look for repetition in this book—a mouse holding a banana, and a pink balloon in the sky—as the tired zookeeper bids his charges good night. A naughty gorilla takes the zookeeper’s keys and lets the animals out, so they can follow the zookeeper home.

Tabby: A story in pictures (Aliko, 1995)

This simple story shares a year in the life of a cat from the shelter to a home with a girl and her father to a birthday party with friends and neighbors. Throughout the year, changes in the household including the addition of a new baby and neighbors with a kitten are shown.

Hug! (Alborough, 2001)

Hug is an almost wordless book that has the title “hug” running through each story scene. A little monkey sees various animal parent-child pairs engaged in a hug and goes off in search of his own hug from his mother. Also, see the same monkey in *Tall!* (Alborough, 2005). In this almost wordless book, the jungle animals help the little monkey feel like he is tall.

Moonlight (Ormerod, 2004)

A little girl goes through a familiar bedtime routine with both her father and mother. Also, see *Sunshine* (Ormerod, 2004) for the same family in everyday routines. These books were originally printed in Britain.

Pancakes for Breakfast (Paola, 1999)

An older lady’s persistence in cooking pays off with a large stack of pancakes for breakfast. The book has a rural setting that includes a picture of the woman gathering eggs from chickens.

Rosie’s Walk (Hutchins, 1987)

This almost wordless book has only 32 words, mostly prepositional phrases (over, under, around, through) set in large easy to read type. Rosie the chicken goes for a walk around the farm, followed closely by a fox not mentioned in the text. Rosie returns safely to the chicken coop, but the fox suffers from a series of mishaps. This book might be a good bridge to introducing wordless picture books, since the sparse text supports the story that is told through the pictures.

Trucks (Crews, 1997)

Bold geometric shapes and bright colors track the journey of a red tractor-trailer truck on its delivery route. There is no text for the story, but there are several examples of environmental print in the traffic signs and vehicle labels. The trip is filled with energy and dynamic movement. This book is a 1981 Caldecott Honor winner.

Will You Be My Friend? (Carle, 1989)

In this almost wordless picture book, a mouse in search of a friend poses the title question to a series of animals. The vibrant animal collages invite readers to guess what animal is next, based on a portion of the tail showing on the preceding page. Be sure to notice the green line running along the bottom, which adds a surprise twist to the ending. Also, those parents with children familiar with the book *The Very Hungry Caterpillar*, also by Eric Carle, should be on the lookout for the caterpillar in the ending pictures.

Wordless Picture Books for 4- and 5-Year-Old Children

Changes, Changes (Hutchins, 1987)

Two wooden toy people have a series of misadventures including a fire and use their blocks to change their setting in imaginative ways. This would be a good story to dramatize with a wooden block set.

Deep in the Forest (Turkle, 1999)

A bear cub explores a cabin in the woods in a twist on the Goldilocks folktale. Although the antics of the curious bear cub can stand alone, the humor of the story will be enhanced by those already familiar with the Goldilocks folktale.

Free Fall (Wiesner, 1999)

A boy dreams of the books he read before he fell asleep with each dream scene fading into the next to form one unfolding fantasy picture. Richly detailed paintings. Also, try *Tuesday* and *Sector 7* for other wordless fantasy books by the same award-winning author. *Tuesday* features the nighttime antics of frogs on flying lily pads that leave a puzzle for townspeople to solve the next morning. *Sector 7* shares the story of the magical friendship between a cloud and a young boy.

Looking Down (Jenkins, 2003)

Starting with an astronaut's view of earth and ending with a ladybug, this book shares with great clarity the concept of perspective. Its intricate paper collages reveal texture and nuance as well as a feeling of vertigo. Many of the double page spreads can start discussions touching on preliminary science concepts, adding a wealth of vocabulary in several different areas.

One Scary Night (Guilloppe, 2005)

A boy walking through the woods at night in the snow is saved from a falling tree in a clever plot twist by a watchful wolf. The contrast between stark black and white images generates suspense and provides drama—leading you to think that the wolf is the danger. The author/illustrator of this book is from France.

Rain (Spier, 1987)

A brother and sister enjoy playing outside during a rainy day. Story panels done in ink and wash with many details show the sibling pair putting on rain gear, splashing in puddles, looking at wet foot prints, drying off after play, and the sun coming up the next morning. This artist also created *People* (1988), a nearly wordless picture book featuring the concepts of homes, habits, and differences of people around the world introduced in many detailed panels. *Noah's Ark* (1977), winner of the Caldecott Medal, retells the story of Noah and the Ark in a series of intricate storyboard panels done in ink and light color washes. This book does include a few words in the beginning (But Noah found grace in the eyes of the Lord...) and end (...and he planted a vineyard) to frame the story.

The Grey Lady and the Strawberry Snatcher (Bang, 1999)

The impish strawberry snatcher tries to steal the grey lady's strawberries on the way home from the market. While in the woods, the snatcher discovers blackberries. This book won the Caldecott medal for its hazy, magical illustrations.

The Knight and the Dragon (Paola, 1998)

In this almost wordless book, two reluctant combatants fail at their assigned roles of enemies. The helpful castle librarian suggests a clever way they can work together instead. Also, see *The Hunter and the Animals* (Paola, 1981) in which the forest animals play a trick on a sleeping hunter.

The Red Book (Lehman, 2004)

A magical red book allows children to see and eventually visit each other across vast spaces. This delightful fantasy uses changes in aerial perspective to create wonder and is a Caldecott honor book.

The Snowman (Briggs, 1978)

Considered a classic wordless book, a boy creates a snowman. During the night the snowman magically comes to life and flies with the boy above the frozen countryside. The softly colored story panels of various sizes add a dreamy feeling to the book.

Time Flies (Rohmann, 1997)

A bird travels back to the time of the dinosaurs when it flies into a museum and lands on a dinosaur skeleton. This book is a Caldecott honor winner.

Why? (Popov, 1996)

A frog and a mouse go to war and the creatures and readers are both left to wonder why. No direct violence is ever shown; only the aftermath of the escalating destruction is seen in broken and bent flower stems.

Zoom (Banyai, 1998)

Scenes move further and further away, revealing that a girl playing with toys is actually the cover of a magazine, which is then viewed as a sign on a bus. Each illustration shows another level up in an aerial perspective. Also, see *Re-Zoom* (Banyai, 1998) in which the same author revisits the concept of a series of scenes moving out in perspective starting with a view of a boat. Also try *REM—rapid eye movement* (Banyai, 1997). The title may need explanation, but the storyline follows the dream sequence of a young boy. Readers will enjoy pairing dream elements with the objects that inspired the dream.

Alphabet Books

ABC: A Child's First Alphabet Book (Jay, 2003)

The pictures in this book tell the story of a man taking a journey to exotic places and show many objects that begin with each letter. Children and adults will find enjoyment again and again going through this surprising journey with the alphabet.

ABC Pop! (Isadora, 2001)

“Zing! Zoom! Zap!” This is an alphabet book that has “secrets” in the pictures; they tell stories and make sounds. The bold illustrations are in the pop art style of the 1960s and add great vibrancy and energy to the book.

Animal ABC (Baker, 2003)

This simple alphabet book will appeal to even the youngest toddlers. Twenty-six animals are painted in soft yet realistic watercolors. The combination of familiar and exotic animals is sure to please children who love animals from Ants to Zebras.

Anno's Alphabet: An Adventure in Imagination (Anno, 1974)

The letters appear to be made of wood, but observant readers will see that there are visual tricks hidden in the letters. There are line drawings of objects starting with the letter hidden in the detailed borders.

Black & White Rabbit's ABC (A. Baker, 1999)

Reading from A to Z, children and parents will make friends with a curious rabbit who has had a day filled with work. They also will enjoy exploring the colors and shapes in the book's illustrations.

The Dog from Arf! Arf! To Zzzzzz (Collection, 2004)

This smart alphabet book features cute canines acting out doggy behaviors that start with the 26 letters. Interesting camera angles capture the unique features of each breed. An especially fun feature is the use of upside down text on the R (Roll over and over and over) and U (Upside down) pages.

Ed Emberley's ABC (Emberley, 1989)

Delightful animals in four panel vignettes form the letters of the alphabet. Animal names appear with the appropriate animals. Other objects, plus humor are added to the animals creating lighthearted little stories for the letters.

Handsigns: A Sign Language Alphabet (Fain, 1993)

Each letter of the alphabet is shown with a hand depicting the letter in American Sign Language as well as an animal whose name begins with the letter.

My First ABC (MacKinnon, 1995)

The bright photos in this book introduce 26 ethnically diverse children along with some of their favorite belongings: “Alison’s apple, Brian’s book.” Toddlers will be delighted by the pictures, meet new friends, and learn about the alphabet. The text falls into an easy, alliterative cadence making it a great book to read aloud.

Other Concept Books

1, 2, 3, to the Zoo (Carle, 1996)

This counting book features animals on a train on the way to the zoo. It starts with one elephant and ends with 10 birds. Eric Carle’s vibrant tissue paper and paint collage animals are intriguing.

Color Zoo (Ehlert, 1989)

Intense colors and geometric shapes form animal faces. As each page is turned, the die cut shape that was the base of the animal reveals a solid color and a shape label. There is also a review of the shapes, colors, and animals at the end of the book.

Construction Countdown (Olson, 2004)

Children will enjoy pointing to every colorful truck as they count down from “Ten mighty dump trucks.” The name of each of the trucks is presented in large print and what it does is told in a rhyming couplet. The final double page spread provides a creative surprise when the construction site is revealed as “One gigantic sandbox with room to drive them all.”

Doggies (Boynton, 1995)

Young children who love dogs and their noisy barks will have lots of fun with this counting book. When they find out the hidden humor of the surprise ending, they are sure to laugh out loud.

Is It Red? Is It Yellow? Is It Blue? (Hoban, 1987)

This beautiful book has no words, just colorful photos. Six colors are introduced to toddlers in pictures of things they see in their daily life. Each photograph is filled with various colors and shapes to spark the little ones' unlimited imagination. Primary colored dots at the bottom of each page provide a clue to what color to look for. Also, see *Colors Everywhere* (Hoban, 1995)

Is It Larger? Is It Smaller? (Hoban, 1997)

Photographs of everyday objects or groups of animals are placed in pairs so they can be used to compare and contrast sizes. Also, see *Shadows and Reflections* (Hoban, 1990), which provides paired pictures to find patterns.

Lemons Are Not Red (Seeger, 2004)

This clever concept book features sturdy pages with cut-out shapes that reveal what color objects are not ("Lemons are not red") and are ("Lemons are yellow. Apples are red.") Children will delight in the rich colors and brush stroke textures at each turn of the page. With the last two objects a silvery moon and the black night, this book also doubles as a great choice for bedtime.

Shapes, Shapes, Shapes (Hoban, 1996)

On the first page, shapes are given as clues to look for in the following photographs of everyday objects. In addition to the common shapes of circle, triangle and square are the more unusual shapes of arcs, parallelograms and trapezoids. Also, see *So Many Circles, So Many Squares* (Hoban, 1998).

Working with English Language Learners

Research Area	Principle/Activities/Reference
<p>Second Language Acquisition</p>	<p>Three major areas critical to acquiring a second language:</p> <p>Motivation—“why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it.” Dörnyei (2002a, p. 8)</p> <ul style="list-style-type: none"> ■ Integrative motivation—wanting to learn a language to identify with a community (Gardner, 1985) ■ Instrumental motivation—desire to learn language to meet needs, goals such as obtain job or talk to child’s teacher (Morris, 2001; Oxford & Shearin, 1994) <p>Opportunities for interaction—communication between individuals, negotiating meaning (Ellis, 1999)</p> <ul style="list-style-type: none"> ■ Activities that are done in pairs and small groups can provide opportunities to share information and develop community (Florez & Burt, 2001) ■ Teachers should create opportunities for learners to continue learning outside of class (Clement, Dörnyei, & Noels, 1994) ■ Participating in language interactions facilitates second language development (Mackey, 1999) <p>Vocabulary—word knowledge is essential, important for production and comprehension (Coady & Huckin, 1997)</p> <ul style="list-style-type: none"> ■ Includes both the number of words one knows and the depth of knowledge about those words (Folse, 2004; Qian, 1999) ■ Incidental vocabulary—new words learned when one is focused on a meaningful task (Gass, 1999) ■ Learners need to understand 3,000 word families in order to pick up word meaning from context (Laufer, 1997)

Adapted from: *Practitioner Toolkit: Working with Adult English Language Learners*. (National Center for Family Literacy & Center for Applied Linguistics, 2004)

Working with English Language Learners

Research Area	Principle/Activities/Reference
<p>English Language Learners and Reading</p>	<p>Skills adult English language learners need—phonological processing, vocabulary knowledge, syntactic processing and background knowledge (Armbruster, Lehr, & Osborn, 2001, p. 3-4; Kruidenier, 2002)</p> <p>Vocabulary knowledge—has been found to have a strong effect on reading comprehension; learners gain vocabulary knowledge through extensive reading, especially when reading is accompanied by vocabulary building activities*</p> <p>Activities/Reference</p> <ul style="list-style-type: none"> ■ Provide multiple opportunities for learners to read and use specific words; brainstorm vocabulary on a specific topic; preview key vocabulary; have learners write their own sentences with words they have read* (Paribakht & Wesche, 1997; Wesche & Paribakht, 2000) <p>Syntactic processing—involves understanding the structures of the language</p> <p>Activities/Reference</p> <ul style="list-style-type: none"> ■ Use of Cloze exercises; identification of parts of speech using words in text; writing sentences using specific grammatical forms <p>Background knowledge—is related to reading comprehension; readers generally understand texts more easily if they are familiar with the information</p> <p>Activities/Reference</p> <ul style="list-style-type: none"> ■ Relate reading texts to ideas, concepts and events from learners’ cultures and personal experiences; use visual aids; create language experience texts (Adams & Collins, 1985; Goldberg, 1997; Hudson, 1982)

Working with English Language Learners

Research Area	Principle/Activities/Reference
<p>Communication</p>	<p>Communicative activities include any activity that encourages and requires a learner to speak with and listen to other learners</p> <p>Communicative activities have real purposes: to find information, break down barriers, talk about self, learn about a culture</p> <p>Research suggests more learning takes place when students are engaged in relevant tasks within a dynamic learning environment*</p> <p>Activities/Reference</p> <ul style="list-style-type: none"> ■ Class survey ■ Line dialogue ■ Language experience approach ■ Conversation grid ■ Information gap ■ Games <p>*(Moss & Ross-Feldman, 2003)</p>

Adapted from: *Practitioner Toolkit: Working with Adult English Language Learners*. (National Center for Family Literacy & Center for Applied Linguistics, 2004)

**National Reporting System (NRS) ESL functioning level descriptors
(Summary) Reference: May 2004 Center for Applied Linguistics**

Please note that this chart does not show the following: Basic Reading and Writing descriptions and Functional and Workplace skills

Speaking and Listening	Benchmarks
<p><i>Beginning ESL Literacy</i></p> <p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p>	<p>CASAS (Life Skills): 180 and below SPL (Speaking): 0-1 SPL (Reading and Writing): 0-1 Oral BEST: 0-15 Literacy BEST: 0-7 BEST Plus: 400 and below</p>
<p><i>Beginning ESL</i></p> <p>Individual can understand frequently used words in context and very simple phrases spoken slowly and with some repetition; there is little communicative output and only in the most routine situations; little or no control over basic grammar; survival needs can be communicated simply, and there is some understanding of simple questions.</p>	<p>CASAS (Life Skills): 181-200 SPL (Speaking): 2-3 SPL (Reading and Writing): 2-4 Oral BEST: 16-41 Literacy BEST: 8-46 BEST Plus: 401-438</p>
<p><i>Low Intermediate ESL</i></p> <p>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; has some control of basic grammar.</p>	<p>CASAS (Life Skills): 201-210 SPL (Speaking): 4 SPL (Reading and Writing): 5 Oral BEST: 42-50 Literacy BEST: 47-53 BEST Plus: 439-472</p>

Speaking and Listening	Benchmarks
<p><i>High Intermediate ESL</i> Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; relies on description and concrete terms. There is inconsistent control of more complex grammar.</p>	<p>CASAS (Life Skills): 211-220 SPL (Speaking): 5 SPL (Reading and Writing): 6 Oral BEST: 51-57 Literacy BEST: 54-65 BEST Plus: 473-506</p>
<p><i>Low Advanced ESL</i> Individual can converse on many everyday subjects and some subjects with unfamiliar vocabulary, but may need repetition, rewording or slower speech; can speak creatively, but with hesitation; can clarify general meaning by rewording and has control of basic grammar; understands descriptive and spoken narrative and can comprehend abstract concepts in familiar contexts.</p>	<p>CASAS (Life Skills): 211-235 SPL (Speaking): 6 SPL (Reading and Writing): 7 Oral BEST: 58-64 Literacy BEST: 66 and above BEST Plus: 507-540</p>
<p><i>High Advanced ESL</i> Individual can understand and participate effectively in face-to-face conversations on everyday subjects spoken at normal speed; can converse and understand independently in survival, work and social situations; can expand on basic ideas in conversation, but with some hesitation; can clarify general meaning and control basic grammar, although still lacks total control over complex structures.</p>	<p>CASAS (Life Skills): 236-245 SPL (Speaking): 7 SPL (Reading and Writing): 8 Oral BEST: 65 and above BEST Plus: 541 and above</p>

You can locate the above descriptions on the NRS Website: www.oeri-tech.com/nrs/reference/m_and_m/methods/direct_program/3c_six_levels_abe_esl.html

Resources for Tutors

- Bang, M. (2000). *Picture this: How pictures work*. New York: SeaStar Books.
This book, by a Caldecott winning children's book artist, explains how shapes, color and composition work together to make us feel and understand pictures. Bang uses the story of Little Red Riding Hood to show how she creates powerful images. She also walks readers through the principles used in art so that readers can understand the illustrations in picture books.
- Chambers, A. (1996). *Tell me*. Portland, Maine: Stenhouse Publishers.
Chambers reviews the questions and process that he uses to get children to talk about books. He discusses how questions can be used to help children understand stories.
- Doonan, J. (1993). *Looking at pictures in picture books*. Exeter: Thimble Press.
Doonan discusses how she encourages children to examine closely and make meaning from picture books. She briefly reviews how words and pictures work together to create a picture book, and also discusses concepts related to art and understanding picture books.
- Jalongo, M. R., Dragich, D., Conrad, N. K., & Zhang, A. (2002). Using wordless picture books to support emergent literacy. *Early Childhood Education Journal*, 29(3), 167-177.
Although this article targets the use of wordless picture books in children's classrooms, there are principles here that also will work with adult learners.
- Silvey, A. (Ed.). (2002). *The essential guide to children's books and their creators*. Boston: Houghtn Mifflin.
This reference book has short entries on numerous children's book authors and illustrators as well as book terms that tutors can share with parents.
- van Kraayenoord, C. E. (1996). Story construction from a picture book: An assessment activity for young learners. *Early Childhood Research Quarterly*, 11, 41-61.
Kraayenoord shares questions that she uses to assess how children construct stories from wordless picture books. Again, although children are the target audience of the instructional practices, there are implications that also carry over to adult learners.

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This guide provides suggestions for teachers on selecting artwork to share with children in order for them to practice their visual literacy skills. Many of the suggestions are relevant in selecting picture books for use in family literacy programs.

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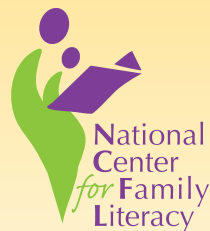
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The National Center for Family Literacy (NCFL) was established in 1989 with a grant from the William R. Kenan, Jr. Charitable Trust. Today, NCFL is recognized worldwide as the leader in literacy development for adults, children and families.

NCFL works with educators and community builders to design and sustain programs that meets the most urgent educational needs of disadvantaged families.



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