

Consider experience-based knowledge

Objective(s)

Learners listen to practitioners and a parent talk about important considerations for reading practices and identify take-away messages.

Description

In this activity, learners listen to clips of phone interviews of family and professional leaders in early childhood and identify important considerations about reading practices.

Required Materials/Resources

Learner Materials

- [Audio 6.1: Pam Zornick](#)
- [Audio 6.2: Samtra Devard](#)
- [Audio 6.3: Cristina Gillanders](#)
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to audio clips or transcripts. Learners can listen to audio clips or read transcripts as a class or independently outside of class.
2. Ask learners to listen to each audio clip and consider important considerations from each person.
3. Provide feedback.

Suggested Assessment

1. Two benefits of having student teachers come in and work in the classroom are that they bring in new ideas to try and that they challenge the teachers to continue to think on their feet.
2. It is important for parents to know the building blocks needed to learn how to read, and how to be a partner with teachers while their child is learning to read.
3. Three things you should think about when planning your read alouds with young dual language learners are: 1) what kinds of strategies are you going to use?; 2) what words or phrases do you intentionally want to teach your children?; and 3) how are the dual language learners going to participate in the read aloud session?.

Hints provided to learner:

1. Think about what Pam says about why it is great to have the opportunity for student teachers to come in to the classroom.
2. Think about what Samtra says about what she discovered and wasn't aware of as a parent.
3. Think about what the three things Cristina says you have to think about when you are planning your read aloud.

This activity is part of Module 6: Dialogic Reading Practices. To view the content related to this activity, go to [Step 3: Evidence](#).

Instructional Method
Problem Solving Session

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form
[Activity 6.8a](#)

Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed or submitted online.
- Break into groups to discuss and respond.

Alternate Version(s) (refers to different levels of difficulty)

No alternates available for this activity.

Credits

The CONNECT Content Team