

# Session Planner & Recording

## Week 3: Rhyming Stories

Group \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

Session Staff \_\_\_\_\_

### **Intended Outcomes and Benefits of Sessions**

- Parents/carers share handy tips about reading with their child.
- Parents/carers support their child to use rhyme to develop literacy.
- Parents/carers are given a 'top tip' to try at home.

### **C for E Links**

LIT0-04a/LIT1-04a, LIT0-01a/LIT0-11a/LIT0-20a, LIT0-01c, HWB0-25a/1-25a

**What does this mean for Parents/carers, e.g. how does this relate to the classroom?**

# Session Planner and Recording

## Week 3: Rhyming Stories continued

Time (mins)	Method
0 - 10	<p>1. <b>Welcome</b>, tea, coffee, outline session, did you try last week's top tip? How did it go? Sign in sheet.</p> <p><b>Resources:</b> tea, coffee etc.</p> <p><b>Page / File:</b> L1.1</p>
10 - 30	<p>2. <b>Reading books together activity:</b> Do you find the time? Does your child have a favourite book? Do you? Introduce activity: Show each Top Tip in turn and ask group to say when it could take place during storytime. Group places tips on 4 different flipchart sheets: Before/During/After reading a book together, or 'Never'. (Take a photo of completed activity.)</p> <p><b>Resources:</b> flipchart, markers, blu-tac, Top Tips cut into sentences</p> <p><b>Page / File:</b> L3.1</p>
30 - 40	<p>3. <b>Give out Top Tips</b> for Reading at Home handout and collect children.</p> <p><b>Page / File:</b> L3.2</p>
40 - 45	<p>4. <b>Review of previous activity</b> – parent and child do <i>Row Row Row Your Boat</i> together.</p>
45 - 55	<p>5. <b>Group storytelling</b> ensuring parents sit with children, modelling top tips:</p> <ul style="list-style-type: none"> <li>· Before reading: What do you think the book is about? (Use the front and back cover). What words describe a giraffe?</li> <li>· During reading: What animals do you see during the jungle dance? What kind of expression does Gerald have on his face? What other words describe being sad?</li> <li>· After reading: What does Gerald learn about himself at the end of the story? What can you do that you once thought you couldn't?</li> </ul> <p><b>Resources:</b> <i>Giraffes Can't Dance</i> by Giles Andreae</p>
55 - 60	<p>6. <b>Re-read:</b> Tell the group you are going to read the last few pages again but you will miss out some of the rhyming words. Ask them to call out the rhyming words.</p>
60 - 75	<p>7. <b>Parent and child activity:</b> Draw dancing legs on the giraffe and colour in. How many words can you think of which rhyme with giraffe?</p> <p><b>Resources:</b> coloured pencils and crayons</p> <p><b>Page / File:</b> L3.3</p>
75 - 80	<p>8. <b>Share weekly top tip:</b> Read a book together, choose a word from it and think of as many rhyming words together as you can.</p> <p><b>Resources:</b> book to take home</p> <p><b>Page / File:</b> L1.4</p>
80	<p>9. <b>Return children to class.</b></p>

# Session Planner and Recording

## Week 3: Rhyming Stories continued

### Session Recording

**Participant Count:** Adults \_\_\_\_\_ Children \_\_\_\_\_ **Total** \_\_\_\_\_

#### Outcomes

What were your thoughts on the session?

Were the intended outcomes achieved?

Was the session delivered according to the session planner? If not, what changed?

#### Evaluation

What participant impact statements did you receive?

What other evaluation methods did you use and where is this stored?

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## Week 3: Rhyming Stories continued

### Session Recording

#### Actions

Were there any problems / incidents / issues that require further action?

Is there any preparation required for the next session?

#### Progression

Did you signpost or refer any families to other services?

Are you aware of any other participant progression, e.g. college, volunteering, employment?