

PARENT EDUCATION LESSON PLAN

Workshop Topic: TV or Not TV

CCRS Reading Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NELP Predictors of Later Success:

- Phonological memory: the ability to remember spoken information for a short period of time
- Oral language: the ability to produce or comprehend spoken language, including vocabulary and grammar

Objectives: At the end of this session, participants will be able to:

- Ask 3-5 questions that encourage critical thinking while “co-viewing” a TV show or movie.
- Name 3 methods to extend their child’s learning after watching a favorite TV show to movie.

Materials:

- Chart paper
- Dry erase board and markers
- Internet access
- Computer, projector, or other viewing tool
- Index cards
- Article: CoViewing with Kids (see: Parent Handouts)
- Instructor-made worksheets or handouts (Optional)

Welcome/Ice Breaker: Greet parents as they come in. Build rapport and break the ice.

Write on the board:

1. How much time did your children spend watching TV or playing video games last weekend/last night?
2. Which television shows or video games do your children like to watch or play?

3. How much time did you watch TV or play video games with your child?

The instructor will ask parents to compare their answers with a partner and write their answers on the board, and engage the parents in a whole-class discussion about the results.

***Teaching Tip for making this activity more interactive and bringing in some math talk:**

Ask parents to answer discussion questions #1 and #3 above by drawing two simple bar graphs outlines on the board. Ask parents to stick Post-it Notes on the graph based on how many hours their children spent watching television and how many hours parents watched with their children. Then, during discussion, ask parents to make statements about what they see in the bar graphs. For example, 6/10 children watched 2 hours of television last night, or 5/10 parents watched television with their children last night, so 50% of parents watched television with their children.

Central Ideas (For Instructor Only):

The instructor should promote the following ideas using appropriate language and activities throughout the lesson:

1. Watching TV with your children has many benefits. It not only allows you to get a taste of what content your children are watching, but it also produces feelings of closeness and positive emotions.
2. Know what your children are watching, and decide what programs are appropriate for their age and personality. Stick to your rules. Choose programs that encourage creative and critical thinking and make them want to learn more.
3. Find books that extend the learning of programs your child enjoys (see modeling section).
4. Record your child's favorite shows so she can watch them repeatedly. Remember that children learn from seeing things more than once.

Previously researchers, early childhood practitioners, and families tended to focus predominately on how much screen time young children consume. Researchers have found that **what** children watch is more important than **how much** they are watching.

In planning for television viewing, it is important to think about experiences that would support language skills, facilitate social interaction, support play, and allow children to create content in addition to consuming content.

Co-viewing can extend a child's learning and build background knowledge. For example, you have watched a program with your child about something of interest to your child. Perhaps it is a show about a dinosaur. You might be able to plan a visit to a museum to see the dinosaur and then

explore more information about how the dinosaur lived, how big it was, what it ate, etc. After viewing a program, you might encourage your child to draw a picture about what she saw or heard. This helps your child make connections to daily experiences.

Central Ideas Part 1 (Content and Strategies):

Pre-reading discussion questions: The instructor can write the discussion questions on slips of paper for partners to select and ask each other. For lower levels, choose one or two of the questions.

1. Do you watch television or movies with your child? Why or why not?
2. Can watching television or movies with your child help them learn? Why or why not?
3. Do you set rules for TV viewing? What are they?
4. Why do you think it's important to set rules for watching television or movies?

Transition:

Television can be a good tool for education. Educational TV viewing includes making good choices about what to watch, taking time to watch together, talking about what you watch, and doing follow-up reading.

Reading:

The instructor will choose the appropriate level(s) of the "Co-Viewing with Kids" article in the Parent Handouts Section of this lesson plan. Adapt the article further as necessary to meet the needs of readers with different levels of proficiency. Have parents read the articles in pairs or as a whole class.

Reading Comprehension

Ask parents comprehension questions about the key ideas in the article. Be sure to give all parents the chance to answer, besides just the most proficient readers. You can do this through a think-pair-share process. Write the comprehension questions on the board or on the Parent Handouts. Ask parents to think about their answers to the questions individually and jot down some notes (Think). Then, have parents share and compare their answers with a partner (Pair). Finally, ask volunteers to share their answers with the whole class (Share).

Post-Reading

The instructor will ask, "What are some sample questions that you can ask your child while watching TV?"

***Teaching Tip:**

Since the examples are in the handout, ask parents to turn their paper over and try to answer orally without looking at the handout. Then, have them turn the paper back over and compare what they remember to what is on the paper in front of them.

The instructor will pass out index cards to the parents and have them write the questions on their cards. Choose an appropriate amount of questions based on the proficiency level of the parents. Add or take-away questions as appropriate.

Practice Part 1 (Content and Strategies):**Modeling:**Pre-viewing:

Tell parents you will play a clip from a children's TV show. Tell them in this show, children will sing a song about cleaning up trash. Tell them you will model asking questions while co-viewing.

View and model:

Play a part of this YouTube video: <https://www.youtube.com/watch?v=47ODQI0OSOA>

Alternatively, find another video that is level-appropriate for your parents. You may want to consider the average age of their children when picking a video, but at this point, the most important consideration is that the parents will be able to understand at least some of the language in the video.

***Viewing tips:**

- For lower-proficiency parents, choose videos with repeated language, like songs or poems.
- Turn on closed-captions to support comprehension of the video.
- Watch the video once before modeling so parents can focus on the video before focusing on the skill. The key here is not that they understand everything in the video, but that when the instructor models the target skill, they can focus on the skill rather than what they missed in the video.
- Pause the video more frequently for lower proficiency parents and allow them to read the closed-captions.
- Remind parents that at home, they may watch television or videos in another language with their children as long as they are still practicing the target skill of co-viewing (asking questions).

The instructor will pause the show every now and then to ask parents questions from the index cards. For example, the instructor can ask, “What do you think will happen next?” Instructor will wait for a parent to answer the question before resuming the show. The instructor can do this multiple times to ensure comprehension of the skill of asking questions. It’s not necessary to watch the whole video as long as parents understand the skill of pausing to ask questions and know what questions to ask.

Controlled Practice:

1. Be sure all parents have their index cards with target questions on them.
2. Pair parents up with a partner (lower-level with higher-level if possible). Assign one partner the role of the parent and one of the child. (Roles will reverse later.)
3. Watch the next minute or two of the YouTube video from the modeling section if you didn’t finish it, or restart the same video.
4. Pause the show and have the partner playing the role of the parent ask the partner playing the role of the child one or two questions.
5. Continue to play the video and pause for parents to ask the target questions using their index cards as support.
6. Switch roles when the parents are ready.

Application:

If the parents were confidently able to do the skill during the controlled practice, select a new video to show. Have the parents repeat the co-viewing process. Instruct them to try asking questions without looking at their notecards.

If you have access to multiple computers, allow parents to work in pairs by themselves. Parents can play the selected video on their computers and be in charge of pausing at an appropriate interval to stop the video. This will help parents adjust to being in charge of when they should ask the questions in addition to what questions to ask.

Central Ideas Part 2 (Content and Strategies):

Transition:

The instructor explains to parents that after they co-view with their children, they can do other activities to extend their children’s learning.

Class Brainstorm:

The instructor will ask parents what they can do as an activity to extend child’s learning after watching the program. Instructors can provide one or two examples (e.g., go online to find pictures or stories about similar topics or visit the library to find a book about a similar topic). Parents will add their ideas as the instructor writes them on the board.

***Teaching tip for higher-level parents:**

If parents understand and can generate the language necessary to answer the brainstorm question with less support from the instructor, instruct them to work in pairs or small groups to brainstorm on their own. Parents can then add their own ideas to the board rather than having the instructor write everything.

***Teaching tip for lower-level parents:**

Give parents a list of ways that they could extend their children's learning. Then, ask them to circle or rank the ones that would be manageable for them to do with their children.

***Teaching tip for all levels of parents:**

The instructor may want to create a handout for the parents with a list of ideas for extension activities that they can use as a resource after this brainstorming activity.

Practice Part 2 (Content and Strategies):**Modeling:**

The instructor reviews the short video that parents watched earlier in this lesson as needed. Do a "think-aloud" to model how you could choose one extension activity based on the topic of the video.

- Example: The Cocomelon video is about picking up trash. If I want my children to learn more about picking up trash, I can have them help me sort the recycling this week. I will talk to them about why one object can be recycled and one object goes in the trash. I will then ask my children questions about which objects can be recycled and which go in the trash. My children will help me sort the trash.

***Teaching tip for lower-level parents:**

The instructor could create an example enhancement activity for parents to participate in as a model of the extension activity based on the Cocomelon video.

- The instructor labels two trash cans (one for plastic and one for paper) in front of the class. Then, the instructor holds up a water bottle and asks which bin the water bottle goes in. Then, the instructor repeats the question with other objects.
- The instructor explains that this is an example of an extension activity that parents can do with their children at home.
- For lower proficiency parents, use this extension activity during the controlled practice and independent practice of the lesson. Then, have them view the same Cocomelon video with their children during ILA — practicing both asking questions while co-viewing and doing the extension activity with their children after viewing.

Controlled Practice:

Ask parents to write a different suggestion for extending their children's learning to the video they watched in class. Ask parents to be specific. For example, parents shouldn't just write *we will find a book at the library*, but instead they could write *we will find a book at the library about the importance of recycling*.

***Differentiation tip for lower-level parents:**

The instructor can ask parents to discuss their answers rather than write their answers. Alternatively, the instructor can provide a worksheet to lower-level parents that gives them the opportunity to circle the best extension activity or complete a provided sentence stem.

Independent practice:

Ask parents to think about the warm-up question – what their children frequently watch. Have parents write one to three plans for an extension activity for shows that their children frequently watch. If they do not know the name of the show, ask parents what the show is about (friends, animals, superheroes, dinosaurs) and how they could extend learning based on the topic.

Interactive Literacy Activities (ILA):

Use the same strategy with children. Parents will watch a video with their children and ask questions throughout and after the viewing. The instructor can use the same video used during the Application section to ensure that parents and children understand the co-viewing strategies. Parents will then ask children to draw a picture about what they learned from the video they

watched.

At home: Ask parents to try one of the extension activities at home from the video that they watched with their children during ILA. Additionally, encourage parents to use these strategies continually at home while children are watching TV or after the child has watched TV.

**Note: Parents can use these strategies in their native languages at home also, and it is just as valuable. This may help develop parents' confidence when conducting these activities with their children outside of the classroom. Parents also might feel more inclined to use these strategies.*

Wrap up/Closure:

Ask parents to do try the co-viewing strategies at home. Review the record-keeping example with parents. (Adjust the record-keeping example as appropriate.) Parents will fill out the record-keeping ticket at home, bring it back to class, and the instructor will collect and follow-up as appropriate.

Record-keeping ticket example:

Parent: _____ Child: _____

Activity: CoViewing TV Program or Movie

Title of Program: _____

Date: _____

What is the TV show or movie about?

What did your child learn?

What activity could you plan to enhance your child's learning?

a. Go to the museum b. Rent a book from the library c. Draw a picture about the program

d. Other: _____

PARENT HANDOUTS



Co- Viewing with Kids

When you co-view television with your kids, you can help them understand what they see and hear while watching programs. You help them learn new information.

Ideas for watching TV with your child

Co-viewing is important. It helps us see and hear what our children see and hear. Television and movies give our children information— some is real, and some is not. Images on the screen can also make children have strong feelings. When we watch TV, or a movie with our children, we can ask questions to help them think about what they see and learn.

We can also help them make connections to what they learn at home and in school. For example, when you watch a show about dinosaurs, ask your children which dinosaurs are the same as those in the book that you have read. You can take your child to the museum to see an actual dinosaur. Make watching TV active!

Co-viewing TV or movies with our children lets us talk about important ways to behave. For example, children can watch a television show where one of the characters lies. You can talk to your children about why telling the truth is important. When parents and children watch television together, you share ideas and feelings that give an opportunity for learning.

Quick Tips for Watching TV with Your Child

1. Choose appropriate shows for your children to watch.
2. Children can watch TV for a short amount of time.
3. Record your child's favorite show so that they can watch the program more than one time.
Children learn from repetition.
4. When you record the program, you can pause the program to ask questions.
5. Use the TV guide or a list of television shows and help your children choose the programs they want to watch during the week.
6. Have your children draw a picture of what they learned from the program.
7. Show your child how to talk to the television by answering questions a character asks.
8. Help your child relate to shows by connecting the program to their daily lives.

When You Cannot Watch TV with Your Child

We are not always going to be able to watch every show or movie with our children. Children see television and movies almost everywhere they go— doctors' offices, friends' houses, restaurants, schools.

You can take an active role and ask questions after your child has watched a show.

Questions you can ask your child during or after watching a TV show or movie:

- What do you think will happen next?
- What happened in the show?
- What did the characters do?
- Were there good and bad characters? Why?
- What did they talk about?
- How did you feel watching the show? Why?
- What was your favorite part?
- What did you not like?
- Do you have questions about the show?

References:

Co-Viewing with Kids

<https://weta.org/kids/television/coviewing>

Donohue, C (Ed.) (2017). *Family engagement in the digital age: Early childhood educators as media mentors*. New York: Routledge



Co- Viewing with Kids

Co-viewing means watching movies or TV with your children at the same time. When you co-view television with your kids, you can help them understand what they see and hear while watching programs. You help them learn information.

Ideas for watching TV with your child

Co-viewing is important. It helps us see and hear what our children see and hear. When we watch TV or a movie with our children, we can ask questions. We can help our children think about what they see and learn.

We can also help our children make connections to what they learn at home and in school. For example, we can watch television and read a book about the same information. Ask your children what is the same in the book and movie.

Ask your children what is different in the book and movie.

When parents and children watch television together, you share ideas and feelings. Sharing ideas and feelings gives children time to learn.

Quick Tips for Watching TV with Your Child:

1. Choose good television shows or movies for your children.
2. Children can watch TV or movies for a short amount of time.
3. Record your child's favorite TV show. Then, they can watch the TV show more than one time. Children learn more when they watch or read something many times.
4. You can pause the television show or movie and ask your child questions.
5. Ask your child to draw a picture from the television show or movie. What did your child learn?

When You Cannot Watch TV with Your Child

We can't watch every TV show or movie with our children, but we can ask questions after our children have watched a TV show or movie.

Questions you can ask your child during or after watching a TV show or movie:

- What do you think will happen next?
- What happened?
- Who were the good characters? Who were the bad characters? Why?
- What did they talk about?
- How did you feel watching the show? Why?
- What was your favorite part?
- What did you not like?
- Do you have questions about the TV show or movie?

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Co- Viewing with Kids

Co-viewing means watching movies or TV with your children at the same time.

You can help your child understand what they see and hear in television and movies. You can help them learn.

Watching TV with your child

Co-viewing is important. It helps us see and hear the same things that our children see and hear.

When we watch TV or a movie with our children, we can ask questions.

We can help our children think about what they see.

When parents and children watch television together, you share ideas and feelings.

Sharing ideas and feelings gives children time to learn.

Quick Tips for Watching TV with Your Child:

1. Choose good television shows or movies for your children.
2. Children can watch TV or movies for a short amount of time.
3. Record your child's favorite TV show. Then, they can watch the TV show more than one time.
4. Ask your child questions about the TV show or movie.
5. Ask your child to draw a picture from the television show or movie.

When You Cannot Watch TV with Your Child

We can't watch every TV show or movie with our children, but we can ask our children questions after watching a television show or movie.

Questions you can ask your child during or after watching a TV show or movie:

- What will happen next?
- What happened?
- Who were the good characters? Who were the bad characters?
- How did you feel watching the show? Why?

- What was your favorite part?
- What did you not like?

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