



A COMPLETE EDUCATION
A PREP TO YEAR 12 CATHOLIC CO-EDUCATIONAL COLLEGE

P.A.I.R

PARENT ASSISTED IMMERSIVE READING PROGRAM



MARYMEDE
CATHOLIC COLLEGE

— *In the way of Mary* —

What is P.A.I.R?

- Parent Assisted Immersive Readng
- P.A.I.R. has been created around the latest local and international research. It is built on the core premise that parents who regularly read aloud to their young child can dramatically improve the child's literacy skills.
- Prep Program implemented in Term One

What is a Read -aloud?

- **Read-aloud** is an instructional practice where teachers, parents, and caregivers **read texts aloud** to children. The reader incorporates variations in pitch, tone, pace, volume, pauses, eye contact, questions, and comments to produce a fluent and enjoyable delivery.

The benefits of reading aloud

- **Reading aloud** is the foundation for literacy development. It is the single most important activity for **reading success** (Bredekamp, Copple, & Neuman, 2000). It provides children with a demonstration of phrased, fluent **reading** (Fountas & Pinnell, 1996).

The Research behind P.A.I.R

- *"The frequency of reading to children at a young age has a direct casual effect on their schooling outcomes regardless of their family background and home environment."*
- *"Children read to more frequently at age 4-5 achieve higher scores on the National Assessment Program – Literacy and Numeracy (NAPLAN) tests for both Reading and Numeracy in Year 3 (age 8 to 9)."*
- **Research also suggests that it is not about how often you read aloud, but how you read aloud. (Duursma, Augustyn & Zuckerman (2008))**

“... The type of conversations adults and children have during shared book-reading, as well as the emotional quality of the interactions and the discussions related to print are even more important. It is not sufficient to simply read a text aloud in order to encourage children to learn from being read to.”

- ***P.A.I.R*** provides you with the scaffolding, where, over time, you can develop new skills that can be used to improve your child’s reading.
- **Students have the opportunity to practise Literal, Inferential and Critical Thinking questions.**
- **The program also provides opportunity to develop your child’s vocabulary and oral language skills.**

How does P.A.I.R work?

- P.A.I.R books provide you with questions, tips and prompts which can be found on each page of the text.
- When these strategies are applied during a Read-Aloud session, parents too develop new skills that can be used to improve your child's reading.
- P.A.I.R allows you as the parent to create a structured and engaging conversation with your child around the book.
- Empowering you as parents, as you are your child's first teacher.

What is Parent Assisted Immersive Reading P.A.I.R.



Parent
Assisted
Immersive
Readng

P.A.I.R

- Your child will receive one of the P.A.I.R titles at the beginning of the week. This will be kept for the whole week and then returned on the following Monday.
- Important to ensure that your child returns the book on the following Monday in order to allow the book to be borrowed out to another student.
- You should not have 2 P.A.I.R books at home at any time.

First Read with P.A.I.R

- The whole book awareness
- This prompt can be found on the title page and the last page
- Read the book from cover to cover
- Use voice, expression
- Highlight rhythm and rhyme

IMPORTANT:



FIRST TIME

Show the front cover to your child and ask this question . . .
'What do you think this story will be about?' Discuss what *could* happen.

Before you read the main story to your child, read them this passage . . .

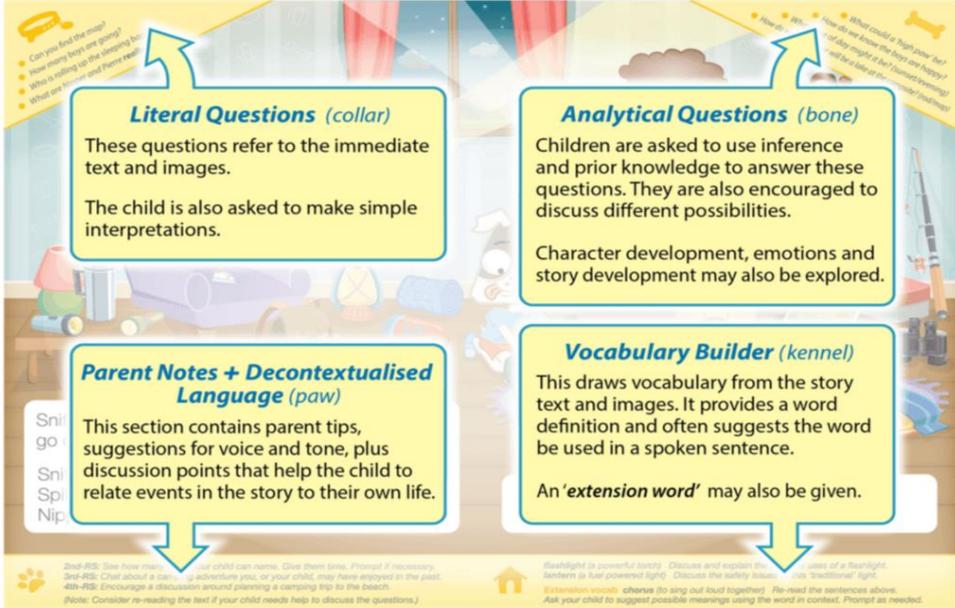
'This story is about four friends who are going camping.
Just before they are about to leave one of the friends hurts himself and can't go.
The others still want to go camping. Let's see what happens.'

Now read the story right through to the last page without interruption. Try to use as much expression as possible. On the last page you will find closing questions in the pink section.

Subsequent Reads:

Read the story again this time using the lemon sections on the page:

<u>Collar</u>	Literal questions
<u>Bone</u>	Inferential questions
<u>Paw</u>	De-contextualisation
<u>Kennel</u>	Vocabulary



Literal Questions (collar)
These questions refer to the immediate text and images.
The child is also asked to make simple interpretations.

Analytical Questions (bone)
Children are asked to use inference and prior knowledge to answer these questions. They are also encouraged to discuss different possibilities.
Character development, emotions and story development may also be explored.

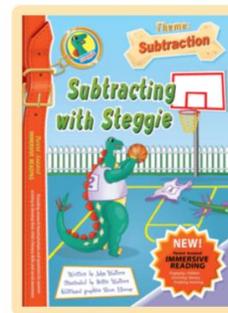
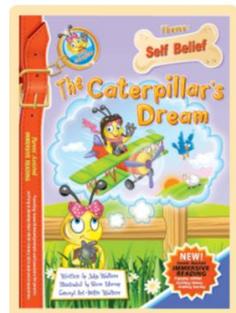
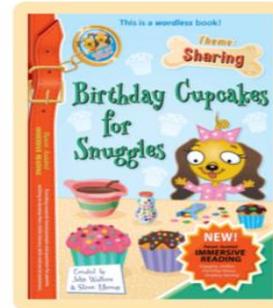
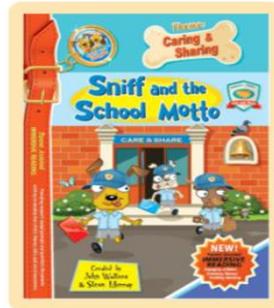
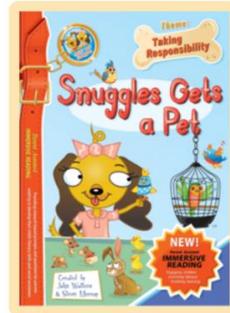
Parent Notes + Decontextualised Language (paw)
This section contains parent tips, suggestions for voice and tone, plus discussion points that help the child to relate events in the story to their own life.

Vocabulary Builder (kennel)
This draws vocabulary from the story text and images. It provides a word definition and often suggests the word be used in a spoken sentence.
An 'extension word' may also be given.

- You need to focus on one question/prompt from each section during a single read
- So, each time you read the story choose one question/prompt from the collar, one from the bone, one from the paw and one from the kennel.
- All questions and prompts provided are to be used over a number of reading sessions. So the next night, you re-read and select a different question from each box.
- Re-reading the same text may seem boring to us as adults, but this repetition allows your child to become familiar with the actual words on the page and to know the storyline which allows deeper comprehension and exploration of the ideas to encourage critical thinking.
- Feel free to make up Your own questions if your child is struggling.

P.A.I.R Titles

All the stories look at an important social skill or value



How To Read The Different Types of P.A.I.R. Books



Example Page



Find Pierre.
Point to the gate.
Find four different plants.
Can you find the letter 'P' on a shirt? Why 'P'?

What is Dad doing? Why?
How do we know they might go fishing?
Which boys look happy? (Nipper & Spike)
Why do you think Dad will stay at the computer?

Sniff, Spike and Nipper are packing the camping gear in the car.
 Dad is staying with them at the campsite near the lake.

Pierre is slumped on his front step.
 He is waving goodbye to the others.

2nd-RS: Look at the flowers in the picture. Do you have any flowers at home? Can you name any?
3rd-RS: Read the car's number plate aloud. Ask: What number rhymes with 'paw'? Discuss rhyming.
4th-RS: Have you ever felt left out? (Remember, Pierre couldn't go camping) Discuss this.
 (Note: If your child is really struggling with a question, make up one of your own.)

hedge (border/fence of shrubs) How can we keep hedges looking nice?
crutches (walking aid) Why would you need them? How do you use them?
Extension vocab: slumped (slouched or bent over) **Show me 'slumped'** with your body. When have you felt like this?

Remember to

- Allow your child **TIME** to respond
- Provide **ENCOURAGEMENT**
- **JOIN** the conversation around the book
- Relate and make **CONNECTIONS** where possible to life and family experiences.
- Return books promptly

Questions or Support

Speak to your child's Prep Teacher

Literacy - Co-ordinator Elizabeth Milani

Website:

<http://pisceanpublishing.com/>

The powerpoint, booklet and handout you received tonight will be put on the College website, so please feel free to access these Resources.



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