Parenting Education Lesson Plan
for
*Move Over, Rover!* by Karen Beaumont

**Name of Activities:** Using predictable books to develop literacy

**Students Participating; size of group:** Individual parents or a large group

**Lesson Goal:** Parents will learn about the components of predictable books and their importance in helping emergent learners to develop language and literacy skills.

**Learning Objectives/Skills:** The learners will be able to:
- a) Understand characteristics of predictable books
- b) Assess a number of predictable books
- c) Acquire strategies for sharing *Move Over, Rover!* with children

**Environmental Adaptations, Time and Materials Needed:** These activities can be adapted to many different situations but tables would be ideal. The activities will take approximately **25-30 minutes**, depending on students. The following materials will be needed:
- Copies of *Move Over, Rover!* by Karen Beaumont (one for each family)
- Types of Predictable Books List (one for each family)
- Examples of predictable books
- Strategies for Interactive Reading Sheet (one for each family)

**Procedure/Description of the Activity**

1. Introduce the book *Move Over, Rover!* to participants. Explain that this book is an example of a predictable book. Predictable books are critical in building early emergent language and literacy skills. Read the book aloud and model important strategies to use with children, such as making predictions, asking questions, and noting the illustrations as clues to the story or pictures that enhance the text.

2. After reading the story, tell parents that *Move Over, Rover!* is an example of a cumulative story. A cumulative story is one in which each time a new event occurs, all previous events in the story are repeated. Explain how this can be seen as each animal enters Rover’s doghouse.

3. Hand out the Types of Predictable Books List. Go through the list with parents while showing examples of books. Other predictable book types besides a cumulative story include: chain or circular story, familiar sequence, pattern stories, question and answer, repetition of phrase, rhyme and songbooks. Sometimes books will fall within more than one predictable book category. *Move Over, Rover!* is a predictable book with a rhyming pattern.

4. Explain to parents that predictable books are helpful for young children because they use repeated language, rhyme, rhythm, and have storylines that are appealing. These are books that children want to hear over and over again. Reading a book multiple times allows children to
become familiar and participate in telling the story. Predictable books are most effective with this type of “shared reading.” The repetition in the book helps develop a child’s language acquisition. Encourage parents to support their child’s enthusiasm for hearing the same book multiple times. Even though it may seem annoying, it is an important step in the child’s development of language and literacy knowledge.

5. Invite participants to look through the examples of predictable books and share them with each other in small groups.

6. Distribute copies of the Strategies for Interactive Reading Sheet for *Move Over, Rover!* to each parent. Explain that there are many ways that children can become involved while listening to a story. Read through the tips on the sheet and encourage parents to try some of them while reading *Move Over, Rover!* at home.

**Assessment:**

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a) Understand characteristics of predictable books

b) Evaluate a number of predictable books

c) Acquire strategies for sharing *Move Over, Rover!* with children

**Reflect on the Activity:**

1. What worked well?

2. What didn’t work?
3. What might have made the activity more successful?

4. Did you notice any potential for follow-up activities based on what the students said or did?

**Transfer Home/Extension Ideas:** a) Encourage parents to look for predictable books to read to their children b) Suggest that parents use their knowledge of predictable books to find them at their local library c) Parents should try using the Strategies for Interactive Reading Sheet while reading *Move Over, Rover!* with their children and see if they can apply similar techniques while reading other stories.

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**Literacy Area(s)* Addressed (check all that apply):**

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<th>The Literate Environment</th>
<th>Language Development</th>
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* from National Center for Family Literacy’s *Building Strong Readers* and *Learning to Read and Write*