Parents + Schools = Successful Children
Padres + Escuelas = Niños Exitosos

Practitioner Guide
Acknowledgments

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The *Parents + Schools = Successful Children* series is a project funded by Dollar General to develop bilingual materials to promote the importance of parent involvement and literacy support at home. In addition to two bilingual foto-novelas for parents, the project features this practitioners’ guide for teachers and tutors and audio-enhanced versions of the foto-novelas available free online (www.famlit.org/foto-novela) to provide additional language and learning support for parents who speak Spanish.

This Practitioner Guide and the foto-novelas it features were developed and reviewed by NCFL staff. NCFL extends its appreciation to the external reviewers who also made significant contributions to the content and format of the materials.

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Introduction

When parents are involved in their children's education, children have higher grade point averages and scores on standardized tests, better attendance, improved behavior at home and at school and better social skills and adaptation to school. (Henderson & Mapp, 2002, p. 24)

Parents + Schools = Successful Children / Padres + Escuelas = Niños Exitosos is about involvement—parent involvement in children’s education. This facilitator’s guide is designed for practitioners who work with English language learner (ELL) parents. School administrators, adult education instructors, parent educators, children's educators and others who work with ELL parents will find it useful. The guide is intended to help intentionally plan lessons that support parents’ involvement in their children’s education.

The adult ESL lessons have been designed to be used in conjunction with two foto-novelas—Get Involved! and Reading at Home. The foto-novelas are used to reinforce the lessons in a format that is easy to read and that, with the use of photographs, is easy to understand. Many of the lessons can be used as stand-alone lessons with only minor adaptations if classrooms do not have copies of the foto-novelas. If lessons cannot be completed in one session, they easily can be continued the following session. Spanish lessons for use with ¡Involúcrate! and Lectura en el hogar are included after the adult ESL lessons section.

The target audience for the adult ESL lessons are parents/adults who are at a High Beginning to Intermediate level of English language proficiency. It is recommended that parents who are true Beginners in English work with the foto-novelas in Spanish or in a bilingual format as part of parenting sessions.

Web-based flash movies of each story also are available free of charge at www.famlit.org/foto-novela and are also on the CD included in this guide. These provide an audio-visual component that can be used to supplement the lessons in both the classroom and at home, and are available in English and Spanish.

Background Information

Using the series of lessons presented here, practitioners can strengthen ELL parents' understanding of the benefits to their children of their involvement in their children's education. Research shows parent involvement is critical to children’s school success—that children benefit when parents are involved in their education, both at home and at school. This is true for all types of parent involvement in children’s learning and for all types and ages of students.

In their studies of parent involvement, Henderson and Mapp (2002) found conclusively that there is a “positive and convincing relationship between family involvement and benefits for students.” They go on to state, “This relationship holds across families of all economic, racial/ethnic and educational backgrounds and for students at all ages” (p. 2).
Hoover-Dempsey et al. (2005) add to the list of benefits. “Involvement has also been associated with other indicators of school success, including lowering rates of retention in grade, lower drop-out rates, higher on-time high school graduation rates and higher rates of participating in advanced courses” (pp. 105-106).

Children are not the only ones who benefit from parent involvement, however. Teachers and administrators “gain a greater respect for families’ strengths and abilities, better understand student and family diversity and better understand families’ concerns, goals, and needs” (Comer, 2000, p. 49). Parents reap benefits as well, becoming more comfortable in the school environment and in sharing information about children with teachers. “They gain a greater knowledge of the characteristics of childhood and adolescence and have more self-confidence in their parenting abilities” (p. 49). Parents become more confident in helping children learn at home and with their role as their children’s most important teachers.

For many English language learner parents, children’s education in their home country may have been the sole responsibility of the teacher. Parents’ interaction with the teacher may have been minimal. Their role in their children’s education could have been limited to providing guidance on social behavior and work ethic. The idea of active participation in their child’s school, creating a relationship with a teacher and actually providing learning experiences for their child, is a new one—not one they had experienced in their home country.

Language minority parents may come from cultures where parents are not expected to take an active role in their children’s education, or where the role that parents take is very different from the role expected in the United States school system. (Involving Immigrant and Refugee Families, 2003, p. 1)

This does not mean these parents do not want to be involved; it only means they don’t know they are supposed to be involved or how they can become involved.

Parents are unsure of their role in U.S. public schools. Parents who have been educated in other countries view educators with high regard and defer to their experience/professional development in questions regarding children’s best interests. (Nicolaou & Ramos, 1990, as cited in Sosa, 1997, Attitudinal Barrier section, ¶ 2)

Parent involvement can take place in a number of ways. Parents can respond to requests from the school for parent-teacher conferences or they can ask to meet with their child’s teacher. They can take part in school functions, such as PTA/PTO meetings, and school events, such as family fun nights. They can visit their children’s classrooms and volunteer in the school, helping where they are needed, or they can watch as the teacher models strategies they can use at home with their children.

Often, parents feel they do not understand the school system in their new country well enough to be involved. The words used to describe levels of schooling in the United States (elementary, middle, high, and postsecondary) may not translate accurately to words of another language. Compulsory school attendance laws, homework requirements, and procedures for reporting absences, children’s achievement, and promotion may be different, and parents with limited English proficiency can have difficulty understanding what is expected of them.
Included in this guide are lessons that present information about the U.S. school system. Parents will learn about the set-up and requirements of their children's education system. They will learn the value of parent-teacher conferences and what the sharing of information and observations about children can mean to children's educational success. Increasing ELL parents' knowledge of the U.S. school system can be a determining factor in their participation in their children's formal education.

However, parents' involvement with children's education is not limited to the school classroom. One of the most important environments for parents' interaction with their children is at home. When parents connect with their children's teachers and understand the school curriculum, they can provide learning experiences at home to reinforce and support their children's school work.

Parents' home activities were related to the widest range of gains on math and reading tests, compared with the other forms of parent involvement. The researchers also found that involvement at home remained steady, while involvement at school declined over time. This consistency, they concluded, may explain why the home activities had a stronger influence. (Izzo et al., 1999, as cited in Henderson & Mapp, 2002, p. 30)

In the home, parents can provide a learning environment by providing the space and materials children need. They can give their time to monitor and review homework assignments, and talk with their children about their school experiences.

Children from diverse cultural backgrounds tend to do better when parents and professionals collaborate to bridge the gap between the culture at home and the culture in the learning institution. (Comer, 2000, p. 13)

Parents who are not confident about their use of English may wonder how they can help their children who are learning English. They may need to be reminded that their interactions with children at home (reading, telling stories, having conversations) can be in their home language. Children should continue to grow in their home language as they learn the English language.

There is clear evidence that tapping into first-language literacy can confer advantages to English language learners. For example, there is evidence that language-minority students are able to take advantage of higher order vocabulary skills in the first language, such as the ability to provide formal definitions and interpret metaphors, when speaking a second language. (August & Shanahan, 2006, p. 5)

In a study of raising children with more than one language, De Houwer (1999) makes the following points:

- Do what comes naturally to you and your family in terms of which language(s) you use when, but make sure your children hear both (or all three or four) languages frequently and in a variety of circumstances.

- Create opportunities for your children to use all of the languages they hear. Read books to and with your children in each of the languages that are important to their lives. (Recommendations for Parents section).
It’s okay for parents to look to schools to provide children with experiences in the English language and to the home to ensure children continue to develop their native language. When parents use the language they know best, children hear more words that they can transfer to their second language. Reading with children, singing songs, watching television shows and movies in home languages and talking on the telephone with relatives in their home country can help provide rich home language experiences for children.

This guide also includes lesson plans that demonstrate the importance of children’s reading outside of school. There is a particular focus on using the family’s home language to read and tell stories. Included are specific reading strategies parents can use at home with their children.

Some researchers have found that the home literacy environment can be an even stronger predictor of literacy and academic achievement than family income. That home environment includes the literacy level of the parents, the parents’ educational achievement, and the availability of reading materials, among other factors. (Dickinson, 1991, as cited in USDOE, 1999, p. 20)

The lessons included in this practitioner’s guide have been designed for use with English language learner parents to help them strengthen their very important role in their children’s education. The underlying message woven throughout the lessons is the benefit of parents’ involvement in their children’s education at school and at home. This message is entwined with information about parent-teacher conferences, an overview of the U. S. school system, and using two languages to build literacy skills. Importantly, there are lessons on reading strategies used in the classroom that can be transferred to the home, underscoring the fact that out-of-school interactions between parents and children count as “involvement.”

It is hoped that as parents work through these lessons that they will understand and feel more comfortable with their role in their children’s school system and in their children’s education. When parents understand they are truly partners in their children’s education, they are empowered. They become advocates for their children and understand not only that they are their children’s most important teachers, but also how to carry out that role. They provide the support their children need to be successful students with promising futures.
Contents of this Guide

Adult ESL Lessons

The *Parents + Schools = Successful Children/Padres + Escuelas = Niños Exitosos* Practitioner Guide contains 11 adult ESL lesson plans for 12 days of instruction (the first lesson spans two days) using *Get Involved!* and *Reading at Home*. Dividing the two foto-novelas into segments, there are six days of instruction for each one. All the lesson plans follow the same format:

**Lesson X**

Each lesson is given a number.

**LESSON TITLE**

Each lesson has a title that indicates its content.

Each lesson has a brief introduction that outlines the topic and what parents will accomplish.

**GOALS FOR LESSON**

Objectives or goals of what “Parents will” be able to do as a result of the lesson are listed.

**MATERIALS/REALIA NEEDED**

- The day’s segment of the foto-novela is indicated.
- Transparencies
  - Transparencies to enhance the lesson are included in most lessons.
- Parent Handouts
  - Parent handouts are listed.
- Props/Realia
  - Any additional materials to make the lesson more authentic and relevant to real-life are included.

**LESSON SEQUENCE**

**OPENING ACTIVITY**

After the first day, each subsequent lesson plan begins with a review of the previous lesson’s topic and content. Then the parents preview the day’s segment of the foto-novela, much in the same way that their children’s teachers conduct pre-reading activities at school.
CENTRAL IDEAS AND APPLICATION

The main part of the lesson includes the presentation of the topic content and the reading of the day’s segment of the foto-novela. Activities to expand on the topic and give the parents opportunities to practice their English language and literacy skills are also found in this section of the lesson.

CONCLUSION

The final activities in the lesson suggest ways that parents can apply and reinforce the information presented in the lesson.

TRANSFER TO HOME

This section contains an activity to be completed at home with the family.

Spanish Lessons

Following the adult ESL lesson plans there is a section with lessons for use with each of the Spanish versions of the foto-novelas, ¡Involúcrate! and Lectura en el hogar. These are intended for parenting classes or workshops that are conducted in Spanish. The lesson format is similar to that used in the adult ESL lesson plans. Since the focus of these lessons is the content of the foto-novelas and not language instruction, there is one lesson per foto-novela. Some of the activities, transparencies and handouts mirror the adult ESL lessons.
A NOTE ABOUT THE MORALES FAMILY

Following is some background information on the Morales family, Ramón, Celia, Roberto and Jaime; their neighbor, Carmen Salinas; and Roberto's 5th grade teacher, Mrs. Porter. These are the characters who appear in the foto-novelas and with whom parents will want to become familiar.

BACKGROUND INFORMATION ON THE FAMILY AND SCHOOL PERSONNEL

Ramón and Celia Morales are from El Salvador. They have two sons, Roberto (11 years old) and Jaime (8 years old). Ramón came to the U.S. by himself two years ago, and Celia and the boys joined him eight months ago. They live with Celia’s sister's family in a medium-to-large city that has an established Central American and Caribbean enclave. Ramón works as a cabinet maker for a furniture store, while Celia stays at home. They both had secondary education in their country, and Ramón studied English at night school twice a week off and on during his first year in the U.S. Celia began English classes at the adult education center, but dropped them to look for a job.

Roberto and Jaime go to Abraham Lincoln Elementary School, which is located two blocks from their house. Every morning Celia walks the boys to school and then meets them after school to walk back home.

Roberto had just begun his 6th year of schooling in El Salvador and has been put in the 5th grade in the U.S. due to his lack of English skills. He finds that the content covered at school in the U.S. is fairly similar to what he had in school in El Salvador, but the teacher uses materials, methods and approaches that are quite different. Sometimes he is expected to work within groups and other times he is assigned to different centers to complete specific activities. He is not required to memorize and recite material like he did back home and is somewhat confused by the informality of his classroom environment.

Jaime is Roberto’s younger brother and was about to start the 3rd grade in El Salvador. Because he is still struggling to learn to read in his native language as well as in English, he has been put in the 2nd grade at Lincoln Elementary. He is intimidated by the big school he now attends and doesn’t like to participate in classroom activities. Jaime and another student in his class who doesn’t speak English receive extra tutoring in English and reading readiness skills with a volunteer college student who is studying to be a teacher.

Carmen Salinas is the neighbor who has become Celia’s mentor on all things American. She is from Cuba and has lived in the U.S. for more than 15 years. She has two grown daughters and a son who is still in high school. When her children were little, she participated in a pilot program for families at the school and eventually became the vice-president of the PTA.

Mrs. Porter is Roberto’s 5th grade teacher. She has been teaching for a number of years and has credentials to teach English learners in her regular mainstream classroom. She speaks Spanish, but only uses it when trying to communicate with some of her parents. She uses only English in her class since her English learners represent multiple languages.
REFERENCES


ADULT ESL LESSON PLANS
Lesson 1

SETTING UP PARENT-TEACHER CONFERENCES (AT TEACHER’S REQUEST)

This two-day lesson focuses on how parents can set up a parent-teacher conference when the child’s teacher requests a meeting. It includes an introduction to the importance of parental involvement and information about reasons to visit a child’s school. It allows participants to express their feelings, fears and concerns about dealing with schools and teachers in a new country and language. Cultural similarities and differences regarding expectations for children and parents are also discussed. During the first part of the lesson (Day 1), the parents are introduced to the topic and will be able to role play different scenarios related to setting up an appointment to meet with their child’s teacher. On Day 2 when they read the first segment of Get Involved!, the parents will have the opportunity to read about how one family deals with a situation that comes up for one of the children.

GOALS FOR LESSON

Parents will

• discuss their feelings related to making school visits
• identify reasons for visiting their child’s school
• interpret a note from their child’s teacher
• set up an appointment with their child’s teacher

MATERIALS/REALIA NEEDED

• Get Involved! Segment 1, pp. 1-7
• Transparencies
  – Note from Mrs. Porter to Mrs. Morales (Transparency 1)
  – Get Involved! Who Is in This Story? (Transparency 2)
• Parent Handouts
  – Adjectives that Describe Feelings (Handout 1)
  – Scenarios for Classroom Practice (Handout 2)
  – U.S. Schools and Schools in Your Country – Expectations for Parent Participation (Handout 3)
  – Get Involved! Segment 1 Overview (Handout 4)
  – U.S. Schools and Schools in Your Country – Similarities and Differences – Transfer to Home Activity (Handout 5)
• Props/Realia
  – Telephone
LESSON SEQUENCE – DAY 1

OPENING ACTIVITY

1. Begin the lesson by asking the parents about the times they have visited their child’s school. In pairs or small groups ask them to discuss their feelings about these visits, comparing experiences in their home country, if they had children in school, and experiences in the U.S. Remind them that words that describe feelings are usually adjectives. They should identify at least 2-3 adjectives per group and discuss why they had these feelings.

2. Ask each group to pick someone who will write the group’s feelings adjectives on the board. Have the class repeat the words for pronunciation practice and make sure everyone understands their meanings. As a whole group, categorize the words in different ways, e.g., opposites (happy, sad), synonyms (frightened, scared), range of intensity (scared, terrified), so that the participants gain a clear understanding and can use them in a sentence. Play “Feelings Adjectives Charades” so that students act out different feelings for the rest of the class to identify.

3. In a whole group discussion, have students explain whether their feeling toward visiting their child’s school in the U.S. is the same or different from doing so in their countries and why. Discuss the role of parents in children’s schooling in the home country and here, noting similarities and differences on the board or chart paper. Give parents the Adjectives that Describe Feelings handout (Handout 1) to work on at home with their children (see Transfer to Home section). Let them know that there may be synonyms in the exercise so some of the facial expressions they draw may be the same.

CENTRAL IDEAS AND APPLICATION

4. Based on the prior discussion, start a list on chart paper or the board of possible reasons for school visits and how feelings might differ or change depending on why participants are there.

5. What happens if the teacher sends home a note requesting a meeting with the parent? How many of the participants have experienced this? How did they feel? Tell them that they are going to look at an example of a note to a parent from a teacher requesting a meeting. On an overhead projector, show the sample note from Mrs. Porter to Mrs. Morales, Transparency 1. Give the class a few minutes to read it through before reading it aloud. Are there any words in the note that the parents do not understand? Ask comprehension questions: Who is the letter from? Why is she sending it? What should the parent do? How do you think Mrs. Morales feels? Why? Ask the class if anyone would like to practice reading the note aloud and have volunteers read the whole note or parts of it if they feel comfortable doing so.

6. Point to the telephone number in Mrs. Porter’s note and tell participants that you are going to pretend to be Mrs. Morales and that you are going to call the school. Tell them that you will need their help to make sure that what you are doing is correct. Using a real telephone, dial the numbers, saying them aloud as you do so. Wait a few seconds and then say in an aggressive tone, “Hola, habla español?” Turn to the class and ask them if that was OK. They will probably say no and offer some suggestions. Try it again, this time saying “Hello, this is Mrs. Morales. I would like to make an appointment with Mrs. Porter.” Turn to the class and ask them if that was better.
7. Discuss options for Mrs. Morales when she calls the school. How many of the parents have encountered bilingual personnel at their child’s school? What happens if there is no one who speaks their language? How many of them would be able to set up a meeting with a teacher completely in English?

   a) If most of the class can already do so, pair up stronger students with students whose English is not as advanced so they can practice one of the scenarios on Handouts 2a-2d, Scenarios for Classroom Practice, and present it to the class.

   b) If the majority of the class does not feel comfortable conducting a conversation with school personnel completely in English, as a group brainstorm some possible sentences or questions that Mrs. Morales can ask and write these on the board. Include possibilities of what the person answering the telephone at the school might say and how Mrs. Morales could respond. Using some of these sentences, questions and phrases, use a modified Language Experience Approach to create a possible dialogue between Mrs. Morales and the person at the school. To do this, each parent contributes a line to the conversation as the instructor writes it out on the board or on chart paper. The whole group then edits each line to make sure the final product is the way they want it to be. Practice the entire dialogue as a whole group, then divide the class in two and assign each half a role. Chorally read the dialogue according to the roles, then do this using smaller groups and individual pairs.

CONCLUSION

8. Once the parents feel comfortable with the dialogue created by the class, pair them up, assign each pair a scenario (Handouts 2a-2d, Scenarios for Classroom Practice) and have them create a script for a conversation. More than one pair may be assigned the same scenario. Once they have practiced their conversation, they can present it to the rest of the class. The scenarios on the handouts are included here for the instructor’s convenience.
SCENARIOS FOR CLASSROOM PRACTICE

Abraham Lincoln Elementary School
From the desk of Mr. Sandusky, 4th Grade Teacher

Dear Mrs. Reyes,

I am meeting with all the parents in my class to discuss this year’s science fair. Ana has a very good chance of getting a prize. Please call me to set up an appointment so we can talk about this. I can be reached at 555-4623.

Sincerely,
Mr. Sandusky

Abraham Lincoln Elementary School
From the desk of Mrs. Williams, Reading Specialist

Dear Mr. Smith,

I would like to meet with you to discuss Michael’s progress in reading. Would you be able to meet with me one day this week? Please call me at 555-4623 to set up an appointment.

Many thanks,
Mrs. Williams
ABRAHAM LINCOLN ELEMENTARY SCHOOL
FROM THE DESK OF MS. GARCÍA, 2ND GRADE TEACHER

Dear Mrs. Meyers,

I would like to meet with you to talk about Roger’s attendance. He has missed six days of school this month without a note from home. Please call me at 555-4623 as soon as you can to set up an appointment.

Thank you,

Ms. García

ABRAHAM LINCOLN ELEMENTARY SCHOOL
FROM THE DESK OF MR. JONES, 3RD GRADE TEACHER

Dear Mrs. Cantú,

I have noticed that Yesenia is having some difficulty in math when we work with multiplication. I would like to discuss this with you this week, if possible. Could you please call me at 555-4623 to set up a meeting? I look forward to seeing you soon.

Sincerely,

Mr. Jones

TRANSFER TO HOME

Give parents the Adjectives that Describe Feelings handout (Handout 1) and ask them to complete it at home with their children. They can bring the finished product to the next class to share with their friends.
LESSON SEQUENCE – DAY 2

Have parents sitting in a circle for this lesson. If the classroom does not have individual desks, angle the tables in such a way that they come close to a circle shape and the parents can all see each other easily.

OPENING ACTIVITY

9. Recap the information covered in the previous class by asking the parents to identify different reasons for visiting their child’s school. If the teacher sends home a note requesting a meeting, is it always bad news? What are some feelings attached to visiting the child’s school?

10. Ask the parents how many of them watch telenovelas at home. Introduce the foto-novelas as a similar concept in print and show parents the two booklets the class will be working with during the next few weeks. Explain that while these are in a bilingual format, the class will be using the English version as materials for reading in the ESL classroom. The Spanish version can be used in parent education sessions conducted in Spanish or as home reading with their families. Over the next few weeks, they will cover “episodes” or segments of the foto-novelas and work on activities related to the themes. Explain that each segment is broken down into scenes that occur in different settings and with different characters, much like the action in a telenovela. The format provides dialogues without many of the supporting details to which we might be accustomed when reading text.

CENTRAL IDEAS AND APPLICATION

11. Make sure everyone has or can share a copy of Get Involved! Have parents examine the cover and flip through the pages. What makes an impression on them right away? What does this remind them of? What do they think the story will be about? Have them focus on the English version and look at the title. What information does the cover give them?

12. To give the parents a little bit of background and context, provide information about the family and other individuals they will encounter in the story (Transparency 2, Get Involved! Who Is in This Story?). Use the information about the family in the Introduction to explain that the Morales family are recent immigrants and are encountering some issues at school with one of their children. How are they the same as the families in the class? How are they different? Can the parents relate to the Morales family? Explain that the first segment of the story, the material for the day’s lesson, has two main scenes. In the first scene, Carmen, the neighbor, comes to have coffee with Celia.

13. Have the parents turn to the first page of the story and look it over. Ask them to note any unfamiliar words in their vocabulary notebook. What is the setting? What are the women doing? Using slightly different voices for Carmen and Celia, start to read the conversation on the first page. Ask someone to summarize the conversation. Does everyone know what blueberry muffins are? Have they ever tasted one? Why is Carmen such a good neighbor? Why does Carmen want to help Celia? What is Celia worried about? What do the parents think the note from Roberto’s teacher says?
14. Turn to the next page, which shows the note from Roberto’s teacher. It should look familiar to the parents since they worked with this text in the previous class. Have volunteers read parts of the note or the whole note aloud. Continue with the conversation on the next two pages. Give the parents an opportunity to read the conversation silently, noting any vocabulary or parts they do not understand. Begin reading aloud again, frame by frame. Stop after page three and ask the class what is happening in the conversation. Is Roberto in trouble? Does Celia know anything about the schools in the U.S.? According to Carmen, why doesn’t it matter if Celia doesn’t speak English?

15. Continue reading aloud as parents follow along on the fourth page, where cultural differences with respect to education and expectations for parents are discussed. Stop after Carmen explains some of the expectations of parents in U.S. schools. Use Handout 3, U.S. Schools and Schools in Your Country – Expectations for Parent Participation, to discuss similarities and differences between U.S. and home country school expectations of parents. In the first activity, have the parents fill in the name of their home country and list things that schools expect parents to do and not do. Then have them go back to the conversation and list the things Carmen said is expected of parents in the U.S. They can do this part in pairs or small groups. Have a whole class discussion to determine what is expected of parents by schools in the countries the parents represent. Put these on the board or chart paper so that comparisons can be made across countries. There is space on Handout 3 for parents to add information about three countries in addition to their own and the U.S. The Venn Diagram on the second page of the handout is a graphic way for them to organize comparative information. It is used in elementary classrooms as a way for children to have a visual representation of aspects of two items, events or ideas that are the same and different.

16. Return to the conversation in Celia’s kitchen, reading the next two frames aloud. Check for comprehension, then ask how many of the parents are familiar with the PTA at their child’s school. How many of them are members of the PTA? How many have ever attended a meeting? Mention that there will be further discussion of the PTA in a future segment of the foto-novela.

17. Give the parents an opportunity to review the next five frames before the telephone call. The text in these is somewhat longer as Carmen explains why she became an involved parent. Again, have them note any unfamiliar vocabulary or sentences they do not understand. Read the conversation aloud, pausing between sentences in the longer bubbles of dialogue and making sure to check for comprehension. Read the section again, and then ask the parents to summarize it. Why did Carmen decide to become more active in her children’s education? What other advice does she give Celia about calling the school? How does Celia feel after her conversation with Carmen?

18. The next scene is of Celia’s telephone call to the school and her conversation with the school secretary. Have the parents read through the section and think about the activities they did in the previous lesson. Read the conversation aloud, creating a new voice for the secretary. Ask the parents comprehension questions. Did the secretary know why Mrs. Porter wanted to meet with Celia? What did she tell Celia about Mrs. Porter? When is Celia going to meet her son’s teacher?
CONCLUSION

19. Handout 4, *Get Involved!* Segment 1 Overview, will give parents an opportunity to identify the key points in the first segment of *Get Involved!* Parents can work individually, in pairs or small groups. If they cannot write the responses in English, they can write in Spanish what they understood from the first segment of the foto-novela. On the bottom of the page, they should work individually to list some things they have learned and some things they can do as a result of working with this part of the foto-novela.

TRANSFER TO HOME

Parents can discuss similarities and differences between the school systems in their home countries and the U.S. with their children using Handout 5, U.S. Schools and Schools in Your Country – Similarities and Differences – Transfer to Home Activity. It has the same format they used to compare the expectations for parents. They can then show the similarities and differences graphically using the Venn Diagram on the bottom of the page.
From the desk of Mrs. Porter, 5th Grade Teacher

Dear Mrs. Morales,

I would like to schedule a meeting with you to discuss Roberto’s progress in class. Please call me at your earliest convenience to set up an appointment. My telephone number at the school is 555-4623.

Thank you,

Mrs. Porter
PARENTS + SCHOOLS = SUCCESSFUL CHILDREN
GET INVOLVED!

Who is in this story?

Let’s meet the Morales family…

CElia – mom

RAMÓN – dad

ROBERTO – Celia’s older son

JAIME – Celia’s younger son

CARMEN – neighbor and Celia’s friend

MRS. PORTER – Roberto’s 5th grade teacher

SCHOOL SECRETARY
Lesson 1, Handout 1

ADJECTIVES THAT DESCRIBE FEELINGS

What are some adjectives that describe how you feel?

Identification. Draw the facial expressions that correspond to each word.

<table>
<thead>
<tr>
<th>Happy</th>
<th>Sad</th>
<th>Scared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proud</td>
<td>Angry</td>
<td>Embarrassed</td>
</tr>
<tr>
<td>Worried</td>
<td>Glad</td>
<td>Mad</td>
</tr>
</tbody>
</table>

Practice. Fill in the blanks with an adjective that corresponds to the situation.

1. When my child does her homework, I feel __________________________ .
2. When I forget to buy ice cream, my husband feels ______________________ .
3. My children are __________________________ when there are thunderstorms.
4. I feel __________________________ when my children are late coming home from school.
5. I am __________________________ when my family is together at the dinner table.
Practice. Read the scenario with your partner. Write a script for a conversation setting up a meeting with Mr. Sandusky in the space below.

ABRAHAM LINCOLN ELEMENTARY SCHOOL
FROM THE DESK OF MR. SANDUSKY, 4TH GRADE TEACHER

Dear Mrs. Reyes,

I am meeting with all the parents in my class to discuss this year’s science fair. Ana has a very good chance of getting a prize. Please call me to set up an appointment so we can talk about this. I can be reached at 555-4623.

Sincerely,

Mr. Sandusky
Lesson 1, Handout 2b

SCENARIOS FOR CLASSROOM PRACTICE

Practice. Read the scenario with your partner. Write a script for a conversation setting up a meeting with Mrs. Williams in the space below.

ABRAHAM LINCOLN ELEMENTARY SCHOOL
FROM THE DESK OF MRS. WILLIAMS, READING SPECIALIST

Dear Mr. Smith,

I would like to meet with you to discuss Michael’s progress in reading. Would you be able to meet with me one day this week? Please call me at 555–4623 to set up an appointment.

Many thanks,

Mrs. Williams
SCENARIOS FOR CLASSROOM PRACTICE

Practice. Read the scenario with your partner. Write a script for a conversation setting up a meeting with Ms. García in the space below.

ABRAHAM LINCOLN ELEMENTARY SCHOOL
FROM THE DESK OF MS. GARCÍA, 2ND GRADE TEACHER

Dear Mrs. Meyers,

I would like to meet with you to talk about Roger’s attendance. He has missed six days of school this month without a note from home. Please call me at 555–4623 as soon as you can to set up an appointment.

Thank you,

Ms. García
Lesson 1, Handout 2d

**SCENARIOS FOR CLASSROOM PRACTICE**

**Practice.** Read the scenario with your partner. Write a script for a conversation setting up a meeting with Mr. Jones in the space below.

---

**Abraham Lincoln Elementary School**
**From the desk of Mr. Jones, 3rd Grade Teacher**

*Dear Mrs. Cantú,*

*I have noticed that Yesenia is having some difficulty in math when we work with multiplication. I would like to discuss this with you this week, if possible. Could you please call me at 555-4623 to set up a meeting? I look forward to seeing you soon.*

*Sincerely,*

*Mr. Jones*
# U.S. SCHOOLS & SCHOOLS IN YOUR COUNTRY

## Expectations for Parent Participation

**Describe.** In the first column write the name of your country and list some things that schools in your country expect parents to do or not to do. In the second column, write some things that Carmen said is expected of parents in the U.S.

<table>
<thead>
<tr>
<th>My country: __________________</th>
<th>United States of America</th>
</tr>
</thead>
</table>

Add information about other countries here.

| Country: | Country: | Country: |
**Compare.** Use the Venn Diagram to show differences and similarities for parental expectations based on the lists you made on the previous page. The similarities will go in the overlapping parts of the circles. The differences will go in the separate circles.
GET INVOLVED! SEGMENT 1 OVERVIEW

Scene 1. Conversation in Celia’s kitchen

Key Points. Write the most important ideas from the conversation between Celia and Carmen.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Scene 2. Celia’s call to the school

Summarize. Write a brief summary of Celia’s conversation with the school secretary.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Reflect. What have you learned? What can you do now?

<table>
<thead>
<tr>
<th>I learned…</th>
<th>I can…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1, Handout 5

U. S. SCHOOLS & SCHOOLS IN YOUR COUNTRY

Similarities and Differences — Transfer to Home Activity

**Describe.** This is an activity for you to do at home with your child. In the first column write the name of your country and list some things about schools in your country that you and your child remember. In the second column, write some things that you and your child have learned about schools in the U.S.

<table>
<thead>
<tr>
<th>Our country: ____________________</th>
<th>United States of America</th>
</tr>
</thead>
</table>

**Compare.** Use the Venn Diagram to show differences and similarities between the two school systems.

[Diagram of Venn Diagram]

Lesson 2

BENEFITS OF PARENT INVOLVEMENT

This lesson focuses on the importance and benefits of parent involvement in children’s education. Set within the context of a parent-teacher conference at school, it emphasizes the parent as the child’s first and most important teacher working in partnership with schools and teachers for the benefit of the child’s achievement and educational success. Evidence from parent involvement research (see Introduction to Practitioner Guide) is the basis for the content of this lesson.

GOALS FOR LESSON

Parents will

• identify themselves as their child’s first and most important teachers
• describe the general importance of parent involvement
• list the benefits of parent involvement

MATERIALS/REALIA NEEDED

• Get Involved! Segment 2, pp. 8-11
• Transparencies
  – Benefits of Your Involvement for Your Children (Transparency 1)
• Parent Handouts
  – Importance of Parent Involvement (Handout 1)
• Props/Realia
  – Telephones (2)

LESSON SEQUENCE

OPENING ACTIVITY

1. Begin the lesson by reviewing what happened in the first episode of Get Involved! Who are the characters? What is the problem? What was the first step in resolving the issue? What do the parents think is going to happen when Celia goes to meet Mrs. Porter? Ask pairs of volunteers to use the telephones and role play the telephone call from Celia to the school to prepare for what happens next.
CENTRAL IDEAS AND APPLICATION

2. Today’s segment of Get Involved! is the conversation between Celia and Mrs. Porter at the school. Give the parents an opportunity to read through pp. 8-11 silently, noting any unfamiliar or challenging vocabulary or structures. Using different voices for the two characters, read the conversation aloud, pausing for clarity as necessary. Ask questions to ensure comprehension. Go over Transparency 1, Benefits of Your Involvement for Your Children, which matches Mrs. Porter’s handout in the foto-novela.

3. Have the students work in pairs to reread the conversation together and complete the comprehension questions on Handout 1, The Importance of Parent Involvement, page 1. Once they have finished, go over each question, making sure to give everyone an opportunity to contribute a response.

CONCLUSION

4. The second page of Handout 1 has a “Be the Teacher” activity in which the parents are to meet with family members at home (see Transfer to Home section) to “teach” them why it’s important to be involved in a child’s education as a family. With a different partner, have the parents pretend the new partner is a spouse or other family member. What are they going to say? What points will they emphasize? How will this change their behavior?

TRANSFER TO HOME

Parents should be encouraged to have a family discussion when they get home so that they can share the information they have learned about the benefits of parent involvement.
BENEFITS OF YOUR INVOLVEMENT FOR YOUR CHILDREN

✓ higher grades
✓ better test scores
✓ get promoted
✓ regular attendance
✓ better social skills
✓ improved behavior
✓ better adaptation to school
✓ graduate and continue studying
Lesson 2, Handout 1 (page 1)

**IMPORTANCE OF PARENT INVOLVEMENT**

**Comprehension.** Working with a partner, answer the following questions.

1. How is Roberto doing in school?

2. Why did Mrs. Porter want to see Celia?

3. Who is a child’s first and most important teacher?

4. What should parents and teachers do?

5. What does research say about parent involvement?

6. How are grades, attendance and behavior affected when parents are involved in their child’s education?

7. How can parent involvement influence children’s futures?
Be the Teacher. When you get home this evening, make time to discuss this information with the rest of the family.

What will you tell them about the benefits of parent involvement? List three things.

1. 

2. 

3. 

What will you do to become more involved in your child’s education? List two things you can do this week.

1. 

2. 


Lesson 3

OVERVIEW OF U.S. SCHOOL SYSTEM

This lesson continues the conversation between Celia and Mrs. Porter, this time focusing on general information about the U.S. school system. Here is another opportunity to invite cross-cultural comparisons. Configurations of grade levels, mandatory school requirements, post secondary opportunities, as well as the various individuals who make up the personnel at the school, are introduced.

GOALS FOR LESSON

Parents will

- explain the general division of levels of schooling in the U.S. (elementary, middle and high school)
- describe post secondary opportunities for students
- identify personnel who work at the school

MATERIALS/REALIA NEEDED

- Get Involved! Segment 3, pp. 12-14
- Transparencies
  - Grade Level Distributions (Transparency 1)
  - Who Works at Your School? (Transparency 2)
- Parent Handouts
  - U.S. School System Overview (Handout 1)
- Props/Realia
  - Timer
  - Chart Paper
  - Tape
  - Small Prize
LESSON SEQUENCE

OPENING ACTIVITY

1. To review the previous lesson about the benefits of parent involvement, divide the class into teams of three to five parents. Using a timer and a piece of chart paper, give them two minutes to brainstorm and write as many benefits as they can. When time is up, have them tape their chart paper on the board. Briefly tally the number of benefits and award a prize to the team that has the most.

2. Give the parents an opportunity to review pp. 12-14 of Get Involved! Based on the photographs and the text they skim, what do they think this segment is going to be about? Have them fill out the first column about their own country on Handout 1, U.S. School System Overview, and discuss what schooling requirements and possibilities exist. Do most children in their native country go to public or private schools?

CENTRAL IDEAS AND APPLICATION

3. Before starting to read the conversation between Mrs. Porter and Celia aloud, ask if anyone would be interested in reading Celia’s part. If several parents volunteer, have them take turns. Read through the first part of the conversation, stopping at Mrs. Porter’s chart, which can also be shown as Transparency 1, Grade Level Distributions. Go over the general information, tailoring it to fit your particular school district. Discuss the variations that may occur in different regions or school districts. Parents can fill in the second column on Handout 1, U.S. School System Overview. How do their native countries’ school systems compare to the U.S.?

4. Continue the conversation between Celia and Mrs. Porter regarding school personnel. Show Transparency 2, Who Works at Your School?, and discuss the different roles of the school personnel listed. Make sure parents understand how each of these administrators and staff members relate to the education, achievement and success of their children.

CONCLUSION

5. As a culminating activity for this segment of Get Involved!, assign each of the parents a school role or a parent role so that there is at least one of each administrator/staff member, a few teachers and several parents. Tell parents that they represent a particular school and they are going to have an Open House so that the “parents” can meet the “teachers” and other “school personnel” related to their children’s education. Give them a few minutes to think about their assigned roles and what they are going to say. The instructor can act as a facilitator to make sure the role play flows smoothly. Rearrange the classroom as necessary to make the setting realistic and have the parents perform their role play.

TRANSFER TO HOME

Have parents make sure that they know their child’s teacher’s name and the name of the Principal, Assistant Principal, Guidance Counselor and School Secretary at each of their children’s schools. They can complete the bottom section of Handout 3, U.S. School System Overview, and have their children help them with the activity. Have the parents share this information during the next lesson.
GRADE LEVEL DISTRIBUTIONS

Kindergarten

Primary school
Elementary school 1st – 5th grades

Secondary school
Middle school 6th – 8th grades
High school 9th – 12th grades

Community college (2 years)
Associate’s degree

College or University (4 years)
Bachelor’s degree
WHO WORKS AT YOUR SCHOOL?

✓ Principal
✓ Assistant principal
✓ Guidance counselor
✓ School secretary
✓ Attendance secretary or clerk
✓ Teachers
✓ Media specialists/Librarians
✓ Instructional/Reading coach
✓ Resource specialist
✓ Nurse
✓ Custodians
Lesson 3, Handout 1

**U.S. SCHOOL SYSTEM OVERVIEW**

**Describe.** In the first column write the name of your country and show the distribution of grades across different school levels. In the second column, show the distribution of grade levels in the U.S. that Mrs. Porter shared with Celia.

<table>
<thead>
<tr>
<th>My country: ___________________</th>
<th>United States of America</th>
</tr>
</thead>
</table>

**Practice.** Next to each title, write in the name of your child’s teacher(s) and the name of each person listed who works in your child’s school. If you do not know at least the first four, find out the next time you visit your child’s school.

- **My Child’s Teacher**
- **Principal**
- **Assistant Principal**
- **Guidance Counselor**
- **School Secretary**
- **Attendance Secretary/Clerk**
- **Media Specialist/Librarian**
Lesson 4

BENEFITS OF PARENT INVOLVEMENT (IN THE CLASSROOM)

This lesson wraps up the conversation between Celia and Mrs. Porter at the school. The focus is on how parents can be involved in their children's education at school. Topics include the PTA and specific ways parents can participate in their child's class and class activities. Again, encourage cross-cultural discussions of parents' roles in their children's classrooms and how acceptable that may be. Coming from a family literacy perspective, having parents actively participate in their child's classroom is quite common. It may not be the norm at all schools, and if parents are interested in doing something like what Celia is doing in this segment, they should be sure to discuss it with the teacher and get approval from the school administration.

GOALS FOR LESSON

Parents will

- describe the function of the PTA
- identify different ways parents can be involved at their children's schools and classrooms
- explain how visiting and participating in their children's classrooms benefit both the parent and the child
- describe the different ways parents and schools are partners in all children's education

MATERIALS/REALIA NEEDED

- *Get Involved!* Segment 4, pp. 14-17
- Transparencies
  - The Parent Teacher Association (PTA) (Transparency 1)
- Parent Handouts
  - The Parent Teacher Association (Handout 1)
  - Parent Involvement at School (Handout 2)

LESSON SEQUENCE

OPENING ACTIVITY

1. Review the previous lesson on the U.S. school system. Briefly have the parents state what each person does at the school and give the name of the person in that position at their child's school.

2. Following the usual pre-reading procedure, have the parents look at the pictures for the day's segment. What do they think the topic will be? What do they think will happen?
CENTRAL IDEAS AND APPLICATION

3. Read Celia’s first statement and Mrs. Porter’s response on p. 14 of Get Involved! Talk a little bit about the function of the PTA in the schools. Show Transparency 1, The Parent Teacher Association (PTA), and discuss the types of activities it does. Give the parents Handout 1, The Parent Teacher Association, and have them read the paragraph about the PTA. They should list any words they do not understand in the space provided and get definitions for them. These words can be added to the word wall if the class has one.

4. Continue the interaction between Celia and Mrs. Porter where Celia asks about other ways to be involved. Using different voices, read the conversation aloud, pausing between sentences when Mrs. Porter is speaking, as parents follow along. Have them work in pairs to complete the comprehension questions on Handout 2, Parent Involvement at School. When everyone has finished, go over all of the questions, making sure that everyone has an opportunity to contribute a response.

CONCLUSION

5. On the bottom of Handout 2, Parent Involvement at School, there is a section for parents to write their involvement goals. These should be realistic and well-defined. For example, “On Tuesday, I will ask my son’s teacher how he is doing in math,” or “I will volunteer to be a chaperone for the next field trip.” Give them time to think about this. They should put a little star next to the activity they plan to do first. In groups of three or four, have them share their goals with each other.

TRANSFER TO HOME

The “Be a Detective” section on Handout 1, The Parent Teacher Association, encourages parents to join the PTA if they are not already a member. The questions provided will help them get the appropriate information they need from the school.

More on the PTA:

• http://www.pta.org/1162.asp
THE PARENT TEACHER ASSOCIATION (PTA)

✔ acts as a voice for children

✔ serves as a resource for families and communities

✔ promotes quality education for all children

✔ is a volunteer organization

✔ links the school and the home
THE PARENT TEACHER ASSOCIATION

Information for You. Read the information about the PTA. If you do not understand a word, write it in the next section. You can write the definition next to it.

The Parent Teacher Association (PTA) is a voice for all children. It is also a resource for families and communities. Parents, teachers and other school employees are in the PTA. It is a volunteer organization. The PTA is a link between the school and the home.

Words I don’t know (and what they mean):

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

Be a Detective. If you are not already a member of the PTA at your child’s school, use these questions to get some information. Then you can join the PTA!

1. Who do I contact about the PTA at my child’s school?

________________________________________

2. What is her/his telephone number? __________________________________________

3. How much does it cost to join? _________________________________

4. When does the PTA at my school meet?

________________________________________

5. What kinds of activities do they do?

________________________________________

________________________________________

________________________________________
PARENT INVOLVEMENT AT SCHOOL

Comprehension. Working with a partner, answer the following questions.

1. What will happen when Celia joins the PTA?

2. What are some ways parents can be more involved at school?

3. Why is Celia concerned about going to Roberto’s class?

4. What do some other parents do in Mrs. Porter’s class?

5. What is the most important aspect about going to your child’s class?

Parent Involvement Goals. Make a list of some things you can do to be more involved at your child’s school. Put a * next to the one you want to do first.

I want to…
Lesson 5

BENEFITS OF PARENT INVOLVEMENT (AT HOME)

This lesson covers the last segment of Get Involved! It focuses on how Celia has interpreted the information she obtained from Mrs. Porter and how she shares it with her neighbor and her husband. It is a recapitulation of the conversation she had with the teacher and includes a list of how to help children learn at home. The culminating activity for this lesson is for students to take on the different roles in each segment of Get Involved! so they can perform it for the rest of the class.

GOALS FOR LESSON

Parents will

• identify activities that can help their children learn at home
• make a list of three to five things they will do at home with their own children

MATERIALS/REALIA NEEDED

• Get Involved! Segment 5, pp. 18–20
• Transparencies
  – PTA and Parent Involvement “Quiz” (Transparency 1)
  – Ideas to Help Your Child Learn (Transparency 2)
• Parent Handouts
  – Ideas to Help Your Child Learn (Handout 1)
• Props/Realia
  – Telephones (2)
  – Chart paper

LESSON SEQUENCE

OPENING ACTIVITY

1. As a review of the previous lesson, have the parents take a short true or false “quiz” about the PTA and parent involvement at school (Transparency 1). Show the transparency and read the first statement. Ask the parents to raise their hands if they think it is true. Then ask how many think it is false. If anyone raised their hand for false, have one of the other students explain why it is true. Follow the same procedure for the rest of the statements.
2. To preview the day’s segment of Get Involved!, have students look at the pictures in the final two scenes. Have them make a note of any words that are unfamiliar. What do they think Celia is telling Carmen? What is Celia sharing with her husband? Write the parents’ predictions on the board.

CENTRAL IDEAS AND APPLICATION

3. Using different voices, begin the telephone conversation between Celia and Carmen. What did Celia tell Carmen? Were the parents’ predictions correct? How does Celia feel after her conversation with Mrs. Porter?

4. Read the scene between Celia and Ramón. What is Ramón’s initial reaction when Celia tells him she spoke with Roberto’s teacher? How does he feel after hearing what Celia had to tell him? Show Mrs. Porter’s list of Ideas to Help Your Child Learn (Transparency 2). Have the parents work in groups of three to five to brainstorm at least five additions to the list (Handout 1, Ideas to Help Your Child Learn). They can put their ideas on the board or on chart paper to hang around the room. Each group should select a representative to read the list aloud to the rest of the class.

CONCLUSION

5. On the bottom of Handout 1, there is a goal setting activity similar to the one parents did in the previous lesson. The focus of these goals is on activities to help children at home. The goals should be realistic and well-defined. For example, “Tomorrow my son and I will make the grocery list,” or “My daughter and I will start a jigsaw puzzle together after she finishes her homework.” Give parents time to think about this. They should put a little star next to the activity they plan to do first. In groups of three or four, have them share their goals with each other.

CULMINATING ACTIVITY FOR GET INVOLVED!

6. Depending on the number of students in the class, assign pairs one of the segments of Get Involved! covered in the past few lessons. They should decide who will take on which role and start practicing the conversation aloud. After everyone feels comfortable acting out their parts, have each pair perform their segment of the foto-novela for the rest of the class. Use the telephones to make some of the scenes more realistic.

TRANSFER TO HOME

Have the parents read the Spanish version of Get Involved! (¡Involúcrate!) at home with their families.
PTA AND PARENT INVOLVEMENT “QUIZ”

1. Improving education for all children is very important for the PTA.

2. Being a chaperone on a field trip is a good way for parents to be involved at school.

3. You can only visit your child’s class if you speak good English.

4. You can interact with your child in any language.
IDEAS TO HELP YOUR CHILD LEARN

✓ Read to each other in your home language

✓ Tell your children stories about your childhood

✓ Work on the grocery list together

✓ When you watch television, discuss what is happening

✓ Ask your child questions about what happened in school

✓ Write the story of how you came to the U.S. and illustrate it

✓ Take a walk around the block and discuss what you see

What can *you* add to this list?
IDEAS TO HELP YOUR CHILD LEARN

**Group Work.** You saw the list of things you can do to help your child learn. List five more things to add to the list.

1. 

2. 

3. 

4. 

5. 

**Parent Involvement Goals.** Make a list of some things you can do to help your child learn at home. Put a * next to the one you want to do first.

I want to… 


Lesson 6

SETTING UP PARENT-TEACHER CONFERENCES (AT PARENT’S REQUEST)

This lesson introduces the second foto-novela in the Parents + Schools = Successful Children series. The primary focus of Reading at Home is to support literacy at home. This segment revisits the idea of setting up an appointment to meet with a child’s teacher, although this time, it is at the parent’s request.

GOALS FOR LESSON

Parents will

• identify underlying causes for their child’s behavior
• determine legitimate reasons for allowing a child to stay home from school
• set up an appointment with their child’s teacher

MATERIALS/REALIA NEEDED

• Reading at Home Segment 1, pp. 1-3
• Parent Handouts
  – Attendance is Important! (Handout 1)
  – Scenarios for Classroom Practice (Handouts 2a-2d)
• Props/Realia
  – Telephones (2)

LESSON SEQUENCE

OPENING ACTIVITY

1. Begin the lesson by making sure that every parent has or can share a copy of Reading at Home. Give parents an opportunity to look it over. What information can they get from the cover page and title? Do they recognize anyone in the pictures? Who are they? What about the other people in the pictures? Who do the parents think they are? What do they expect this foto-novela to be about?

2. Ask parents about the times they noticed their children were acting in an unusual manner that did not have an apparent cause. They can act it out for the rest of the class if they wish. How did the parents react? What did they do? What were some of the reasons for the strange behavior? Explain that this is how the second foto-novela begins. In Reading at Home, we will be introduced to Celia’s sons, Roberto and Jaime.
Central Ideas and Application

3. Turn to the first page of Reading at Home and ask the parents to concentrate on the photographs and not the words. Where are Celia and her sons? What are they doing? How similar or different is this from what happens in their own homes every morning? Start reading the conversation using different voices and exaggerated expression. Ask comprehension questions to make sure everyone understands what happened in this first scene. What is happening this morning in the Morales house? What is wrong with Roberto? Do the parents think he is really sick? Why is it important for him not to miss school? What did Celia do to make Roberto feel better? What would you do if Roberto were your child? Would you let him stay home?

4. The issue of mandatory daily school attendance is one that is often misunderstood by parents from other countries. Sometimes if the weather is rainy or cold, some mothers will keep their children, especially the younger ones, at home so they do not get sick. Pass out Handout 1, Attendance is Important! Parents can work on this individually or in pairs. They are to read the two paragraphs about attendance and answer the comprehension questions. Go over parents’ responses as a whole group activity.

5. Read aloud Celia’s thoughts in the next frame. What is she going to do? Why? Read the telephone conversation with Mrs. Porter. What does Mrs. Porter think about Roberto? What is going to happen as a result of the telephone call to Mrs. Porter?

Conclusion

6. Discuss different reasons that parents would want to contact their child’s teacher. Write some of these on the board. Assign pairs of parents one of the scenarios from Handouts 2a-2d, Scenarios for Classroom Practice. Have them create a script for setting up an appointment with the teacher. After giving them time to practice, they can perform their piece for the rest of the class using the two telephones to make the call more realistic. The scenarios on the handout are included here for the instructor’s convenience.
SCENARIOS FOR CLASSROOM PRACTICE

Ana has been spending many hours completing her homework. Mrs. Reyes is concerned because she thinks six hours of homework is too much for a 4th grader. She will call Mr. Sandusky, Ana’s teacher.

Mr. Smith sees his son doing math homework, but Michael does not like to read. Michael refuses to read any books at home. Mr. Smith is going to call Mrs. Williams, the school’s Reading Specialist, to see if she has any suggestions to improve the situation.

Roger never has any homework. He says that his teacher Ms. García never gives any homework. Mrs. Meyers thinks it is strange that a 2nd grader would not have homework. She decides to call Ms. García to find out what is going on.

Mrs. Cantú has been working with Yesenia on her multiplication tables at home. She wants to know if Yesenia has improved in the math class. She plans to call Mr. Jones, Yesenia’s teacher, to see if Yesenia is doing better.

TRANSFER TO HOME

Parents can have a family discussion at home on issues that concern their children and school attendance. They should encourage their children to let them know if something is bothering them. Like Roberto in the foto-novela, nothing is gained if they keep their feelings to themselves and do not confide in their parents or teachers. If they are anxious about something that is happening in school, staying home will not resolve the issue. Communication at all levels is important, not only within families, but also with teachers and other school personnel who can help solve children’s problems at school.

More on Attendance:

- http://www.leroy.k12.ny.us/HighSchool/Attendance%20Policy.htm
ATTENDANCE IS IMPORTANT!

Comprehension. Read the paragraphs. Answer the questions that follow.

Each school district has an attendance policy. Students must go to school every day. It is the law. Daily attendance helps students learn and prepares them for state tests.

If a student does not go to school, the parent must send a note to the teacher. An excused absence means being sick, having a death in the family or observing a religious holiday. Going on a family vacation is not an excused absence.

1. Who makes the attendance policy?

2. Why must students go to school every day?

3. How does daily attendance help students?

4. What does a parent have to do if a child misses school?

5. What is an excused absence?

6. If the family goes to Disney World, would that be an excused absence?

7. In the story, why does Celia make Roberto go to school if he does not feel well?
SCENARIOS FOR CLASSROOM PRACTICE

Practice. Read the scenario with your partner. Write a script for a conversation setting up a meeting with Mr. Sandusky.

Ana has been spending many hours completing her homework. Mrs. Reyes is concerned because she thinks six hours of homework is too much for a 4th grader. She will call Mr. Sandusky, Ana’s teacher.
Lesson 6, Handout 2b

**SCENARIOS FOR CLASSROOM PRACTICE**

**Practice.** Read the scenario with your partner. Write a script for a conversation setting up a meeting with Mrs. Williams.

Mr. Smith sees his son doing math homework, but Michael does not like to read. Michael refuses to read any books at home. Mr. Smith is going to call Mrs. Williams, the school’s Reading Specialist, to see if she has any suggestions to improve the situation.
SCENARIOS FOR CLASSROOM PRACTICE

Practice. Read the scenario with your partner. Write a script for a conversation setting up a meeting with Ms. García.

Roger never has any homework. He says that his teacher Ms. García never gives any homework. Mrs. Meyers thinks it is strange that a 2nd grader would not have homework. She decides to call Ms. García to find out what is going on.
Lesson 6, Handout 2d

**SCENARIOS FOR CLASSROOM PRACTICE**

**Practice.** Read the scenario with your partner. Write a script for a conversation setting up a meeting with Mrs. Williams.

Mrs. Cantú has been working with Yesenia on her multiplication tables at home. She wants to know if Yesenia has improved in the math class. She plans to call Mr. Jones, Yesenia’s teacher, to see if Yesenia is doing better.
Lesson 7

IMPORTANCE OF USING TWO LANGUAGES TO BUILD LITERACY SKILLS (TEACHER SHARING)

The context for this lesson is a conversation between Celia and Mrs. Porter at Roberto’s school. The focus is on the importance and benefits of using two languages to build children’s literacy skills, with specific activities and strategies offered to parents. There are opportunities to add to these based on the parents’ personal experiences. A listening cloze activity reinforces the information pertaining to the benefits of using the home language to develop skills in English. A similar cloze exercise is used as a Transfer to Home activity.

GOALS FOR LESSON

Parents will

• explain why strengthening a bilingual child’s first language helps reading and literacy skills in English
• identify specific activities that parents can do with their children at home to promote literacy

MATERIALS/REALIA NEEDED

• Reading at Home Segment 2, pp. 4-7
• Transparencies
  – Segment Review (Transparency 1)
• Parent Handouts
  – Suggestions for Supporting Literacy at Home (Handout 1)
  – Importance and Benefits of Using Two Languages to Build Literacy Skills (Handout 2)
  – Segment Review (Handout 3)
  – Listening Cloze Transfer to Home Activity – Parent’s Copy (Handout 4)
  – Listening Cloze Transfer to Home Activity – Child’s Copy (Handout 5)

LESSON SEQUENCE

OPENING ACTIVITY

1. Begin with a quick review of the previous lesson by having parents summarize what happened with Roberto in the kitchen and how Celia handled it.
2. Turn to pp. 4-7 in Reading at Home and have parents look at the photographs and text bubbles for the day’s segment. Have them make a note of any unfamiliar words or difficult sentences.
CENTRAL IDEAS AND APPLICATION

3. Using different voices for Celia and Mrs. Porter, start reading the conversation aloud. Be sure to pause between sentences with some of Mrs. Porter’s lines since they are somewhat long and dense. Pause at the frame with Mrs. Porter’s suggestions and ask the parents if they already do any of these things with their children. Handout 1, Suggestions for Supporting Literacy at Home, lists Mrs. Porter’s suggestions and asks parents to write specific things they can do for each one. Give them some time to think about and respond to each suggestion. Some of these can be shared aloud with the whole class.

4. Continue reading aloud the conversation between Celia and Mrs. Porter. Have students work in pairs to complete the comprehension questions on Handout 2, Importance and Benefits of Using Two Languages to Build Literacy Skills. Go over the answers, making sure everyone has an opportunity to contribute a response.

CONCLUSION

5. A listening cloze activity will help parents review the concepts presented in this segment of Reading at Home while practicing their listening comprehension skills. Show Transparency 1, Segment Review, which like Handout 3, has a paragraph that is missing some words. This is a good exercise to reinforce listening comprehension. A cloze activity can also be used to reinforce vocabulary or parts of speech. Distribute Handout 3, Segment Review. Explain to the parents that you will be reading the passage aloud a total of three times. The first time, read it at a normal pace. The second time, read it slowly, and the third time, once again read it at a normal rate. Pause between each reading to give parents time to absorb what they are hearing. Give them time to finish filling in the words. There is a space on the bottom of Handout 3 for parents to list words they did not understand. They can look these up in the dictionary and write the definitions. When everyone is ready to go over the exercise, ask for volunteers to read a sentence and write in the missing words they provide. Read through the whole passage again to make sure everyone agrees with the words that have been filled in. The Listening Cloze Passage follows. The underlined words are the words that are missing in the parents’ version.

LISTENING CLOZE PASSAGE

Reading in a new language is difficult. For children learning English in school, it is even more difficult. They must read in English, and learn new concepts at the same time. It helps if these students have a strong foundation in their native language. If a child can read in Spanish, it can help with reading in English. If a child knows vocabulary in Spanish, it can help with reading in English. If a child can write in Spanish, it helps with reading in English. It is an advantage for children to be able to speak, read and write in two languages.
TRANSFER TO HOME

Give the parents a cloze activity to do at home with their children. Instructions for parents with a copy of the passage are given in Handout 4, Listening Cloze Transfer to Home Activity—Parent’s Copy. Parents can give Handout 5, Listening Cloze Transfer to Home Activity—Child’s Copy, to their children and read the paragraph aloud according to the instructions on Handout 4, which models the way the adult ESL instructor did it in class. Be sure that parents feel comfortable reading the passage aloud. Give them time to practice in class, if necessary.

CHILDREN’S CLOZE PASSAGE

School is starting soon. The Torres family goes to buy new school supplies. Nora wants a red notebook and yellow pencils. Ben wants a blue notebook and black pens. Mrs. Torres buys Ben a green lunch-box and Nora a pink one. Mr. Torres buys orange stickers. Nora and Ben will write their names in purple on the stickers. Everyone is ready for classes to begin.
SEGMENT REVIEW

Reading in a new language is difficult. For children learning English in ____________________, it is even more difficult. They must read in English, and _________________ new concepts at the same time. It helps if these students _________________ a strong foundation in their native language. If a child can _________________ in Spanish, it can help with reading in English. If a _________________ knows vocabulary in Spanish, it can help with reading in English. ____________ a child can write in Spanish, it helps with reading in _________________ . It is an advantage for children to be able to speak, read and write in two languages.
SUGGESTIONS FOR SUPPORTING LITERACY AT HOME

Parent Involvement Goals. Read each of Mrs. Porter’s suggestions and write some ideas of specific things you can do at home for each one. Put a * next to the ones you will do with your family this weekend.

1. Make Spanish books, magazines and other reading materials available for the whole family.

2. Play rhyming word games in the home language.

3. Compare sounds across languages.

4. Make family reading time to read silently or to each other in Spanish.

5. Increase Spanish academic vocabulary by selecting a “word for the day.”
Lesson 7, Handout 2

IMPORTANT AND BENEFITS OF USING TWO LANGUAGES TO BUILD LITERACY SKILLS

Comprehension. Work with a partner to answer the questions.

1. What kind of problems is Roberto having at school?

2. Did Celia know what was happening with Roberto at school?

3. Why does Mrs. Porter think Roberto does not like to read aloud in class?

4. Has Roberto ever had problems with reading in the past?

5. Why is it important for Roberto to maintain his skills in Spanish?

6. What are some things Celia can do to help Roberto?

7. How does Celia feel about some of Mrs. Porter’s suggestions?

8. What does Mrs. Porter want Celia to do in the future?
SEGMENT REVIEW

Listening Cloze. Your teacher is going to read the following paragraph three times. Listen carefully and try to fill in the missing words.

Reading in a new language is difficult. For children learning English in ________________, it is even more difficult. They must read in English, and ________________ new concepts at the same time. It helps if these students ________________ a strong foundation in their native language. If a child can ________________ in Spanish, it can help with reading in English. If a ___________________ knows vocabulary in Spanish, it can help with reading in English. ________________ a child can write in Spanish, it helps with reading in ________________. It is an advantage for children to be able to speak, read and write in two languages.

Vocabulary. Write any words you do not understand. Look them up in the dictionary and write the definition.
LISTENING CLOZE TRANSFER TO HOME ACTIVITY—PARENT’S COPY

Listening Cloze. This activity will review color words with your child. Modeling how the adult ESL instructor conducted this activity, you will read the following paragraph to your child three times.

1. Read the paragraph at a normal rate of speech.
2. Read the paragraph slowly.
3. Read the paragraph again at a normal rate.

Give your child time to fill in the blanks. Review the exercise with your child by having him or her read it aloud to you. Discuss the color words in the activity and determine which colors are favorites in your family.

School is starting soon. The Torres family goes to buy new school supplies. Nora wants a red notebook and yellow pencils. Ben wants a blue notebook and black pens. Mrs. Torres buys Ben a green lunchbox and Nora a pink one. Mr. Torres buys orange stickers. Nora and Ben will write their names in purple on the stickers. Everyone is ready for classes to begin.

Vocabulary. Your child should write any words she or he does not understand. Look them up in the dictionary together and write the definition.
LISTENING CLOZE TRANSFER TO HOME ACTIVITY — CHILD’S COPY

Listening Cloze. Your parent is going to read the following paragraph three times. Listen carefully and try to fill in the missing words.

School is starting soon. The Torres family goes to buy new school supplies. Nora wants a ______________ notebook and ______________ pencils. Ben wants a ______________ notebook and ______________ pens. Mrs. Torres buys Ben a ______________ lunchbox and Nora a ______________ one. Mr. Torres buys ______________ stickers. Nora and Ben will write their names in ______________ on the stickers. Everyone is ready for classes to begin.

Vocabulary. Write any words you do not understand. Look them up in the dictionary and write the definition.
Lesson 8

IMPORTANCE OF USING TWO LANGUAGES TO BUILD LITERACY SKILLS (AT HOME)

This lesson focuses on an activity the teacher suggests to the parent related to a specific skill supporting reading. In the game Celia plays with her sons, they are comparing sounds in both English and Spanish. As part of the lesson, parents will learn a little bit about how sounds are the same and different in English and Spanish. Comparing the two languages (contrastive analysis exercises) will allow parents to look at sounds in the two languages and determine rules that govern them. This will give the parents an opportunity to explore their own language and see how its rules compare to the rules of the language they are learning.

An explanation of the linguistic principles involved in this lesson, including the use of phonemic symbols within // marks to represent discrete sounds, is provided as information for the instructor to pass on to the parents if they are interested. This does not mean that the parents necessarily have to understand the level of detail offered, if they are not interested in it.

It should be noted that the activities in this lesson are meant to be a fun way for the parents to see some of the quirks of languages— their own and English—and not a heavy linguistics lesson. Most adults find it interesting to see how languages work, and some of the pronunciation issues that influence reading in English for Spanish speakers could be used in separate lessons.

GOALS FOR LESSON

Parents will

- explain why native language activities are beneficial to English language and literacy development
- describe a specific native language activity to support literacy at home
- explain the idea that there are language rules that influence whether sounds are going to be the same or different across languages
- identify examples of sounds that are the same and different in English and Spanish

MATERIALS/REALIA NEEDED

- Reading at Home Segment 3, pp. 7-10
- Transparencies
  - Sounds Across Languages – Why Pronunciation is Difficult (Transparency 1)
  - Sounds Across Languages – /b/ in the Middle of Words (Transparency 2)
• Parent Handouts
  – Sounds Across Languages – /b/ in the Middle of Words (Handout 1)
  – Sound Comparisons in English and Spanish (Handout 2)
  – Sound and Symbol Comparisons in English and Spanish (Handout 3)

LESSON SEQUENCE

OPENING ACTIVITY

1. What do parents remember from the last lesson about the importance and benefits of using the home language to support language and literacy development in English? Make a list on the board of parents’ contributions to the discussion. Also make a list of specific activities parents can do at home in Spanish that will help their children develop specific skills related to reading.

2. In today’s segment of Reading at Home, Celia is following up on one of Mrs. Porter’s suggestions of how to help her children at home. Have the parents been able to do any of the activities they listed as their goal during the previous class? If so, have them share with the class what they did and how their children reacted. Have them review the frames related to the lesson and determine the setting and context. How do the characters look? How similar or different is this scene to something that would occur in their homes?

CENTRAL IDEAS AND APPLICATION

3. Using different voices for the three characters, read aloud the conversation taking place in Celia’s kitchen. What do the parents think of the game Celia played with her sons? Have they ever done that sort of thing with their children? What kinds of language based games do they play with their children? Can the parents think of other examples of the initial /b/ sound in English and Spanish words? Have them come up with an additional four or five in each language. What about /b/ in the middle of a word in English and Spanish?

4. Explain that sometimes pronunciation in a new language is tricky due to four main reasons (show Transparency 1, Sounds Across Languages – Why Pronunciation is Difficult) that deal with sounds, and also because symbols used to represent sounds are not always consistent within or across the languages. This causes challenges for Spanish speaking students who are already literate in their native language when they learn to read in English, because they expect the Spanish sound-symbol correspondence rules to apply to English. A brief explanation of these issues as listed in Transparency 1 follows.
   
   a) There may be sounds that are the same and used in the same ways in both languages, which is mostly true with the consonants in English and Spanish. This can be helpful to English learners.

   b) There may be sounds that are the same, but that are used under different conditions, which is the case for some consonant sounds in English and Spanish. Sometimes these can be confusing because English language learners may think they are not familiar with these sounds.
c) There are sounds in the new language that do not exist in the native language. For example, the “z” sound, like zoo and Zachary, does not truly exist in Spanish because the letter represents the sound “s” like Sue in Latin American Spanish and “th” thank in Spain. In other words, bees in Spanish do not buzzz.

d) There are sounds that exist in the native language that do not appear in the new language. For example, the “i” sound in the English word sit does not have a corresponding sound in Spanish, so it causes learners to hear and produce the closest approximation to what they do have. This is why many Spanish speakers say what sounds like seat when they are trying to say sit.

e) Finally, writing systems do cause confusion when symbols do not represent the same sound in a consistent manner within or across two languages. This causes serious problems for Spanish speakers who are literate when they learn to read in English.

5. To see how this might work, give the parents Handout 1, Sounds Across Languages – /b/ in the Middle of Words, and show Transparency 2, which has the same title. Cover the set of words on the right-hand side of the transparency and have parents do the same with their handout. The first column has words in Spanish that have a medial /b/ that has another consonant either in front of or behind it. There is a similar set of English words in the column next to these. Some are translations and others show a similar spelling pattern.

6. Have everyone listen to the words in each column. Then have the parents repeat the words in the Spanish column chorally, and do the same with the English words. Provide definitions if some of the English words are unfamiliar to the parents. Once everyone feels comfortable with all of the English pronunciations have them practice the words in Spanish–English sets, so problema–problem, cambiar–member, and so forth. Have them focus on the /b/ sound. Is it the same in English and Spanish? It should be, when they hear it and when they say it.

7. Uncover the other set of words. Follow the same procedure as before, where parents read aloud the Spanish words, then the English words and finally, the word pairs. Does the /b/ in the Spanish words sound the same as the /b/ in the English words? It should not because the lips do not close completely for the /b/ sound when it occurs between vowels in Spanish.

8. In the section for the rules for each language, parents can write in the English section that a /b/ sound in the middle of a word always sounds the same. In Spanish, there is a difference in sound when the /b/ is between two vowels, as opposed to when it is next to a consonant. Did the parents know about this? Most will probably say something about the “soft b” between vowels, but they may not realize that it is actually a rule about their own language.
CONCLUSION

9. The parents will now have an opportunity to play “language detectives” and see if they can discover other rules about English and Spanish pronunciation. They will complete two sound comparison games in groups of three to five, and then share their results with the whole class. (These are exercises in contrastive analysis.) In one case, the sound in the two languages is similar, but may have different constraints with respect to where it can occur within a word in one language versus the other. In the other case, there are differences in sound-symbol correspondence across the two languages for the same sound.

10. Give each group copies of Handout 2, Sound Comparisons in English and Spanish. The sound they are to examine is highlighted in bold type. This exercise is similar to the sample that was completed in Procedures 5-8. Read each word aloud, exaggerating the sound represented by the letters in bold. Make sure to visit each group to check on how they are doing during the activity. Have each group share results with the large group and discuss their findings. Did they know this about their own language?

WORD SET AND EXPLANATION FOR SOUND COMPARISONS IN HANDOUT 2

Many Spanish speakers insist that they cannot pronounce the voiced “th” (/ð/) in words like this and then because the sound does not exist in Spanish. The sound does exist, it just looks like a “d” and only occurs when the “d” is between two vowels in the middle of a word. A “d” at the end of a word in many Spanish-speaking countries is dropped, so it is usually silent.

<table>
<thead>
<tr>
<th>they</th>
<th>brother</th>
<th>father</th>
<th>those</th>
<th>bathe</th>
</tr>
</thead>
<tbody>
<tr>
<td>dar</td>
<td>quedan</td>
<td>dedo</td>
<td>dos</td>
<td>pared</td>
</tr>
</tbody>
</table>
WORD SET AND EXPLANATION FOR SOUND-SYMBOL COMPARISONS IN HANDOUT 3

Consonant sounds in English are actually easier for Spanish speakers to figure out than English vowel sounds. There are at least twice as many vowel sounds in English as in Spanish. The most difficult issue concerning vowel sounds in English, though, relates to how the alphabet letters are used as representatives of particular sounds. In this example, all of the bolded letters actually represent the same sound. Reading in English is particularly difficult for Spanish speakers due to the many different ways this particular sound can be represented in English.

<table>
<thead>
<tr>
<th>these</th>
<th>pretty</th>
<th>receive</th>
<th>believe</th>
<th>meal</th>
<th>beet</th>
</tr>
</thead>
<tbody>
<tr>
<td>mis</td>
<td>comí</td>
<td>decisivo</td>
<td>religión</td>
<td>estilo</td>
<td>casita</td>
</tr>
</tbody>
</table>

TRANSFER TO HOME

Have parents discuss the information in Handout 3, Sound and Symbol Comparisons in English and Spanish, with their children. Does having so many ways to represent the same sound in English confuse their children when they read in English? Do the children think this might help them when they read in English at school?
SOUNDS ACROSS LANGUAGES
WHY PRONUNCIATION IS DIFFICULT

1. same sound, same rules
2. same sound, different rules or places
3. a sound in the new language does not exist in my language
4. a sound exists in my language but not the new one
## SOUNDS ACROSS LANGUAGES

### /b/ IN THE MIDDLE OF WORDS

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>problema</td>
<td>problema</td>
<td>Cuba</td>
<td>Cuba</td>
</tr>
<tr>
<td>cambiar</td>
<td>cambiar</td>
<td>cascabel</td>
<td>ability</td>
</tr>
<tr>
<td>objeto</td>
<td>objeto</td>
<td>caballo</td>
<td>babble</td>
</tr>
<tr>
<td>obligar</td>
<td>obligar</td>
<td>cabeza</td>
<td>cabinet</td>
</tr>
<tr>
<td>libro</td>
<td>libro</td>
<td>habito</td>
<td>habit</td>
</tr>
<tr>
<td>establo</td>
<td>establo</td>
<td>probar</td>
<td>hobby</td>
</tr>
<tr>
<td>embajada</td>
<td>embajada</td>
<td>garabato</td>
<td>debit</td>
</tr>
<tr>
<td>árbol</td>
<td>árbol</td>
<td>deber</td>
<td>debate</td>
</tr>
</tbody>
</table>

What is the sound for /b/ in the middle of a word? Is it always the same?

**English:** /b/ next to a consonant: ________________________

/b/ between vowels: ________________________

**Spanish:** /b/ next to a consonant: ________________________

/b/ between vowels: ________________________
**SOUNDS ACROSS LANGUAGES**

/b/ IN THE MIDDLE OF WORDS

**Listen and Pronounce.** Listen to your teacher pronounce the following words. Repeat them after your teacher. Focus on how the /b/ sounds in each language as you say each column of words. Does it sound the same in each set of words?

<table>
<thead>
<tr>
<th>problema</th>
<th>problem</th>
<th>Cuba</th>
<th>Cuba</th>
</tr>
</thead>
<tbody>
<tr>
<td>cambiar</td>
<td>member</td>
<td>cascabel</td>
<td>ability</td>
</tr>
<tr>
<td>objeto</td>
<td>object</td>
<td>caballo</td>
<td>babble</td>
</tr>
<tr>
<td>obligar</td>
<td>obligate</td>
<td>cabeza</td>
<td>cabinet</td>
</tr>
<tr>
<td>libro</td>
<td>library</td>
<td>hábito</td>
<td>habit</td>
</tr>
<tr>
<td>establo</td>
<td>stable</td>
<td>probar</td>
<td>hobby</td>
</tr>
<tr>
<td>embajada</td>
<td>embassy</td>
<td>garabato</td>
<td>debit</td>
</tr>
<tr>
<td>árbol</td>
<td>arbor</td>
<td>deber</td>
<td>debate</td>
</tr>
</tbody>
</table>

What is the sound for /b/ in the middle of a word? Is it always the same?

**English:**
- /b/ next to a consonant: _________________________
- /b/ between vowels: _________________________

**Spanish:**
- /b/ next to a consonant: _________________________
- /b/ between vowels: _________________________
Lesson 8, Handout 2

**SOUND COMPARISONS IN ENGLISH AND SPANISH**

**Be a Detective.** Look at the English and Spanish words in the box. They are not translations. They have similar sounds which are marked in **bold**. Listen to your teacher read each word. Focus on the sounds in **bold**. Work with your group to answer the questions.

<table>
<thead>
<tr>
<th>they</th>
<th>brother</th>
<th>father</th>
<th>those</th>
<th>bathe</th>
</tr>
</thead>
<tbody>
<tr>
<td>dar</td>
<td>quedar</td>
<td>dedo</td>
<td>dos</td>
<td>pared</td>
</tr>
</tbody>
</table>

1. Do the **bold** letters represent sounds in English and Spanish that are the same? Or do they represent sounds that are different?

2. Do the two languages use the same letter(s) of the alphabet for the sound(s)?

3. Do these sounds occur in the same places within a word (beginning, middle, end)?

4. Are there any particular rules for where in the word these sounds can occur?

5. Do you know other words in English or Spanish that have this sound?
SOUND AND SYMBOL COMPARISONS IN ENGLISH AND SPANISH

Be a Detective. Look at the English and Spanish words in the box. They are not translations. They have similar sounds which are marked in bold. Listen to your teacher read each word. Focus on the sounds in bold. Work with your group to answer the questions.

<table>
<thead>
<tr>
<th>these</th>
<th>pretty</th>
<th>receive</th>
<th>believe</th>
<th>meal</th>
<th>beet</th>
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<td>estilo</td>
<td>casita</td>
</tr>
</tbody>
</table>

1. Do the bold letters represent sounds in English and Spanish that are the same? Or do they represent sounds that are different?

2. Do the two languages use the same letter(s) of the alphabet for the sound?

3. Do you know other words in English or Spanish that have this sound?

4. How will knowing this help you and your children when you read in English?
Lesson 9

READING STRATEGIES WITH CHILDREN (IN THE CLASSROOM)

This lesson focuses on Celia's visit to Roberto's class. In this segment of Reading at Home, she will be observing a reading lesson that features the SQ4R (Survey, Question, Read, Recite, Review, Reflect) strategy. Mrs. Porter reviews the information and has the class work on an activity that demonstrates how to transfer this reading strategy to specific content areas. For background and context, this lesson includes information about a variety of reading strategies. Parents will also have the opportunity to practice using parts of the SQ4R strategy.

GOALS FOR LESSON
Parents will

• identify at least four reading strategies for English language learners
• explain the SQ4R strategy
• describe how the SQ4R reading strategy applies to reading in the content area
• demonstrate how to use the first two parts of SQ4R with an authentic textbook

MATERIALS/REALIA NEEDED

• Reading at Home Segment 4, pp. 11-14
• Transparencies
  – Reading Strategies for English Language Learners (Transparency 1)
• Parent Handouts
  – Reading Strategies for English Language Learners (Handout 1)
  – Practicing SQ4R – 1 (Handout 2)
• Props/Realia
  – Any reading or content area textbooks that are appropriate for the parents’ English proficiency and reading level – have at least one textbook for every pair of parents, two copies of the same textbook for the pair would be best
LESSON SEQUENCE

OPENING ACTIVITY

1. Review the material presented in the previous class by asking the parents how many of them were able to discuss with their children the example of the /i/ sound that is represented by the letter “i” in Spanish and a number of letters and letter combinations in English. What did their children think about that? Have their children encountered challenges reading in English because the sound-symbol correspondence in English is not as consistent as it is in Spanish?

2. Explain that this is an important day for Celia. She will be visiting Roberto’s class, observing the lesson and working with him on a reading activity. Have any of the parents done this with their children? What was their experience like? For parents who have never gone to class with their child, how would they feel about doing that?

CENTRAL IDEAS AND APPLICATION

3. The lesson Celia will be observing and participating in relates to a specific reading strategy, SQ4R. Before working with the material in the foto-novela, start a general discussion about reading strategies. Have parents silently read the paragraph on the top of Handout 1, Reading Strategies for English Language Learners, underlining or circling any unfamiliar words. Have volunteers read all or parts of the paragraph aloud. Show Transparency 1, Reading Strategies for English Language Learners. It has the same information as the section under the reading on Handout 1. Explain that these are some of the more commonly used reading strategies and have the students make a small mark next to the ones with which they are already familiar. Go over each strategy, describing how it is used and in what contexts it is most useful. Note that the last one will be featured in the foto-novela segment. Give the parents time to write notes about each strategy on their handout.

4. Have the parents look at the pictures in this segment of Reading at Home. How do they think Celia feels about being in Roberto’s class? They should note any unfamiliar vocabulary or structures.

5. Read aloud the scene in the classroom. Ask for volunteers to read the short responses from the students in the scene as it is read. Ask comprehension questions regarding not only the content of the scene, but also some of the strategies Mrs. Porter used, such as question and answer, effective feedback, praise and respect for students and their contributions. These are teacher behaviors parents should look for when they visit their child’s classroom. Have the parents review what SQ4R stands for on Handout 2, Practicing SQ4R – 1.

6. The next scene has Celia and Roberto working on the S and Q stages of SQ4R. Read it aloud using different voices for the three characters. Would the parents feel comfortable working with their child the way Celia is working with Roberto? Have the parents summarize the interaction between Celia and Roberto.
CONCLUSION

7. Pair off the parents and give each pair a textbook, or textbooks, if two of the same one are available. Have each pair select a chapter to practice the Survey and Question stages of SQ4R. They can write an overview of the chapter and their questions in the spaces provided on the bottom of Handout 2. Have each pair share their results with the rest of the class. Make sure the textbooks will be available for the next class.

TRANSFER TO HOME

Have the parents discuss the SQ4R strategy with their older children at home. Are their children familiar with this or a variation of it? Have the parents practice the S and Q of SQ4R at home with their child using one of the child’s textbooks.

More on SQ4R:

For more information on the SQ4R strategy, consult the following Web sites. There are variations on the words used for the four Rs, but the ideas are all the same.

- http://forpd.ucf.edu/strategies/stratsq4r.html
- http://depts.gallaudet.edu/englishworks/reading/sq4r.html
READING STRATEGIES FOR ENGLISH LANGUAGE LEARNERS

identify the purpose in reading

guessing, making predictions

skimming

scanning

semantic mapping, clustering

vocabulary analysis

margin guides

SQ4R
READING STRATEGIES FOR ENGLISH LANGUAGE LEARNERS

Comprehension. Read the paragraph. It will help you understand today’s lesson.

Reading is very important for school. Once children learn to read, they use reading to learn. English language learners have to comprehend what they are reading in the new language before they can learn new concepts. They can use reading strategies to help them comprehend. There are many reading strategies that are good for English language learners.

What Does It Mean? There are many reading strategies that are good for English learners of all ages. Write the definition of each reading strategy as your teacher explains it.

identify the purpose in reading

guessing, making predictions

skimming

scanning

semantic mapping, clustering

vocabulary analysis

margin guides

SQ4R
PRACTICING SQ4R - 1

**Review.** Write each word related to SQ4R and describe what each step means.

- **S** =  
- **Q** =  
- **R** =  
- **R** =  
- **R** =  
- **R** =  

**Practice.** Work with a partner to practice the S and Q parts of SQ4R. Use the textbook your teacher gives you.

Write what the chapter is about here.

**S**

Write your questions here.

**Q**
Lesson 10

PARENTAL INVOLVEMENT (IN THE CLASSROOM)

This lesson continues Celia’s visit to Roberto’s classroom. In the three scenes for this segment of Reading at Home, there are interactions between Roberto and Mrs. Porter, and also between Celia and Mrs. Porter. Parents will also have an opportunity to complete the SQ4R process with authentic textbooks that was started in the previous lesson.

GOALS FOR LESSON

Parents will

• provide a rationale for engaging in classroom based parent involvement
• describe different activities they can do with their children before, during and after reading a story
• demonstrate how to use the 4R parts of the SQ4R strategy

MATERIALS/REALIA NEEDED

• Reading at Home Segment 5, pp. 14-17
• Transparencies
  – Tips for Reading with Your Child (Transparency 1)
• Parent Handouts
  – Practicing SQ4R – 2 (Handout 1)
  – Tips for Reading with Your Child (Handout 2)
• Props/Realia
  – The same textbooks from the previous lesson, preferably two of the same book per pair so that parents can have their own textbook to read

LESSON SEQUENCE

OPENING ACTIVITY

1. Write the letters S, Q, R, R, R on the board. To review the previous lesson, invite some of the parents to the board to write what the letters represent. The other parents can describe what each stage of the strategy entails and what happened in Mrs. Porter’s classroom in the previous lesson.
2. Have the parents preview the scenes in this segment of Reading at Home. Mrs. Porter has some lengthy parts throughout. The parents should note difficult or unfamiliar words and structures. Give them Handout 1, Practicing SQ4R -2. This has a graphic organizer where they can work on different parts of the SQ4R strategy. They should copy the S and Q parts from the previous lesson onto this sheet so they have notes for the whole thing in one location.

**CENTRAL IDEAS AND APPLICATION**

3. Have the parents sit with their partner from the previous lesson and give each of them their own copy of the same textbook they were working with last time. Tell the parents that for the first part of today’s lesson, they are going to pretend to be students in Mrs. Porter’s class. They need to listen to what she says very carefully. Start reading Mrs. Porter’s part on p. 14, where she gives instructions for the students to read the first half of the chapter. Make sure the parents understand what Mrs. Porter said, and then have them open their own texts to the chapter they were working on during the previous lesson. Give them enough time to read the first half of the chapter, following Mrs. Porter’s directions. Have them close their books and write the answers to their questions in the space provided under R & R (Read & Recite) on Handout 1.

4. Continue with the next scene in Reading at Home. What do they think is going to happen next in the story? Begin with Mrs. Porter giving instructions for Recite and read the exchange between Mrs. Porter and Roberto that follows. What happened to Roberto? Did Mrs. Porter get upset because he could not finish the reading? What were her suggestions for Roberto?

5. In the next scene, Mrs. Porter and Celia discuss Celia’s experience during the lesson. What do the parents think Celia is going to say? How would they feel at this point if they had been in Celia’s shoes? Read the conversation aloud using the different voices for Celia and Mrs. Porter. Were the parents’ predictions about Celia’s reaction correct? Go over the handout that Mrs. Porter gives Celia to take home (also Transparency 1 and Handout 2, Tips for Reading with Your Child). Handout 2 includes space for parents to add their own ideas of activities to do with their children at each stage of reading at home.

**CONCLUSION**

6. To complete the SQ4R strategy with the parents, have them switch partners to tell each other (Review) what they read. This can also be done for the rest of the class. Have them write how the information they read relates to things they already know (Reflect). What will they do with this information?

More on SQ4R:
For more information on the SQ4R strategy, consult the following Web sites. There are variations on the words used for the four Rs, but the ideas are all the same.

- [http://forpd.ucf.edu/strategies/stratsq4r.html](http://forpd.ucf.edu/strategies/stratsq4r.html)
- [http://www.wvup.edu/Academics/learning_center/sq4r_reading_method.htm](http://www.wvup.edu/Academics/learning_center/sq4r_reading_method.htm)
- [http://depts.gallaudet.edu/englishworks/reading/sq4r.html](http://depts.gallaudet.edu/englishworks/reading/sq4r.html)
TIPS FOR READING WITH YOUR CHILD

Previewing the story, children can
› identify the title and author
› make predictions based on the title and pictures

While reading the story, parents can
› identify unfamiliar vocabulary
› ask comprehension questions
› check to see if the original predictions are correct
› ask for more predictions about the story
› have children summarize what has happened so far

After reading the story, children and parents can
› discuss what the story was about
› describe the characters
› talk about how things might have been different
› draw new pictures related to events in the story
› relate the story to their own lives
› make a new ending for the story or write a sequel
PRACTICING SQ4R - 2

Practice. Work with a partner to practice the 4R parts of SQ4R. Use the textbook you were using the last time.

Copy what you wrote in this section during the last class.

S

Copy your questions here.

Q

Read the chapter. Then close the book and write out the answers to your questions. Check your answers with your partner and the textbook.

R & R

Tell your partner or the rest of the class what you read.

R

How does this information relate to what you already know?

R
**TIPS FOR READING WITH YOUR CHILD**

**Reading at Home Goals.** These are Mrs. Porter’s tips for activities to do when you and your children are reading at home. Add your own ideas under each section. Put a * next to the activity you would like to try this weekend.

| Previewing the story, children can |  
|------------------------------------|---|
| › identify the title and author    |  
| › make predictions based on the title and pictures |  
| ›                                        |  
| ›                                        |  
| ›                                        |  

| While reading the story, parents can |  
|------------------------------------|---|
| › identify unfamiliar vocabulary |  
| › ask comprehension questions |  
| › check to see if the original predictions are correct |  
| › ask for more predictions about the story |  
| › have children summarize what has happened so far |  
| ›                                        |  
| ›                                        |  
| ›                                        |  

| After reading the story, children and parents can |  
|------------------------------------|---|
| › discuss what the story was about |  
| › describe the characters |  
| › talk about how things might have been different |  
| › draw new pictures related to events in the story |  
| › relate the story to their own lives |  
| › make a new ending for the story or write a sequel |  
| ›                                        |  
| ›                                        |  
| ›                                        |  
|
Lesson 11

READING STRATEGIES WITH CHILDREN (AT HOME)

This lesson focuses on different strategies parents can use to support reading and literacy at home. This final segment from Reading at Home takes place in the Morales home with the whole family. Parents should note the strategies Celia and her husband use with both their sons.

GOALS FOR LESSON

Parents will

• describe specific behaviors and activities that will support literacy development at home
• explain the importance and benefits of sustained parent involvement for the whole family

MATERIALS/REALIA NEEDED

• Reading at Home Segment 6, pp. 18–24
• Props/Realia
  – Small Prize

LESSON SEQUENCE

OPENING ACTIVITY

1. Ask parents to think about the SQ4R activity they did during the previous lesson. How do they think the strategy can help their children in school? Did they find it to be a useful strategy for their own reading? How likely are they to use it again, use it consistently for their own reading or use it to help their children at home?

2. Some tips for reading with children at home were also shared during the last class. Have the parents brainstorm in pairs or small groups to see how many they remember. They can write their results on chart paper to display for the rest of the class. Award a small prize to the group that comes up with the most correct responses.

3. Have parents preview the last three scenes of Reading at Home. Have them describe what they see in the photographs and what they think is happening. As they look at the text, have them note any unfamiliar vocabulary or structures.
CENTRAL IDEAS AND APPLICATION

4. Read aloud the first scene between Celia and Roberto. Is Roberto happy about Celia’s idea to try out some of Mrs. Porter’s suggestions? How does she convince him to comply? Would the parents’ children react in similar ways?

5. Continue reading aloud the next scene. What strategies did Celia and Ramón use to expand on the story reading? Would parents feel comfortable using these behaviors at home?

6. In the last scene Ramón and Celia reflect on how their increased involvement has affected Roberto’s progress. What did Mrs. Porter tell Celia about Roberto’s behavior in class the past few weeks? Can Celia and Ramón relax and leave Roberto alone now? What should they do for both Roberto and Jaime?

CONCLUSION

7. Go through each of the six segments of the foto-novela, grouping the parents according to how many characters there are in each segment. If the students are too intimidated by the wordiness of the teacher’s part, the instructor can play Mrs. Porter for all the segments. Give the parents enough time to practice their segment. Perform each segment for the rest of the class.

TRANSFER TO HOME

Have the parents read the Spanish version of Reading at Home (Lectura en el hogar) at home with their families.
LECCIONES EN ESPAÑOL
Introducción

La serie Padres + Escuelas = Niños Exitosos incluye dos foto-novelas para padres y familias recién llegados al los Estados Unidos. En formato bilingüe, estos materiales presentan información sobre las escuelas estadounidenses y sus costumbres para padres de niños en edad escolar. ¡Involúcrate! cubre información básica sobre los niveles escolares, el personal que trabajan en las escuelas y las expectativas para los padres con relación a su participación en la educación de sus hijos. Lectura en el hogar se centra en actividades y estrategias que los padres pueden utilizar en casa para apoyar y mejorar la lectura de sus hijos en inglés. Además, esta foto-novela demuestra cómo los padres de niños de edad escolar pueden participar activamente en la educación de sus hijos, sea en casa o en la escuela, e incluso en las mismas aulas con los maestros.

Este guía de recursos para instructores y profesores particulares contiene dos lecciones detalladas para el uso en programas de inglés como segunda lengua (ESL por sus siglas en inglés) de la versión en inglés de las foto-novelas. En esta parte del guía se presentan dos planes, uno para cada una de las foto-novelas, para los programas que van a trabajar con estos materiales en talleres para padres en el idioma nativo, es decir, en español. Se recomienda que las foto-novelas se usen en español para esos padres que recién están aprendiendo el inglés para que puedan tener acceso a la información sin tener que preocuparse por el idioma.

Una nota sobre la familia Morales y otros personajes de las foto-novelas

Las foto-novelas nos muestran eventos en la vida de la familia Morales, una familia salvadoreña que no lleva mucho tiempo en los EE.UU. Ramón llegó al país solo hace dos años, y Celia sus hijos, Roberto (10 años) y Jaime (8 años) llegaron hace ocho meses. Viven con la hermana de Celia y su familia en una ciudad bastante grande que tiene comunidades hispanas y caribeñas bien establecidas. Ramón trabaja como fabricante de gabinetes para una tienda de muebles, mientras que Celia se queda en casa cuidando a los niños. Los dos estudiaron en la secundaria en su país, y Roberto hizo cursos para adultos de noche durante su primer año en los EE.UU. Celia empezó a estudiar inglés cuando llegó a los EE.UU. pero lo dejó para encontrar empleo.

Roberto y Jaime van a la misma escuela primaria, que queda a dos cuadras de la casa. Roberto había empezado el 6.º grado en El Salvador pero en los EE.UU. lo pusieron en el 5.º debido a su falta de inglés. Jaime estaba en el 3.º grado en su país pero ahora lo pusieron en el 2.º, también por el hecho de no hablar el idioma.

Carmen Salinas es una vecina que se ha hecho muy amiga de Celia y que se ha convertido en su mentor acerca de la cultura y las costumbres de los EE.UU. Es una cubana que hace 15 años que vive en los EE.UU. Tiene dos hijas mayor de edad y un hijo que estudia en la secundaria. Cuando sus hijas eran chicas, Carmen participó en un programa nuevo de educación familiar y llegó a tener el puesto de vicepresidenta de la Asociación de Padres y Maestros (PTA por sus siglas en inglés).

La Sra. Porter es la maestra de Roberto en el 5.º grado. Lleva muchos años en su profesión y tiene credenciales para enseñar a los alumnos que están aprendiendo el inglés como segunda lengua. Habla español pero solamente lo usa para poder comunicarse con algunos padres de sus alumnos. En el aula solamente usa el inglés ya que los alumnos que están aprendiendo inglés representan varios idiomas nativos.
Primera lección

¡INVOLÚCRATE!

En la primera foto-novela de la serie Padres + Escuelas = Niños Exitosos conocemos a la familia Morales. La historia comienza en la cocina, donde Celia y su amiga Carmen toman un café y discuten una nota que la maestra de Roberto, la Sra. Porter, le mandó a Celia. En este taller los padres van a turnarse para representar los personajes y los eventos de la foto-novela. En los Pasos a seguir se incluyen ideas y actividades para enfatizar los temas que se presentan. También contienen preguntas para empezar discusiones de dichos temas.

OBJETIVOS DE ESTA LECCIÓN

Los padres podrán

- explicar la importancia de participar en la educación de sus hijos
- describir algunas diferencias entre el sistema escolar de su país y el de los EE.UU.
- identificar algunas estrategias o actividades que los padres pueden hacer con sus hijos en casa

MATERIALES

- ¡Invólucrate!
- Transparencias
  - ¿Quiénes son los personajes? (T1)
  - Nota de la Sra. Porter (T2)
  - Grados y niveles escolares el los EE.UU. (T3)
  - Ideas para ayudar a que su hijo aprenda mejor (T4)
- Hojas para padres
  - Comparando los sistemas escolares (H1)
  - La importancia de la participación de los padres (H2)
- Objetos auténticos
  - Teléfonos (2)
PASOS A SEGUIR

INICIOS

1. Asegúrese que todos los padres tengan una copia de ¡Involúcrate! Explíqueles que van a participar en una serie de talleres sobre cómo participar más activamente en la educación de sus hijos y que van a aprender un poco sobre el sistema educativo en los EE.UU.

2. Permite un breve tiempo para que los padres puedan hojear la foto-novela. ¿Qué pueden determinar, a base del título y las fotografías, de que se trata esta historia? Muestre la primera transparencia, ¿Quiénes son los personajes? (T1) y presente la familia Morales y las otras personas que van a conocer en la foto-novela.

IDEAS CENTRALES

3. Pídales a dos voluntarios que lean en voz alta las partes de Celia y Carmen. Cuando lleguen a la nota de la maestra (pág. 2) que le muestra Celia a Carmen, muestre la transparencia Nota de la Sra. Porter (T2). Léala en voz alta. ¿Algunos de los padres han recibido una nota parecida acerca de su hijo? Los padres que sí han recibido un tal mensaje pueden contar lo que pasó. Si nadie ha tenido esta experiencia, pueden discutir lo que harían si tal cosa llegara a pasar.

4. Sigan la conversación entre Celia y Carmen. ¿Saben los padres si el personal en la escuela de sus hijos son bilingües? ¿Qué hacen si no hay nadie que hable su idioma en la escuela y tienen que comunicarse con la maestra u otra persona?

5. Para seguir con la próxima escena de ¡Involúcrate! (pág. 6 a 7) se puede cambiar el voluntario interpretando el papel de Celia y animar a otra persona para que sea la secretaria de la escuela. Usen los teléfonos para crear un ambiente más auténtico. Cuando se termina esta conversación discutan lo que está pasando y hasta qué punto se sentirían cómodos haciendo una llamada parecida en inglés. Eso sería algo importante para aprender en la clase de inglés.

6. Para el próximo segmento (pág. 8 a 14), haga el papel de la maestra, la Sra. Porter, mientras que otro voluntario lee la parte de Celia. Pare cuando llegue a la información sobre los grados y niveles escolares (pág. 12). Muestre la transparencia que contiene esto, Grados y niveles escolares en los EE.UU. (T3). Reparta la primera Hoja para padres, Comparando los sistemas escolares (H1). Los padres pueden anotar la información acerca de su país y compararla con la misma información sobre los EE.UU. Se puede hacer una tabla en el pizarrón comparando todos los países que se encuentran en la clase. Luego pueden anotar los nombres del personal que se encuentran en la escuela de su hijo. Si no saben por lo menos los nombres del maestro, director, súbdirector o el consejero escolar, que lo investiguen como parte del Traslado al hogar.

7. Sigan la conversación entre Celia y la Sra. Porter hasta llegar al final del segmento (pág. 17). ¿Qué piensan los padres de lo que surgió en esta conversación? ¿Ellos ya tenían conocimiento de algunos de los datos presentados? ¿Alguna vez han ido a la escuela de su hijo para hablar con la maestra cómo Celia lo ha hecho? ¿Qué piensan de eso?
8. Usen los teléfonos y dos voluntarios nuevos para hacer los papeles de Celia y Carmen y continuar con la próxima escena de la foto-novela (pág. 18). ¿Cómo se siente Celia después de haber hablado con la Sra. Porter? ¿Cómo se sentirían los padres después de una conversación parecida?

9. En el último segmento de ¡Involúcrate! Celia comparte la información que le dio la Sra. Porter con su esposo, Ramón. Elija dos voluntarios para hacer los papeles de la pareja mientras discuten las sugerencias de la maestra. Éstas se encuentran también en la transparencia Ideas para ayudar a que su hijo aprenda mejor (T4). ¿Qué piensa Ramón de lo que Celia le está contando? ¿Qué piensan los padres? ¿Cuántas de las sugerencias de la Sra. Porter han hecho los padres? ¿Qué podrían agregar a la lista?

**CONCLUSIÓN**

10. Reparta la segunda Hoja para padres, La importancia de la participación de los padres (H2). En pares, haga que los padres contesten las preguntas para asegurar que han comprendido los temas de esta foto-novela. En la parte de abajo, hay unas sugerencias para continuar la discusión de estos temas en casa.

**TRASLADO AL HOGAR**

1. Si los padres no saben quién trabaja en la escuela de su hijo, pueden usar la primera Hoja para padres (H1) para investigarlo.

2. Enfatice la importancia de continuar esta discusión en casa con el resto de la familia. Pueden anotar los datos más significativos en la segunda Hoja para padres (H2) para organizar sus ideas sobre lo que van a contar sobre este tema en casa.
PADRES + ESCUELAS = NIÑOS EXITOSOS
¡INVOLÚCRATE!

¿Quiénes son los personajes?

Vamos a conocer a la familia Morales…

CELIA – la mamá

RAMÓN – el papá

ROBERTO – el hijo mayor de Celia

JAIME – el hijo menor de Celia

CARMEN – la vecina y amiga de Celia

SRA. PORTER – la maestra de Roberto

SECRETARIA DE LA ESCUELA
Escuela primaria Abraham Lincoln
De parte de la Sra. Porter, maestra de 5.º grado

Estimada Sra. Morales:

Me gustaría reunirme con usted para hablar sobre el progreso de Roberto en clase. Llámeme lo antes posible para concretar una cita. Mi número de teléfono en la escuela es 555–4623.

Muchas gracias,

Sra. Porter
GRADOS Y NIVELES ESCOLARES EN LOS EE.UU.

Jardín de infantes

Escuela primaria
  Escuela elemental – de primer a quinto grado

Escuela secundaria
  Escuela intermedia – de sexto a octavo grado
  Escuela secundaria – de noveno a duodécimo grado

Instituto terciario (2 años)
  Bachiller

Universidad (4 años)
  Licenciatura
IDEAS PARA QUE SU HIJO APRENDA MEJOR

✓ leerse entre sí en el idioma que se habla en casa
✓ contarles cuentos a sus hijos sobre su niñez
✓ hacer juntos la lista de las compras
✓ discutir lo que ven en televisión
✓ preguntarle a su hijo sobre lo que sucedió en la escuela
✓ escribir la historia de cómo vinieron a los EE. UU. y dibujarla
✓ dar una vuelta a la manzana y discutir sobre lo que ven

¿Qué puede agregar usted a esta lista?
### Comparando los Sistemas Escolares

**Describir.** En la primera columna escriba el nombre de su país y muestre la distribución de los grados a través de los niveles escolares. En la segunda columna, muestre los grados y los niveles escolares en los EE.UU. que la Sra. Porter compartió con Celia.

<table>
<thead>
<tr>
<th>Mi país: ______________________</th>
<th>EE.UU</th>
</tr>
</thead>
</table>

**Practicar.** Al lado de cada posición del personal, escriba el nombre de cada persona indicada en la escuela de su hijo. Si no sabe por lo menos las primeras cuatro, investigúelo la próxima vez que visita la escuela de su hijo.

- **El maestro de mi hijo es**
- **Director**
- **Súbdirector**
- **Consejero escolar**
- **Secretaria**
- **Encargada de asistencia**
- **Especialista en medios de información/Bibliotecaria**
LA IMPORTANCIA DE LA PARTICIPACIÓN DE LOS PADRES

Comprehensión. Trabajando con otra persona en la clase, conteste las siguientes preguntas.

1. ¿Cómo le va a Roberto en la escuela?

2. ¿Porqué quizo la Sra. Porter juntarse con Celia?

3. ¿Quién es el primer maestro del niño y el más importante en su vida?

4. ¿Qué deberían hacer los padres y los maestros?

5. ¿Qué dicen los estudios sobre la participación de los padres?

6. ¿Cuál es la influencia sobre las notas, la asistencia y el comportamiento del niño cuando los padres participan en su educación?

7. ¿Cómo podría afectar la participación de los padres al futuro del niño?
Sea el maestro. Cuando llegue a casa después de la clase, presente esta información al resto de la familia para discutir la importancia de participar en la educación de los niños.

¿Qué les dirá sobre la importancia de participar en la educación de los niños? Escriba tres cosas sobre este tema.

1. 

2. 

3. 

¿Qué hará usted para participar más en la educación de su hijo? Escriba dos cosas que puede hacer esta semana.

1. 

2. 
Segunda lección

LECTURA EN EL HOGAR

En la segunda foto-novela de la serie Padres + Escuelas = Niños Exitosos surge un problema en la familia Morales con uno de los hijos. Parece que Roberto, el hijo mayor, ha estado teniendo unos problemas con la lectura en inglés. Para ayudarlo, Celia visita la escuela y se pone de acuerdo con la Sra. Porter para investigar distintas estrategias y actividades para apoyar a Roberto en casa. En esta foto-novela los padres tendrán una oportunidad de participar en una clase de lectura con Celia en la clase de Roberto y familiarizarse con estrategias de lectura para poder apoyar a sus hijos en casa.

OBJETIVOS DE ESTA LECCIÓN

Los padres podrán

- describir las razones por las cuales es primordial que los alumnos asistan a la escuela todos los días
- explicar la importancia de mantener y fortalecer el idioma nativo cuando se está aprendiendo a comunicarse y leer un idioma nuevo
- identificar estrategias y actividades que los padres pueden hacer con sus hijos para apoyar la lectura en casa

MATERIALES

- Lectura en el hogar
- Transparencias
  - Sugerencias de la Sra. Porter (T1)
  - Estrategias de lectura para alumnos aprendiendo inglés (T2)
  - Consejos para leer con su hijo (T3)
- Hojas para padres
  - ¡La importancia de la asistencia! (H1)
  - La importancia y beneficios de usar dos idiomas para fortalecer las habilidades de la lectura (H2)
- Objetos auténticos
  - Teléfonos (2)
PASOS A SEGUIR

INICIOS
1. Tome unos momentos para repasar los conceptos y temas que se presentaron en la primera foto-novela, ¡Involúcrate! para asegurarse que los padres han comprendido la importancia de participar en la educación de sus hijos. ¿Qué opinan sobre los eventos de esa historia? ¿Qué han hecho desde la última sesión como resultado de lo que aprendieron en ese taller?

2. Asegúrese que todos los padres tengan una copia de Lectura en el hogar. Permíta un breve tiempo para que los padres puedan hojear esta foto-novela. ¿Qué pueden determinar, a base del título y las fotografías, de que se trata esta historia?

IDEAS CENTRALES
3. Pídales a tres voluntarios que lean en voz alta los papeles de Celia, Roberto y Jaime en las primeras dos páginas. ¿Qué está pasando en la casa de la familia Morales esta mañana? ¿Roberto está realmente enfermo? ¿Porqué Celia no quiere que Roberto no falte a la escuela? ¿Qué piensan los padres de la decisión de Celia de mandarlo a la escuela a Roberto? ¿Están de acuerdo o no? Reparta la primera Hoja para padres, ¡La importancia de la asistencia! (H1). Déles a los padres tiempo para leer los párrafos sobre la asistencia. Si quieren, pueden trabajar en pares para contestar las preguntas. Al repasar las respuestas, discutan la importancia de la asistencia y hagan una lista de razones apropiadas para faltar. Si el distrito escolar tiene ciertos reglamentos acerca de la asistencia, asegúrese de que todos los padres tengan esta información.

4. Continúe con el pensamiento de Celia en la página 2 y luego la conversación con la Sra. Porter en la página 3 usando los teléfonos. ¿Los padres tienen la confianza de llamar a los maestros de sus hijos cuando sospechan que hay un problema?

5. Represente a la Sra. Porter y seleccione a un voluntario para hacer el papel de Celia. Lean el próximo segmento (págs. 4 a 7) en el cual la Sra. Porter explica la importancia del idioma nativo cuando los niños están aprendiendo a leer en inglés. ¿Qué piensan los padres de estas ideas? Muestre la transparencia con las sugerencias de la Sra. Porter (pág. 6 y T1) y discútenlas. ¿Cuáles de estas actividades ya hacen los padres con sus familias en casa? Termine la conversación entre Celia y la Sra. Porter.

6. Cuando Celia vuelve a casa, juega un juego de palabras y sonidos con sus hijos (págs. 7 a 10). Pídales a tres voluntarios que lean esta escena de la foto-novela. ¿Qué piensan los padres de esta actividad? ¿Han hecho algo parecido con sus hijos? ¿Qué tipos de juegos con el idioma hacen los padres con sus hijos? ¿Cómo ayuda este tipo de actividad con la lectura en inglés? Discutan las ventajas de ésto para los niños.

7. En el próximo segmento de Lectura en el hogar que empieza en la página 11, Celia visita la clase de Roberto y participa en una lección de lectura. Antes de la lectura de esta escena, discuta con los padres distintas estrategias de lectura que se usan en las escuelas para facilitar el aprendizaje. Muestre la transparencia Estrategias de lectura para alumnos aprendiendo
INGLÉS (T2). Explique cada estrategia y cómo ayudan a que los niños aprendan conceptos del texto que están leyendo. El SQ4R es la estrategia que están repasando en la clase de la Sra. Porter el día de la visita de Celia. ¿Los padres ya tienen conocimiento de algunas de estas estrategias? ¿Son algo que aprendieron en la escuela en sus países? ¿En qué manera son iguales o diferentes a lo que ellos conocen?

8. Haga el papel de la Sra. Porter y elija a otro voluntario para representar a Celia. Van a necesitar a una persona para leer el papel de Roberto y también los de Anna, Jack y Sarah. Lean el segmento en el cual la Sra. Porter repasa el SQ4R (págs. 11 a 12), y el que sigue entre Celia y Roberto (págs. 13 a 14). Pare si hay preguntas o si los padres quieren comentar sobre lo que está pasando. Sigan con el próximo segmento (págs. 14 a 16). Cambie los representantes de Celia y Roberto si otros padres quieren participar en la lectura. Terminen con la conversación entre Celia y la maestra (págs. 16 a 17). Repase los Consejos para leer con su hijo (T3) antes, mientras y después de la lectura.

9. Seleccione a cuatro voluntarios para hacer los papeles de Celia, Ramón, Roberto y Jaime para terminar las últimas escenas de Lectura en el hogar. ¿Qué les parece a los padres lo que sucedió en la casa de la familia Morales? ¿En qué aspectos esta familia se parece a las familias de los padres? ¿Cuáles de los consejos para leer con los niños pudieron ver en las últimas escenas de la foto-novela? ¿Cuáles de estos piensan hacer con sus hijos en casa?

CONCLUSIÓN

10. Reparta la segunda Hoja para padres, La importancia y beneficios de usar dos idiomas para fortalecer las habilidades de la lectura (H2). Haga que los padres trabajen en pares para contestar las preguntas de comprensión y repáselas juntos.

TRASLADO AL HOGAR

1. Es importante que los padres compartan la información presentada en Lectura en el hogar con la familia en casa.

2. Haga que los padres practiquen la estrategia SQ4R en casa con sus hijos mayores. La lectura puede ser en inglés o en español. Lo importante es que sigan los pasos de la estrategia.

3. Anime a los padres a visitar la clase de sus hijos, después de haber hablado sobre esto con el maestro o el director de la escuela.
SUGERENCIAS DE LA SRA. PORTER

1. Poner a disposición de toda la familia libros, revistas y otro material de lectura en español

2. Jugar juegos de palabras que ríman en el idioma materno

3. Comparar los sonidos entre los idiomas

4. Crear un tiempo de lectura familiar para leer en español durante 15 a 30 minutos por día

5. Aumentar el vocabulario académico en español usando distintas actividades
SEGUNDA LECCIÓN / Padres + Escuelas = Niños Exitosos

Segunda lección, T2

ESTRATEGIAS DE LECTURA PARA ALUMNOS APRENDIENDO INGLÉS

* identificar el propósito de la lectura
* adivinar, hacer predicciones
* leer por encima
* ojear
* mapas semánticos
* análisis de vocabulario
* guías de márgenes
* SQ4R
CONSEJOS PARA LEER CON SU HIJO (1)

Antes de la lectura, su hijo puede
* identificar el título y el autor
* hacer predicciones basadas en el título y las ilustraciones

Mientrasleen, lospadrespueden
* identificar el vocabulario nuevo
* hacer preguntas de comprensión
* verificar que las predicciones sean correctas
* pedir más predicciones
* hacer que los niños hagan resúmenes
CONSEJOS PARA LEER CON SU HIJO (2)

Depúes de leer, los niños y los padres pueden

* discutir sobre qué trataba la lectura
* describir los personajes
* hablar sobre lo que podría haber sido diferente
* hacer dibujos
* relacionar la lectura con sus propias vidas
* crear un final nuevo o escribir una continuación
¡LA IMPORTANCIA DE LA ASISTENCIA!

Comprehensión. Lea los párrafos. Conteste las preguntas que siguen.

Cada distrito escolar tiene una póliza sobre la asistencia. Los alumnos deben de asistir a la escuela todos los días. Es ley. La asistencia diaria les ayuda aprender y prepara los niños para los exámenes estatales.

Si un alumno falt a la escuela, el padre debe mandar una nota al maestro explicando la ausencia. Una ausencia justificada tiene que ver con enfermedad, defunción de un familiar, u observación de una fiesta religiosa. Saliendo de vacaciones con la familia no es una falta justificada.

1. ¿Quién determina la póliza de asistencia?

2. ¿Porqué los niños tienen que asistir a la escuela todos los días?

3. ¿Cómo les ayuda a los alumnos la asistencia diaria?

4. ¿Qué tiene que hacer un padre cuando su hijo falta a la escuela?

5. ¿Qué es una falta justificada?

6. Si la familia viaja a Disney World, ¿es una falta justificada?

7. En la historia, ¿porqué Celia lo obliga a Roberto ir a la escuela si no se siente bien?
LA IMPORTANCIA Y BENEFICIOS DE USAR DOS IDIOMAS PARA FORTALECER LAS HABILIDADES DE LA LECTURA

Comprehensión. Trabaje con otra persona para contestar las preguntas.

1. ¿Qué tipo de problemas tiene Roberto en la escuela?

2. ¿Celia estaba al tanto de lo que le estaba pasando a Roberto en la escuela?

3. ¿Porqué le parece a la Sra. Porter que Roberto no le gusta leer en voz alta en clase?

4. ¿Roberto ha tenido problemas con la lectura en el pasado?

5. ¿Porqué es importante que Roberto mantenga sus habilidades en español?

6. ¿Qué son algunas cosas que Celia puede hacer para ayudar a Roberto?

7. ¿Qué quiere la Sra. Porter que Celia haga en el futuro?

8. ¿Qué quiere la Sra. Porter que Celia haga en el futuro?
FINAL COMMENT

It is important to encourage parents to learn more about their children's school life, get to know their child's teacher and be a part of their child's education at school and at home. This should not stop with elementary school, but continue through their child's secondary education.

COMENTARIO FINAL

Es importante alentar a los padres que aprendan más sobre la vida de sus hijos en la escuela, conocer a los maestros de su hijo y ser parte del proceso educativo de su hijo en la escuela y en el hogar. Esto no debe de parar con la escuela primaria, sinó continuar a través de la educación secundaria de su hijo.