

DEVELOPING LANGUAGE AND LITERACY AT HOME



Parent Engagement Module

Preschool Initiative (PI) is funded through a Consortium Incentive Grant (CIG) from the U.S. Department of Education's Office of Migrant Education (OME).

This parent language and literacy module is designed for use by preschool educators and paraprofessionals with migrant parents of preschool children ages 3-5. It is intended to provide parents with important information about language and literacy development and to strengthen the partnership between the preschool service providers and the parents of the preschool migrant children they serve.

The information and activities presented here are meant to supplement family engagement activities and preschool instruction. Each segment may be used independently. The parent activities may be added to a variety of parent event settings.

Finally, we encourage users to access the references and resources for additional information on parent engagement.

Dear Parents,

Thank you for your dedication to your child's education and your partnership with the Migrant Education Program. This document provides information and activities on language and literacy development. The language and literacy support you provide through your regular, daily routines with your child contribute to kindergarten readiness and school success. The local migrant program will assist you with carrying out the activities and understanding the information contained in these pages.

PI CIG

"PARENTS ARE
TEACHERS,
AND HOME
IS A CHILD'S
FIRST
AND MOST
IMPORTANT
CLASSROOM."

- Hillary Clinton

In this module:

- Overview of MEP
- School Readiness
- Language and Vocabulary Development
- Reading Questions
- Read with Kids Daily
- Reading Tips for Parents
- Motivating Young Readers
- Resources for Parents



Overview of the MEP

The purpose of the Migrant Education Program is to assist States in supporting high-quality and comprehensive educational programs and services during the school year, and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children.

PARENTAL ENGAGEMENT

“As the first teachers of their children, parents know the needs of their children best and can provide insight into their children’s strengths and weaknesses. As such, migrant parents can play a pivotal role in planning the educational programs and projects in which their children participate. Involving migrant parents in planning the MEP also builds their capacity to assist in their children’s learning at home.”

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Non-Regulatory Guidance for the Title I, Part C Education of Migratory Children, Chapter VII, A2*, Washington, D.C.. 2017



School Readiness

Help your child learn to:

- ◆ Identify colors and shapes
- ◆ Identify numbers and quantities
- ◆ Count from 0-10
- ◆ Identify letter names and sounds
- ◆ Listen to stories, directions and rules
- ◆ Tell/retell a story with details
- ◆ Answer questions and share experiences
- ◆ Take turns and share
- ◆ Problem solve
- ◆ Use pencils, crayons, markers and scissors

PLAY PRETEND

SING SONGS

PLAY GAMES

SAY NURSERY RHYMES

Language and Vocabulary Development

Talk with your child everyday about regular routines and shared experiences like grocery shopping, cooking, getting dressed and playing.

Both you and your child can:

- ◆ Ask questions
- ◆ Make comments
- ◆ Share thoughts, feelings, and opinions

Examples from every day activities

Grocery Shopping

1. Talk about the steps

At home: *“Let’s make a list of the food we need to buy.”*

Name the items.

At the store: Talk about the food you’re going to buy:

“Let’s pick out one lemon. Lemon begins with L.”

2. Use the section of the store to pick out other colors

“Let’s find a fruit that is green.”

3. Extend the conversation

“What color are the apples?”

“Do you see any other fruit that is yellow?”

“What is your favorite fruit?” “Why?”



Making a salad for dinner

1. Talk about the steps

“First, we need to wash the lettuce for the salad.”

2. Ask your child to predict what will come next or say what he/she likes most about this activity

“Why do you like lettuce?”

“What should we do next?” “Cut up the tomatoes!”

“How many peppers do we have to chop?”

3. Extend the conversation

“What’s your favorite food?” “Why?”

“What should we make tomorrow?” “Why?”





Read with Children Daily

Different Types of Material
in any language!

Reading Questions

Before you read

Based on the title and the pictures, what's the book about?

While you read

What do you think will happen next? Why?

After you read

What was your favorite part? Why?



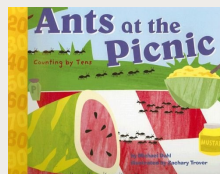
Nursery Rhymes



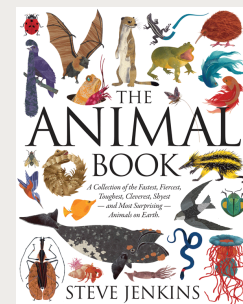
Street signs



Magazines



Fiction Books



Nonfiction Books

AFTER YOU READ

- ◆ Retell the story or important events.
- ◆ Draw a picture about the book.
- ◆ Write a sentence about the book.

“Children are made readers in the laps of their parents.”

Emilie Buchwald

TIPS!

◆ Play games about letter names and sounds

- ◇ Identify letters
 - On signs
 - In books
- ◇ Identify letter sounds
 - “S” makes the sssss sound like in silly
 - What other words have the “s” sound?

◆ Repeat what your child says and build on it

- ◇ Ask your child: Do you want an apple? We have apples. We have red apples. Do you want a red apple?

◆ Give everything a name.

- ◇ Build your child’s vocabulary by talking about interesting words and objects. For example: Look at that airplane! Those are the wings of the plane. Why do you think they are called wings?

◆ Keep it fun for everyone.

- ◇ As you read with your children, keep them involved by asking questions about the story, and let them fill in the blanks. “Is that a cow or a pig? What color is the cow? Do you think the cow is hungry? What does the cow want to eat?”



SOUND WALK

(a game about sounds to play with your child—from pbskids.org)

As you walk in the neighborhood with your child you can play a fun sound game. Look for people and things with names that start with the same sound. Ask your child to close his eyes. Then tell him to open his eyes and name the first thing he sees- “A dog!” Say the sound that the letter “d” makes in the word *dog*. What other things can we find that start with the same sound? Look for things like *doors, dolls, donuts, and daddies*. Give your child help by saying things like “There’s a *truck*. Does that start with the same sound as *dog*?”

WORDLESS PICTURE BOOKS

There is no “right” or “wrong” way to read a wordless book.

One of the wonderful benefits of using wordless books is how each child creates his own story (or stories!) from the same pictures. Spend time looking at the cover and talking about the book’s title. Take a “picture walk” through the pages of the book. Encourage your child to “read” you the book with his story. Finish by asking a few simple questions: What was your favorite part of your story? Have you had an experience like the one in your story?

(Tips from Reading Rockets).

MOTIVATING YOUNG READERS

Choose topics that interest your child.

Make the reading fun - read with expression or act out a scene.

Spend time together.

Reading is a bonding experience between parent and child - that is motivating!!



RESOURCES FOR PARENTS

- ◆ U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Non-Regulatory Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C. 2017: <https://results.ed.gov/legislation>
- ◆ Ready Rosie for Families: <https://www.readyrosie.com/for-families/>
- ◆ Resources for parents: <http://www.pbs.org/parents/>
- ◆ Reading Rockets Grocery Store Literacy Activity Sheets: <http://www.readingrockets.org/article/33132/>
- ◆ Starfall.com ABC games: <http://more2.starfall.com/n/level-k/index/load.htm>
- ◆ Starfall.com Learn to Read: <http://more2.starfall.com/n/level-a/learn-to-read/load.htm>
- ◆ Pre-K Instructional resources: <http://www.sparkedinnovations.net/index.html>



Helping Migrant
Parents and Children

Preschool Initiative

MEMBER STATES: Pennsylvania (lead state) | Colorado | Florida | Georgia | Idaho | Maine | Missouri | Oregon | Washington

PARTNER STATES: Alaska | Hawaii | Indiana | Montana

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