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A dual language immersion parental guide for teachers and administrators

Tamara Lee Madrid

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A DUAL LANGUAGE IMMERSION PARENTAL GUIDE FOR TEACHERS AND ADMINISTRATORS

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Bilingual/Cross-Cultural

by
Tamara Lee Madrid
June 2008
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ABSTRACT

In order to have a successful Dual Immersion Program there must be teacher/parent and parent/child communication. The parents must fully understand the program and be aware of its components. The best way to communicate with the parents is by conducting monthly parent meetings that are organized and informative. This project will develop a parental guide for teachers and administrators that will help them to organize and implement 10 effective parent meetings for the parents of kindergartners in a Dual Immersion Program. This guide will also address important topics that are research-based and will include the State Standards for Kindergarten and the National Standards for Parent/Family Involvement.
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It happened in the month of January, two weeks before parent conferences. A mother approached with tears in her eyes and desperation in her voice. She explained how she had received a note from her son's kindergarten teacher stating that he would not pass to first grade if he did not know all the letters of the alphabet in Spanish. The mother then asked if someone could tutor her son in the mornings before the school day started. I asked the mother how much time she spent with him on homework each night. She reluctantly replied that she had been very busy going to school and had not been helping him much at all. I explained to her the benefits of attending the Dual Immersion parent meetings. I told her that when a child is in a Dual Immersion classroom there are many transferable skills that the child does not have to relearn. If she will attend the meetings she will learn what the transferable skills are along with many other important features regarding the Dual Immersion program. I also explained to her the importance of the meetings and how they would help her to reinforce what the child was learning in class at home. I told her that I would work
with him in the mornings but that she had to attend the meetings and begin to help her child at home.

Bright and early the next morning, the student and his mother arrived to school. I gave the mother the letters we would be working on for that week and asked her to go over them with him at home on a daily basis. She promised that she would. I then proceeded to assess the student and found that after being in school for 6 months he had only learned 4 letters in Spanish and 3 in English. The student came only twice that week and then the next week did not come at all. However, the mom stayed in contact with the teacher and continued to help him at home. One month later, at the student conference the teacher was excited to let the mother know that her son had learned 20 more letters! The mother was thrilled and said that she had been helping him every day at home. The teacher expressed her sincere thanks to the mother and explained how it was a team effort by both teacher and parent. The mother agreed and admitted her surprise at what a difference her consistent help had made. After the conference the teacher was left thinking if only all parents could hear about the positive experience that this mother had had.
With this thought in mind, the teacher took advantage of this incident. Parents need to realize how important their help is so that they will help their child more at home. Therefore, at the next parent meeting she asked the mother to share her experience. The mother proudly told of how her son had learned the letters so much faster when she had begun to communicate with the teacher and work with her son on a daily basis. At the end of the meeting the parents had successfully heard from another parent about how important their part is in a Dual Immersion program and what a difference they can make in their child’s education.

Background

In 1963 the first Dual Immersion program in the United States began in Florida. The Cuban refugees started private bilingual schools to develop bilingualism. Soon English speaking families began enrolling their children. The popularity of the dual immersion program grew slowly with only 10 documented programs by 1981. In June of 1998, Proposition 227 (the “English for the Children” initiative) was passed in California and the majority of bilingual programs were abolished. This caused a sudden growth of Dual Immersion programs because they were
considered as an alternative to "bilingual education." However, due to political connotations traditional bilingual programs were considered to be a lower quality education program (Lindholm-Leary, 2001). The Dual programs were better accepted by the public. Dual Immersion programs (also referred to as Two-Way Immersion) continue to gain in popularity across the United States, especially in California. The Center for Applied Linguistics monitors the growth of two-way immersion (TWI) programs in the United States. Thus, to have your program listed in their Directory it must meet all three of the following criteria:

- **Integration:** The language-majority students must be integrated with the language-minority students for at least 50% of instructional time.

- **Instruction:** Content and literacy instruction must be provided to all students in both languages.

- **Population:** There must be a balance of language-minority and language-majority students with neither group having more than two-thirds of the class population.

According to the Directory of Two-Way Bilingual programs, as of January 2008, California has 100 of the
Dual Immersion programs nationwide. This program develops bilingualism and biliteracy in English and a second language by integrating English learners (language minority students) with English speakers (language majority students). The three goals for a Dual Immersion program are:

- **Bilingualism:** High levels of proficiency in English and a second language
- **Biliteracy:** High levels of academic proficiency in English and a second language
- **Multicultural competence:** Understanding of different cultures and development of high self-esteems

Dual Immersion programs are popular with parents because they see the benefits of bilingualism, biliteracy and multiculturalism. Their children would have enhanced academic and linguistic competence in two languages. They would also develop skills in cooperation and collaboration and at the same time gain an appreciation of other cultures and languages. In addition, they would have cognitive advantages and increased job opportunities. Three of the essential characteristics for the success of Dual Immersion programs are:
First, the need for strong leadership and administrative support. This support must come from the School Board, District, and Site administration. Before a Dual Immersion program is implemented at a school, the district has to make sure that the administrator and teachers are knowledgeable about the program and that the teachers are qualified with training in second language learning.

Second, there needs to be a minimum 5 year commitment to the program because extended amounts of time are needed to fully develop second language academic proficiency. In order for a student to be in the program the parent must sign a 5 year commitment and attend monthly parent meetings.

Third, a strong home/school collaboration is necessary. Teachers and administration need to provide informative parent meetings on a monthly basis.

When administration, teachers and parents are informed, involved, and work together as a team the students, as well as the community benefit.
Statement of Problem

Seven schools in San Bernardino City Unified School District have the Dual Immersion program. Out of those seven schools, only one of them holds monthly parent meetings. The one school that does hold the meetings has the strongest parental support and involvement. When asked why the other schools do not have the meetings the response is two-fold. One reason is the lack of time and energy that it takes to create them. Teachers are already under extreme stress with curriculum and testing mandates; they do not have time, nor the energy to create parent meetings. Another reason, according to teachers, is that the parents will not attend. They have busy schedules and find it very hard to make it to meetings.

Under these circumstances, a parental guide with all agendas and materials already made could be used by teachers and administrators for the parent meetings. With the guide, much of the work that goes into the preparation of a meeting would already be done. Therefore, on the part of the teacher/administrator, this guide would make parent meetings more feasible. On the part of the parent, the meeting hand-outs would be available for them when they were unable to attend the meeting. These hand-outs would keep the parents well informed regarding how to be
involved with their child’s learning. A Dual Language Parental Guide for Teachers and Administrators would be an invaluable tool that will help keep the home/school collaboration strong.
CHAPTER TWO

REVIEW OF THE LITERATURE

Dual Language Educational Research

There is not just one definition for Dual Language Education because of the complexity of the concept. The different ways of implementation cause a variety of definitions, however, the broad definition by Sonia White Soltero (2004) encompasses the common aspects found in the majority of programs.

Dual language education is defined as a long-term additive bilingual and bicultural program model that consistently uses two languages for instruction, learning, and communication, with a balanced number of students from two language groups who are integrated for instruction for all or at least half of the school day in the pursuit of bilingual, biliterate, academic, and cross-cultural competencies. (p. 2)

Additive bilingual, bicultural and balanced number are three terms included in the above definition that will be discussed in further detail to provide clarification. The term additive bilingual education refers to the second language learners’ continual development of the primary
language and maintenance of the home culture (Cummins, 2000). It is a program that develops full bilingualism, biliteracy, and biculturalism by adding the second language and maintaining and developing the first language (Soltero, 2004). In a dual classroom they are not replacing the native language; instead they are adding a second language and culture which makes it an additive bilingual education model. In contrast, the purpose of subtractive bilingual education is to become immersed in the second language by abandoning the native language. The student’s home language and culture are replaced by the English language and the mainstream U.S. culture (Cummins, 2000). In this model students are immersed in the dominant language and the primary language is forgotten, or lost (subtracted). Subtractive education seems to have negative effects on the school performance of many minority language students. Native language loss is often associated with lower levels of second language attainment, scholastic underachievement, and psychosocial disorders (Lambert, 1984). Successful language development programs not only prevent the negative consequences of subtractive bilingualism but also effectively promote the beneficial aspects of additive bilingualism (Lindholm-Leary & Borsato, 2006).
The term bilcultural refers to at least two or more cultures being represented in a classroom. The Dual Immersion program is one approach where students with diverse cultures and languages come together and their language and cultural differences are seen as resources rather than obstacles. They come to school to learn and work together while being taught in two languages. Therefore, all the students in the program are acquiring a second language and are all called second language learners. Each group acts as linguistic models for the other (Cummins, 2000). “They benefit because they feel respected and fostered and therefore, important” (Nieto, 2002). Many students who enter as English Learners tend to feel inferior, but in a Dual classroom their abilities in their primary language are seen as resources as they are able to help their English only speaking peers. This ability gives them a sense of pride knowing that they are contributing to the learning of their native English-speaking peers. Serving as linguistic role models for each other, cultivates between the students, mutual feelings of respect for other cultures and languages. When the students’ identities are affirmed, it has a positive influence on their learning. Nell Noddings (2003) states that, “Education should help people to develop their best
selves - to become people with pleasing talents, useful and satisfying occupations, self-understanding, sound character, a host of appreciations, and a commitment to continuous learning” (p. 23). Noddings also recommends that all students should be involved in general education programs that guide them in caring for self, intimate others, global others, plants and animals, and the environment. (2005). The bicultural component of Dual Language programs adheres to the caring and respect for global others.

Balanced number refers to the ratio of students per each language group in a Dual Language classroom. In Dual programs, two languages (the majority and a minority language) are used separately for academic instruction in content areas. There are a balanced number of students from the two language groups, 50% would be students who speak English only (EO’s) and 50% would be English Learner’s (EL’s). Neither group should have more than 33% of the classroom population. The students are integrated for the majority of the day. A balanced curriculum is used in the 50/50 model (which will be discussed under Program Models). It is balanced because 50% of curriculum is taught in English and 50% is taught in Spanish. There is a balanced number of minutes allotted to each language. The
goal for all Dual Immersion programs is to promote positive attitudes toward each language and culture and to become fully bilingual and biliterate (Lindholm, 1991). There is balanced harmony in the atmosphere of dual classrooms.

Finally, to add to the definition of Dual Language Education as an additive, bilingual and bicultural program, it also provides unique teaching and learning opportunities to all its participants including the students, parents, teachers, administrators and communities (Soltero, 2004). In this program all languages and cultures are of great value and every person involved has something to offer. It is a program where linguistic diversity is seen as an asset rather than a deficit.

As the United States becomes more ethnically and linguistically diverse, the need for school programs that promote bilingualism, multicultural sensitivity, and the maintenance of primary language is considered necessary. The need for English Learners to acquire the English language more rapidly (while maintaining their primary language) and the need for English dominant students to develop high levels of proficiency in a second language have had a direct effect on the rapid growth of Dual
Immersion programs. The majority of programs in existence today were established during the past two decades.

Various nations on the European continent, United Kingdom, Australia, and Canada have implemented a variety of programs to increase the achievement of ethnic and immigrant students and to help students and teachers develop more positive attitudes toward racial, cultural, ethnic, and language diversity (Banks, 2003). Studies suggest that, when minority and majority students work interdependently on school tasks with common objectives, students expectations and attitudes toward each other become more positive and their academic achievement improves (Kagan, 1997).

A high-quality Dual Immersion program should promote educational success in all of our ethnically, linguistically, and economically diverse students. Kathryn Lindholm and Rosa Molina (1998) wrote an article promoting two-way bilingual programs with their purpose being “to empower our nation’s children with the power of two languages.”

The benefits of knowing two languages that surround the Dual Immersion student are enhanced academic and linguistic competence in two languages, development of skills in collaboration and cooperation, appreciation of
other cultures and languages, cognitive advantages, increased job opportunities, lower high school drop out rates, and a higher interest in attending colleges and universities. In our economic, business and political world of today there is a great need for individuals with multilingual competence, therefore there are increased job opportunities for Dual Immersion graduates. These benefits are what entice parents to enroll their children into the dual immersion program.

Primary Language Development

There are several factors that contribute to the success of a Dual Immersion program. Among the many, there is one key component, language development. It is undeniably, an extreme advantage for English Only students (EO’s) to be acquiring Spanish as a second language. However, it is imperative in order to succeed in American society that the English Language Learners (ELL’s) develop and perfect their English language skills as well. To provide educational equity and future opportunities, it is essential that English language skills be taught in ways that will reach each student’s zone of proximal development (Chailkin, 2003). In a dual classroom these English skills are taught during the English component of
the program. However, during the Spanish component of the program, the ELL’s are instructed in their primary language. During this Spanish component the EO’s are not in jeopardy of losing their primary language since it is the dominant language of society. The research clearly indicates that ELL’s who continue to develop their primary language while learning English have cognitive advantages that help them acquire the second language more easily (Cummins, 2000). The educational value that a student has increases when able to develop the primary language while learning a second language.

All Dual programs must make the vital decision as to what language to use for initial literacy instruction. Nationally, 31% of the programs use the minority language for initial literacy instruction for all students. Another 23% provide the literacy in both languages and 20% separate the children by native language for literacy instruction. Only 1% use English. California has a larger percentage of programs (53%) that use the minority language to introduce literacy instruction to all children (Howard & Sugarman, 2001). According to Jim Cummins (2000), academic success is dependent upon language proficiency. High-level skills in the first language and in English predict the maximum benefit for instruction.
Students learn a second language easier when they are literate in their primary language.

There are also social advantages in that problems of intergenerational communication do not occur when the primary language is maintained (Cho & Krashen, 1998). Relationships begin to suffer when ELL’s have a weakened primary language. They can no longer effectively communicate with their parents and grandparents. According to Wong Fillmore (1991), the parents cannot easily convey their values, beliefs, understanding or wisdom about how to cope with their experiences. They cannot teach them about the importance of being a moral and ethical person. “What is lost are the bits of advice that parents should be able to offer children in the everyday interactions with them” (p. 343).

In summary, language development is key to the success of dual immersion programs. The academic and the social advantages are important reasons for maintaining the primary language and using it as a resource. Plus, the power of knowing two languages will give students the advantage in the job market. By maintaining their primary language and becoming truly bilingual, biliterate and bicultural they will be an asset to any employer.
Two Program Models

Dual Immersion programs have various models. The two major variants are the 90/10 model and the 50/50 model. The major difference that distinguishes one model from the other is the distribution of languages for instruction (Lindholm Leary, 2001).

In the 90/10 model, the amount of time that is spent in each language varies across the grade levels. For kindergarten and first grades, 90 percent of the day is conducted in the target language (the minority language) and 10 percent is conducted in English (the majority language). The ten percent that is taught in English is used to develop oral language proficiency. For second and third grades, it changes to 80/20. The students receive 80% of their day in the target language. Reading instruction is taught in the target language until third grade. Though, while in third grade students also begin formal English reading. Then by fourth, fifth and sixth grades the students receive half of the day in the target language and half of the day in English.

In the 50/50 model, 50% of the instruction is given in the target language and 50% is given in English. The amount of instructional time is equal in the two languages at all grade levels. The 50/50 design does not vary across
grade levels; it stays 50/50 from kindergarten through sixth grade. However, the instructional content that is taught in each language varies across grade levels and programs. The majority of dual programs teach students to read in their primary language first and then add on the target language (Lindholm-Leary, 2001). This is the only time that the students are not be integrated. Other programs teach Language arts in the target language to all students and Math, Social Studies, and Science in English to all students for grades K-2. In these programs the students are integrated for 100% of the day. For every other grade after second they switch which subjects are taught in English and which are taught in the target language.

Essentials for Effective Dual Immersion Education

The following nine essentials are a combination of features listed from three different sources. In the book, Dual Language Instruction, by Cloud, Genesee and Hamayan (2000), they list nine critical features of effective enriched education programs, in which seven of them can apply to educational programs. In the book, Dual Language Essentials, by Y. Freeman, D. Freeman, and Mercuri (2005), they list essentials for the whole school, administrator,
teacher and curriculum and discuss each in detail. The third source is the California Department of Education, Two-Way Immersion website (http://www.cde.ca.gov/sp/el/ip/twowyimmersion.asp). This website provides a power point presentation to be given to teachers, parents and public to explain the Dual Immersion program and its ten essential characteristics for success. The following nine essentials were compiled from the three sources and provide the basics for maintaining an effective dual immersion program. The following criteria applies equally to 90/10 and 50/50 program models.

First, administrators and parents need to know that this program is long-term. Extended amounts of time are needed to fully develop second language academic proficiency (minimum of 5-7 years) which makes it a long-term program. This is why many schools offering Dual Immersion require the parents to sign a five year commitment form when the child is registered.

Second, these programs must have support from the School Board, district Administration, school staff and parents. The site administration and resource personnel should have knowledge of the program and be supportive of it. They need to provide provisions for ongoing professional development. Teachers also need to be given
time for planning and they need to be treated equitably. Dual Language Education is a “delicate balancing act that depends on the cooperation and good will of everyone involved, as well as on administrators with well honed political skills.” (Crawford, 2004, p. 305)

Third, separation of languages for instruction (Lindholm-Leary, 1987) will enhance linguistic development. Teachers need to have separate blocks of time for each language of instruction. They are not to mix languages; the teacher adheres to the language of instruction (monolingual delivery). Interpretations or translations by the teacher are to be avoided. Research has shown that if a child knows the teacher is going to interpret, they won’t try to understand the language instead they just wait for the translation. However, students’ interpreting for each other is to be encouraged.

Fourth, the program must be an “additive model” (Cummins, 2000) where the child’s primary language is respected and treated as a resource rather than a problem. It is maintained while learning the second language. It is well known now that the better a child knows their primary language the better they will do in their second language. In the additive model teachers take advantage of the transferable skills which must be addressed frequently.
Transferable skills are the skills that transfer from one language to another. The skill does not need to be taught twice because once it is learned in one language, it does not need to be learned in the other language. For example, putting a period at the end of a sentence is a transferable skill between English and Spanish.

Fifth, parental involvement is essential for reinforcing the child's native-language development. Parents are encouraged to use their native language with their child. The home/school collaboration is important for keeping parents informed about second language acquisition, school curriculum and techniques on how to help their child with homework. They should also be kept informed regarding current bilingual issues. Parents have the opportunity to get this information by attending monthly parent meetings which are required in kindergarten and sporadically throughout the other grades. Access should be provided to a resource library with bilingual articles, books, tapes and materials available for checkout. Providing English and Spanish classes for the parents is ideal.

Sixth, opportunities for dialogue so students can practice the language and collaborate with native speakers (Lindholm-Leary, 1987). Instruction should be a dialogue
in which students learn to think for themselves rather than simply to memorize information. Opportunities need to be created for second language through collaborative groupings for facilitation of student interaction and language use. According to Vygotsky (Chailkin, 2003), social cultural relationships (interactions) are key to our intellectual and personal development. Students need to be discussing with one another; dialogue needs to be going on throughout the day, everyday.

Seventh, qualified Instructional Personnel are needed with training in strategies and theories for development of biliteracy. It is crucial that teachers have specific strategies that will allow their second language learners to develop academically, socially, and interpersonally while acquiring content and a second language at the same time. When teachers use the following strategies (cooperative learning, SDAIE, GLAD, and thematic units), the comprehensible input is enhanced. These teaching techniques will pave the road to successful second language acquisition and achievement in academics.

Eighth, the balance of language groups (Lindholm-Leary, 1987) is essential to ensure equity in the classroom. Ideally, the program should have 50% English learners and 50% Spanish learners or 1/3 Spanish,
1/3 English, and 1/3 bilingual. The most that either language group should have is 2/3 of the student population. Classroom composition should never fall below one-third (33%) of either linguistic group.

Ninth, focus on academic achievement by teaching language through context of academic content. The curriculum is based on state and district standards. The development of high level language skills in both languages is one of the goals of participating in the dual program. Language instruction is integrated within the curriculum (Cloud et al., 2000) to ensure that students learn the content as well as the academic language.

These essentials provide the basics for implementing an effective dual immersion program. The ninth essential discusses the importance of learning language through academic content which is key in a dual immersion setting. Therefore, the next section is dedicated to second language acquisition and how it is incorporated with academic content.

Second Language Acquisition in Academic Content

All of the students in a Dual Immersion program are learning and acquiring content while learning and acquiring a second language. The terms acquiring and
learning are both used because of their separate independent meanings (Krashen 2005). When one acquires content and language it is a subconscious process. Students can acquire content and a second language through a variety of experiences such as shared stories, the singing of songs, the reciting of poetry, conversing with one another, and going on engaging field trips. On the other hand, when one learns content and language, one is receiving formal instruction and is conscious of the process. The students learn content and second language skills as they receive formal lessons from their teachers and are consciously learning syntactic features such as vocabulary words and grammatical rules. A successful Dual Immersion program implements specific strategies where their students will learn and acquire content while learning and acquiring a second language.

In order for second language learners to acquire a second language and develop language skills, there needs to be an environment with a low affective filter where dialogue abounds. The affective filter hypothesis by Krashen (2003) pertains to three variables: motivation, self-confidence and anxiety. The affective filter acts as a block that prevents input from reaching the part of the brain responsible for language acquisition.
If the second language learner is anxious or has low self-esteem then the filter goes up and acquisition cannot occur. Learning in a pleasant environment can actually have an effect on the brain (Ashby, Isen, & Turken, 1999). When students are in a state of relaxed alertness, they experience low threat and high challenge. While in this state the learner feels competent and confident and has a sense of meaning or purpose (Caine, Caine, McClintic & Klimek, 2005). Teachers must be aware of this because students who are new to a second language and aware of their limited proficiency are extremely reluctant to speak out in class (Kooy and Chiu, 1998). The more students can take chances without feeling threatened, the more likely they are to develop the language quickly and correctly. It is crucial that the teacher allows for mistakes and be accepting of miscues. Therefore, by maintaining a low affective filter in a low threat environment students have the confidence to take risks and attempt dialogue in the language they are acquiring.

The importance of dialogue can be found in Stephen Krashen's theory of second language acquisition which consists of two independent systems of developing language (www.sk.com.br/sk-krash.html). The first system is that of 'acquisition.' This is where language is the result of a
subconscious process that requires meaningful interaction and where communication is natural. The second system is that of ‘learning.’ This is where language is learned as a result of formal instruction (for example, grammar rules) which requires a conscious process. Krashen believes that the acquisition process is more important than the learning process because traditionally, human beings have developed language skills “through communicative practice in real situations.” Meaningful interaction and real conversation takes time and a relaxed environment. Teachers must provide time to reflect and converse (Caine, 2005). Social and affective interaction taking place in classrooms is of primary importance in determining who succeeds and who fails. All teachers in a Dual Immersion classroom need to understand the importance of dialogue and the importance of maintaining an environment with a low affective filter as it will affect the progress of all of their students as they develop language skills and acquire a second language. It is a challenge for teachers in Dual Immersion classrooms to provide comprehensible input because native speakers of different languages are mixed together throughout the day (Crawford, 2004). The literature review revealed four research-based strategies that are effective for second language acquisition and
that when implemented effectively the students acquire content and a second language concurrently because the input is comprehensible. The four strategies of Cooperative learning, Guided Language Acquisition Design (GLAD), Specifically Designed Academic Instruction in English (SDAIE), and thematic units will each be discussed separately.

Four Research Based Teaching Strategies for Dual Classrooms Cooperative Learning

Cooperative learning is a strategy that effectively uses dialogue. While it can be implemented in many different ways, dialogue should always be a priority. Language acquisition is, no doubt, a social activity (Smith, 1983). Vygotsky’s notion of the Zone of Proximal Development implies that a child’s development is determined by the social interaction and collaborative problem-solving (Chaiklin, 2003). Cooperative learning provides a type of “social mediation” that supplies strategies and activities that help students focus their attention (Pellino, 2003). In addition, second language learners are more apt to be more engaged in their learning when they work together cooperatively (Freeman & Mercuri, 2005). These types of group activities also provide opportunities for the teacher to assess the different
individual needs of their students. It is also a time when the Second Language Learner’s (SSL’s) are exposed to regular social dialogue as well as academic dialogue (Tinajero & DeVillar, 2000). According to Soltero (2004), cooperative learning also tends to increase learners’ motivation by providing peer support. It also facilitates the contribution of all students, despite their linguistic and/or academic levels. Having students work together cooperatively allows the teacher to use high levels of academic language because by having students working cooperatively and collaboratively they can deduce the meaning of the challenging vocabulary.

What makes Dual Immersion classrooms so unique is the fact that it is extremely advantageous to pair a language majority student with a language minority student (Crawford, 2004). Dual immersion classrooms lend themselves to cooperative learning because when the instruction is in English, the English only speaking students cooperatively work with the English Learners in explaining content. Likewise, when the instruction is being taught in Spanish, the English Learners cooperatively work with the English only students to explain the lesson. This reciprocating relationship fosters deeper academic understanding because the students
are taking in information and then repeating it aloud to their partner, thus reinforcing their comprehension of the input all through cooperation. This type of paired relationship also connects the students on a more personal level because they understand each other more as people, which in turn, instills a profound respect for each other’s background and culture. The students develop more tolerant and positive attitudes toward each other. Children reap many benefits by working together, with partners, or small groups, and by sharing and talking. Vygotsky says, “What the child is able to do in collaboration today he will be able to do independently tomorrow” (Vygotsky, 1987, p. 211). This type of situation is unique to a Dual Immersion classroom and keenly illustrates how “students develop language in authentic social contexts as they help each other make sense of content and concepts” (Freeman, D. & Y., 2000, p. 5). As Holt found in 1993, there are clear benefits, both cognitive and affective, when language minority students interact with language majority students. Cooperative learning emphasizes individual and group accomplishment and success in a positive, non-threatening environment that is essential to the development of a second language.
Through collaborative and cooperative learning, the students will slowly assume responsibility for their learning (Jacobson, Lapp, & Flood, 2000). The success of cooperative learning can be measured through three different factors. According to Jacobson, Flood, and Lapp (2000), success will be achieved when the student displays willingness to participate accompanied with the feeling that their contributions are valid. Success is also achieved when student understand the effectiveness of their teamwork. Lastly, success is achieved when there is awareness that their attempts toward mastery are worthwhile and of value. Once the students feel validated and are ready to take risks they will be more willing to participate and dialogue. Next, there are three specific cooperative learning activities that will be discussed that encourage collaboration and dialogue between students.

The following three cooperative learning activities are all Kagan activities that include: timed pair shares, a blend of telephone and talking chips, and inside/outside circle talk (Kagan, 1997). These are only three activities of many that have been developed by Dr. Spencer Kagan that are appropriate across grade levels. The timed pair share has students working in a heterogeneous pair. The students
have a predetermined time to talk while their partner
listens without interrupting. When the time expires, the
roles are reversed. After the lesson is taught, the
students are able to share their ideas and by doing so
retain information, therefore making the input more
comprehensible. The telephone activity can be blended with
the talking chip activity. The telephone activity is where
one student per team of four leaves the room during
instruction. When the lesson is done, the student returns
and the group who heard the lesson has the responsibility
to recount the lesson to the student who did not hear it.
However, it must be recounted again by utilizing the
talking chips activity where each student has his or her
own chip. When it is their turn to share, they put their
chip in the middle of the table, say what they learned,
and then cannot say anything else until everyone has had
one opportunity to speak. This ensures that all students
are actively listening and participating in the
discussion. The last cooperative learning activity is the
inside/outside circle talk. For this activity the students
will have become experts on a certain topic. They are then
placed in concentric circles to discuss their expertise.
After an allotted time, they switch and continue to do so
until they tell everyone in the opposing circle. These
Kagan activities when conducted in either language give the students repeated exposure to language in a natural environment thus keeping the affective filter low and the opportunity for acquiring language high.

Specifically Designed Academic Instruction in English

Cooperative learning encourages dialogue and interaction between students within a group structure. However, it is also important that there is dialogue and interaction between students and teacher. The teacher needs to communicate effectively with the students so that the input is made comprehensible. Specifically Designed Academic Instruction in English (SDAIE also known as Sheltered Immersion) is a synthesis of strategies and activities that provide access to the core curriculum based on second language acquisition research in which modified materials are used accompanied by appropriate lesson planning. Input can be made comprehensible by using realia, manipulatives, visuals, graphic organizers, and providing opportunities for interaction (Gulack and Silverstein, 1997). Other SDAIE techniques used to enhance English language development include enunciating clearly, repeating and paraphrasing key points, and defining essential vocabulary in content (Soltero, 2004). The
guiding principles in implementing SDAIE strategies is to provide access to grade level content material through lessons that simultaneously develop English language skills and provide language instruction and systematic development of English proficiency.

There are many SDAIE modifications that must be made by teachers in order to best serve their second language learners. The following are the areas where modifications should be made: teacher speech, language in context, giving directions, and student interaction (Soltero, 2004). The teacher must modify their speech by speaking at a slower, but natural rate, constantly paraphrasing, repeating, and restating in different contexts. It is imperative that when using language in context the teacher use concrete examples that students are familiar with. The teacher can use gestures, facial expressions, pictures, graphic organizers, realia, films, software, manipulatives, role-play, and total physical response (TPR). When giving directions, the teacher should break down hard tasks into simpler, shorter steps, frequently ask comprehension questions to verify understanding, and should not mix languages if they have knowledge of the SSL’s primary language. When providing student interaction opportunities, the teacher should use heterogeneous
cooperative groups, the buddy system, and combined English/Spanish partners.

Modifications should also be made in the areas of error correction, meaningful dialogue, and vocabulary building (Soltero, 2004). In order to keep the affective filter of the second language learner low, it is essential for the teacher to make sure they minimize error correction for their beginners. At the same time the teacher is responsible for making sure that the students realize that making mistakes is a natural part of learning. The teacher should focus on rephrasing incorrect statements correctly and remember that function (at first) is more important than form. Stephen Krashen says, "Acquisition requires meaningful interactions in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding" (2005, p. 1). When engaging in dialogue it is crucial that the teacher personalizes the conversation by relating it to student experiences. It is also important that the dialogue be a discussion rather than a lecture. Lastly, when engaging in vocabulary building the teacher needs to make connections to cognates (when possible) and try to classify words by syntactic, semantic, and pragmatic functions.
Guided Language Acquisition Design Strategies

Another strategy that makes input more comprehensible for second language learners is Guided Language Acquisition Design (GLAD). This design strategy integrates listening, speaking, reading, and writing within all the content areas. GLAD is a pedagogical, organizational structure that is an integrated, research/standards-based unit that creates and supports a balanced literacy approach (www.projectglad.com).

The Project GLAD strategies focus on: teaching to the highest, metacognition, brain research and second language, reading and writing to, with and by students, active participation, socialization strategies, and ongoing assessments (Bretchel, 2001). Teaching to the highest standards is how teachers maintain high expectations in an environment that values each student while giving them opportunity to use academic language. The metacognition strategy is when the students are focusing their prior knowledge by brainstorming and creating inquiry charts. It is the time when the students create their own graphic organizers based on the teacher’s scaffolding strategies. The brain research component of GLAD is when the students set purposes for their learning. This is a time where they can work cooperatively to
problem solve and develop their social skills. Reading to, with and by the students should stress the purpose and joy of reading before stressing the skills utilizing direct instruction (amongst other strategies). At this time writing should also stress the metacognitive process. The active participation component requires that the students be involved in all components of the unit by negotiating for meaning thus making input more comprehensible. The next component of GLAD is to ensure that socialization strategies are present. These strategies will foster respect, identity and trust. Lastly, ongoing assessment is key to the successful implementation of GLAD. It is crucial that the assessment be reflective of what has been learned, how it was learned, and how the new knowledge will be used. It is imperative that assessment be ongoing and based on strengths and needs.

GLAD strategies require a considerable amount of careful and strategic planning on the part of the teacher. Using graphic organizers and hands-on activities all require careful planning. It is important to preview the material and select words and information that is most significant so that language learners are better able to understand the content and facilitate their language development process (Bretchel, 2001). Using hands-on
activities furthers the students’ understanding and encourages them ask questions and think more critically. In addition to using GLAD strategies, it is also important to use thematic units. They also require a substantial amount of planning time by the teacher. The teacher must take the time to develop connections across the curriculum. When this integration is done properly it has the capability of producing positive results from the students.

**Thematic Units**

Research tends to support the effectiveness of second language acquisition through the use of thematic units. Thematic units are said to provide a focal point for inquiry, cultural content, use of language and cognitive development (Maritnez & Moor-OBrien, 2000). Planning a thematic unit takes time. The following considerations must be taken into account: time, topic, learning goals, materials, activities and assessments (Solterro, 2004). The timeline of a unit varies according to the complexity of the unit and the duration of the student’s interest. It is best when the topic selection is done by the teacher and students collaboratively. The teacher needs to align the learning goals with the grade-level standards. Materials
and resources need to be accumulated and contacted ahead of time. The activities selected need to be integrated, academically demanding, engaging, and grade-level appropriate. Last, assessments need to be authentic and prepared before the unit is started.

When engaging in thematic units it is best to organize around themes that have the ability to answer big questions. Routman (1991) cautions that thematic units sometimes lack academic substance because they are activities clustered around a central theme. Instead, the thematic approach needs to integrate language arts and content area subjects around broad concepts that are intertwined throughout the unit. Developing the themes around big questions help provide unity for the theme and also ensures that the connections among the different content areas are authentic. Students need to develop generalizations instead of focusing on isolated facts. Developing valid generalizations can be done best through the organization and implementation of thematic units.

Thematic units also provide another way for students to encounter the same vocabulary in differing contexts. Thematic units are especially effective because they are interactive. They make use of scaffolding, assisted performance, cooperative learning, and active learning
which all enhance the critical thinking skills of the students, thus making them more independent learners (Soltero, 2004). Furthermore, thematic units work exceptionally well in Dual Immersion programs for several reasons. They have the ability to build on students' interests and prior knowledge by focusing on topics that are more relevant to them as well as by linking their background knowledge to new concepts. They also provide a continuous preview, view, and review (Feeeman, D., Freeman, Y. & Mercuri, 2005). With the implementation of thematic units, students have the ability to know what the topic is even when the instruction is in a second language. Because the curriculum makes sense, the process that the second language students must undergo is facilitated so that they may become more fully engaged and experience more success. Because thematic units study the same topics across content areas, students have the ability to build academic concepts and vocabulary more easily.

In conclusion, these effective teaching strategies for Immersion teachers incorporate comprehensible input and provide opportunities for language output in the setting of the classroom. Dr. Stephen Krashen states that "humans acquire language in only one way - by
understanding messages or by receiving comprehensible input" (2003). The setting changes when the student gets home. It is also important that the parents make the input comprehensible and provide opportunities for dialogue (language output). The next section will discuss the important role of the parent in a dual immersion program.

Importance of Parent Involvement

Parent involvement and what it constitutes has been changing over time. At one time the parents were the ones responsible for their child’s education. Later in colonial times, schools started sharing the responsibility with the parents. The schools reinforced parental and community values and expectations. These parents and teachers were from the same community and shared the same values (Banks, 2004). Schools began to take on a new role with the influx of immigrants at the beginning of the twentieth century. Now the schools were responsible for assimilating immigrant children into the U.S. society (Banks, 2003). Suddenly, the teachers and parents didn’t share the same language and had different cultural values.

In today’s schools, educators assume the position of both teacher and substitute parent as they take on the responsibility of the home and community. Teachers usually
do not come from the same neighborhood or the same community which can cause tensions between parents and schools. Teachers have classrooms with diverse student populations. This requires the teachers to have sensitivity to and understanding of the ethnic and racial makeup of their students and their students' parents. The term "cultural boundaries," when discussing parent involvement in schools, means differences in religion, language, and ethnic characteristics (Banks, 2004). Those differences can make communication between parents and teachers difficult and strained. To create harmonious relations among the school, home, and community, teachers need to understand their students' community and home life (Berger, 2003). Students come to school with knowledge, values, and beliefs they have learned from their parents and in their communities. Schools can work to create a school environment that respects the students' home and community.

Dual Immersion with its strong parental involvement helps to reduce prejudice, and increase cross-cultural understanding and appreciation. Parents are an integral part of Dual Language Education, and they are encouraged to collaborate with the school in both traditional and nonconventional ways. Teachers and principals who know
parents treat them with greater respect and show more positive attitudes toward their children (Berger, 2003). It is a partnership that leads to an increased sense of belonging in the school community and greater investment in their children's educational experiences.

In comprehensive review of research on parent involvement, Henderson and Berla (1994) found compelling evidence that parent involvement improves student achievement, students' attendance, and social behavior. Parents should be given an opportunity to contribute to school improvement by working in different settings and at different levels of the educational process. Work with their children at home, decision making committees, in-class assistance to teachers. Students, parents, and teachers all benefit when parents and family members are involved in schools (Comer, Ben-Avie, Haynes, & Joyner, 1999). Parent involvement increases the number of people who are supporting the child's learning. Parent involvement also increases the amount of time the child is involved in learning activities and most importantly, it provides an opportunity for parents and children to spend time together.

In summary, the importance of positive relationships between families and schools has been highlighted in the
majority of studies regarding school achievement. However, what is lacking are ideas and solutions that will help support and sustain these valuable partnerships (Lawrence, 2003). "The maintenance of these relationships is challenged by the changes in family structure, increase in number of language learners and cultural differences, increase in the amount of women working outside the home and advancements in technology" (Lawrence, p. xxiv, 2003). Though these challenges are complicated, it leads to the opportunity to simplify and organize the methods of bringing together the parents and teachers in a variety of ways that will create productive partnerships.

This literature review has provided a definition of Dual Language Education and the several factors that contribute to a successful Dual Immersion program. Primary language development, second language acquisition, research-based strategies and parent involvement all are vital elements of an effective Dual Immersion program. With the purpose of maintaining parent involvement and promoting positive relationships between families and schools, the development of a Dual Language Parental Guide will support Teachers and Administrators by providing all that is required to facilitate the first ten Dual Immersion Kindergarten parent meetings.
CHAPTER THREE

ESSENTIAL COMPONENTS OF DUAL LANGUAGE PARENTAL GUIDE

The Need for a Parental Guide for Teachers and Administrators

Effective communication between home and school is the foundation of a solid partnership. Positive relationships develop and students make greater progress when families and educators practice effective communication. Successful Dual Immersion programs rely on communication and positive relationships with parents. The best way for parents to fully understand the Dual Immersion program and its components is by attending monthly parent meetings. The large majority of students in a Dual Immersion program enter the program in their Kindergarten year. Therefore, the first 10 meetings in a Kindergarten Dual Immersion program are critical. These organized and informative meetings are conducted with the purpose of increasing the parents' knowledge of Dual Immersion education and providing ways to help their child succeed in school.

Teachers and administrators need a guide that has all the information already compiled together and ready for use at parent meetings. With time constraints and
pressures that surround the teachers and administrators, parent meetings tend not to be held as often as they should be. Meetings would be more feasible for teachers and administrators if agendas were readily available for the entire year with hand-outs included for the items on the agendas. The administrator/teacher can use the agendas how they are, or modify them to fit the needs of their school. With the agendas and hand-outs organized into a Guide, and accessible for administrators and teachers, the planning for the monthly parental meetings is minimal and less time consuming.

The guide is divided into ten sections. Each section represents a meeting with an essential component related to Dual Immersion. (All meetings and informational handouts are included in Appendices A-L) The meetings are positioned in order from 1-10, with Meeting 1 (Orientation) being the first to be presented and Meeting 10 being the final meeting for the kindergarten year. The essential components of each meeting are as follows: 1) Introduction to Dual Immersion and National Standards for Parent Involvement; 2) Kindergarten Language Arts Standards and the Importance of Reading; 3) Kindergarten Math Standards; 4) Volunteering, Organizations and Conferences; 5) Vocabulary and High Frequency Words; 6)
Family Night; 7) Language Acquisition and Transferable Skills; 8) English and Spanish Language Development Strategies; 9) Stages of Writing; and 10) Assessments.

Meeting 1 Orientation Introduction to Dual Immersion National Standards for Parent Involvement

The first meeting will serve as an orientation to a Dual Immersion Kindergarten Program (See Appendix A). The orientation will include: 1) an introduction of office staff and Dual Teachers; 2) a Parent Handbook presented and given out; 3) a power point explaining what Dual Immersion is; 4) an overview of the National Standards for Parent/Family Involvement Programs; 5) a list with the dates of the parent meetings for the rest of the school year; and 6) signing the commitment form.

An introduction of the office staff and teachers will help the parents to feel more comfortable when calling and coming to the school. The parent handbook will serve as a resource for the parents to have at home. It can be referred to when they have questions regarding the Dual Program. The power point presentation defines Dual Immersion and the goals, benefits and different program models. Hand-outs of the power-point presentation will be
available to the parents when they sign in at the meeting. The 7 Standards for Parent/Family Involvement are:

- Standard 1-Communicating
- Standard II-Parenting
- Standard III- Student Learning
- Standard IV- Volunteering
- Standard V- School Decision Making and Advocacy
- Standard VI- Collaborating with Community

These standards were developed by the National PTA to help promote meaningful parent and family participation and to raise awareness regarding the components of effective programs. Finally, the parents need a list with the dates of the monthly parent meetings for the rest of the year so that they can make arrangements ahead of time to help insure their participation at the meetings. At the end of the meeting have all parents sign the Dual Immersion Commitment Form.

Meeting 2 Kindergarten Language Arts Standards
Importance of Reading

This meeting is crucial (See Appendix B). The parents will receive letter cards, which can be cut into flashcards to be used at home on a daily basis. It is important to go over with the parents the names and sounds of each letter in English and Spanish. The parents can
write down how to pronounce them. The parents receive a copy of the Kindergarten Language Arts Standards to take home and review periodically. As the presenter explains the standards, have the parents highlight the ones that are most important for their child to learn and the order that they should be learned.

One of the most important elements in a child’s learning to read is a supportive home environment. Research tells us that strong oral language skills are necessary for most children to develop as readers. It has been proven that reading aloud to a child is the single most important factor in raising a reader, in creating a positive attitude towards reading and in increasing vocabulary. The listening vocabulary is the pool of words that feeds the speaking and reading vocabulary (Trelease, 2001). Therefore, the more that a child is read to, the higher vocabulary and better reading skills the child will have.

Bilingual books (text in Spanish and English) with CD’s should be made available for students to take home on a weekly basis. LET is a bilingual family reading program that encourages parents and children to develop opportunities to learn something new together each day; it is a program that celebrates the power of literacy.
(www.L-E-T.com). Each of the 30 books in the program emphasizes social and emotional skills that lead to responsibility and consideration for others. The six commonly used Character Education values are citizenship, caring, fairness, trustworthiness, respect and responsibility.

The parents sign a contract agreeing to read with their child on a daily basis. They also agree to be responsible for the book bag, book and CD. If damage occurs to the packet or materials they agree to cover the replacement costs. Remind parents and students how to care for the books and that they should never have food or drink around while reading them. Their hands should be clean before use. A parent volunteer is needed for organizing the return and check-out of the books.

To end the meeting on a special note, give the parents a copy of the CD that you will have made ahead of time. On the CD you will need to recite the following: the names and sounds of each letter in the alphabet in English and Spanish, the numbers from 1-30 in English and Spanish, the High Frequency Words in English and Spanish, and the monthly vocabulary words starting from List 1 to List 13. This is a gift for the students and parents to enjoy and learn from throughout the entire year.
Meeting 3 Kindergarten Math Standards

Learning math is fun! At this meeting (See Appendix C), the parents will be shown fun ways to play with their child and learn math skills at the same time. First give them a copy of the Kindergarten Math Standards, which is an easy to read copy developed by Pajaro Valley School District. They are called the CAN DO STANDARDS and are written in an easy to understand language for students and parents and they are available in English and Spanish. They also have examples or problems that help explain the standards. Next, the parents are given a packet with the numbers from 1-30 printed on cardstock. They are designed to be cut out and used as flashcards until they can identify each number and be able to put them in order. Tell the parents how to say each number in English and Spanish. Remind them that they can listen to them on the CD that was given to them at the last meeting.

The four math games that will be introduced can be easily made. The materials needed are: scissors, pennies, nickels, dimes and quarters (a few of each), playing cards and markers (beans work well). The first game is the Coin Toss Game where a pig needs to be cut out and coins available for tossing. It is good for counting by 1's, 5's, and 10's and for identifying coins. The next game is
Count and Move that only needs scissors for cutting out the playing cards. The player has to identify the number and then be able to perform the action that many times. “War” is an old family favorite that uses a deck of playing cards. Each player (2 players) is dealt \( \frac{1}{2} \) the deck, then each one turns a card over and the one with the larger number wins. This helps the child to recognize the numbers and be able to say which represents more and which represents less. The last game is Number Cards that uses the flash cards and markers. The student needs to place the numbers in sequential order and then place the amount of markers below each card that corresponds with the number. The cards can also be used for finding the missing number. If the parents don’t remember how to play the games remind them to call you for a refresher lesson!

Meeting 4 Volunteering, Organizations and Conferences

The different ways that a parent can volunteer will be discussed at this meeting (See Appendix D). Parents will also meet the Presidents of the Parent/Teacher Association (PTA), the School Site Council (SSC), the District English Learners Advisory Council (DELAC), and the school’s English Learners Advisory Council (ELAC). These organizations will be explained and the parents will
be invited to join any or all of them. This meeting should be held right before the first conferences are scheduled because the parents will also be told what to expect from a conference.

Parents are encouraged to volunteer in a variety of ways. The school and classrooms should have an open-door policy where the parents are welcome at any time; however, boundaries must be established beforehand. "Drawing boundary lines for parental involvement is crucial in creating a space for open dialogue with them" (Lawrence-Lightfoot, 2003 p. 53). An open-door policy with definite restrictions is needed in order to avoid overly intrusive parents. Parents may visit the classroom whenever they want but they must not disrupt the natural flow of things. Get the information from your office regarding the volunteer procedures and share these with the parents so that all necessary paperwork (TB Clearance) will be turned in before they volunteer. Besides assisting in the classrooms, parents can help organize field trips, potlucks, pizza parties, phone trees, or assist in the office or library.

The Presidents of each committee can explain their organization. However, a hand-out with the definitions of
each organization described in full detail, should be
given to the parents.

Before the first conferences are scheduled the
parents need to be informed of what to expect at a
conference. Go over the Kindergarten Report Card and
explain the grading system. Give them the Planning Guide
for Parent-Teacher Conferences taken from the New Mexico’s
Toolkit entitled, Working Together:
School-Family-Community Partnerships (2007). It is to be
filled out prior to attending their child’s parent-teacher
conference. Also stress the importance of confidentiality
and how it is important to wait outside of the room while
the teacher is conferencing with a parent, even if that
parent is a friend or relative of theirs. Explain the
process of Student Study Teams (SST) and retention so they
know what to expect if their child is not performing up to
standards.

Meeting 5 Vocabulary and High Frequency Words

This meeting (See Appendix E), begins with an
icebreaker where the parents will walk around
communicating with one another while looking for someone
who has their same answers to a group of “get to know me”
questions. This activity works well for getting the parents to mingle and talk with one another.

Kindergarten vocabulary is the biggest predictor of school success. The parents need to know that it is best for them speak the language they are most proficient in with their children. If they are bilingual they should not mix the languages (one parent should consistently speak in English and the other in Spanish). It is pertinent that they understand the importance of maintaining the primary language. The better knowledge and skills the child has in the primary language the easier it will be to learn a second language. Many of the skills will transfer over from one language to the other.

Dr. Stephen Krashen's theory of second language acquisition distinguishes the difference between acquiring language and learning language. When language is acquired it is the product of a subconscious process that requires meaningful interaction (natural communication) where they are unaware of grammatical rules. This is similar to the process children undergo when they acquire their first language. When language is learned it is the product of a conscious process that requires formal instruction in the rules of language. The parents will receive two hand-outs where Judie Haynes explains, 1) language acquisition vs.
language learning, and 2) Jim Cummins' terms of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). The parents will also be introduced to the term cognates. A cognate is a word related to one in another language. They are similar in spellings (slight variations) and have the same meaning. For example, the term *important* in English and the term *importante* in Spanish come from the same root and have similar spellings and the same meaning.

The next part of the meeting the parents will receive a list of the 250 most frequently used English words (in ranked order). They will also be given a list of the 200 most frequently used Spanish words. The term used in school for these words is "High Frequency Words" or HFW. They should be run off on cardstock so that they will be durable enough to last the entire year. They should begin practicing with List 1, and when they can all be read with ease continue with List 2. The meeting will end with the parents getting a list of educational websites.

Meeting 6 Family Night

This is the time when the students accompany their parents for an evening of fun and games (See Appendix F). The parents, with their children, are divided into three
groups. The groups will rotate to three different centers (classrooms) every 15 minutes. The time will vary according to what kind of centers you choose to have. In one classroom the teacher will provide math centers and a "Make and Take" activity that will go home. Provided in the appendices, is an activity from Harcourt Math's Activities and Games for Home or School. The activity is called Pick the Apples and it emphasizes counting, recognizing, and representing numbers 11-20. In the other classroom the teacher will provide alphabet and pre-reading games. Or, instead of games the teacher can opt to read a story with them and then provide a snack that correlates with the story. For example, read Give a Mouse a Cookie and then pass out cookies when finished with the story. The teacher should distribute the hand-out entitled, Suggestions for Building Language at Home. In the last classroom the teacher will play Lotería (Spanish Bingo) with the families. This game is great for language in English and Spanish. The words are described in riddle formation and the players guess what the word is. It can be purchased from L-E-T Inc. at www. L-E-T.com. It is a source of great fun for all involved! Be sure to have prizes for the winners.
Meeting 7 Language Acquisition Stages and Transferable Skills

Now that the students have been in a Dual Immersion classroom for over 6 months, they will be ready to begin speaking in a second language. This meeting (See Appendix G), will prepare the parents for what to expect as their child acquires another language. It will explain the five Language Acquisition Stages of Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. It will go into detail with examples of what stage. At this point a copy of the English Language Development/Spanish Language Development (ELD/SLD) Progress Report Card will be shared with the parents. This is one of the tools used to measure the student’s progress in the second language and it is divided into the five language acquisition stages.

Lastly, a hand-out that lists the many skills that are transferable between the English and Spanish languages will be given out. For example, once a student has learned what antonyms and synonyms are in one language they will not have to learn it in the second language because it is a transferable skill. However, there are many skills that are not transferable. For example, all of vowels except for “e” have different sounds in English and Spanish. So
they will have to be taught in each language because they are non-transferable skills.

Meeting 8 English and Spanish Language Development Strategies

Instruction of high quality is even more complicated in Dual Immersion programs (See Appendix H) because of the additional goals of biliteracy, bilingualism and multicultural competence. The need to integrate and balance the needs of two student groups requires the teacher to use a variety of teaching techniques that address the different learning styles. The Literature Review found that Cooperative Learning, SDAIE, and GLAD strategies are 3 techniques that are effective for second language acquisition. These strategies make the input comprehensible so that the students acquire content and second language concurrently.

Cooperative learning is a strategy that effectively uses dialogue. It is optimal for generating student interactions and shared work experiences which facilitate language development. At this meeting the parents will participate in cooperative learning activities using the Kagan Toolkit SmartCards. They can be purchased from www.KaganOnline.com. The SDAIE strategies need to be used to make language input more comprehensible. These
strategies include visual aids and modeled instruction. GLAD strategies also make input more comprehensible. It integrates listening, speaking, reading and writing among all the content areas. Parents will be given a list of techniques that the teachers use in the classroom that help students negotiate meaning. These strategies involve active participation and socialization strategies that foster respect, identity and trust. Students practice academic language through poems, chants, and songs. End this meeting by taking the parents on a tour of kindergarten classrooms where they can see the poems, pictorial input charts, sentence patterning charts, and graphic organizers that have been created by the teacher and students.

Meeting 9 Stages of Writing

Children advance through 4 different stages of writing. This meeting (See Appendix I), will help the parents understand what level their child is at as he/she progresses through the writing process. As the different stages of writing are being described, it is best to use writing samples from the student’s journals that demonstrate each level of writing. (Ferreiro & Teberosky, 1982; Díaz & Flores, 2001)
Pre-Syllabic - The first stage is called pre-syllabic. This is when the child strings any letters together not knowing what letters make what sounds.

Syllabic - As they learn letters and sounds, they progress to the Syllabic stage. In this stage the child will write one letter for each syllable. In English they usually write the first consonant and progress to writing the first and last consonant, while in Spanish they usually will write a vowel to represent each syllable. For example, mesa (table) would be written as “ea” or “ma”. Where in English the word table would be written as “tl”.

Syllabic-Alphabetic - As the student begins to understand what writing is and how letters have sounds that when put together they have meaning they begin to write in the Syllabic-alphabetic stage. Now they are combining their knowledge of letters, sounds and reading skills. Some words come out syllabic while others come with a mixture of vowels and consonants. For example “La mesa está bonita” (the table is pretty) would now be “La msa sta boita”. In English, they are now hearing the medial consonant too, “The tbl is pite.” They also add some high frequency words.

Alphabetic - Once the child is writing all sounds that are heard in a word, they are considered to be in the last
stage, which is Alphabetic. For example in Spanish, "La mesa está bonita" and in English, "The table is pretty," are both considered to be alphabetic forms of writing.

Children learn to write by writing, and we are most helpful to them when we appreciate and encourage their "best attempts."

Meeting 10 Assessments

The last meeting (See Appendix J), will inform the parents of the different assessments that will be given to their child. For this meeting the teacher will gather together the appropriate assessments that are used by their own District.

The Kindergarten Assessment is given 3 times per year. It is given at the beginning of the year, midyear and at the end of the year. It covers the Language Arts and Math standards covered in Kindergarten. The students must pass with 70% in order to be promoted to First Grade.

The teachers use an English Language Development Report Card for English Learners and a Spanish Language Report Card for Spanish Learners. This Report Card tracks the students' progress in the second language and follows the students through each grade level until they reach the Advance stage of fluency.
The Phonemic Awareness Screening Test (PAST) is given only in K-2 unless a student is struggling with reading in grades 3-6. It measures a student’s ability to hear rime (ending sounds of words) and phonemes (individual sounds). It is given three times a year.

The California English Language Development Test (CELDT) is given only to English Learners. It assesses and monitors the student’s growth in the English Language. It is given once a year when the school year begins. It is one tool used to determine the child’s proficiency level in speaking and listening skills for Kindergarten and First Grade. For Grades 2-12 it also measures reading and writing skills.

The California Standardized Tests (CST’s) is the State test that is given once a year for grades 2-12. This test is used to measure the school’s Academic Performance Index (API) and Adequate Yearly Progress (AYP). The API is the cornerstone of California’s Public Schools Accountability Act of 1999. Its purpose is to measure the academic performance and growth of schools on a variety of academic measures. The scores range from a low of 200 and a high of 1000. A school’s score on the API is an indicator of a school’s performance level. The statewide API performance target for all schools is 800. A school’s
growth is measured by how well it is moving toward or past that goal.

The Spanish Standardized Tests (STS’s) is the same as the CST’s but in Spanish. The only students allowed to take the STS are students who have been in the United States for less than 12 months and whose primary language is Spanish. Also, students in bilingual programs where they learn content in Spanish are allowed to take it if their primary language is Spanish.

To conclude the meeting, have the parents fill out the Evaluation Form and the Comment, Concerns, and Compliments (CCC) page. The Evaluation Form is for them to evaluate the Kindergarten Dual Immersion program after having been involved with it for one school year. The CCC is for evaluating that particular meeting. The CCC page should be available at the end of each meeting. Make sure the parents know that putting their name is optional; it is okay to be anonymous.

Additional Meeting Components Character Education and Vocabulary Lists

Each meeting will also have a character education component and monthly vocabulary lists in English and Spanish. Character development (See Appendix K), begins at home. "Parents are the primary moral educators of their
children. Educators need to be mindful that parents have the major responsibility for their children’s knowing the good, loving the good and doing the good” (Ryan, 1999, p. 115-116). The character traits of civility, compassion, respect, loyalty and responsibility are all values that we should encourage our children to use everyday. These qualities just don’t just suddenly appear in a child’s life. They need to be modeled, nurtured and reinforced.

Maria Loew and Janie Hamilton-Marchini created the Character Connection -School to Home Outreach Program that builds character through values-based discussion. For each of the parent meetings choose a homework activity (Appendix U) taken from the Character Connection binder and share it with the parents and have them take it home to share with their families. These activities encourage strong parent/child communication and instill good character traits.

The children receive academic vocabulary through content in the classroom setting; however I saw a need for basic vocabulary words that would assist a beginning English or Spanish speaking student with communication (See Appendix L). Therefore, I developed 13 vocabulary lists with basic vocabulary words that could be studied at home with the whole family. The lists should be printed on
cardstock for durability and should be printed back to back with one side Spanish and the other English. Choose a different Vocabulary Word List to present at each meeting. Pronounce each of the words in English and Spanish and have the parents participate by repeating them. At home, the words can be cut into individual cards to be used as flash cards. Plus, there is room for the parent or child to draw a picture on the card depicting the meaning of the word. Using a computer, the teacher can change the words, using the same format, to include words from the weekly lessons.
CHAPTER FOUR
CONCLUSION AND RECOMMENDATIONS

Conclusion

Research has consistently shown that there is a link between parent involvement and academic achievement. The more involved parents are with their student and their schooling the more success the student will achieve. If a child is having difficulty, improvement will take place when there is a team effort between teacher and parent (like the student mentioned in the Introduction). These improvements and achievements occur regardless of the economic, racial, or cultural background of the family. The two twenty minute conferences per year are inadequate for supporting meaningful dialogue across family-school borders.

Achievement is not the only benefit of increased parent involvement. A child feels affirmed when a parent takes the time to be with him/her and shows interest. This time is valuable in creating positive parent/child relationships. Teachers who are successful in working with families create many more opportunities to get to know the parents of their students. That is why these parent meetings are essential; they create positive relationships
between parent, child, teacher and administration, increase student’s self-esteem, and help to increase student achievement.

It is important that schools look for ways to engage parents in their children’s education. A Dual Immersion program requires parent participation and needs to have open communication so that parents will fully understand the program and be aware of its components. Therefore, it is my anticipation that this Dual Immersion Parental Guide will be a companion and source of support for administrators and teachers that will enable them to implement effective monthly parent meetings. It is my hope that they will find it resourceful and easy to use. The purpose of the Parental Guide is to increase the involvement of the parents and to help make them be more aware and knowledgeable in regards to their child’s schooling. Another purpose of the Parental Guide is to share with parents a variety of ways where they can make learning with their child fun. Part of the teacher’s work is to help mothers and fathers gain confidence in their parenting and to help parents become their child’s best advocate.
Recommendations

There are several ways to increase parent attendance for the monthly meetings. First, it is important to plan ahead of time and have all of dates for the parent meetings pre-arranged for the entire school year. As was mentioned at the orientation, the parents should receive a list of the dates for all of the yearly parent meetings. Ask them to put in on their refrigerator, or other safe place where it will not be forgotten. Second, the teachers need to state on the cover of the Homework packet in big, bold letters the date, day and time of the meeting. A single note home does not suffice. Third, the meeting must be bilingual. There are different ways of doing this depending on the purpose of the meeting. The separation of English and Spanish speakers is not recommended, we try not to segregate the students so we should not segregate the parents either. Make sure that all hand-outs and presentations are in both languages. This way the parents will feel less intimated about coming to a school meeting. Fourth, provide babysitting on the school grounds. Fifth, offer the meeting at two different times. It would be preferable if one meeting could be held in the morning and the other one in the early evening. Sixth, make personal phone calls home inviting the parents to the meeting.
Seventh, come to the meeting with a positive attitude showing you are glad they are taking their time to be with you. Eighth, be prepared! It is important to be organized; it shows respect. Finally, do not forget to have some kind of refreshments available.

The suggestions mentioned above will increase parent attendance. However, in order to make the parents feel more included, it is beneficial for the parents to know ahead of time what is going to be on the agenda. Therefore, it is advised to send the agenda one week prior to the meeting so that the parents can review it and then notify you if there are other topics that they would like to be presented. When the parents have input, it gives them a sense of belonging. The day prior to the meeting send a bright colored reminder of tomorrow's meeting. You can pin it onto the student's shirt or use large bright colored labels that can easily be peeled and stuck on the child's clothing.

Keeping parents informed on what is happening at the school and in the classroom is of utmost importance. It is helpful to send out monthly calendars at the beginning of each month (Appendix M). The calendar should have: Themes being taught, letters and numbers being taught, parent meeting dates, homework due dates, field trips and any
other pertinent information. These should also be put on the refrigerator along with the dates for the year of the monthly meetings. A lot of misunderstandings will be prevented by keeping the parents informed.

Parent meetings are an opportunity for teachers, administrators and parents to openly address current problems. The parents need to be kept informed regarding current topics in the area of education. In Critical Lessons by Nel Noddings (2006), she tells how the most troubling educational problem for parents today is the tremendous pressure on children to succeed academically and how this pressure is not an invitation to learn. It is creating students, teachers, and administrators who are interested only in good grades and test scores instead of learning. Teachers and parents should be allowed, even encouraged, to criticize the current emphasis schools put on competition, standardization, and test taking skills. When communication is personalized, and current issues are addressed, parents get involved.

Creating a school environment that is warm, caring, inviting, and receptive to parents is vital. Remember to keep communication as the major focus of your parent involvement efforts. During the meetings the word "we" is the most powerful word to use. The meetings need to be
inclusive because “we” all have shared responsibilities and accountabilities and are there on behalf of the children. Make the meetings fun! The more enjoyable and the more informative, the more they will want to return to the next meeting. Raffles are always something to look forward to. The .99 cent stores are ideal for finding ‘low cost” yet educational items that can be used for the raffle. When the parents feel valued, needed, and respected they will look forward to coming to parent meetings. All of these recommendations will help to ensure open communication between administrators, teachers, and parents; which is one of the most essential components to a Dual Immersion Program. In addition, it will insure the academic and interpersonal success for all of our Kindergarten children. Together, parents, teachers and administrators can plan and organize success through these parental meetings. The by products include camaraderie, trust, and positive relationships.
APPENDIX A

MEETING 1 - ORIENTATION AND NATIONAL STANDARDS FOR PARENTS
Teach a Language, Share a Culture, Shape a World

Dual Immersion

Parent Meeting #1
Orientation

1. Welcome
   Introduction of Staff and Dual Teachers

2. Dual Immersion
   • Goals
   • Benefits
   • Models

3. Parent Handbook

4. National Standards for Parent Involvement

5. Monthly Vocabulary

6. Character Connection

7. Dates of Monthly Parent Meetings

8. Questions
Enseña una Idioma, Comparte una Cultura, Forma un Mundo

Inmersión Dual

Junta para los Padres #1
 Orientación

1. Bienvenidos
   Introducción de los Maestros de Dual

3. Guía para los Padres

2. Inmersión Dual
   • Metas
   • Beneficios
   • Modelos

4. Estándares Nacionales para Envolver a los Padres

5. Vocabulario Mensual

6. Conexión de carácter

7. Fechas para las juntas mensuales del año

8. Preguntas
Bonnie Oehl Elementary School
Dual Language Immersion Program
2007/2008

Celebrating Our Cultures

We all smile in the same language

2525 Palm Avenue, Highland, CA 92346
(909) 862-2261
Heidi Vazquez, Principal
Tamara Madrid, Program Facilitator
Mission Statement

The mission of Bonnie Oehl’s Dual Immersion Enrichment Program is to develop bilingual and biliterate citizens who are well prepared to succeed in a global economy. Dual Immersion creates an additive bilingual environment for all students since the first language is maintained while the second language is acquired. Our purpose is to teach students to embrace and celebrate diversity, to appreciate their home language and culture, and to learn and use a second language in their everyday lives. Our goal is to promote research-based, best practices and instructional strategies for use by all students. Our staff is able to insist on rigorous academic standards while providing excellent language models for our students. It’s our intent to encourage authentic parent involvement in their child’s education and their school’s governance, and foster a school environment appreciative of diversity.

Program Structure

Dual Language Immersion programs are also known as Two-Way Bilingual Immersion (TWBI) programs. In our program, 40 students (half of whom are English native speakers, and half who are Spanish native speakers) are assigned to two teachers (one who is Spanish speaking and one who is English speaking). In this model 50% of the instruction is delivered in Spanish and 50% in English. In this way, all students have the opportunity to be both first language models and second language learners. Academic instruction takes place through both languages. Every lesson is taught to be comprehensible through modeling, visual aides, picture books, and manipulatives. In grades K-2, the Language Arts curriculum will be taught in Spanish. English Language Development, Social Studies, Art, Math, and Science will be taught in English.
Office Staff

Heidi Vazquez Principal
Dr. Dawn O’Neill Vice-Principal
Norma Rodriguez Secretary
Tamara Madrid Program Facilitator
Barbara Coute Attendance Clerk
Judith Salas Materials/Curriculum Clerk
Joyce Knutson Office Assistant III/ SAP
Magdalena Fernandez Bilingual Family Support Worker

Teaching Staff

Ana Adame Kindergarten Teacher Spanish
Mindy Miller Kindergarten Teacher English
Brigette Madrid First Grade Teacher English
Ana Lopez First Grade Teacher Spanish
Linda Newman Second Grade Teacher English
Erendira Yepez Second Grade Teacher Spanish
Norma De Lira Educational Assistant III
Laura Garcia Educational Assistant III
Program Goals

- Students will become fully “biliterate” – They will speak, read and write fluently in English and Spanish.
- Students will perform academically at or above grade level in both Spanish and English.
- Students will achieve performance standards that meet or exceed the California State Standards.
- Students will develop a positive self-image.
- Student will develop positive attitudes for other cultures and languages.

Program Benefits

- Additive Bilingualism
- Increases job opportunities for many careers
- Appreciation of cultures and languages
- Encourages creative and critical thinking
- High academic achievement –fewest High School drop-outs
- Foreign language credits for High School
Criteria for Success

1. The program should provide a minimum of four to six years of bilingual instruction to participating students.

2. The focus of instruction should be the same core curriculum that students in other programs experience.

3. Optimal language input (input that is comprehensible, interesting, and sufficient quantity) as well as opportunities for output should be provided to students.

4. The non-English language should be used for instructions 50% of the time and English should be used 50% of the time.

5. The program should provide an additive environment where all students have the opportunity to learn a second language while continuing to develop their native language proficiency.

6. Classrooms should include a balance of students from the non-English and English backgrounds who participate in instructional activities together.

7. Positive interactions and oral language practice among students should facilitate the use of strategies such as cooperative learning and varied groupings.

8. Characteristics of effective schools should be incorporated into the program, such as qualified personnel and home-school collaboration.

9. Knowledge learned through one-language transfers to the second language.
Parent Involvement

Parents are an integral part of Bonnie Oehl's Duel Immersion Enrichment Program. Teacher/parent communication through newsletters, calendars and Dual Immersion Parent meetings keep parents informed about their child’s education and school events. Parents have the opportunity to volunteer in their child’s classroom, participate in classroom and school wide celebrations such as Family Nights, help plan parent workshops and be part of the school governance. Parents will have the opportunity to participate in any of the following committees:

- School Site Council
- English Learner Advisory Committee (ELAC)
- District English Learners Advisory Committee (DELAC)
- Academic Booster Club (ABC)

Home Literacy Program

Students in grades K-2 are eligible to participate in the Language Academy Library. This program gives them the opportunity to hear and read stories at home in English and Spanish. Students participating in the program can check-out books weekly.

Kindergarten and First Grade students will be taking books home from the LET program on a weekly basis. These books include a plastic carrying bag, a book written in English and Spanish and a CD with the story in English and Spanish. They also receive an activity book that goes along with the story. Reading these books is part of their weekly homework.
Assessments

- To assess academic achievement
  SAT 9 in English and Spanish and the, CAT 6 (3rd grade only),

- To assess oral language fluency in English the CELDT and SOLOM are given.

- To assess oral language fluency in Spanish, the IPT is given.

- In Kindergarten and First Grade, just the CELDT and SOLOM are given.

- Students are tested using local district assessments () at least three times a year in reading, writing, math and language development. Data from all these assessments is used to design instruction.

"Take any group of bilinguals who are approximately equivalent in their L1 and L2 abilities and match them with a monolingual group for age group for age, socioeconomic level, and whatever other variables you might confound results. Now, choose a measure of cognitive flexibility and administer it to both groups. The bilingual will do better”

Kenji Hakuta, Author
Language Acquisition Stages

Beginning Level: Pre-Production

- Uses little or no secondary language
- May use memorized phrases
- Nods and gestures
- Expresses needs in primary language
- Answers questions (yes/no)

Early Intermediate Level: Speech Emergent

- Speaks in short sentences with less hesitation
- Lacks cognitive academic language
- Often makes errors in work choices
- Requires face to face interaction

Intermediate Level: Advanced Speech Emergence

- Able to use second language as a means for learning
- Begins to refine reading/writing skill
- Begins to use second language in more complex situation
- May speak with less hesitation and demonstrate increase understanding

Advanced Level: Transitional

- Communicates effectively with various audiences on a variety of social and academic topics
- Closely resembles native English/Spanish speakers
- Further refinement and development of linguistic skills
- Able to function in cognitively demanding situation

It will take your child 2-3 years to achieve basic communication skills in his/her second language and 5-7 years to reach fluency. Parents need to demonstrate patience with the language learning process.
Resources and Information

National Clearinghouse for Bilingual Education
www.ncbe.gwu.edu

Center for Research on Education, Diversity and Excellence
www.crede.ucsc.edu

Center for Applied Linguistic
www.cal.org

Dual Language Program Information
www.cal.org/db/2way

National Association for the Education for Bilingual Education
www.nabe.org

International Reading Association
www.ira.org

National Association for the Education of Young Children
www.naeyc.org

The Educational Resources Information Center (ERIC)
www.accesseric.org/resources/parent/parent.html

United States Department of Education
www.ed.gov
Declaración del Enfoque

El enfoque de la escuela Bonnie Oehl en el enriquecimiento del Programa de Inmersión Dual es el desarrollo bilingüe de los ciudadanos que están bien preparados para triunfar en la economía global. La Inmersión Dual crea un aditivo bilingüe para todos los estudiantes desde que el primer lenguaje es mantenido mientras que el segundo lenguaje es adquirido. Nuestro propósito es enseñar a los estudiantes adoptar y celebrar la diversidad para apreciar su lenguaje nativo y su cultura y aprender a usar el segundo idioma en su vida diaria. Nuestra meta es promover las mejores prácticas y aprender a usar el segundo idioma en su vida diaria. Nuestra meta es promover las mejores prácticas y estrategias para el uso de todos los estudiantes. Nuestro equipo está capacitado para insistir en un riguroso estándar académico mientras proveemos excelentes modelos de lenguaje para nuestros estudiantes. Es educación de sus hijos y en el gobierno de sus escuelas, cuidar el ambiente de la escuela y apreciar la diversidad.

Estructura del Programa

Los programas de Inmersión Dual son también conocidos como Dos Vías de Inmersión Bilingüe. In nuestro programa, 40 estudiantes (mitad de habla ingles y la otra mitad de habla español) son asignados a dos maestros (uno que se habla español y el otro de habla inglés). En este modelo 50% de la instrucción es en oportunidad de aprender tanto en su lengua natal como en su segunda lengua. Las instrucciones académicas toman lugar durante los dos idiomas. Cada lección es enseñada para ser significativamente posible, usando muchos de los modelos, ayuda visual, libros con dibujos y manipulativos. En grados Kinder al 2 el plan de artes lingüísticos será enseñado en español. El desarrollo del idioma ingles, matemáticas, estudios sociales, arte y ciencias serán enseñados en ingles.
Personal de Oficina

Heidi Vazquez          Director
Dr. Dawn O’Neill       Sub-Director
Norma Rodríguez        Secretaria
Tamara Madrid          Facilitadora del Programa
Barbara Coute          Oficinista de asistencia
Judith Salas           Oficinista de materiales
Joyce Knutson          Asistente Oficinista III/SAP

Equipo de Maestros

Ana Adame              Maestra de Kinder – Español
Mindy Miller           Maestra de Kinder – Ingles
Ana Lopez              Maestra de Primero - Español
Brigette Madrid        Maestra de Primero – Ingles
Linda Newman           Maestra de Segundo – Inglés
Erendira Yépez         Maestra de Segundo – Español
Norma De Lira          Asistente Educativo III
Laura Garcia           Asistente Educativo III
Metas del Programa

- Los estudiantes se harán completamente “Biletreados” –Ellos hablarán, leerán y escribirán con fluidez en inglés y español.
- Los estudiantes se desempeñarán a nivel académico o arriba de su nivel de grado tanto en inglés como en español.
- Los estudiantes lograrán desempeñarse o excederse en los estándares requeridos por el estado de California.
- Los estudiantes desarrollarán un autoestima positivo.
- Los estudiantes desarrollarán actitudes positivas por otras culturas y lenguajes.

Beneficios del Programa

- Bilingüismo aditivo
- Incrementa oportunidades de trabajo para muchas carreras
- Apreciación por culturas y lenguajes
- Estimulación de pensamientos y críticas creativas
- Lograr alto rendimiento académico –Muy pocos estudiantes abandonarán la escuela secundaria
- Creiditos de lenguaje extranjero para la escuela secundaria
**Criterio para tener éxito**

1. El programa deberá de proveer un mínimo de 4 a 6 años de instrucción bilingüe a los estudiantes participantes.

2. El enfoque de la instrucción deberá de incluir el mismo programa de estudios básicos que los estudiantes en otros programas hayan recibido.

3. La información recibida por medio del idioma al grado óptimo (información que es comprensible, interesante y de suficiente cantidad), así como las oportunidades para compartir tal información, deberá de ser proveída a los estudiantes.

4. El lenguaje que no sea inglés deberá de ser usado para dar instrucción el 50% del tiempo e inglés deberá ser usado el 50% restante.

5. El programa deberá proveer un ambiente aditivo donde todos los estudiantes tengan la oportunidad de aprender un segundo idioma mientras que continúan desarrollando la destreza de su idioma natal.

6. Los salones de clase deberán incluir un balance de estudiantes con conocimientos de no- inglés e inglés quienes participan juntos en actividades educativas.

7. Interacciones positivas practicar el lenguaje oral entre los estudiantes deben de ser facilitadas por el uso de estrategias tal como el aprender cooperativamente y en grupos variados.

8. Características de escuelas efectivas deberán de ser incorporadas en el programa, así como personal calificado y colaboración entre la casa y la escuela.

9. Conocimiento aprendido de un lenguaje se transfiere al segundo lenguaje.
Involucramiento de Padre

Los padres son una parte del programa de enriquecimiento por la inmersión dual en la escuela de Bonnie Oehl. La comunicación entre el maestro y padre, por medio de boletines noticieros, calendarios y reuniones con los padres sobre la inmersión dual, mantiene a los padres informados sobre la educación de su hijo. Los padres tendrán la oportunidad de participar en celebraciones del salón y del plantel escolar, así como Noches de familias. También pueden ayudar a planear talleres para padres y serán parte de la gobernación de la escuela.

- Concilio del plantel escolar
- Comité Consejero para Estudiantes de Inglés (ELAC)
- Comité Consejero del Distrito para Estudiantes de Inglés (DELAC)
- Club para Aumentar lo Académico (ABC)

Programa Biletrado de Hogar

Los estudiantes en grados k-2 son elegibles a participar en la Biblioteca Académica del Idioma. Este Programa les ofrece la oportunidad de escuchar y leer historias en Ingles y Español. Los estudiantes participando en el programa pueden llevar prestados unos libros cada semana.

Los alumnos de Kinder y Primer grados van a llevar (cada semana) libros a la casa del programa LET. Este programe incluye una bolsa de plástico, un libro escrito en Ingles y Español y un CD con la historia en Ingles y Español. También recibirán un librilo de actividades que van con el cuento. Leyendo estos libros es parte de la tarea semanal.
Evaluaciones

- *Para medir el logro académico:*
  SAT 9 en Ingles y Español y el CAT 6 (Solo grado 3)

- *Para medir la fluidez oral en Ingles:*
  CELDT y SOLOM
  Para medir la fluidez oral en Español:
  IPT

- *Los estudiantes de kinder y primer grados solamente toman exámenes de CELDT y SOLOM*

- *Los estudiantes toman exámenes utilizado evaluaciones del distrito local () por los menos tres veces al ano en lectura, escritura, matemáticas, y el desarrollo del lenguaje. Información de todas estas evaluaciones sirve para diseñar la instrucción.*

“Tome cualquier grupo de personas bilingües quienes son aproximadamente lo equivalente en sus habilidades de L1 y L2, y compárelos con un grupo monolingüe de la misma edad, nivel socioeconómico y con cualquier otros variables que usted piensa puedan confundir los resultados. Ahora, escoja una manera de medir la flexibilidad cognoscitiva y administrela a ambos grupos. La persona bilingüe hará mejor.”

Kenji Hakuta, Autor
Etapas de la adquisición de idioma

Nivel de principiante: Pre-Producción

- La segunda idioma se usa poco o nada
- Puede usar frases memorizadas
- Inclina la cabeza y hace gestos
- Expresa sus necesidades en su idioma primario
- Contesta preguntas (sí/ no)
- Señala y usa signos visuales

Nivel de preintermedio: Discurso Emergente

- Habla en frases cortas con poca vacilación
- Le falta el idioma académico cognoscitivo
- Seguido comete errores al escoge palabras adecuadas
- Requiere reacción reciproca de cara a cara

Nivel intermedia: Discurso Avanzado Emergente

- Poder usar el segundo idioma como manera de aprender
- Empieza a usar el segundo idioma en situaciones más complejas
- Empieza a refinar sus habilidades de leer escribir
- Puede hablar con menos vacilación y demuestra una comprensión elevada

Nivel avanzado: En Transición

- Se comunica con eficaz con varias audiencias sobre una variedad de tópicos sociales y académicos
- Se approxima a un hablante de inglés/ español
- Hay una refinación adicional y un desarrollo de destrezas lingüísticas
- Puede funcionar en situaciones exigentes del cognoscitivo

Tu hijo tomará 2-3 años para lograr las destrezas básicas de comunicación en su segundo idioma y de 5-7 años para lograr dominar la fluidez. Los padres deben de demostrar paciencia con e proceso de aprender un idioma.
Recursos e Información

Centro distribuidor nacional para la educación bilingüe
www.ncbe.gwu.edu

Centro para Investigaciones en la Educación, Variedad y Excelencia
www.crede.ucsc.edu

Centro para la Ciencia Lingüística Aplicada
www.cal.org

Información sobre el programa de inmersión dual
www.cal.org/db/2way

Asociación Nacional de la Educación Bilingüe
www.nabe.org

Asociación Internacional de la Lectura
www.ira.org

Asociación Nacional para la Educación de Niños Jovencitos
www.naeyc.org

Centro Informativo de Recursos Educacional (ERIC)
www.accesseric.org/resources/parent/parent.html

Departamento de Educación de los Estados Unidos
www.ed.gov
Additive bilingual and bicultural program that uses two languages for instruction.

Programa bilingüe y bicultural que usa dos lenguajes para instrucción.
There is a balanced number of students from two language groups

Hay un número balanceado de alumnos de dos grupos de lenguajes.

They are integrated for the entire school day.

Están integrados por todo el día.

Program Goals
Metas del Programa

* Full "biliterate fluency" in English and Spanish
Completa fluidez bilingüe en inglés y español

* Academic success in English and Spanish
Exito académico en inglés y español
- Respect and appreciation for other cultures
- Respeto y apreciación hacia otras culturas
- Positive self-image
- Auto estima positiva

**Benefits Beneficios**

- Additive Bilingualism
- Bilingüismo aditivo
- Increases job opportunities for many careers
- Incrementa las oportunidades de empleo en muchas carreras
- Appreciation of cultures & languages
- Apreciación de culturas y lenguajes
• Encourages creative & critical thinking
• Estimula el pensamiento crítico y creativo
• High academic achievement- fewest high school dropouts
• Logra un alto rendimiento académico-muy poca diserción en la escuela secundaria
• Foreign language credits for High School
• Créditos para la escuela secundaria por un lenguaje extranjero

How Many?
Cuantos hay?

Nationally - Nacionalmente
329 programs in 29 states
310 programas en 26 estados
California
197 programs / programas
89 districts / distritos
5 languages / lenguajes
Where?  Dónde?

San Bernardino Schools

- Lincoln 2001 90:10 K-5
- Urbita 2002 50:50 K-6
- Belvedere 2004 50:50 K-3
- Bonnie Oehl 2005 50:50 K-2
- Lytle Creek 2005 90:10 K-1
- Rio Vista 2006 90:10 K-1
- Arrowview Middle School 2007 6

Program Design
Diseño del programa

- 90/10 program
- Programa de 90/10
Program Design
Diseño del programa

- 50/50 program

- Programa de 50/50

---

50:50 Model

- Students are taught 50% of the day in Spanish by a Spanish-speaking teacher and 50% of the day in English by an English-speaking teacher

- Se le enseña a los estudiantes el español el 50% del día por una maestra que habla español y el otro 50% en inglés por una maestra que habla inglés.
Teachers do not switch languages
Las maestras no cambian de lenguaje

Students help each other to speak, read, write and understand one another's language
Los estudiantes se ayudan mutuamente para hablar, leer, escribir y entender el lenguaje de cada uno.

English Instruction
Instrucción Ingles

<table>
<thead>
<tr>
<th>Daily Schedule</th>
<th>Horario</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-10:00 – Mathematics Matemáticas</td>
<td></td>
</tr>
<tr>
<td>10:00-10:30 – ELD through Science</td>
<td>Desarrollo del ingles a través la ciencia</td>
</tr>
<tr>
<td>10:30-10:45 – Recess Recreo</td>
<td></td>
</tr>
<tr>
<td>10:45-11:45- ELD through Social Studies</td>
<td>Desarrollo del ingles a través los estudios sociales</td>
</tr>
<tr>
<td>11:45-12:45 – Lunch, Quiet Time Almuerzo, tiempo de descansar</td>
<td></td>
</tr>
</tbody>
</table>
Spanish Instruction
Instrucción: español

Daily Schedule Horario

9:00-9:30 – Calendar, Music, Daily Message
Calendario, música, mensaje del día

9:30-10:45 – Language Arts Artes Idiomáticas

10:45-11:15 – Writing, journals Escritura, diarios

11:15-11:45 – Singing, Stories Cantando, cuentos

11:45-12:45 – Lunch, Quiet time Almuerzo, Descanso
National Standards for Parent/Family Involvement Programs

Standard I. Communicating
Communication between home and school is regular, two-way, and meaningful.

Communication is the foundation of a solid partnership. When parents and educators communicate effectively, positive relationships develop, problems are more easily solved, and students make greater progress.

Too often, school or program communication is one-way without the chance to exchange ideas and share perceptions. Effective home-school communication is the two-way sharing of information vital to student success. Even parent-teacher conferences can be one-way if the goal is merely reporting student progress. A strong parent-teacher partnership requires give-and-take conversation, goal setting for the future, and regular follow-up interactions.

Standard II. Parenting
Parenting skills are promoted and supported.

Parents are a child’s life support system. Consequently, the most important support a child can receive comes from the home.

School personnel and program staff support positive parenting by respecting and affirming the strengths and skills needed by parents to fulfill their role. From making sure that students arrive at school rested, nourished, and ready to learn, to setting high learning expectations and nurturing self-esteem, parents sustain their children’s learning.

When staff members recognize parent roles and responsibilities, ask what support parents need, and work to find ways to meet those needs, they communicate a clear message to parents: “We value you and need your input” in order to maintain a high-quality program.

Standard III. Student Learning
Parents play an integral role in assisting student learning.

Student learning increases when parents are invited into the process by helping at home. Enlisting parents’ involvement provides educators and administrators with a valuable support system-creating a team that is working for each child’s success.

The vast majority of parents are willing to assist their students in learning, but many times are not sure what assistance is most helpful and appropriate. Helping parents connect to their children’s learning enables parents to communicate in powerful ways that they value what their children achieve. Whether it’s working
together on a computer, dis-playing student work at home, or responding to a particular class assignment, parents’ actions communicate to their children that education is important.

**Standard IV. Volunteering**
Parents are welcome in the school, and their support and assistance are sought.

When parents volunteer, both families and schools reap benefits that come in few other ways. Literally millions of dollars of volunteer services are performed by parents and family members each year in the public schools. Studies have concluded that volunteers express greater confidence in the schools where they have opportunities to participate regularly. In addition, assisting in school or program events/activities communicates to a child, “I care about what you do here.”

In order for parents to feel appreciated and welcome, volunteer work must be meaningful and valuable to them. Capitalizing on the expertise and skills of parents and family members provides much-needed support to educators and administrators already taxed in their attempts to meet academic goals and student needs.

Although there are many parents for whom volunteering during school hours is not possible, creative solutions lie before- or after-school programs or “at-home” support activities provide opportunities for parents to offer their assistance as well.

**Standard V. School Decision Making and Advocacy**
Parents are full partners in the decisions that affect children and families.

Studies have shown that schools where parents are involved in decision-making and advocacy have higher levels of student achievement and greater public support.

Effective partnerships develop when each partner is respected and empowered to fully participate in the decision-making process. Schools and programs that actively enlist parent participation and input communicate that parents are valued as full partners in the educating of their children.

Parents and educators depend on shared authority in decision-making systems to foster parental trust, public confidence, and mutual support of each other’s efforts in helping students succeed. The involvement of parents, as individuals or as representative of others, is crucial in collaborative decision-making processes on issues ranging from curriculum and course selection to discipline policies and overall school reform measures.

**Standard VI. Collaborating with Community**
Community resources are used to strengthen schools, families, and student learning.
As part of the larger community, schools and other programs fulfill important community goals. In like fashion, communities offer a wide array of resources valuable to schools and the families they serve.

When schools and communities work together, both are strengthened in synergistic ways and make gains that outpace what either entity could accomplish on its own:

- Families access community resources more easily;
- Businesses connect education programs with the realities of the workplace;
- Seniors contribute wisdom and gain a greater sense of purpose; and
  ultimately,
- Students serve and learn beyond their school involvement.

The best partnerships are mutually beneficial and structured to connect individuals, not just institutions or groups. This connection enables the power of community partnerships to be unleashed.
APPENDIX B

MEETING 2 - KINDERGARTEN STATE STANDARDS

AND IMPORTANCE OF READING
Teach a Language, Share a Culture, Shape a World

Dual Immersion

Parent Meeting #2
Orientation

1. Welcome
2. Monthly Vocabulary
3. Spanish Alphabet Cards
4. Kindergarten Language Arts Standards
5. Importance of Reading with your Child
6. Family Reading Program (L.E.T.)
   Bilingual books with CD
   Proper Care
   Contract
7. Homework Questions
8. Dual Immersion CD
9. Comments, Concerns, Compliments
Enseña una Idioma, Comparte una Cultura, Forma un Mundo

Inmersión Dual

Junta Para los Padres #2

1. Bienvenidos
2. Vocabulario Mensual
3. Tarjetas del Abecedario en Español
4. Estándares de Artes Idiomáticas de Kinder
5. La importancia de leer con su niño
6. Programa de Lectura Bilingüe Para el Hogar (L.E.T.)
   Libros bilingües con CD
   Cuidado apropiado
   Contrato
7. Preguntas sobre la tarea
8. CD para Inmersión Dual
9. Comentarios, Preocupaciones, Elogios
<table>
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Z & Z \\
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\end{array}
## I CAN DO STANDARDS!
Kindergarten-English Language Arts

<table>
<thead>
<tr>
<th>#</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td><strong>Word Analysis, Fluency, and Vocabulary Development</strong></td>
</tr>
<tr>
<td>1.1</td>
<td>I can point to the front and back covers and title page of a book.</td>
</tr>
</tbody>
</table>
| 1.2| I know which direction to read in.  
*left to right; top to bottom*  |
| 1.3| I know I can get information from books. |
| 1.4| I know that words are made up of letters, and sentences are made up of words. |
| 1.5| I know the difference between a letter and a word. |
| 1.6| I can name all of the letters of the alphabet.  
*upper and lower case*  |
| 1.7| I can listen to sounds in order, tell how many I hear, and say whether they are the same or different. |
| 1.8| I can listen to sounds in order and notice changes as the letters or sounds change. |
| 1.9| I can blend sounds out loud to make words or syllables. |
| 1.10| I can recognize when I hear a rhyming word and I can make a rhyme to match. |

<table>
<thead>
<tr>
<th>#</th>
<th>READING</th>
</tr>
</thead>
</table>
| 1.11| I can listen to a word and identify the beginning or ending sound.  
*Example: cat beginning = c/k ending = t*  |
| 1.12| I can listen to a sentence and hear that the words are made of syllables and the sentence is made of words. (tracking sounds) |
| 1.13| I can count the sounds in a syllable and the syllables in a word. |
| 1.14| I can match sounds that I hear to the letters that I see. |
| 1.15| I can read the kindergarten sight words. |
| 1.16| I can see that when letters change, so do the sounds. |
| 1.17| I can put words that go together into a group or category. *Example: colors, shapes, or foods* |
| 1.18| I can describe things or events. |
# 2.0 Reading Comprehension

## 2.1 I can point to the title, author, illustrator, and table of contents in a book.

## # READING

### 2.2 I can use the pictures and words that I know in a story to help me guess what will happen. (predict)

### 2.3 I can connect what I have read or heard in a book to what I already know.

### 2.4 I can retell a story that I’ve heard and know well.

### 2.5 I can ask and answer questions about a book or story.

## 3.0 Literary Response and Analysis

### 3.1 I can tell when a story is made-up and when it is real.

### 3.2 I recognize different things that can be read.
    Example: books, poems, signs, newspapers, labels

### 3.3 I can identify the characters, settings, and events in a story.
    Example: who, where, what happened.

## # WRITING

### 1.0 Writing Strategies

#### 1.1 I can write about many things by sounding out words and writing the sounds that I hear.

#### 1.2 I can write three-letter words.
    Example: can=c-a-n (consonant-vowel-consonant)

#### 1.3 I know to write from left to right and from top to bottom.

#### 1.4 I can write my letters neatly and correctly.
    (upper and lower case)

### 1.0 Written an Oral English Language Conventions

#### 1.1 I know what a complete sentence is and I use complete sentences when I speak.

#### 1.2 I am learning to spell kindergarten words on my own.
<table>
<thead>
<tr>
<th>#</th>
<th>LISTENING AND SPEAKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>Listening and Speaking Strategies</td>
</tr>
</tbody>
</table>
| 1.1 | I can understand and follow directions that I hear.  
   (one and two-step directions) |
| 1.2 | I can share my ideas and other information by speaking clearly and using complete sentences. |
| 2.0 | Speaking Applications  
   (Genres and Their Characteristics) |
| 2.1 | I can describe people, places, and things, and actions. |
| 2.2 | I can learn and repeat short poems, rhymes, and songs. |
| 2.3 | I can tell a story that makes sense.  
   (with proper sequence: beginning, middle, end) |
<table>
<thead>
<tr>
<th>#</th>
<th>LECTURA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td><strong>Análisis de palabras, fluencia, y desarrollo de vocabulario</strong></td>
</tr>
<tr>
<td>1.1</td>
<td>Puedo señalar la parte de enfrente y de atrás de un libro y la página donde tiene el título.</td>
</tr>
<tr>
<td>1.2</td>
<td>Yo sé en qué dirección leer. (de izquierda a derecha; de arriba a abajo)</td>
</tr>
<tr>
<td>1.3</td>
<td>Yo sé que puedo obtener información de los libros.</td>
</tr>
<tr>
<td>1.4</td>
<td>Yo sé que las palabras están hechas de letras y las oraciones están hechas de palabras.</td>
</tr>
<tr>
<td>1.5</td>
<td>Yo sé la diferencia entre una letra y una palabra.</td>
</tr>
<tr>
<td>1.6</td>
<td>Puedo nombrar todas las letras del abecedario. (mayúsculas y minúsculas)</td>
</tr>
<tr>
<td>1.7</td>
<td>Puedo escuchar sonidos en orden, decir cuántos oigo, y decir si son los mismos o diferentes.</td>
</tr>
<tr>
<td>1.8</td>
<td>Puedo escuchar sonidos en orden y notar cambios cuando las letras o sonidos cambian.</td>
</tr>
<tr>
<td>1.9</td>
<td>Puedo mezclar sonidos para formar palabras o sílabas en voz alta.</td>
</tr>
<tr>
<td>1.10</td>
<td>Puedo reconocer cuando oigo una palabra que rima y hacer una rima para igualarla.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>LECTURA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.11</td>
<td>Puedo escuchar una palabra e identificar el sonido del principio o el final. Ejemplo: cat principio = c/k final = t</td>
</tr>
<tr>
<td>1.12</td>
<td>Puedo escuchar una oración y oír que las palabras están hechas de sílabas y la oración está hecha de palabras.</td>
</tr>
<tr>
<td>1.13</td>
<td>Puedo contar los sonidos en una sílaba y las sílabas en una palabra.</td>
</tr>
<tr>
<td>1.14</td>
<td>Puedo igualar los sonidos que oigo a las letras que veo.</td>
</tr>
<tr>
<td>1.15</td>
<td>Puedo leer las palabras de kinder.</td>
</tr>
<tr>
<td>1.16</td>
<td>Puedo ver que cuando las letras cambian, los sonidos también cambian.</td>
</tr>
<tr>
<td>1.17</td>
<td>Puedo poner palabras que van juntas en un grupo o categoría. Ejemplo:</td>
</tr>
</tbody>
</table>
colores, figuras, o comidas

1.18 Puedo describir cosas y eventos.

2.0 Comprensión de lectura

2.1 Puedo apuntar el título, el autor, el ilustrador y el índice en un libro.

2.2 Puedo usar las fotos y las palabras que conozco en una historia para ayudarme a saber que sucederá. (predecir)

2.3 Puedo relacionar lo que he oído y leído en libros a lo que ya sé.

2.4 Puedo volver a contar una historia que he oído y que ya me la sé bien.

# LECTURA

2.5 Puedo hacer preguntas y responder a preguntas acerca de un libro o historia.

3.0 Respuesta literaria y análisis

3.1 Puedo saber cuando una historia es fabricada y cuando es real.

3.2 Reconozco cosas diferentes que se pueden leer.
   Ejemplo: libros, poemas, letreros, periódicos, rótulos

3.3 Puedo identificar los personajes, las escenas y los eventos en una historia.
   Ejemplo: ¿Quién?, ¿Dónde?, ¿Qué pasó?

# ESCRITURA

1.0 Estrategias de la escritura

1.1 Puedo escribir de muchas cosas al resonar las palabras y escribir los sonidos que escucho.

1.2 Puedo escribir palabras de tres letras.
   Ejemplo: consonante-vocal-consonante

1.3 Yo sé como escribir de la izquierda a la derecha y de arriba para abajo.

1.4 Puedo hacer mis letras bien y las escribo correctamente.
   Ejemplo: mayúsculas y minúsculas
<table>
<thead>
<tr>
<th></th>
<th>Convenciones orales y escritas del idioma inglés</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Yo sé lo que es una oración completa y uso oraciones completas cuando hablo.</td>
</tr>
<tr>
<td>1.2</td>
<td>Yo estoy aprendiendo a escribir palabras de kinder yo solo.</td>
</tr>
</tbody>
</table>

# ESCUCHAR Y HABLAR

1.0 Estrategias del escuchar y hablar

1.1 Puedo entender y seguir instrucciones que escucho. (Instrucciones de uno a dos pasos)

1.2 Puedo compartir mis ideas y otra información.

1.2b Cuando comparto, yo hablo claramente y uso oraciones completas.

2.0 Aplicaciones del hablar (Géneros y sus características)

2.1 Puedo describir gente, lugares, cosas, y acciones.

2.2 Puedo aprender a repetir poemas cortos, rimas y canciones.

2.3 Puedo contar una historia que tiene sentido. (en secuencia: de principio a fin)
APPENDIX C

MEETING 3 – KINDERGARTEN MATH STANDARDS
1. Welcome
   Celebrations

2. Monthly Vocabulary

3. Kindergarten Math Standards

4. Numbers Cards

5. Math Games
   - Coin Toss Game
   - Count and Move
   - “War” with Playing Cards
   - Number Cards

6. Homework Questions

7. Comments, Concerns, Compliments
Enseña una idioma, Comparte una Cultura, Forma un Mundo

Inmersión Dual

Junta Para Los Padres #3

1. Bienvenidos
   Celebraciones

2. Vocabulario Mensual

3. Estándares de Matemáticas de Kinder

4. Tarjetas de los Números

5. Juegos de Matemáticas
   • Atínale a la alcancía
   • Cuenta y Avanza
   • "Guerra" con las barajas
   • Tarjetas de Números

6. Preguntas sobre la tarea

7. Comentarios, Preocupaciones, Elogios
## I CAN DO STANDARDS!

**Kindergarten Mathematics**  
**Name__________________**

### Number Sense

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
</table>
| 1.1 | I can tell by looking at two groups of 10 things, which group has more, less, or the same number of things in it. | Are there more circles or more triangles in the following collection?  
  • ▲ ▲ • ▲ • • • • ▲ ▲ ▲  |
| 1.2 | I can count, show, and organize up to 30 things. | Which numbers are missing?  
  11, 12, 13, __, __, 16, 17, __, __, 21, 22, 23, 24. |
<p>| 1.3 | I can show that a larger numeral describes a group with more objects than a smaller numeral. | 16 objects are more than 3 objects. |
| 2.1 | I can use 10 objects to find answers to addition and subtraction problems. | Make as many groups of beans from the left column with groups of beans from the right column so that each group adds up to 10 beans. |
| 3.1 | I can recognize when an estimate is reasonable. | Are there more than 10 students in my class? |</p>
<table>
<thead>
<tr>
<th>#</th>
<th>Algebra and Functions</th>
<th>Problems or Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>I can sort objects by size, shape, color and length.</td>
<td>Describe how the following 2 objects are the same or different.</td>
</tr>
</tbody>
</table>

![Image of buttons]
<table>
<thead>
<tr>
<th>#</th>
<th>Measurement and Geometry</th>
<th>Problems or Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>I can tell if objects are shorter, longer, taller, lighter, heavier, or can hold more than each other.</td>
<td>Who is the tallest girl in the class? The tallest boy? Which container holds more?</td>
</tr>
<tr>
<td>1.2</td>
<td>I use the words today, tomorrow, yesterday, morning, afternoon, evening, week, month and year to talk about time.</td>
<td>I left home at 9 o’clock in the morning and came back 4 hours later. Did I come home in the morning or in the afternoon?</td>
</tr>
<tr>
<td>1.2</td>
<td>I know that clocks and calendars help people keep track of time.</td>
<td>What time does New Year’s morning begin?</td>
</tr>
<tr>
<td>1.3 &amp; 1.4</td>
<td>I can name the days of the week and tell the time of everyday events.</td>
<td>Monday, Tuesday, Wednesday, Thursday and Friday. Lunchtime is 12 o’clock; bedtime is 8 o’clock at night.</td>
</tr>
<tr>
<td>2.1</td>
<td>I can name and describe many shapes like circle, triangle, square, rectangle, cube, sphere, pyramid, and cone.</td>
<td>Which of these is a square?</td>
</tr>
<tr>
<td>2.2</td>
<td>I can explain the differences between two shapes/objects, like a triangle and a square, or a cube and a cone.</td>
<td>I can tell you that a triangle has 3 sides and 3 corners but a square has 4 sides and 4 corners.</td>
</tr>
<tr>
<td>#</td>
<td>Data Analysis and Patterns of Information</td>
<td>Problems or Examples</td>
</tr>
<tr>
<td>-----</td>
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<td>---------------------</td>
</tr>
<tr>
<td>1.1</td>
<td>I can collect and show information with a graph, pictures or objects.</td>
<td>-6 kids in our class like vanilla ice cream best. -12 kids like chocolate best -3 like strawberry best Can you show this with pictures?</td>
</tr>
<tr>
<td>1.2</td>
<td>I can copy, describe and invent patterns with shapes, sizes and colors.</td>
<td>I can explain this pattern, like triangle, circle, circle; triangle, circle, circle. △ □ □ △ □ □</td>
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</tbody>
</table>

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<thead>
<tr>
<th>#</th>
<th>Mathematical Reasoning</th>
<th>Problems or Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 &amp; 1.2</td>
<td>I can figure out ways to solve math problems, like making a sketch or using blocks.</td>
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</tr>
<tr>
<td>2.1</td>
<td>I can explain to someone else how I solved a math problem.</td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>I can think about my answer and decide if it makes sense.</td>
<td>In a bag there are 4 apples, 3 oranges, 5 bananas, and 3 potatoes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How many pieces of fruit are in the bag altogether? How many different kinds of fruit are in the bag? How many objects altogether are in the bag?</td>
</tr>
</tbody>
</table>
# I CAN DO STANDARDS!

**Normas Educativas**

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<tr>
<th>#</th>
<th>Kinder- Matemáticas</th>
<th>Problemas ó Ejemplos</th>
</tr>
</thead>
</table>
| 1.1 | Al mirar dos grupos de 10 cosas, puedo decir cuál grupo tiene más, menos, ó el mismo número de cosas. | ¿Qué hay más en la colección que sigue, triángulos o círculos?  
• ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲ |
| 1.2 | Puedo contar y ordenar hasta 30 cosas. | ¿Cuáles números faltan?  
11, 12, 13, __, __, 16, 17, __, __, 21, 22, 23, 24.  
| 1.3 | Puedo mostrar que un número más grande representa a un grupo con más objetos que un número menor. | 16 objetos son más que 3 objetos.  
| 2.1 | Puedo usar 10 objetos para encontrar respuestas a problemas con sumas y restas. | Agrupa los frijoles de ambas columnas para que tengas 10 en cada renglón.  
| 3.1 | Puedo calcular números que están en el lugar de las unidades y de las decenas. | El número de estudiantes en mi clase es más que 10.  

129
<table>
<thead>
<tr>
<th>#</th>
<th>Algebra y Funciones</th>
<th>Problemas ó Ejemplos</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Puedo clasificar objetos usando su tamaño, figura, color y longitud.</td>
<td>Describe cómo los 2 objetos siguientes son iguales o diferentes.</td>
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<table>
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<tr>
<th>#</th>
<th>Medidas y Geometría</th>
<th>Problemas o Ejemplos</th>
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<tbody>
<tr>
<td>1.1</td>
<td>Puedo comparar y decir si algunos objetos son más cortos, más largos, más altos,</td>
<td>¿Quién es la niña más alta de la clase? ¿Y el niño más alto? ¿Cuál contenedor tiene más?</td>
</tr>
<tr>
<td></td>
<td>más ligeros, más pesados, ó si pueden contener más que otros objetos.</td>
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<tr>
<td>1.2</td>
<td>Puedo usar las palabras hoy, mañana, ayer, por la mañana, por la tarde, semana,</td>
<td>Dejé mi casa a las 9 de la mañana y regresé 4 horas después. ¿Regresé en la mañana o en la tarde?</td>
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<td></td>
<td>mes, y año para hablar sobre el tiempo.</td>
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<tr>
<td>1.2</td>
<td>Sé que los relojes y los calendarios le ayudan a la gente a medir el tiempo.</td>
<td>¿A qué hora empieza la mañana del año nuevo?</td>
</tr>
<tr>
<td>1.3</td>
<td>Puedo nombrar los días de la semana y puedo decir a qué hora son los eventos del</td>
<td>Lunes, martes, miércoles, jueves y viernes. El almuerzo es a las 12 del mediodía; la hora de ir a la cama es a las 8 de la noche.</td>
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<tr>
<td>2.1</td>
<td>Puedo nombrar y describir varias figuras como el círculo, el triángulo, el cuadrado,</td>
<td>¿Cuál de estas figuras es un cuadrado?</td>
</tr>
<tr>
<td></td>
<td>el rectángulo, el cubo, la esfera, la pirámide, y el cono.</td>
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<tr>
<td>2.2</td>
<td>Puedo explicar las diferencias entre dos figuras/objetos, tales como un triángulo</td>
<td>Puedo decir que un triángulo tiene 3 lados y 3 esquinas pero que un cuadrado tiene 4 lados y 4 esquinas.</td>
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<tr>
<td></td>
<td>y un cuadrado, ó un cubo y un cono.</td>
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<tr>
<td>#</td>
<td>Análisis de Datos y Patrones de Información</td>
<td>Problemas ó Ejemplos</td>
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<td>-----</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
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<tr>
<td>1.1</td>
<td>Puedo colectar y mostrar información usando gráficas, imágenes u objetos.</td>
<td>A 6 niños en nuestra clase les gusta más el helado de vainilla. A 12 niños les gusta más el de chocolate. A 3 les gusta más el de fresa. Representa esta información con una gráfica, imagen u objetos.</td>
</tr>
<tr>
<td>1.2</td>
<td>Puedo copiar, describir e inventar patrones con figuras, tamaños u objetos.</td>
<td>Puedo explicar el siguiente patrón, que está formado por un triángulo, círculo, círculo; triángulo, círculo, círculo.</td>
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<th>Razonamiento de Matemáticas</th>
<th>Problemas ó Ejemplos</th>
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<tr>
<td>1.1 &amp; 1.2</td>
<td>Puedo encontrar maneras de resolver problemas de matemáticas, como haciendo un dibujo o usando bloques.</td>
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<tr>
<td>2.1</td>
<td>Puedo explicarle a alguien más cómo resolví un problema de matemáticas.</td>
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<tr>
<td>2.2</td>
<td>Puedo pensar en mi respuesta y decidir si tiene sentido.</td>
<td>En una bolsa hay 4 manzanas, 3 naranjas, 5 plátanos, y 3 papas. ¿Cuántas piezas de fruta hay en total en la bolsa? ¿Cuántos tipos de fruta hay en la bolsa? ¿Cuántos objetos hay en total en la bolsa?</td>
</tr>
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<td>12</td>
<td>13</td>
<td>14</td>
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<td>8</td>
<td>9</td>
<td>10</td>
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Numeral Cards (8–15)
Coin Toss Game

1. Cut out the bank and put it on the floor.
2. Use real coins, if available, or cut out paper coins.
3. Sort the coins to make groups of pennies, nickels, dimes, and quarters.
4. Start with the pennies. If you use real coins, stand a few steps away from the bank and take turns tossing pennies into the bank.
5. If you use paper coins, stand above the bank and take turns dropping pennies into the bank.
6. When all the pennies have been tossed or dropped, count to see how many landed in the bank.
7. Repeat using the nickels, the dimes, and the quarters.
Atímate a la alcancía

1. Recorten la alcancía y pónganla en el piso.
2. Usen monedas reales o recorten las de papel.
3. Clasifiquenlas formando grupos de 1¢, 5¢, 10¢ y 25¢.
4. Comiencen con las de 1¢. Si usan monedas reales, párense a unos pasos de la alcancía. Si usan las de papel, párense junto a la alcancía y túrnense para lanzar las monedas a la ranura de la alcancía.
5. Cuando terminen, cuenten cuántas monedas cayeron en la alcancía.
6. Repitan la actividad, usando las otras monedas.
Getting Ready
1. Cut out all the cards.
2. Shuffle the number cards and put them face down in a pile.
3. Shuffle the action cards and put them face down in another pile.

Directions
1. Decide the order in which players will take turns.
2. In turn, each player picks a number card and an action card.
3. The player performs the action described the number of times shown. For example, if the player picks a number 8 card and a clap card, the player would clap his or her hands 8 times.
4. After you have been through the cards once, shuffle the piles again and play another round. You should get different pairs of cards this time.

<table>
<thead>
<tr>
<th>6</th>
<th>7</th>
<th>8</th>
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<td>9</td>
<td>10</td>
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<td>...</td>
<td>...</td>
<td>clap</td>
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<tr>
<td>snap</td>
<td>jump</td>
<td>touch</td>
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<tr>
<td>pat</td>
<td>hop</td>
<td>bend</td>
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FA24 Family Involvement Activities
**Preparación:**
1. Recorten todas las tarjetas.
2. Barajenlas y aplíenlas boca abajo.
3. Barajen las tarjetas de instrucciones y aplíenlas boca abajo por separado en otra pila.

**Instrucciones:**
1. Decidan los turnos.
2. Túrnense para sacar una tarjeta con un número y otra de instrucciones.
3. El jugador en turno debe obedecer las instrucciones de la tarjeta el número de veces que indica la otra tarjeta. Por ejemplo, si saca una tarjeta con el número 8 y la tarjeta indica *aplaudir*, debe aplaudir 8 veces.
4. Cuando terminen de sacar todas las tarjetas, vuelvan a barajarlas y repitan el juego. Los pares de tarjetas deben ser distintos en cada juego.
Dear Parent,

Thank you for coming to the parent meeting Jan. 26th. Attached is the February Monthly Vocabulary Sheet. I hope that you have been enjoying the number cards and that you’re keeping them in a safe place (on top of the refrigerator). I just wanted to remind of ways to use them and to play (work) with them often. If your child doesn’t know 0-10, then work with only those cards. When he/she has learned them, then do 11-20 etc. There are many different ways of working with these cards. Use your imagination and come up with your own games!

1. **Have your child put the cards in order, then put the amount of beans that correspond with the number as shown below:**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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2. **Put the cards in order and turn one over, your child has to say what number belongs there. Try with different sets of numbers until your child can do it from 0-30**

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</table>

   **Enjoy “playing” with your child!**

   **Any questions, please call _____________**
Estimados Padres,

Gracias por venir a la junta el 26 de enero. Adjunto encontrará las tarjetas del vocabulario del mes de febrero. Espero que hayan disfrutado las tarjetas de números y que las están guardando en un lugar seguro (encima del refrigerador) Solamente quiero acordarles de maneras en como usarlas y que jueguen con ellas frecuentemente. Si su niño/a no conoce los números 0-10, entonces trabaje solamente con estas tarjetas. Cuando los haya aprendido, entonces siga del 11-20 etc. Hay diferentes maneras de trabajar con estas tarjetas. ¡Use su imaginación y invente sus propios juegos!

1. **Haga que su niño/a ponga las tarjetas en orden, entonces ponga la cantidad de semillas que correspondan al numero que se muestra abajo.**

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2. **Pongan las tarjetas en orden y voltea una, y su niño tiene que decir cual número va ahí. Pruébelo con juegos de números diferentes hasta que su niño pueda hacerlo desde 0-30.**

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**Disfrúten “jugando” con su niño/a!**

¿Algunas preguntas? Lléme al ________
APPENDIX D

MEETING 4 - VOLUNTEER, ORGANIZATIONS,
AND CONFERENCES
Teach a Language, Share a Culture, Shape a World

Dual Immersion

Parent Meeting #4

1. Welcome
   Presidents of PTA, SSC, DELAC and ELAC

2. Monthly Vocabulary

3. Volunteer Requirements

4. Organizations
   - PTA-Parent Teacher Association
   - SSC-Student Site Council
   - DELAC-District English Learners Advisory Council
   - ELAC-English Learners Advisory Council (School-site)

5. Conferences
   Report Cards
   Questions to ask
   Confidentiality
   SST-Student Study Team/ IRT-Intervention Response Team
   Retention / Placed with Considerations

6. Comments, Concerns, Compliments
Enseñar una Idioma, Compartir una Cultura, Formar un Mundo

Inmersión Dual

Junta Para los Padres #4

1. Bienvenidos
   Presidentes de PTA, SSC, DELAC y ELAC

2. Vocabulario Mensual

3. Requisitos para ser Voluntario

4. Organizaciones
   - PTA-Asociación de Padres y Maestros
   - SSC-Concilio Escolar
   - DELAC-Comité Consejero del Aprendizaje del Ingles del Distrito
   - ELAC-Comité Consejero del Aprendizaje del Ingles

5. Conferencias
   Reporte de Calificaciones
   Como hacer preguntas
   Confidencialidad
   Equipo de Intervención (IRP)
   Retención / Promovido con Consideraciones

6. Comentarios, Preocupaciones, Elogios
Parent Involvement

School Site Council (SSC): The School Site Council consists of parents and staff who work together to plan and evaluate the programs, which receive special funding. Members on the council are elected. However, the meetings are open to all parents and everyone is encouraged to attend and participate.

English Language Learner Advisory Committee (ELAC): The ELAC consists of parents and staff members who meet to discuss the planning and implementation of the bilingual and language development programs. The committee advises the principal and staff on the development of school needs in English language development, as well as learning about curricular and school procedures. In addition, training opportunities are provided to parents to assist them in furthering their children’s education.

District Advisory Council (DAC): The purpose of the DAC is to expand and improve the educational opportunities of educationally disadvantaged children to succeed in the regular program, to ensure academic success through high expectations and challenging material, curricula, and instruction, to meet the educational, personal, and career needs of every student in a timely and effective manner, and to encourage school improvements (K-12) through a collaborative decision-making process within the school community. Each school should elect a representative to serve as a link between the SSC members, the school, and the district.

District English Language Learner Advisory Council (DELAC): DELAC offers a unique opportunity for parents of English learners to become engaged in the educational process of their children. The members of the committee collaborate, plan, assist, and evaluate the instructional programs of the English Learners. This committee also reviews the Consolidated Application. Each school should elect a representative to attend meetings at the district. The representative reports to their school all the given information.

Parent, Teacher Association (PTA): The purpose of the PTA is to promote the welfare of children and youth in home, school, community and place of worship; to raise the standard of home life; to secure adequate laws for the care and protection of children and youth; to bring into closer relation the home and school, that parents and teachers may cooperate intelligently in the education of children and youth; and to develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social and spiritual education.

**ALL OF THESE COMMITTEES AND COUNCILS NEED YOUR PARTICIPATION BECOME INVOLVED!**
Involucramiento de Padres

**Concilio Escolar (SSC):** El Concilio Escolar se compone de padres y personal docente que trabajan junto para planear y evaluar los programas que reciben fondos especiales. Los integrantes del concilio son elegidos. Sin embargo, las juntas están abiertas para todos los padres y se les anima a asistir y participar.

**Comité Consejero del Aprendizaje del Inglés (ELAC):** El Comité Consejero del Aprendizaje del Inglés está compuesto por padres y personal docente que se reúnen para discutir sobre el planeamiento e implementación del desarrollo de los programas bilingües y del desarrollo del lenguaje en inglés. El comité sugiere al director y al personal sobre el progreso de las necesidades en el desarrollo del idioma inglés, al igual que aprenden sobre los procedimientos escolares y del plan de estudios. Además, se proporcionan oportunidades de capacitación para los padres para ayudarlos con el avance de la educación de sus niños.

**Comité Consejero del Distrito (DAC):** El propósito del DAC es aumentar y mejorar las oportunidades educativas de los niños con desventajas de aprendizaje para que tengan éxito en el programa, asegurar el éxito académico a través de las altas expectativas y retos, el currículo e instrucción, cumplir con las necesidades educativas, personales y profesionales de cada estudiante en un tiempo adecuado y en una forma efectiva, y animar al mejoramiento escolar (K-12) a través de un proceso de colaboración en la toma de decisiones dentro de la comunidad escolar. Cada escuela debe elegir a un representante para servir como enlace entre los miembros del SSC, la escuela y el distrito.

**Comité Consejero del Aprendizaje del Inglés del Distrito (DELAC):** DELAC ofrece una oportunidad especial a los padres de los estudiantes que están aprendiendo el idioma inglés para que participen en el proceso educativo de sus hijos. Los miembros del comité colaboran, planean, asisten y evalúan los programas de instrucción a los estudiantes que están aprendiendo el inglés. Este comité también revisa la solicitud para adquirir fondos para las escuelas. Cada escuela debe elegir a un representante para que asista a las juntas del distrito. El representante reporta a su escuela la información que se le dio.

**Asociación de Padres y Maestros (PTA):** El propósito del PTA es promover el bienestar de los niños y jóvenes en el hogar, escuela, comunidad y lugar de culto; aumentar las normas de la vida hogareña; asegurar leyes adecuadas para el cuidado y protección de los niños y jóvenes; acercar las relaciones entre el hogar y la escuela, que los padres y maestros cooperen inteligentemente en las relaciones entre el hogar y la escuela, que los padres y maestros cooperen inteligentemente en la educación de los niños y jóvenes; y desarrollar entre los educadores y el público general u esfuerzos unidos para asegurar las mas altas ventajas educativas física, mental, social, y espiritual.

**TODOS ESTOS COMITES Y CONCILIOS NECESITAN DE TU PARTICIPACION**

¡INVOLUCRATE!
Resource 8

Planning Guide for Parent-Teacher Conferences

Complete this form before attending your child's parent-teacher conference and bring it with you to the conference.

<table>
<thead>
<tr>
<th>Our Parent-Teacher Conference</th>
<th>Parents Names: ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child's Name:</td>
<td>Grade Level: _____________________________</td>
</tr>
<tr>
<td>Teacher's Name:</td>
<td>___________________________________________</td>
</tr>
<tr>
<td>Conference Date:</td>
<td>Time: ______________________________________</td>
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</tbody>
</table>

Things I Want To Talk About

A. What I think my son/daughter does well at home:

B. What I think my son/daughter does well at school:

C. Questions I would like to ask the teacher:

D. One issue I would like to discuss with the teacher:

About My Child

Ask your child what he or she would like to have you talk about or what he or she would like to know more about.

1. Important things in my child's life I think you should know about:

2. Talk to your child. Ask him/her questions like: What do you like about school? Share this with the teacher.

What do you dislike about school?

Is there anything you would like me to ask or tell your teacher?

3. Other questions or concerns my spouse, partner or family members and/or I have:

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8
Module 1: Improving Communication – Family Tools

At the Conference
(Please read these questions before the conference to help you plan what questions you would like to ask.)

1. Is my child at grade level with his/her reading, writing and math?

2. May I see something my child has written?

3. May I see an example of grade level or excellent work?

4. What are my child's strengths in class?

5. What are my child's weaknesses in class?

6. Which benchmarks and standards has my child achieved so far?

7. What do you expect from children in your class (behavior, work habits, etc.)?

8. What can I do at home to support you and my child in school?

9. How can I reach you if I have any questions or want ideas on how to help my child succeed in school?

10. Do we need to meet again? When will we meet?

After the Conference
1. Talk about it with your child. Praise your child's strengths.

2. Decide how you will follow through with any plan that you and your child have agreed upon with the teacher.

3. Start a folder about your child. Include in it:
   - Report cards
   - Sample of work
   - Notes from the teacher
   - Test scores

4. Make a calendar and mark:
   - Meetings
   - Important events
   - Social events at your child's school

5. Check your child's class work and homework every day.

6. Keep talking with the teacher to discuss your child's progress.
APPENDIX E

MEETING 5 - VOCABULARY AND HIGH FREQUENCY WORDS
Teach a Language, Share a Culture, Shape a World

Dual Immersion

Parent Meeting #5

1. Welcome
   Parent Icebreaker

2. Monthly Vocabulary

3. Character Connection

4. Vocabulary
   Language – Acquired vs. Learned
   Basic Interpersonal Communication Skills (BICS)
   Cognitive Academic Language Proficiency (CALPS)
   Cognates

5. High Frequency Word Lists

6. Educational Websites

7. Comments, Concerns, Compliments
Enseñar una Idioma, Compartir una Cultura, Formar un Mundo

Inmersión Dual

Junta Para los Padres #5

1. Bienvenidos
   Rompe-hielo Para los Padres

2. Vocabulario Mensual

3. Conexión de Carácter

4. Vocabulario
   Lenguaje- Adquirido contra Aprendido
   BICS – Habilidades de Comunicación Básica e Interpersonal
   CALPS- Habilidad del idioma académico y cognoscitivo
   Cognados

5. Listas de Palabras de Uso Frecuente

6. Lugares Educativos del Internet

7. Comentarios, Preocupaciones, Elogios
<table>
<thead>
<tr>
<th>State you were born in</th>
<th>Neighborhood you live in</th>
<th>How many children do you have?</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿En qué nació?</td>
<td>¿En qué vive?</td>
<td>¿Cuántos hijos tiene?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Favorite hobby</th>
<th>Month you were born</th>
<th>Favorite TV program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pasatiempo favorito</td>
<td>Mes en que nacio</td>
<td>Programa favorita en la televisión</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Favorite color</th>
<th>What grocery store to you shop at?</th>
<th>Make of your car</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color favorito</td>
<td>¿En qué tienda compra la comida?</td>
<td>Modelo de tu carro</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Favorite sport</th>
<th>Favorite food</th>
<th>Do you speak more than one language?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deporte favorito</td>
<td>Comida favorita</td>
<td>¿Habla más de un idioma?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Favorite music</th>
<th>Number of TV’s in the house</th>
<th>Favorite fruit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Música favorita</td>
<td>Numero de televisiones en la casa</td>
<td>Fruta favorita</td>
</tr>
</tbody>
</table>
Language Acquisition vs. Language Learning
by Judie Haynes

Should grammar be taught to young elementary age English language learners? Learn what the difference is between language acquisition and language learning.

One of the questions I am most frequently asked is about teaching grammar rules to very young English language learners. Those of you who follow the "Ask Judie" bulletin board already know my answer to that question. I would not teach grammar out of context to young students. (I am asked for grammar lessons for 1st and 2nd graders!) Research has shown that "out of context" grammar drills do not work with students of any age. Teachers of English language learners should really be developing the oral communication, reading, vocabulary, and writing skills of their young students. The grammar will take care of itself. Read predictable books. Teach thematic units. Any mention of a grammar rule should be within the context of those texts.

Language acquisition vs. language learning
There is an important distinction made by linguists between language acquisition and language learning. Children acquire language through a subconscious process during which they are unaware of grammatical rules. This is similar to the way they acquire their first language. They get a feel for what is and what isn't correct. In order to acquire language, the learner needs a source of natural communication. The emphasis is on the text of the communication and not on the form. Young students who are in the process of acquiring English get plenty of "on the job" practice. They readily acquire the language to communicate with classmates.

Language learning, on the other hand, is not communicative. It is the result of direct instruction in the rules of language. And it certainly is not an age-appropriate activity for your young learners. In language
learning, students have conscious knowledge of the new language and can talk about that knowledge. They can fill in the blanks on a grammar page. Research has shown, however, that knowing grammar rules does not necessarily result in good speaking or writing. A student who has memorized the rules of the language may be able to succeed on a standardized test of English language but may not be able to speak or write correctly.
ADQUISICION DEL LENGUAJE VS. APRENDIZAJE DEL LENGUAJE.
Judie Haynes

Debería la gramática ser enseñada a estudiantes pequeños en la escuela primaria, que están aprendiendo inglés? Aprenda cuál es la diferencia entre el lenguaje adquirido y el lenguaje aprendido.

Es una de las preguntas que me hacen mas frecuentemente sobre la enseñanza de las reglas gramaticales a niños muy pequeños que están aprendiendo el idioma inglés. Aquellos que leen el boletín de “Ask Judie” (Pregúntale a Judie) ya conocen mi respuesta. No enseñar la gramática fuera del contexto a los estudiantes pequeños. (Me han preguntado por lecciones de gramática para 1o. y 2o. grado). Los estudios demuestran que los ejercicios de gramática “fuera de contexto” no funcionan con estudiantes de cualquier edad. Los maestros que proveen instrucción a estudiantes que están aprendiendo inglés, deberían desarrollar la comunicación oral, lectura, vocabulario y habilidades de la escritura de sus jóvenes estudiantes. La gramática vendrá por si misma. Lean libros predecibles, enseñen temas por unidades. Cualquier mención de una regla gramatical deberá hacerse dentro del contexto de estos textos.

Adquisición del lenguaje vs. El aprendizaje del lenguaje

Hay una importante distinción hecha por los lingüistas entre la adquisición del lenguaje y el aprendizaje del lenguaje. Los niños adquieren el lenguaje a través de un proceso subconsciente durante el cual ellos ignoran las reglas gramaticales. Esto es similar a la forma que ellos adquieren su lenguaje primario. Ellos tienen el sentido de saber que está correcto o incorrecto. Para poder adquirir el lenguaje el estudiante, necesita un recurso natural de comunicación. El énfasis está en el texto de la comunicación y no en la forma. Los estudiantes jóvenes que están en el proceso de adquirir el inglés tienen bastante práctica “durante el trabajo”. Ellos adquieren rápidamente el lenguaje para comunicarse con sus compañeros de clase.

Por el contrario el aprendizaje del lenguaje no es comunicativo. Este es el resultado de una instrucción directa en las reglas del lenguaje. Y ciertamente no es una actividad apropiada para los estudiantes pequeños. En el aprendizaje del lenguaje, los estudiantes están conscientes del conocimiento de un nuevo lenguaje y ellos pueden hablar de este conocimiento. Ellos pueden completar los espacios en blanco en una pagina de gramática. Sin embargo los estudios demuestran, que saber las reglas gramaticales no indica necesariamente que se habla y escribe correctamente. Un estudiante que ha memorizado las reglas del lenguaje puede tener éxito en un examen estandarizado del lenguaje de inglés pero no ser capaz de hablar o escribir correctamente.
Explaining BICS and CALP

by Judie Haynes

Classroom teachers need to understand the difference between social language and academic language acquisition. Here is a simple description of BICS and CALP as theorized by Jim Cummins.

Basic Interpersonal Communication Skills

Experts such as Jim Cummins differentiate between social and academic language acquisition. Basic Interpersonal Communication Skills (BICS) are language skills needed in social situations. It is the day-to-day language needed to interact socially with other people. English language learners (ELLs) employ BIC skills when they are on the playground, in the lunch room, on the school bus, at parties, playing sports and talking on the telephone. Social interactions are usually context embedded. They occur in a meaningful social context. They are not very demanding cognitively. The language required is not specialized. These language skills usually develop within six months to two years after arrival in the U.S.

Problems arise when teachers and administrators think that a child is proficient in a language when they demonstrate good social English.

Cognitive Academic Language Proficiency

CALP refers to formal academic learning. This includes listening, speaking, reading, and writing about subject area content material. This level of language learning is essential for students to succeed in school. Students need time and support to become proficient in academic areas. This usually takes from five to seven years. Recent research (Thomas & Collier, 1995) has shown that if a child has no prior schooling or has no support in native language development, it may take seven to ten years for ELLs to catch up to their peers.

Academic language acquisition isn't just the understanding of content area vocabulary. It includes skills such as comparing, classifying, synthesizing, evaluating, and...
inferring. Academic language tasks are context reduced. Information is read from a textbook or presented by the teacher. As a student gets older the context of academic tasks becomes more and more reduced.

The language also becomes more cognitively demanding. New ideas, concepts and language are presented to the students at the same time.

Jim Cummins also advances the theory that there is a common underlying proficiency (CUP) between two languages. Skills, ideas and concepts students learn in their first language will be transferred to the second language.
EXPLICANDO BICS Y CALP
Judie Haynes

Los educandos necesitan entender la diferencia entre lenguaje social y adquisición del lenguaje académico. Aquí hay una simple descripción de BICS y CALP teorizada por Jim Cummins.

Habilidades básicas de comunicación interpersonal.

Los expertos como Jim Cummins diferencian entre adquisición del lenguaje académico y social. Las habilidades básicas interpersonales de comunicación (BICS) son habilidades del lenguaje necesarias en situaciones sociales. El lenguaje diario necesario para interactuar con otra gente socialmente. Los estudiantes del idioma Inglés (ELLs) implementan habilidades BIC cuando están en el patio de juegos, en el comedor, en el autobús escolar, en fiestas, jugando deportes o hablando por teléfono. Las interacción social es usualmente invariada en el contexto. Estas ocurren en un contexto social con sentido. El lenguaje requerido no es especializado. Estas habilidades usualmente se desarrollan dentro de los primeros 6 meses hasta los 2 años después de su arribo a los Estados Unidos. Los problemas vienen cuando el maestro y los directores piensan que un niño es proficient en inglés cuando ellos demuesra un buen inglés social.

Preeficiencia en el conocimiento del lenguaje académico

CALP se refiere al aprendizaje académico formal del lenguaje. Esto incluye escuchar, hablar, leer y escribir acerca del contenido material, sujeto a una área. Este nivel de aprendizaje del lenguaje es esencial para el éxito de los estudiantes en la escuela. Los estudiantes necesitan tiempo y apoyo para estar capacitados en las áreas académicas. Esto usualmente toma entre cinco y siete años. Estudios recientes (Thomas & Collier, 1995) muestran que si un niño no ha asistido previamente a la escuela o no tiene un apoyo en el desarrollo de su lengua nativa, a un estudiante ELL le podrá tomar entre siete y diez años para alcanzar el nivel de sus compañeros. La adquisición académica del lenguaje no es solamente entender el contenido del vocabulario. Esto incluye habilidades como, comparar, clasificar, sintetizar, evaluar e inferir. Las lecciones del lenguaje académico son de contexto reducido. La información es leída del libro de texto o presentadas por el maestro. Así como el estudiante va creciendo las lecciones de contexto académico se hacen mas y mas reducidas. El lenguaje también se hace mas demandante en el conocimiento. Ideas nuevas, conceptos y lenguaje son presentados a los estudiantes al mismo tiempo.

Jim Cummins también avanza su teoría diciendo que hay una preefienciación común subyacente (CUP) entre dos idiomas. Las habilidades, ideas y conceptos que los estudiantes aprenden en su lenguaje materno serán transferidas a su segundo idioma.
**Primary Automatic Words by Tens**

STUDENT ___________________ DATE __________

- Draw a line through any word the student does not recognize, or reads incorrectly, within three seconds. Non-immediate self-corrections are also counted as errors.
- Record the number of errors at the bottom of each list.

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<th>List 3</th>
<th>List 4</th>
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**Errors:** Errors: Errors: Errors:

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<td>so</td>
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<td>do</td>
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**Errors:** Errors: Errors: Errors:

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The Six Minute Solution: A Reading Fluency Program 2007 Sopris West Educational Services
**TEACHER RECORD SHEET (CONTINUED)**

**STUDENT ___________________**

**DATE __________________**

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<th>List 22</th>
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164
List 25
second
possible
rather
per
face
among
form
important
often
things
Errors:
## Spanish High Frequency Words

- Practice these words until your child can read them within 3 seconds.
- Practica estas palabras hasta que su niño/a pueda leerlas en 3 segundos.

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<th>List 2</th>
<th>List 3</th>
<th>List 4</th>
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Spanish High Frequency Words

- Practice these words until your child can read them within 3 seconds.
- Practica estas palabras hasta que su niño/a pueda leerlas en 3 segundos.

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Educational Web Resources for Families

**Colorin Colorado** – http://www.colorincolorado.org/
This site includes information, activities and advice for Spanish speaking parents and educators of English language learners. This site is available in English and Spanish and includes a special section on middle and high schools.

**Family Education Network** – http://www.familyeducation.com/home/
This web site offers a place where parents can find school solutions, homework help, parenting tips, and expert advice. Broken down by age and grade level, this site has a treasure trove of learning activities to do with children. In addition, it has a special section covering a variety of issues such as retention and school safety from multiple perspectives.

**Parent Smart** – www.parentsmart.com
This web site offers everything from help with homework to tips for talking with children about disasters.

**Public Broadcasting System (PBS) Learning and Literacy Resources**
http://pbskids.org/mayaandmiguel/english/parentsteachers/resources/web.html
This web site includes activities that can be printed, as well as games and activities for students to use. All are available in English and Spanish.

**Teaching Tolerance** – http://www.tolerance.org/parents/index.jsp
This web site is for anyone interested in creating communities that value diversity. It includes pages for teachers, parents, teens and kids.

**A Toolkit for Hispanic Families**
This toolkit from the US Department of Education will show you what to expect from your schools, your teachers and your child, at all ages and grade levels. It will tell you how to help your child through school, what resources are available, and what you, your family, and your community can do to help your child learn. This resource is also available in Spanish.

**KidSource Online** – http://www.kidsource.com
Resources are organized by developmental stage and topic to make the vast amount of information accessible.

**Scholastic** – http://www.scholastic.com
This web site offers has links for teachers, parents and kids. It includes activities by grade levels and in all subject areas.
The Early Childhood Education Network – http://www.literacycenter.net
Online lessons called “Play and Learn.” There are 4 languages to choose from, English, Spanish, French and German.

Choose the subject and grade then choose a game.

Student Activity Center by Sadlier-Oxford – http://www.sadlier-oxford.com/phomcs/control_page/front2htm
Has games and activities for grades PreK through 6th. For grades PreK and K there are lots of memory card games while 1st grade has phonics and word study games.

Nicky’s Nursery Rhymes – www.nurseryrhymes4u.com
Listening and reciting nursery rhymes is an important skill that helps develop phonemic awareness which is a prerequisite for strong reading skills. This site has lots of nursery rhymes that can be read or heard in song. There are also pages to print and do.
RECURSOS EDUCACIONALES EN EL INTERNET

Colorinn Colorado – http://www.colorincolorado.org
Esta página, incluye información, actividades y consejos para los padres que hablan español y educadores que enseñan estudiantes que están aprendiendo el idioma inglés. Esta página está disponible en inglés y español e incluye una sección especial para los niveles de secundaria y preparatoria.

EDUCACION PARA LA FAMILIA – http://www.familyeducation.com
Esta página ofrece un lugar donde los padres pueden encontrar soluciones escolares, ayuda con la tarea, consejos para padres y sugerencias de los expertos. Separado de acuerdo al nivel del grado y la edad, este sitio tiene un tesoro de actividades para aprender y hacerlas con los niños. En adición a esto, tiene una sección especial que cubre una variedad de temas como la seguridad escolar y la retención desde perspectivas múltiples.

PADRES INTELIGENTES-www.parentsart.com
La página ofrece de todo desde ayuda con la tarea hasta consejos de cómo hablar con los niños acerca de los desastres.

SISTEMA PÚBLICO DE RADIODIFUSIÓN (PBS) RECURSOS DE LITERATURA Y APRENDIZAJE
http://pbskids.org/mayaandmiguel/english/parentteachers/resources/web.html
Este sitio incluye actividades que pueden ser imprimidas, tales como juegos y actividades para el uso de los estudiantes. Todo esta disponible en inglés y español.

ENSEÑANDO TOLERANCIA–http://www.tolerance.org/parents/index.jsp
Este sitio es para quien este interesado en crear comunidades que valoren la diversidad. Esto incluye páginas para maestros, padres, adolescentes y niños.

JUEGO DE HERRAMIENTAS PARA FAMILIAS HISPANAS
Esta herramienta del departamento de Educación de los Estados Unidos, nos enseña que esperar de nuestras escuelas, sus maestros y su niño, de todas las edades y grados. Nos dice la forma de ayudar a nuestros niños a través de la escuela, que recursos están disponibles y que puedes hacer tu, tu familia y tu comunidad para ayudar a tu niño a aprender. Este recurso también esta disponible en español.

KidSource Online–http://www.scholastic.com
Los recursos están organizados de acuerdo a la etapa de desarrollo del niño, lo mismo que por temas para hacer de la vasta cantidad de información mas accesible.

Scholastic– http://www.scholastic.com
Esta página ofrece actividades para todos los grados y en todas las áreas académicas. Ofrece enlaces hacia otras partes de la red cibernética para maestros, padres y niños.
Educational Web Resources for Families

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APPENDIX F

MEETING 6 — FAMILY NIGHT
1. Welcome
2. Monthly Vocabulary
3. Character Connection
4. Three 15-20 minute rotating minute groups
   a.) Reading for Fun
   b.) Math Fun and Games
   c.) Bilingual Bingo
5. Raffle Drawing
6. Comments, Concerns, and Compliments
Enseñar una Idioma, Compartir una Cultura, Formar un Mundo

Inmersión Dual

Junta Para los Padres #6

Noche de Familia

1. Bienvenidos

2. Vocabulario Mensual

3. Conexión de Carácter

4. Tres grupos que cambian cada 15-20 minutos
   a.) Leer por Divertirse
   b.) Juegos y Diversión con Matemáticas
   c.) Lotería Bilingüe

5. La Rifa

6. Comentarios, Preocupaciones, y Elogios
SUGGESTIONS FOR BUILDING LANGUAGE AT HOME

1. **PLAY TWENTY QUESTIONS** This is a game where you think of an object. Your child has twenty questions they can ask to guess the object. The questions can only have a yes/no answer. Take turns guessing.

2. **RHYMING WORDS** Think of words that rhyme. Ex: bat, mat, cat, rat, fan, man, can, ran

3. **CATEGORIES/"OUTBURST"** Name items in any category:
   - Animals
   - Colors
   - Flowers
   - Foods
   - Games
   - Tools
   - Sports
   - Furniture
   - States
   - Cereals
   - Transportation
   - Occupations

4. **NAME EVERYTHING YOU SEE** Name everything you see in a room in two minutes. Or name everything you could see at a certain place such as the zoo, park, jungle, hospital, restaurant, etc. Name everything that is red, yellow, hard, soft, sweet, cold, big etc. Time your child and count the responses.

5. **I SPY WITH MY LITTLE EYE...** Pick something in the room and begin to describe it until your child can guess what it is. “I spy something that is big and soft. It is covered with blue cloth. It is rectangular and we sit on it. It is furniture. It’s by the door. It’s a...”

6. **PICK A LETTER TONGUE TWISTERS** Make up tongue twister sentences. Each word must start with the chosen letter.
   - Example: “t” Timmy tried to take Tom’s toy.

7. **COOK TOGETHER** Recipes are great to teach following directions and learn about measuring, textures, ingredients etc. It is fun to eat the finished product.

8. **PLAY** Play games, role play, play house, school, airport, restaurant etc. Use puppets. You can teach turn taking, vocabulary, develop creativity, following rules, and help your child learn about life situations.
9. **EXPLAIN NEW WORDS**  Explain the meaning and how to use new words.

10. **DISCUSS AN EVENT**  Talk about the events of the day, the TV program, tell about your day, things that are happening around us everyday. Parents should be good listeners, ask questions, show appreciation, and be interested.

11. **PROVIDE NEW EXPERIENCES**  When possible get your child involved in daily activities, take them places, make things, cook, do science experiments. Talk about all of these things.

12. **EXPAND YOUR CHILD’S SPEECH**  Children begin to speak in short fragments, not complete sentences. Parents can show they understand by repeating the baby sentences the way an adult should have said them.
   Example:  CHILD: “Put shoe.”
   ADULT: “Yes, we put on your shoe.”

13. **TALK**  Talk about everything as you do it. You can describe what you are doing as you do. Such as while you are cooking say things like: “Now let’s get some water and pour it in the bowl.” “That’s enough” or “Needs more.” “Let’s turn on the stove and put the pan on the burner.”

14. **READ**  Read to you child, with your child and listen to your child read frequently. Talk about the stories and the pictures. Your child will learn new concepts, vocabulary and patterns of language. Read everything, signs, cereal boxes, comic strips, etc.

Together,
We are learning new things!
1. JUEGUEN A LAS VEinte PREGUNTAS En este juego usted piensa en un objeto. Su niño tiene veinte preguntas para hacerle para adivinar el objeto. Las preguntas sólo tienen que tener una respuesta de si o no. Tomen turnos en adivinar.

2. PALABRAS QUE RIMAN Piense en palabras que riman. Ej: casa, mesa, sopa, ropa, lata, rata, chango, mango...

3. CATEGORÍAS: “EXPLOSION” Nombren artículos en cualquier categoría:

   - Animales
   - Colores
   - Flores
   - Comida
   - Juegos
   - Colores
   - Muebles
   - Estrellas
   - Cereales
   - Transportación
   - Ocupaciones

4. NOMBRA TODO LO QUE VEZ Nombre todo lo que ve en un cuarto en dos minutos o nombretodo lo que puede ver en cierto lugar como el zoológico, parque, selva, hospital, restaurante, etc. Nombra todo lo que es rojo, amarillo, duro, suave, dulce, frío, grande, etc. Toma el tiempo a su niño y cuente las respuestas.

5. YO ESPío CON MI PRoJEU NO OJO... Escoge algo en el cuarto y describalo hasta que su niño advierta lo que es. “Yo espío algo que es grande y suave. Está cubierto con una tela azul. Es rectangular y nos sentanemos en él. Es un mueble. Está al lado de la puerta. Es un…”

6. ESCOJE UN TRABALENGUAS CON UNA LETRA Invente un trabaleenguas. Cada palabra tiene que empezar con la misma letra que escogió.

   Ejemplo: “c” Cora comilona come camarones cocidos con cocos.

7. COCINEN JUNTOS Las recetas son buenas para enseñar a seguir instrucciones y para aprender sobre las medidas, texturas, ingredientes, etc. Es divertido comerse el producto terminado.

8. JUGAR Jueguen juegos, hacer un papel, jugar a la casa, escuela, aeropuerto, restaurante, etc. Usten títeres. Puede enseñar a tomar turnos, vocabulario, desarrollar la creatividad, seguir las reglas, y le ayuda a su niño aprender de las situaciones de la vida.
9. **EXPLICAR PALABRAR NUEVAS**: Explique el significado y cómo se usan las palabras nuevas.

10. **HABLEN SOBRE UN EVENTO**: Hablen sobre un evento del día, un programa de la tele, plátiquen sobre su día, de las cosas que están pasando todos los días a nuestro alrededor. Los padres deben ser buenos oyentes, hacer preguntas, mostrar apreciación y estar interesado.

11. **DELE NUEVAS EXPERIENCIAS**: Cuando sea posible envuelva a sus niños en actividades diariamente, llévelos a lugares, hagan cosas, cocinen, y hagan experimentos científicos. Hablen sobre todas estas cosas.

12. **AUMENTE EL HABLA DE SU NIÑO**: Los niños comienzan a hablar en fragmentos cortos, no en oraciones completas. Los padres pueden ayudar repitiendo lo que le bebe dice en oraciones como lo diría un adulto.

   **Ejemplo:** Niño: "Poner zapatos."
   Adulto: "Sí, nosotros nos ponemos los zapatos."


14. **LEAN**: Lea a su niño, lea con su niño y escuche a su niño leer frecuentemente. Hablen sobre el cuento y los dibujos. Su niño aprenderá conceptos nuevos, vocabulario y los patrones del lenguaje. Lean todo, etiquetas, cajas de cereal, tiras cómicas, etc.
Your partner spins. 

'You guess.'

Your partner takes that many apples and writes the number. 

Act out picking that many apples. Your partner guesses how many.

Your partner spins. You guess.
Pick the Apples • Spinner

Use a paper clip and a pencil.

10 Activity Cards
Pick the Apples • Tree Workmat
Pick the Apples • Apples

12 Activity Cards
APPENDIX G

MEETING 7 – LANGUAGE ACQUISITION AND TRANSFERABLE SKILLS
Teach a Language, Share a Culture, Shape a World

Dual Immersion

Parent Meeting #7

1. Welcome

2. Monthly Vocabulary

3. Character Connection

4. Language Acquisition Stages
   - Beginning
   - Early Intermediate
   - Intermediate
   - Early Advanced
   - Advanced

5. Transferable Skills and Non-Transferable Skills

6. Comments, Concerns, Compliments
Enseñar una Idioma, Compartir una Cultura, Formar un Mundo

Inmersión Dual

Junta Para los Padres #7

1. Bienvenidos

2. Vocabulario Mensual

3. Conexión de Carácter

4. Etapas de la Adquisición de Idioma
   - Principiante
   - Pre-Intermedio
   - Intermedio
   - Pre-Avanzado
   - Avanzado

5. Habilidades transferibles / Habilidades no transferibles

6. Comentarios, Preocupaciones, Elogios
Language Acquisition Stages

Beginning Level: Pre-Production

- Uses little or no secondary language
- May use memorized phrases
- Nods and gestures
- Expresses needs in primary language
- Answers questions (yes/no)
- Points and uses visual signs

Early Intermediate Level: Speech Emergent

- Speaks in short sentences
- Lacks cognitive academic language
- Often makes errors in work choices
- Requires face to face interaction

Intermediate Level: Advanced Speech Emergence

- Able to use second language as a means for learning
- Begins to refine reading/writing skill
- Begins to use second language in more complex situation
- May speak with less hesitation and demonstrates increased understanding

Advanced Level: Transitional

- Communicates effectively with various audiences on a variety of social and academic topics
- Closely resembles native English/Spanish speakers
- Further refinement and development of linguistic skills
- Able to function in cognitively demanding situation

It will take your child 2-3 years to achieve basic communication skills in his/her second language and 5-7 years to reach fluency. Parents need to demonstrate patience with the language learning process.
**Etapas de la adquisición de idioma**

**Nivel de principiante: Pre-Producción**
- La segunda idioma se usa poco o nada
- Puede usar frases memorizadas
- Inclina la cabeza y hace gestos
- Expresa sus necesidades en su idioma primario
- Contesta preguntas (sí/ no)
- Señala y usa signos visuales

**Nivel de preintermedio: Discurso Emergente**
- Habla en frases cortas
- Le falta el idioma académico cognoscitivo
- Seguido comete errores al escoger palabras adecuadas
- Requiere interacción de cara a cara

**Nivel intermedio: Discurso Avanzado Emergente**
- Poder usar el segundo idioma como manera de aprender
- Empieza a usar el segundo idioma en situaciones más complejas
- Empieza a reforzar sus habilidades de leer y escribir
- Puede hablar con menos vacilación y demuestra una más comprensión

**Nivel avanzado: En Transición**
- Se comunica con eficaz con varias audiencias sobre una variedad de temas sociales y académicos.
- Parece ser un hablante de inglés/español
- Hay una refinación adicional y un desarrollo de destrezas lingüísticas
- Puede funcionar en situaciones exigentes del cognoscitivo

Su hijo tomará de 2-3 años para lograr las destrezas básicas de comunicación en su segundo idioma y de 5-7 años para lograr dominar la fluidez. Los padres deben de demostrar paciencia con el proceso de aprender un idioma.
Descriptions of English Language Proficiency Levels

The English Language Proficiency levels are described as follows:

- Beginning
  - Early Intermediate
  - Intermediate
  - Early Advanced
- Advanced
  - Fluent English Proficient

**Beginning**

Students at this level of English language proficiency progress from having no receptive or productive English skills to acquiring a basic understanding of English. As students move through the early stage of the beginning level they are able to express basic needs with words or short phrases and may communicate understanding non-verbally by pointing, gesturing, pantomiming, nodding, and/or drawing. They can follow classroom routines and schedules, express basic personal and safety needs, and respond to questions with gestures and some words. At the later stage of the beginning level, they can read and write simple words, phrases, and sentences when given a model, frame or example, and communicate comprehension through use of illustrations. Students use limited grammar conventions. Students usually take up to 12 months to achieve this level.

**Early Intermediate**

Students at the Early Intermediate level start to respond to more varied communication tasks with increasing ease. They are able to produce basic phrases and statements and can ask simple questions on familiar subjects. Students can understand and engage in discussions of lesson content and ideas with peers in face-to-face communication. Students will make common errors in word choice and grammar as they move from simple to complex sentence structure. Early Intermediate students will also be able to read short, simplified paragraphs on familiar themes containing previously learned (and high frequency) vocabulary and sentence structures. They will use basic vocabulary and write a series of related simple sentences based on personal experiences and thematic content areas. Errors are very common for Early Intermediate level students as they apply their knowledge of print from primary language to their acquisition of their second language. This level may take students up to two years to complete.

**Intermediate**

Students at the Intermediate level understand academic content provided it is presented in a context rich, specially designed lesson. They are able to formulate and express ideas
using a well-developed vocabulary, varied verb tenses and sentence structures. Generally, at this level, students use consistent standard grammar with some errors. In reading and writing they can read primary source materials, articles, and poetry as long as they are presented in a specially designed lesson. Students can begin to write with clarity and may incorporate abstract ideas based on concrete experiences. They can respond to questions in complete sentences. Students may take up to three years to reach this level.

Early Advanced

Students at the Early Advanced level begin creative use of the English language in more complex, cognitively demanding situations. They use intricate structures such as idiomatic expressions and passive voice. They also use a wide variety of grammatical structures to describe concrete and abstract concepts. Students can comprehend core text and other multifaceted materials with clarification of ideas or vocabulary. They write with increasing length and complexity for various purposes and use expressive language and academic vocabulary. They read grade-level books with an understanding of main ideas, idioms, and figures of speech. Students may take up to four years to attain this proficiency level.

Advanced

Students at the Advanced level participate confidently in verbal exchanges with teachers and peers about both academic and personal topics. They understand and use idioms and slang without repetition. English Learners at the Advanced level understand and participate in academic presentations, such as drama and debate. They comprehend factual and figurative language presented in core texts. They read independently with appropriate pacing and intonation. In writing for various purposes, they can express ideas clearly and in a well-organized manner at a level approximating that of native speakers who are functioning at grade level or above. According to the state and district guidelines, students have up to five years to attain this proficiency level.

Fluent English Proficient

Once students have reached the Advanced level of English language proficiency, they may be ready for reclassification to Fluent English Proficient (R-FEP). Students meet the district guidelines for reclassification when:

- they are successful in reaching an overall CELDT level of Early Advanced or Advanced with no less than an Intermediate in any domain of listening, speaking, reading, and writing,
- they score at least 300 in Language Arts on the California Standards Test (CST),
- they meet grade level standards as evidenced by teacher evaluation of academic performance in reading, language arts, and math (for elementary); meet grade level standards in reading/language arts and maintain a 2.0 or higher academic grade point average (for middle school); and meet standards in English, maintain
a 2.0 or higher GPA, and pass at least the English Language Arts portion of the
California high School Exit Exam.
* Parent opinion and consultation is obtained

Once English learners are reclassified, they are referred to as R-FEP students. The
progress of R-FEP students must be monitored every six months for two years.

These descriptors are to be used as a guide in addressing English Language Proficiency
levels. For specific and explicit performance expectations for students at each
proficiency level, please consult district adopted English Language Development
standards.
Descripción de los Niveles de Competencia del Idioma Inglés

Los niveles de Competencia del Idioma Inglés se describen de la manera siguiente:

- Principiante
- Pre Intermedio
- Intermedio
- Pre Avanzado
- Proficiente en Ingles

Principiante

Los estudiantes en este nivel del idioma Inglés progresan de no tener habilidades receptivas o productivas del inglés, hasta adquirir un entendimiento básico del idioma Inglés. A medida que los estudiantes avanzan en la primera etapa del nivel básico ellos pueden expresar necesidades básicas con palabras o frases cortas y pueden comunicar entendimiento no verbal al apuntar, gesticular, hacer pantomimas, mover la cabeza y/o dibujar. Pueden seguir las rutinas y horarios del salón, expresar necesidades personales y de seguridad, y responder a preguntas con gestos y algunas palabras. Más adelante de la etapa principiante, pueden leer y escribir palabras sencillas, frases, y oraciones cuando se les da un modelo, marco o ejemplo y demuestran la comprensión por medio de dibujos. Los estudiantes usan una gramática convencional limitada. Los estudiantes tardan hasta 12 meses para progresar en este nivel.

Pre - Intermedio

Los estudiantes del nivel pre-intermedio, comienzan a responder a una comunicación más fácil y variada. Son capaces de exponer y producir frases básicas lo mismo que hacer preguntas simples de temas con los que se han familiarizado. Los estudiantes pueden entender y entablar discusiones de una lección y su contenido, comunicándose cara a cara con sus compañeros.

Es normal que los estudiantes cometan errores en la gramática y la elección de palabras en la estructura de la oración durante mientras progresan de la parte simple a mas complicada del nivel. También en la etapa pre-intermedia el estudiante será capaz de leer, párrafos cortos y simplificados de temas familiares que contengan, vocabulario y estructura de la oración aprendida previamente (de alta frecuencia. Ellos usaran vocabulario básico y a escribirán una serie de oraciones simples relacionadas con experiencias personales y áreas especificas de un tema. Es muy común que los estudiantes del nivel pre-intermedio cometan errores mientras aplican su conocimiento cuando escriben de su lenguaje primario a su segundo lenguaje adquirido. Este nivel le tomara a los estudiantes hasta dos años para completarlo.
Intermedio

Al nivel intermedio los estudiantes son capaces de entender el contenido académico proveído en una lección especialmente diseñada y que presentada con un contexto abundante. Ellos son capaces de formular y expresar ideas usando un buen y desarrollado vocabulario, tiempos variados en los verbos y estructura de la oración. En este nivel generalmente los estudiantes usan un estándar de gramática consistente con algunos errores. En lectura y escritura ellos pueden leer el origen primario de materiales, artículos y poesía siempre y cuando ellos puedan escribir con claridad y puedan incorporar ideas abstractas basadas en experiencias concretas. Pueden también responder a preguntas en oraciones completas. A los estudiantes les tomará hasta tres años completar este nivel.

Pre-Avanzando

En el nivel pre-avanzado los estudiantes comienzan usar el lenguaje de una manera más creativa Compleja y cognitiva en situaciones demandantes. Ellos usan estructuras intrincadas, como, expresiones idiomáticas y voz pasiva, Ellos también usan una amplia variedad de estructuras gramaticales para describir conceptos concretos y abstractos. Los estudiantes pueden comprender el Libros de texto de acuerdo a su nivel y otros materiales multifacéticos con clarificación de ideas o vocabulario. También con capaces de escribir de manera más compleja y extensa con varios propósitos usando un lenguaje y vocabulario de nivel académico. Pueden entender y leer libros, con sus ideas, modismos y formas de hablar. Los estudiantes pueden tomar hasta cuatro años para dominar este nivel.

Avanzado

Los estudiantes en el nivel avanzado participan con confianza en una comunicación verbal con sus maestros y compañeros en temas académicos y personales. Ellos entienden y usan modismos sin repetirlos. Los estudiantes pueden comprender y participar en presentaciones académicas, como drama y debate. Ellos comprenden lenguaje preciso y figurativo presentado de acuerdo al nivel del grado. Pueden leer pausadamente con entonación e independientemente. En la escritura con varios propósitos, ellos pueden expresar ideas claras y de manera bien organizada a un nivel aproximado al de su lengua nativa o mejor. De acuerdo con el Estado y las direcciones del distrito, los estudiantes tienen hasta cinco años para alcanzar este nivel de preeficiencia.

Proficiente en Ingles

Una vez que los estudiantes han alcanzado el nivel avanzado y proficiente en el idioma inglés, ellos Están preparados para ser reclasificados como estudiantes Fluente y Proficiente en Ingles (R-FEP).
Los estudiantes todos los requisitos para ser reclasificados cuando:

- Han tenido éxito en general en el examen CELDT ya sea como pre-avanzado o avanzado, con no menos de intermedio en cualquier área ya sea leyendo, escuchando, hablando o escribiendo.

- Obtener por lo menos 300 en el examen de Artes del Lenguaje del Estado de California (CST)

- Cuando el maestro tiene la evidencia a través de una evaluación académica en lectura, arte del lenguaje y matemáticas de que están al nivel de los estándares del grado (para primaria); Para (Secundaria) necesitan reunir los estándares del nivel del grado en lectura, arte de lenguaje y mantener un 2.0 o un puntaje más alto. Los estudiantes de la escuela preparatoria necesitan reunir los estándares en inglés y mantener un GPA de 2.0 o más alto, pasar por lo menos la porción de Arte del Lenguaje Ingles en el Exit Exam (Examen de Salida).

- Consultar y pedir la opinión de los padres

Una vez que los estudiantes son reclasificados, nos referimos a ellos como estudiantes R-FEP. El progreso de estos estudiantes debe ser revisado cada seis meses por dos años.

Estas descripciones deben ser usadas como una guía para los niveles en la Preeficiencia del Lenguaje Ingles. Para expectativas específicas y explícitas en el desempeño del nivel de preeficiencia de cada estudiante, por favor consulte los estándares adoptados por el distrito en el Desarrollo del Lenguaje Ingles.
## Transferable/Non-Transferable Skills

<table>
<thead>
<tr>
<th>LANGUAGE ARTS SKILLS THAT TRANSFER FROM SPANISH TO ENGLISH</th>
<th>ENGLISH-SPECIFIC SKILLS (NON-TRANSFERABLE)*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Readiness Skills</strong></td>
<td>• Phonetic Awareness</td>
</tr>
<tr>
<td>Directionality</td>
<td>• Rhyming words (specific to English phonemes)</td>
</tr>
<tr>
<td>Visual Memory</td>
<td>• Initial Consonants: g, k, j, q, v, w, x, z</td>
</tr>
<tr>
<td><strong>Phonemic Awareness</strong></td>
<td>• Descending and Rising Tones</td>
</tr>
<tr>
<td>• Rhyming words (concept)</td>
<td>• Vowel: short — long — vowel combinations</td>
</tr>
<tr>
<td>• Sound to Symbol Relationship</td>
<td>• Vowel Digraphs: sh-ey-ea-ea-ea-ea-ea-i-ea-ua</td>
</tr>
<tr>
<td>b, d, g (initial)</td>
<td>• Vowel Digraphs: ou—uw</td>
</tr>
<tr>
<td>t, l, m, n, s, a, t, w, y</td>
<td>• Consonant Digraphs: sh-ch-th-wh-gh</td>
</tr>
<tr>
<td><strong>Consonant Blends</strong></td>
<td>• Consonant Blends: kck-co—sp-mp—ep—mp-tw-kr-wg-</td>
</tr>
<tr>
<td>b, d, g, s, t, n, r, m, p, y, w</td>
<td>—sh—ep—sh—sh—en—en—en—en</td>
</tr>
<tr>
<td><strong>Reading Readiness Comprehension Skills</strong></td>
<td>• Prefixes, suffixes and root words</td>
</tr>
<tr>
<td>Production</td>
<td>• Antonyms and Synonyms</td>
</tr>
<tr>
<td>Leading information</td>
<td>• Multiple Meanings</td>
</tr>
<tr>
<td>Reading details of story</td>
<td>• <strong>English-Specific Skills (Non-Transferable)</strong></td>
</tr>
<tr>
<td>Organizing, sequencing story events</td>
<td>• <strong>Sentence Development and Concepts</strong></td>
</tr>
<tr>
<td><strong>Comprehension Skills</strong></td>
<td>• Grammar and Syntax</td>
</tr>
<tr>
<td>Main Idea</td>
<td>• Paragraphs</td>
</tr>
<tr>
<td>Details</td>
<td>• Thematic endings</td>
</tr>
<tr>
<td><strong>Classification</strong></td>
<td>• Comparative</td>
</tr>
<tr>
<td>Generalizations</td>
<td>• Superlative</td>
</tr>
<tr>
<td><strong>Sequence</strong></td>
<td>• <strong>Learning Strategies</strong></td>
</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>• Strategies</td>
</tr>
<tr>
<td><strong>Evaluating</strong></td>
<td>• Finding patterns</td>
</tr>
<tr>
<td><strong>Writing Strategies</strong></td>
<td>• Writing conventions</td>
</tr>
<tr>
<td>Punctuation Marks</td>
<td>• <strong>General Cognitive and Meta-cognitive Study Skills</strong></td>
</tr>
<tr>
<td>• <strong>Writing Conventions</strong></td>
<td>• Predicting/Verifying</td>
</tr>
<tr>
<td><strong>Writing Strategies</strong></td>
<td>• Self-monitoring</td>
</tr>
<tr>
<td>• Paragraphs and Questions</td>
<td>• Summarizing &amp; Applying &quot;Fill-in&quot; Strategies</td>
</tr>
<tr>
<td>• Evaluation &amp; Revision</td>
<td>• daher from background knowledge</td>
</tr>
<tr>
<td>• Organization &amp; Focus</td>
<td>• Use of reference, i.e. dictionary, maps,</td>
</tr>
<tr>
<td><strong>Organized Content</strong></td>
<td>• Encyclopedias, graphs etc.</td>
</tr>
<tr>
<td><strong>Coherence</strong></td>
<td>• Use of Table of Contents, Glossary, Index</td>
</tr>
</tbody>
</table>

*English specific skills are addressed through the ELD standards.
### Habilidades transferibles / habilidades no transferibles

<table>
<thead>
<tr>
<th>HABILIDADES DE LAS ARTES IDIOMÁTICAS QUE SE TRANSFIEREN DEL ESPAÑOL AL INGLÉS</th>
<th>NO SON TRANSFERIBLES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Audición y hablar</strong>&lt;br&gt;Aplicaciones del habla</td>
<td><strong>HABILIDADES ESPECÍFICAS DEL INGLÉS</strong>&lt;br&gt;(NO SON TRANSFERIBLES)</td>
</tr>
<tr>
<td>✔ Lectura</td>
<td>✔ Conciencia fonética</td>
</tr>
<tr>
<td></td>
<td>✔ Desarrollo y reconocimiento de palabras</td>
</tr>
<tr>
<td>✔ Compendio y pensamiento crítico-analítico</td>
<td>✔ Vocabulario de sustantivos, verbos, adjetivos y adverbios</td>
</tr>
<tr>
<td>✔ Análisis y reflexión literaria</td>
<td>✔ Memorias de la escritura</td>
</tr>
<tr>
<td>✔ Desarrollo del vocabulario y conceptos</td>
<td><strong>RESUMEN DE LA ESTRUCTURA LINGÜÍSTICA</strong></td>
</tr>
<tr>
<td></td>
<td>✔ Textos de escritura</td>
</tr>
<tr>
<td>✔ Estrategias en la escritura</td>
<td>✔ Palabras y juegos</td>
</tr>
<tr>
<td>✔ Normas de la escritura</td>
<td>✔ Predicción y verificación</td>
</tr>
<tr>
<td></td>
<td>✔ Habilidades de estudio cognitivas generales y metacognitivas</td>
</tr>
<tr>
<td></td>
<td>Las estrategias son aprendidas y transferidas a una nueva tarea / situación de aprendizaje del idioma.</td>
</tr>
<tr>
<td><strong>Descripción</strong>&lt;br&gt;Aplicación del trabajo escrito</td>
<td><strong>RESUMEN DE LA ESTRUCTURA LINGÜÍSTICA</strong></td>
</tr>
<tr>
<td>✔ Conciencia fonética</td>
<td>✔ Textos de escritura</td>
</tr>
<tr>
<td>✔ Desarrollo y reconocimiento de palabras</td>
<td>✔ Palabras de vocabulario, verbos, adjetivos y adverbios</td>
</tr>
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<td>✔ Palabras de vocabulario, verbos, adjetivos y adverbios</td>
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</tr>
</tbody>
</table>

*Las habilidades específicas en inglés son tomadas en cuenta en los estándares del Desarrollo del Inglés (ELD)*
APPENDIX H

MEETING 8 - ENGLISH/SPANISH LANGUAGE DEVELOPMENT STRATEGIES
Teach a Language, Share a Culture, Shape a World

Dual Immersion

Parent Meeting #8

1. Welcome

2. Monthly Vocabulary

3. Character Connection

4. English/Spanish Language Development (ELD and SLD)
   - Cooperative Learning
   - Specifically Designed Academic Instruction in English/Spanish (SDAIE)
   - Guided Language Acquisition Design (GLAD)
     Sentence Patterning Charts
     Songs and Chants

5. Tour of Classrooms

6. Comments, Concerns, Compliments
Enseñar una Idioma, Compartir una Cultura, Formar un Mundo

Inmersión Dual

Junta Para los Padres #8

1. Bienvenidos

2. Vocabulario Mensual

3. Conexión de Carácter

4. Desarrollo del Idioma Ingles/Español (ELD y SLD)
   - Aprender Cooperativamente
   - Instrucción Académico con Diseño Específico en Inglés/Español (SDAIE)
   - Un Modelo Guiado de Adquisición del Idioma (GLAD)
     - Diagramas de Oraciones en Patrones
     - Canciones y Rimas

5. Visitar los Salones

6. Comentarios, Preocupaciones, Elogios
Project G.L.A.D.
Fullerton School District
Strategies
Sentence Patterning

Type of Strategy: Guided Oral Practice/Reading and Writing

Strategy: Farmer in the Dell

Purpose: To foster language acquisition while giving instruction in beginning reading and writing.

Steps:

1. Choose a plural noun that relates to the content you are teaching.

2. Use that noun in the development of a Farmer in the Dell chart. The first column is for adjectives (what kind), the second nouns (what), the third verbs (what do they do), and the fourth prepositional phrases (where).

3. Have the students generate words for each of the columns.

4. Use the charts for chanting to the tune of Farmer in the Dell, sentence building, vocabulary development, reading practice, poetry writing, etc.

Extensions:

1. Include another column for “when” phrases.

2. Include another column for adverbs.

3. Have students develop their own Farmer in the Dell charts.

4. Write words on word cards in the color they are on the Farmer in the Dell chart. Pass out piles of cards to each table group and have them construct a sentence. At the beginning, make sure each table has at least one word from each column. Then, to make it more challenging, pass out piles at random and have tables trade/negotiate cards to form proper sentences (similar to trading baseball or Pokemon cards). Note- when trading, students must use the appropriate names for the parts of speech.
Farmer in the Dell Chart

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(adjectives)</td>
<td>(plural noun)</td>
<td>(verbs)</td>
<td>(adverbs)</td>
<td>(prepositional phrases)</td>
</tr>
</tbody>
</table>
Guided Oral Practice Strategies

Strategy: Poems, chants, songs

Purpose:
- Provides opportunities for students to practice academic language
- Low-affective filter

Steps:
1. Choose key vocabulary and concepts to embed in poems, songs, chants.
2. Choose a flame (Bugaloo; Yes Ma’am; Cadence; Here, There, Everywhere; I Know a...) or an existing poem, song or chant to adapt. Write the poem, chant, song on chart paper.
3. Read the chant aloud to the students and first focus on the rhythm and language patterns.
4. Focus later on concepts and vocabulary after practicing the chant with the students.
5. Revisit the chants often and highlight the academic vocabulary.

Variations:
1. Teacher may copy the poem, chant or song and show on the overhead projector.
2. Teacher may make copies of the poem, chant or song and give them to the students in the form of a poetry book.
3. Students may reread independently or with partners to practice fluency.
4. Students may create their own similar poem, chant or song about the concept.
5. Students may make a small flip book of the poem, chant or song on sentence strips and staple together.

Other Resources:
1. 101 Science Poems and Songs for Young Readers (Grades 1-3) by Meisha Goldish
2. 50 Thematic Songs Sung to Your Favorite Tunes (Grades PreK-2) by Meisha Goldish
3. A Poem a Day by Helen H. Moore
4. Poetry Place Anthology by Rosemary Alexander
5. Google.com search

Examples:

"Sun Bugaloo"
I’m the sun and I’m here to say
I radiate heat each and every day.
I’m a medium-sized star close to you
I’m the center of the solar system, yes-it’s true!
Sunspot, corona, heat too!
Doing the energy Bugaloo!!
I’m 93 million miles from Earth
Sit right there—let me tell you what I’m worth!
My heat provides energy for you to live
Don’t look directly at me, for blindness I may give!
Sunspot, corona, heat too!
Doing the energy Bugaloo!!
Yes, Ma'am! (Adapted from Ella Jenkins' "Did You Feed My Cow?")

Yes, Ma'am!
Yes, Ma'am!
They are meat eaters!
Tigers, cheetahs and bald eagles!
Yes, Ma'am!
Yes, Ma'am!
They only eat plants!
Giraffes, deer and cows!
Yes, Ma'am!
Yes, Ma'am!
They eat both meat and plants!
Bears and raccoons!

Anasazi Cadence
Frank Silva 2004
I just know what I've been told
The Anasazi lived long ago.
Through the Southwest they did roam
The Four Corners was their home.
Sound off...Canyons!
Sound off...Deserts!
Sound off...Mesas!
Canyons, deserts, mesas...Sound off!

In the desert they survived
Irrigated crops to stay alive.
Trade is what they also did
Sold turquoise to those who bid.
Sound off...scorching heat!
Sound off...fear of drought!
Sound off...low rain fall!
Scorching heat, fear of drought, low rain fall...Sound off!

Pueblo Bonito they did build
On the top of a hill
Cliff Palace had many rooms
APPENDIX I

MEETING 9 - STAGES OF WRITING
Teach a Language, Share a Culture, Shape a World

Dual Immersion

Parent Meeting #9

1. Welcome

2. Monthly Vocabulary

3. Character Connection

4. Stages of Writing
   - Pre-syllabic
   - Syllabic
   - Syllabic-alphabetic
   - Alphabetic

5. Comments, Concerns, Compliments
Enseñar una Idioma, Compartir una Cultura, Formar un Mundo

Inmersión Dual

Junta Para los Padres #9

1. Bienvenidos

2. Vocabulario Mensual

3. Conexión de Carácter

4. Etapas de la Escritura
   - Pre-silábico
   - Silábico
   - Silábico-alfabético
   - Alfabético

5. Comentarios, Preocupaciones, Elogios
Stages of Writing

- **Pre-Syllabic** - The first stage is called pre-syllabic. This is when the child strings any letters together not knowing what letters make what sounds.

- **Syllabic** - As they learn letters and sounds they progress to the Syllabic stage. In this stage the child will write one letter for each syllable. In English they usually write the first consonant and progress to writing the first and last consonant, while in Spanish they usually will write a vowel to represent each syllable. For example mesa (table) would be written as “ea” or “ma” Where in English the word table would be written as “tl”.

- **Syllabic-Alphabetic** - As the student begins to understand what writing is and how letters have sounds that when put together they have meaning they begin to write in the Syllabic-alphabetic stage. Now they are combining their knowledge of letters, sounds and reading skills. Some words come out syllabic while others come with a mixture of vowels and consonants. For example “La mesa está bonita” (the table is pretty) would now be “La msa sta boita”. In English, they are now hearing the medial consonant too, “The tbl is pite.” They also add some high frequency words.

- **Alphabetic** - Once the child is writing all sounds that are heard in a word, they are considered to be in the last stage, which is Alphabetic. For example in Spanish, “La mesa está bonita” and in English, “The tbl is pite,” are both considered to be alphabetic forms of writing.

Children learn to write by writing, and we are most helpful to them when we appreciate and encourage their “best attempts.”
APPENDIX J

MEETING 10 - ASSESSMENTS
Teach a Language, Share a Culture, Shape a World

Dual Immersion

Parent Meeting #10

1. Welcome

2. Monthly Vocabulary

3. Character Connection

4. District and State Assessments
   - Kindergarten Assessment
   - ELD/SLD Progress Report Card
   - Phonemic Awareness Screening Test (PAST)
   - California English Language Development Test (CELDT)
   - California Standardized Tests (CST’s)
   - Spanish Standardized Tests (STS’s)

5. Program Evaluation Form

6. Comments, Concerns, Compliments
Enseñar una Idioma, Compartir una Cultura, Formar un Mundo

Inmersión Dual

Junta Para los Padres #10

1. Bienvenidos
2. Vocabulario Mensual
3. Conexión de Carácter
4. Exámenes del Distrito y del Estado de California
   - Exámenes del Kinder
   - ELD/SLD Reporte de Progreso
   - Examen Phonemico Temprano (PAST)
   - Examen de California del Desarrollo del Ingles (CELDT)
   - Exámenes de California de los Estándares (CST’s)
   - Exámenes de los Estándares del Español (STS’s)
5. Forma pare Evaluar el Programa
6. Comentarios, Preocupaciones, Elogios
Assessments

- The Kindergarten Assessment is given 3 times per year. It is given at the beginning of the year, midyear and at the end of the year. It covers the Language Arts and Math standards covered in Kindergarten. The students must pass with 70% in order to be promoted to First Grade.

- The teachers use an English Language Development Report Card for English Learners and a Spanish Language Report Card for Spanish Learners. This Report Card tracks the students’ progress in the second language and follows the students through each grade level until they reach the Advance stage of fluency.

- The Phonemic Awareness Screening Test (PAST) is given only in K-2 unless a student is struggling with reading in grades 3-6. It measures a student’s ability to hear rime (ending sounds of words) and phonemes (individual sounds). It is given three times a year.

- The California English Language Development Test (CELDT) is given only to English Learners. It assesses and monitors the student’s growth in the English Language. It is given once a year when the school year begins. It is one tool used to determine the child’s proficiency level in speaking and listening skills for Kindergarten and First Grade. For Grades 2-12 it also measures reading and writing skills.

- The California Standardized Tests (CST’s) is the State test that is given once a year for grades 2-12. This test is used to measure the school’s Academic Performance Index (API) and Adequate Yearly Progress (AYP). The API is the cornerstone of California’s Public Schools Accountability Act of 1999. Its purpose is to measure the academic performance and growth of schools on a variety of academic measures. The scores range from a low of 200 and a high of 1000. A school’s score on the API is an indicator of a school’s performance level. The statewide API performance target for all schools is 800. A school’s growth is measured by how well it is moving toward or past that goal.

- The Spanish Standardized Tests (STS’s) is the same as the CST’s but in Spanish. The only students allowed to take the STS are students who have been in the United States for less that 12 months and whose primary language is Spanish. Also, students in bilingual programs where they learn content in Spanish are allowed to take it if their primary language is Spanish.
Evaluation Form  
Dual Immersion Kindergarten  
Bonnie Oehl Elementary  
2005/2006

On a scale from 1-3 please rate your child’s first year in the Dual Program.

<table>
<thead>
<tr>
<th></th>
<th>1-Yes</th>
<th>2-Somewhat</th>
<th>3-No</th>
</tr>
</thead>
</table>
1 2 3 Communication with parents regarding their children’s progress is consistent.
1 2 3 Parents and community are invited to share their cultural and linguistic expertise with the school.
1 2 3 Parents attend monthly dual language parent meetings.
1 2 3 Parents receive a monthly dual language newsletter or calendar.
1 2 3 A dual language program facilitator provides administrative and curricular support.
1 2 3 Parents are given the opportunity to volunteer.
1 2 3 Students are provided books in English and Spanish on a weekly basis.
1 2 3 Students are involved in multicultural activities.
1 2 3 I am happy with the dual immersion program.

Please comment on what you liked best about the program.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Suggestions or changes you would like to be addressed.

________________________________________________________________________
Concerns, Comments, and Compliments

Name __________________________________________

Concerns: ______________________________________
________________________________________
________________________________________
________________________________________
________________________________________

Comments: ______________________________________
________________________________________
________________________________________
________________________________________
________________________________________

Compliments: __________________________________
________________________________________
________________________________________
________________________________________
________________________________________
APPENDIX K
CHARACTER EDUCATION HOMEWORK ACTIVITIES IN ENGLISH AND SPANISH
CHARACTER CONNECTION PARENT’S PLEDGE

1. I will be a positive role model for my child, being aware that he is following my actions and listening to my words.

2. I will make it a priority to send my child to school every day on time.

3. I will greet my child in a positive manner and talk about what is happening at school.

4. I will read to my child every day and set a good example by reading myself.

5. I will make sure my child completes his homework and I will encourage him to do his best work.

6. I will help my child develop good character by helping him judge what is right, care deeply about what is right, and do what he believes is right even when faced with pressures from without or temptation from within.

7. I will make time to discuss values with my child, and set a good example by completing my parent homework on time and living the values I teach.

8. I will be involved in my child’s education by attending parent-teacher conferences and special school events whenever possible.

9. I will avoid being too critical and focus on my child’s strengths. I will demonstrate my love for my child through my words and actions.

10. I will listen to my child and value what he says.

I know that I am my child’s first teacher and I agree that when parents and teachers work together we can achieve the best for children. I will try to follow these principles to help my child succeed.

Signature_________________________________________ Date________________________
PROMESA DE IDENTIDAD DE PERSONALIDAD

Yo como padre prometo:

1. Ser un modelo positivo para mi hijo, sabiendo que él está siguiendo mis acciones y escuchando mis palabras.

2. Enviar a mi hijo a la escuela y a tiempo como primera prioridad.

3. Recibir a mi hijo de una manera positiva y hablar acerca de lo que está aconteciendo en la escuela.

4. Leerle a mi niño cada día y ser un buen ejemplo leyendo yo.

5. Asegurarme de que mi hijo complete su tarea y animarlo a que ponga lo mejor de sí mismo.

6. Ayudar a mi hijo a desarrollar una personalidad positiva, ayudándole a definir lo que es correcto, cuidar profundamente lo que es correcto y hacer lo que él cree que es correcto aún cuando el enfrénte presiones o tentaciones.

7. Tener tiempo para hablar con mi hijo acerca de los valores humanos y poner un buen ejemplo haciendo yo a tiempo mi tarea asignada y viviendo los valores que yo le enseño.

8. Participar en la educación de mi niño atendiendo citas con la maestra y a los eventos especiales de la escuela cuando me sea posible.

9. Evitar ser muy crítico y enfocar lo positivo de mi niño. Yo demostraré mi amor por mi niño a través de mis palabras y acciones.

10. Escuchar a mi niño y valorar lo que él/ella dice.
    Yo sé que soy el primer maestro de mi hijo y yo estoy de acuerdo que cuando los padres y los maestros trabajan juntos podemos lograr lo mejor de nuestros hijos. Yo trataré de seguir estos puntos principales para ayudar a mi hijo a tener éxito.

Firma_________________________________________ Fecha____________________
WAITING IN LINE
Civility

We are learning to line up for recess, bathroom, bus and library. Please have a conversation with your student on how you wait in line. For example: in your car in the parking lot, at the market, in the bank, etc.

Write down where you wait in line and how you feel when you are not first. Can you push the person or car ahead of you out of line? Talk about patience and allowing people "their time" with the cashier or whomever may be helping them.

ESPERANDO EN LA FILA
Civilidad

Estamos aprendiendo a hacer fila para el recreo, ir al baño, para el autobús y la biblioteca. Por favor converse con su estudiante de cómo usted espera en fila. Por ejemplo: En su carro cuando usted está en el estacionamiento, en el supermercado, en el banco, etc.

Escriba adónde usted espera en fila y cómo se siente cuando usted no es el primero/a. ¿Puede usted empujar a la persona o al carro de enfrente para sacarlo de la fila? Hable usted acerca de paciencia y de permitir a la persona "su tiempo" con la cajera o con la persona que le está atendiendo.
¿MUCHA TELEVISIÓN?

Revise y hable con su niño que programas de televisión ven. Decida que tiempo su niño verá la televisión cada día. Hable acerca de otras cosas que ustedes pueden hacer en lugar de ver televisión. ¿Lee usted libros a su niño todos los días? Escriba abajo los programas que su niño ve cada día. Escriba también los libros que le lee a su niño.

Mi niño ve _________ horas de T.V. cada día.

Programas de T.V. Libros leídos

TOO MUCH TELEVISION?

Review and discuss with your child what television shows they watch. Decide how much time your child watches television each day. Talk about what else you can do instead of watching television. Do you read books to your child each day? Write down the shows your child watches every day. Write down the books you read to your child.

My child watches _________ hours of T.V. each day.

Television Shows Books Read
Does TV watching affect your child's school success?

Did you know that the average American child has spent more time watching television than taking part in any other single "activity" except sleep?

Most psychologists and educators feel television watching can prevent children from taking part in activities that foster academic achievement at school. "Watching TV" replaces certain positive behaviors, such as talking with others, reading for pleasure, drawing, painting, exercising, and completing homework assignments—all of which contribute to a child's personal and educational growth and the development of a positive self-concept.

A poll of California elementary and secondary school students found 57% had television sets in their bedrooms. Sixty-five percent of "A" students DID NOT have TV sets in their bedrooms; 57% of "B" students; 51% of "C" students; and, 45% of "D" students DID NOT have television sets in their bedrooms. In other words, the lower the grade-point-average, the more often the child had a television set in his or her bedroom.

The National Association of Elementary School Principals offers the following suggestions for parents concerning television watching:

1. Set an example. Don't leave the TV on all the time as "background noise." Don't watch "adult" programs when children are present.
2. Do not use TV as a babysitter. Keep interesting items handy as alternatives—jigsaw puzzles, board games, crayons, pencils, paper, books, and magazines.
3. Teach your child to plan a daily after-school schedule in which TV fills only a small block of time—or maybe none!
4. Reduce TV time with other activities such as reading, exercise, hobbies, crafts, playing games, and helping with household tasks.

SURPRISING TELEVISION STATISTICS:

- Number of hours per day the TV is on in the average U.S. home: 6 hours; 47 minutes.
- Number of minutes per week the average child watches television: 1,680 minutes.
- Number of violent acts children see on TV by the age of 18: 200,000.
- Number of murders seen on TV by the time an average child finishes elementary school: 8,000.
- Number of 30-second commercials seen in a year by an average child: 20,000.
- Percentage of parents who would like to limit their child's TV watching: 73%
- Chance that an American parent requires that children do their homework before watching TV: 1 in 2.
- Number of minutes per week parents spend in meaningful conversation with their children: 38.5.
- Percentage of 4-6 year olds, who, when asked to choose between watching TV and spending time with their fathers, preferred television: 54%

(Compiled by TV-Free America; 1611 Connecticut Avenue, NW, Washington, D.C. 20009)
¿Afecta el ver televisión el aprendizaje de su niño/a en la escuela?

Sí!

Demasiada televisión puede dañar las calificaciones de su niño/a.

La mayoría de los expertos sobre comportamiento de niños, psicólogos y educadores creen que el ver televisión es que los niños toman parte en ciertos comportamientos que forman un carácter personal. El ver televisión tiene el poder prominente sobre actividades importantes —hablar con otros, leer por placer, dibujar, pintar, hacer ejercicio, participar en actividades escolares y terminar asignaturas de tuers— las cuales contribuyen al conocimiento personal de un niño/a y al desarrollo de un autoconcepto positivo.

Una encuesta reciente llevada a cabo con estudiantes elementales y secundarios de un distrito escolar en California, encontró que el cuatro y cuatro por ciento (46%) de ellos tenían un televisor en su recámara. El ensayo y tres por ciento (63%) de los estudiantes con calificación "A" no tenían un televisor en su recámara, mientras que tres por ciento (57%) de los estudiantes con calificación "B"; cincuenta y cinco por ciento (51%) de los estudiantes con calificación "C"; y cincuenta y cinco por ciento (59%) con calificación "D" no tenían un televisor en su recámara.

Conclusión: Los estudiantes que no tenían un televisor en su recámara obtienen mejores calificaciones.

Otro estudio encontró que la televisión tiene un efecto negativo en la condición física de un niño/a. El estudio reveló que los niños que veían más televisión por hora tiene más obesos comparados al 20% de aquellos que miraban más de cinco horas diarias —los televisores habituales saben de peso propicio comer más y hacen menos ejercicios mínimas que están pegados a al televisor (falso).

El ver televisión puede también evitar que los jóvenes participen en actividades escolares y comunitarias. Las horas-pueden invertirse frente a una pantalla para compartir con los recompensas que se obtienen al tener parte en actividades de la vida real, y programas objetivos alineas de grupos escolares y comunitarios.

Muchos expertos aconsejan que los padres no compliquen con la televisión, sugieran que los padres mantengan reglas en el hogar tales como —"no televisión después de las 8:30 p.m." — y apagar el televisor.
GOOD MANNERS COUNT!

Good manners really do matter. I know, as parents, you work long and hard with your children on "please, thank you, no thank you, excuse me, etc." We expect good manners at school, too.

Please discuss and write down at least 5 manners you feel are important. These manners can include those used inside your home and/or out in public.

BUENOS MODALES CUENTAN!

Buenos modales realmente importan. Yo sé al igual que los padres, que usted trabaja mucho con sus niños en como enseñarles a decir "por favor, gracias, no gracias, con permiso, etc." Nosotros también esperamos buenos modales en la escuela.

Por favor hable sobre esto y escriba abajo por lo menos 5 modales los cuales usted sabe son importantes. Estos modales pueden ser aquellos usados dentro de la casa y/o en público.
GREETING YOUR CHILD

Do you remember when you were young and how excited you were to see your parents after school, first thing in the morning or after they had been gone a few days?

You are being asked to focus on how you greet your child after school and have them reflect and communicate about their day's activities. A broad question about school may be hard for a your child. Ask “what did you learn in school today?”

Remember, no matter what challenges you, as an adult, may have had during the day, children feel loved when a warm smile and a loving hug greet them.

Discuss how your child would like to be greeted and your favorite way to greet them!

RECIBIENDO A SU NIÑO

¿Usted recuerda cuándo era niño cómo se emocionaba al ver a sus padres después de clases, al levantarse por la mañana o cuando volvían después de estar ausentes por unos días?

Le estamos pidiendo su observación en cómo usted recibe a sus niños después de clases y cómo ellos se comunican con usted acerca de sus actividades del día. Una pregunta abierta acerca de la escuela podría ser difícil para que su niño se enfocara en ella y pudiera contestarla en palabras, intente preguntar “¿qué el lo que aprendiste en la escuela?” en lugar de “¿qué es lo que hiciste hoy?” o “¿cómo te fue en la escuela hoy?”

Recuerde, no importa todo lo que a usted le haya pasado durante el día, los niños se sientan queridos cuando una amable sonrisa y un cariñoso abrazo los recibe. Ellos son muy buenos imitadores así que “ponga lo mejor de usted” como ejemplo.

Pláti que cómo le gustaría a su niño que lo recibieran y la forma favorita de usted de recibirlo.
The homework assignment for this week will last two weeks. We are sending home a RANDOM ACTS OF KINDNESS journal. We ask that your child perform a RANDOM ACT OF KINDNESS each day and record it in the journal. Also, record acts of kindness someone did for you or your child. It is surprising how nice people are when we notice and say “thank you”. Please return your journals ____________.

Remember, we not only want smart children but good people, too! Please help them make the world a better place and appreciate others.
ACTOS DE AMABILIDAD DURANTE LA SEMANA

La tarea asignada para esta semana durará dos semanas. Estamos enviando a la casa un diario para varios actos de amabilidad. Usted y su niño escribirán en él todos los días.

Se le pedirá a su niño que cada día lleve a cabo un acto de amabilidad y lo escriba en su diario. También escriba los actos de amabilidad que recibieron usted o su niño. Es sorprendente qué amables son las personas cuando lo notamos y les decimos gracias. Por favor regrese su diario ________________

Recuerde que queremos niños listos pero también personas amables. Por favor ayúdeles a hacer del mundo un lugar mejor para vivir y aprecie a aquellos que también cooperan igual.

¡QUE SE DIVIERTAN!
Random Acts of Kindness

Varios actos de amabilidad

Journal
Diario
This activity allows your child practice in offering to do jobs at home without continually being asked.

Ask your child to choose one job that they're often asked to do. For example: taking out the garbage, making their beds, cleaning their rooms, etc. Suggest that for three days they complete this task before someone asks them to do it. Talk about it. Did they get the task done before someone reminded them? Did it make them feel good? Did they offer to help others? How did they feel?

Take a poll of all family members. Ask which household jobs they like and dislike the most. To show your "get up and go" and generosity of spirit, try one person's most disliked task for one day. Who knows — one person's dislike may be another's like!
OFRECIÉNDOS SIN QUE SE LES PREGUNTE

Esta actividad les permite a sus niños practicar cómo ofrecerse a hacer un quehacer en la casa sin que continuamente se les esté pidiendo que lo cumplan.

Pidale a sus niños que escojan un quehacer de los que frecuentemente se les pide que hagan. Por ejemplo: sacar la basura, tender su cama, limpiar su cuarto, etc. Sugierales que por tres días completen éste trabajo sin que alguien se los pida. Converse acerca de esto... ¿Terminaron su quehacer antes de que alguien se los recordara? ¿Se sintieron bien al cumplirlo? ¿Se ofrecieron a ayudar a otros? ¿Cómo se sintieron?

Tome una opinión de todos los miembros de la familia. Pregúntele cuáles quehaceres de la casa les gustan o disgustan más. Para demostrarles su decisión de hacerlo y su espíritu de nobleza, usted haga por un día el trabajo que más le disgusta a uno de ellos. Quién lo sabe —tal vez el trabajo que le disgusta a uno al otro le gusta!
**FEELINGS**

This activity helps children learn more about others and share about themselves. This is a personal activity. Please use this time to talk about your feelings and what you value. There may be some tears and more than a few laughs!

Have all the adults in your household complete the questions as well as your student.

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am happy when</td>
<td></td>
</tr>
<tr>
<td>I am sad when</td>
<td></td>
</tr>
<tr>
<td>I am afraid when</td>
<td></td>
</tr>
<tr>
<td>It's funny when</td>
<td></td>
</tr>
<tr>
<td>My favorite things include</td>
<td></td>
</tr>
<tr>
<td>When I am alone, I</td>
<td></td>
</tr>
<tr>
<td>I really care about</td>
<td></td>
</tr>
</tbody>
</table>
SENTIMIENTOS

Estas actividades ayudan a los niños a aprender más sobre otras personas y compartir sobre ellos mismos. Esta actividad es personal. Por favor tome este momento para hablar sobre sus sentimientos y sus valores. Tal vez haya algunas lágrimas y más de un abrazo.

Haga que todos los adultos en su hogar contesten las preguntas al igual que su estudiante.

Yo soy feliz cuando ________________________________

Tengo mucho miedo cuando __________________________

Es gracioso cuando _________________________________

Mis cosas favoritas son _____________________________

Cuando estoy solo/a, yo ______________________________

Quiero mucho a ________________________________
THE GOLDEN RULE

We have all heard the Golden Rule: Do unto others as you would have them do unto you. This is a universal "rule"—almost all cultures and religions have a like quote to live by.

Discuss with your child what this means to you and how you choose to have them interpret it. Give examples of situations in your life where you have put these words into practice. Help them think of ways and opportunities they can use these wise words.

During the week see how many times and situations you have to act out the Golden Rule and record below.

LA REGLA DE ORO

Todos nosotros hemos oído acerca de la Regla de Oro: Haz para otros lo que quisieras que hicieran por ti. Esta es una "regla" universal—casi todas las culturas y religiones tienen un dicho parecido.

Pláique con su niño qué es lo que esto quiere decir y cómo usted desea que él/ella lo interprete. Déle ejemplos de situaciones en su vida en donde le ha tocado a usted poner estas palabras en práctica. Ayúdele a pensar en maneras y oportunidades donde ellos pueden usar estas sabias palabras.

Durante la semana vea cuantas veces y situaciones ha tenido usted que actuar de acuerdo con la Regla de Oro y escribalo abajo.
HANDICAPS AND DIFFERENCES

This activity helps youngsters appreciate differences among people. You need thinking minds for this "talk about" activity.

Think of ways that people make themselves different, for example, the way they dress, the way they talk, the way they fix their hair, etc. Think of ways people make themselves similar, using the same examples above.

Talk about handicaps and about people who may have them. Help your child develop a sense of empathy, in other words, understanding what it's like to have a handicap.

Take the opportunity to give your child firsthand experience with handicapped people. This could involve pointing out handicapped people in a store, at school, a relative or a friend.

Making fun of differences is known as insensitive, but it may be because no one has taken the time to talk about it first.

Please discuss as many differences as you can think of—not only handicaps—but the many ways people are different, including cultural differences. Talk about how we should respect all people and how we can look at differences and handicaps as positive. Can they think of someone they know who is handicapped?

Please record your conversation below.
DIFERENCIA Y PERSONAS IMPEDIDAS

Esta actividad ayuda a los pequeños a apreciar las diferencias entre la gente. Usted necesita pensar para esta actividad “platicada”.
Piense en la forma en que las personas se ven diferentes, por ejemplo, la manera en que se visten, la manera en que hablan, la manera en que se peinan, etc. Piense en la forma en que la gente se ve similar usando los ejemplos de arriba.
Hable acerca de las personas impedidas y de las personas que viven con ellas. Ayúd elite a su niño a desarrollar un sentido de compasión, en otras palabras, a entender qué es lo que esto significa.
Busque la oportunidad de que su niño pueda tener experiencias con personas impedidas. Esto puede ser observando personas impedidas en la tienda, en la escuela, un familiar o un amigo.
Burlarse de diferencias es conocido como un acto insensible, pero pudiera ser porque nadie se ha tomado el tiempo de hablar sobre esto.
Por favor platique sobre todas las diferencias que usted pueda pensar, no sólo sobre personas impedidas, pero también sobre las muchas maneras que la gente es diferente, incluyendo diferencias culturales. Hable acerca de cómo nosotros debemos respetar a todas las personas y cómo podemos ver en una forma positiva las diferencias y en general a las personas impedidas. ¿Puede su niño pensar en alguien que es impedido?
Por favor escribalo abajo:
INTRODUCTIONS

"We only have one first impression" a teacher once told me. Now as an adult, I pay close attention to how I introduce myself to other people. It's as easy as 1, 2, 3, 4!

1. Extend your hand for a hand shake.
2. Look the person in the eyes.
3. Say, "Hello, I'm ________ it's nice to meet you."
4. Smile.

It is fun to watch our children mature into considerate young people: The way they handle the meeting of new friends is an indication of what you have taught them at home and what behavior you feel is valuable. It is also a sign of confidence.

As adults, the first impression we leave with others could mean the next job we get, the next scholarship, or the respect of someone who will be important to us.

REMEMBER: People notice when you extend yourself in a friendly, polite manner.
PERSENTACIONES

Una maestra me dijo una vez "Sólo damos una primera impresión". Ahora que soy adulto, pongo mucha atención de cómo me presento a otras personas. ¡Es tan fácil: como 1, 2, 3, 4!

1. Extender la mano para saludar con firmeza.
2. Mirar a la persona a los ojos.
3. Decir "Mucho gusto, yo soy ________".
4. Sonreír.

Es divertido ver a nuestros hijos convertirse en gente joven considerada, la manera de escoger nuevos amigos es una indicación de lo que les hemos enseñado en casa al igual que el comportamiento que muestran y el cual nosotros consideramos valioso. También éste es una señal de seguridad y confianza.

Como adultos, la primera impresión que dejamos en otros podría ser el paso para obtener un trabajo, una beca, o el respeto de alguien que será importante para nosotros.

Recuerde: La gente nota cuando usted se presenta en una manera amigable y cortés.

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RESPONSIBILITY AND CHORES

Please talk to our child about work and responsibility. Inform your child about the work you do at home and at your job. What happens if you don't follow through with your responsibilities? Will there be food in the house? Will the laundry be done? How will we pay for the things we need and want?

Talk and decide what chores your child can do to help you at home. Write down 3 things your child can do each day to help you and other family members. Watch and see that your child completes the task and shows responsibility.

My child does these chores at home each day:

1.

2.

3.

Name
RESPONSABILIDAD Y QUEHACERES

Por favor platique con su niño acerca del trabajo que usted hace tanto en la casa como en el trabajo. ¿Qué pasa si usted no cumple con sus responsabilidades? ¿Habrá comida en la casa? ¿El lavado de ropa estaría listo? ¿Cómo pagariamos por las cosas que necesitamos y queremos?

Platique y decida que quehaceres su niño puede hacer para ayudarlo en la casa. Escriba 3 cosas que su niño pueda hacer cada día para ayudarlo a usted y a otros miembros de la familia. Guíe que su niño complete el trabajo asignado y que muestre responsabilidad.

Mi niño hace estos quehaceres cada día en casa:

1. 

2. 

3. 

Nombre__________________________
APPENDIX L

VOCABULARY LISTS AND MONTHLY VOCABULARY CARDS
Vocabulary Word Lists

<table>
<thead>
<tr>
<th>List 1 Colors</th>
<th>List 2 Playground</th>
<th>List 3 Body parts</th>
<th>List 4 Food</th>
<th>List 5 Classroom</th>
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<td>recess</td>
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<td>List 12 Insects and More</td>
<td>List 13 Expressions/Family/Feelings</td>
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<td><strong>Expresiones/Familia Sentimientos</strong></td>
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## Vocabulario Mensual

**List 1 - Colores y Útiles del Arte**

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### Monthly Vocabulary
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Monthly Vocabulary
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247
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<td>galleta</td>
</tr>
</tbody>
</table>
## Monthly Vocabulary
### List 4 - Food

<table>
<thead>
<tr>
<th>apple</th>
<th>orange</th>
<th>banana</th>
</tr>
</thead>
<tbody>
<tr>
<td>lettuce</td>
<td>tomato</td>
<td>cheese</td>
</tr>
<tr>
<td>carrot</td>
<td>peas</td>
<td>beans</td>
</tr>
<tr>
<td>meat</td>
<td>bread</td>
<td>cereal</td>
</tr>
<tr>
<td>cookie/</td>
<td>soup</td>
<td>onion</td>
</tr>
<tr>
<td>cracker</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Vocabulario Mensual
### Lista 5 - El Salón

<table>
<thead>
<tr>
<th>pegamento</th>
<th>tijeras</th>
<th>mochila</th>
</tr>
</thead>
<tbody>
<tr>
<td>borrador</td>
<td>maestra</td>
<td>puerta</td>
</tr>
<tr>
<td>ventana</td>
<td>piso</td>
<td>pared</td>
</tr>
<tr>
<td>papel</td>
<td>tarea</td>
<td>silla</td>
</tr>
<tr>
<td>agua</td>
<td>mesa</td>
<td>baño</td>
</tr>
</tbody>
</table>
## Monthly Vocabulary
### List 5 – The Classroom

<table>
<thead>
<tr>
<th>backpack</th>
<th>scissors</th>
<th>glue</th>
</tr>
</thead>
<tbody>
<tr>
<td>door</td>
<td>teacher</td>
<td>eraser</td>
</tr>
<tr>
<td>wall</td>
<td>floor</td>
<td>window</td>
</tr>
<tr>
<td>chair</td>
<td>homework</td>
<td>paper</td>
</tr>
<tr>
<td>bathroom</td>
<td>table</td>
<td>water</td>
</tr>
<tr>
<td></td>
<td>junio</td>
<td>julio</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>vacación</td>
<td></td>
<td>caliente</td>
</tr>
<tr>
<td>sol</td>
<td></td>
<td>océano</td>
</tr>
<tr>
<td>septiembre</td>
<td></td>
<td>octubre</td>
</tr>
<tr>
<td>viento</td>
<td></td>
<td>fresco</td>
</tr>
</tbody>
</table>
## Monthly Vocabulary
### List 6 - Summer/Fall

<table>
<thead>
<tr>
<th>August</th>
<th>July</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>beach</td>
<td>hot</td>
<td>vacation</td>
</tr>
<tr>
<td>pool</td>
<td>ocean</td>
<td>sun</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>November</th>
<th>October</th>
<th>September</th>
</tr>
</thead>
<tbody>
<tr>
<td>pumpkin</td>
<td>cool</td>
<td>wind</td>
</tr>
</tbody>
</table>
Vocabulario Mensual

Lista 7 – Invierno/Primavera

diciembre | enero | febrero
--- | --- | ---
frío | nieve | lluvia

corazón | marzo | abril

mayo | planta | flor

hoja | nube | arco iris
## Monthly Vocabulary
### List 7 – Winter/Spring

<table>
<thead>
<tr>
<th>February</th>
<th>January</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td>rain</td>
<td>snow</td>
<td>cold</td>
</tr>
<tr>
<td>April</td>
<td>March</td>
<td>heart</td>
</tr>
<tr>
<td>flower</td>
<td>plant</td>
<td>May</td>
</tr>
<tr>
<td>rainbow</td>
<td>nube</td>
<td>leaf</td>
</tr>
</tbody>
</table>
**Monthly Vocabulary**  
**List 8 – Transportation & Clothes**

<table>
<thead>
<tr>
<th>car</th>
<th>truck</th>
<th>bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>airplane</td>
<td>boat/ship</td>
<td>train</td>
</tr>
<tr>
<td>motorcycle</td>
<td>horse</td>
<td>pants</td>
</tr>
<tr>
<td>shirt</td>
<td>socks</td>
<td>shoes</td>
</tr>
<tr>
<td>dress</td>
<td>jacket</td>
<td>undershirt/t-shirt</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>transporte</th>
<th>ropa</th>
</tr>
</thead>
<tbody>
<tr>
<td>autobús</td>
<td>camión</td>
</tr>
<tr>
<td>tren</td>
<td>barco</td>
</tr>
<tr>
<td>pantalón</td>
<td>caballo</td>
</tr>
<tr>
<td>zapatos</td>
<td>calcetín</td>
</tr>
<tr>
<td>camiseta</td>
<td>chamarra</td>
</tr>
<tr>
<td></td>
<td>vestido</td>
</tr>
</tbody>
</table>
**Monthly Vocabulary**

**List 9 – Home**

<table>
<thead>
<tr>
<th>kitchen</th>
<th>bedroom</th>
<th>couch</th>
</tr>
</thead>
<tbody>
<tr>
<td>television</td>
<td>living room</td>
<td>garage</td>
</tr>
<tr>
<td>bed</td>
<td>pillow</td>
<td>blanket</td>
</tr>
<tr>
<td>towel</td>
<td>light</td>
<td>closet</td>
</tr>
<tr>
<td>dresser</td>
<td>mirror</td>
<td>toothbrush</td>
</tr>
<tr>
<td>sofá</td>
<td>cuarto</td>
<td>cocina</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>garaje</td>
<td>sala</td>
<td>televisión</td>
</tr>
<tr>
<td>cobija</td>
<td>almohada</td>
<td>cama</td>
</tr>
<tr>
<td>la luz</td>
<td>ropa</td>
<td>toalla</td>
</tr>
<tr>
<td>cepillo de dientes</td>
<td>espejo</td>
<td>tocador</td>
</tr>
</tbody>
</table>
## Monthly Vocabulary

### List 10 – School Lunch

<table>
<thead>
<tr>
<th>tray</th>
<th>spoon</th>
<th>fork</th>
</tr>
</thead>
<tbody>
<tr>
<td>knife</td>
<td>napkin</td>
<td>trash</td>
</tr>
<tr>
<td>milk</td>
<td>hungry</td>
<td>plate</td>
</tr>
<tr>
<td>cup</td>
<td>straw</td>
<td>juice</td>
</tr>
<tr>
<td>breakfast</td>
<td>lunch</td>
<td>dinner</td>
</tr>
</tbody>
</table>
### Vocabulario Mensual
#### Lista 10 – Almuerzo de la Escuela

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>tenedor</td>
<td>cuchara</td>
<td>bandeja</td>
</tr>
<tr>
<td>basura</td>
<td>servilleta</td>
<td>cuchillo</td>
</tr>
<tr>
<td>plato</td>
<td>hambre</td>
<td>leche</td>
</tr>
<tr>
<td>jugo</td>
<td>pipote</td>
<td>cup</td>
</tr>
<tr>
<td>cena</td>
<td>almuerzo</td>
<td>desayuno</td>
</tr>
</tbody>
</table>

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## Monthly Vocabulary
### List 11 – Animals

<table>
<thead>
<tr>
<th>dog</th>
<th>cow</th>
<th>duck</th>
</tr>
</thead>
<tbody>
<tr>
<td>cat</td>
<td>rabbit</td>
<td>fish</td>
</tr>
<tr>
<td>pig</td>
<td>bird</td>
<td>chicken</td>
</tr>
<tr>
<td>turtle</td>
<td>goat</td>
<td>shark</td>
</tr>
<tr>
<td>whale</td>
<td>sheep</td>
<td>dinosaur</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>pato</td>
<td>vaca</td>
<td>perro</td>
</tr>
<tr>
<td>pez</td>
<td>conejo</td>
<td>gato</td>
</tr>
<tr>
<td>gallina</td>
<td>pájaro</td>
<td>puerco</td>
</tr>
<tr>
<td>tiburón</td>
<td>cordero</td>
<td>tortuga</td>
</tr>
<tr>
<td>dinosaurio</td>
<td>borrego</td>
<td>ballena</td>
</tr>
</tbody>
</table>
Monthly Vocabulary
List 12 – Insects and More

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>bee</td>
<td>grasshopper</td>
<td>ladybug</td>
</tr>
<tr>
<td>ant</td>
<td>cricket</td>
<td>cockroach</td>
</tr>
<tr>
<td>butterfly</td>
<td>fly</td>
<td>dragonfly</td>
</tr>
<tr>
<td>moth</td>
<td>worm</td>
<td>snail</td>
</tr>
<tr>
<td>spider</td>
<td>snake</td>
<td>frog</td>
</tr>
</tbody>
</table>
# Vocabulario Mensual

**Lista 12 – Los Insectos y Más**

<table>
<thead>
<tr>
<th>mariquita</th>
<th>saltamontes</th>
<th>abeja</th>
</tr>
</thead>
<tbody>
<tr>
<td>cucaracha</td>
<td>grillo</td>
<td>hormiga</td>
</tr>
<tr>
<td>libélula</td>
<td>mosca</td>
<td>mariposa</td>
</tr>
<tr>
<td>caracol</td>
<td>gusano</td>
<td>paloma</td>
</tr>
<tr>
<td>rana</td>
<td>víbora/serpiente</td>
<td>araña</td>
</tr>
</tbody>
</table>
### Monthly Vocabulary

**List 13 – Expressions, Family & Feelings**

<table>
<thead>
<tr>
<th>Thank you</th>
<th>Your welcome</th>
<th>please</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m sorry</td>
<td>Excuse me</td>
<td>What is your name?</td>
</tr>
<tr>
<td>Mother/Father</td>
<td>Brother/Sister</td>
<td>Uncle/Aunt</td>
</tr>
<tr>
<td>Grandmother/Grandfather</td>
<td>cousin</td>
<td>friend</td>
</tr>
<tr>
<td>happy</td>
<td>sad</td>
<td>angry</td>
</tr>
</tbody>
</table>
### Vocabulario Mensual
**Lista 13 - Expresiones/Familia/Sentimientos**

<table>
<thead>
<tr>
<th>Por favor</th>
<th>de nada</th>
<th>Gracias</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Cómo te llamas?</td>
<td>Con permiso</td>
<td>Lo siento</td>
</tr>
<tr>
<td>Madre/Padre</td>
<td>Hermano/Hermana</td>
<td>Tío/Tía</td>
</tr>
<tr>
<td>Abuela/Abuelo</td>
<td>Primo/Prima</td>
<td>Amigo/Amiga</td>
</tr>
<tr>
<td>enojado</td>
<td>triste</td>
<td>feliz</td>
</tr>
</tbody>
</table>
APPENDIX M

MONTHLY CALENDAR
<table>
<thead>
<tr>
<th>domingo</th>
<th>lunes</th>
<th>martes</th>
<th>miercoles</th>
<th>jueves</th>
<th>viernes</th>
<th>sabado</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
<td>Saturday</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome to March</td>
<td>Aprendan la letra &quot;LI I&quot;</td>
<td>Estudios Sociales</td>
<td>Review HFW</td>
<td>Práctica palabras de uso frecuente</td>
<td>Review HFW</td>
<td>Bienvenidos a marzo</td>
</tr>
<tr>
<td></td>
<td>Lea the letter &quot;LI I&quot;</td>
<td>Transportación</td>
<td>I, see, my, like, the</td>
<td>Practice high frequency words</td>
<td>He, she, it, and, we</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aprendan la letra &quot;Nn&quot;</td>
<td>Examen de letras y sonidos en español</td>
<td>Trabajando con los #’s 15, 16, 17, &amp; 18</td>
<td>Working with #’s 15, 16, 17, &amp; 18</td>
<td>Review HFW</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lea the letter &quot;Nn&quot;</td>
<td>Test on letters and sounds in Spanish</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>He, she, it, and, we</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review HFW</td>
<td>Vestirse de verde</td>
<td>Repasa la letra “Ch”</td>
<td>Trabajando con los #’s 19, 20, 21, &amp; 22</td>
<td>Working with #’s 19, 20, 21, &amp; 22</td>
<td>Primer día de primavera</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Día de San Patricio</td>
<td>Review the letter “Ch”</td>
<td></td>
<td></td>
<td>First day of Spring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wear Green</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>St. Patrick's Day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>22</th>
<th>23</th>
<th>24</th>
<th>25</th>
<th>26</th>
<th>27</th>
<th>28</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No habrá paquetes de tarea para la próxima semana</td>
<td>Si todavía tienen libros en casa, entregúenlos mañana por favor!!</td>
<td></td>
<td></td>
<td></td>
<td>Review HFW</td>
</tr>
<tr>
<td></td>
<td>No homework packets for next week</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>He, she, it, and, we</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Repasa las palabras en inglés</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>29</th>
<th>30</th>
<th>31</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Feliz Vacaciones</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Happy Vacation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Regresamos el 29 de abril</td>
</tr>
<tr>
<td></td>
<td></td>
<td>We return April 29th</td>
</tr>
</tbody>
</table>
REFERENCES


California Department of Education Two-Way Immersion Web site http://www.cde.ca.gov/sp/el/ip/twowyimmersion.asp


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