

CALSolutions
PreK-12 ELL Education

CAL Webinar: Promoting Literacy in the Home

Webinar

March 27, 2020

CAL Professional Development Team
solutions@cal.org
@CAL_Linguistics
#languageapplied

CAL CENTER FOR APPLIED LINGUISTICS

Participation in Today's Webinar

- Please keep your audio on **MUTE**.
- Enter your questions/chat participation in the Questions box.
- We will respond to as many as possible to make them visible to all.

Chat/questions

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Poll #1

I am joining the webinar today *primarily* as a...

- Parent
- Teacher
- Administrator
- Researcher
- CAL colleague

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Introductions

- Students have different ways of communicating their feelings, thoughts, and ideas.
- One popular way is through their use of Emojis
- Which emojis express how you feel right now?

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Which one represents you?

Is there one missing here that better describes you right now?

Which one?

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Introductions

Marybelle Marrero-Colón

Big Hug


Annie Duguay

Dr. Kate Moran

Maria Cieslak


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Which one represents you?



Is there one missing here that better describes you right now?

Which one? Why?





Agenda

- Introductions
- Reading activities
- Writing activities
- Brainstorming session





Goals and Objectives

- Content objectives
 - We will brainstorm resources and activities that promote rich literacy experiences in the home.
- Language objectives
 - We will talk and chat about how to promote literacy skills in the home.





Authentic Literacy in Action













US World Politics Business Opinion Health Entertainment Style Travel Sports Videos LIVE TV

Reading is Life-Altering

Literacy is a fundamental human right and the foundation for lifelong learning. It is fully essential to social and human development in its ability to transform lives.




United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2015)


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Leisure Reading

- Based on international studies, variation in reading achievement is related to motivation, engagement, and enjoyment of reading (Mullis et al., 2012).
- Young people who practice leisure reading on a daily basis are much more likely to be successful readers.
 - U.S. high school students who regularly engaged in leisure reading scored significantly higher in reading than did peers who did not regularly read for pleasure (National Center for Education Statistics, 2011).



Leisure Reading Board Task Force (2014). Leisure Reading. Newark, DE: International Reading Association.


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Poll #2

- Please let us know how you are *primarily* teaching during this time.
 - At home, teaching my own children
 - Remotely, sending packets and books.
 - Remotely, through virtual platforms
 - Remotely, through phone texting only
 - Still no district plans in place

Elaborate on your school/district/community plans in the Questions box.

READING ACTIVITIES

Media or News Bingo

- Review the key terms you will need to find.
- Read news articles
- Circle or highlight key terms.
- At the end, compare your answers or win a prize if you fill in your card.
- Here's an example:
 - Current events/news sources
 - <https://newsela.com/>











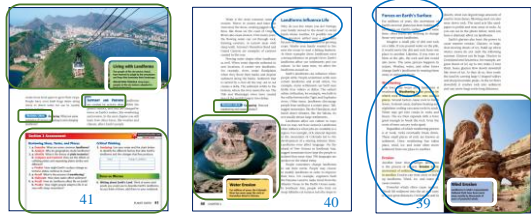


Backwards Book Walk

- Purpose
 - To familiarize students with a nonfiction text before they begin reading it independently.
- Process
 1. Begins with reading over the conclusion so the students can understand the overall meaning of the text.
 2. Beginning at the end, students skim over section headings, pictures, diagrams and charts, captions, and keywords.





Backwards Book Walk




- Start in the back of the chapter. Then move forward.
- Read & annotate the summary, questions & activities. Note pictures and captions
- Note section titles, suggestions, boldface words, or pre-highlighted sections.
- Create questions and predictions as you read.
- When you make it to the front page of the chapter review your notes and then read forward and find the answers to your questions.

Text from: Salter, C.L. (2012). Holt-McDougal – World Geography. Orlando, Florida – Houghton Mifflin Publishing



Text Recall/Summarization

- Assign students to read a text.
- Tell the students they only have 20 words/phrases to retell what happened.
- Have students text you the 20 words in order in which they appear in the text.
- Have students use *only* that text message to summarize the story in a flipgrid/short video, to a family member, or in a written paragraph.



Example: Dolores Huerta

- Dolores Huerta was **Mexico**, the second i struggled, and by the moved Dolores and t was also a Girl Scout national essay conter many **Mexicans** and farm workers. At sch was once accused by teacher was convince her ethnic origin. After through a marriage, t unsatisfying jobs, she **degree** at Stockton C as an elementary scf the **poor living cond** workers. Determined chapter of the **Comr** worked to **end segre** social and economic

Today 4:58 PM

New Mexico, California; racism; Mexicans; Mexican Americans; teaching degree; poor living conditions of her children; Community Services Organization; end segregation, discrimination and police brutality; farm workers; voter registration drives; Cesar Chavez; skilled organizer and tough negotiator; United Farm Workers; si se puede; spurring union members; 1975; Agricultural Labor Relations Act; rights of farm workers to bargain collectively; comprehensive immigration policy and better conditions for farm workers; Dolores Huerta Foundation

1930, in Dawson, **New** andez. The young family ced and her mother a. A good student, she second place in a experienced the **racism** specially those who were uspection and scorn. She 's work because the j it own her own, due to ol, in 1947, Dolores went After a series of mpleted a **teaching** scific. She briefly worked was so distraught over children of farm started the Stockton a grassroots group that **natality** and improve

Adapted from <https://www.biography.com/activist/dolores-huerta>

20-3-1: Summarize!

- Assign students a non-fiction text to read.
- Tell students they only have 20 words **total** to summarize this text.
- While they read, students should select their top 20 terms.
- As a class, have each student provide one word in order from the beginning to the end of the text.
 - If someone says a word, it cannot be repeated.
- Once you have gathered the 20 words, sort them into 3 categories.
- Have students then identify those three main ideas.
- Finally, have them combine the ideas into a 1-sentence summary of the text.

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Other Activities with Family and Friends

- Letter writing
- Community posters/brochures
- Graphic Organizers
- Enclosed Place (Text Style)
- Critical Thinking at Home
- Book Quote Art

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Story Maps

- Story Maps are a fun way of breaking down a story or nonfiction text that is told, read, or seen in a video or on a computer.
- They come for all ages and grades. Here are some samples:

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STORY MAP

Title: _____

Author(s) & Illustrator: _____

Main Characters: _____

Problem: _____

Event: _____

Event: _____

Event: _____

Climax: _____

Resolution & Conclusion: _____

Do you know of any others?

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Critical Thinking at Home

- **Remember:** Name the characters in the book.
- **Understand:** What are some examples of actions of the character you did not like?
- **Apply:** What would it be like if the main character visited our home right now?
- **Analyze:** Compare and contrast how the character is similar and different from you.
- **Evaluate:** Which character would you would choose for a friend. Explain why.
- **Create:** Tell your own story about these characters.

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Book Quote Art

- Have your student read a book, short story, or a poem.
- Have them choose a favorite quote, and then draw a picture that represents their thoughts about the quote.
- Then open up a discussion about the quote and the drawing.
- For older students have them write something about the quote and their interpretation. The can site evidence from the story to support their point of view.



Book Quote Art - Parent Model

- This is an easy activity for parents to model. All the have to do is choose a quote from a book or movie, and draw a picture about it.
- Great way to open up the discussion.



Book Quote Art

- Quote: "All the ladies like whiskers."
- When asked why she liked the quote, the answer was:
- "It was the only quote in the book related to a girl."
- She really liked that a girl had written Lincoln a letter.



Dussling, J. (2017). *Long, Tall Lincoln*. NY: HarperCollins Publishers.



Zahra Hersi, 2nd grade



Book Quote Art

- Quote: "Oh!"
- When asked why he liked the quote, the answer was:
- "it was funny."
- He likes Gerald's expression in the picture.



Zahra Hersi, Kinder



Williams, M. (2014). *Waiting is not easy*. New York: Hyperion Books for Children



Reading Activities

Let's do a **Quick Chat!**

In 45 seconds, list 1 or 2 ideas in the chat box, and we'll share them out



WRITING ACTIVITIES



Enclosed Place

- In your questions box (chat) define what it means to be “enclosed”

- Basically it means that there is no way out and one does not need walls to be enclosed.

Examples:

- Realistic places (i.e. school, jail, airplane, etc.)
- Absurd places (i.e. ice cube, inside a book, etc.)
- Natural places (i.e. island, forest, cave, etc.)
- Social conditions (i.e. poverty, drug addiction, racism, etc.)
- States of Being – (i.e. love, hungry, insanity, mind etc.)

Rivera, C. (2003). *Enclosed Place*. Educational Play Productions. New York, NY.



Enclosed Place

1. With a partner, **decide** which one of you is **Writer A** and which is **Writer B**. Decide on an **enclosed place** where the two of you are trapped.
 2. **Writer A “loves”** the enclosed place. **Writer B “hates”** it.
 3. The **“As” try to convince the “Bs” to stay** and why this place is great. The **“Bs” try to convince the “As” to leave** and why it’s better to get out of the place.
 4. Share 1 piece of paper and in ten lines (Writer A writes five and Writer B writes five) each of you will try to convince the other of your point of view.
- There is one hitch! **Neither of you may speak** throughout the exercise.



Enclosed Place Sample

Enclosed place: Two dogs (Popa & Pepe) trapped in a box.

- A.** Pepe please calm down, everything is all good. We’re safe in this box.
- B.** I hate this box – I want to get out now. I want to be free!
- A.** Aye Nene, no; I love it in here!
- B.** Are you nuts? It’s hot, small and uncomfortable.
- A.** Yes, I know, but it’s also cozy with just you and me, and it’s safe from that man with the big net.
- B.** That man isn’t so dangerous; he works for the city. I’ll keep you safe. Come on Popa, I’ll get you home.
- A.** I don’t know, what if he chases us?

E. Perez – 10th Grade – ENL Student
©2013



Enclosed Place (Text Style)

Whoa!!! Is that the power faucet right there? I'm so close I feel like I can touch it! That is where the magic happens—where energy is made!

No, I want to find the way out. Maybe there's an opening in the vacuole. It's big enough to hold the way out.

Haha. Oh look! There's the exit sign. It's right by the Cell Membrane. I'm out of here, come on. I'm hungry. Do you feel like a salad?

Okay... ah, Kate. Do you know where we are? I don't see the escape hatch, I mean door, in the Cell Wall.

Oh, all right. Let's check the vacuole for a way out, but you're coming back next week with our nutrients, right?

You mean a bowl full of millions of plant cells? Absolutely!

Escape?! This place is amazing! We just need a mitochondria. Oh, though, I'll keep an eye open for the exit. Just after I check out—look up!! Do you see that?

I don't know. Maybe. How am I going to make sure we don't get lost again?

Yes, and I don't like it. When I agreed to come and visit this virtual plant cell with you, I didn't think I would be surrounded by all this stuff. This place is spooky. Look at all those ribosomes and chloroplasts floating around us.

We'll have so much fun!

Well... the kids will like it. There's nothing a 7th grader likes more than a place with a spooky atmosphere. Fine, I'll come but you better provide me a map.

Ooooh! Yeah! Ribosomes! I love that! That's got to be the nucleus off to the side lowering over the other organelles! I hope we can get inside it to see the nucleolus! Isn't this amazing?!

Yes, spooky! ☹️ Mitochondria and chloroplasts, and cytoplasm! Oh my!



Let's Read & Write at Home with “Funny Situations”

- The way this works is that you create a story starter. No more than 10 sentences. Make sure to include your kids’ names in the story. Then you stop the story on a cliff hanger.
- The student/youngster then finished the story.

Let's try it...



- Read the following story starter, then take a minute a write the next two lines.



The Haunted Rest Stop

Annie, Kate, and Maria were driving home from a large conference. They decided to try a short cut through the Blue Ridge Mountains, but it was so rainy and foggy they couldn't see where they were going.

- “Maria, are you sure you know the way home?”
 - “Yes Kate, I know the way home. Annie gave me very clear instructions.”
 - “I know I did, but this doesn't look like the way I took last time. I think we missed the turnoff back there somewhere.”
 - “Fine, I'll stop at that rest stop up ahead and ask for directions.”
- However, when the ladies pulled in, they noticed that the rest stop was all broken down and deserted. They decided to check inside in case someone had left an old roadmap posted.
- Kate looked around, “Maria let's get out of here. This place is spooky.”
 - Maria and Annie turned around to answer Kate when suddenly they heard a loud...

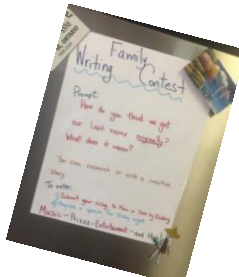
Now you finish it...




Chat/questions

Writing Prompts

- Journaling
- Family writing contests
- Letter writing
- Online or old-fashioned





See handouts for writing prompts in Spanish and English



Writing Prompts

- If you had three wishes what would you wish for and why?
- Explain what teamwork means.
- If you could be any animal for a day which would you be, what would you do and why would you enjoy being this particular animal?

- Si tuvieras tres deseos, ¿Qué desearías y por qué?
- Explique el significado de, trabajo en equipo.
- Si pudieras ser un animal por un día, ¿Cuál escogerías y por qué disfrutarías ser este animal en particular?

Flipgrid




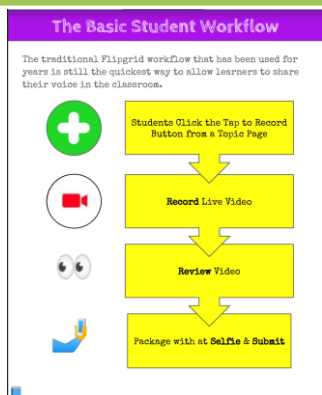

- Free Online video discussion platform for students to record and post videos on a given topic in your learning community
- Flipgrid.com
- Free Educator Signup- this includes parents, university, organizations, etc.
- Via web browser on desktops, laptops, Chromebook or the Flipgrid app on iOS or Android devices
 - [Flipgrid Educator's Guide](#)
 - [Family Learning with Flipgrid](#)
 - [Getting Started with Flipgrid Guide](#)
 - [Remote Learning with Flipgrid](#)
 - [Disco Library Playlist](#)






The Basic Student Workflow

The traditional Flipgrid workflow that has been used for years is still the quickest way to allow learners to share their voice in the classroom.








CAL Connections Grid



Grid Code: [cieslak0893](https://flipgrid.com/cieslak0893)


Say Hello on Flipgrid!
<https://flipgrid.com/e9a3ae58>

Example Activity

Would you rather eat apples or watermelon?

Apples	Watermelon



Opinion Planner


My Opinion (main idea)

Reason #1 (detail)

Reason #2 (detail)


Reason #3 (detail)

Ending Sentence




CAL Flipgrid Links


Say Hello on Flipgrid!- Adults
<https://flipgrid.com/e9a3ae58>





Apples or Cookies – Early Childhood
<https://flipgrid.com/61ca111c>



Would you rather...? Kinder-Gr-5
<https://flipgrid.com/e6e14e6f>





Would you rather...? 6-12
<https://flipgrid.com/49c5da67>



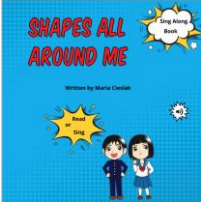

Book Creator

- Bookcreator.com
- Online tool to read, create, and publish digital books
- Combine text, images, audio and video to create interactive stories or digital portfolios
- Print, read online, or download ebooks
- Teacher Resources
 - Pre-kindergarten/Kindergarten
 - Elementary
 - Middle School
 - Highschool
 - All subjects
 - Books created by students

Book Creator

- Book Creator Invite Code **65685Y8** for Shapes All Around Me or go directly to the link
https://read.bookcreator.com/zY59CnC00HcT2GE4IICM KwLq4Ks2/ fzfNE04TJ6BX_6QPNGwwQ

FINISH THIS COMIC!

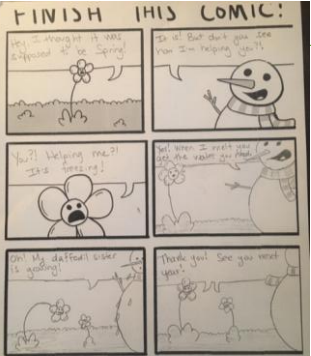




jarrettlerner.com




<https://jarrettlerner.com/activities/>

FINISH THIS COMIC!






Writing from Boxes

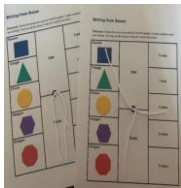
- Uses language forms to accomplish language functions.
- Good for early grades writers or newcomers.

The sun	go	around	planet.
Earth	are	a small	the sun.
The planets	is	eight	place.
The world	has	one	of our solar system.
Our solar system	is	the center	Planets.


The sun is the center of our solar system.




Writing from Boxes – Hands-on Scaffold



Beginner, Newcomer




Intermediate



Advanced


Scaffolded hands-on formats adapted by EL teachers (grades K-6) at Danbury Public Schools in Connecticut.




Writing Activities

Let's do a Quick Chat!

In 45 seconds, list 1 or 2 ideas in the chat box, and we'll share them out





Your Turn

- Which activities would you like to adapt and use from home?
- What literacy activities or resources have you been engaging in with your students or kids?










Thank You

- View this webinar on our [Youtube page](#).
- Join us next week, Friday, April 3rd, 3-4pm EST
 - Next week's topic: Beyond Numbers: Language and Math in the Home
 - <https://attendee.gotowebinar.com/register/7975369570545493260>



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 #languageapplied

