

# Literacy Activities

For Families  
and  
Learning Centers

Vocabulary  
Reading  
Writing

English

Spanish

Art

Learn More  
with  
Words and Pictures

Polk Bros. Foundation  
Community Schools Leadership Network

More Resources: <http://teacher.depaul.edu>



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## Family Reading/Writing Activities

All the activities in this guide can be done at home and in extended learning programs or in the classroom during the school day.

<p>Read a story. Draw pictures of the people in the story. Turn them into puppets and act out a part of the story.</p>	<p>Illustrate a paragraph or a page. Use drawings to show what the text means.</p>	<p>Create challenging multiple choice questions about topic. Then exchange the questions.</p>	<p>What will people in the next century want to know about Chicago today? Make a time-capsule of things they should know about us today.</p>	<p>Play Knowledge bingo. Put facts on different squares of a bingo card. Then put the same facts on small pieces of paper. Mix them up and play bingo. Then write what you learned from the game.</p>	<p>Write a story as a team. Each student writes one sentence, then gives the story to the next student to continue</p>
<p>Make a diagram showing how two things are alike and different. This kind of diagram is called a Venn.</p>	<p>Make a sports writing game. Write verbs, nouns, and adjectives on pieces of paper. Then use your words to write sports stories.</p>	<p>Invent a better way to do something. Draw a picture of your invention. Explain how and why people will use it.</p>	<p>Make a Chicago sports map. Tell where a team is playing. Make a key to show what's important about each place. Then write a news report about where the team is and how they are doing.</p>	<p>Read about a topic. Then list your "top ten" important facts about that topic.</p>	<p>Write and draw about yourself ten years from today.  Make a time-line of how you get there.</p>
<p>Make a weather graph. Then write a weather report for Chicago birds.</p>	<p>Make a crossword puzzle about a topic you like.</p>	<p>Make a time-line showing what happens in a story. Use words or draw pictures.</p>	<p>Write a description of a place. Give your description to another student. Ask that student to draw the picture of that place.</p>	<p>Make a Chicago alphabet book.</p>	<p>Choose the five most important words on a page. Write clues to help someone else find them on that page--your clues should be challenging.</p>

# WORD BANK

*ILS 1A Competence: explain and use vocabulary about a topic.*

## TOPIC: My Community

WORD	Show what it means. Draw a picture.	Write another word that restates or translates this word.

Use these words to write about this topic.

# BANCO DE PALABRAS

ILS1A I can identify words that are important to a topic.

TEMA: \_\_\_\_\_

PALABRA	Demuestra lo que significa. Haz un dibujo.	Escribe otra palabra que describa o traduzca esta palabra

Utiliza estas palabras para escribir acerca de este tema.

# Word Builder: Community Places

Each of these words tells a place in the community.


Make a word list that tells about each place.

Those words are adjectives. They are words that tell about what something looks like, feels like, sounds like. Draw a picture in the box for each word, too.

**WORD: neighborhood**

adjectives \_\_\_\_\_

\_\_\_\_\_



**WORD: street**

adjectives \_\_\_\_\_

\_\_\_\_\_



**WORD: school**

adjectives \_\_\_\_\_

\_\_\_\_\_



**WORD: store**

adjectives \_\_\_\_\_

\_\_\_\_\_



**WORD: park**

adjectives \_\_\_\_\_

\_\_\_\_\_



**WORD:** \_\_\_\_\_

adjectives \_\_\_\_\_

\_\_\_\_\_



Write a paragraph about your community.


Use words from your own word lists in it.

# Word Builder: Community News

You will find each of these words in the newspaper.  
Write a newspaper headline using each word.  
Tell about things that happen in the community.  
Draw a picture in the box that shows what your headline tells.

**WORD: business**

headline \_\_\_\_\_  
\_\_\_\_\_




**WORD: change**

headline \_\_\_\_\_  
\_\_\_\_\_



**WORD: problem**

headline \_\_\_\_\_  
\_\_\_\_\_



**WORD: block club**

headline \_\_\_\_\_  
\_\_\_\_\_



**WORDS: library**

headline \_\_\_\_\_  
\_\_\_\_\_



Write the news story that goes with one headline.



# Word Builder: Community Words

Choose words that you think are important about your community.  
Draw a picture, write the word, then tell what it means.



**WORD:** \_\_\_\_\_

definition \_\_\_\_\_



**WORD:** \_\_\_\_\_

definition \_\_\_\_\_



**WORD:** \_\_\_\_\_

definition \_\_\_\_\_



**WORD:** \_\_\_\_\_

definition \_\_\_\_\_

*Write about your community. Use words from your own word list in it. Then draw a picture to show your community.*



## Community Song or Poem

I can write a poem/song. (1C,2B,3C)

Write a poem or song about your community.

### Picture the Idea



### List Important Words


### Write it Your Way

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Meet the standard:  
Check your work—is it  
✓ complete?  
✓ correct?  
✓ clear?  
*Exceed the Standard:*  
*Write what you learned by*  
*doing this project.*

## Haz una Explicación/Dibuja una Canción o Poema

I can write a poem/song. (1C,2B,3C)

### Dibuja la Idea



### Haz una Lista de las Palabras Importantes


### Escríbelo a Tu Manera

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Meet the standard:  
Check your work—is it  
✓ complete?  
✓ correct?  
✓ clear?

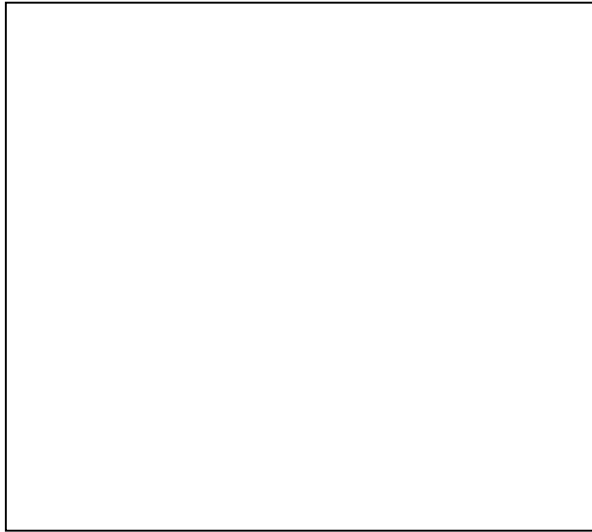
*Exceed the Standard:*  
*Write what you learned by*  
*doing this project.*

# *Drawing to Learn More*

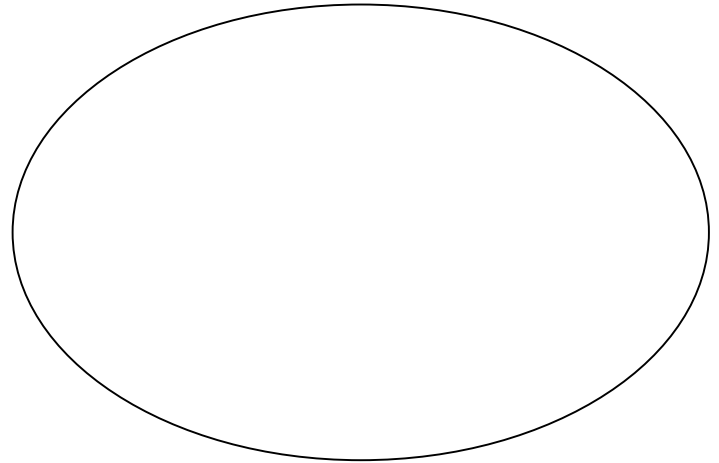
### Model How to Map a Story or a History

ILS1B: I can identify parts of a situation and make predictions based on those parts.

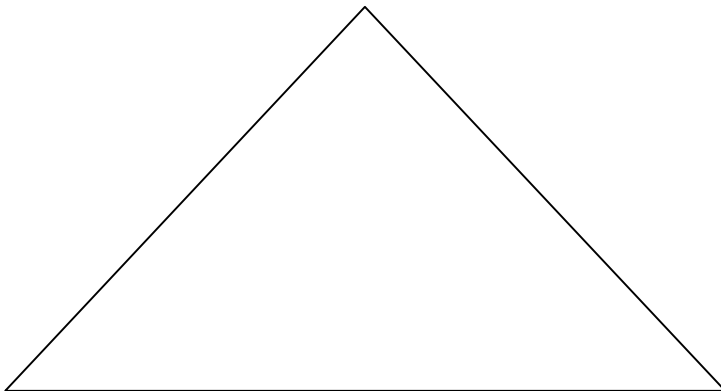
*Use words and pictures to tell the story or history of an event in your community.*



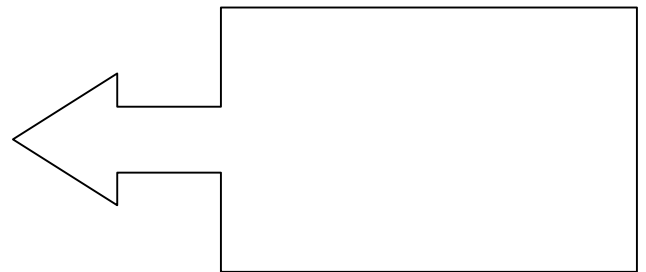
*Where*



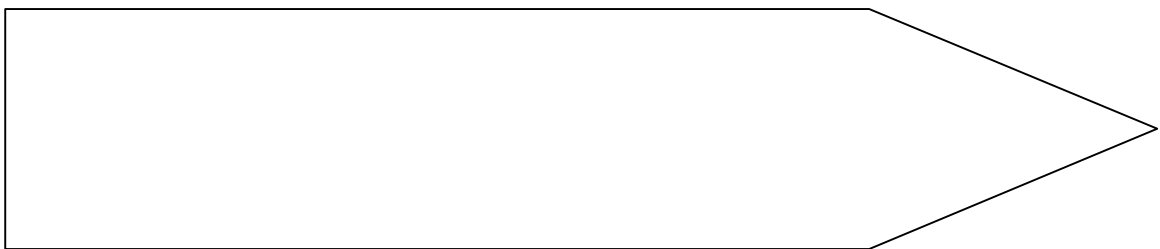
*Who*



*Did what*



*Why*



*What's next?*

## Show and Tell Community History

*ILS 5A: I can organize information to explain a topic.*

Show three important parts of the history you are learning. *Write a label for each part.*

the Place

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a person

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the event

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*Then write a summary of the history.*

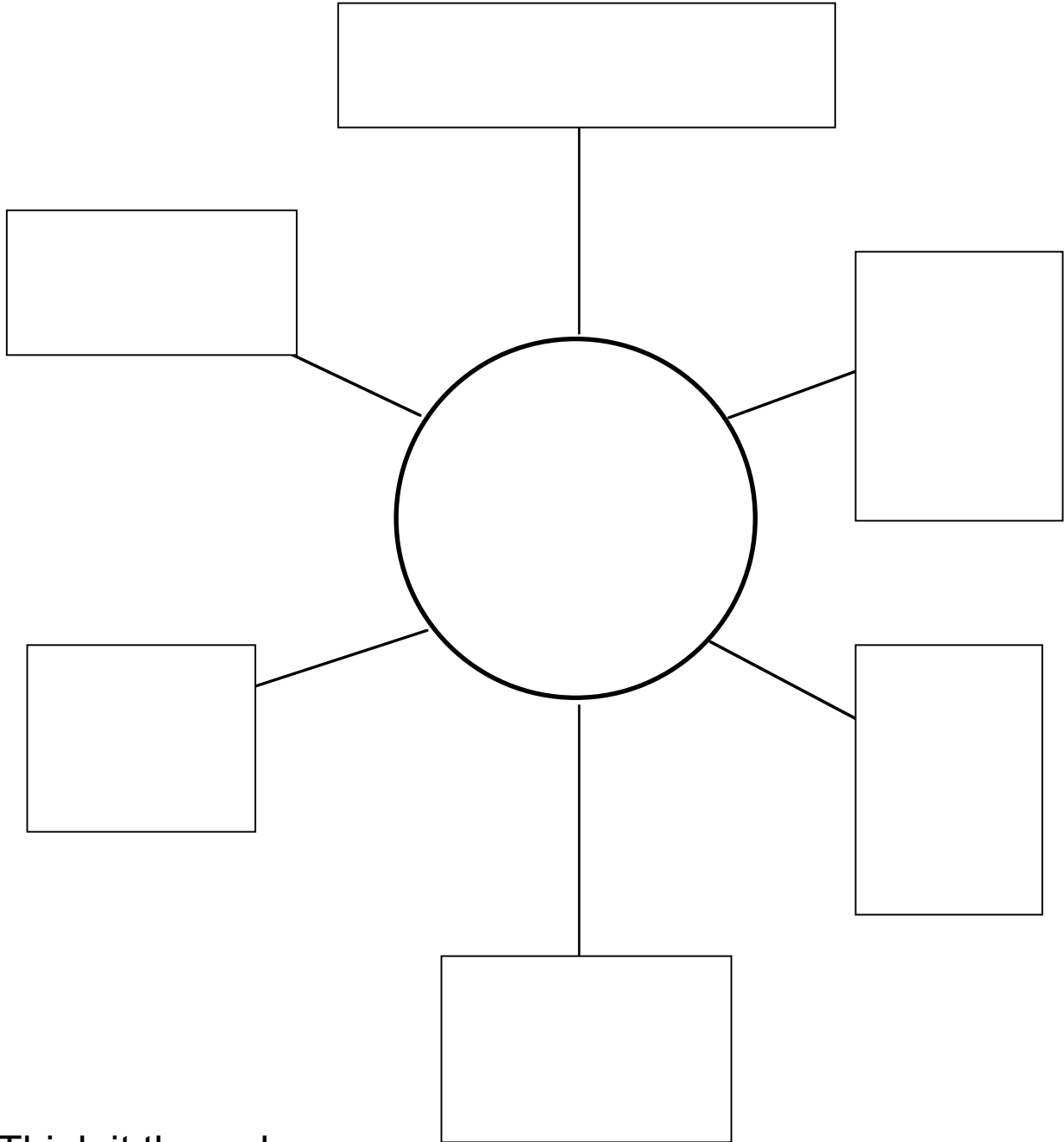
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# Show What's Important about Your Community

ILS 1B: I can identify and support a main idea.



## Think it through.

Write your idea in the circle.

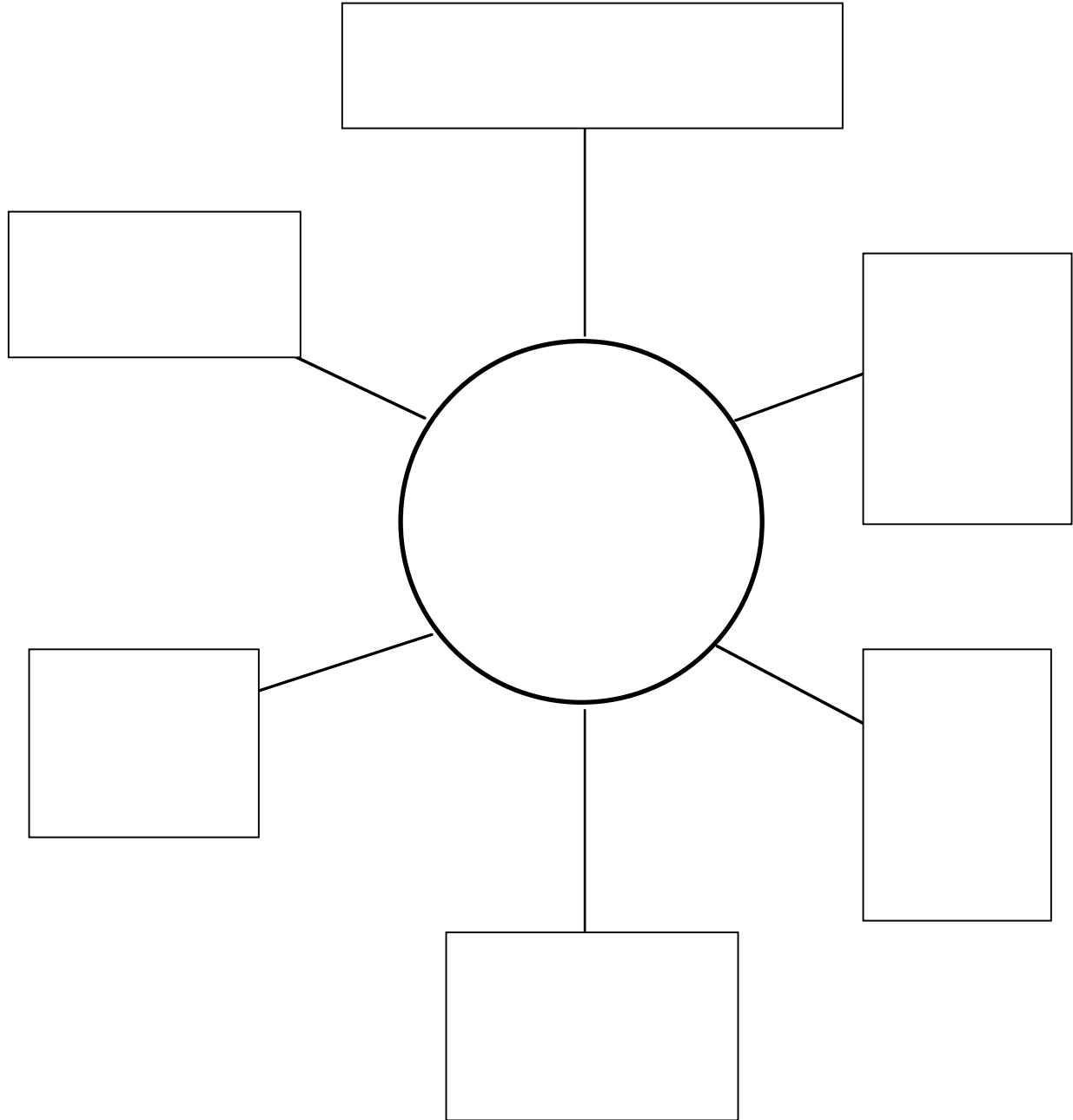
Then use pictures to support it.

Draw a picture in each box.



## Demuestra lo que es Importante.

ILS 1B: I can identify and support a main idea.



## Piénsalo Detenidamente.

Escribe tu idea en el círculo.

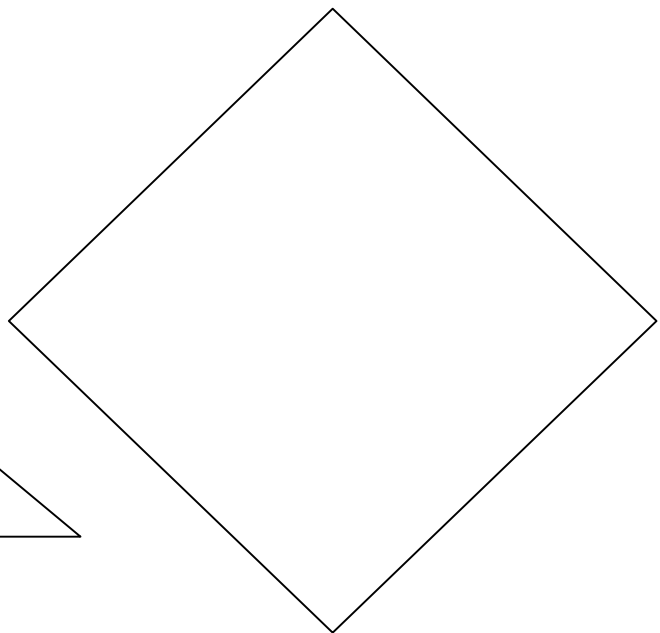
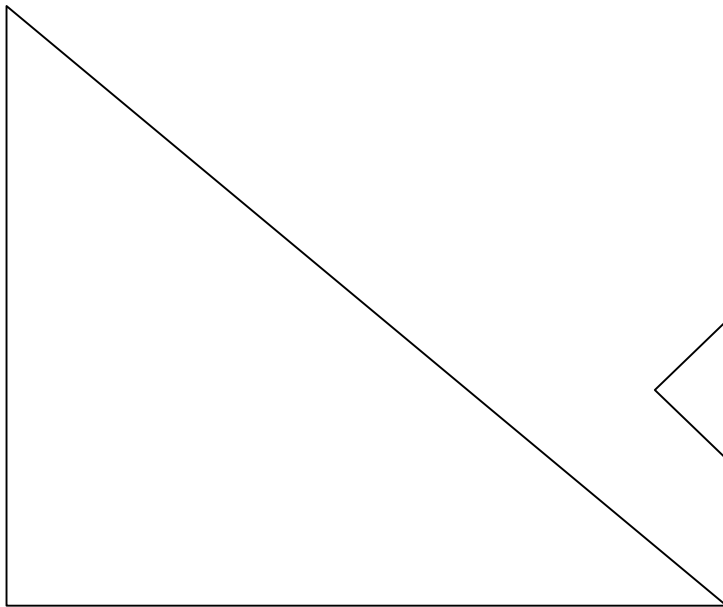
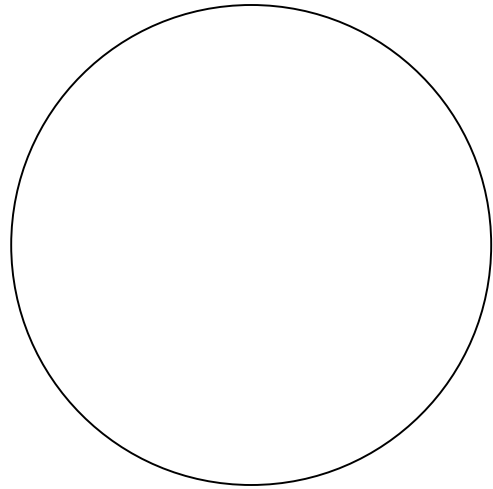
Después utiliza dibujos para respaldar tu idea.

Haz un dibujo en cada caja.

## My Pictures Show My Community

ILS3B: I can communicate information in a variety of ways.

*Students draw pictures in the following shapes. Each picture should show one part of the answer to the question, what is my community? Then they can put the pictures into a collage or even make a mobile or a “pop-up” book.*

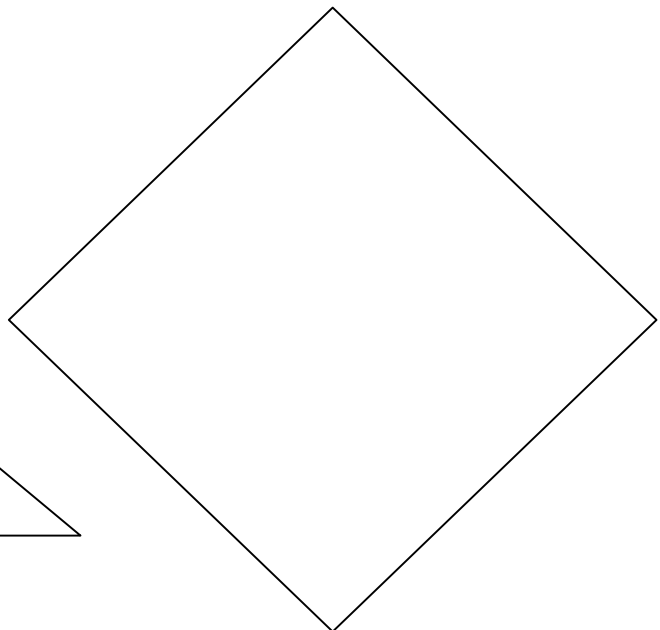
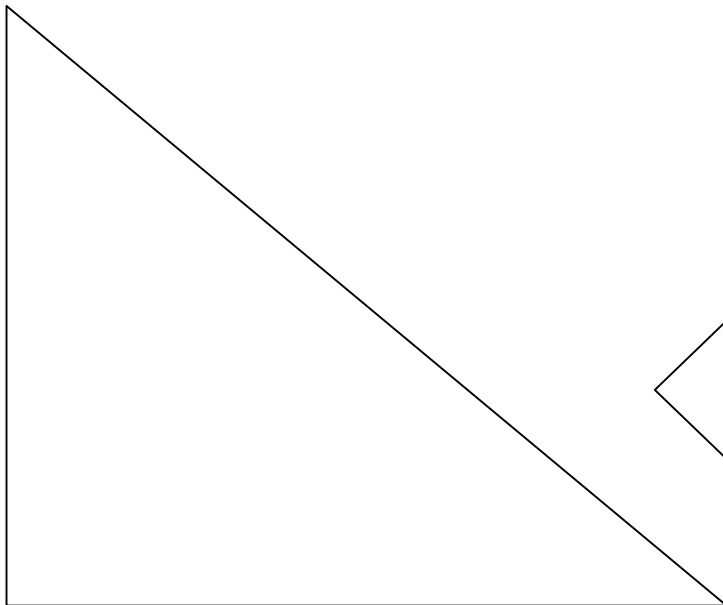
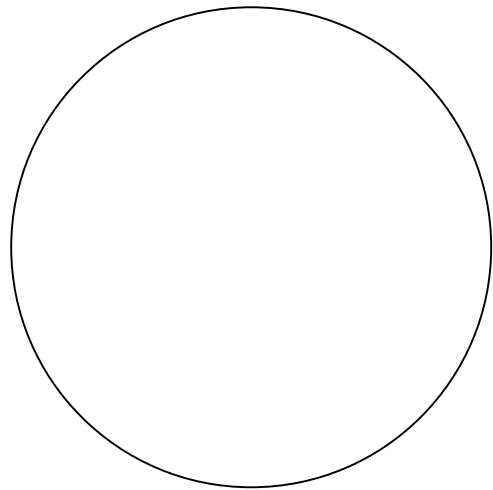


## Mis Dibujos Demuestran Mi Comunidad

ILS3B: I can communicate information in a variety of ways.

*Los estudiantes hacen dibujos de las siguientes figuras. Cada dibujo debe enseñar una parte de la respuesta a la pregunta, ¿qué es mi comunidad? Después pueden poner los dibujos en un collage o en una exhibición colgante o en un libro interactivo.*

TEMA: \_\_\_\_\_



## Paragraph Reader/Page Reader: Visualize What You Read

ILS 1B: I can represent a paragraph in a picture.

Place this page next to your book. After you read each paragraph, draw a picture that shows what it says.



*What's the best title for this page?*

## Lector de Párrafo/Lector de Página: Visualiza Lo Que Lees

ILS 1B: I can represent a paragraph in a picture.

Coloca esta página junto a tu libro. Después de que leer cada párrafo, haz un dibujo que demuestre lo que dice.



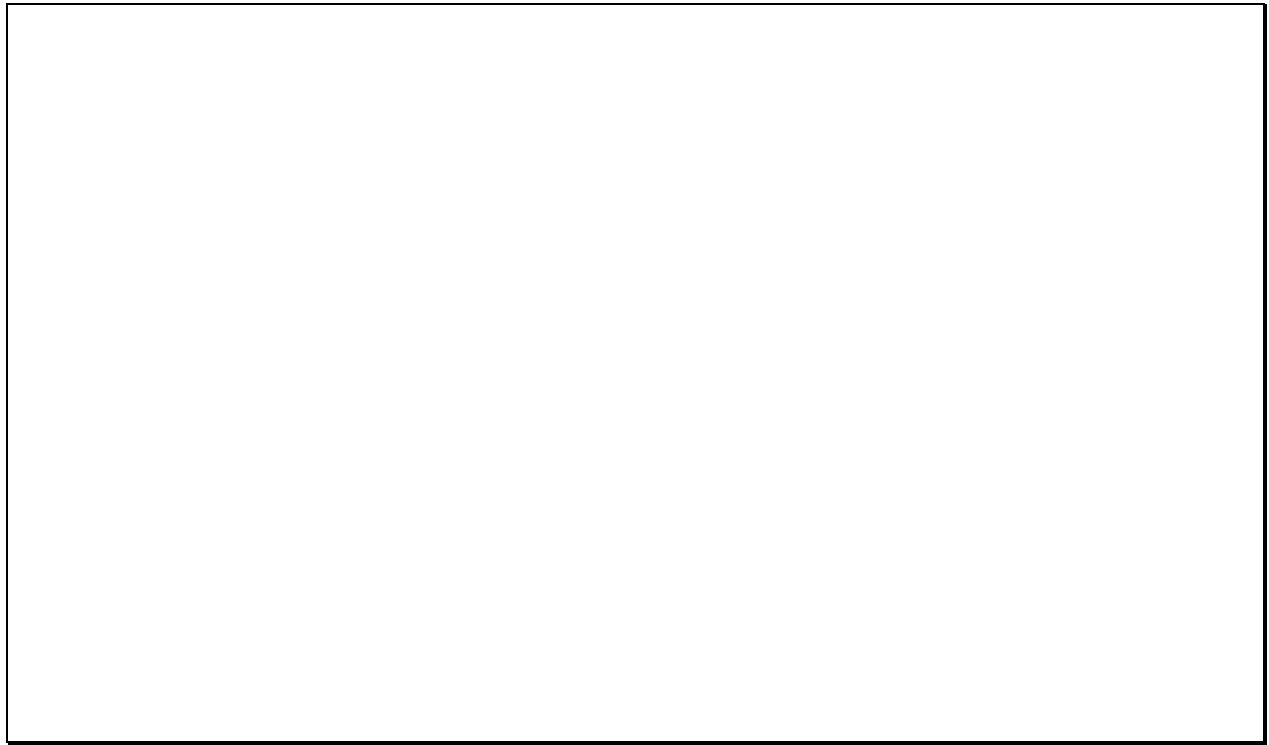
*¿Cuál es el mejor título para esta página?*

## Picture Meaning

ILS 1B Competence: Can illustrate a text.

Choose one paragraph or page.

Draw a picture that shows what it says.



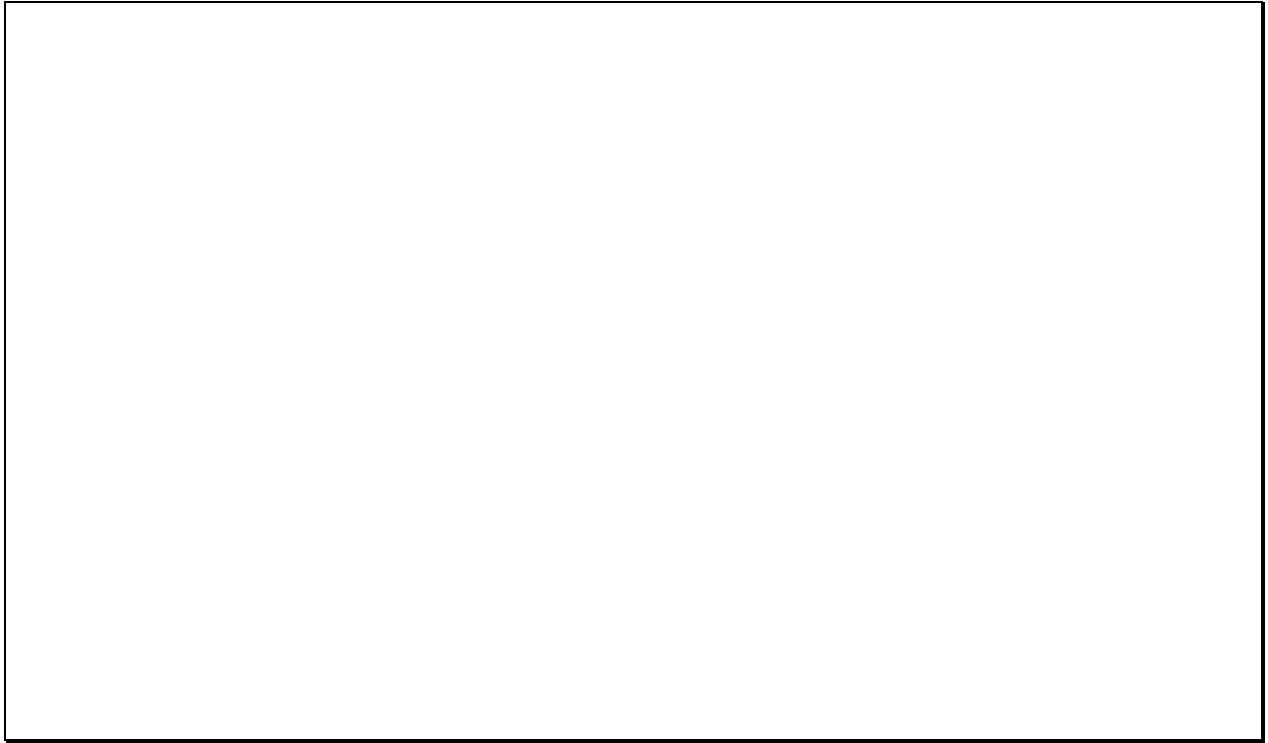
Then show your picture to another student.  
Ask that student to find the part you pictured.  
Ask them to write what they think your picture says.

## Dibuja el Significado

ILS 1B Competence: Can illustrate a text.

Escoge un párrafo o página.

Haz un dibujo que demuestre lo que dice.

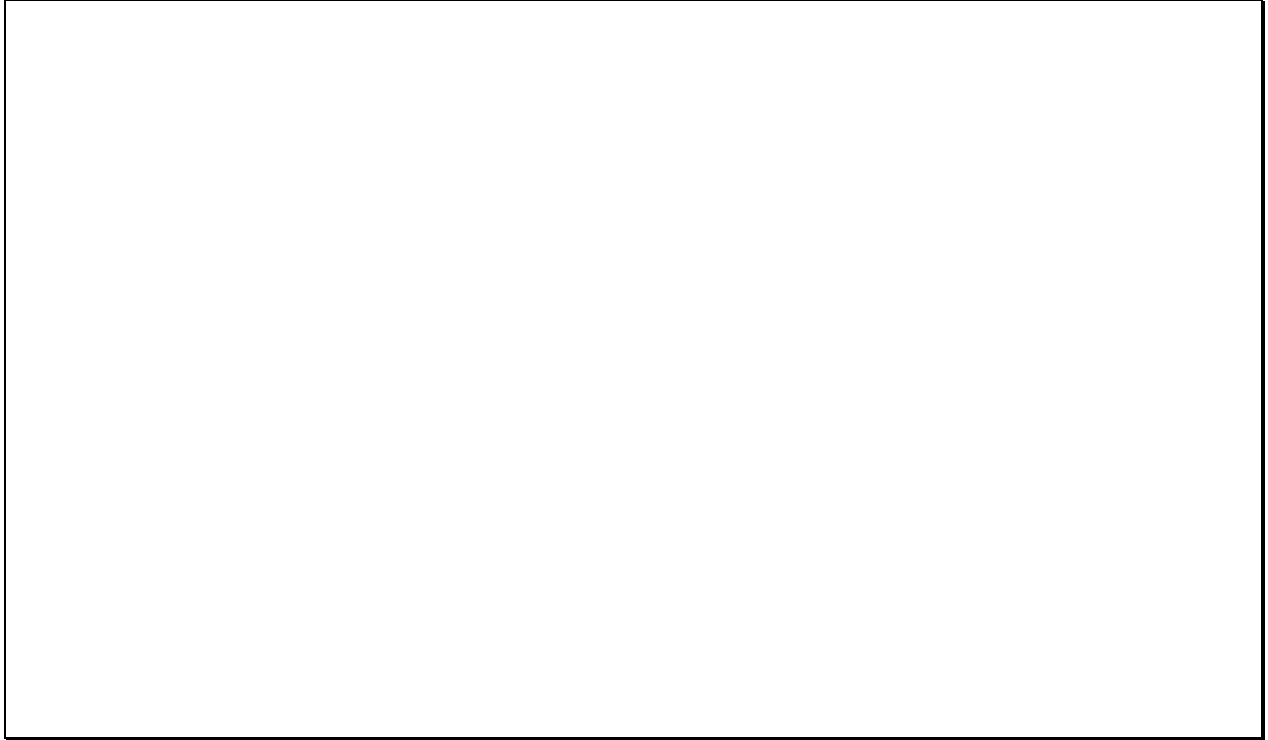


Después enséñale tu dibujo a otro estudiante.  
Pídele al estudiante que encuentre parte de tu dibujo.  
Pídele que escriba lo piensa que tu dibujo explica.

## Picture a Text

ILS 1B I can picture meaning.

Draw a picture that shows what a story or poem means.



Then show your picture to another student.  
Ask them to write what they see your picture says.

I see \_\_\_\_\_

\_\_\_\_\_

I think \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

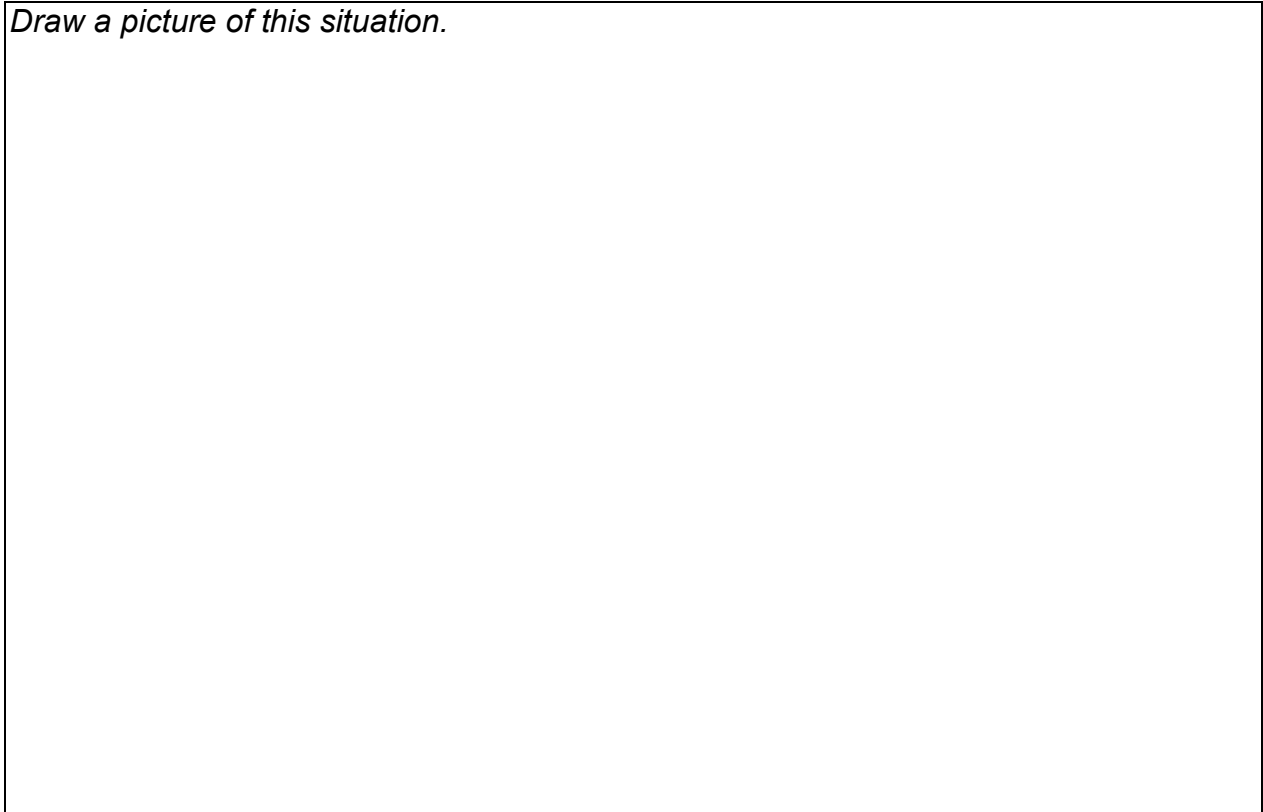


## Picture a situation

- 1B. Can identify relationships.
- 3B. Can write to explain a situation

*This activity is applicable to any profile, history or story.*

*Draw a picture of this situation.*



*Write about it.*

- Write as if you were there.
- Write about a day in your life.

Meet the standard:  
Check your work—is it  
✓ complete? ✓ correct?  
✓ clear?

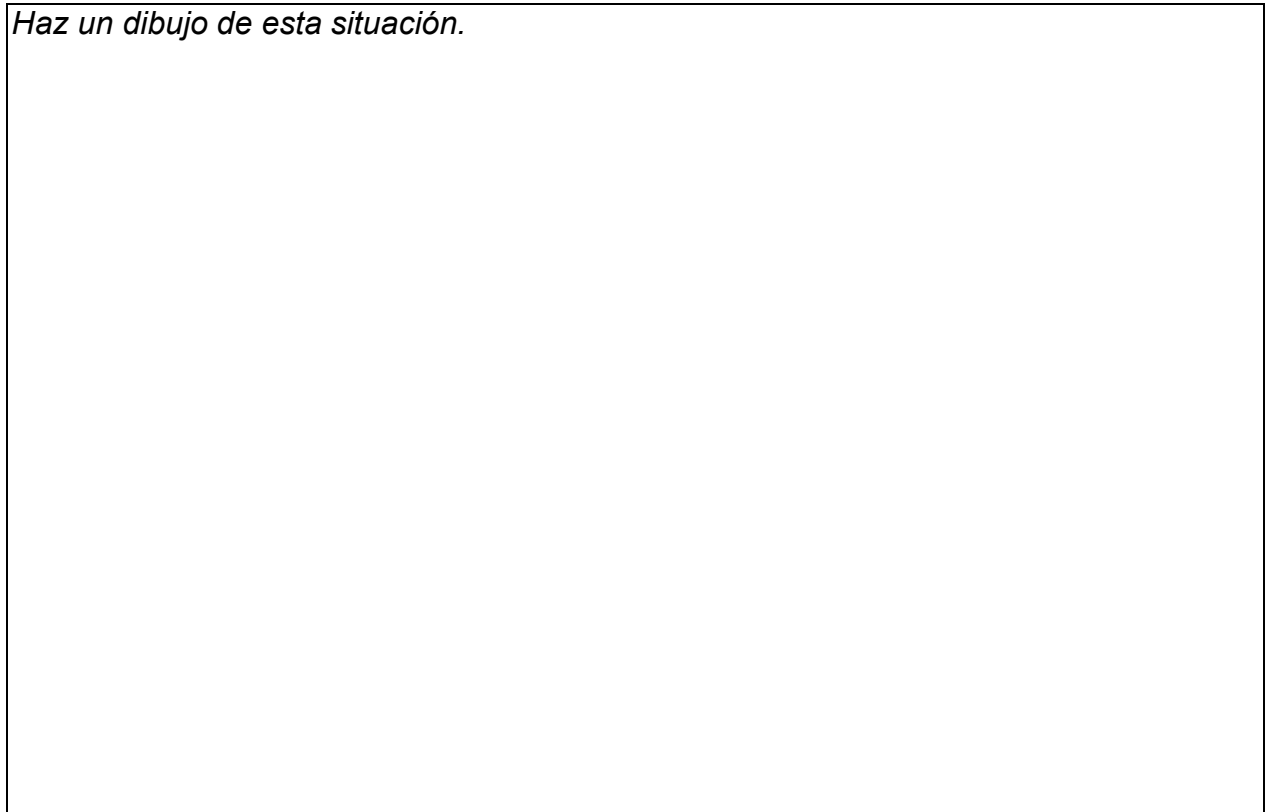
*Exceed the Standard:  
Write what you learned by  
doing this project.*

## Dibuja una Situación

- 1B. Can identify relationships.
- 3B. Can write to explain a situation

*Esta actividad es aplicable a cualquier perfil, historia o cuento.*

*Haz un dibujo de esta situación.*



*Escribe sobre ello.*

- Escribe como si estuvieras allí.
- Escribe acerca de un día en tu vida.

# Interpret Pictures to Develop Reading Skills

## The Portrait Reader

*ILS1B: Make inferences from information*

*You can use the following questions in most art exhibits and also to examine pictures in Your classroom—including pictures your students draw.*

Infer the traits of a character or person

***What can you tell about the kind of person it is from the picture?***

*What in the picture helps you figure that out?*

Infer the motive of a character or person.

***What do you think this person cares about?***

*What do you see in the picture that tells you that about this person?*

Infer the main idea.

***What do you think the main idea is of the picture?***

*What in the picture gives you that idea?*

Write a “word picture” of this person—describe the person.

## ***Interpret a Painting***

ILS1A I can identify and explain words that are important to interpreting a painting.

**Painting** \_\_\_\_\_

<b>What I Think</b>	How does the artist help you think that? Draw or describe how the artist does that.
<i>What the painting is about—time, place, situation</i>	
<i>What the main idea is.</i>	
<i>What the mood is.</i>	
<i>How the artist feels about this topic.</i>	

What you think the artist wants people to feel when they see this painting.

## ***Interpret a Painting in Words***

ILS1A I can identify and explain words that are important to interpreting a painting.

*Choose six words that are important to understand this painting. List them in column 1.*

WORD	How does the artist show this? Draw or describe how the artist does that.	Related word (It could be this word in another language.)



Use your words to tell about the painting.

## INFER FROM IMAGES ILS1B

I can make and explain inferences.

“Read” a painting. Tell what you think based on what it shows.

What I See	What I Infer Based on What I See

What does the artist want you to understand when you see the painting?

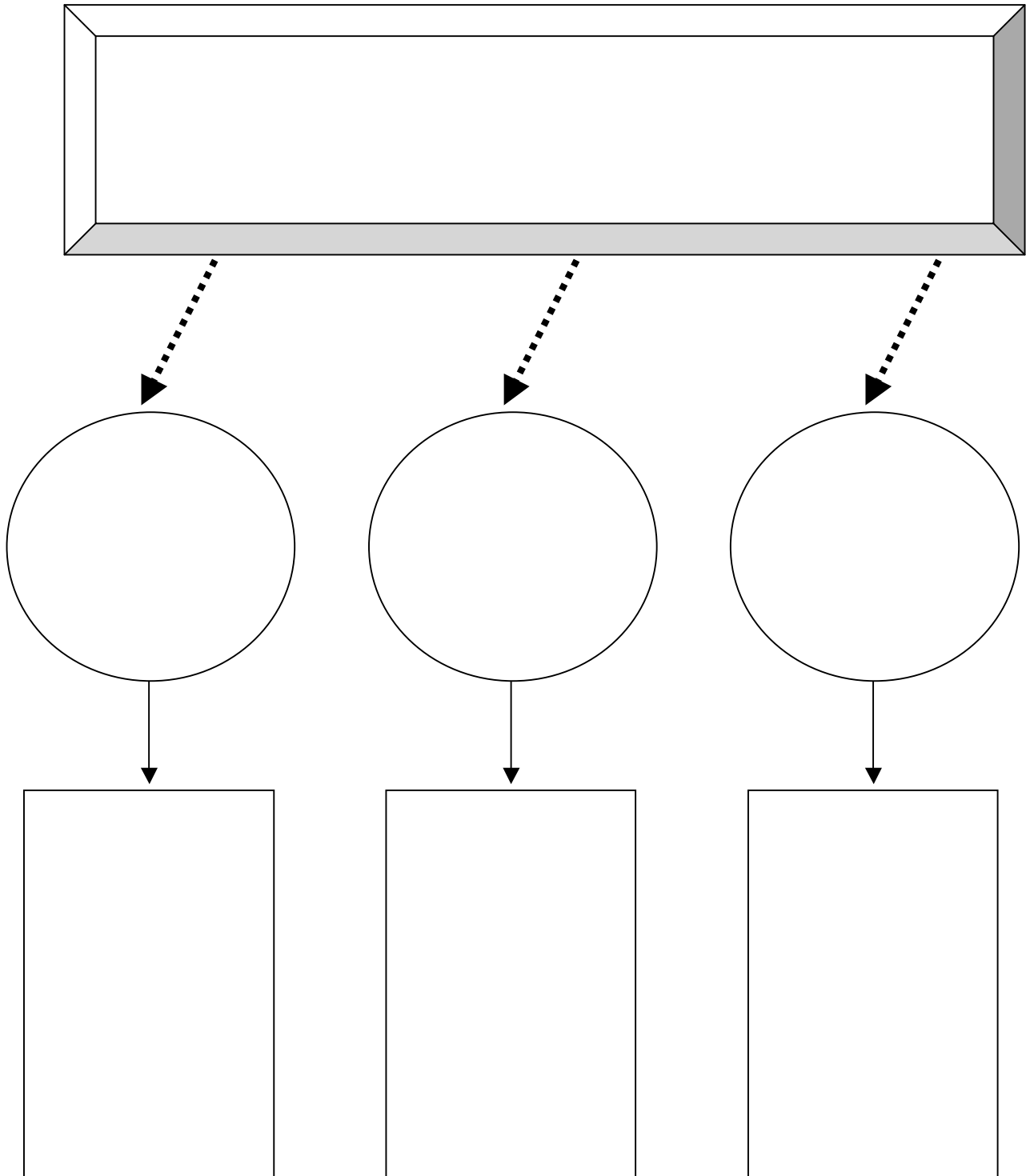
What does the artist do to help you understand that?

### Analyze Artist's Technique

In the frame draw or name parts of a painting.

In the circles note what each part tells you about this situation.

In the box note how the painter makes that point clear.





### EXPAND THINKING WITH DRAMA

Use this outline to help students write and present a play based on a story or history they read.

Story/History: \_\_\_\_\_

Who's in it?

Who	Characteristics

What happens?

Write the play.

Write what each person might say.



# *Connect*

# *Writing and Learning*

## Extended Response Organizer: The Reading/Writing Connection

### Extended Response = Expanded Thinking

How is this story like a story you read?	How is this story like an event you know about?
What would you do in this situation?	Why is this important today?

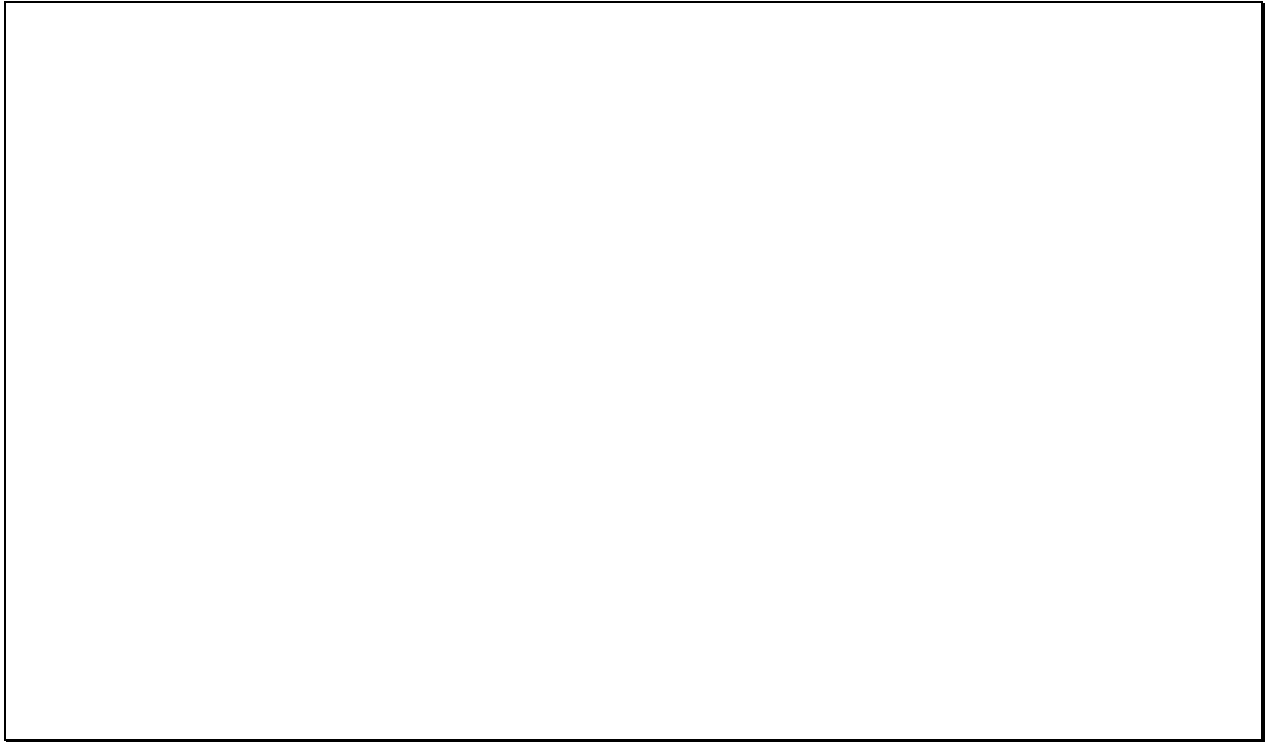
What I'll use in my answer:

From the story	From another story	From an experience

# USE PICTURES AS PRE-WRITERS

ILS 1B I can picture meaning.

Draw a picture that shows an event.



Then show your picture to another student.  
Ask them to write what they see your picture says.

I see \_\_\_\_\_

\_\_\_\_\_

I think \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Get It Together: WRITE

ILS3C: I can write to explain a topic to an audience.

Who is my reader?

What is the Main Point I will make?

Supporting information to include to make that point clear:

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## Get It Across: Organize Your Report

Number the information you will include.

Number it in the order you will include it in your report.

What's first, second, third...

## Entiéndelo en Conjunto: ESCRIBE

ILS3C: I can write to explain a topic to an audience.

¿Quién es mi lector?

¿Cuál es el Punto Principal que haré?

Información para respaldar el punto principal y hacerlo más claro:

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## Entiéndelo Completamente: Organiza Tu Reporte

Numera la información que incluirás.

Numérala en el orden en que la incluirás en tu reporte.

Que es primero, segundo, tercer...



# Focus, Support, **Organize** Writing

ILS3A Competence: Can write with clarity.

Who is my reader? \_\_\_\_\_

What is the focus—what is the Main Idea I will communicate?

Information to include to make that idea clear to this reader:

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## **Get It Across: Organize Your Writing**

Number it in the order you will include it.

**Then write. *Be sure to keep the focus clear.***

# Enfócate, Apoya, **Organiza** la Escritura

ILS3A Competence: Can write with clarity.

¿Quién es mi lector? \_\_\_\_\_

¿Cuál es el enfoque—cuál es el la Idea Principal que voy a comunicar?

Información que debo incluir para hacer esa idea clara para este lector:

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## **Entiéndelo Completamente: Organiza Tu Escritura**

Enumérala en el orden en que la vas a incluir.

**Después escribe. *Asegúrate de mantener el enfoque claro.***

# Expository Communicator

ILS 3B or ILS 4B: I can prepare a presentation.

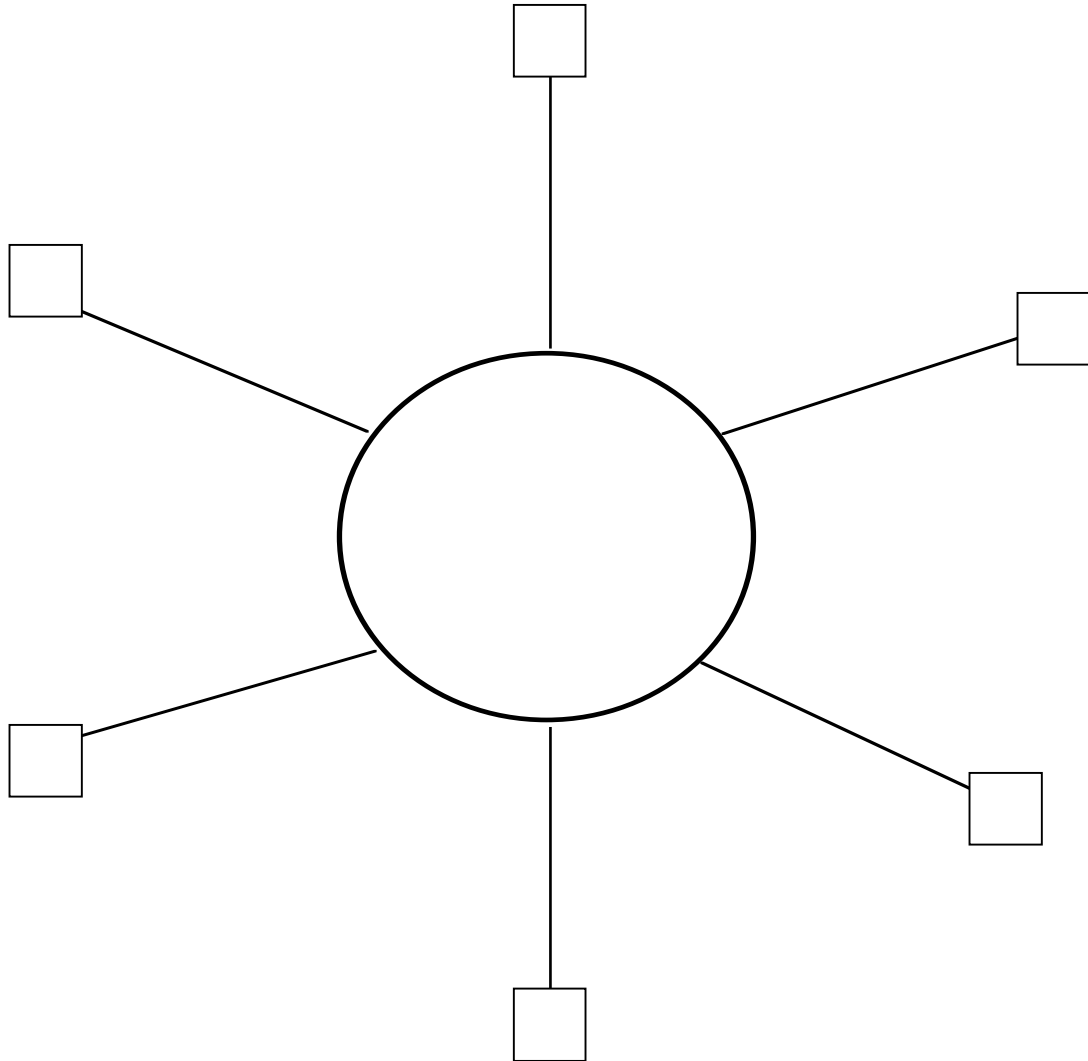
Use this guide to organize writing or speaking about any topic.

What's the topic? \_\_\_\_\_

*What's the focus—my idea? Write it in the circle.*

*What information is important to explain to make that idea clear? **Note it on the lines.***

*Number the lines—in the box at the end—in the order you will say or write this information.*



*How will I start?*

\_\_\_\_\_

*How will I conclude?*

\_\_\_\_\_

## Organiza para Comunicar

ILS 3B or ILS 4B: I can prepare a presentation.

Utiliza esta guía para organizar escritura y hablar de un tema.

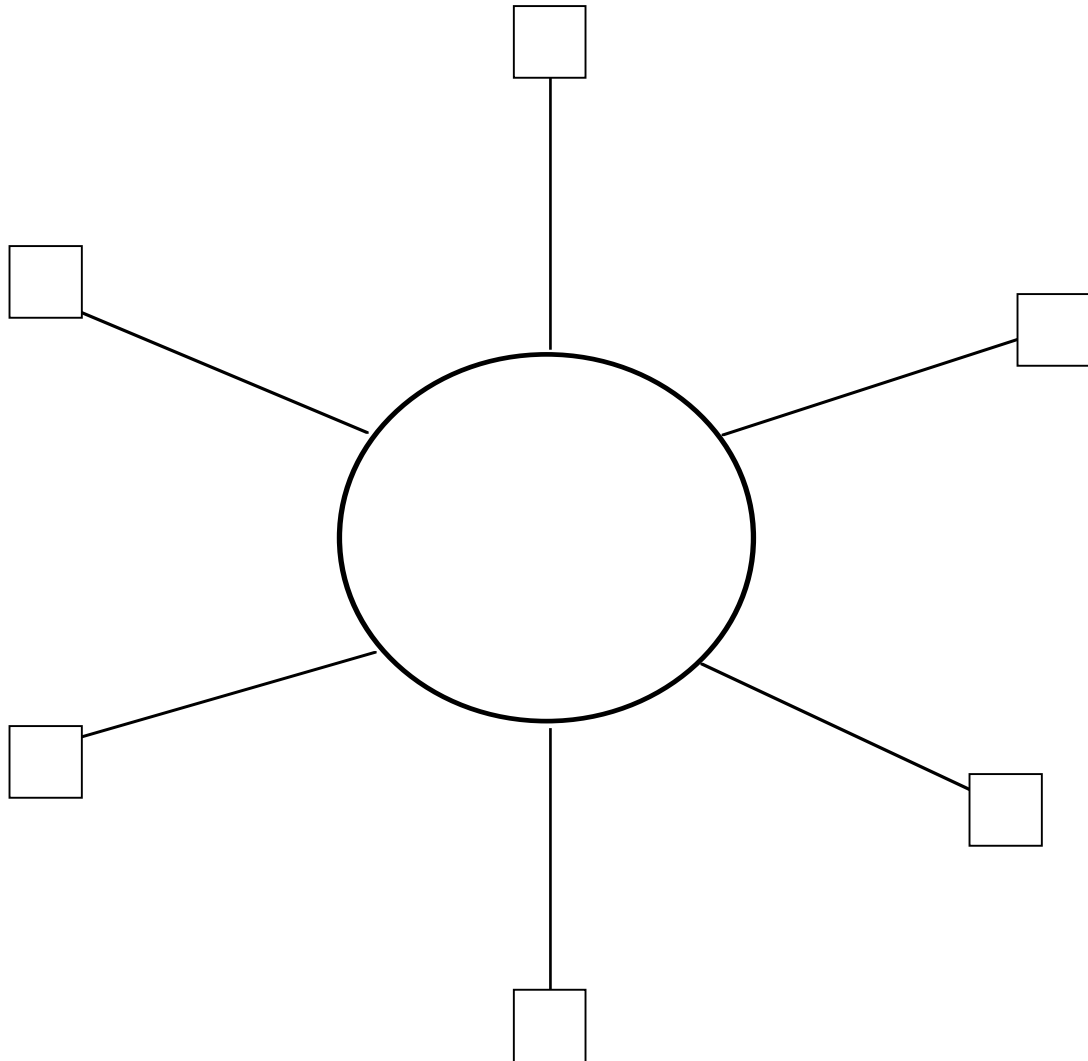
¿Cuál es mi tema? \_\_\_\_\_

¿Cuál es mi enfoque—mi ideas? *Escríbelo en el círculo.*

¿Qué información es importante explicar para hacer la idea clara?

**Escríbelo en estas líneas.**

*Enumera las líneas—en la cuadro al final—en el orden en que escribirás esta información.*



¿Cómo comenzaré?

\_\_\_\_\_

¿Cómo concluiré?

\_\_\_\_\_

# Narrative Writer

ILS 3B: I can write a narrative.

**What's the question?** \_\_\_\_\_

**What event will I explain?** \_\_\_\_\_

**What persons will I include?**

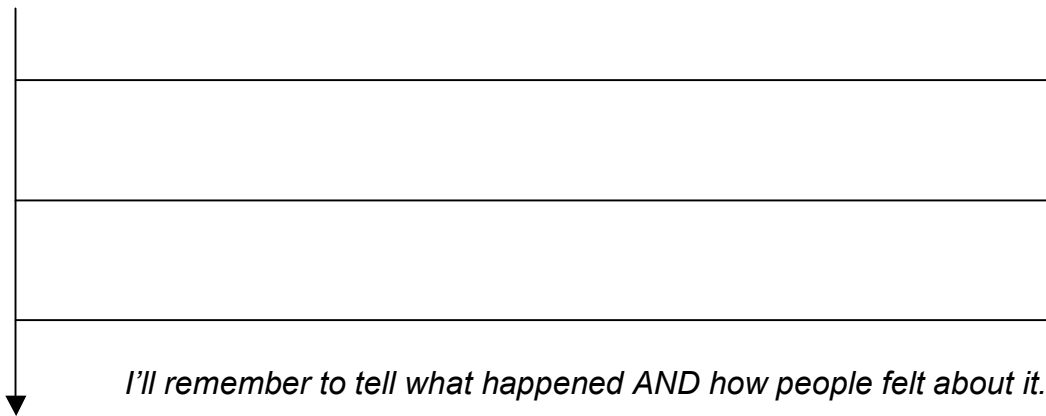
<i>Person</i>	<i>What this person did</i>	<i>How this person felt</i>

**How will I start my narrative?**

*What will I say to make it clear what I'm telling and why?*

\_\_\_\_\_

**What parts of the event will I tell? List them on this time-line.**



**How will I end my narrative so people know what was important about it?**

\_\_\_\_\_

## Escritor Narrativo

ILS 3B: I can write a narrative.

¿Cuál es la pregunta? \_\_\_\_\_

¿Qué evento explicaré? \_\_\_\_\_

¿Qué personas voy a incluir?

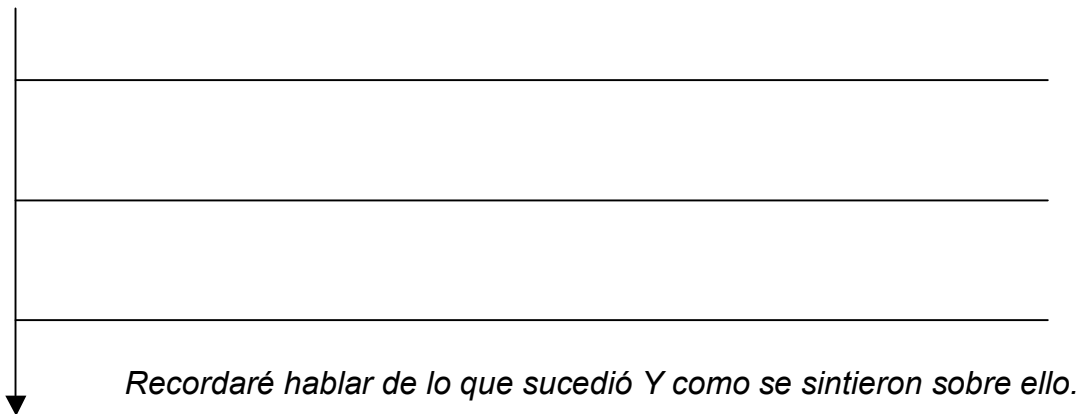
<i>Persona</i>	<i>Lo que hizo esta persona</i>	<i>Como se sintió esta persona</i>

¿Cómo comenzaré mi narrativa?

*¿Que diré para hacer claro lo que digo y por qué?*

\_\_\_\_\_

¿Qué partes del evento contaré? Enlístalo en esta línea del tiempo.



¿Cómo concluiré mi narrativa para que las personas sepan lo que es importante?

\_\_\_\_\_

# Persuasive Writer: What's My Position?

ILS 3B: I can write a persuasive text.

**What's the issue?** \_\_\_\_\_

**What's my position?** \_\_\_\_\_

**What evidence will I include to support my position?**

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

*(You can use the boxes to number the order in which you will give that evidence.)*

**How will I start my persuasive piece?**

\_\_\_\_\_

\_\_\_\_\_

**How will I conclude so people know how I supported my position?**

\_\_\_\_\_

\_\_\_\_\_

## Escritor Persuasivo: ¿Cuál es mi Posición?

ILS 3B: I can write a persuasive text.

¿Cuál es la situación? \_\_\_\_\_

¿Cuál es mi posición? \_\_\_\_\_

¿Qué evidencia incluiré para respaldar mi posición?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*(Puedes utilizar los cuadros para numerar el orden en el que presentarás la evidencia.)*

¿Cómo comenzaré mi pieza persuasiva?

\_\_\_\_\_

\_\_\_\_\_

¿Cómo concluiré para que las personas sepan como respaldé mi posición?

\_\_\_\_\_

\_\_\_\_\_



## Kinds of Communication

*What's the same? What's different?*

Element of Writing	Expository	Narrative	Persuasive
Focus	✓	✓	✓
Support	✓	✓	✓
Organization	✓	✓	✓
Precision	✓	✓	✓
Integration	✓	✓	✓
Purpose	To explain.	To tell an event that takes place over time.	To influence, to inspire, to change someone's opinion or attitude.
Approach	Clear and explicit information.	Clear and explicit information and chronological sequence.	Forceful language used with relevant and explicit information and clear logic.

*You can write one topic three ways.*

- ✓ Choose one topic.
- ✓ Write about that topic in all three approaches.

*Example: Write about a person you admire.*

- *Write an expository paragraph about this person.*
- *Write a narrative history about one of this person's experiences.*
- *Write a persuasive essay about this person.*

*Example: Write about a place in Chicago.*

- *Write an expository paragraph about this place.*
- *Write a narrative about how this place has changed.*
- *Write a persuasive essay about why this place is an important place to know.*

## Tipos de Comunicación

*¿Qué es lo mismo? ¿Cuál es la diferencia?*

Elemento de la Escritura	Exposición	Narración	Persuasión
Enfoque	✓	✓	✓
Apoyo	✓	✓	✓
Organización	✓	✓	✓
Precisión	✓	✓	✓
Integración	✓	✓	✓
Propósito	Explicar.	Explicar un evento que sucede en un espacio de tiempo.	Influenciar, inspirar, cambiar la opinión o actitud de alguien.
Acercamiento	Información clara y explícita.	Información clara y explícita con orden cronológico.	Lenguaje convincente con información relevante y explícita y con lógica clara.

*Puedes escribir un tema de tres maneras.*

- ✓ Escoge un tema.
- ✓ Escribe acerca de ese tema en las tres diferentes maneras.

*Ejemplo: Escribe acerca de una persona que admires.*

- *Escríbe un párrafo de exposición acerca de esta persona.*
- *Escribe una historia narrativa de una experiencia de esta persona.*
- *Escribe un ensayo persuasivo acerca de esta persona.*

*Ejemplo: Escribe acerca de un lugar en Chicago.*

- *Escribe un párrafo de exposición acerca de de este lugar.*
- *Escribe una narración de como ha cambiado este lugar.*
- *Escribe un ensayo de persuasión de la importancia de conocer este lugar.*

# Make Your Own Community Books

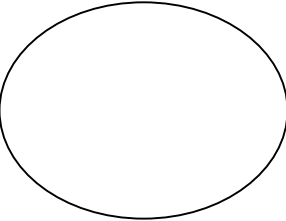
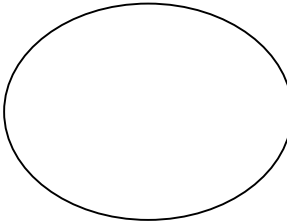
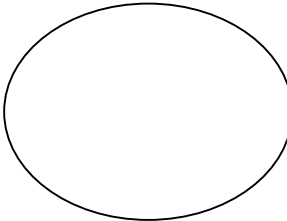
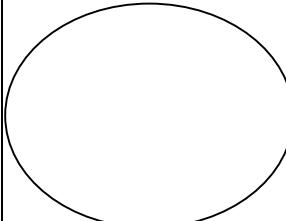
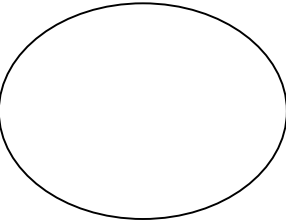
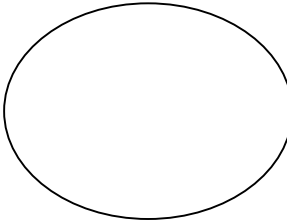
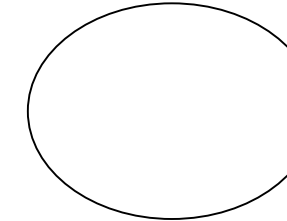
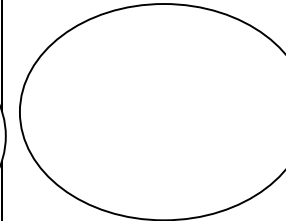


## Book-Maker: How to Write and Illustrate a Children's Book

Write about your community. First, plan your book.

Figure out what you will include. Note what's important, one important part to each box. Each box stands for one page in your book. Note just one important point you will make on each box.

### What's Important to Know about this Topic

Add pictures, diagrams, examples. Figure out what would make your point clear. Make a note in the circle in each box.

## **Plan your book.**

What will go on the cover?

What's the title?

What order will your pages be? Number them from 1 to 8.  
If you need more pages, add another row to the chart.

Next step?  
Make the book.  
You could even make it a pop-up book!



Reading/Writing/Thinking Chicago

# COMMUNITY HISTORY/FUTURE BOOK

This is a Do-It-Yourself Book-Maker

First, look at the project sheets. You will use them to get facts for three parts of your community history:

1. Places People Built
2. Choices People Made
3. Making History: My Community's Future

For each part, you need to get facts from people in the community. Make notes as you interview those people.

Then make an outline for the book.

Then look for facts that fit the topics. Use them when you write the history of your community.

Reading/Writing/Thinking Chicago was funded by the  
Lloyd A. Fry Foundation.

THIS PROJECT HAS BEEN UPDATED FOR THE  
POLK BROS. FOUNDATION COMMUNITY SCHOOLS LEADERSHIP NETWORK.  
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*More Resources: [teacher.depaul.edu](http://teacher.depaul.edu) 55*

## Project 1: PLACES PEOPLE BUILT

Getting Started: Choose a place you like in the community. It could be a school, church, home, or any place people have built.

People to Interview: The people who own or rent the building or people who work there.

Getting the Facts: Use this question list to find out about the place.

1. How old do you think the building is?
2. Why do you think people built it in this location?
3. What choices did the builders make about the way this building was built?
4. What changes have people made in the building since it first was built?
5. What makes this building a special place for the community?



## Show Where

Draw a map showing where the building is.

Show its relative location.

Show where it is in relation to your school.


## **Project 2: CHOICES PEOPLE MADE**

Getting Started: Make a list of people to interview.

Include the following kinds of people:

- A person who has lived in the community a long time
- A person who has just moved to the community
- A person who has worked in the community a long time
- A person who owns or manages a business in the community

Each student can interview one person, or students can work in teams.

There are four different pages for this section, one page for each of the different categories of people.

**A person who has lived in the community a long time**

**Questions:**

1. Why did you decide to live here?

2. What is special about the community?

3. What changes have you seen in the community?

4. If you could make one change in the community, what would you choose?



## **A person who has worked in the community a long time**

### **Questions:**

1. Why did you choose to take this job here?
  
  
  
  
  
  
  
  
  
  
2. Why did you choose to stay working here?
  
  
  
  
  
  
  
  
  
  
3. What changes have you seen in the place you work?
  
  
  
  
  
  
  
  
  
  
4. If you could make one change in the community, what would you choose?

## **A person who owns or manages a business in the community**

### **Questions:**

1. Why did you choose to have your business in this community?
  
  
  
  
  
  
  
  
  
  
2. How does your business contribute to the community?
  
  
  
  
  
  
  
  
  
  
3. What changes have you made in your business since you started it here?
  
  
  
  
  
  
  
  
  
  
4. Why did you make those changes?
  
  
  
  
  
  
  
  
  
  
5. What changes will you make in your business in the future?

### **Project 3: MAKING HISTORY: MY COMMUNITY'S FUTURE**

You have interviewed people and learned about their choices.

Now it is your turn.

1. Choose a change you would like to make in the community.

It should be an important change.

It must be a change you can make.

It could be a change your class could make.

2. Make a plan to bring about that change.

Make a time-line to list the steps you will take.

Use a map to show your plan. Draw a map showing what is there now. Then show what will be different because of your change.

3. Carry out your plan.

4. Then write the story of your change.

First, tell how you decided to make this change.

Tell how you got other people to choose and to support your change.

Then tell how your idea changed the community.

Use a map to show your change. Show how the community is different because of your idea.





# **BILINGUAL LITERACIES**

## **READING, WRITING, Plus MATH Literacy**

*The following examples of bilingual resources to improve reading and math skills have been selected by the DePaul University Center for Urban Education from materials available on-line from recognized educational organizations, including the National Education Association, the Public Broadcasting Service, The American Library Association, and the National Council of Teachers of Mathematics.*

## Learning Two Languages: Questions Parents Ask

The following guide and websites were created by PBS

<http://www.pbs.org/parents/readinglanguage/articles/multifamilies/main.html>

Raising multilingual children offers opportunities as well as unique challenges. Parents may ask a range of questions: Should they speak to their child in their native language? How will that affect their child's ability to learn English? If they speak to their child in English, will he lose his native language? And what happens when parents speak to their child in two languages?

This update will answer many of these questions, while providing tips for what parents can do support their children's language and literacy development at home.

### Talking With Children

#### **Is it OK to speak to my child in my native language?**

Talking to your child regularly lays the foundation for her language and literacy development. If you are most comfortable with your native language, you will be better able to communicate your feelings and ideas in that language. You can use words to label objects and describe what is happening as a way of teaching new words. You can recite rhymes and poems to develop her awareness of sounds. You can take turns talking about the day, things she notices, and books that you read together. By talking together, you teach your child about the purpose of language, while helping her express her feelings and ideas. And by speaking to your child in your native language, you also teach her about her culture and her identity.

#### **But will speaking to my child in my native language make it harder for him to learn English when he goes to school?**

Before children start school, they may be exposed to English on TV, in the playground, and in the print they see on cereal boxes and street signs. Children will learn a lot about English from the environment around them. If your child has also had some formal exposure to English, such as going to a playgroup in which English is the primary language spoken, then school can provide additional opportunities for him to learn the language. Children and teachers alike can serve as models, helping your child communicate what he knows and can do. You may even be surprised by how quickly he picks up the language as he plays and learns alongside other English-speaking children. If your child has had no formal exposure to English, he will use what he knows about his native language to learn English—which will be a major task. Talk with your child's teacher about your goals for your child, as well as any concerns you have.

#### **My husband speaks to our daughter in English. I want to speak to her in my native language. Won't she get confused?**

Learning even just one language is a complex process. But young children have the potential to learn more than one language. Again, what is most important is that you talk with your child in the language with which you are most comfortable, so you can have

the types of conversations that promote your child's thinking and language development. It is also important to be a good language model and not mix up languages. That is, when talking with your child in English, don't mix in phrases and sentences from your native language. However, don't be surprised if your child uses words from both languages in one sentence. This is not a sign of confusion, but her current way of communicating what she wants to say.

**If we only speak to our child in English, will he lose his ability to speak in native language?**

Yes. You will therefore need to decide if you want your child to maintain his skills in your native language. Consider your long-term goals. If you and your family will not return to your home country, maintaining the native language may not be a priority. Also consider your family situation. If extended family members don't speak English, it will be important for your child to maintain his native language so he can communicate with people closest to him. Also consider how your child might feel about losing his native language and a sense of his cultural identity when he gets older.

**My child insists on talking to me in English. How can I help her maintain her native language?**

It requires time, persistence, and creativity. Some parents speak to their child only in their native language, even if their child responds in English. Other parents send their children to afterschool programs to learn more about their native language. You can also create routines to help your child maintain her native language—from outings with family members to watching movies and reading books in your native language.

**My child is learning English as a second language. What should I do if he makes mistakes?**

Avoid correcting your child or you might discourage him. A good way to help your child learn the "right" way to say something is to affirm what he says, using the correct pronunciation, sentence structure, or grammar. For example, if your child says, "The mail comed," you might say, "You're right. The mail came. Let's see if we got a letter from Grandma."

## **The following reading resources were prepared by PBS**

<http://www.pbs.org/parents/readinglanguage/articles/multifamilies/resources.html>

### **If Your Child Learns in Two Languages: A Parent's Guide for Improving Educational Opportunities for Children Acquiring English as A Second Language**

([www.ncela.gwu.edu/ncbepubs/parent](http://www.ncela.gwu.edu/ncbepubs/parent))

Author: Nancy Zelasko and Beth Antunez

Publisher: National Clearinghouse for Bilingual Education, 2000

This informative guide describes the benefits of learning two languages and characteristics of effective schooling for children learning English as a second language. A comprehensive listing of additional resources is also included. This pamphlet is available in English, Spanish, Vietnamese, Chinese, and Haitian Creole online.

### **Two or More Languages in Early Childhood: Some General Points and Practical Recommendations**

([www.cal.org/ericcll/faqs/raising.html](http://www.cal.org/ericcll/faqs/raising.html))

This ERIC Digest discusses how learning two languages affects children's reading ability and provides recommendations for raising bilingual children. This article is available online.

### **Center for Applied Linguistics**

([www.cal.org/earlylang/faqben.htm](http://www.cal.org/earlylang/faqben.htm))

This non-profit organization's FIRST STEPS program offers a range of information and materials for parents related to second language learning.

### **ERIC Clearinghouse on Languages and Linguistics**

([www.cal.org/ericcll/faqs/rgos/benes.html](http://www.cal.org/ericcll/faqs/rgos/benes.html))

This organization offers books, Web sites, and Listservs about second language learning.

### **National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs**

([www.ncela.gwu.edu/links/parenting.htm](http://www.ncela.gwu.edu/links/parenting.htm))

This national organization offers helpful language and education links for bilingual parents, including Web sites, print materials, and parent networks.

**The following reading websites are only in Spanish, they were provided by the American Library Association**

<http://www.ala.org/gwstemplate.cfm?section=greatwebsites&template=/cfapps/gws/displaysection.cfm&sec=20>

**Libros para niños en Español.**

<http://www.nysl.org/branch/kids/espanol/sprcli.html>  
Libros, Cuentos, Poemas, y Canciones-Celebremos.

**Mundo Latino: Rinconcito.**

<http://www.mundolatino.org/rinconcito/>  
Colorear, cuentos, hablar y Galería de los chiquititos.

**Vistas del Sistema Solar.**

<http://www.solarviews.com/span/homepage.htm>  
Vistas del Sistema Solar ha sido creado como una gira educativa por el sistema solar. Contiene imágenes e información acerca del Sol, planetas, lunas, asteroides, cometas, y meteoroides encontrados en el sistema solar.

**The following literacy resources were compiled by the Colorin Colorado website.**

<http://www.colorincolorado.org/resources/>

**For parents**

**Family Guide from Reading Rockets** (PDF file)

[http://www.readingrockets.org/pdf/family\\_guide.pdf](http://www.readingrockets.org/pdf/family_guide.pdf)

**Latino Families: Getting Involved in Your Children's Education**

<http://www.ed.gov/offices/OERI/ECL/digests/99april.html>

**You and Your Child's School**

<http://www.4children.org/news/1100sche.htm>

**100 Ways For Parents to Be More Involved in Their Child's Education**

(PDF file) [http://www.pta.org/parentinvolvement/standards/pdf/App\\_E1.pdf](http://www.pta.org/parentinvolvement/standards/pdf/App_E1.pdf)

**Starting Kindergarten? Help Make It a Good Experience!**

<http://www.illinoisearlylearning.org/tipsheets/startingkinder.htm>

### **Helping Your Child**

<http://www.ed.gov/parents/academic/help/hyc.html>

### **Articles in Spanish from the U.S. Department of Education**

<http://www.ed.gov/espanol/publicaciones/es/edpubs.html>

### **Brochures for Parents from Project FLAME**

<http://www.ncela.gwu.edu/pubs/flame/>

### **LD OnLine Information in Spanish**

<http://www.ldonline.org/spanish/index.html>

### **National Information Center for Children and Youth with Disabilities**

<http://www.nichcy.org/index.html>

### **If Your Child Learns in Two Languages (PDF file)**

<http://www.ncela.gwu.edu/pubs/parent/english.pdf>

## **For educators**

### **Reading Rockets**

<http://www.readingrockets.org/>

A comprehensive Web site that's updated daily with news, information, and resources about reading for parents and educators. Reading Rockets is the creator of the Colorín Colorado site.

### **Tell Me a Story: Bilingual Library Programs for Children and Families**

<http://www.tsl.state.tx.us/ld/pubs/bilingual/index.html>

### **School-Home Reading Kit**

<http://www.ed.gov/pubs/CompactforReading/tablek.html>

This site has handouts, in both Spanish and English, to send home to parents. Use the drop-down menus to choose a reading skill and then a handout.

### **NCELA Resources About**

<http://www.ncela.gwu.edu/resabout/index.html>

This site provides links to hundreds of articles and publications on educating linguistically and culturally diverse students.

### **Schools That Welcome Parents**

<http://www.4children.org/news/101sche.htm>

### **Guidelines for Reading Tutoring Sessions: English Language Learners**

<http://www.nwrel.org/learns/resources/ell/index.html>

### **Reading and English Language Learners**

<http://www.readingrockets.org/article.php?ID=409>

Recommendations for instruction of English language learners within each of the Reading First components.

### **Help! They Don't Speak English Starter Kit for Primary Teachers**

<http://www.escort.org/products/helpkit.html>

### **U.S. Public Library Websites with Information in Spanish**

<http://www.reforma.org/spanishwebsites.htm>

### **Staff Library Guide to Assist the Spanish-Speaking Patron**

<http://www.sol-plus.net/plus/survspa/intro.htm>

### **ERIC Clearinghouse on Elementary and Early Childhood Education, Spanish Digests**

<http://ceep.crc.uiuc.edu/eeearchive/digests/spanish.html>

### **A Research Symposium on High Standards in Reading for Students from Diverse Language Groups: Research, Practice, and Policy**

<http://www.ncela.gwu.edu/pubs/symposia/reading/index.htm>

### **The Transfer of Skills from Spanish to English: A Study of Young Learners**

<http://www.cal.org/pubs/articles/skillstransfer-nabe.html>

### **El día de los niños: Children's Day/Book Day**

<http://www.colorincolorado.org/day.html>

## **The following math links were compiled by The Math Forum**

<http://mathforum.org/teachers/spanish/>

### **El Paraíso de las Matemáticas**

<http://www.matematicas.net/>

Apuntes, ejercicios, exámenes, enlaces, diccionario, etc.

### **Juegos de ingenio / Problems and Puzzles**

<http://mathforum.org/teachers/spanish/problems.html>

Brainteasers, games, and competitions.

### **Lecciones y actividades / Lessons and activities**

<http://mathforum.org/teachers/spanish/lessons.html>

Lesson plans and other classroom materials.

### **Olimpiadas Matemáticas**

<http://mathforum.org/teachers/spanish/olimpiadas.html>

Annual international math competitions.

### **Articles and Publications**

<http://mathforum.org/teachers/spanish/pubs.html>

Includes Spanish-language math newsletters.

### **Organization of Ibero-American States for Education, Science, and Culture**

Organización de Estados Iberoamericanos para la Educación, la Ciencia y la Cultura.

### **At Home with Math/Diez Actividades Cotidianas para Padres y Niños - TERC, Inc, and Ceridian Corporation**

<http://athomewithmath.terc.edu/>

Ten activities designed to engage children in arithmetic, estimation, measurement, problem-solving, and other important math skills in the context of ordinary life at home. These activities are designed for children ages 5-11 and their parents.

### **Bilingual Mathematics Dictionary / Diccionario Bilingüe de Matemáticas - Norman Koch and Denise Meeks**

<http://nw.pima.edu/dmeeks/spandict/>

An alphabetical list of terms in English with their corresponding Spanish translations, from abacus (el ábaco) to zone (la zona). The purpose of this glossary of math terms is to make readily available in one convenient document a list of terms.

### **Connecting Math to Our Lives**

<http://equity4.clmer.csulb.edu/netshare/gdeklerk/ConnectingMATHto/>



A bilingual English-Spanish collaboration among an international group of classes. Students correspond with each other and create a series of projects investigating the uses of math in their lives and analyzing social issues in the world around them.

**The following websites were compiled by The Eisenhower National Clearinghouse for Mathematics and Science Education (ENC)**

<http://www.enc.org>

**Let's count : a fun, colorful set of counting activities**

<http://math.rice.edu/~lanius/counting/>

Take your youngest students to this site for counting practice in both English and Spanish. The site uses symbols and names of numbers in several simple activities where students answer questions such as How many, What comes next, and Which is more? Sets of objects including cars and robots are used for counting and simple addition. Students can think or say their answer and check their thinking with a pull-down menu.

**InTime : integrating new technologies into the methods of education**

<http://www.intime.uni.edu/>

This Internet site offers a collection of online video vignettes that demonstrate how preK-12 teachers are integrating technology into their classroom lessons. Videos span all grade levels and subject areas and are

**Figure this: math challenges for families**

<http://www.figurethis.org/espanol.htm>

Helping families enjoy mathematics outside school through a series of fun and engaging, high-quality challenges website launched by the National Council of Teachers of Mathematics.

## INTERNET RESOURCES FOR LITERACY PROGRESS

The following examples of resources to improve literacy have been selected by the DePaul University Center for Urban Education for the Chicago Public Schools Parent Community Partnership Program. These links include reading guides, activities, learning games and interactive reading resource websites featuring non-fiction, fiction, poetry and Spanish language texts. Some have been designed specifically for parents. Sources include nationally recognized organizations such as the National Education Association, the International Reading Association, Northwest Regional Educational Laboratory, National Council of Teachers of English, and the US Department of Education.

### Examples of online literacy resources recommended by NCTE and IRA

*The following pages contain links for teachers and parents to use as resources. These sites were recommended by the International Reading Association (IRA) and The National Council of Teachers of English (NCTE).*

#### **25 Activities for Reading and Writing Fun (Reading Rockets Web Site)**

<http://www.ncte.org/parents/links/112926.htm>

"Fun" is the key word in this selection of 25 reading and writing activities for families with children (infants to sixth grade). Scroll through to find your child's grade range and then pick an activity to do today!

#### **A New Guide for Parents (National Urban League Web Site)**

<http://www.ncte.org/parents/links/112927.htm>

Here's a colorful guide for parents developed by Scholastic and the National Urban League. Divided by age and grade, the "Read and Rise" guide has information on reading milestones as well as Try This! ideas and activities to help children gain the skills they need to become successful readers.

#### **Between the Lions**

<http://pbskids.org/lions/index.html>

This website is designed for parents and kids to surf together. Stories from the popular PBS show are posted online with links to associated games.

#### **Book Adventure**

<http://www.bookadventure.com/>

Book Adventure is a free reading motivation program for children in grades K-8. Children create their own booklists from recommended titles, take multiple choice quizzes on the books they've read offline, and earn points and prizes for their literary successes.

#### **Carol Hurst's Children's Literature Site**

<http://www.carolhurst.com/index.html>

This site is a collection of reviews of great books for kids, ideas of ways to use books in the classroom, and collections of books and activities about particular subjects, curriculum areas, themes, and professional topics.

### **The Children's Book Council (CBC)**

<http://www.cbcbooks.org>

A cosponsor with IRA of the Children's Choices project, CBC promotes the use and enjoyment of children's trade books and is the official sponsor of Young People's Poetry Week and National Children's Book Week.

### **Enlighten Me**

<http://www.enlightenme.com/enlightenme/pta/>

Created by Verizon Reads and FableVision, this website for children ages 7-12, as well as parents, teachers, and caregivers, features articles, activities, and booklists designed to promote creative thinking and encourage a lifelong love of reading.

### **International Children's Digital Library (ICDL)**

<http://www.icdlbooks.org>

Imagine a world where a comprehensive library of international children's literature is available to all children across the globe. With participants from around the world, this 5-year research project is building an international collection of children's books that reflects both the diversity and quality of children's literature. Currently, the collection includes materials donated from 27 cultures in 15 languages.

### **Literature Resources**

<http://www.about-arts.com/>

About-Arts.com -- A directory of literature-related websites and discussion groups.

### **Merriam-Webster Online: The Language Center**

<http://www.m-w.com/>

You can access the full text of *Merriam-Webster's Collegiate Dictionary*, Tenth Edition and *Collegiate Thesaurus*. Site links take you to word games, the featured "Word of the Day", and scripts of National Public Radio's popular daily program "Word for the Wise."

### **The Miss Rumphius Award**

[http://www.reading.org/resources/community/links\\_rumphius\\_info.html](http://www.reading.org/resources/community/links_rumphius_info.html)

The Miss Rumphius Award is presented by members of the RTEACHER mailing list (listserv) to educators who develop and share exceptional Internet resources for literacy and learning. An annotated list of links to award-winning websites is provided.

### **National Education Association (NEA)**

<http://www.nea.org/>

NEA advances the cause of public education. Their website has a section for parents about how to get involved in and improve their child's education.

### **Parenting Information**

<http://www.parentbytes.com>

An independent Australian website dedicated to promoting literacy in children. Offers feature articles, book reviews on Australian and international titles, community forum, and a growing bank of information.

### **Reading Is Fundamental (RIF)**

<http://www.rif.org/>

RIF develops and delivers children's and family literacy programs that help prepare young children for reading and motivate school-age children to read. Through a national network of teachers, parents, and volunteers, RIF programs provide books and other essential literacy resources to children, at no cost to them or their families.

### **Reading Rockets**

<http://www.readingrockets.org>

A project of WETA, the public broadcasting station in Washington, DC, this site provides detailed information about learning to read and strategies for supporting struggling readers at home, at school, and in the community. It offers news, practical information, expert advice, and resources for parents, teachers, tutors, child care providers, and policymakers.

### **Reading Tips for Spanish-Speaking Parents**

<http://www.colorincolorado.org/>

Reading Rockets, a multimedia initiative of PBS station WETA, created ¡Colorín Colorado! , the first major Web site specifically for Spanish-speaking parents to help their children learn to read. Featuring beautiful illustrations from Caldecott Award-winning illustrator David Diaz and entertaining video clips of celebrities such as the late Celia Cruz, Miguel Varoni and author Pat Mora, the site also includes downloadable resources for teachers and librarians to distribute to parents in their own communities.

### **RIF Reading Planet**

<http://www.rifreadingplanet.org/rif/>

RIF Reading Planet is a place where kids and families come together to explore the world of books. Grown-ups can browse through a universe of activities and ideas for motivating kids to read. Kids can post reviews of favorite books and participate in interactive games and activities.

### **Word Central**

<http://www.wordcentral.com/>

Merriam-Webster's site just for kids features the "Daily Buzz Word", spelling bee quizzes, student dictionaries, and "Build Your Own Dictionary."

### **Working Together for Literacy**

<http://www.ncte.org/parents/links/113371.htm>

Parents and educators each have important roles to play to help students develop literacy. Guidelines for how to do this, including a suggested booklist, are featured in the NCTE position statement, "Read Together: Parents and Educators Working Together for Literacy."

### **Young Authors' Workshop**

<http://www.planet.eon.net/%7Ebplaroach/Teacher.html>

Links to websites on all aspects of the writing process for kids, including places to publish their writing