

Outcome: Families will have the opportunity to join with program staff to share information, while participating in activities the children experience learning the new language so they can use the same activities at home to support language and early literacy development.

START HERE

1 WELCOME / OPENING

Welcome families. Greet them at the door and ask them to sign in. Children may sit comfortably with their parents, color or play quietly.

Introduce yourselves as the presenters. You may wish to include:

- Thank you for your time and participation
- Thank you for showing your support and dedication toward your child’s development and school success.
- We value the hopes and dreams you have for your child and wish to connect and be of support.

Share your school’s communication channels. Provide names and numbers for:

- people families can talk to with questions in their native language,
- ways families can communicate about their child’s learning with the school.

Share the purpose of session and include the goal of creating supportive and caring partnerships that promote positive learning outcomes for each child’s growth and development.

5 MAIN LEARNING DOMAINS /AREAS

1. Social and emotional development
2. Physical development and health
3. Approaches to learning
- 4. Language and literacy**
5. Cognition and General knowledge

2 Today’s focus =

WEB, VIDEO VIEWING:

Show the “Ready for Take-Off” DVD or samples from class to stimulate reflection upon oral language and early literacy development.

ACTIVITIES (small group or whole group)

3 Post-Viewing DISCUSSION

AFTER THE VIDEO OR PICTURES

- Ask: What did you see? What did you notice or hear?
- What questions do you have about early learning and home language support?
- What are some activities that you do, or something you saw that you feel comfortable trying at home?

4 Overview PROGRAM BOOKLET

INTRODUCE UNIT 1

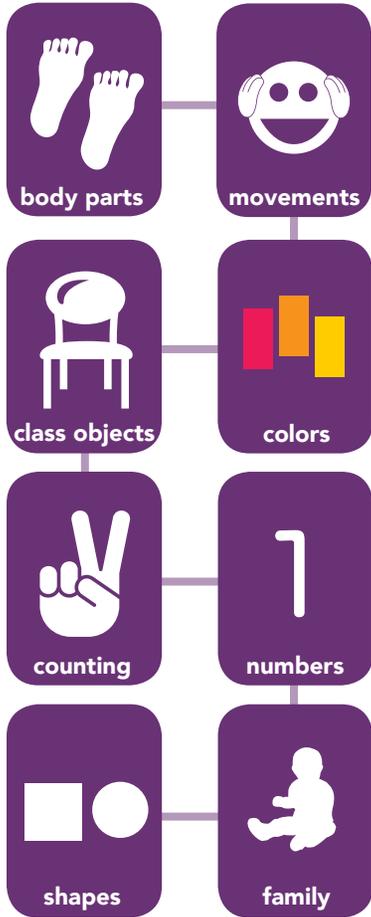
Share the program language approach, where children begin by listening to follow classroom commands in the new language. They build language using objects to recognize colors, shapes, body parts and prepositions. Learners respond physically with movements to commands, play games, sing songs with actions, chant and experience finger plays, stories, crafts and art activities. Families can support children’s language by using similar games and activities in either their home language or new language to encourage their child’s language development. Participating in these activities in both the home language and the new language will benefit the child’s oral language skills..

5 PARTICIPATE

Share sample activities with participants. See reverse side.



LANGUAGE BASE



Body Parts
SONG

Share the song and movements of *Head, Shoulders, Knees and Toes* with everyone:

*Head, shoulders, knees and toes,
Head, shoulders, knees and toes,
Eyes and ears and mouth and nose,
Head, shoulders, knees and toes.*

Encourage families to participate in finger plays and rhymes using movements and actions with children. Ask if anyone can think of a different one that they know and do.

Shapes
ART, PICTURE

Cut paper shapes to glue and draw on to make creative pictures like a silly body, face or object. Talk about the colors and shapes.

Or, share a sample of a picture and art activity children have experienced in class. Talk with parents about the experience and encourage them to have paper, scissors, colors, glue and craft materials available at home to encourage drawing and crafts, which are wonderful ways to encourage language skills and early literacy development.

Shapes
STORY

Model reading the story *Bear in a Square* by Stella Blackstone aloud with children. Make shapes using your fingers and hands with children during the read-aloud. During or after the story, look for objects that represent shapes from the story. For example, hunt for something that is a rectangle, like a table. Make or draw an imaginary rectangle using your fingers. Ask children to join making shapes and looking for different ones.

Encourage families to point out shapes like a circle, triangle, square or rectangle with their child. Show how to make shapes and use fingers or hands to show if they are little or big.

Numbers
COUNTING

Use your body to practice counting. Count on fingers. Show how many fingers you are using. Clap, walk or jump a number of times, like 5 or 10.

Encourage families to help their child develop number awareness and abilities to count in everyday and simple ways.

Closure: You may wish to share additional or alternate ideas such as how to practice reading a take-home story with children, how to play memory or a language card game such as bingo, or how to access web tools such as games or videos.

6

Thank families for their participation and share the next meeting date with families.