

Outcome: Families will have the opportunity to join with program staff to share information, while participating in activities the children experience acquiring the new language so they can use like 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 school success.
- We value the hopes and dreams you have for your child and wish to be of support to help each child reach his or her potential.

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.

WITHIN THE 5 MAIN LEARNING AREAS

2 Today’s focus =
to support

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

WEB, VIDEO VIEWING:

Show the “A Strong Start” 6-minute DVD or samples from class to stimulate reflection upon children’s health, language and 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 health, nutrition and physical development?
 - What are some activities that you do or something you saw that you feel comfortable supporting at home?

4 View PROGRAM BOOKLET

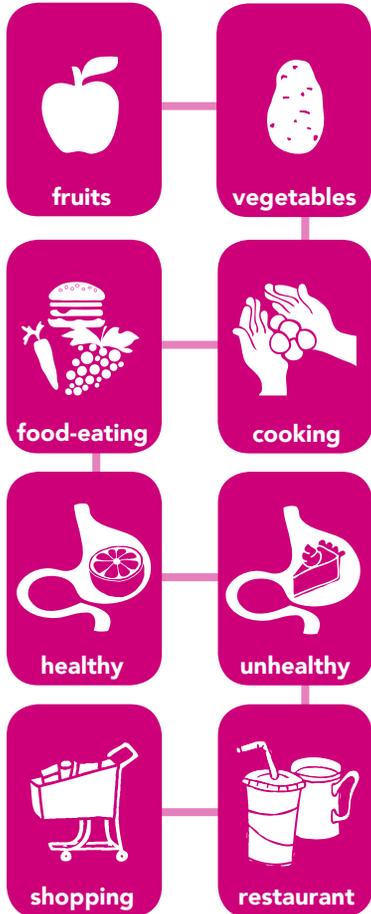
 **DISCUSS UNIT 2**
Share the program language approach and language topics connected to Unit 2, where children develop listening skills by following directions and identifying oral language of fruits and vegetables, food and eating, a market or store, an imaginary restaurant and through cooking. Children experience real and toy foods by playing games, graphing information, sorting, shopping and participating in felt board activities. Families can use similar games and activities to support their child’s language development at home. Participating in these activities in both the home language and new language will benefit the child’s language and literacy skills.

5 PARTICIPATE

   Share sample activities with participants. See reverse side.



LANGUAGE BASE



Shopping ACTIVITY

Go to the grocery store or market. Talk with your child about all the foods you see. Talk about different store sections. Pick a new food to try. Talk about how it feels, what it looks like and how it tastes. Then draw a picture about it.

Hunt for foods of different colors. Ask: *What do you see that is purple? Red? Orange?* Or, talk about which foods are healthy options and which ones are not.

Ingredients COOKING

Make a smoothy, muffins, a sandwich, fruit salad or soup with your child. Name the ingredients. Take turns measuring, and talk about the experience.

Or, make a healthy snack with the group to show how to involve children with cooking or setting the table.

Healthy Eating STORY

Model reading the story *Fuel the Body* by Amanda Doerling aloud with children. Encourage families to visit the library to check out stories, songs and videos to encourage health, nutrition and vocabulary development.

Or, share childhood songs with others to support this language and rhyming such as: *Pimpón, Naranja dulce, Arroz con leche, Peas Porridge Hot, Hot Cross Buns, Patty Cake*, etc. www.starfall.com has additional songs and rhymes to share.

Guessing GAME

Cover eyes and take turns guessing different foods through taste, touch or smell. Talk about how they feel, taste or smell.

Or, sort pictures of fruits and vegetables by color. Name them and talk about where and how they grow.

Closure: You may wish to share additional or alternate ideas such as how to practice reading a take-home story with children, how to encourage washing hands and brushing teeth, how to practice reading a food label or how to access web tools like language games or videos. Thank families for their participation and share the next meeting date with families.

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