

Outcome: Families will have the opportunity to join with program staff to share information, while learning activities that children experience acquiring language and vocabulary and can do at home to support early learning and 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 connect and be of support to help each child reach his or her potential.

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

- who 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 the 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 =

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

WEB, VIDEO OR GUEST SPEAKER

Invite a guest speaker to share community resources, including children’s programming, library services or enrichment opportunities.

ACTIVITIES (small group or whole group)

3 Post-Viewing DISCUSSION

- AFTER THE SPEAKER OR VIEWING**
- 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 interest you and that you feel comfortable supporting for your child’s learning?

4 View PROGRAM BOOKLET

 **DISCUSS UNIT 4**
Share the program language approach and language topics connected to Unit 4, where children develop listening and speaking abilities as they learn about topics such as vehicles, transportation, buildings, places, signs, maps and people in the community. Learners match oral language to objects, pictures, toys and actions by following directions and responding physically. Students learn by participating in games, puzzles, field trips and play and through a variety of experiences that connect them to the community. Families can use similar games and activities in either their home language or the new language to support their child’s language development.

5 PARTICIPATE

   Share sample activities with participants. See reverse side.



LANGUAGE BASE



Name Stores
TAKE A WALK

Go on a walk through town. Name different stores, and talk about what they provide and how they help people. Learn the workers' titles at each shop or clinic. Find signs, and point to the letters your child knows.

Book
VISIT THE
LIBRARY

Schedule a regular visit to your local library to check out books, use the computers or go to storytime. Share this with your child.

Paper Airplane
CRAFT

Show your child how to make a paper airplane or a paper boat. Fly the airplanes to see how far they can go. Use words such as farther, closer or near. For the boats, count pennies to see how many pennies the boat can hold up on water.

Shop or Store
PLAY

Set up a pretend shoe store, grocery store, restaurant, coffee shop, library or toy store. Take turns playing different roles such as clerk, worker, client or shopper.

Closure: You may wish to share additional or alternate ideas such as how to practice reading a take-home story with children, how to access your school's web tools or technology supports such as open access language games or videos on the web.

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