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ABSTRACT

A project was conducted to develop a series of culturally relevant family literacy instructional materials (written and videotaped) that could be used with undereducated Native American parents who desire to increase their own knowledge, skills, ability, and self-confidence in order to become more effective teachers of their own children. The materials were designed to help parents assist their children with reading and mathematics skills and to assist parents to become more effective advocates for their children in school. This packet includes a narrative report of the project, a facilitator's guide for conducting a four-part parent workshop, and originals for handout materials to give parents. The facilitator's guide is organized into eight sections. The first two sections provide an overview of the project and information on how to use the guide. The third section provides tips for working with Native Americans. The following four sections focus on these topics: the important role that parents play as teachers of their children and how they can have a positive impact on their children's academic achievement; the importance of storytelling, book handling skills, gross and fine motor skills, learning basic sounds, and beginning mathematics skills; the importance of helping their children learn how to read; and the importance of parents being advocates for their children when they enter school. The materials for each of these four sections are organized in a series of parent outcomes. Each outcome is followed by one or more points to be made, one or more learning activities for participants, materials needed for the facilitator and for the participants, and resources and references, where appropriate. The next section lists 14 resources (sources for the reference materials noted in the reference sections of each instructional section of the guide). The handouts provided are labeled as to the outcome/point they address. (KC)

NATIVE AMERICAN PARENTS AS TEACHERS OF THEIR CHILDREN FINAL REPORT

Submitted to: National Institute for Literacy

Submitted by: Center for Community-School Development
and Field Services

Montana State University

Gloria A. Gregg, Director

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INTRODUCTION

Over the past several years, the role of the parent(s) in the education of their children has taken on heightened status. Much of the impetus has been provided from research about the positive impact that parent involvement has on the achievement of children in school. This impact is no less true for parents of Native American children.

While Native American families and their children are among the most at-risk in the U.S., the publication **Indian Nations at Risk: An Educational Strategy for Action** (Indian Nations at Risk Task Force, 1991) suggests that much can be done to turn this situation around. As part of the strategic framework for improving schools, the Task Force recommended five strategies, one of which clearly relates to this project:

Developing parent-based, early childhood education programs that are culturally, linguistically, and developmentally appropriate.

In addition, the Task Force made specific recommendations for the partners who are responsible for the education of Native children and adults. Two of these recommendations focus on parents while one is intended for school officials and educators.

Parents

Take responsibility for being your children's first and most important teacher, especially in the development of their language base.

Develop your parental skills and continue learning throughout life.

School Officials and Educators

Welcome parents, tribal leaders, and other members of the community as partners. Show them how to become involved in their children's education.

It is within this context that this project set out to develop a series of culturally relevant family literacy instructional guides and videos that would enhance Native American parents' abilities to be more effective teachers of their own children.

ORGANIZATION OF THIS REPORT

This report attempts to chronicle the progress of this project in narrative fashion. To do this, the overall goal is presented followed by each objective with a discussion on the accomplishment of that objective. As with projects of this nature, the formative evaluation which was conducted along the way not only served as a reality check but allowed appropriate modifications to be made. However, these modifications did not serve to deter from the purpose of the project or prevent the goal and objectives from being met.

GOAL AND OBJECTIVES

The overall goal for this project was:

To develop a series of culturally relevant family literacy instructional materials (written and video) which could be utilized with undereducated Native American parents who desire to increase their own knowledge, skills, ability and self-confidence in order to become more effective teachers of their own children.

The objectives which were established for this project follow along with a discussion of how that objective was accomplished. In some instances, two closely related objectives are presented and discussed together.

Objective 1.1: To utilize the expertise of a team of individuals to design and produce two culturally relevant instructional guides for Native American parents who want to work with their children on reading and math skills.

Objective 2.1: To utilize the expertise of a team of individuals to design and produce one culturally relevant instructional guide for Native American parents who want to become more effective advocates for their children when they enter school.

At the beginning of the project, a six-person team was established to develop the instructional guides. The team members were:

Jessica Cantrell, Home-School Visitor, Wolfpoint Montana Public Schools

Dr. Ann DeOnis, Faculty Member, College of Education, Health and Human Development, Montana State University

Dr. Gloria A. Gregg, Director, Center for Community-School Development and Field Services, Montana State University

Rhonda Shumway, Teacher, Brockton Montana Public Schools

Rosemary Smith, Graduate Student, Montana State University

Dixie Stark, Director, Literacy Volunteers of America-Bitterroot, Hamilton, Montana

Each team member brought to the project certain types of knowledge, skill and expertise essential to successful completion of the proposed materials. Shumway and Cantrell are both Native Americans who helped with the cultural aspects of the materials development and also served as the instructors during the field-test phase; DeOnis is an expert in teaching reading and also has some background in early childhood education and bilingual education; Stark is the Director of an adult literacy tutoring program with a strong family literacy component; Smith had extensive teaching experience at the elementary level on various Montana Indian reservations prior to becoming a full-time graduate student; and Gregg has extensive project management experience plus has been involved in several projects related to parent involvement in the schools.

As a starting point for developing the instructional materials, an existing family literacy program was utilized. This program, **Family of Readers**, had been developed by Literacy Volunteers of America-Bitterroot and was an adaptation of **Laying the Foundation**

from PLAN (Push Literacy Action Now). **Family of Readers** is a series of workshops designed to tackle the perpetuation of low literacy in families. The focus of the workshops is to help parents of preschool and early elementary children become successful in the parent-as-teacher and advocate roles by recognizing and capitalizing on skills they already have, by teaching parents new skills, and by making them aware of the resources available for assistance. Because this program is flexible and adaptable, it provided an appropriate framework from which to begin.

Two other considerations were important. First was to incorporate aspects of Native American culture into the materials when and where appropriate. Second was to take into consideration culture difference between the Native American culture and the Euro-American culture when developing the workshop structure and in particular, when developing learning activities for the participants. A critical guide for these two aspects of the team's deliberations was the publication **Native American Family Empowerment Cultural Sensitivity Training**

All or part of the team met for six different work sessions totaling ten days. Keeping the **Family of Readers** framework in mind, it was determined that an outcome approach would be used in developing the instructional guides so the first session was spent identifying a series of possible outcomes. For each outcome, a series of points to be made was then determined followed by learning activities for the participants. Once the learning activities were established, the instructional materials needed could be determined. As the team moved through this process, appropriate resources and/or references were also identified. After each work session the content was formatted and then thoroughly reviewed by Ann DeOnis to determine appropriateness for age-level.

Throughout the materials development phase, the team members struggled with a number of questions. How much material should be covered in the workshops? Should the materials only focus on reading or could some math be included as originally planned? Should the workshops be for parents of pre-schoolers only? How could the materials needed for the learning activities be kept inexpensive so the workshops could be presented at minimal costs? How many workshops would be needed to cover the material? How long should each workshop be? How much flexibility should be allowed in the content so that specific needs of the participants could be met? How could the advocacy material be presented so that it wasn't too cut and dried? How should the materials be formatted so they could be easily used by a workshop facilitator? Were some learning activities more appropriate than others? At what point should handout materials be provided to participants? How could an instructional video be used to enhance the workshops?

The results of the team deliberations were to initially divide the materials into four two-hour workshops with each workshop being two hours in length. The team also concluded that while the major focus would be in the area of reading, some math activities would be incorporated as appropriate. While there was considerable material to include in the advocacy section, the team felt that rather than eliminate some from the final product, this workshop could easily focus on topics/areas selected by the participants and that some of the outcomes might not be covered on this basis. It was also decided to make most of the content focus on pre-school age children ages 3 - 4 but where appropriate, activities would be included for ages 5 - 7. Rather than have separate instructional guides for each area, it was decided to put the materials together in a notebook with dividers between each of the four workshop sessions.

Objective 3.1: To field test these materials with at least twenty Native American parents who are participants in the Adult Basic Education program operated on one of Montana's seven Indian Reservations.

Fort Peck Community College on the Fort Peck Indian Reservation agreed to host the field test. This is the home reservation for Rhonda Shumway and Jessica Cantrell, team members and the individuals who were to serve as workshop facilitators for the field test. Angela Kirn, Director of the Adult Learning Center at the college assisted with the local arrangements including recruiting and registering participants, arranging for child-care, scheduling the facilities, video taping each workshop and providing snacks for the participants. The workshops were scheduled for four nights in October. (See Appendix A for a copy of the workshop flyer.)

While it was hoped that 20 parents would participate, only 10 signed up for the workshops. However, these individuals were very enthusiastic and the field test yielded much useful information.

During the field test the facilitators attempted to cover all the material under each outcome and to have the participants engage in all proposed learning activities. This was accomplished but they did report that covering all the advocacy material in one two hour session was extremely difficult.

Objective 4.1: To video tape the field tests so that appropriate portions of these sessions may be incorporated into the video tapes which would accompany each instructional guide.

Each of the four two-hour workshops was video taped. However, the quality of the tapes were such that segments could not be used in the video to go with the instructional guides. These tapes did provide excellent information about how well each workshop went, where problems occurred, and gave the team an indication of how the participants

felt about the workshops. If anything, watching the tapes reinforced the interest in and need for this type of workshops. The two instructors reported that at the last session the participants were asking when these workshops would be offered again and stated they knew others who they thought would be interested in participating.

Objective 5.1: To revise the instructional guides based on the results of the field tests.

The field test provided very useful information in terms of doing final revisions on the instructional materials. As a result of the field tests and the creativeness of the two facilitators, some additional material related to use of Native American pictographs was added. The directions originally included with the materials were changed suggesting that prior to the session on advocacy, the facilitator ask the participants which topics they would most like to see covered. It was also evident from watching the video tapes of the field test that the hands-on learning activities proposed in the materials were very effective.

Objective 6.1: To produce any additional video material that may be needed to complete the video tape.

Objective 7.1: To edit all video materials into video tapes to accompany each instructional guide.

Due to the poor quality of the video tapes from the field test, it was decided that the instructional video would be produced in a different fashion. The team identified specific topics/areas that might be "pictured" on the video and a number of different individuals, agreed to appear in these segments. This involved role playing on the part of these people and these segments were then edited into one video. The major purpose of the video segments is to provide the workshop participants with situations that lead them into a discussion on what they saw in the video segment. Appropriate narration was

written to introduce each segment and the written materials contain references to each segment with suggestions on how the segment might be used with the participants.

SUMMARY

The goal for this project was to develop culturally relevant family literacy instructional materials which could be used in a series of workshops for undereducated Native American parents so they could increase their own knowledge, skill, ability and self-confidence in order to be more effectively involved in their own children's education both prior to entering school and upon entering school. This goal was accomplished!

While there are many things which contributed to the successful completion of this project, a key was the rapport and trust that developed among the team members. This can best be reflected by a comment made recently by one team member when she indicated that she had always wanted to be involved in a situation where a team really worked together effectively and now she could say she had done so.

APPENDIX A

NATIVE AMERICAN PARENTS

DO YOU HAVE CHILDREN AGES 3 - 7 YEARS OLD?

**WOULD YOU LIKE TO LEARN HOW TO HELP YOUR CHILDREN
WITH READING AND MATH?**

**WOULD YOU LIKE TO KNOW MORE ABOUT YOUR RIGHTS AS
PARENTS WHEN YOUR CHILDREN GO TO SCHOOL?**

**WOULD YOU LIKE TO KNOW HOW TO TALK MORE
EFFECTIVELY WITH YOUR CHILD'S TEACHERS?**

**IF YOU CAN ANSWER ALL OF THESE QUESTIONS YES, THEN
SIGN-UP NOW TO PARTICIPATE IN FOUR WORKSHOPS AT
FORT PECK COMMUNITY COLLEGE.**

DATES: OCTOBER 4 - 11 - 18 - 25

**PLACE: FORT PECK COMMUNITY COLLEGE
ADMINISTRATION BUILDING**

TIMES: 7 - 9 P.M.

INSTRUCTOR: RHONDA SHUMWAY (Assisted by Jessica Cantrell)

Free child care available

All material provided

Coffee and snacks provided

One credit option on pass/fail basis - easy registration

LIMITED ENROLLMENT SO SIGN-UP NOW!

**IF YOU ARE INTERESTED, YOU CAN SIGN-UP AT THE FORT PECK
COMMUNITY COLLEGE ADMINISTRATION BUILDING WITH THE MAIN
SECRETARY. CALL ANGELA KIRN AT THE COLLEGE IF YOU HAVE
QUESTIONS, 768-5551.**

(PRINVLREG)



Native American Parents as Teachers of Their Children

A Four-Part Workshop

Produced by:

**The Center for
Community-School
Development and Field
Services,
Montana State University**

The National Institute for Literacy



Table of Contents

1

INTRODUCTION

2

HOW TO USE THIS GUIDE

3

**WORKING WITH NATIVE
AMERICANS**

4

SECTION ONE: Outcomes 1 & 2

5

SECTION TWO: Outcomes 3-6

6

SECTION THREE: Outcomes 7-10

7

SECTION FOUR: Outcomes 11-25

8

RESOURCES

INTRODUCTION

Native American Parents as Teachers of Their Children - A Four Part Workshop was developed by the Center for Community-School Development and Field Services at Montana State University. The purpose of the project was to develop a series of culturally relevant family literacy instructional materials (written and video) which could be utilized with undereducated Native American parents who desire to increase their own knowledge, skill, ability and self-confidence in order to become more effective teachers of their own children. The materials have a major focus on reading and advocacy with a more limited focus on math. Funding for this project came from the National Institute for Literacy, Washington, D.C.

The philosophy used in developing these materials was based on the concept that adults learn best when involved in learning activities that are interactive and experiential. Another important factor in developing the materials was the recognition that culture plays an important role in Native American life. Therefore, every attempt was made to provide numerous learning activities in which the participants could become involved and to utilize various aspects of the Native American culture in these activities.

A team approach was used in developing this guide. The team members who contributed their time, talents, expertise and energy were:

Jessica Cantrell, Home-School Visitor, Wolfpoint,
Montana Public Schools

Dr. Ann DeOnis, Faculty Member, College of
Education, Health and Human Development,
Montana State University

Dr. Gloria A. Gregg, Director, Center for Community-
School Development and Field Services, Montana
State University

Rhonda Shumway, Teacher, Brockton, Montana
Public Schools

Rosemary Smith, Graduate Student, Montana State
University

Dixie Stark, Director, Literacy Volunteers of America-
Bitterroot, Hamilton, Montana

As with all projects of this nature, there are many others without whom this final product could not have been produced. These include Angela Kirn, Director of the Adult Learning Center at Fort Peck Community College who made all of the arrangements necessary to conduct a field-test of the materials; the parents and other family members who participated in the field-test; and Carla McLaughlin, secretary in the Center for Community-School Development and Field Services who spent hours at the computer deciphering our scribbled notes, making corrections, and moving sections from one place to another.

Media Services at Montana State University took on the responsibility of creating the instructional video that goes with the guide. Jim Vernon, staff member, shot the various segments of the video and handled the editing necessary to produce the end product. Roberta Kerr provided the narration on the video.

Many individuals agreed to appear in various segments of the video. These were Jessica Cantrell, Rhonda Shumway, Dixie Stark, Cheryl Johannes, Christine Lechtenberg and her daughter, Carla McLaughlin, Rick Hill, Bruce MacGregor and Ruth Johnson and her granddaughter.

HOW TO USE THIS GUIDE

Audience for Workshops

These materials were developed for use with undereducated Native American parents and/or other family members who want to improve their own knowledge, skill, ability and self-confidence to work with their children on reading and some basic math skills and to become more effective advocates for their children. While most of the materials and activities focus on helping children ages 3-4, some information is provided for helping children ages 5-7.

Organization of Materials

These instructional materials are organized into four sections. The sections and the focus of each are:

Section One: The important role that parents play as teachers of their children and how they can positively impact their children's academic achievement

Section Two: The importance of storytelling, book handling skills, gross and fine motor skills, learning basic sounds and beginning math skills

Section Three: The importance of helping their children learn how to read

Section Four: The importance of parents being advocates for their children when they enter school

It is recommended that each section be presented in a two-hour time frame for a total of eight hours of instruction. However, this may be adjusted according to the needs of the participants. Because section four covers a considerable amount of information, it is suggested that the facilitator ask the participants in which of the proposed topics they are most interested. This session should then focus on these topics rather than trying to cover all those suggested in the materials.

The materials for each section are organized in a series of **parent outcomes**. Each **outcome** is followed by:

*One or more **points to be made**

*One or more **learning activities** for participants

***Materials needed** for the facilitator and for the participants

***Resources** and **references** (where appropriate)

The video which accompanies these materials is intended to be used at specified points in the sessions. These are referenced in the activities sections. There are seven clips or sections on the video. The clips, in the order they appear on the video, are as follows:

CLIP 1: What You Say Makes a Difference
(Outcome 1, Point 2)

CLIP 2: Read - It Makes a Difference
(Outcome 1, Point 3)

CLIP 3: How a Book Works
(Outcome 4, Point 1)

CLIP 4: Reading to Your Child - Technique Counts
(Outcome 8, Point 1)

CLIP 5: Puppets Make Reading Fun
(Outcome 9, Point 1)

CLIP 6: So You Want to Call the School
(Outcome 13, Point 1)

CLIP 7: Parent/Teacher Conferences: How to Be Ready
(Outcome 13, Point 2)

There are a number of **handouts** which are to be given to the participants. Reference is made to the handouts under either activities and/or materials for participants. Originals for the handouts are in the envelope in the **back pocket of the notebook**. Each handout is coded to the outcome and point for which it is to be used.

Many of the references listed throughout these materials are pamphlets or booklets designed specifically for parents. It may be helpful to purchase copies for workshop participants. The cost for most of those listed is fairly inexpensive. Complete addresses for all sources for these materials can be found in the resource section of this notebook.

Facilitating the Workshops

It is anticipated that the individual presenting these workshops will be more of a **facilitator** than teacher. It is generally accepted that a facilitator role is best when working with adult populations. This implies much less "telling" and much more **letting the group find the answers through discussion, questions, interaction, and sharing of their own experiences**. The facilitator role acknowledges the collaborative nature of learning and encourages respect among participants for each other's self-worth.

Flexibility is a key in making this workshop successful. You may not cover all aspects in the recommended time frame and this is O.K. It is much more important to meet the needs of the participants than to insist on making every point under each outcome or to insist that participants do every learning activity suggested.

Preparing to Facilitate the Workshops

As facilitator of these workshops, it is essential that you be well prepared. To do this, the following steps are recommended:

1. Prior to each session, review the outcomes, points to be made, learning activities and materials needed for both participants and facilitator.
2. **Adapt** the content to your own style, situation **and** the needs of the participants.
3. Be sure to obtain all of the materials needed and to make copies of the handouts needed for the session.
4. Take care of the room arrangement; a large table so that participants can all set around the outside is best. If this is not possible, several small round tables will work.
5. It is also helpful to have enough space to break into small groups. If this is not possible, make do with the space you have.
6. Place the easel with newsprint and the VCR/TV in a position so that everyone can see them. If you are

in a room with a chalk board, you need the table(s) placed so that everyone can see the board.

7. Make certain the room you use has adequate lighting and that you can adjust the temperature accordingly.

8. Have name tags or tent cards for the participants. This helps them get to know each other and also helps you get to know them.

9. Have a "warm-up" activity for the first session. This can be tied in with introductions and give the participants an opportunity to begin to feel comfortable.

CONSIDERATIONS FOR WORKING WITH NATIVE AMERICANS

Historically Native Americans have not trusted persons from other cultures. To successfully interact with Native American parents or other family members, it is helpful to understand some of the cultural differences. The chart on the next page depicts some of the more important differences.

When communicating with Native American populations, there are a number of considerations that make this interaction easier:

1. The person may not make eye contact.
2. A gentle handshake is a sign of respect.
3. A gentle, subdued tone of voice will be used.
4. Clock time will be more important to a non-Indian.
5. Do not stand too close, talk too loudly, nor too fast.
6. Listen carefully - avoid intrusive questions.
7. Casual conversation is an important part of building rapport.
8. Engage in non-work related conversation to establish you as a person
9. The use of humor is important - friendly banter and punning are always fun.
10. Do not use highly technical terms and jargon.
11. Remember the participant's first language may not be English and all terms are not easily translatable.
12. Avoid ethnocentric questions like, "What do Indians think about....?"

(Native American Family Empowerment Cultural
Sensitivity Training)

	NATIVE AMERICAN	EURO-AMERICAN
TIME	Unscheduled deliberation Present/past Cyclic	Scheduled speed Present/future Linear
SPACE	Personal Communal	Personal Private
POSSESSIONS	Accumulation to survive to share	Accumulation to possess for status
FAMILY UNIT	Extended Inter-generational	Nuclear Separated by age
ACHIEVEMENT	Through cooperation Honored by giving	Through competition Honored by receiving
RELIGION	Inclusive Inter-related individualized	Exclusive Separatist Institutionalized
SOCIAL STATUS	Family name Tribal affiliation	Economic status Occupation
LEARNING STYLE	Oral conceptual Visual perceptual Experimental learn by experience	Audio to record/recite Visual literate Scientific methodical

Several other considerations are also helpful to the facilitator in terms of working with Native American populations.

1. Attendance at workshops will be based on many factors most of which are beyond the control of the facilitator.
2. The participants may need more time to answer questions. It isn't that they don't know.
3. Extended families are very important in Native American cultures. Participants may not always be parents. They could be grandparents, aunts, uncles, or other family members.
4. Small group activities work best.
5. The information you present needs to be practical and useful.
6. It will take some time for Native American participants to become active.
7. A warm-up activity at the first session is helpful. One that focuses on something that is personal and family oriented is best.
8. Take notes on each participant so you begin to learn something about each one. Use this information later to project a caring attitude.

OUTCOME 1: PARENTS WILL UNDERSTAND THAT THEY ARE THEIR CHILD'S FIRST AND MOST IMPORTANT TEACHER.

POINT TO MAKE - 1

Parents will understand the importance of simple, easy interactive activities they can do with their child and understand the value of play as related to creativity and reading by:

- Playing with toys; pretending and acting childlike.
- Taking child out in stroller; walk, talk, show and tell child what you see along the way.
- Naming items and common objects.
- Playing with raw materials (ex: sandbox) and household items (ex: pots and pans).
- Playing physically with their child (ex: on the floor).

ACTIVITIES

Large group discussion questions:

- What are some things you do to play with your child?
- How does playing with your child help them learn?

Record responses on newsprint or chalkboard.

MATERIALS NEEDED

Materials for Participants

None

Materials for Facilitator

Newsprint or
chalk board
Markers/chalk

POINT TO MAKE - 2

Parents will know and understand the value of encouraging their child's appreciation for learning on an ongoing basis.

ACTIVITIES

Two parents role play or show video (**CLIP 1: What You Say Makes A Difference**) of two parents talking about negative school experience(s).

After viewing role play or video, discuss messages parents convey to their children about learning and education.

MATERIALS NEEDED

Materials for Participants

None

Materials for Facilitator

Situation cards for role playing
Video
VCR/Monitor

POINT TO MAKE - 3

Parents will know and understand the importance of modeling storytelling and reading behavior done on a regular basis.

- Oral tradition of storytelling is a means of communication.
- What is reading? A process which allows communication to occur between the reader and the writer of the thoughts/symbols.
- Parents need to model reading/storytelling habits: local paper, go to library, borrow books and magazines; show children the pictures.
- Parents need to view reading/storytelling as a joy and be able to convey this to their child.
- Parents need to have reading materials in the home and a special place for books.

-Parents need to create a positive reading/learning environment for their child through:

- 1) encouragement
- 2) praise (positive suggestions)
- 3) non-judgmental and criticism
- 5) comfortable space/place
- 6) special chair
- 7) develop reading as habit forming behavior (ex: read daily - before/after nap or before bed)

ACTIVITIES

Show video (**CLIP 2: Read - It Makes A Difference**) with adults demonstrating reading behaviors.

Large group discussion question: What did you see or notice in the video clip?

Provide magazines for participants to take home if they want.

Handout for participants on ways to praise.

MATERIALS NEEDED

Materials for Participants

Magazines of various types
Handout: 110 Ways to Praise

Materials for Facilitator

VCR/Monitor
Video

REFERENCES/RESOURCES

Thomas, J. (Sept 1991). You're the Greatest **Principal**.

Hitz, R and Driscoll, A. (July 1988). Praise or Encouragement? New Insight Into Praise: Implication For Early Childhood Teachers. **Young Children**.

Off To A Good Start! Ways Parents Can Help Children Get Ready To Begin School. (1993). Fairfax Station, VA: The Parent Institute.

OUTCOME 2: PARENTS WILL KNOW THE BASICS ABOUT HOW PEOPLE LEARN.

POINT TO MAKE - 1

Learning takes place by a variety of means:

- Imitation (do what we see others do)
- Repetition (over and over)
- Visual (seeing)
- Auditory (hearing)
- Kinesthetic/tactile (movement and touch)
- Oral (talking)

ACTIVITIES

Give participants **handout** on How We Learn.

Review what's been learned using Reading Attitude Survey **handout**:

Give Reading Attitude Survey orally to participants and have them record their true or false responses (answers) on a separate sheet of paper. Discuss responses and reasons for choice.

or

Give Reading Attitude Survey orally and discuss responses and reasons for choice as a group.

or

Give each participant a copy of Reading Attitude Survey; record answers individually; discuss as a group.

MATERIALS NEEDED

Materials for Participants

Handout: Reading Attitude
Survey
Paper (lined or plain)
Pencil
Handout: How We Learn

Materials for Facilitator

None

REFERENCES/RESOURCES

Reading Attitude Survey. Laying the Foundation, Section B (1988). Training Parents: A Workshop Curriculum. Washington, DC, PLAN.

OUTCOME 3: PARENTS WILL KNOW/UNDERSTAND THE IMPORTANCE OF A STORY AND TO CONVEY MEANING OF STORIES (ORAL, SYMBOLS, PICTURES AND WORDS).

POINT TO MAKE - 1

Parents need to develop the skills of effectively sharing stories and conveying story meanings with their children by:

- Pointing to pictures and telling a story.
- Using wordless books to tell a story.
- Telling traditional Native American stories.

ACTIVITIES

In small groups (2-3 parents) select a picture which is culturally relevant (pow-wows, eagles, coyote, wolf, owl, porcupine, bears) and then develop a story around the picture; each group tells their story to the large group.

Read Pictograph Story-A to demonstrate how pictures can become a story. Give as a **handout** to participants so they can follow along as story is read.

Give participants second **handout** illustrating other pictographs. Have them try telling a story to their child using the pictograph.

Demonstrate and model how to use a wordless book.

MATERIALS NEEDED

Materials for Participant

Culturally relevant pictures
Handouts: Pictograph-A
Examples of

Material for Facilitator

Wordless books

REFERENCES/RESOURCES

Magazines for pictures:

Wild West
National Geographic
Outdoor Life
Montana Magazine of Western History (or similar state magazines)
Southwest Art
National Geographic World

Wordless books:

First Snow (McCully)
Anno's Counting House (Anno)
What Is It? (Hoban)
Look Again (Hoban)
Tuesday (Wiesner)

OUTCOME 4: PARENTS WILL LEARN BOOK HANDLING SKILLS SUCH AS: HOLDING, OPENING AND TURNING PAGES OF A BOOK *LEFT TO RIGHT AND TOP TO BOTTOM EYE/ PAGE PROGRESSION IN READING* SEQUENCING (BEGINNING, MIDDLE AND END OR LITTLE, BIG AND BIGGEST)* THE IMPORTANCE OF COUNTING* AND SHAPES/VISUAL IMAGES IN THE READING PROCESS.

POINT TO MAKE - 1

To become an effective reader, parents need to make their child aware of how a book works by showing them:

- How to hold, open and turn the pages of a book.
- Left to right eye movement across a page in a book.
- Top to bottom eye/page progression in the reading process.
- Beginning, middle, and end.

ACTIVITIES

Demonstrate and model how a book works or show video (**CLIP 3: How A Book Works**) demonstrating these skills.

MATERIALS NEEDED

Materials for Participants

None

Materials for Facilitator

Book for demonstration
Video
VCR/Monitor

POINT TO MAKE - 2

Sequencing, counting, shapes, visual images and pictures are elements in the acquisition of language and reading fluency. Parents need to help their child by:

- Displaying sequencing (beginning, middle and end, or little, big and biggest) whenever possible by lining up little cars, empty boxes or other items.
- Playing with picture cards that show sequence.
- Using "shapes in a bag" to help child learn shapes, colors, and counting.

ACTIVITIES

Demonstrate sequencing picture cards and how to use.

Directions:

- Use 4x6 index cards.
- Glue three pictures of same object, animal, or person (each a different size) to cards, one picture per card. Ex: Three buffalo, one large, one medium, one small.
- Use to help child learn little, big, bigger.

Provide parents with material to make sequencing cards at home or to make during session to take home.

Exhibit examples of various sequencing and sizing on tables.

Demonstrate how "shapes in a bag" would be done.

Directions:

- Cut various shapes (circles, squares, triangles, stars) from construction paper; use several colors.
- Place shapes in bag.
- Pull out one at a time and have child identify shape and color.
- Have child reach in, find one shape, pull out and identify.
- Have child count shapes as they are pulled out of bag.

MATERIALS NEEDED

Materials for Participants

Pictures
4 x 6 index cards
Scissors
Glue stick

Materials for Facilitator

2-3 sets of cards that
illustrate sequencing
Various sized model cars
cans, bowls, etc.
Table
Paper lunch bag
Colored paper
(primary colors)
Patterns for various shapes
Scissors

REFERENCES/RESOURCES

For Pictures

Calendars
Museum brochures
Postcards
Any state travel, ecology or historical magazine (See list under Outcome
1, Point 1)

POINT TO MAKE - 3

If child is age 5-7, use more complex sequencing activities such as:

- Pasting pictures from a magazine onto cardboard and have the child cut it into puzzle pieces. Put picture back together.
- Putting together simple store puzzles.
- Finding hidden objects within one drawing.
- Sorting pictures of food into food groups; talking about likes and dislikes.

OUTCOME 5: PARENTS WILL LEARN THE IMPORTANCE OF DEVELOPING GROSS AND FINE MOTOR SKILL IN THEIR CHILD.

POINT TO MAKE - 1

Parents need to provide activities which develop gross and the beginning of fine motor skills used for various school tasks (ex: pencil holding, scissor cutting, pasting paper, ball passing) by:

- Taking the child's socks at bedtime and making a sock hand puppet talk about the places they have gone and things they have done.
- Using play dough to create objects and telling imaginative stories.
- Providing alternatives for play dough activities: in the bath tub use a squirt gun or plastic mustard and catsup bottles or margarine containers to fill, squeeze and empty; use tongs to pick objects in and out of a bucket.
- Providing cutting activities.
- Providing finger painting experiences.
- Throwing objects into a box or bucket.
 - *bean bags
 - *softballs
 - *plastic balls

ACTIVITIES

In a small group (2-3 parents), have participants utilize the prepared play dough, create a shape and tell a story; share with large group or another small group.

Discuss and share play dough experience and how this activity will be helpful to their child.

Demonstrate how to make a paper bag puppet. Participants will make at home with their child and share experiences with other parents at next session.

Directions:

- Use a lunch size paper bag.
- Create a "face" on bottom or one side of bag using markers,

- construction paper, felt, etc.
- Put hand in open-end of bag and use puppet to tell a story.

Handout with play dough and finger paint recipes.

MATERIALS NEEDED

Materials for Participants

Play dough
Small paper bags (lunch)
Glue Stick
Scissors
Construction paper
Pipe cleaners
Yarn
Felt
Handout: Recipes for Play
Dough and Finger Paint

Materials for Facilitator

Samples of paper bag puppets

POINT TO MAKE - 2

For child ages 5-7 parents need to provide activities which further develop fine motor skills used for various school tasks (ex: pencil holding, scissor cutting, tying shoes) by:

- Cutting out of culturally appropriate paper dolls and creating stories with the dolls.
- Providing playing cards for the child to shuffle.
- Developing runaway sentences with child.
- Providing more detailed play with clay or play dough.
- Doing hand or finger movement games or stories (Finger play example the biggest eagle went to the pow-wow; this medium eagle went the sweat lodge; this smaller eagle went to the tipi; and this tiny eagle stayed with its mother).
- Making sock puppet.

ACTIVITIES

Demonstrate runaway sentences to the participants.

Directions:

- Locate basic frequently-used vocabulary from magazines and glue to heavy paper (or simply write these words on small pieces of paper or index cards, if magazines are not accessible).
- Select 3 to 5 words and mix them (ex: book, has, a, the, girl).
- Encouraging the child to read each word aloud.
- Have the child arrange the words to create short sentences. (ex: The girl has a book or A girl has a book.)
- Encourage the child to draw picture to represent the created sentence(s).

Demonstrate sock puppets.

MATERIALS NEEDED

Materials for Participants

None

Materials for Facilitator

Scissors
Heavy paper or index cards
Words from magazines or newspapers
Markers
Socks

REFERENCES/RESOURCES

Paper dolls:

Whatley, Charlotte
Native American Costumes
Hobby House Press
900 Frederick St
Cumberland, MD 21502
(Some book stores will carry)

Hughes, Phyllis
Indian Children Paper Dolls
Museum of New Mexico Press
P.O. Box 2087
Santa Fe, NM 87503

Dolch Basic Sight Words

OUTCOME 6: PARENTS WILL LEARN THE RELATIONSHIP OF SOUND (S) TO READING * MAKING SOUNDS * DIFFERENTIATING SOUNDS.

POINT TO MAKE - 1

Parents need to provide many daily experience to help their child listen closely and develop language. Try these as daily teaching games:

- Have the child listen for different words starting with letters that make the same sounds. Examples: K-Mart - cap, cat, kite.
- Have the child notice objects seen in the environment that start with a specific sound (ex: dog, dad, door, dawn, dusk, dancing, dish = d sound).
- Make snoose cans into sound cans and have child tell if sound is soft, loud, etc.
- Have the child notice and understand the relationship of sound(s) to reading by:

- *Identifying letter names.
- *Making sound that is representative of that letter -- if appropriate, write upper and lower case letter (ages 5-7).
- *Naming 2 or 3 words that begin with that letter.

- Name and count objects you see from the car.
- Play card game with rhyming words.

ACTIVITIES

Demonstrate how to make snoose cans for sound discrimination.

Directions:

- Put different materials (beans, rice, small stones, flour, sugar) in each of several snoose cans; one material per can.
- Tape can tightly shut.
- Glue circle of paper on top of each can.
- Use dots to identify contents. Ex: one dot = sugar; two dots = flour, etc.

Demonstrate the rhyming card game by having participants play.

Directions:

- Make 13 sets of four cards with words that rhyme.
- Shuffle cards and deal to players.
- Players ask each other for a card that rhymes with one of cards in their hand. Ex: Do you have a card that rhymes with cat?
- First player with four cards with words that rhyme wins.

MATERIALS NEEDED

Materials for Participant

None

Materials for Facilitator

Snooze cans or film canisters
Variety of materials to place in
cans (ex: beans, rice, popcorn,
rocks, beads, sugar, flour, etc.)
Strong strapping or packing
tape
Construction paper
Glue stick
Marker
3x5 cards

OUTCOME 7: PARENTS WILL LEARN HOW TO SELECT BOOKS TO READ TO THEIR CHILD.

POINT TO MAKE - 1

A rich book has a strong and descriptive story line which allows the reader to enjoy and understand the words/thoughts of the writer. Visual imagery is developed through this communication process and the illustrations.

ACTIVITIES

Facilitator shows and discusses what makes a 'rich' book.

In small groups of 2-3 participants generate a list of criteria for 'rich' books.

Place ideas on newsprint paper and then display for all to view.

MATERIALS NEEDED

Materials for Participants

Newsprint
Marker

Materials for Facilitator

One or two examples of
rich books

POINT TO MAKE - 2

Libraries are an excellent source for rich reading materials for all ages (ex: books, magazine, newspapers, video tapes, and books on audio tapes).

ACTIVITIES

Have each participant choose a book and then tell why they selected the book.

MATERIALS NEEDED

Materials for Participant

Books from a public
or school library

Materials for Facilitator

None

REFERENCES/RESOURCES

Rich Books

Paul Goble, (1983). Star Boy. Alladin Books, MacMillan Publishing.

Amy Schwartz, (1988). Annabell Swift, Kindergartner. Orchard Books.

Mildred Kantrowitz, 1989. Willy Bear. MacMillan Child Group.

Kevin Hanks, (1991). Chrysanthemum. Green Willow Books.

Jan Berenstain, (1978). Berenstain Bears Go To School. Random House.

Jonathan London. (1993). Fire Race - A Karuk Coyote Tale Retold.

Paul Goble. The Gift of the Scared Dog. Aladdin Books, MacMillan
Publishing.

Susan Jeffers (1988). Brother Eagle, Sister Sky. Scholastic, Inc.

Peggy Parish, (1988). Good Hunting, Blue Sky. Harper Collins.

Robert San Saeci, (1978). The Legend of Scarface. Doubleday Books for
Young Readers.

Other Resources

Help Your Young Child Become A Good Reader. Chicago, IL. The
National PTA.

OUTCOME 8: PARENTS WILL LEARN HOW TO READ TO, LISTEN TO THEIR CHILD READ AND TELL STORIES.

POINTS TO MAKE - 1

There are many techniques which promote reading such as:

- Asking questions.
- Paying attention to pictures.
- Pointing to details.
- Predicting (What do you think is going to happen?).
- Using voice - loud, soft, etc.
- Drama/exaggerating.
- Repeating-rhyming.
- Interpreting the story from picture clues.

ACTIVITIES

Show video (**CLIP 4: Reading To Your Child - Technique Counts**) of effective and ineffective reading situations.

Discussion question: What differences did you notice in the two situations?

MATERIALS NEEDED

Materials for Participant

None

Materials for Facilitator

Video
VCR/monitor

REFERENCES/RESOURCES

Parents Can Read With Children...and Help Them Do Better In School. (1991).
Fairfax Station, VA: The Parent institute.

POINT TO MAKE - 2

Parents need to find a comfortable place to read to their child which allows physical closeness.

ACTIVITIES

Discuss in small groups (2-3 parents) or large group of participants:

- What is a comfortable reading place ?
- What are the benefits of being close while reading?

Share ideas from small groups with whole group of participants.

POINT TO MAKE - 3

Parents need to listen to the child's reading/storytelling as the child develops his/her communications skills and:

- Encourage guessing.
- Avoid judgments.
- Pay attention/be an active listener.
- Sit with child-physically attending.

ACTIVITIES

Discuss as a whole group what active listening is and is not.

REFERENCES/RESOURCES

Listening Well and Following Directions (1993). Fairfax Station, VA: The Parent Institute.

OUTCOME 9: PARENTS WILL LEARN HOW TO TELL AND LISTEN TO STORIES AND NURSERY RHYMES.

POINT TO MAKE - 1

Parents need to know the various techniques for storytelling:

- Selecting appropriate story.
- Knowing what makes a 'good' story.

characters (a few)
strong/interesting beginning
action or explains something
climax/high point
satisfactory ending
moral, value or lesson

- Preparing story (read several times, list mentally the sequencing, read once more for meaning)
- Telling it-practice.
- using drama/exaggeration (facial, arms, legs and whole body) as you tell it again.
- Modulating (loud, soft) voice.
- Pausing at the appropriate times for effectiveness.
- Introducing story.
- Using finger plays.

ACTIVITIES

Have local storytellers show participants how to communicate stories.

Show video (**CLIP 5: Puppets Make Reading Fun**) of how to make and use puppets to tell stories.

Discussion question: What makes good story telling?'

Place ideas on newsprint paper or chalk board as they are shared.

In pairs or in a small group (2-3 parents) practice telling familiar stories to each other. Possible topics: trips, grandparents or a favorite family member, Native American legends.

Provide participants with **handout** of a legend.

MATERIALS NEEDED

Materials for Participant

Handout: How Turtle Flew
South for the Winter

Materials for Facilitator

Video
VCR/monitor
Newsprint or chalk board
Markers or chalk

OUTCOME 10: PARENTS WILL CREATE A BOOK TO USE WITH THEIR CHILD BY UTILIZING APPROPRIATE MATERIALS.

POINT TO MAKE - 1

Parents will demonstrate the importance of reading by making a book for or with their child using materials around the home.

ACTIVITIES

Facilitator will show samples of homemade books.

Participants will create a book to read to/with child. (Can be done at workshop session or at home.)

In small groups (2-3 parents) or large group, share created books.

Use Review Sheet **handout** as a discussion tool in small groups:

- Assign each group 2-3 questions to discuss and select best answers.
- Each group reports what they decided and why.

MATERIALS NEEDED

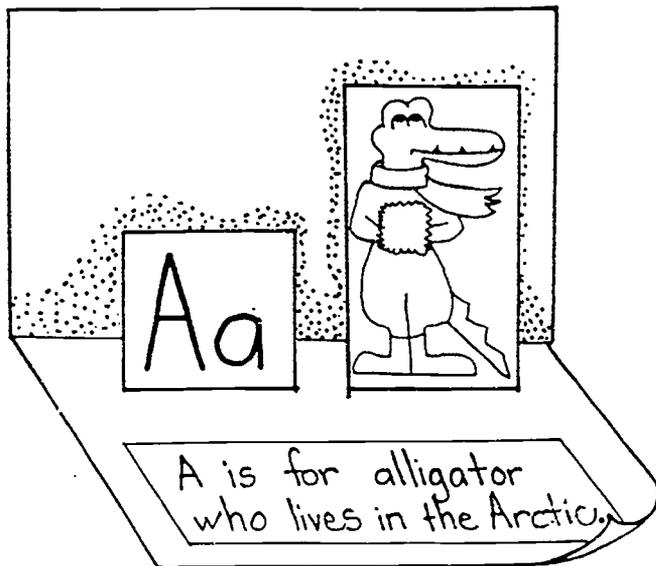
Materials for Participant

Poster board/cereal boxes
Magazines/pictures
Paper-light colored (plain or lined) and construction paper
Markers/pencils
Binder-yarn
Single hole punch
Glue stick
Handout: Review Sheet

Materials for Facilitator

Samples of homemade books (see directions on following pages)

Pop UP Alphabet Book



Writing Suggestions

1. 1,2,3 Count With Me

Follow the same idea as the alphabet book putting a numeral on one pop up section and a set of objects on the other. With older children you may want to write a sentence that rhymes.



6 little fish
swimming in a dish

2. Opposites

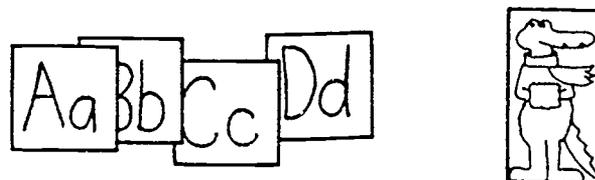
Place pictures on pop-up tabs that illustrate opposites. Write sentences below.



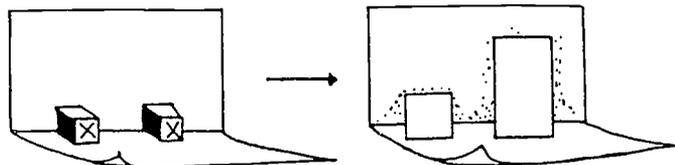
A mouse is small.
An elephant is large.

Steps

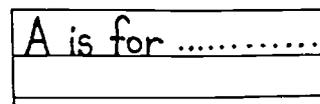
1. Duplicate the Pop Up Basic Pattern #8 on page 92. Follow the cutting and folding instructions.
2. Cut construction paper squares 3" x 3". Write a different letter of the alphabet on each one. Give one to each student. Also give the student a 3" x 4" piece of construction paper on which to illustrate a letter of the alphabet. They may cut out these forms after coloring them.



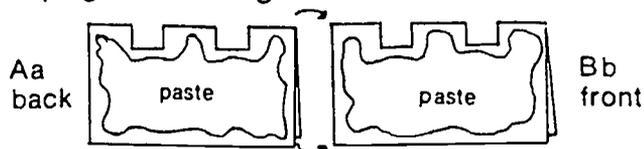
Open the pop up pattern page. Place paste on the FRONT of the pop up tab. Place the alphabet letter and picture on the paste.



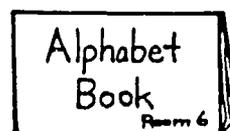
3. Students write a sentence explaining their letter on a strip of handwriting paper 2" x 7". Paste it on the bottom of the pop up pattern page.



4. Collect student pages and place in alphabetical order. Paste the back of page A to the front of page B and so on until all the pages hold together in a book.



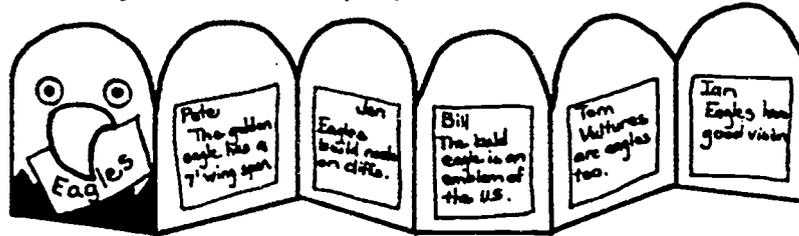
Then cut a piece of 9" x 12" construction paper to fit as a cover. Paste it in place.



ACCORDION BOOKS

Accordion books are best used for small group or individual books. Too many pages are difficult to work with. Poetry, descriptive paragraphs, life cycles, and steps in making something are all suitable writing ideas for accordion books.

Accordion books can also be used to display students' work if made from tag or cardboard so they can be set up open on a table or shelf.



In making accordion books, it is especially important to read directions carefully and to practice folding the paper before you try doing them with children. The best results come when you feel comfortable about the steps involved.

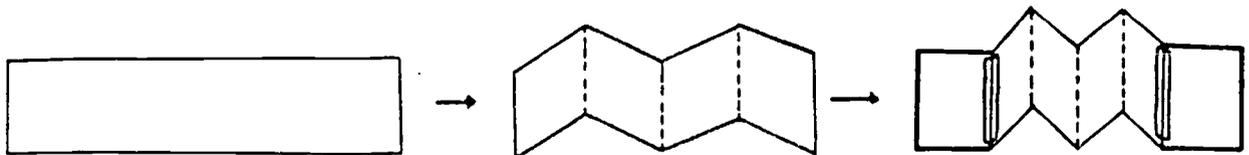
Writing suggestions are provided for each accordion book idea. Also, pattern forms are provided for covers where needed.

Accordion books can be made from:

Folded butcher paper
Tag for covers, butcher paper inside
All tag

• Mini-accordion Book

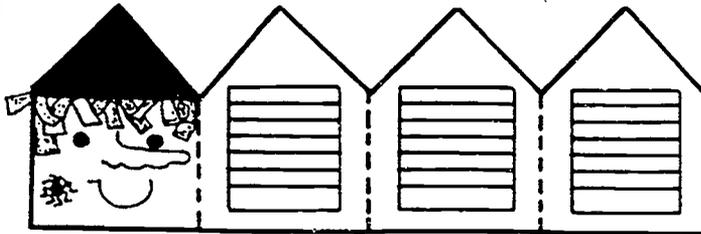
This accordion book is a good one for practice. It shows that an accordion book can be made any size. Begin with a strip of 6 x 18 construction paper folded into quarters. Tape 4½ x 6 pieces of tag to the front and back to create a cover. Now write!



Accordion Books

Pattern 1

The Witch



Writing Suggestions:

The Witch's Spell

Who was changed? Why? How?

How can the spell be broken?

Which Witch Are You?

Write an adventure about an unusual witch.

Steps

1. Make the basic accordion book form from white tagboard or butcher paper.

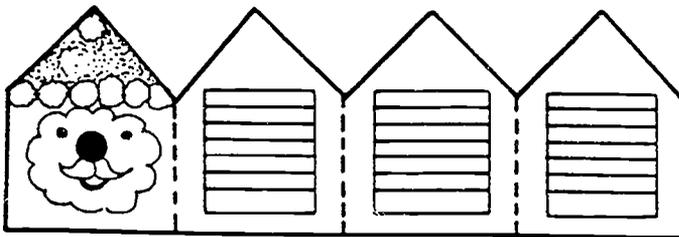
2.  Cut out a black paper hat. Paste in place.



Paste on orange paper strips. Slip them under the hat.

Add details with felt tip pen.

The Santa



Writing Suggestions:

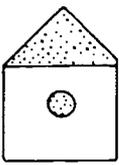
After Christmas Eve

What does Santa do to relax after his busy night?

A Gift For Santa Claus

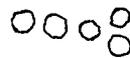
What would you give Santa? Why?

1. Make the basic accordion book form from white tagboard or butcher paper.

2.  Add a red paper cap and nose.

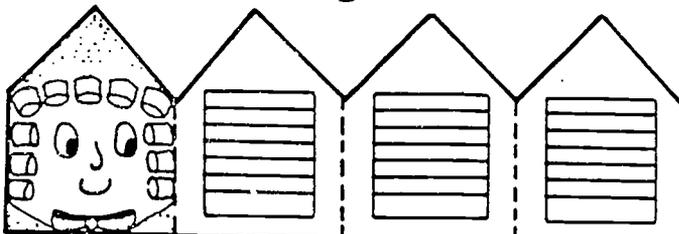


Use a felt pen to add details on his face.



Glue on buttons for eyes and cotton balls on his cap.

Little Red Riding Hood



Writing Suggestions:

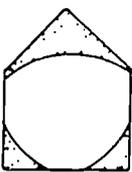
Red Riding Hood

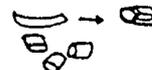
Re-tell the fairytale in your own words.

Lost In The Woods

Write a new adventure for Red Riding Hood walking through the woods.

1. Make the basic accordion book form from white tagboard or butcher paper.

2.  Color a red cap with felt pen.



Make little yellow paper rings for her hair.



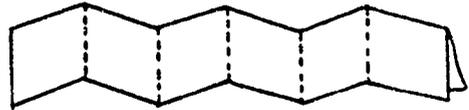
Felt pen in the details and glue on a red ribbon bow.

● **Folded Butcher Paper:**

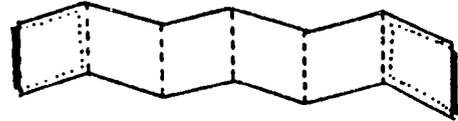
Fold butcher paper in half the long way for strength.



Fold the paper into an even number of segments.



Insert a piece of cardboard or tag at each end to create a sturdy cover.



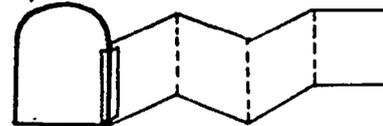
Stories may be written directly on pages or on writing paper which is then glued to the page.

● **Tag Ends-Folded Butcher Paper:**

Cover ends may be cut any shape.



Butcher paper needs to be a size that is hidden by the cover. Fold paper as before. Tape the cover pieces to each end.



● **All tag:**

Cut tag to the desired shape. Cut as many pieces as you wish in this accordion book.



Tape the tag pieces together. Put tape on the front and back.



Cut paper the same shape as the cover. Write stories and glue into the book.



● **Display boards:**

You may use the all tag accordion books as display boards for children's work. Laminate the pages. Attach work with clothespins.



You may wish to create a more elaborate accordion book to use as your display board.

OUTCOME 11: PARENTS WILL LEARN HOW TO ENROLL THEIR CHILD IN SCHOOLS - PRESCHOOL AND K-12.

POINT TO MAKE - 1

Kindergarten registration is usually in the spring before the child attends school. Immunizations need to be up to date. Some districts have a screening test for all kindergarten children. Check at your local school for specific information. Bring to registration:

- Immunization record
- Birth certificate

POINT TO MAKE - 2

If new to the community phone the school district office and ask for information on registering a new student. Have immunization records current and accessible.

POINT TO MAKE - 3

Visit the school with your child before school starts. This may help to alleviate any fears your child has.

POINT TO MAKE - 4

An effective preschool program reflects a variety of activities: free-choice activities and small group times; quiet periods and active times; short activities and a few longer ones to increase your child's attention span (ex: listening to an interesting story;) and careful planning to develop your child socially, emotionally, physically and intellectually.

POINT TO MAKE - 5

Pre-schools for special needs children maybe available; contact your local school to find out.

REFERENCES/RESOURCES

What Is Quality Preschool Program. (no date). Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.

**OUTCOME 12: PARENTS WILL KNOW WHAT MATERIALS TO
SUPPLY WHEN THEIR CHILD GOES TO SCHOOL.**

POINT TO MAKE - 1

Parents need to provide the basic materials for the first day of school: paper, pencils (2-3) and crayons/markers.

POINT TO MAKE - 2

For specific supplies, phone the school your child will attend or read the local paper for a specific grade supply list.

OUTCOME 13: PARENTS WILL LEARN HOW TO COMMUNICATE WITH THEIR CHILD'S TEACHER IN VARIOUS SITUATIONS: a) calling on the phone; b) asking for a conference; c) sharing the habits and capabilities of their child; d) learning preferences of their child.

POINTS TO MAKE - 1

Calling on the phone:

Phone the school before the start of the day (8 am) or at the close of the day (3:15 - 3:30 pm) and request to speak to the teacher. State your name and your concerns or comment(s) directly and ask for clarification on the matter. If necessary, write a script of what you want to say and read from this to allow your points to be made concisely. Work with the teacher towards solutions not conflict.

If she/he is unavailable, leave your name and phone number and request that they return your call. If no response in a day or two, call again.

ACTIVITIES

Show video (**CLIP 6: So You Want To Call The School**) on effective and ineffective telephone call to teacher.

Discussion questions:

What did you see different between the two phone calls?
What has been your experiences calling or contacting the schools?

MATERIALS NEEDED

Materials for Participant

None

Materials for Facilitator

Video
VCR/monitor

POINT TO MAKE - 2

Conference with teacher:

- a) A conference with the teacher may be initiated either by the parent or by the teacher. A conference may be needed at the beginning of the school year; after the report card is sent home; or any time you or the teacher think a meeting is necessary to clarify any specific behaviors (ex: unhappy or anxious about school, work not completed, disruptions at home and in class; issues (such as classroom management, discipline or grading policy) or to discuss the academic, social or emotional progress of your child (ex: unusual circumstance or problems at home).
- b) Phone the school and speak directly with the teacher and arrange a time which is convenient for both of you (ex: early in the morning before school, after school hours 3:15 - 4 pm, or during evening hours 7- 8:30 pm).
- c) Before the conference, talk with your child and write down specific questions to ask the teacher. Be prepared and willing to share the habits, strengths and weaknesses, and how your child best learns.
- d) During the conference, even if you are upset or in disagreement with the teacher's point of view, make every effort not to argue, name call or to criticize the teacher personally. Work toward cooperation and a plan of action to be taken and who will do what and set a timetable for the plan. Your aim is to assure a successful school year for your child. Be sure to tell the teacher that you want to be involved in your child's education regularly and request that the teacher contact you whenever there is a concern or positive news on the child's progress.
- e) After the conference, talk to your child about what happened at the conference, the positive aspect of his/her school work, the areas where improvement is needed, and the plan of action agreed upon.

ACTIVITIES

Show video (**CLIP 7: Parent/Teachers Conferences: How To Be Ready?**) of effective and ineffective meeting with a teacher.

Discussion questions:

What did you see different between the two approaches?
Which approach would be more beneficial for you child?

OUTCOME 14: PARENTS WILL LEARN WHAT THEY CAN DO TO BE PREPARED FOR SCHEDULED PAREN/TEACHER CONFERENCES.

POINT TO MAKE - 1

Before the conference, a parent needs to prepare by:

- Reviewing any papers or progress reports or the school handbook.
- Talking openly to your child about likes, dislikes or specific problem(s) at school.
- Writing down specific questions to ask the teacher during the conference.

ACTIVITIES

Discussion on how the three **handouts** can help the parent prepare for the conference.

Have participants generate a list of questions to ask the teacher; record on newsprint or chalkboard.

MATERIALS NEEDED

Material for Participants

Handouts: Work Sheet to Prepare
for Conference
Parent Checklist
Parent Questions for
Teachers

Materials for Facilitator

Newsprint
Markers

REFERENCES/RESOURCES

Parent/Teacher Conference - Information for Parents. (1992) Washington, D.C.:
National committee for Citizens on Education.

**OUTCOME 15: PARENTS WILL LEARN AND UNDERSTAND THEIR
ROLE IN HOMEWORK.**

POINT TO MAKE - 1

When homework (out-of-class tasks) is assigned and parents reinforce the completion of the tasks, student achievement and study habits are strengthened and a more positive attitude toward school and learning develops.

POINT TO MAKE - 2

Parents need to be involved by:

- Encouraging your child to write assignments down.
- Providing a study area and paper and pencils.
- Limiting after school activities.
- Monitoring television viewing.
- Setting specific homework time.
- Sharing concerns about the amount or type of homework assigned with teacher.
- Helping child work through an example rather than you providing the answer when they ask questions.

POINT TO MAKE - 3

According to the National Parent-Teacher Association and the National Education Association, the following amounts of homework are recommended:

- Kindergarten to third grade, 10 to 20 minutes per day.
- Fourth through sixth grade, 20 to 40 minutes per day.
- 7th to 12 grade, the amount of time varies with the type and number of subjects taken.

REFERENCES/RESOURCES

Help Your Student Get The Most Out of Homework. (1993). Chicago, IL: The National PTA.

2

45

OUTCOME 16: PARENTS WILL LEARN AND UNDERSTAND WHAT QUALIFIES A PERSON TO TEACH: a) teacher education college requirements and course work; b) teacher certification; c) hiring an uncertified teacher.

POINT TO MAKE - 1

Colleges of Education prepare teachers through a variety of course work and on-the-job experiences (ex: pre-student teaching experiences and student teaching).

POINT TO MAKE - 2

Each state has certification requirements for elementary and secondary school teachers. Elementary teachers usually have to be competent in child development theory, math, science, literature, writing, spelling, history, geography, physical education, art and music. Secondary teachers have indepth knowledge of the subject(s) they teach and ability to transfer that knowledge to diverse student populations.

POINT TO MAKE - 3

Most states require that teachers be certified by that specific state to teach. Some provisional teaching certificates are issued with the agreement that the teacher will complete certain course work or classes by a specific date.

REFERENCES/RESOURCES

How Do I Know If My child's Teacher Is Qualified. (no date). Washington, D.C.: ERIC Clearinghouse on Teacher Education.

OUTCOME 17: PARENTS WILL LEARN ABOUT VISITING THEIR CHILD'S CLASSROOM.

POINT TO MAKE - 1

Parents have the right of access to visit the school and their child's classroom after making arrangements with the school office and the classroom teacher.

ACTIVITIES

Discussion question:

What has been your experience (or a friend's experience) visiting your child's classroom?

POINT TO MAKE - 2

Find out if your school has a volunteer program. If yes, find out how you can become part of these efforts.

REFERENCES/RESOURCES

Parent Involvement, Information for Parents. (1991). Washington D.C.: National Committee for Citizens in Education.

OUTCOME 18: PARENTS WILL BE AWARE OF THE SPECIAL RESOURCES AVAILABLE IN THE SCHOOL. (EX: COUNSELORS, GIFTED PROGRAMS, SPECIAL EDUCATION AND CHAPTER 1 PROGRAMS)

POINTS TO MAKE - 1

Many schools have the following people and programs as resources to better serve your child:

Counselors work with one-on-one referrals for behavior problems, group counseling, testing and career information.

Gifted and talented programs are for students who may excel in one or more areas.

Special education programs are mandated by federal law (PI94- 142) for students with special needs ex: learning disabilities, emotionally disturbed, developmentally or physically disabled, hearing impaired.

Chapter 1 programs work with children who need extra help with reading, language arts and/or math.

Librarians help students, teachers, and parents find information and resource materials on many topics.

ACTIVITIES

Review **handout** on school personnel and special programs

Discussion Questions:

- Do schools in the area have any of these programs and services?
- Have you had any experience with these programs?

MATERIALS NEEDED

Material for Participant

Handout: School Personnel and
Special Programs

Material for Facilitator

None

OUTCOME 19: PARENTS WILL BE AWARE THAT A SCHOOL HANDBOOK MAYBE AVAILABLE IN EACH SCHOOL.

POINT TO MAKE - 1

Locate a handbook from the school district office, or ask your child's school principal if one is available.

POINT TO MAKE - 2

Read the handbook and ask the building principal for clarification on any sections you don't understand.

ACTIVITIES

Group reviews samples of local or area handbooks.

Discussion question:

What types of information are found in the sample handbooks?

MATERIALS NEEDED

Materials for Participant

Samples of handbooks
from local or area
schools

Materials for Facilitator

None

OUTCOME 20: PARENTS WILL BE AWARE OF THE PROPER CHAIN OF COMMAND IN A SCHOOL, THE RESPONSIBILITIES OF SCHOOL OFFICIALS AND WHERE AND HOW TO START AND END ANY COMMUNICATIONS WITH SCHOOL OFFICIALS.

POINT TO MAKE - 1

Parent(s) have the right to 'complain' about a teacher in a specific 'chain of command' manner.

POINT TO MAKE - 2

Chain of command is usually teacher, assistant building principal, building principal, superintendent, and the local school board.

POINT TO MAKE - 3

Responsibilities of school officials are:

TEACHER- Facilitates learning experiences for children; assigns homework; determines grades; assesses student progress; recommends placement in groups and promotion or retention.

PRINCIPAL- Works with teachers to develop curriculum; evaluates teacher performance; develops and enforces policies on discipline, student behaviors, dress codes, and student activities; suspends, expels or if state allows, performs corporal punishment; hears parents concerns and complaints about teachers, curriculum, programs or policies; assigns students to grade level, room and teacher; amends student records.

SUPERINTENDENT- Carries out school board policies; supervises all school personnel; develops school budget; works with state and federal agencies; hears appeals of decisions made by the principal.

SCHOOL BOARD- Sets policies for school district; oversees implementation of these policies.

Other school employees include cooks, bus drivers, teacher aides, secretaries.

POINT TO MAKE - 4

Parents need to follow these steps when communicating with school officials about concerns:

- First, check in at the school office so they know you are there and then meet with the classroom teacher.
- If not resolved, then request a meeting to discuss the problem with the principal.
- If not resolved, then request a meeting to discuss the problem with the superintendent and/or school board.
- Do not attend the meeting alone: it is your right to have a spouse or friend accompany you.
- Request the meeting be recorded or take notes for further reference.
- Present constructive solutions to the problem as officials are more likely to listen.

ACTIVITIES

Discussion question:

Why is it important to follow the chain of command?

MATERIALS NEEDED

Material for Participant

Handout: School Personnel
and Special Programs

Material for Facilitator

Video
VCR/monitor

REFERENCES/RESOURCES

How To Appeal, Information for Parents. (1991). Washington, D.C.: National Committee for Citizens in Education.

OUTCOME 21: PARENTS WILL LEARN HOW TO REQUEST AN EVALUATION OF THEIR CHILD AND THE SCHOOLS OBLIGATION TO SPECIAL NEEDS CHILDREN (EX: LEARNING DISABLED OR HANDICAPPED).

POINT TO MAKE - 1

Parents have the right to request that the school evaluate their child if they suspect a learning problem. Direct your concerns to the teacher and then the principal-remember the chain of command. The teacher will contact the evaluation team in most cases.

POINT TO MAKE - 2

The law (PL94-142) requires that local school systems identify and test all children who are suspected of having a disability.

POINT TO MAKE - 3

Written permission is needed from parents and/or guardian to approve or deny testing/services.

POINT TO MAKE - 4

Responsibility for referring is shared by parents, state agencies, teachers, school administrators, and social workers.

POINT TO MAKE - 5

The evaluation (tests and observations at school and play) process is done by a child-study team (CST) comprised of the regular teacher, special education teacher, counselor/ psychologist, principal, doctors, social worker, parents.

POINT TO MAKE - 6

An Individual Education Program (IEP) is a written plan of educational objectives and support the school must provide in order to meet the unique needs of the child.

- It takes effect as soon as it is approved.
- It must be signed by all team members.
- It must be reviewed at least once a year.

POINT TO MAKE - 7

If you disagree with the results of the school evaluation or feel it was inadequate or unfair, you may request an independent evaluation by an outside agency or individual. The school must provide you with a list of places where your child may be evaluated and reimburse the added expenses. If not, you may appeal at a higher level-State Department of Education.

ACTIVITIES

Give parents **handout** of sample letter to request an evaluation.

MATERIALS NEEDED

Materials for Participants

Handout: Request for
Evaluation

Materials for Facilitator

None

REFERENCES/RESOURCES

Educating Children With Disabilities, Information for Parents. (1992).
Washington, D.C.: National Committee for Citizens in Education.

Individualized Education Program, Information for Parents. (1992). Washington,
D.C.: National Committee for Citizens in Education.

When You Disagree, Information for Parents. (1991). Washington, D.C.: National Committee for Citizens in Education.

OUTCOME 22: PARENTS WILL LEARN ABOUT THE RIGHTS OF STUDENTS WITH LIMITED ENGLISH.

POINT TO MAKE - 1

Public schools are legally obligated to provide language assistance to children whose native language is not English and who have limited English proficiency (LEP).

These rights apply to children from families of all ethnic, language or national backgrounds, including undocumented immigrants.

POINT TO MAKE - 2

Many states have laws, regulations, policies, or guidelines addressing these LEP rights. Inquire at your local school or State Department of Education.

POINT TO MAKE - 3

Parents rights are:

- To insist the school provides language assistance.
- To be informed of the nature of the program, why your child needs assistance, educational objectives, and the progress of your child.
- To refuse participation by your child in the program.
- To request a translator from the school for parent/teacher conferences and any communication between the parent and the school.
- To participate in an school advisory councils in which they are interested.
- To request implementation of an LEP program or improvement of existing LEP programs.

REFERENCES/RESOURCES

Rights of Students With Limited English, Information for Parents. (1991).
Washington D.C.: National Committee for Citizens in Education.

OUTCOME 23: PARENTS WILL LEARN HOW TO ACCESS SCHOOL ACADEMIC RECORDS AND HOW TO CHALLENGE THEIR CONTENT.

POINTS TO MAKE - 1

Parents have the right of access to all information and material, in any form, kept on their child by the school and which is accessible to other school personnel (Family Educational Rights and Privacy Act or the 'Buckley Amendment', 1974).

- Review records at least once a year; following a discipline or academic problem; and when your child is leaving the school for a higher grade or new school.
- To gain access, make an appointment by phone to see your child's records or request this in writing and send it to the school principal.
- View your child's records for any information which is inappropriate, inaccurate, misleading, discriminatory or which violates the privacy of you or your child.

POINT TO MAKE - 2

Parents have the right to challenge and correct information.

- To challenge information which is inaccurate, misleading, or discriminatory, explain to the principal the reasons you dispute the records and ask that they be changed or removed from the file.
- If the principal does not agree, request a hearing which is provided for in the federal law.
- A hearing is a meeting between school officials and the parent(s) which is conducted by a hearing officer (impartial in the issue) who will make a ruling in the matter.
- If the ruling is not for removal of the information, you have the right to place a written statement of disagreement in the record.

POINT TO MAKE - 3

If the school denies access, send a written complaint to:

Family Policy and Compliance Office
Department of Education
Rm 3017, 400 Maryland Avenue, SW
Washington, DC 20202
(202)401-2057

REFERENCES/RESOURCES

Access To School Records, Information for Parents. (1991) Washington, D.C.:
National Committee for Citizens in Education.

OUTCOME 24: PARENTS WILL LEARN ABOUT DUE PROCESS AND SUSPENSION.

POINT TO MAKE - 1

Due process is to treat all students fairly under the laws and refers to those actions or steps which must be followed before suspension or expulsion can legally occur.

POINT TO MAKE - 2

Types of suspension:

- In school.
- From bus usage.
- From participating in extra-curricular activities.
- Short (10 days or less).
- Long term (more than 10 days).

POINT TO MAKE - 3

Procedures to suspend:

SHORT TERM- The student must be given oral or written notice of the charges and an opportunity to respond. Evidence must be given by the school if student denies the charges. Parents must be informed of the action/reasons.

LONG TERM- Parents and student must be given a written statement with charges and the specific length of suspension time.

A formal hearing must be conducted by a hearing officer. Parents have the right to ask questions of the accusers or witnesses and to bring an attorney or advocate to any meetings. A written decision based on the evidence will be presented at the hearing.

POINT TO MAKE - 4

Challenge suspension when:

- Child says he/she did not engage in the behavior.
- Child was never informed of what she/he is being accused.
- School policy does not specify suspension or expulsion as the penalty for a specific act.
- Child never given an opportunity to explain her/his side.
- Rules are arbitrarily enforced or racial discrimination may be suspected.
- School did not follow the due process procedures.
- Talk to the principal directly about the suspension. If the child is not at fault, request she/he be reinstated immediately.
- If not done, request a meeting or hearing about the matter.
- Your child has the right to remain in school until the hearing results are known.
- The hearing will be held before the suspension or expulsion unless the student's presence at school poses a continuing danger to others or property. Then, the hearing will follow the suspension not later than 3 days after the action.

POINT TO MAKE - 5

Steps a parent(s) can take if their child is suspended:

- Find out what happened from your child, actively listen, and ask if she/he had a chance to respond to the charges.
- Request a copy of the discipline code and the state law on suspensions and see if the school followed procedures outlined. Consult the local school handbook, if available.

REFERENCES/RESOURCES

Suspension & Due Process, Information for Parents. (1992). Washington, D.C.: National Committee for Citizens in Education.

When You Disagree, Information for Parents. (1991). Washington, D.C.: National Committee for Citizens in Education.

OUTCOME: 25: PARENTS WILL LEARN ABOUT CORPORAL PUNISHMENT, FEDERAL POLICY AND HOW TO PROTECT THEIR CHILD.

POINT TO MAKE - 1

DEFINITION- Corporal punishment is the infliction of pain or discomfort on a student as penalty for doing something disapproved of by the school.

POINT TO MAKE - 2

Excessive exercise, forced standing for long periods of time, prolonged confinement in an uncomfortable space, or forcing children to eat an obnoxious substance fit in the realm of corporal punishment.

POINT TO MAKE - 3

As of 1991, corporal punishment has been abolished in 21 states and the District of Columbia in the USA.

List of states:

CA, CT, HA, IA, KY, ME, MA, MI, MN, NE, NH, NJ, NY, ND, OR, RI, SD, VI, VT, WI, and Washington, D.C.

POINT TO MAKE - 4

In some states permitting corporal punishment, individual school districts have adopted policies prohibiting its use. Check with your local school district on their policies.

POINT TO MAKE - 5

There is no federal law on the use of corporal punishment in schools. Several cases have been taken to the U.S. Supreme Court. Most recent is *Miera v. Garcia* (1987) which affirms parents' rights to challenge school officials if excessive force is used but does not prohibit its use in the schools.

POINT TO MAKE - 6

Parents can write a letter to the teacher, and/or principal and have a copy placed in the child's school record stating that physical punishment is not to be administered to their child.

- Request within that letter, that you, the parent, be called if corporal punishment is ever considered and that you will provide suggestions for alternative punishment.
- Check the school records each year to ensure the letter is still present in your child's file.

POINT TO MAKE - 7

More information:

Nadine Block
National Coalition to Abolish Corporal Punishment in Schools
155 W. Main Street, #100-B
Columbus, OH 43215
(614) 221-8829

REFERENCES/RESOURCES

Corporal Punishment, Information for Parents. (1993). Washington, D.C.:
National Committee for Citizens in Education.

RESOURCES

The following organizations and/or programs have information and materials related to parent involvement in the schools. The list is by no means exhaustive and there are many other sources from which information and materials might be obtained. Those marked with an asterisk are the ones from which the pamphlets and brochures identified in the **RESOURCE/REFERENCE** sections can be obtained.

Center on Families, Communities,
Schools and Children's Learning
The Johns Hopkins University
3505 N. Charles St.
Baltimore, MD 21218
410/338-7575

Children's Defense Fund
122 C St., NW, Suite 400
Washington, D.C. 20001

**ERIC Clearinghouse on
Elementary and Early
Childhood Education
University of Illinois
Urbana, IL 61801

**ERIC Clearinghouse on
Teaching and Teacher
Education
AACTE
Washington, D.C. 20002

The Home and School Institute
1201 16th St., NW
Washington, D.C. 20036
202/466-3633

Institute for Responsive
Education
605 Commonwealth Ave.
Boston, MA 02215
617/353-8444

**National Committee for
Citizens in Education
900 Second St., NW
Washington, D.C. 20002
202/408-0448

National Education Assoc.
1201 16th St., NW
Washington, D.C. 20036
202/822-7015

**The National PTA
Association
700 N. Rush St.
Chicago, IL 60611
312/787-0977

National Association of
Elementary Principals
1615 Duke St.
Alexandria, VA 22314
703/684-3345

National Urban League
500 E. 62nd. St.
New York, NY 10021
212/310-9214

National Council of
LaRaza
810 First St., NE
Suite 300
Washington, D.C. 20002

International Reading Assoc.
800 Barksdale Road
PO Box 8139
Newark, DL 19714
302/731-1600

**The Parent Institute
PO Box 7474
Fairfax St., VA 22039
703/323-9170

Handouts

110 WAYS TO PRAISE

1. You're on the right track.
2. You're doing a super job.
3. You did a lot of work today.
4. Now you've figured it out.
5. Now you have the hang of it.
6. That's exactly right.
7. That's absolutely correct.
8. That's the way.
9. You're really going to town!
10. You are really something!
11. You're doing just fine!
12. Now you have it!
13. Nice going.
14. That's coming along nicely.
15. That's great!
16. You did it that time.
17. You really outdid yourself.
18. Right on!
19. Great work!
20. Fantastic!
21. Terrific!
22. Good for you.
23. Good work.
24. That's much better.
25. Excellent!
26. Super job!
27. Good job!
28. That's the best you've ever done!
29. Good going.
30. Way to wrap it up!
31. That's a neat idea.
32. That's really nice.
33. Wow, that's incredible!
34. Keep up the good work.
35. Good thinking.
36. Super!
37. How did you ever think of that?
38. That's awesome!
39. You make it look so easy!
40. I've never seen anyone do it better!
41. You're doing much better today.
42. Way to go!
43. That's superb.
44. You're getting better every day.
45. Wonderful!
46. I knew you could do it.
47. You're doing beautifully.
48. You're really working hard today.
49. That's the way to do it.
50. Keep on trying.
51. That's it.
52. Nothing can stop you now.
53. You've got it.
54. You're very good at that.
55. You're learning fast.
56. You're really on top of things.
57. I'm very proud of you.
58. You certainly did well today.
59. You've just about got it.
60. That's really good.

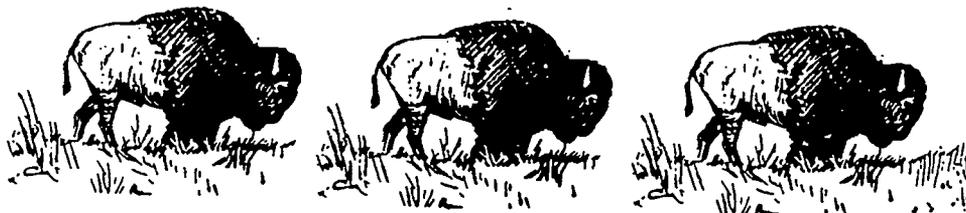
61. I'm happy to see you working like that.
62. I'm proud of the way you worked today.
63. You can be proud of yourself.
64. Great effort today.
65. That's the right way to do it.
66. You're really learning a lot.
67. You're impressive.
68. That's better than ever.
69. That's quite an improvement.
70. You made my day.
71. You're really concentrating.
72. I've noticed the improvement in your work.
73. That's marvelous!
74. Beautiful!
75. Perfect!
76. That's not half bad!
77. That's just fine.
78. You've got your brain in gear today.
79. That's it!
80. You figured that out quickly.
81. You remembered!
82. You're really improving
83. I think you've got it now.
84. Well, look at you go!
85. You've got that down pat!
86. That's perfection!
87. Tremendous!
88. Outstanding!
89. I couldn't have done it better myself.
90. That's what I call a fine job.
91. You did that very well.
92. You're getting better and better.
93. Congratulations!
94. That was first-class work.
95. You're unreal!
96. How did you think of that?
97. That's sensational!
98. That's the best ever!
99. Good remembering.
100. You haven't missed a thing.
101. You make teaching a pleasure.
102. You make my job so much fun.
103. You got everything right.
104. You've mastered that.
105. One more time and you'll have it.
106. Your behavior has really improved.
107. You've been practicing!
108. You sure fooled me!
109. That's very nice.
110. You're doing much better!

(Source: Thomas, S. (September, 1991). You're The Greatest. Principal.

HOW WE LEARN

IMITATION: Do what we see others do.

REPETITION: Over and over.



VISUAL: Seeing.

LOOK

AUDITORY: Hearing.



KINESTHETIC/TACTILE: Movement and touch.



ORAL: Talking.



(Outcome 2, Point 1)

READING ATTITUDE SURVEY

Indicate True, False or Not Sure

- _____ 1. Small children get bored if they hear the same story again and again.
- _____ 2. The best way for children to learn something is to have someone tell them how.
- _____ 3. Children are all ready to start school if they know their ABC's.
- _____ 4. It is important to talk to small children, even to babies who don't understand.
- _____ 5. Children like to look at books about things they have done or places they have been.
- _____ 6. It's a good idea to take children to many different places when they are small.
- _____ 7. Everyday activities, like getting dressed or taking a bath, can help your child learn reading skills.
- _____ 8. Television can be good for children.

Source: Laying the Foundation, Section B. (1988). Training Parents: A Workshop Curriculum. Washington, D.C.: PLAN.

PICTOGRAPH A

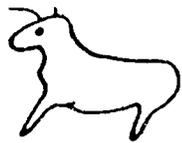
Sometimes old pictograph hides tell only one story. Here is an example of such a story. Follow around the circle of pictographs on the next page as you read what each represents below.

- | | | | |
|----|---|----|--|
| 1 | Two brothers, one of them a chief, | 18 | who told them |
| 2 | by the name of Spotted Elk | 19 | that the sun would soon come out, |
| 3 | and White Beaver, together with their tribe | 20 | the weather would get warm, |
| 4 | experienced a severe winter of deep snow | 21 | the rivers would run |
| 5 | and stormy weather, | 22 | and the buffalo would come near to their camp |
| 6 | and three members of the same tribe | 23 | and they would have plenty of food. |
| 7 | froze to death. | 24 | What he said came true, and in three |
| 8 | They suffered a famine | 25 | days |
| 9 | and their wives | 26 | the lookout on the hill signaled that he had discovered |
| 10 | were very hungry | 27 | the buffalo. |
| 11 | and their little girl, | 28 | They secured a large quantity of meat which they cured on the drying poles |
| 12 | two years old, | 29 | and were quite happy, |
| 13 | had the whooping cough. | 30 | but they did not forget to place a flag of sorrow |
| 14 | They sent for the Medicine Man | 31 | on the little girl's grave. |
| 15 | but he did no good and the little girl died. | | |
| 16 | Everybody grieved greatly. | | |
| 17 | Then the top man of the tribe had a conference with the wise man of the village | | |

The above story and pictographic information found on pages 56 to 67 and on page 73 are from the book, Indian Sign Language by William Tomkins, a 1969 Dover publication by Dover Publications, New York City, New York.

PICTOGRAPH A





ANTELOPE



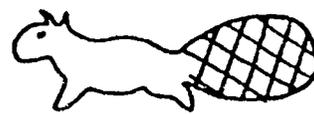
ARROWS



BEAR ALIVE



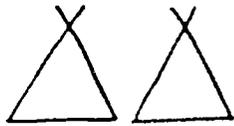
BEAR DEAD



BEAVER



BIRD TRACKS



CAMP



CANOE



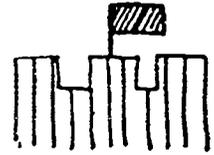
CROW



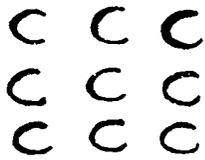
FIRE (CAMP)



FISH



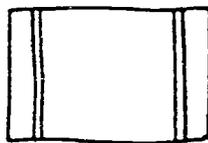
FORT



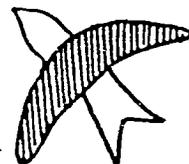
HORSE TRACKS



GUN



BLANKET



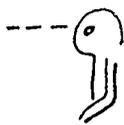
EAGLE



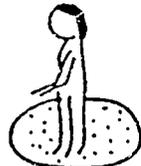
HORSE



EAT



SEE



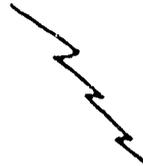
DEEP SNOW



MOUNTAIN



KNIFE



LIGHTNING



PIPE



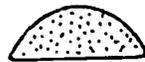
HEART



BUFFALO



RAN



NIGHT



DAY



RAIN



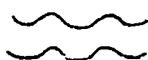
LIFE



SPEAK



SNAKE



RIVER



WAR



CORN



FIFTEEN



SMALLPOX



TREE



HUNGRY



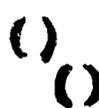
CANOE WITH WARRIORS



MAKING PEACE



3 DAYS



DEER TRACKS



DUCK



HEAR



HUNT



CACHE MANY



A LOT OF MEAT



STARS



SKY



WINTER



OLD



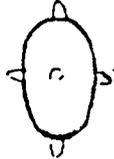
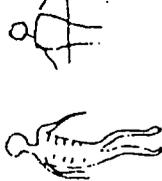
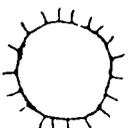
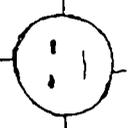
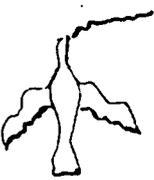
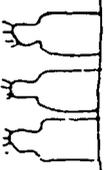
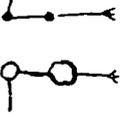
MEDICINE MAN



WAR BONNET



TOMAHAWK

	Spotted face		Spirit		Spirits above		Bad spirit medicine		Great Spirit Everywhere		Speaks
	Storm and windy		It struck		Starvation		Stars		Sunrise		Sunset
	Sun		Sun		Swallow		Talk		Talk together		Tipi (man reached)
	Tipi		Thirty		Thunder bird		Tree		Same tribe		Tracks
	Trade		Treaty		Tomahawk		Top man		Three years		Wading birds

RECIPES

FINGER PAINT

**3 tablespoons sugar \ Mix sugar and corn starch.
1/2 cup corn starch /**

**2 cups COLD water \ Add cold water to mixture.
/**

Food colors

Cook over low heat, stirring CONSTANTLY, until well blended. Divide into containers and add food coloring. If you add a little bit of liquid dish detergent with the food coloring, clean-up will go easier.

Refrigerate for longer storage.

PLAY DOUGH

**3 cups flour
1 1/2 cups salt
2 tablespoons cream of tartar
Mix these three ingredients together.**

**6 tablespoons oil
Food color (about 40-50 drops if you make whole batch one color)
3 cups water
Add oil and water to the first three ingredients.**

Heat until mixture forms a blob, stirring occasionally.

**The dough can be divided and color added at this point.
If you want a larger batch of one color, the color will mix more smoothly if you add it with the oil.**

You can also divide the dough into balls and put some food coloring in the middle of each ball. Then the colors emerge as the dough is worked by small hands.

Keep in margarine tubs or plastic bags. Refrigerate for longer storage.

Put hand lotion on children's hands before they play with it and their hands won't take on the color they are playing with.

Dakota
[Sioux]



Midwest

How Turtle Flew South for the Winter

It was the time of year when the leaves start to fall from the aspens.

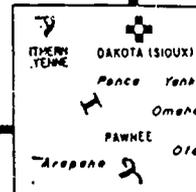
Turtle was walking around when he saw many birds gathering together in the trees. They were making a lot of noise and Turtle was curious. "Hey," Turtle said, "What is happening?"

"Don't you know?" the birds said. "We're getting ready to fly to the south for the winter."

"Why are you going to do that?" Turtle said.

"Don't you know anything?" the birds said. "Soon it's going to be very cold here and the snow will fall. There won't be much food to eat. Down south it will be warm. Summer lives there all of the time and there's plenty of food."

As soon as they mentioned the food, Turtle became even more interested. "Can I come with you?" he said.





"You have to fly to go south," said the birds. "You are a turtle and you can't fly."

But Turtle would not give up. "Isn't there some way you could take me along?" He begged and pleaded. Finally the birds agreed just to get him to stop asking.

"Look here," the birds said, "can you hold onto a stick hard with your mouth?"

"That's no problem at all," Turtle said. "Once I grab onto something no one can make me let go until I am ready."

"Good," said the birds. "Then you hold on hard to this stick. These two birds here will each grab one end of it in their claws. That way they can carry you along. But remember, you have to keep your mouth shut!"

"That's easy," said Turtle. "Now let's go south where Summer keeps all that food." Turtle grabbed onto the middle of the stick and two big birds came and grabbed each end. They flapped their wings hard and lifted Turtle off the ground. Soon they were high in the sky and headed toward the south.

Turtle had never been so high off the ground before, but he liked it. He could look down and see how small everything looked. But before they had gone too far, he began to wonder where they were. He wondered what the lake was

Turtle had never been so high off the ground before, but he liked it.

*How Turtle
Flew South for
the Winter*

down below him and what those hills were. He wondered how far they had come and how far they would have to go to get to the south where Summer lived. He wanted to ask the two birds who were carrying him, but he couldn't talk with his mouth closed.

Turtle rolled his eyes. But the two birds just kept on flying. Then Turtle tried waving his legs at them, but they acted as if they didn't even notice. Now Turtle was getting upset. If they were going to take him south, then the least they could do was tell him where they were now! "Mmmph," Turtle said, trying to get their attention. It didn't work. Finally Turtle lost his temper.

"Why don't you listen to . . ." but that was all he said, for as soon as he opened his mouth to speak, he had to let go of the stick and he started to fall. Down and down he fell, a long, long way. He was so frightened that he pulled his legs and his head in to protect himself! When he hit the ground he hit so hard that his shell cracked. He was lucky that he hadn't been killed, but he ached all over. He ached so much that he crawled into a nearby pond, swam down to the bottom and dug into the mud to get as far away from the sky as he possibly could. Then he fell asleep and he slept all through the winter and didn't wake up until the spring.

So it is that today only the birds fly south to the land where summer lives while turtles, who all have cracked shells now, sleep through the winter.



REVIEW SHEET

Circle the answers you think are best.

1. As a parent I am the first and most important teacher for my child because:

- (a) Half of my child's development takes place before he/she is five.**
- (b) I am the caretaker for my child and have the most responsibility for her or him.**
- (c) I am the parent and know more.**

2. Television can be good for children if:

- (a) It keeps them busy and out of trouble.**
- (b) I take the time to talk with them about what they see.**
- (c) They enjoy watching.**

3. The best way for children to learn how to do something is:

- (a) For me to explain it to them.**
- (b) For them to watch somebody do it and then to try it themselves.**
- (c) For them to learn about it in school.**

4. It's a good idea for parents to help young children pick books at the library.

- (a) Because they don't know how to pick for themselves.**
- (b) So they can see that you enjoy searching for books, too.**
- (c) Because the librarians don't want little children to touch the books.**

5. A good time to read to my child is:

- (a) At a regular, quiet time every day.**
- (b) Just before supper.**
- (c) After school.**

6. I can use an activity like getting dressed to help my child learn by:

- (a) Using it as an opportunity to talk and follow directions.**
- (b) Letting my child manage as well as he or she can alone.**
- (c) Telling my child how to do the activity.**

7. A child learns how to concentrate and pay attention:

- (a) With no direction from anybody.**
- (b) By being punished a lot.**
- (c) When the parent gives the child activities that require concentration and attention.**

8. Before I read a book to my child, I should read it myself so that:

- (a) I know if it has a happy ending.**
- (b) I can decide how to use the book to teach my child new words and concepts.**
- (c) I know how many pages there are to read.**

9. Children find out that books are important and interesting:

- (a) In school, from their teachers.**
- (b) From television.**
- (c) If they see their parents reading books at home.**

10. One way to make it easier for my children to read in school is:

- (a) To teach them the alphabet.**
- (b) To read to them everyday when they are small.**
- (c) To make sure they have plenty of homework.**

11. Children learn language by:

- (a) Listening, talking and reading.**
- (b) Studying.**
- (c) Watching other people talk.**

12. When choosing a book to ready to my child, I should think about:

- (a) Only the words.**
- (b) The words and the ideas.**
- (c) The words, pictures, ideas and print size.**

13. I can help my child learn to think by:

- (a) Pointing at things and asking the name.**
- (b) Telling my child to do things.**
- (c) Asking how and why questions.**

Source: Laying the Foundation, Section B (1988). Training Parents: A Workshop Curriculum. Washington, D.C.: PLAN.

PARENT QUESTIONS FOR TEACHERS

Dear Parents,

We will be meeting soon to talk about your son or daughter's progress and success in school. I am providing you with a list of questions to help you think through what you would most like to know. We won't have time to discuss all these questions at this conference, but circle the ones that are most important to you and let me know which ones they are. Complete and return the tear-off section on page two. Keep the list of questions for your files and bring them to the conference with you.

Sincerely,

Teacher's Name

Classroom Behavior

1. How well does my child get along with you? _____
2. How well does my child get along with other students? _____
3. When my child gets angry, how does he/she express it? _____
4. How does my child solve conflicts with others? _____
With you? _____
5. Does my child bother other children or disturb the class? _____
6. In what ways does my child contribute positively to the class? _____

7. What ways do you reward good behavior in your class? _____

8. What are the consequences for misbehavior? _____

Work Habits

9. How does my child behave when working with a group? _____

10. How does my child behave when he/she is stuck or can't do his/her work? _____

11. How well does my child pay attention in class? _____
12. Do any activities seem to frustrate my child? _____
13. How well does my child stick to a difficult task? _____
14. What activities does my child seem to enjoy most in school? _____

- continued on next page-



Academic Progress

- 15. What does my child really do well? _____
- 16. Does my child recognize this strength? _____
- 17. In terms of grade level how is my child doing in:
Reading ___ Writing ___ Math ___ Social Studies ___ Other ___
- 18. What do you take into account in deciding grades? _____

- 19. What does my child need to work on most? _____
- 20. How can I help? _____
- 21. In what ways is my child working up to your expectations? _____

- 22. In what ways is my child not working up to your expectations? _____

Homework

- 23. What kind of homework help do you expect us to provide? _____

- 24. How much time should my child be spending on homework? _____
- 25. How often do you assign homework? _____
- 26. Does my child complete homework assignments on time? _____
- 27. What are the consequences for incomplete or late homework? _____

- 28. Is homework graded, and are those grades used and reported? _____

_____ I am looking forward to our conference on _____ at _____.
(date) (time)

_____ I am unable to attend at the time you have scheduled for me. The best
times for me are _____ or _____.
(date and time) (date and time)

The five questions I most need answers to are # _____, _____, _____, _____,
and _____.

Parent Signature

Source: Chrispeels, J. et al. (1988). *Communicating with Parents*.
San Diego, CA: County Office of Education.

PARENT CHECKLIST FOR CONFERENCING WITH MY CHILD'S TEACHER

Before the Conference

- _____ Write or call to make or confirm my appointment.
- _____ Use the material given to me to prepare for the conference.
- _____ Talk with my child about his/her school (discuss successes, achievements, favorite subjects, problem areas, etc.)
- _____ Review my child's work which he/she has brought home.
- _____ Think about child's level of achievement and my expectations for my child.
- _____ On conference worksheet or a piece of paper, note concerns and questions about child's work, classroom or school program.
- _____ Share with the teacher, in advance, the most urgent items I need to discuss.
- _____ Decide with my child and the teacher if my child is going to be included in the conference.
- _____ Find out how much time has been allotted and decide what is most important to discuss in the time available.
- _____ Organize someone to babysit or ask the school to provide childcare so that I can be free to concentrate on the conference.
- _____ Ask a friend to come if I feel I need help or support.
- _____ Ask for a translator, if necessary.
- _____ Arrive on time!

At the Conference

- _____ Say something positive to the teacher to help us both feel more comfortable.
- _____ Decide with the teacher what is most important to talk about.
- _____ Refer to my notes and questions so I will not forget any important issues.

- _____ Take notes during the conference.
- _____ Ask questions and make sure I understand all that the teacher is saying.
- _____ If my child is at the conference make sure we listen to him/her.
- _____ Summarize what has been said.
- _____ Write down a plan of action that says what I and the teacher will do.
- _____ Let the teacher know how best to reach me and decide how I will communicate with the teacher (call, notes, future conferences).
- _____ Thank the teacher for his/her time and concern.

After the Conference

- _____ Share with my child what was discussed at the conference.
- _____ Do what I said I would do.
- _____ Through a note or telephone call, let the teacher know how things are going.

Source: Chrispeels, J. et al. (1988). *Communicating with Educators*.
San Diego, CA: County Office of Education.

PARENT WORKSHEET TO PREPARE FOR PARENT-TEACHER CONFERENCE

Child's Name: _____

Teacher's Name: _____

Room Number: _____

Conference Date: _____

Time: _____

I. Please Complete this section at home before the conference.

A. What I think my child does well at home: _____

B. What I think my child does well at school: _____

C. One problem I would like to discuss with the teacher: _____

D. Questions I would like to ask: _____

II. Action Plan: Ways the teacher and I can work together to help my child. (Complete this section with the teacher at the conference).

A. What the teacher will do at school: _____

B. What I will do at home: _____

C. How we will check our progress (e.g., notes, telephone call, etc.):

Source: Chrispeels, J. et al. (1988). *Communicating with Parents*. San Diego, CA: County Office of Education.

SCHOOL PERSONNEL AND SPECIAL PROGRAMS

SCHOOL BOARD

Sets policies for school district; oversees implementation of these policies.

SUPERINTENDENT

Carries out school board policies; supervises all school personnel; develops school budget; works with state and federal agencies; hears appeals of decisions made by the principal.

PRINCIPAL

Works with teachers to develop curriculum; evaluates teacher performance; develops and enforces policies on discipline, student behaviors, dress codes, and student activities; suspends, expels, or if state allows, performs corporal punishment; hears parents concerns and complaints about teachers.

TEACHER

Facilitates learning experiences for children; assigns homework; determines grades; assesses student progress; recommends placement in groups and promotion or retention.

COUNSELORS

Work with one-on-one referrals for behavior problems, group counseling, testing and career information.

GIFTED AND TALENTED PROGRAMS

Are for students who may excel in one or more areas.

SPECIAL EDUCATION PROGRAMS

Mandated by federal law (PL94-142) for students with special needs, EX: learning disabilities, emotionally disturbed, developmentally or physically disabled, hearing impaired.

CHAPTER 1 PROGRAMS

Work with children who need extra help with reading, language arts and/or math.

LIBRARIANS

Help students, teachers, and parents find information and resource materials on many topics.

(Outcome 21)

Request for Evaluation

Date:

**Special Education Administrator or Principal
School District Name and Number
Address**

Re: (Child's Full Name)

Dear _____:

We, the parents of (child's name), who is currently attending (name of school) in the (type of class or grade), have some concerns about our child's (current IEP or placement).

We are requesting that the school district conduct an evaluation of our child (school performance, learning abilities and style, emotional and social adjustment, etc) to determine if (his/her) education program/placement should be revised.

We would like an evaluation to address our concern about (state your major concern about your child).

Please notify us within ten (10) days regarding our request. Should you wish to discuss our request you can reach us at (telephone numbers) from (time available).

Thank you.

Sincerely,

**Your name
Address
Telephonenumber(work/home)**

**cc: Principal
Superintendent
Parent Records**