CAL Webinar:
Promoting Literacy in the Home

Webinar
March 27, 2020
CAL Professional Development Team
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@CAL_Linguistics
#languageapplied

Participation in Today’s Webinar
- Please keep your audio on MUTE.
- Enter your questions/chat participation in the Questions box.
- We will respond to as many as possible to make them visible to all.

Chat/Questions

Poll #1
- I am joining the webinar today primarily as a...
  - Parent
  - Teacher
  - Administrator
  - Researcher
  - CAL colleague

Introductions
- Students have different ways of communicating their feelings, thoughts, and ideas.
- One popular way is through their use of Emojis.
- Which emojis express how you feel right now?

Which one represents you?

Introductions
- Annie Duguay
- Marybelle Marrero-Colón
- Maria Cieslak
- Dr. Kate Moran
Which one represents you?

Is there one missing here that better describes you right now?

Which one? Why?

Goals and Objectives

- Content objectives
  - We will brainstorm resources and activities that promote rich literacy experiences in the home.

- Language objectives
  - We will talk and chat about how to promote literacy skills in the home.

Authentic Literacy in Action

Reading is Life-Altering

Literacy is a fundamental human right and the foundation for lifelong learning. It is fully essential to social and human development in its ability to transform lives.


Leisure Reading

- Based on international studies, variation in reading achievement is related to motivation, engagement, and enjoyment of reading (Mullis et al., 2012).

- Young people who practice leisure reading on a daily basis are much more likely to be successful readers.
  - U.S. high school students who regularly engaged in leisure reading scored significantly higher in reading than did peers who did not regularly read for pleasure (National Center for Education Statistics, 2011).

Poll #2

☐ Please let us know how you are primarily teaching during this time.
  - At home, teaching my own children
  - Remotely, sending packets and books.
  - Remotely, through virtual platforms
  - Remotely, through phone texting only
  - Still no district plans in place

Elaborate on your school/district/community plans in the Questions box.

Reading Activities

Media or News Bingo

☐ Review the key terms you will need to find.
☐ Read news articles
☐ Circle or highlight key terms.
☐ At the end, compare your answers or win a prize if you fill in your card.
☐ Here’s an example:
  - Current events/news sources
    - https://newsela.com/

Backwards Book Walk

☐ Purpose
  - To familiarize students with a nonfiction text before they begin reading it independently.
☐ Process
  1. Begins with reading over the conclusion so the students can understand the overall meaning of the text.
  2. Beginning at the end, students skim over section headings, pictures, diagrams and charts, captions, and keywords.

Text Recall/Summarization

☐ Assign students to read a text.
☐ Tell the students they only have 20 words/phrases to retell what happened.
☐ Have students text you the 20 words in order in which they appear in the text.
☐ Have students use only that text message to summarize the story in a flipgrid/short video, to a family member, or in a written paragraph.
Example: Dolores Huerta

- Dolores Huerta was born Dolores Fernandez on April 10, 1930, in Dawson, New Mexico, the second child of Juan and Alicia Fernandez. The young family struggled, and by the time Dolores was 3, her parents divorced and her mother moved Dolores and her two brothers to Stockton, California.
- A good student, she was also a Girl Scout up until she turned 18, and she won second place in a national essay contest. Despite her achievements, Dolores experienced the racism many Mexicans and Mexican Americans suffered from, especially those who were farm workers. At school, she was sometimes treated with suspicion and scorn. She was once accused by a teacher of stealing another student's work because the teacher was convinced that Dolores was incapable of doing it on her own, due to her ethnic origin.
- After graduating from Stockton High School, in 1947, Dolores went through a marriage, the birth to two children and a divorce. After a series of unsatisfying jobs, she returned to school and eventually completed a teaching degree at Stockton College, part of the University of the Pacific. She briefly worked as an elementary school teacher but resigned because she was so distraught over the poor living conditions of her students, many of them children of farm workers.
- Determined to help, in 1955, she and Fred Ross started the Stockton chapter of the Community Services Organization (CSO), a grassroots group that worked to end segregation, discrimination and police brutality and improve social and economic conditions of farm workers.

Adapted from https://www.biography.com/activist/dolores-huerta

20-3-1: Summarize!

- Assign students a non-fiction text to read.
- Tell students they only have 20 words total to summarize this text.
- While they read, students should select their top 20 terms.
- As a class, have each student provide one word in order from the beginning to the end of the text.
- If someone says a word, it cannot be repeated.
- Once you have gathered the 20 words, sort them into 3 categories.
- Have students then identify those three main ideas.
- Finally, have them combine the ideas into a 1-sentence summary of the text.

Other Activities with Family and Friends

- Letter writing
- Community posters/brochures
- Graphic Organizers
- Enclosed Place (Text Style)
- Critical Thinking at Home
- Book Quote Art

Do you know of any others?

Story Maps

- Story Maps are a fun way of breaking down a story or nonfiction text that is told, read, or seen in a video or on a computer.
- They come for all ages and grades. Here are some samples:

Critical Thinking at Home

- Remember: Name the characters in the book.
- Understand: What are some examples of actions of the character you did not like?
- Apply: What would it be like if the main character visited our home right now?
- Analyze: Compare and contrast how the character is similar and different from you.
- Evaluate: Which character would you choose for a friend. Explain why.
- Create: Tell your own story about these characters.
**Book Quote Art**

- Have your student read a book, short story, or a poem.
- Have them choose a favorite quote, and then draw a picture that represents their thoughts about the quote.
- Then open up a discussion about the quote and the drawing.
- For older students have them write something about the quote and their interpretation. The can site evidence from the story to support their point of view.

**Book Quote Art - Parent Model**

- This is an easy activity for parents to model. All they have to do is choose a quote from a book or movie, and draw a picture about it.
- Great way to open up the discussion.

**Book Quote Art**

- Quote: “All the ladies like whiskers.”
- When asked why she liked the quote, the answer was:
  - “It was the only quote in the book related to a girl.”
- She really liked that a girl had written Lincoln a letter.


**Book Quote Art**

- Quote: “Oh!”
- When asked why he liked the quote, the answer was:
  - “It was funny.”
- He likes Gerald’s expression in the picture.


**Reading Activities**

Let's do a Quick Chat!

In 45 seconds, list 1 or 2 ideas in the chat box, and we'll share them out.

**WRITING ACTIVITIES**
In your questions box (chat) define what it means to be “enclosed”
- Basically it means that there is no way out and one does not need walls to be enclosed.

Examples:
- Realistic places (i.e. school, jail, airplane, etc.)
- Absurd places (i.e. ice cube, inside a book, etc.)
- Natural places (i.e. island, forest, cave, etc.)
- Social conditions (i.e. poverty, drug addiction, racism, etc.)
- States of Being – (i.e. love, hungry, insanity, mind etc.)


With a partner, decide which one of you is Writer A & which is Writer B. Decide on an enclosed place where the two of you are trapped.

Writer A “loves” the enclosed place. Writer B “hates” it.

The “As” try to convince the “Bs” to stay and why this place is great. The “Bs” try to convince the “As” to leave and why it’s better to get out of the place.

Share 1 piece of paper and in ten lines (Writer A writes five and Writer B writes five) each of you will try to convince the other of your point of view.

There is one hitch! Neither of you may speak throughout the exercise.

Enclosed Place Sample

Enclosed place: Two dogs (Popa & Pepe) trapped in a box.

A. Pepe please calm down, everything is all good. We’re safe in this box.

B. I hate this box – I want to get out now. I want to be free!

A. Aye Nene, no; I love it in here!

B. Are you nuts? It’s hot, small and uncomfortable.

A. Yes, I know, but it’s also cozy with just you and me, and it’s safe from that man with the big net.

B. That man isn’t so dangerous; he works for the city. I’ll keep you safe. Come on Popa, I’ll get you home.

A. I don’t know, what if he chases us?

Let’s Read & Write at Home with “Funny Situations”

The way this works is that you create a story starter. No more than 10 sentences. Make sure to include your kids’ names in the story. Then you stop the story on a cliff hanger.

The student/youngster then finished the story. Let’s try it...

Read the following story starter, then take a minute to write the next two lines.

The Haunted Rest Stop

Annie, Kate, and Maria were driving home from a large conference. They decided to try a short cut through the Blue Ridge Mountains, but it was so rainy and foggy they couldn’t see where they were going.

- “Maria, are you sure you know the way home?”
- “Yes Kate, I know the way home. Annie gave me very clear instructions.”
- “I know I did, but this doesn’t look like the way I took last time. I think we missed the turnoff back there somewhere.”
- “Fine, I’ll stop at that rest stop up ahead and ask for directions.”

However, when the ladies pulled in, they noticed that the rest stop was all broken down and deserted. They decided to check inside in case someone had left an old roadmap posted.

Kate looked around. “Maria let’s get out of here. This place is spooky.” Maria and Annie turned around to answer Kate when suddenly they heard a loud…

Now you finish it…
Writing Prompts
- Journaling
- Family writing contests
- Letter writing
- Online or old-fashioned

See handouts for writing prompts in Spanish and English

Flipgrid
- Free Online video discussion platform for students to record and post videos on a given topic in your learning community
- Flipgrid.com
- Free Educator Signup- this includes parents, university, organizations, etc.
- Via web browser on desktops, laptops, Chromebook or the Flipgrid app on iOS or Android devices
  - Flipgrid Educator's Guide
  - Family Learning with Flipgrid
  - Getting Started with Flipgrid Guide
  - Remote Learning with Flipgrid
  - Disco Library Playlist

CAL Connections Grid
Grid Code: cieslak0893
Say Hello on Flipgrid! https://flipgrid.com/e9a3ae58

Example Activity
**CAL Flipgrid Links**

- **Say Hello on Flipgrid! - Adults**
  [https://flipgrid.com/e9a3ae58](https://flipgrid.com/e9a3ae58)

- **Apples or Cookies – Early Childhood**
  [https://flipgrid.com/b1ca111c](https://flipgrid.com/b1ca111c)

- **Would you rather…? Kinder-Gr-5**
  [https://flipgrid.com/e6e14e6f](https://flipgrid.com/e6e14e6f)

- **Would you rather…? 6-12**
  [https://flipgrid.com/4c5da67](https://flipgrid.com/4c5da67)

**Book Creator**

- **Bookcreator.com**
  - Online tool to read, create, and publish digital books
  - Combine text, images, audio and video to create interactive stories or digital portfolios
  - Print, read online, or download ebooks

- **Teacher Resources**
  - Pre-kindergarten/Kindergarten
  - Elementary
  - Middle School
  - Highschool
  - All subjects
  - Books created by students

- **Book Creator Invite Code 65685Y8**
  for Shapes All Around Me or go directly to the link
  [https://read.bookcreator.com/zY59CnC00HcT2GE4iICM
  KwLq4Ks2/ trNEo4TJ6BX_6QPNGwwQ](https://read.bookcreator.com/zY59CnC00HcT2GE4iICM
  KwLq4Ks2/ trNEo4TJ6BX_6QPNGwwQ)

**Writing from Boxes**

- Uses language forms to accomplish language functions.
- Good for early grades writers or newcomers.

```
<table>
<thead>
<tr>
<th>The sun</th>
<th>go</th>
<th>around</th>
<th>planet.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth</td>
<td>are</td>
<td>small</td>
<td>the sun</td>
</tr>
<tr>
<td>The planets</td>
<td>in</td>
<td>eight</td>
<td>place.</td>
</tr>
<tr>
<td>Our world</td>
<td>has</td>
<td>one</td>
<td>of our solar system</td>
</tr>
<tr>
<td>Our solar system</td>
<td>is</td>
<td>the center</td>
<td>Planet.</td>
</tr>
</tbody>
</table>
```

The sun is the center of our solar system.
Writing from Boxes – Hands-on Scaffold

Scaffolded hands-on formats adapted by EL teachers (grades K-6) at Danbury Public Schools in Connecticut.

Your Turn

- Which activities would you like to adapt and use from home?
- What literacy activities or resources have you been engaging in with your students or kids?

Writing Activities

Let’s do a Quick Chat!

In 45 seconds, list 1 or 2 ideas in the chat box, and we’ll share them out.

Thank You

- View this webinar on our Youtube page.
- Join us next week, Friday, April 3rd, 3-4pm EST
  - Next week’s topic: Beyond Numbers: Language and Math in the Home
  - https://attendee.gotowebinar.com/register/7975369570545493260

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