



TRANSCRIPT

Helping Young English Learners at Home: Simple and Fun Activities to Strengthen Language Development

HEIDI LARSON

So I'm going to start us off. Thank you again for joining us today for our webinar on Helping Young English Learners at Home: Simple and Fun Activities to Strengthen Language Development. We are really glad you're here. We've been so looking forward to this.

This webinar is a collaboration among the Regional Educational Laboratories, or RELs, West, Northeast & Islands, and Northwest. It grew out of a broader cross-REL effort to provide support and resources for educators and families during the pandemic. And there were several initiatives going on. But this is one that we really enjoyed working on.

So we're going to begin the webinar by giving a short overview of the What Works Clearinghouse Practice Guide, *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*, published in 2014 by IES. And then we'll move on to the family and caregiver activity sheets, or FCAs for short, that we developed based on the practice guide recommendations.

We'll also review the Educator Guide we developed to assist educators in working with families and the FCAs. And in this section, I'm really excited for you to see some of the video clips of families using the activities. It's so fun. We'll end with your questions which we ask you to post in the chat during the webinar. And we'll also include REL contact information. And we can move on to the next slide.

So we hope that you'll enjoy this presentation, and will come away with knowledge...oops, maybe I skipped one...will come away with knowledge on the practice guide, the FCAs, and the Educator Guide, and how to use them with families and caregivers. Sorry about that. And now, I'll turn it over to Johnpaul Lapid and Lori Van Houten from REL West, starting with Lori. Take it away, Lori.

LORI VAN HOUTEN

Hello, everybody. And I'd like to also extend my big thanks to all of you for joining the webinar. My cat has decided that this is the right time to make an appearance so if I'm a little distracted, it's because I am shoving her out of the way. Let's see.

I am with REL West, as Heidi said. And my job is I coordinate technical assistance across our four-state region. And I am going to start with you, talking about the family and caregiver activities, the FCAs, and those are all based on the What Works Clearinghouse Practice Guides. So I'm going to be sharing some information about the practice guides.

I'll start by just telling you that there are 24 practice guides and more on the way, and they're designed for use by educators, and include topics from teaching fractions, to using data to supporting English learners. There's a couple on English learners. As I mentioned, there are 24 practice guides, and each one of them has a set of research-based recommendations that have been identified by a panel of experts on that topic.

And beneath each recommendation, there's also a set of practices or indicators that the experts have shown that when implemented well, can improve student outcomes. Each guide also has specific classroom examples. They've got ways of overcoming obstacles and roadblocks to implementation. They're really a useful set of resources that you should check out.

The one that we're using today for the FCAs, it's based on the 2014 English Learner Practice Guide. As Heidi mentioned, it's *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*. And the four recommendations in this guide, focus on developing English language proficiency while simultaneously building their content, knowledge, and skills.

And there are indeed four recommendations in this guide, where I'm going to tell you a little bit more about three of the four of these. The fourth one, providing small group instructional intervention, is really something that's better suited to the classroom and doesn't translate well to the home, so we didn't include that in the FCAs. But you can certainly look at the guide and see if there's anything in there that you might want to use in your own classrooms.

So this is Recommendation 1. And now I've lost my place. Ah. Several of our FCAs feature Recommendation 1, which is teaching a set of academic vocabulary. And here you see the four practices that are under that recommendation. And so we have several FCAs that provide instructions for families and caregivers to select an informational text and identify a small set of the academic vocabulary. And then the FCAs also provide guidance for families in using a variety of strategies to write, speak, listen, in order to learn and practice these new vocabulary words, and use them productively.

The second recommendation we have in also several of the FCAs—making a meal together and interviewing a special person both utilize Recommendation 2, which is about integrating oral and written language instruction. Steps in these and some of the other FCAs invite families to provide opportunities to use graphic organizers to discuss and plan their writing and try out some of their new content vocabulary as well. So you can see that those are practices that come from Recommendation 2.

And then finally, in Recommendation 3, that one's focus is very specifically on providing regular and structured opportunities for teaching writing, for developing writing skills. And we have a couple of the FCAs that target that one in particular. So using a writing notebook, for example, provides structured opportunities for students to plan, discuss, and improve upon their writing, as outlined in the practice guide.

And I would really encourage you to check out this practice guide in particular, but all of them, generally. So they are just a wealth of practical, actionable, evidence-based ideas for you to use in your work. Now, I will pass the ball to my colleague, Johnpaul, and he's going to share a little more about why we would want to do this with families and how important this work is. So on to you, Johnpaul.

JOHNPAUL LAPID

Thank you so much, Lori. Buenas and Hafa adai (*Welcome and hello*). Hello. My name is Johnpaul Lapid, and I am a senior researcher with REL West at WestEd. It is a true pleasure to be with you this afternoon, as well as to hear of my brothers and sisters coming to us from Saipan in the Marianas Islands. So, Si Yu'us Ma' asse (*welcome*) and let's move forward.

Along with the IES Practice Guides, I would like to share with you that there is a significant body of research and policy documents that emphasize the importance of taking an asset-based approach, by capitalizing on students' home language, knowledge, and cultural assets when working with multilingual and English learners, and their families and caregivers. This is one of the main themes guiding our conversation today.

Families and caregivers have the capacity—I'm going to say that one more time—families and caregivers have the capacity to help their children develop language, regardless of their background. And during this time of distance learning, their role to support language and literacy development, and serve as models of language, is critical. As partners in education, we want families and caregivers to understand the importance of their day-to-day interactions, and how they contribute to their child's future success in school and beyond. We want to build strong relationships with families and caregivers, so we can clearly communicate and encourage daily interactions that will allow children's language and literacy development to thrive.

In 2013, the United States Department of Education released *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships*. This framework identifies asset orientation as an essential condition when partnering with families, affirms that we must remember that families can do, not what they can't—the same approach we take when working with students in our classrooms. We are not trying to teach families and caregivers how to be teachers, but instead we want to communicate that they have many cultural and linguistic assets that support their children's language and literacy development.

So, as you can see on the screen, we want to leverage family, caregiver, and student assets as significant contributors to teaching and learning. We want to honor family and caregiver cultural practices, and anticipate challenges, and scaffold for success. So ladies and gentlemen, with that being said, I'm going to pass this over to Kelli, and Kelli is going to share with us about our FCAs. Kelli, are you there?

KELLI SCARDINA

I'm here. Thank you, Johnpaul. My name is Kelli Scardina, and I'm with REL Northwest, working in equity and systems improvement for multilingual learners. So, what are the FCAs? When the pandemic struck, RELs convened to discuss ways we could help schools, districts, and families continue learning, despite the disruption. Since then, RELs have developed myriad products of pandemic-related resources that Lori referred to, including FAQs on different topics, webinars, blog posts, research reports, and family and caregiver activities based on the different practice guides. We're posting in the chat a link to these resources. Thank you, Lori.

Our three RELs collaborated on nine FCAs, which we based on the EL Practice Guide, while other RELs worked on ones in math, science, and early literacy. For the EL FCAs, we wanted to acknowledge that families may not speak English at home and may not have access to the

internet. And also, that they may not necessarily want to or have the time to be teachers. We've all experienced some of this over the past year. This quote is from a grandfather of a young English learner whose sentiment has been our guide as we develop these activities: "I just want to enjoy being with my granddaughter at home. How can I make learning fun for her?"

These activities that we fondly refer to as the FCAs, aim to support quality time with children. We wanted something that would bring more fun into learning at home, build on activities that families already do, build on or create activities that do not require technology, that focus on younger children who may need more support during at-home learning, build language and multiple content areas, and are available in Spanish and in English. So we got to work. As my colleague, Lori, has outlined the recommendations from the EL Practice Guide, these activities are grounded in the three recommendations that she covered.

We created activities that ask and answer questions, experiences to build on and discuss to stretch language and to engage in deeper conversation, activities that scaffold more meaningful interactions with a variety of texts. We created activities that include strategies for learning new vocabulary through playing with words, opportunities to build academic vocabulary, and practicing those new words. And also, those experiences that might lead to writing through things like cooking, interviewing, using writing notebooks, all of which stretch oral and written language and incorporate talking, questioning, using and learning language in meaningful ways.

The Educator's Guide is a companion to the FCAs and was designed to support those who work directly with families and caregivers, and includes tips and ideas for sharing the FCAs with families. Let's take a closer look at these FCAs. You'll see here, examples from two of the FCAs. Remember, there are nine that have been published. I want to be sure to point out that the FCAs are in both English and Spanish, with a consistent structure throughout. On page one, you'll see an overview of the activity itself. And that's on the left. On page two, you'll see language supports and sometimes language challenges that go along with the activities. So as families and caregivers use one of the activities, the others will become familiar and easy to use. And they really can have fun.

So as I was saying, each of the nine FCAs follows a consistent structure. At the top of the first page, you'll see a message about how children can strengthen language connected to the activity. We can strengthen language and daily activities that we already do. In the principles under "Keep in mind," we emphasize the importance of using home language or English and having fun in all of the activities. Then we highlight the rationale for the particular activity and make a direct connection to language learning.

At the bottom half of each FCA on the first page, you'll find the learning goal, the targeted audience, which is adaptable, and the materials you'll need, which in this case is a shared experience along with some crayons or something to write with, I think. Then you'll find step by step guidance to move toward the learning goal. In this one, you'll see the steps are share, read, or create an experience, ask questions to stretch language, and draw or write to reflect on the experience.

On the back, the activity supports will look different depending on the activity. In this sheet, you'll see suggestions for types of experiences in and out of the home to talk about with your child, for example, some of the great ideas that you all had—playing a game, helping around

the house like doing laundry, or observing bugs. Next comes additional supports. These also vary depending on the activity sheet. All of them contain ideas for stretching language. This one provides specific supports for deepening conversations about the experience. “What did you notice? Tell me why you think that.”

Sometimes we have included a language challenge. In this activity, we encourage the child to switch roles and ask the adult the questions about an experience. Again, the options are many and we’re finding that families are being creative and bringing their own unique twist to all of these activities. Now, Johnpaul will take us through the Educator’s Guide that accompanies the activities we created.

JOHNPAUL LAPID

Thank you so much, Kelli, for spending the time with us, sharing about the FCA sheets. Now that you know about the FCA sheets, I would like to share with you the Educator’s Guide that was created for you to use with families and caregivers. This guide is a companion to the FCAs, and it is for all educators working with multilingual and English learner students and their families and/or caregivers.

The guide consists of a summary of the research and recommendations. It has general tips for making the most of the FCAs and an overview of how the activities help scaffold language and literacy development across the content areas, as well as supports and strategies to connect with families and caregivers to help them make the most of each of the activities.

Our team spent the time creating a resource that all educators can pick up and use with families and caregivers. As you can see on the screen, the Educator’s Guide consists of general tips for making the most of the FCAs, preparing the activity sheets, disseminating the activity sheets, supporting families and caregivers using the activity sheets, following up activities for families and caregivers, and we also provided language-based supports, differentiated by grade levels and language levels, to meet the needs of our students.

Now that I’ve shared with you the Educator’s Guide, I would like to bring back Kelli, and Kelli is going to share with you what you really wanted during this webinar—how to use the FCAs in the field with our families and caregivers. Kelli?

KELLI SCARDINA

Thank you, Johnpaul. Yes. So now, we get to the fun part. Let’s look at how one family has put these into practice. Afterwards, we’ll hear about how it went. This family chose to make a meal together. As you’ll see, there are several steps to this activity. Let’s take a look.

[NOTE: *The English translation, in italics and parentheses, follows the text in Spanish*]

[Video 1]

GRANDFATHER

Hay que pensar en qué podemos usar la cocina y así preparar las cosas que vamos a necesitar y familiarizarte con el vocabulario que se necesita en la cocina para poder cocinar correctamente. Por ejemplo, ¿qué le gustaría que hiciéramos para la cena, para el almuerzo, para el desayuno?

(Let's think about how we can use the kitchen to prepare something, what will we need, and familiarize yourselves with the vocabulary that is needed in the kitchen to be able to cook properly. For example, what would you like us to make for dinner, for lunch, for breakfast?)

GIRL 1

¿Podemos hacer huevos estrellados?
(Can we make fried eggs?)

GRANDFATHER

Sí, se pueden hacer. ¿Y tú?
(Yes, we can do that. And you?)

GIRL 2

Yo sé hacer huevos rancheros.
(I can make "huevos rancheros.")

GRANDFATHER

Huevos rancheros. Eso es una buena idea. ¿Cuáles son los materiales que vamos a usar?
(Huevos rancheros. That's a good idea. What are the materials that we are going to use?)

GIRL 2

Los huevos.
(Eggs.)

GIRL 1

Aceite.
(Oil.)

GIRL 2

Tomate.
(Tomato.)

GIRL 1

Cebolla y la tabla...y un cuchillo y una espátula y las cacerolas.
(Onion, and the tablet...and a knife and a spatula and the pans.)

GRANDFATHER

Una, dos, y tres.
(One, two, and three.)

GIRLS

¡Wow!
(Wow!)

GRANDFATHER

¿Amaya, qué cocinamos ayer? ¿Para el desayuno?
(*Amaya, what did we cook yesterday? For breakfast?*)

GIRL 1

Cocinamos un huevo estrellado.
(*We cooked a fried egg.*)

GRANDFATHER

¿Y qué utensilios se necesitan?
(*And what utensils did we need?*)

GIRL 1

Usamos un plato, una cacerola, un cuchillo, y una espátula.
(*We used a plate, a pan, a knife, and a spatula.*)

GRANDFATHER

¿Y los ingredientes que lleva?
(*And the ingredients it needed?*)

GIRL 1

Sal, “pepimienta,” huevo, y aceite.
(*Salt, pepper, egg, and oil.*)

GRANDFATHER

¡Qué bien!
(*Great!*)

GIRL 1

Bueno, ahorita estoy dibujando el huevo. Aquí está la cacerola. Aquí está el huevo. Aquí está la sal. Aquí está la “pepimienta.” Aquí está la espátula.
(*Okay, now I am drawing the egg. Here is the pan. Here is the egg. Here is the salt. Here is the “pepimienta.” Here is the spatula.*)

GRANDFATHER

“Pepimienta” no es, es pimienta.
(*It’s not “pepimienta,” it’s pepper.*)

GRANDMOTHER

Espérate que te voy a corregir una cosita. No se dice “pepimienta,” se dice pimienta.
(*Wait, I’m going to correct one little thing. We don’t say “pepimienta,” we say “pepper.”*)

GIRL 1

¿Pimienta?
(*Pepper?*)

GRANDMOTHER

Pimienta. Es que tienes la palabra en inglés, “pepper.” No. Pimienta.
(*You have the word in English, “pepper.” It’s “pepper.”*)

GIRL 1

Okey.
(*Okay.*)

GRANDMOTHER

¿Cómo se dice...dime, ¿dónde está la pimienta? ¿Cuál es?
(*Tell me, where is the pepper? Which one?*)

GIRL 1

Aquí.
(*Here.*)

GRANDMOTHER

Mmmm, sí. ¿Y a la par de la pimienta qué hay?
(*Mmmm. Yes, and the other with the pepper, what’s there?*)

GIRL 1

Sal.
(*Salt.*)

GRANDMOTHER

Muy bien. ¿Y qué te queda hacer, el otro ingrediente que falta?
(*Very good. And what’s left for you to do, is there another ingredient missing?*)

GIRL 1

El aceite y el huevo.
(*The oil and the egg.*)

GRANDMOTHER

Muy bien. Gracias.
(*Very good. Thank you.*)

[End of Video 1]

KELLI SCARDINA

All right. So thank you to the family that helped us pilot these activities and gave us some really clear understandings about how they would work when we tried them in action. So, how did we do? Did we accomplish our goals? Did they bring more fun into learning at home? It seems like so. Did they build on an activity that families already do? Did you see any technology? And did they build language? So we feel pretty great about seeing these in action. You all know as educators, you create your plans, and then you see them in action and it always feels good when it works out well.

As we've been saying, there are many ways to use these activities, based on the strengths and interests of the families themselves. Let's listen to Doña Gladys, as she shares her experience using a few of the FCAs with her granddaughters.

[Video 2]

DOÑA GLADYS

Para mí es mucho más fácil ayudarlas en español porque yo tengo la facilidad de darles, hablarles sobre mi cultura, sobre las cosas que a mí me dieron cuando yo era pequeña y las entiendo más. Nos podemos relacionar más porque ellas hablan también el español y yo también. En cambio, cuando lo hago en inglés, es un poco más difícil porque mi inglés no es suficiente como para explicarles todo lo que yo quiero explicarles culturalmente.
(For me it is much easier to help them in Spanish, because I have the ability to talk to them about my culture, about the things that are important to me. I was taught when I was young and I understand them better, we can relate to one another more because they also speak Spanish as I do. On the other hand, when I do it in English it's a bit more difficult, because my English is not sufficient to explain to them everything I want to explain to them culturally.)

Es una canción y dice—estoy un poquito ronca pero no importa—“Érase una viejecita sin nadita que comer. Sino carne, frutas, dulce, tortas, huevos, pan, y pez.”
(This is a song and it says—I'm a little hoarse, but it's okay—“Once upon a time there was a little old lady with nothing to eat, but meat, fruits, sweets, cakes, eggs, bread, and fish.”)

GIRL

¡Usted me la has cantado antes!
(You used to sing this to me!)

DOÑA GLADYS

¡Verdad que ya la identificaste! Yo te la he cantado muchas veces a las dos ustedes. Cantámela tú. Vamos a ver si lo puedes.
(That's right! You recognized it! I have sung this to the two of you many times. Sing it with me now.)

Es importante porque así tengo más conexión, más oportunidad de que ellas entiendan todo y más oportunidad de darles mis ideas y mis conocimientos y la cultura que va envuelta en esto.
(It's important because then I have more connection, more opportunity, for them to understand everything, and more opportunity to share my ideas and my knowledge and the culture that is integrated in all of this.)

WOMAN

¿Cuándo lo puede hacer en español?
(*When you can do it in Spanish?*)

DOÑA GLADYS

Cuando lo puedo hacer en español.
(*When I can do it in Spanish.*)

(*In English is a little bit different because my language is not enough. I think it's not enough, so I try hard to say anything I would like to. And sometime when I don't find a word, they help me to do it.*)

Además, estas actividades son mucho más interesantes para mí y para ellas porque las puedo ayudar mejor y además no tienen ellas la presión. Cuando ellas están haciendo las tareas en inglés, yo muy poco les puedo ayudar. Pero en español sí. Aprenden gramática en una forma bien simple como lo hicimos con el poema, por ejemplo. El idioma, las palabras, la gramática especialmente fue puesta en un poema, entonces eso es mucho más fácil para ellas y para mí. (*Also, these activities are much more interesting to me and for them because I can easily help them and also they don't have the pressure. When they are doing their work in English, I can't very well help them, but in Spanish, yes. They learn grammar in a simple way, like we did with the poem, for example. The language, the words, the grammar, especially, was part of the poem, so it's much easier for them and for me.*)

[End of Video 2]

KELLI SCARDINA

You saw Doña Gladys use an activity with her granddaughter, called Questions About Stories. And I believe that Lori put that in the chat. Thank you. So Doña Gladys shared about her challenges in working with her granddaughters in English, even though she seems to know a lot of English. Her assets are clearly many, but her knowledge of her culture, her rich experiences, and her broad and deep language abilities in Spanish are some of her greatest strengths. Did you notice in the Making a Meal clip how she made, maybe an unintentional cross-linguistic connection visible for her grandchild, Amaya?

She probably didn't even realize it. This is a great example of leveraging strengths to build language that benefits English. All these examples we're sharing today are great demonstrations of building on assets, stretching language and having fun, and deepening the connections among family that we need now more than ever. Now, I'm going to pass it over to my colleague, Karen, who will share her experience working with a migrant education family liaison.

KAREN PÉREZ

Gracias Kelli. Hola. Buenas noches y buenas tardes a todas y todos.
(*Thanks Kelli. Hello. Good evening and good afternoon to everyone.*)

Hello, everyone. My name is Karen Pérez. I work at REL Northwest, and I'm coming to you from Beaverton, Oregon. I am also a bilingual-bicultural Latino mom, mitigating online learning for

my daughters and working full-time from home. And I'm truly fortunate to live in a multi-generational home. That means I take care of my parents and they take care of us.

You actually met my parents and my girls in the videos you just watched. And as you saw, my parents have, like Kelli said as well, a rich cultural, linguistic, and historical wealth, which they can share with my daughters in Spanish. But when schooling moved into our home and online, we noticed that my parents' stress level increased as they could not help them with the technology and/or much of the homework.

So the family caregiver activities had been a low stress way for them to engage with my daughters and share their cultural and strengthen their relationship really through play, all in our home language. So they are still building academic language and vocabulary, and most importantly, they're having fun. So now, we'll hear from Alma Lopez, a migrant education family liaison.

Alma shared these activities at a parent meeting, and parents in turn shared videos and clips of what they had done. So in the next videos, you'll hear a conversation with Alma and I, about her experiences. And you'll also get to see children interviewing a special person, and a family making a meal together.

[Video 3]

KAREN PÉREZ

¿En la última reunión que tuvieron usted pudo introducir los FCAs a las familias, los proyectos?
(In the last meeting you had were you able to introduce the FCAs to the families?)

ALMA LOPEZ

Claro que sí. Sí.
(Yes, of course.)

KAREN PÉREZ

¿Puede contarme un poquito de eso? ¿La experiencia que tuvo explicándoselo a las familias?
(Can you share a little about it? About the experience you had explaining these to the families?)

ALMA LOPEZ

Bueno, tuvimos la reunión de PAC y Kelli estuvo ahí con nosotros y les explicamos de qué se trataban las actividades. Explicamos dos de las actividades. Una es de, yo le llamo cocinando en familia, y la otra entrevistando una persona especial.
(Well, we had the PAC [Parent Action Committee] meeting and Kelli was there with us and we explained what these activities were about. We shared two of the activities. One is about, I call it "cooking with family," and the other "interviewing a special person.")

KAREN PÉREZ

¿Y qué les contaron ellos de esa actividad? ¿Cómo les fue?
(And, what did they tell you about these activities? How did it go?)

ALMA LOPEZ

Ah, pues, una de las madres de familia que tuvo oportunidad de hablar, me dijeron que se habían divertido bastante haciendo eso. Nunca lo habían hecho anteriormente. Y de esa manera me dijeron... una de ellas me dijo que había conocido...una niña me dijo que había conocido un poquito más a su tío que fue el que entrevistaron.

(Well, one of the mothers who had the opportunity to try, she said that they had a lot of fun doing these, they hadn't ever done anything like this before. And they told me, one of the kids told me that she got to know her uncle a little more after interviewing him.)

ESPERANZA

Esta es la foto de la entrevista. Y este es mi tío. Y este es yo, Esperanza.

(This is the picture of the interview and this is my uncle and this is me, Esperanza.)

WOMAN

Y mis hijos ayudando para cocinar los frijolitos y la carne en chile. Están es proceso. Vamos a hacer una carnita en chile. Voltea Esperanza, volteate.

(And these are my children helping to cook beans and "carne en chile." We are in process. We are going to prepare a "carnita en chile." Turn this way, Esperanza, look at me.)

NIÑO

Hola, Maestra.

(Hi, teacher.)

WOMAN

Vamos a hacer ahora esa carnita en chile y frijolitos. Eso es lo que vamos a comer.

(We are cooking this now, this "carnita en chile" and beans. This is what we are going to eat.)

KAREN PÉREZ

Sí, esa es una buena forma de que ellos tengan la experiencia de usar la actividad. Como una recomendación de usted también y de los padres. De que sería bueno usar la actividad dentro de la reunión con las familias para que así ellos tengan la experiencia de cómo es, cómo hacer las preguntas, practicar un poquito y hacer preguntas en el momento para después poder usarlas en casa.

(Yes, this is a good way for them to have the experience of doing the activity. A recommendation of yours as well and of the parents is, it would be a good idea to do the activity during the meeting with the families so that they have the experience of how it works, how to ask the questions, to practice a little and ask questions in the moment so that afterward they can do them at home.)

ALMA LOPEZ

Claro. Yo he estada practicando esa actividad ya para ayudarles. Porque yo tengo que "masterizarlo" primero para poderlo enseñar a los padres de familia.

(Of course. I have been practicing this activity myself to be able to help them. Because I have to "master" it first so I can teach it to the parents.)

KAREN PÉREZ

Eso es como... Perdón, siga.
(That's like... Sorry, go on.)

ALMA LOPEZ

Como dijo Kelli, todos...estamos aprendiendo, todos estamos aprendiendo juntos.
(Like Kelli said, we are all learning together.)

KAREN PÉREZ

Y así como, cuando especialmente cuando tenemos ese compromiso con nuestras comunidades les estamos pidiendo a ellos que hagan algo. Muchas veces yo también, practico yo para poder explicarles a ellos mejor y saber qué parte fue más fácil, que tal vez puede ser algo que sea un poquito complicado para ellos y también ese modelo que usted está diciendo de primero hagámoslo juntos, los sentimos más cómodos con la actividad y así es más probable que alguien lo use...

(And this way, especially when we have the commitment to our communities we are asking them to do something. Often times I also practice to be able to explain it to them better and know what parts were easy, what maybe could be something that's a little complicated for them. And also, this model that you are sharing, that first we do it together, and we feel more comfortable with the activity and like this it's more likely that someone will use it...)

ALMA LOPEZ

Que alguien lo use...
(That someone will use it...)

KAREN PÉREZ

...en casa, y lo puedan practicar porque se van a sentir mucho más cómodos.
(...at home, and by practicing it first they are going to feel much more comfortable.)

ALMA LOPEZ

Sí, claro.
(Yes, of course.)

KAREN PÉREZ

Muchas gracias por su tiempo. Y no le quiero tomar mucho de su tiempo tampoco. Gracias.
(Thank you for your time. I don't want to take up too much of your time. Thanks.)

ALMA LOPEZ

Gracias por la oportunidad de hacer estas actividades porque en realidad, necesitaba más ideas para trabajar con padres de familia.
(Thank you for the opportunity to try out these activities. Really, I needed more ideas for working with parents and families.)

WOMAN 1

Ahora va mi turno. Dice cuál es tu, oh...
(*No, it's my turn. Which one is your...?*)

WOMAN 2

Oh sí, cuál... cuál es tu... ¿Cuál es tu juego favorito?
(*Which is your...? What is your favorite game?*)

WOMAN 1

Este, el juego, yo voy a decir dos cosas. Este, me gusta mucho cuando jugamos lotería toda la familia. Me encanta. Nos divertimos mucho. ¿Verdad? Pasamos un buen, buen tiempo toda la familia, tratamos de hacerlo muy seguido. Y el otro juego es un deporte. Mi deporte favorito es el fútbol. Me encanta el fútbol. Me apasiona el fútbol. Este, yo no sé por qué tengo sangre futbolera pero me gusta mucho el fútbol "soccer."

(*I'm going to say two things. I really like it when the whole family plays loteria. I love it. We have so much fun, right? We have a good, good time, the whole family. We try to play often. And, the other game is a sport. My favorite sport is soccer. I love soccer. I am passionate about soccer. I don't know why, but I have soccer in my blood and I like soccer very much.*)

¿Quién hizo qué?
(*Who did what?*)

WOMAN 2

¿Quién hizo una gran diferencia en su vida y por qué?
(*Who has made a big difference in your life and why?*)

WOMAN 1

Yo creo la que hizo una gran influencia en mi vida fue mi abuela, la mamá de mi mamá. Este, esa abuelita se llamaba Faustina y ella nació en 1912.

(*I think the person who made a big difference in my life was my grandmother, my mother's mother. This grandmother was named Faustina and she was born in 1912.*)

[End of Video 3]

KAREN PÉREZ

It's exciting to see just the vocabulary and the sharing of stories, as the families come together around play in this way. And as an educator, we know that the best way to try something new is to practice it first. So as you saw in the video, Alma and I both tried these activities at home before using them with others. And the more comfortable you feel with activities, the easier it'll be for you to share and model them with the families and communities that you work with.

And introducing the activities as a warm-up in a parent meeting is a fantastic way for the families and caregivers to practice and build comfort. And we found that more families tried the activities at home when we provided opportunities for them to share how they use them, and sometimes offer and share their videos if they felt comfortable doing that. Allowing the

families to co-facilitate and/or lead an activity themselves as a warm-up is also a great way to build their leadership skills and to build community within your meetings and in your groups.

So there's no wrong way to go about doing the activities that you and the families will have. You really have the freedom to make them your own. Somebody had asked in the Q&A section here in the chat, how long does it take? Well, it depends on how much time you have, or how much time the families have. They can spend 10 to 15 minutes. If they enjoy the activity, they can make it longer. Or they can start an activity and come back later to that same activity.

So remember that these activities come in both English and Spanish. You can print out the activities and send them home as part of a homework packet, whereas you can also share them through community organizations such as the libraries or the food bank, or childcare centers, after-school programs, and possibly your family resource centers.

So turning it back to all of you, what are your ideas? What do you already do with parents and families that help them develop language at home? And what ideas do you have for how you might share these activities with families and caregivers?

So, please go ahead and share your ideas in the chat. Yes. Somebody asked, do families choose their activities? Yes, they can choose their activities. If you want, you can send them the link. I find oftentimes when I'm working with families, that I prefer to send one activity, because if I send them all to them, it becomes a little too overwhelming. So they can choose the activity. They can ask you for that, or you can choose as a group. Somebody is sharing that they have a family literacy class that works with families, and that these could be great resources to use in them. And that's what I found, too.

In working with Alma, we decided that this would be a great way to just share with the families. Like we said, practice them a little bit before we send them out, because that allows them to have a little bit more success. And they are actually fun games to play within your own meetings as well. I have somebody else sharing, saying that you could have the students really read the questions and share. You can do them in the weekly Zooms when you're sharing with their parents, mm-hmm (affirmative). Somebody is sharing, Michelle is sharing that a lot of classroom teachers do community building and activities each week. So this would be great community-building activities.

And also, Johnpaul was sharing that they could be activities that younger students can play with their older siblings. Jennifer is sharing that they're starting a group for Spanish-speaking families to connect via Zoom and offer their support. So these will be great resources for all those times. Rosario is asking if the families have expressed any challenges in using the activities? And how would you navigate those? So when I was working with Alma, we realized that some of the families thought some of the vocabulary was a little bit more difficult in the sense that they hadn't heard some of the vocabulary before.

But what they also said was, the time that they were able to look the words up, in some cases, other families called Alma and were like, "What does this mean, or how do I do this?" So they actually reached back to Alma and asked her some questions about that. And then Alma mentioned that the more that they practiced it within their group, the easier it was for the family. And the vocabulary became more common language in some cases.

I also wanted to mention that the activities, each person can approach it a different way. In my dad's case, he actually read it verbatim from the paper and it worked well. In my mom's case, she actually just took some notes about what she wanted to remember to ask when they were doing the activity, and that worked for her. So there's no wrong way to do the activities. So now, don't forget to look in your Facilitator's Guide for a few more tips on how to do these activities at home. And now, let me hand it back to Heidi who will share a little bit more about how you can access these materials.

HEIDI LARSON

So now you've gotten to know the family and caregiver activities. Please download them and let us know what you think. They're available in English and Spanish as you heard, individually or in bulk. They're available from all three websites, but we'll put the link to the REL West website in the chat. And we would really love to hear how you have used them. Send us an email along with your tips and suggestions to relwest@wested.org, or some of the others that you'll see in the next slide.

But now, it's time for your questions. We've been collecting some of your questions in the chat, and we'll answer as many as we can. We'll also compile an FAQ list of questions that we don't get to, or actually all of them, and we'll send responses to everyone who is registered. We have had a couple that have already been answered, but one of the questions was whether or not the videos...sorry, whether or not the FCAs are in other languages.

And we really would love to have had the resources to translate them into many languages. We were thankful that we could translate them into Spanish and English. So obviously, we think it's a great idea. But if you have the resources, you are welcome to translate them yourselves with the proper attributions developed by IES. And we would love to know how you've done and how they worked out. And who knows? Maybe in the future, we'll have some more funding that we can translate them, additionally.

So I think this question is addressing the one that I was asking earlier: if families get a little bit more guidance about what are some of the areas of development or learning that they're helping their children with. So Karen or Kelli or Lori, would you like to respond to this one? I guess I'll start with Karen.

KAREN PÉREZ

Sure. So I would say, yes. When you're doing the activities, as you're facilitating and modeling the activity for them, you could actually point out the areas that you're working on. Some activities may not include writing, but maybe the students like to write or draw. And then you can actually have them incorporate those pieces. And depending on what grade level they're at, you can differentiate it in many different ways. Kelli or Johnpaul?

KELLI SCARDINA

Sure. I'll just add that in the Educator's Guide, there's some more information about each one of the activities that will help, that connect the recommendations. So they may be more specific in there. You might find a more specific answer in that Educator's Guide that accompanies the FCAs.

JOHNPAUL LAPID

Thank you so much, folks. Heidi, there's another question about, what if they don't know how to read? I may respond to that question. A couple of my colleagues actually shared with me that recording yourself actually doing the activity, and then showing it to families or caregivers as a resource, can be very helpful.

Another way of doing that is actually calling—old school landline or a phone, a phone call—pick up the phone and then having a conversation simultaneously while the family or caregiver is actually implementing the activity. So there are many different ways for folks to be able to access.

Just keep in mind that you know your clientele better than we do. And the scaffolds provided in the Educator's Guide, there is an actual section that does provide supports in regards to disseminating and supporting families and caregivers in the home. Hopefully, that helps a tiny bit.

HEIDI LARSON

We did have a lot of discussions on kids who don't know how to read. And so we did want to make sure that there were a lot of drawing activities for kids, so they didn't have to write or read. Also, several of the activities are just perfect for kids not reading, like the Guess My Object or the Cooking a Meal. So from the kids' point of view, there's a lot of room to play with them, with these activity guides.

JOHNPAUL LAPID

Karen, did you...

KAREN PÉREZ

And...Oh, go ahead.

JOHNPAUL LAPID

I was just going to add on to the following. You might also want to think about, I'm sure that you've actually encountered this, but there's many different apps that are available that would help with translations. I know that there were several references in regards to, are these available in Tagalog or Hmong or other languages? You might consider taking a look at the different apps that can help you with translations, so that that meets specifically, the demographics that you're supporting. Sorry, Karen. Did you say something?

KAREN PÉREZ

Yeah. No, I was going to say I've used Screencastify to make videos of myself. Screencastify, it's free. At least I use the free version. And you can take a video of yourself doing the activity and send that to parents. I've seen...Johnpaul, you said just doing that sharing in the video with them, what the activity...in any way is helpful as well, too.

KELLI SCARDINA

There was one question about, how many activities would you give to parents at a time? And I think Karen mentioned targeting with one might be easier. And I agree with that. And I also

might say what we did with Alma, I attended the meeting with her when she presented them, is she gave them a choice of two. She thought there would be two activities and she allowed them to go off and to try them, whichever one felt good to them.

And as you could see in the video of the grandmother, that was the interviewing activity. So it wasn't necessarily calling up an uncle and having a conversation over the phone. But it was more like 20 questions where they decided all on their own, to cut the questions up and put them in a bowl in the middle of the living room. And that's how they were all sharing all those questions. So you can see that there's lots and lots of options and opportunities. And like we say, just deepening those relationships within the family, as well as developing their home language, will definitely help them with their English.

LORI VAN HOUTEN

In the Educator's Guide, the other thing that we have in there are some suggestions for how to customize the activities for your classroom. So looking at what your standards may be, or something you may be working on in the classroom, and sending home word lists, along with the FCA for families to really be able to support what's happening in the classroom in a structured way.

So you can tie this as closely to your classroom work as you want, or you can just send them home to be an extra something that's just really that fun to do. Somebody commented during the video how exciting it was to see how empowered the grandmother felt in working with her granddaughter.

HEIDI LARSON

And yes, honoring families' languages was really important to us. So there's a question. How do you help parents and caregivers understand how the FCAs are supporting language? That is the "why" behind the activities. Fun is fun, but these are really also for learning. And yes, definitely for that. Johnpaul, do you want to talk a little bit about that?

JOHNPAUL LAPID

Absolutely. When we think about an asset-based approach, not only are we honoring languages, but we also have to communicate with families and caregivers, that in their primary language and learning language, there are benefits. And there are significant expectations that I can stretch my language with myself, as well as with whom I'm interacting with.

So one, I would highly recommend communicating the power and the benefits of language, as well as, two, acknowledging that the languages that they speak at home bring cultural assets and we can capitalize on that. One way to do that is also the types of books and texts that we're using in our classrooms. Are we showing our students in the text, and in the text, do they see themselves as cultural assets?

So communicating with parents and then just following up, and supporting the fact that talk, read, sing, chant. In the Pacific Region, chanting, our oral languages are so powerful. And I think we need to continue with that. And our families and caregivers would benefit hearing that over and over again. So taking the asset-based approach.

HEIDI LARSON

And Karen, do you want to add anything?

KELLI SCARDINA

I would be...

KELLI SCARDINA

Oh, sorry.

HEIDI LARSON

Oh, Kelli, would you like to add anything?

KELLI SCARDINA

Yeah. I would just add that, remember that on the back of each one of these activities, or the second page, there's a whole section on language supports. And so those are very specific things that families can do that connect directly with the activity. And sometimes, like I said earlier, there's a challenge, there's a language challenge on there as well.

So we're really...focusing on really stretching that language, stretching their language to get them to the next level, to create experiences where they're having opportunities to build the language in their home language, as well as in English, if that's accessible to them.

KAREN PÉREZ

I've always heard...I was a primary elementary teacher in my past life. And kids only learn to read once. And the more oral language practice that they have, the more vocabulary they build and that strengthens their readiness to read. And so like Johnpaul was saying, singing, poems, chanting, dancing around and putting words to movements is great. And in these activities, adding some drawing, some writing of words have been included as well.

I also wanted to mention how powerful it was for me to see my parents building a stronger relationship with my daughters through language and through play. At a time when everybody is so stressed with what's happening around with COVID, and not being able to interact with other people, these are activities that when we did these activities, we were able to do them across Zoom, and build relationships through Zoom by playing games as well.

JOHNPAUL LAPID

And folks, if I can just go ahead and add, at the end of the webinar, there is a slide with the references. And the National Academies that we've referenced that supports the need of developing language, L1 and L2, is also cited in chapter 3 and chapter 5. I know we're educators and I know I'm going to geek out on this, but keep in mind that oral language development starts with language at the home.

And Brian in the chat, I just want to reiterate, it does develop and strengthen. What we have to do is communicate that to our families and caregivers through multiple modalities. So thank you so much for identifying with that, Brian.

HEIDI LARSON

Also, it was Tishanna who did note that research supports that proficiency in the language one contributes to the language two proficiency. And that is valuable information for parents and caregivers. So, that went to all panelists. I just wanted to make sure that everybody was able to gain value from Tishanna's comment.

JOHNPAUL LAPID

Perfect. Thank you so much, Heidi.

HEIDI LARSON

So if you'd like to learn more about the RELs and the free resources—I don't know that we stress that very much, but these are all free, and we have many more free resources at the RELs, you can contact us at the email addresses or go to our websites. This slide will also be included in the packet you'll receive directly after the webinar.

And then next slide. So if you're interested, if you want to geek out as Johnpaul says, here are the references that he referred to in his section. And that will also be in the slides. And thank you again, for joining us. We hope to hear from you soon.