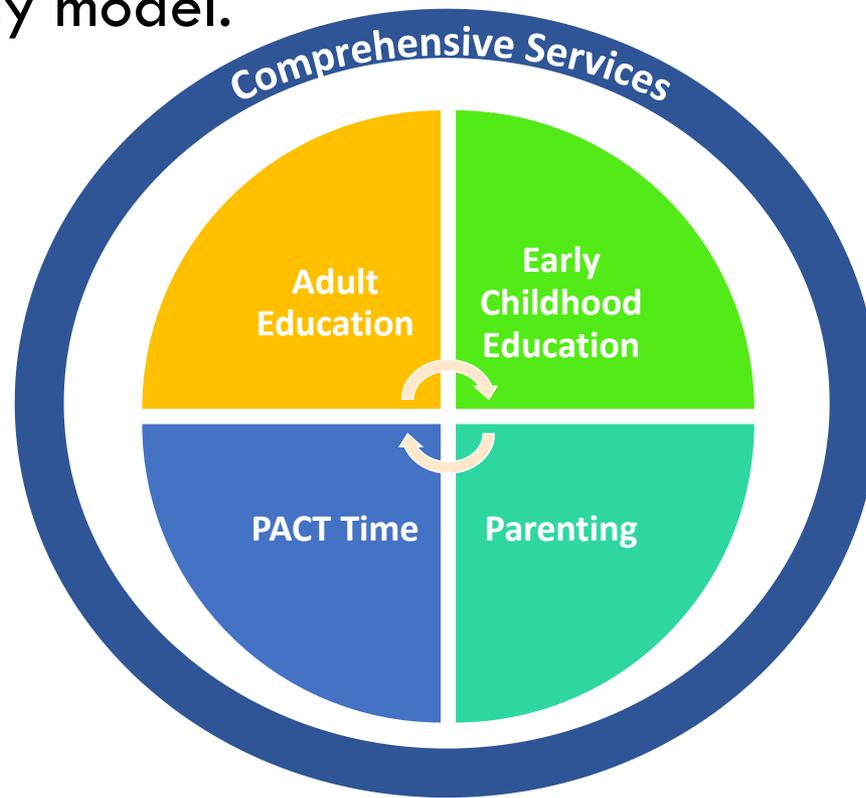




# Effective Strategies for Engaging Families in Early Learning

# Briya's Two-Generation Model

**Mission:** To provide a high quality education for adults and children that empowers families through a culturally sensitive family literacy model.



# Briya is a Community School

“A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities.”

(Coalition for Community Schools)



# Briya's Student Profile

- 97% of our students qualify for free or reduced price lunch.
- 100% of family literacy program students are ELL.
- Basic I adult students have an average of 6 years of formal education in their countries of origin.
- Over 50% of PK-3 students start pre-k below widely held expectations.



# Learning Objectives:

1. Identify ways to use **dialogic reading** strategies to promote family engagement in the Early Childhood program as well as build early literacy skills.
2. Reflect on how students' learning progress can be effectively shared with families through **newsletters** and **questions of the day**.
3. Discuss ways to include parents in the RTI process through **adapted morning classroom routines**.



# Family Reading Journal



District of Columbia Office of the State Superintendent of Education  
It Takes a City • DC Does it Best!

# 1) Family Reading Journal

- Once a week, parents and children come together for 15 minutes to read together, using the Family Reading Journal.
- The Journal was designed by Briya PCS in collaboration with the National Center for Families Learning.
- Parents and their children complete journal entries that target a specific best practice before, during, or after reading with children.



# Family Reading Journal – *Examples of Before, During and After Strategies*

- **Before reading** strategy:

When you and your child looked at the cover, what did you think the story would be about?

- **During Reading:** Ask questions

Write one question you or your child asked about the story.

- **After reading:** New vocabulary

Write 2 new words you or your child learned from reading the book.



# Family Reading Journal – In Action and Documentation

- #8 (from Briya rubric): Describes “expansion” or providing additional information when child responds to book.
- When your child responds to something in the book, say more about it!
- What did you say to expand on something in the book?
- *Child: “Drilo” (cocodrilo)*
- *Parent: Si, es un cocodrilo gigante y verde.”*



# Family Reading Journal – In Action and Documentation

- #24: (from Briya rubric) Expresses personal opinion/feelings and/or child's opinion/feelings about the book.
- Ask your child what he/she liked about the book.
- My child liked \_\_\_\_\_
- What did you like about the story?
- I liked \_\_\_\_\_



# Family Reading Journal: Results

## □ **Increased parental reading practices**

- 80% of parents met the literacy objective in 2013/14 based on the Family Reading Rubric
- 80% of parents owned a library card up from 9% in 2013/14
- 90% of parents reported reading with their children on a regular basis and increased the number of books in the home



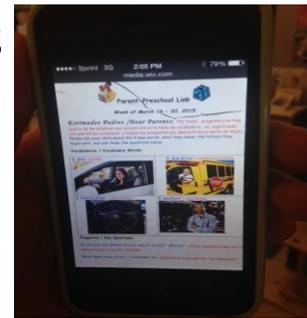
# Family Reading Journal: Activity

- Consider the interest and needs of the children in your classroom.
- Choose from the book selection and practice 3 of the Family Reading Journal strategies with a partner. Adapt as necessary considering what you know about the children/parents.
- How could you use these with families in or outside of the classroom to boost literacy skills?



## 2) Newsletter

- On a weekly basis, parents receive a newsletter in paper and as a text.
- It includes key vocabulary in English and Spanish with a picture and/or child friendly definition, the main questions students investigating in their classes, and highlights of the week.



# Newsletter



Parent-Preschool Link



Week of April 27 - April 30, 2015

**Estimados Padres / Dear Parents:** Por favor, pregunte a su hijo acerca de las palabras que encontrará en la tabla de vocabulario, su significado, con qué letras comienzan y hágale las preguntas que aparecen en la parte de abajo. Please ask your child about the new words, what they mean, the letters they begin with, and ask them the question below.

**Vocabulario / Vocabulary Words:**

1. deflate - **desinflar**



3. inflate - **inflar**



2. auto body shop - **taller de mecánica**



4. hammer - **martillar**



**Preguntas / Key Questions:**

¿Qué pasaría con las llantas de un carro si la llanta rodara sobre una puntilla? What happens to your car's tire if you drive on a nail?

¿Qué podríamos veremos en un taller de mecánica? What do we see in an auto body shop?

**Highlights / Momentos Especiales:**

Los estudiantes exploraron el exterior y el interior de un carro.

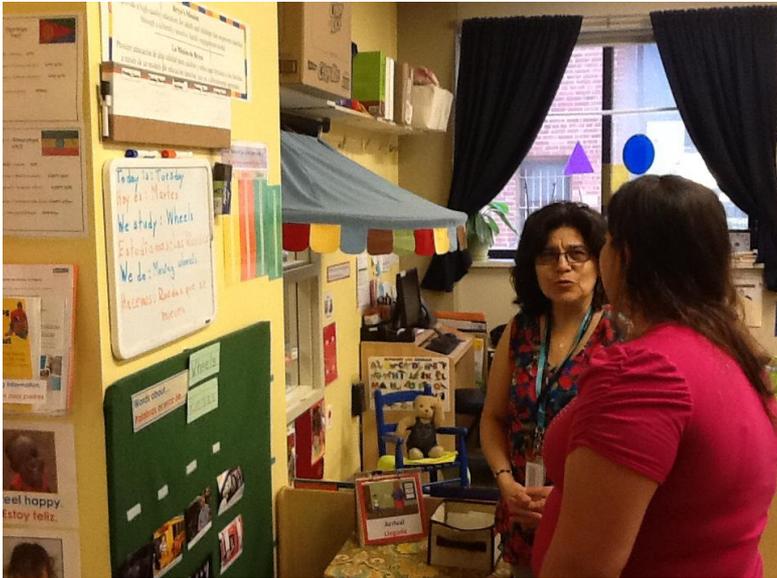
Students explored the interior and exterior of a car!



District of Columbia Office of the State Superintendent of Education  
It Takes a City • DC Does it Best!

# Question of the Day

- In addition, parents and students read and/or answer the question of the day together with their parents in the morning.



# Newsletter/Question of the Day: Results

- **Increased parent communication and participation**
  - Parents ask teachers questions before and after school about the question of the day or vocabulary
  - Parents talk with their child about classroom activities
  - Parents volunteer to participate in projects and field trips



# Create your own newsletter

- Consider the interest and needs of the children and parents you work with.
- What do you want to share with your students and their parents?
- How would you make it accessible and usable?



# 3) Including Parents in the RTI Process

## RTI During Arrival Time

- Every morning, parents and teachers support children with the arrival process.
- The morning routine provides natural opportunities to work on social-emotional, language, and adaptive-daily living skills.
- Using a schedule that shows students the steps of the morning routine as well as a chart for students to choose daily activities, parents support their children with these skills and become integral members of the classroom community.



# Arrival Schedule

## Arrival Routine – Rutina de Llegada

I need to do...  
Yo necesito hacerlo...

I did it!  
¡Lo hice!



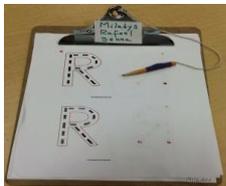
1

Choose a job.  
Escoger un trabajo.



2

Take off your jacket.  
Quitate la chaqueta.



3

Write your name.  
Escribe tu nombre.



4

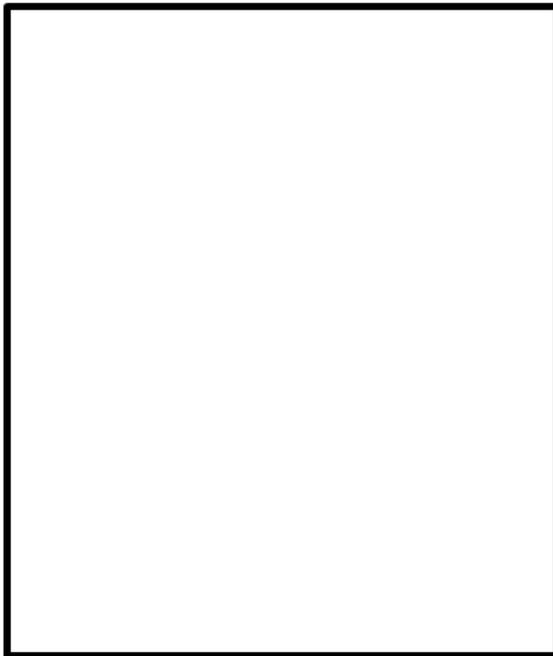
Have breakfast.  
Tomar desayuno.



# Arrival Chart

**My job is...**

**Mi trabajo es...**



**Choice Time Plan - Plan para el tiempo de escoger**

1.



2.



3.



# Including Parents in the RTI Process

## RTI Through Social Stories

- Social stories used to teach social-emotional and adaptive-daily living skills in the classroom are sent home for students to read with parents.
- Stories become a tool to increase language and behavioral skills and improve parent/child interaction.



# Including Parents in the RTI Process

## RTI Through Teaching Social Skills

- Teachers target specific social skills that students need to practice.
- These skills are taught using a daily activity and catch phrase.
- Parents are taught the catch phrase and given a list of activities to use at home to practice the skill with their child.



# That's Mine!



District of Columbia Office of the State Superintendent of Education  
It Takes a City • DC Does it Best!

# Including Parents in the RTI Process: Results

- **Increased parent awareness about RTI strategies**
- Students have shown stronger self-care skills, increased leadership skills, and communication skills



# Teaching Social Skills in Your Classroom

- Consider the support needs of the children in your classroom.
- What strategies could you use to help the students in your classroom?
- How can you involve parents in the learning process?



Questions about the Briya Early Childhood Program? Contact our EC Director at [lluceno@briya.org](mailto:lluceno@briya.org)

Questions about Community Schools? Contact our Coordinator, Stephanie Mintz at [smintz@briya.org](mailto:smintz@briya.org)



District of Columbia Office of the State Superintendent of Education  
It Takes a City • DC Does it Best!

