

A sample parent workshop - Action Plan Worksheet

Area of Focus:	Language Arts Academic Standards http://education.state.mn.us/html/intro_standards_language.htm KINDERGARTEN Vocabulary Expansion <i>The student will use a variety of strategies to develop and expand reading, listening and speaking vocabularies.</i> <u>Benchmarks</u> 1. Use words to describe and name people, places, and things. 2. Use words to describe location, size, color, shape and direction. 3. Use words to describe actions. 4. Use context to predict and infer word meanings. 5. Learn new words through explicit instruction.
Goal:	<ul style="list-style-type: none"> • Demonstrate questioning strategies with families so they may apply strategies at home with their children. • Encourage them to speak the language they feel most comfortable. Bilingual development is valuable and impacts the overall achievement of students in school.
Activity:	"Lucky Ladybugs"
What Will Be Done?	Families make "edible ladybugs" together and then children told stories about their ladybugs, which are considered lucky in the Latino community of our school" www.ascd.org/portal/site/ascd/menuitem.f30974e7fa59cfcdeb3ffdb62108a0c/ Training facilitators model questioning strategies to help students build listening and speaking vocabularies. Participants actively create ladybugs and practice the questioning strategies with their children. Supplemental books, following the ladybug theme, may be given to families to take home.
Who Will Do This?	Latino families Note: Within the any community, there are differences in the country of origin, number of years or generations in the United States, economic status, education, and family dynamics. "Lucky Ladybugs" may only apply to the particular Latino community from which the example was referenced. To ensure that themes are authentic or culturally meaningful for the targeted audience, include parents of that community in the planning process.
When? and Where?	Select a convenient location and time for the majority of parents. Consider the community center or clubhouse, nearby school versus a staff development building, or the local library. Be aware of working hours and holidays.
Materials/Resources Needed:	Make sure to plan for pre, during, and post activity/event. Materials may include flyers, supplemental books, art materials, aprons, markers, paper, snacks, camera, etc. Other considerations - <ul style="list-style-type: none"> • Transportation = carpool, walking distance (weather permitting), bus lines • Extra space and support staff to provide childcare for younger children who are not currently in school • Interpreters = volunteers, students, staff, certified • Collaborative opportunities
Evidence of Success:	<ul style="list-style-type: none"> • Post-training parent survey (immediately following and subsequent survey at a later date) • Follow up/additional training participation • Academic progress of students

From August 2005 - [ELL Education Program Guidelines: Parent Involvement](#), Minnesota Department of Education.