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Parent Book Talk to Accelerate Spanish Content-Vocabulary Knowledge

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Abstract:	<p>This article bridges research to practice by summarizing an interactive content-enriched shared-book reading approach that Spanish-speaking parents of preschool-aged children can easily use in the home to accelerate content vocabulary knowledge in their mother tongue – Spanish. The approach was implemented in preschool classrooms using a transitional bilingual education model in Central Texas and in a Saturday Spanish Heritage Language school in the midwest. Spanish-speaking emergent bilingual children from both lower and higher socio-economic (SES) backgrounds learned content-related vocabulary via parent-child discussions of Spanish storybooks and informational texts organized by compelling science and social studies themes and topics. Recommendations are provided for how teachers can support Spanish-speaking parents’ ability to develop informal knowledge-building experiences through home-based interactive book discussions in Spanish.</p>

Parent Book Talk to Accelerate Spanish Content-Vocabulary Knowledge

For Peer Review

Parent Book Talk to Accelerate Spanish Content-Vocabulary Knowledge

Teaser Text: Latino parents and preschool teachers can work together to support children’s vocabulary development in the home through reading and discussing science- and social studies-related Spanish storybooks and informational texts.

Pause and Ponder Sidebar

1. Why is it important for parents to build content vocabulary knowledge in their child’s native tongue?
2. What are the socio-emotional and cognitive benefits of parents supporting informal learning in the native language while children acquire English as a second language in the school setting?
3. What teacher and parent attitudes may hinder parents’ desire to read and talk about books in the child’s native language?

Oral Language and Knowledge Acceleration in the Home

For many children, the home setting naturally provides an initial opportunity to engage in adult-child conversations (Bronfenbrenner, 1979; Lareau, 2003; Vygotsky, 1978), which, in turn, have the potential to expand their world and word knowledge (e.g., vocabulary) while stimulating oral language growth important for learning to read (Adams, 1990; Biemiller, 2003; National Early Literacy Panel [NELP], 2009). As such, these adult-child social interactions and conversations serve as “informal informational lessons” (Neuman, 2006, p. 25) as children acquire a repository of skills while they hear and use novel words spoken by others and ask questions to support their early conceptual development (Callanan, Rigney, Nolan-Reyes, & Solis, 2012; Weigel, Martin, & Bennett, 2006). This holds true for both adult-child home

conversations in English and in other languages.

Further, these home-based conversations provide natural opportunities for the initial development of “information capital” (Neuman & Celano, 2012; p. 105) – a deep knowledge base that supports problem solving, critical thinking, and the generation of new knowledge. In today’s knowledge-driven economy, these competencies are critically related to academic and future life success (Partnership for 21st Century Learning, 2007). Early opportunities to develop information capital can be leveraged by parents during naturalistic play, reasoning through daily routines, and adult-child book discussions that can spark a child’s interest to learn more about their surrounding environment. Because oral language serves as the primary medium through which early content learning occurs (Boals, Kenyon, Blair, & Wilmes, & Wright, 2015), reading and talking about books in the child’s native tongue is at the heart of young children’s oral language and knowledge development, filling in potential knowledge gaps (Pinkham, 2012) that can impact school readiness.

Shared-Book Reading as a Knowledge-Building Experience in the Home

The efficacy of shared-book reading, which occurs when adults read and talk about books with children (Ezell & Justice, 2005; What Works Clearinghouse [WWC], 2015; Whitehurst & Lonigan, 1998), depends on the adult’s ability to create rich back-and-forth interactive discussions with multiple opportunities for the child to use new vocabulary during the actual book discussion and beyond the book reading event (Reese, Cox, Harte & McAnally, 2003; Wasik, Bond, & Hindman, 2006). Shared-book reading as a knowledge-building experience in the home is enhanced when adults bolster children’s comprehension by drawing attention to the content on the pages of the text (e.g., illustrations, character’s actions; Dickinson & Tabors, 2001; Hindman, Skibbe, & Foster, 2014) by labeling (*This is a river*), asking questions (e.g.,

What do you think will happen next?), and providing feedback on children's responses to stimulate cognitive and linguistic growth (Smith, Landry, & Swank, 2000). The instructional implication is that organized learning (shared-book reading) can stimulate cognitive development that is not possible without adult guidance and interactions (Vygotsky, 1978). These adult-child conversations can take place in any language (Hood, Conlon & Andrews, 2008).

In the following shared-book reading vignette, Mrs. Hidalgo (all names are pseudonyms) and her preschool-aged son, Eugenio, read the Spanish storybook *Corduroy* (Freeman, 1988) at home to learn more about places where people live and go in a city. In this thematically organized shared-book reading experience, Mrs. Hidalgo uses simple strategies in Spanish to build and extend content-related words and world knowledge related to the preschool social studies standard People, Places, and the Environment. The week's shared-book reading theme is *Places Where We Live and Go (Lugares Donde Vivimos y Adonde Vamos)*.

Mrs. Hidalgo speaks in her native tongue. "*¿Estás listo, mi hijito? Hoy vamos a leer acerca de un oso en una tienda. El título del libro es Corduroy. Aquí está el título.*" [Are you ready? Today we are going to read a book about a bear in a department store. The title of the book is Corduroy. Here is the book title.] (She points to the book cover title.) Together, mother and son eagerly turn the pages of the storybook, noting the actions of the main character, Corduroy, throughout the illustrations.

Mrs. Hidalgo now wants Eugenio to make a prediction about the story. "*¿Qué piensas le va a suceder al oso en esta tienda?*" [What do you think will happen to the bear in this department store?] Eugenio points to some illustrations and responds in Spanish that a little girl in the department store will purchase the Corduroy teddy bear. He also predicts the bear will ride on an escalator as if he were a real person.

After previewing the book, Mrs. Hidalgo reads the Spanish text, stopping to ask a few questions during the process while emphasizing three new words (*tienda* [department store], *escaleras automáticas* [escalator], and *cliente* [customer]) related to the social studies' theme. *¿Qué tipos de juguetes podemos encontrar en esta tienda? ¿Para dónde crees que irá Corduroy en las escaleras automáticas? ¿Qué crees que irá a comprar la niña como cliente?* [What kinds of toys can we find in a department store? Where do you think Corduroy will go on the escalator? What do you think the girl who is the customer is going to purchase?] On some pages Mrs. Hidalgo stops to point to illustrations of the customer, the escalator, and items (toys, furniture, etc.) that can be purchased in the department.

After reading the book, mother and son continue the back-and-forth Spanish discussion as Mrs. Hidalgo provides feedback, asks explicit questions about the book content, and encourages Eugenio to use the new words he has learned: *¿De qué se trató nuestro libro? Vamos a encontrar una página que contiene la imagen de una tienda. Pláticame acerca de las cosas en esta tienda.* [What was our book about? Let's find a page with a picture of a department. Tell me about what you might find in this department.] Mrs. Hidalgo makes relevant text-to-life connections in Spanish after reading Corduroy again on the next day: *¿Dónde has sido un cliente? ¿Si irías a una tienda, que te gustaría comprar más allí?* [Where have you been a customer? If you went to a department store, what would be your favorite thing to buy?)]

On the third day, Mrs. Hidalgo and Eugenio will read and discuss a complementary informational text, *El Supermercado* [The Supermarket] (Leeper, 2004), with Abuelita [grandmother] joining in the Spanish dialogue to share her knowledge about grocery shopping in a city and in an open-air market in El Salvador. In this Spanish discussion, Eugenio learns new

words (e.g., *cajera* [cashier]), and compares shopping in a grocery and department store in a city, making connections to the *Corduroy* text and real life experiences. This intergenerational knowledge-building exchange is extended throughout the week while shopping and talking in the family's native tongue – Spanish.

Home-Based Content-Enriched Shared-Book Reading in Spanish

The purpose of this article is to summarize the daily 15-minute content-enriched interactive shared-book reading routine utilized by Latino parents in Project Words of Oral Reading and Language Development [WORLD] (Gonzalez, Simmons, & Pollard-Durodola) to build and extend word and world knowledge (science and social studies) in dual-language learners (DLLs) by providing rich literacy experiences in the native tongue to support preschool second-language learning (i.e., English) (Pollard-Durodola, Gonzalez, Simmons, & Simmons, 2015). The U.S. Office of Head Start refers to preschool DLL children as *emergent bilinguals*, indicating that children are still developing native- (L1) and second-language (L2) proficiency while receiving some level of native language support in the home and/or school setting (Goldenberg, Hicks, & Lit, 2013).

The Spanish WORLD pedagogical approach has been implemented in 121 homes of native Spanish-speaking preschool children who were enrolled primarily in one of two bilingual education contexts: (a) central Texas transitional bilingual classrooms where daily Spanish content instruction (e.g., literacy, math) was supplemented with English as a Second Language (ESL) and (b) a Saturday Spanish Heritage Language school in the Midwest where Latino parents enrolled their children to develop and maintain their native language (Spanish-only instruction) because the children received English-only instruction in public preschools during the week day. Both bilingual settings emphasized an additive approach to bilingualism, in which

native language use and Spanish content-embedded literacy instruction were prioritized for Latino DLL children from varied SES backgrounds (e.g., lower SES in Texas and mixed SES in the Midwest).

In the initial design experiment, three Latino DLL children who met screening criteria (one child was selected from the 15th, 30th, and the 50th percentile on the *Test de Vocabulario en Imagens Peabody* [TVIP] (Dunn, Lugo, Padilla, & Dunn, 1986) were selected from 8 Texas transitional bilingual preschool classrooms to ensure that students represented a range of native language abilities. Twenty families (one parent from a child's family) consented to implement the 15-week intervention and participated in a group training session with modeling and paired practice opportunities to engage in the WORLD book-reading routine. Results indicated that DLL children grew on standardized (TVIP; Expressive One-Word Picture Vocabulary Test-Spanish-Bilingual Edition [EOWPVT-SBE], Brownell, 2001) and customized measures of taught words. Further, implementation fidelity (weekly audio recording of a specific lesson) indicated that the 15-week content enriched book reading routine was feasible for parents from low-income settings.

Similar findings were documented in an experimental study (Vaquero, 2014), in which 9 Latina mothers with mostly an elementary or high school education implemented the Spanish vocabulary intervention with their child. Intervention children on average obtained significantly higher scores than their peers on standardized measures (ROWPVT-SBE, EOWPVT-SBE) and the WORLD researcher-developed receptive vocabulary test of taught words.

The Saturday Heritage Language School adopted the Spanish WORLD curricular intervention in 2011 as part of its effort to provide a sustainable solution for (a) bolstering native language development and maintenance, (b) supporting immigrant parents in becoming partners

in their child's education, and (c) retaining intergenerational ties through respect for one's own culture to support academic success (Montero-Sieburth & Barth 2001; Tijunelis, Satterfield, & Benkí, 2013). To date, 92 families, recruited via beginning-of-year informational sessions, have consented to participate in the home-based intervention, resulting in pre- to posttest growth on researcher-developed vocabulary (receptive, expressive) measures. Further, implementation fidelity (weekly diaries) confirmed the feasibility of the book reading routine.

Leveraging the Native Language to Support Knowledge-Building Opportunities

One advantage of supporting home-based shared-book reading knowledge-building experiences in the primary language is that once a new concept is learned in the native tongue, it does not need to be relearned in another language in the school setting (Cummins, 1981; Yoshida, 2008). What DLL children do require, however, is instruction related to the new label to be able to talk about the concept in the second language. For emergent bilinguals whose native and English language abilities are still developing, this means that conceptual understandings (e.g., ice is a frozen liquid) acquired in the primary language via adult-child book conversations can serve as a cognitive and linguistic resource for second-language learning and knowledge transfer (Cummins, 1981).

Hesitations to Encourage Home-Based Shared-Book Reading in the Native Tongue

Although there are benefits of supporting native language use to build and accelerate content knowledge in the home, some DLL parents and teachers question the appropriateness of reading and talking about books in the native language when the societal expectations are that DLL children should quickly become English proficient. Thus, the underlying concern is that sustained native language support will detract from second-language (e.g., English) acquisition

or promote language confusion and/or delays (Goldenberg, 2013). However, these beliefs are misconceptions that remain unsupported by research (Gil & Bardach, 2010).

Hammer, Davison, Lawrence, and Miccio (2009) partially address these concerns by suggesting that educators not ask parents to change the language they use at home in supporting and extending their child's conceptual understandings and language development because parents with low English proficiency may not be able to provide the quality of language modeling that bolsters children's second-language acquisition (Hammer et al., 2009). Thus, the decision to read and talk about books in the native tongue may be influenced by parents' language abilities and the desire to transmit cultural values (Neuman, 1996).

Further, there is evidence to suggest that native-language maintenance does not hinder English-language development and that Spanish-speaking DLL children are capable of learning two languages simultaneously or sequentially (Durán, Roseth, & Hoffman 2010; Goldenberg, 2013) with long-lasting socio-emotional and cognitive benefits (e.g., analytical thinking, focused attention and control, family and cultural connections) (Bialystok & Craik, 2010; Yoshida, 2008). Based on these findings, what DLL parents require is explicit guidance from teachers on how to support their child's academic learning via home-based literacy practices.

A Process for Supporting Shared-Book Reading in the Primary Language

We propose a two-phase process in which preschool teachers can develop shared-book reading materials and support Latino parents' ability to provide Spanish knowledge-building opportunities in the home.

Planning Phase: Principles That Build Deep Knowledge via Text and Content Vocabulary

We recommend two scientifically based instructional design principles (Simmons, Pollard-Durodola, Gonzalez, Davis, & Simmons, 2008) to guide the preschool teacher's

selection of texts and content vocabulary for building networks of Spanish words and concepts in the home:

1. First, identify “big ideas” related to preschool science and social studies guidelines to build networks of knowledge in Spanish.
2. Next, provide frequent exposures to words and their connected concepts via varied text-genre experiences.

Big ideas. Big ideas are essential concepts that facilitate deep learning. An essential preschool science concept is that all living things grow. The assumption is that some concepts should be taught more thoroughly because they contribute to broader and deeper knowledge development (Simmons et al., 2008). Selecting Spanish texts and vocabulary by big content domains provides broad background knowledge that reinforces future learning (e.g., text comprehension) and communication of ideas (Hirsch, 2006). Further, exposure to concepts related to nature (e.g., science) and culture (e.g., social studies) (Hirsch, 2006) builds conceptual understandings important for literate readers. We recommend, therefore, that teachers identify big ideas related to preschool science and social studies standards to anchor home-based shared-book reading discussions.

Specifically, science themes (e.g., living things) and smaller topics (e.g., plants) reflect children’s innate curiosity about the natural world (French, 2004), while social studies themes (e.g., the earth) and smaller topics (e.g., land and water) allow children to explore the uniqueness of the human experience in a diverse world (National Council for Social Studies [NCSS], 2010). The National Association for the Education of Young Children ([NAEYC] 2009) suggests that the following science concepts are important for young children: living and nonliving things, physical changes in the earth and sky (e.g., seasons), life cycles (e.g., butterflies, humans), the

properties of matter, and the behavior of materials (e.g., changes in liquids). Similarly, the National Council for Social Studies (2007) report that young children are interested in their proximate environment, geography, the relationships between people and their environments, and concepts about work. Table 1 lists examples of science- and social studies-related themes and topics that were the focus of our family's Spanish book discussions.

Frequent exposures. Next, pair a storybook and an informational text by science and social studies themes and smaller topics to allow time for deep discussions over a period of days so that learning becomes easier as the context becomes more familiar (Landauer & Dumais, 1997). This "topic immersion" approach (Hirsch, 2006) provides frequent language interaction opportunities and exposures to new information via complementary storybooks and informational texts. Table 1 lists examples of thematically paired storybooks and informational texts from our studies.

In a storybook, parents and children can focus on characters and their actions within the broader context of the science and social studies theme. Reading a thematically related informational text after the storybook then facilitates a deeper understanding of knowledge-building facts (Gersten, Fuchs, Williams, & Baker, 2001). School and community librarians can serve as important resources in identifying Spanish texts.

Selecting two or three semantically related words (e.g., *liquid*, *frozen*, *melt*) per text supports DLL children's ability to store new information via a schema that makes it easier to learn new concepts while building broad knowledge networks (Nagy, 1988). Selected content vocabulary should be (a) relevant to science and social studies concepts, (b) visually represented in the texts, and (c) important for understanding the book content and later learning (Pollard-Durodola, et al., 2015). Lastly, book pages should be marked (e.g., using sticky notes) to indicate

where each new word first appears in the text to ensure access to these pages as discussion points in the shared-book reading routine.

Vocabulary selections can also include cognates – words that are similar across languages in meaning and spelling (e.g., *oceano* [ocean]) (Montelongo, Hernández, Herter, & Cuello, 2011). Because cognates facilitate some transfer of knowledge across languages (e.g., from Spanish to English), they can be a semantic resource for DLLs in the shared-book reading process (Bravo, Hiebert, & Pearson, 2007).

Implementation Phase: Building Oral Language and Content Knowledge

In a four-day 15-minute reading routine, Days 1 (first reading) and 2 (rereading) focus on a storybook whereas Days 3 (first reading) and 4 (rereading) focus on a complementary informational text. This carefully sequenced routine, with explicit talking points before, during, and after reading the book, can be used by families when supported with a discussion prompt (4” x 7” card) developed by the teacher. See Figure 1.

The routine should be modeled (e.g., teacher, bilingual staff, parent volunteer) followed by a parent-peer practice with feedback to ensure that parents are comfortable with the process. This demonstration and practice can occur in an Open House setting at school with bilingual staff who build parents’ trust by acknowledging the natural ways in which families teach their children in the home while emphasizing the benefits of talking about science- and social studies-related books in Spanish.

We summarize the approach with the template for the text *Taking a Walk* (Emberley, 1994) (social studies theme: Places Where we Live and Go; topic: cities). (Figure 1 includes the Spanish version, *Caminando*).

First Book Reading (Template)

Step 1: Talk About It First [Platicar Primero].

The parent introduces the book and asks the child to make a prediction based on having briefly examined the book cover and pages with the parent's assistance. Parents can initially provide their own predictions to model how to engage in prediction talk.

a. We're going to read a book about [taking a walk in the city].

b. What do you think you will learn about [cities] in this book?

Step 2: Read and Talk About the Words [Leer y Platicar Acerca de las Palabras].

The parent reads the book and stops on a page marked with a discussion tab (e.g., sticky note) to ask two questions. This is an opportunity to use new words (e.g., *neighbor*, *bridge*). The parent points to illustrations to facilitate the discussion and the child's comprehension.

a. What do you think [the boy does with his neighbor]?

b. Why do you think [people use this bridge]?

Step 3: Talk About the Book [Platicar Acerca del Libro].

After reading the text, the parent checks the child's understanding of the text and uses book content on specific pages to talk about the content-related vocabulary. The discussion ends with the child talking about what she liked best about the story (parents can also share what they liked best) and reviews what happened to the character in a storybook (*Where did the boy take a walk?*) or what they learned about the topic if they have read an informational text.

a. What was our book about?

b. Let's find a page that has a picture of [a neighbor]. Tell me about the [neighbor's house] in this picture. (Point)

c. Let's find a page that has a picture of [a bridge]. Tell me about the [bridge] in this picture. (Point)

d. What did you like best about the book?

e. What are the things you saw while taking a walk in a city?

Second Book Reading (Template)

This second reading provides additional exposures to vocabulary and connected concepts with opportunities to make text-to-life connections.

Step 1: Talk About It First [Platicar Primero].

Before reading the text again, the parent reviews the two or three content-related words and concepts introduced the previous day, pointing to the book cover and visual representations of words.

a. What did you learn from the book we read yesterday?

b. What did you learn about a [neighbor]?

c. What did you learn about a [bridge]?

Step 2: Read the Book Again. Do Not Stop [Leer].

In this step, the parent rereads the text without stopping. The parent might point to key illustrations briefly while reading to facilitate comprehension but does not stop to ask questions.

Step 3: Talk About Real Life [Preguntas de la Vida Real].

The parent asks questions that support the child's ability to use the new vocabulary to make connections between the book content and real-life experiences. The parent can also scaffold by sharing his or her own thoughts (e.g., favorite things to do) and point to vocabulary depictions when needed. These culminating questions should help the parent to engage the child's critical and creative thinking abilities.

a. Let's talk about what we learned from our book.

b. Tell me about a time you [crossed a bridge]?

c. *Why is it good to have [neighbors]?*

d. *What is your favorite [thing to do in a city]?*

Knowledge extensions over the weekend can include experiences in the home and/or community that bring the big ideas to life (e.g., a walk through the city; a trip to a neighbor's home). This can occur through the use of cultural capital (e.g., family artifacts such as photographs of a favorite city, memorabilia) to make life-text connections and can occur in the gathering of extended family and friends. In this manner, the weekly knowledge gained is sustained via decontextualized learning.

Vocabulary Learning and Latino Parent Empowerment

Despite the benefits of shared-book reading, U.S. Latino families typically do not engage in reading books to their children prior to the child reaching school age, 5 or 6 years old (Omohundro, 2012), considered as the age of reason or “la edad de razón” (Reese & Gallimore, 2001). The lack of early shared-book reading experiences may be partially explained through a socio-cultural lens (DaSilva, 2009), whereby U.S. Latino parents believe that young children are not ready for literacy experiences until they are capable of reasoning or understanding.

However, we found that, collectively, Latino parents acknowledged that their preschool aged children benefited from rich content-embedded literacy experiences and reported examples to teachers when children used the content-related vocabulary to talk about lived experiences. Further, parents and children in the Saturday Spanish Heritage School reported conversations that highlighted dialect and regional vocabulary differences for some words used in the Spanish texts.

There were also powerful parent outcomes in the Saturday Spanish Heritage Language School as parents assumed increasing ownership of the home-based shared-book reading

routines. Specifically, some mothers emerged as parent leaders who trained new preschool parents in the interactive shared-book reading approach. Latino parents were also motivated to form their own book club (for adults) in order to be good literacy models for their children, and initiated a Spanish library for family borrowing that now houses the largest collection of children's Spanish books in southeastern Michigan.

These outcomes confirm that Latino parents are capable of and wish to participate in the education of their children (Schaller, Rocha, & Barshinger, 2007) and that Latino DLL children may learn about the surrounding world through an extensive network of relationships (González, Moll, & Amanti, 2005). The Open House held in the Texas school that offered a transitional bilingual program was attended by Latino parents and their extended families (e.g., aunts, uncles, grandparents, cousins), confirming that knowledge-building in Latino families may occur as a multi-generational and community-based practice.

Similar findings of parent empowerment have emerged via a dialogic shared-book reading intervention implemented by Latina mothers/tutors with small groups of preschool through second grade Spanish-speaking emergent bilingual children in dual language classrooms (Nearing, Proctor, Moldow, Presley, & Walters, 2013). In this intervention, Spanish-speaking immigrant parents discovered “their own capacity and legitimacy to serve as their children’s first teachers” and that “knowledge is assessable” to their families (Nearing et al., 2013, p. 5).

Conclusion

Overall, shared-book reading instruction that supports and builds content knowledge in the native tongue provides a potential resource for second-language (vocabulary) learning and knowledge transfer (August & Shanahan, 2006; Cummins, 1981). Although school settings may underestimate Latino parents' ability and desire to support their child's academic development

(Carreon, Drake, & Barton, 2005), evidence suggests that many Latino parents welcome the explicit guidance of teacher advocates who empower them to be active participants in their child's early learning.

Take Action

1. Maximize time by working collaboratively with other preschool teachers to distribute planning activities and material development:
 - a. Use preschool standards to identify science and social studies themes and smaller topics that can be used to guide the selection of texts, concepts, and content-related vocabulary.
 - b. Talk to librarians to identify potential book titles and publishers who market Spanish children's books. The National Association to Promote Library and Information Services to Latinos and the Spanish Speaking is a potential resource.
 - c. Pair storybooks and informational texts (twin texts) by science and social studies themes and smaller topics. Duplicate copies of twin texts are ideal. Providing twin text sets using different books on a topic may be more feasible (e.g., several text sets on plants using different books) and can be rotated among parents. When complementary storybooks cannot be found, pair two informational texts by theme and topic.
 - d. Develop 4" x 7" discussion cards (reading, rereading) in Spanish that parents can use to build interactive book discussions.
 - e. Provide a calendar that parents can refer to for weekly shared-book reading (see Figure 2).

2. Organize a Family Open House and emphasize the benefits of extending children's world and word knowledge in the native language. Model the book reading routine.
3. Identify parents and Spanish-speaking instructional aides to train new parents.

For Peer Review

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More to Explore

1. Espinosa, L. (2016). *Webinar: The science of dual language learning for children birth thru age five: Effective practices that improve outcomes.*

<http://www.earlychildhoodwebinars.com/webinar-resources/>

2. *Shared reading.* http://www.readingrockets.org/strategies/shared_reading

3. *Why reading to your kids in your home language will help them become better readers.*

<http://www.colorincolorado.org/article/why-reading-your-kids-your-home-language-will-help-them-become-better-readers>

4. Gonzalez, A. (2015). *Tips for connecting with non-English speaking parents.*

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Table 1

Sample Themes, Topics, Texts, and Vocabulary

Science Theme: <i>La Naturaleza</i> (Nature: Things that are not made by people, like water, air, and sunlight)				
Week	Topic	Text Title	Author	Vocabulary
5	Agua	<i>Un Día de Lluvia</i>	Ana Maria Machado	Charco, Mojarse
5	Agua	<i>Agua Asombrosa</i>	Deborah Seed	Líquido, Congelado, Sólido
6	Nieve	<i>Un Día de Nieve</i>	Ezra Jack Keats	Nieve, Derretirse
6	Nieve	<i>Nieve</i>	Terry Griggs	Nube, Copo de Nieve
7	Viento	<i>Gilberto y el Viento</i>	Marie Hall	Viento, Flotar, Esparcir
7	Viento	<i>El Viento</i>	Grace Hansen	Girar, Ascender, Tornado
8	Estaciones	<i>Las Estaciones</i>	Kellie Williams	Estaciones, Invierno, Otoño
8	Estaciones	<i>Los Colores de las Estaciones</i>	Joyce L. Markovics	Cambio, Primavera, Verano
9	Luz	<i>La Sombra de Moonbear</i>	Frank Asch	Sombra, Cielo
9	Luz	<i>Luz</i>		Luz, Oscuridad
Social Studies Theme: <i>La Tierra</i> (Earth – Land and water)				
10	Tierra	<i>Allá en la Pradera</i>	Olive A. Wadsworth	Pradera, Orilla, Estanque
10	Tierra	<i>La Tierra</i>	Suzy Liebermann	La Tierra, Isla, Coral
11	Tierra	<i>El Conejito Andarin</i>	Margaret Wise Brown	Arroyo, Montaña
11	Tierra	<i>¿Qué es un Río?</i>		Orilla, Cascada, Valle

Figure 1. Discussion prompt for *Taking a Walk* [Caminando] (Emberley, 1994).

Leer Acerca de Lugares

DÍA 1

Libro: **Caminando - 1ª pasada**

¡Por favor, no se le olvide poner una marca de cheque cuando acaba cada actividad!

❶ **Platicar Primero**

Muéstrale a su hijo(a) la portada del libro y lee el título. Di ...

Vamos a leer acerca de caminando en una ciudad.

Despacio muéstrale a su hijo(a) las imágenes en el libro mientras que usted volteas las páginas. Di ...

¿Que piensas aprenderás acerca de ciudades en este libro?

❷ **Leer y Platicar Acerca de las Palabras**

Lee el libro a su hijo(a). Pare después de leer las páginas indicadas abajo. Di ...

p. 3 : **¿Qué piensas hará el niño con su vecino?**

p. 12 : **¿Para qué crees que usarán las personas este punte?**

❸ **Platicar Acerca del Libro**

Di...Ahora, vamos a platicar acerca de nuestro libro.

1. **¿De qué se trató nuestro libro?**
2. **Vamos a encontrar una página que contiene la imagen de un vecino. ¿Cómo es la casa del vecino?**
3. **Vamos a encontrar una página que contiene la imagen de un punte. ¿Cómo es el punte?**
4. **¿Qué te gusta lo mejor de este libro?**
5. **¿Qué cosas vistas mientras caminabas por la ciudad?**

Leer Acerca de Lugares

DÍA 2

Libro: **Caminando - 2º repaso**

¡Por favor, no se le olvide poner una marca de cheque cuando acaba cada actividad!

❶ **Platicar Primero**

Muéstrale a su hijo(a) la portada del libro y lee el título.

Muéstrale a su hijo(a) las imágenes del libro. Di ...

1. **¿Qué aprendiste del libro que leímos ayer?**

2. **¿Qué aprendiste acerca de un vecino?**

3. **¿Qué aprendiste acerca de un punte?**

❷ **Leer**

Lee el libro a su hijo(a) una segunda vez.

❸ **Preguntas de la Vida Real**

Di...Vamos a hablar acerca de lo que aprendimos de nuestro libro.

1. **Platicame acerca de cuando has cruzado un punte.**

2. **¿Por qué es bueno tener vecinos?**

3. **¿Qué te gusta hacer más en una ciudad?**

For Peer Review

Noviembre 2017

El Tema: Lugares donde vivimos y adonde vamos

Domingo	Lunes	Martes	Miércoles	Jueves	Viernes	Sábado
29 Octubre	30 Octubre Primera Pasada ¡No Se Salta en la Cama! Firma Padre/Madre: _____	31 Octubre Segunda Pasada ¡No Se Salta en la Cama! Firma Padre/Madre: _____	1 Primera Pasada La Casa Firma Padre/Madre: _____	2 Segunda Pasada La Casa Firma Padre/Madre: _____	3 Devolver materiales	4
5	6 Primera Pasada Froggy va a la Escuela Firma Padre/Madre: _____	7 Segunda Pasada Froggy va a la Escuela Firma Padre/Madre: _____	8 Primera Pasada Voy a la Escuela Firma Padre/Madre: _____	9 Segunda Pasada Voy a la Escuela Firma Padre/Madre: _____	10 Devolver materiales	11
12	13 Primera Pasada Corduroy Firma Padre/Madre: _____	14 Segunda Pasada Corduroy Firma Padre/Madre: _____	15 Primera Pasada El Supermercado Firma Padre/Madre: _____	16 Segunda Pasada El Supermercado Firma Padre/Madre: _____	17 Devolver materiales	18
19	20 No hay classes.	21 No hay classes.	22 No hay Classes	23 Día de Gracias – (Thanksgiving)	24 No hay classes.	25
26	27 Primera Pasada Un día de lluvia Firma Padre/Madre: _____	28 Segunda Pasada Un día de lluvia Firma Padre/Madre: _____	29 Primera Pasada ¡Agua asombrosa! Firma Padre/Madre: _____	30 Segunda Pasada ¡Agua asombrosa! Firma Padre/Madre: _____	Devolver materiales	

Figure 2. Example of monthly reading calendar/schedule.

For Peer Review