Best Practices

◆ Grant Writing
   ✦ Highlight guidelines of proposed grant
   ✦ Obtain and thoroughly review grant guideline
   ✦ Use existing planning documents to guide you
   ✦ Seek administrative approval and input
   ✦ Make a checklist that you can use to preplan for your grant writing
   ✦ Organize information for each part of the grant separately
   ✦ Use Internet and other written sources for sample grant guidelines
     (letter of introduction, time line, and budget and grant proposal)
   ✦ Divide responsibility of writing the grant components
   ✦ Act quickly
   ✦ Attend all meetings
   ✦ “Just do it!” attitude is a must.

◆ Implementation
   ✦ Collaborative partnership
   ✦ Continuous communication
   ✦ Included teacher created survey
   ✦ Limited length of survey to no more than a back to back paper
   ✦ The surveys for each class were a different color
   ✦ Received Dr. Tara Fortune’s input in creating survey
   ✦ Included a letter from our principal with the survey to our parents
     requesting their participation
   ✦ Documented evidence of implementation of grant by creating a
     collection of binders for future reference

◆ Fall Parent/Child Information Night
   ✦ Several flyers were sent to notify parents of the event
   ✦ Promoted free family meal provided (pizza)
   ✦ Followed up with a reservation request /commitment to the event
   ✦ 41 families attended
   ✦ Had entertainment for the children so we could have the undivided
     attention of the parents
   ✦ Parent presentation was opportunity to recognize parents as
     child’s first teacher, “Teach Me” poem
   ✦ Hand outs were color coordinated by classroom teacher with
     child’s name on them so we could send home the information to
     the parents who did not attend.
   ✦ Previewed some bilingual materials with parents
   ✦ Explained DRA levels as it relates to independent reading level
     Print
   ✦ Explained to parents what is grade level reading print in L1
   ✦ Explained to parents what is appropriate reading print in L2
   ✦ Parents learned how to select appropriate independent reading
material in both the L1 & L2

**Intro. planned literacy events**

**Community Connections**

- Teacher created class T-shirts that allow us to represent ourselves as a unique group (field trips and school programs) year after year
- Created a motto that promotes our program with our parents (within our school) and also with the community (outside of school)
- Scheduled librarian visit prior to field trip to register students (47%) for a library card
- Planned structured field trip experience on Saturday so parents could attend
- Scheduled field trip on Saturday when the library also had special event planned to foster interaction between parents and their children
- Child’s DRA score along with a sample of the correlating print for that score was provided to assist in locating the appropriate independent leveled books
- Parents learned about the community resources that are available to support their children’s second language acquisition

**Beneficial Parent/Child Literacy Experiences**

**Genre Study**

- Standards based
- Used “Teach Me” Poem to relate child’s instruction to parents as teachers
- Students sent parents an invitation letter to participate in the genre study called “It’s in the Bag”
- Each child was assigned a plastic numbered bag for homework to be sent home and returned to school
- Directions were provided for reading out of a book …
- Directions were provided for reading words the child did not know and spelling words the child didn’t know how to spell
- Directions were included on how to read bilingual print
- **All** directions and instructions had been modeled at school and practiced at school before going home.
- Used “restickable” glue to move print cover from L1 to L2
- Each homework assignment included a different fluency strategy
- Each homework assignment/genre study included instructional information about that genre.
Each homework assignment/genre study was a different color and was numbered (1-4)
Created “Student Journal” from homework assignments
Genre study included machine copies of poetry
Free give away bilingual text Fiction (Fairy Tales, Poetry, Reader’s Theater, Action Stories) & Nonfiction (Math & Social Studies)
Limited to 4 homework assignments
Parents learned about the complexity of their child’s curricular objectives
Parents were able to actively participate in reading bilingual reading material from different genres as part of their child’s homework
Parents learned the great connection there are between both languages
Parents now realize that two languages are better than one

Spring Parent / Child Celebration
Genre choices and options within that genre were narrowed to make parent participation selection easier and more focused
Created a performance environment in the classroom (stage, karaoke microphone, audience)
Created several flyers to promote event
Created paper program for the performances
Video taped the performances
Performance is a great way to showcase and document the student’s literacy abilities in their L1 & L2
All students received a reading trophy

Acquired Resources
Checked prices on Amazon.com
Retail source for print with unusual content
Chose catalog sources for give away books
Creative acquisitions (karaoke machine)
Negotiated price with volume of order
Organized materials to promote shared use
Selected materials with our classroom libraries and curriculum in mind
Asked suppliers for samples so we could preview print
Chose the same big books in both L1 & L2, 4 titles,
Chose one big book title for each grading period for collaborative partner teaching
Planned and priced orders for give away books so each of us could have a set of those titles in our classroom bilingual library