

# Engaging Migrant Parents in Math and Reading Nights

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## Why are we doing Reading Nights?

It benefits migrant students and . . .

- **Strategy 1-6. Required** – Coordinate/provide training/resources to migrant parents on reading strategies for their children.
- **MPO 1d)** By the end of the 2018-19 program year, 80% of migrant parents responding to a survey will report that they received information/resources about reading.
- **MPO 1e)** By the end of the 2018-19 program year, 75% of migrant parents responding to a survey that received information and/or resources about reading will report that they are better prepared to support their child with reading.



## Why are we doing Math Nights?

It benefits migrant students and ...

- **Strategy 2-6: Required** – Coordinate/provide training/resources to migrant parents on mathematics strategies for their children.
- **MPO 2d)** By the end of the 2018-19 program year, 80% of migrant parents responding to a survey will report that they received information/resources about mathematics.
- **MPO 2e)** By the end of the 2018-19 program year, 75% of migrant parents responding to a survey that received information and/or resources about mathematics will report that they are better prepared to support their child with mathematics.

# Preparation for Reading & Math Nights



What do our parents need?



How will we get this information  
to our parents in our district?



How will we know if we have  
provided our parents with  
beneficial training and materials?

# What do our parents need?



## Special concerns with parents of migratory children.

- Parent's view of education
- Lack of or limited education themselves.
- Limited English ability to help their children.

## Importance of Reading

- Explain the reasoning.
- Give tips and strategies.

## How to help their children.

- Demonstrate reading time.
- Provide resources.

How are we going  
to deliver this  
information?



- Centralized locations based on numbers
- Tuesday evenings from 6:30-7:30 in October & February as arranged with local districts.
- Invitations sent out to districts and encouraged face-to-face invites via migrant contact.
- Bring your children and practice the reading strategies or math strategies.
- Build in games.
- Provided snacks.
- Childcare area for little ones during instruction.

What help did  
we provide?



Specific grade level skills were not possible.

Basic idea of how to help:

- Allow and require students to read daily~20 minutes is best.
- Read in English or even Spanish if they don't speak English because skills are transferable between languages. (Caveats obviously)
- Focus on pictures in books.
- Build on number order.
- Basic Math skills...addition, subtraction, multiplication, division.
- Make it fun!



## How did it go?



- We had great turnout last year, reaching over 56 families.
- Parents complete TEA evaluation survey.
- Based on this information, we adjusted the time allotted this year to an hour and a half.
- This year was not as successful, we had only 22 families in attendance.
- Cancellation and poor rescheduling



## What have we learned?



- Contact with parents must be by phone or in person, a note sent home - even in Spanish - was not enough. Contact weeks before and day of or day before are imperative.
- Migrant parents can be a bit resistant to interactive activities.
- Migrant parents want to know how to help their children be successful.
- Many migrant parents did not realize how important daily reading for extended periods of time up to 20 minutes is.
- The dice and card games worked wonderfully.

Your Brain	Your Health	Your Life
<ul style="list-style-type: none"><li>• Studies show that Reading increases brain activity and decreases mental decline (i.e. Alzheimer's and Dementia)</li><li>• Reading helps you understand abstract concepts and apply logic to real life</li><li>• Children's book expose kids to 50% more words than watching T.V.</li></ul>	<ul style="list-style-type: none"><li>• Reading can help reduce stress up to 68%</li><li>• Those suffering depressions showed positive improvement after being read to</li><li>• Creates a routine to relax</li></ul>	<ul style="list-style-type: none"><li>• Those who read are more likely to attempt goals in real life</li><li>• Helps people identify with different types of relationships in real life</li><li>• Reading allow you to travel places you may not have the chance to</li></ul>

## Choosing Books

- **Allow your child to choose which books he/she wants to read**
- **Help your child find books they might enjoy and that align with their interests**
- **Magazine articles and e-books are fine on occasion**
- **Find a series that your child might enjoy**
- **Get a free library card and borrow books for free**

## Reading

- Dedicate 20 minutes a day to read
- Parents need to model reading
- Read aloud to your children as they listen
- Read your book silently as they read their book
- Reading the same book together and taking turns reading

\*\*\*For younger children this may need to be shorter periods of time throughout the day\*\*\*

Let  
the  
games  
begin!

### Dice War

Players 2

Materials: 2 Dice

**How to Play:** Roll two dice and add the two numbers to find a sum. The sum becomes your score for that round. First player to 100 wins.



$$2 + 5 = 7$$

This game can also be played with subtraction



$$6 - 2 = 4$$

and with multiplication



$$3 \times 4 = 12$$

### Make 10

Players 2

Materials: 1 or 2 dice, scratch paper

**One die version:** One die is rolled. Players try to find what number needs to be added to make ten. The number needed to make ten becomes the player's score for that round.



is rolled, then a player would say 7 to make a 10 and their score is 7.

**Two dice version:** Two dice are rolled. Players must add or subtract to make a ten.



two sixes are rolled.  $6 + 6 = 12$  so  $12 - 2 = 10$  so 2 is the score.

*Use the Ten Frames on the next page for support.*

Roll  
those  
dice!

## 101 and Out

Players 2

**Materials:** 1 die, scratch paper

**How to Play:** Copy the game board below. Roll the die six times. Each roll has to count. You can count the rolls as either ones or tens. Keep a running total as you play. The closest to 101 *without going over* wins.

1	1 or 10	4	4 or 40
2	2 or 20	5	5 or 50
3	3 or 30	6	6 or 60

Player 1

10	+	50	+	4	+	20	+	4	+	3	=
Total <u>91</u>											

Player 2

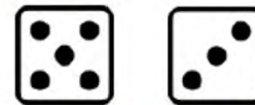
50	+	6	+	10	+	30	+	2	+	4	=
Total <u>102 so out</u> Player 1 wins!											

## Closest to 100

Players 2

**Materials:** 2 dice, 120 chart (optional), scratch paper

**How to Play:** Roll two dice and create a 2-digit number.



This could make 53 or 35.

Now, mentally find the difference between the 2-digit number and 100. One way to find the difference is to count up. For example, if a number rolled is 53, count up by 10s and then add the 1s to get to 100.

$$53 \xrightarrow{+10} 63 \xrightarrow{+10} 73 \xrightarrow{+10} 83 \xrightarrow{+10} 93 \xrightarrow{+7} 100$$

**53 is 47 from 100**

For each round, the score is the difference from 100. The player with a score closest to 100 after 5 rounds wins.



Questions